

# Request for Proposal

## Professional Supervision and Professional Learning Group Pilot

The PPTA Te Wehengarua (**PPTA**) is a union and professional association for secondary and area school teachers and principals. The Secondary Principals' Council of Aotearoa (**SPC**) are elected principal representatives that advise the PPTA executive on professional and industrial issues for school leadership.

### 1. Purpose

The PPTA with support from SPC has developed this request for proposal.

The 2020 Tomorrow's Schools review highlighted the need to provide more supports for school leadership and a more systematic approach to growing leadership across the system.

One-on-one support services with a focus on practice review, development and wellbeing for principals are a common feature of education systems internationally. Supports for senior leadership vary, however peer learning groups are part of the Australian State of Victoria's preparation for principalship.

The purpose of this pilot is to pilot and evaluate provision of Professional Supervision and Professional Learning Groups for principals and senior leaders in Aotearoa. If the pilot is successful, the PPTA and SPC will use this information to advocate for services to be made available on a wider basis through the government initiatives or collective agreement provisions.

### 2. Outline of Services Required

This request for proposal is for a one-year pilot of:

- a Professional Supervision Service for members who are principals or senior leaders in secondary and area schools to support their professional practice and well-being in their school leadership role; and
- Professional Learning Groups for members who are senior leaders in secondary and area schools.

Professional Supervision and Professional Learning Groups (**PLG**) are "the services" for the purposes of this request for proposal.

Providers must be able to supply both Professional Supervision and PLG, proposals for only one of these will not be accepted.

### 3. Key Service Features

Service provision will be for 12 months, with an agreed establishment period.

### 3.1. Professional Supervision

#### *Participants*

- 30 PPTA members who are Principals or Associate, Deputy or Assistant Principals.
- 10 in the South Island 20 in the North Island.
- Excludes anyone who is receiving support through the Ministry of Education funded beginning principal service or whose school already pays for professional supervision for them.
- Selection criteria for participants in the pilot should ensure a range of genders, ethnicities, locations and school types are represented.
- Selection criteria to also preference participants who self-identify as being “red flagged” in the principal and senior leader health and wellbeing survey.
- Final participants determined through the selection process led by the provider.

#### *Model and scope of delivery*

- Professional Supervision in this context is contractually agreed working relationship between an independent supervisor and the principal or senior leader. Within this confidential relationship, the supervisor meets with the principal or senior leader for the purpose of conducting a self-reflective review of practice, to discuss professional issues and to provide feedback and coaching.
- Professional Supervision is an inquiry into practice. It is a compassionate appreciative inquiry, led by the needs of the participant. The objective of professional supervision is to support good leadership practice and wellbeing through reducing isolation and providing the opportunity to confidentially debrief, discuss professional issues and explore ways to improve practice. Where appropriate it may include identification of and referral to additional support services.
- While professional supervision may identify areas in which practice could change or improve it is not a “performance improvement” measure targeted at underperforming leaders.
- The supervisory framework must provide a culturally appropriate, safe and confidential space for this reflection and discussion and be underpinned by key New Zealand based leadership resources including the following:
  - Teaching Council Leadership Competencies Framework
  - Tū Rangatira
  - Kiwi leadership for principals
- The pilot will deliver a total of 8 hours of professional supervision over the 12-month period to be allocated as agreed between the supervisor and the participant, this should include a mix of formal supervision appointments, and shorter email or phone support.
- Supervision is to be provided remotely through an agreed digital platform such as zoom, with the opportunity for email and phone follow up. This model is effective, from a delivery and cost perspective. It also allows for flexibility in matching supervisors with participants.

- Total service provision for one participant would be a maximum of 8 hours. Providers should also allow for 2 hours of administration per participant. This provides a total of a maximum of 10 hours service provision per year per participant. 300 hours in total for 30 participants.

### 3.2. Professional Learning Groups (PLG)

#### *Participants*

- PPTA members who are Associate, Deputy or Assistant Principals.
- Participants need to have a collective commitment to developing their professional practice through collaborative work and reciprocal coaching.
- Excludes members who are allocated a place in the Professional Supervision pilot.
- PLG are already operating for principals through government contracted provision and so they are also excluded from this pilot.

#### *Model and scope of delivery*

- PLG are to be underpinned by the principles of collaboration and reciprocal coaching.
- During the establishment phase of the PLG, time will need to be allocated to discussing how participants wish to work together. Members of the group will agree the areas of focus for the group.
- 10 PLG with approximately 5 per group, i.e., 50 participants in total.
- Meetings provided through a virtual platform.
- Service provision of two meetings a term of 1 ½ hours each, a total of eight meetings a year; 12 hours a year for each PLG.
- Facilitator preparation and administration time: 1 ½ hours a term, a total of six hours a year for each PLG.
- A total commitment of 180 hours for 10 PLG.

## 4. Personnel

The knowledge, attitude and skills needed by professional supervisors and PLG facilitators are an important consideration in the implementation of the two services.

### 4.1. Competencies required by the professional supervisors and PLG facilitators

Personnel engaged to provide these services would be expected to:

- Have knowledge and understanding of best practice, pedagogy and current research in the area of school leadership.
- Commit to honouring Te Tiriti o Waitangi in the support of the principals and senior leaders.
- Provide a service that is culturally appropriate, tailored, and responsive.
- Develop open and honest relationships based on high trust and professional ethics.
- Create a safe environment so that participants can openly discuss their work, acknowledge any difficulties and have the freedom to experiment or try new strategies.
- Use a mana-enhancing approach when working with principals and senior leaders.

- Offer constructive feedback while being empathetic and non-judgmental.
- Promote awareness of personal wellness issues with the participants that may be addressed through their practice.
- Evaluate the progress of supervision regularly to adjust the process accordingly.

## 5. Timing of Service Delivery

The service delivery will begin at an agreed point in 2021. Please indicate in your proposal an estimated timeframe for the establishment phase and service delivery assuming it begins from the point a contract is signed.

## 6. Establishment of Services

The provider will need to undertake the following tasks in setting up this pilot:

- Establishment of Services including key documents for human resource management and the provision of the service e.g., job descriptions, employment agreements, school/client agreements, service descriptors.
- Communication and selection process for professional supervisors/facilitators.
- Communication and selection of participants.
- Induction and professional development with service delivery personnel to establish consistent expectations and practice in service delivery.

## 7. Infrastructure and Administration

The provider will need to show the ability to maintain ongoing administration of services including communication with service delivery personnel, recording keeping and reporting.

## 8. Leadership & Coordination

The provider will need to ensure consistency of service provision for participants. This may include leadership of personnel and opportunities for personnel to collaborate.

## 9. Responsibilities

### 9.1. PPTA responsibilities

PPTA will:

- Promote the services and expression of interest process with members.
- Arrange for the evaluation of the services provided in the pilot.

### 8.2. Provider responsibilities

The provider will:

- Select and contract and/or employ the service delivery personnel
- Select the participants and allocate professional supervisors and/or PLG facilitators
- Deliver the Professional Supervision and PLG
- Provide ongoing administration support for the pilot
- Provide professional leadership and support of the services
- Provide a report to the PPTA with generic information about applicants including total number, number in each type of role, regional breakdown, ethnicity and gender.
- Provide additional reporting on progress of the pilot as agreed with the PPTA

### 8.3. Participants’ responsibilities

Participants selected will:

- Make a commitment to attend as planned their professional supervision sessions each term and take action to develop their practice as appropriate; or
- Make a commitment to attend as planned their PLG sessions each term and be an active participant; and
- Provide feedback on the impact of the services during and after the pilot through the PPTA evaluation, in a general way that is safe so there is no personal information involved.

## 10. Evaluation Criteria

The evaluation model that will be used is simple weighted attribute. The Proposal that scores the highest will likely be selected as the Successful Provider.

Proposals will be evaluated on their merits according to the following evaluation criteria and weightings.

Criterion	Weighting
<b>Delivery</b> <ul style="list-style-type: none"> <li>• A credible plan to select participants for and deliver online supervision and online professional learning groups to the target participants.</li> </ul>	25%
<b>Capacity</b> <ul style="list-style-type: none"> <li>• Existing mechanisms available to provide the infrastructure and administrative and systems’ support required for the services.</li> <li>• Technical experience using appropriate tools to provide the services online.</li> <li>• Connections with relevant expertise from outside of schools, including the Ministry of Education.</li> </ul>	25%
<b>Capability</b> <ul style="list-style-type: none"> <li>• Expertise in remote service delivery.</li> <li>• Experience and expertise in providing professional support and learning opportunities to school leaders.</li> </ul>	50%

<ul style="list-style-type: none"> <li>Evidence of ability to provide culturally appropriate, tailored and responsive services to school leaders.</li> <li>Existing personnel with competencies required to deliver the services or evidence of ability to recruit appropriate personnel</li> <li>Knowledge and experience working with key New Zealand-based educational leadership frameworks and resources.</li> <li>Evidence of ability to provide leadership and support to service delivery personnel</li> </ul>	
<b>Total weightings</b>	<b>100%</b>

## 11. Scoring

The following scoring will be used in evaluating Proposals. Scores by individual panel members may be modified through a moderation process across the whole evaluation panel.

Rating	Definition	Score
<b>EXCELLENT</b> Significantly exceeds the criterion	Exceeds the criterion. Exceptional demonstration by the provider of the relevant ability, understanding, skills, resource and quality measures required to meet the criteria. Proposal identifies factors that will offer potential added value, with supporting evidence.	9-10
<b>GOOD</b> Exceeds the criterion in some aspects	Satisfies the criterion with minor additional benefits. Above average demonstration by the provider of the relevant ability, understanding, experience, skills, resource and quality measures required to meet the criterion. Proposal identifies factors that will offer potential added value, with supporting evidence.	7-8
<b>ACCEPTABLE</b> Meets the criterion in full, but at a minimal level	Satisfies the criterion. Demonstration by the provider of the relevant ability, understanding, experience, skills, resource, and quality measures required to meet the criterion, with supporting evidence	5-6
<b>MINOR RESERVATIONS</b> Marginally deficient	Satisfies the criterion with minor reservations. Some minor reservations of the respondent's relevant ability, understanding, experience, skills, resource and quality measures required to meet the criterion, with little or not supporting evidence.	3-4
<b>SERIOUS RESERVATIONS</b> Significant issues that need to be addressed	Satisfies the criterion with major reservations. Considerable reservations of the respondent's relevant ability, understanding, experience, skills resource and quality measures required to meet the criterion, with little or no supporting evidence.	1-2
<b>UNACCEPTABLE</b>	Does not meet the criterion. Does not comply and/or insufficient information provided to	0

Significant issues not capable of being resolved	demonstrate that the provider has the ability, understanding, experience, skills resource and quality measures required to meet the criterion, with little or no supporting evidence.	
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## 12. Evaluation Process and Due Diligence

In addition to scoring against the evaluation criteria we may undertake the following process and due diligence in relation to shortlisted providers. The findings will be considered in the evaluation process.

- Reference-check the provider and named personnel
- Interview the provider
- Request the provider to make a presentation
- Complete relevant health and safety checks including, but not limited to, assessing the robustness of the provider’s health and safety documentation.
- Inspect audited accounts for the last three financial years
- Undertake a police check for all named personnel

We may also contact you at any time to request clarification of your proposal as well as additional information about any aspect of your proposal.

## 13. Shortlisting, Negotiations and Notification of Outcome

We will advise you if you have been shortlisted. Being shortlisted does not imply or create any obligation on us to enter into negotiations with, or award a contract for delivery of the services to any shortlisted providers. We will not make public the names of the shortlisted providers.

We may invite you to enter into negotiations with a view to a contract for the services. Where the outcome is unsatisfactory, we may discontinue negotiations with a provider and may initiate negotiations with another provider.

If we enter into concurrent negotiations with more than one provider, we will advise the providers that concurrent negotiations will be carried out.

At any point after the conclusion of negotiations, but no later than 30 business days after the date a contract for services is signed, we will inform all unsuccessful providers of the name of the successful provider, if any.

Proposals will not be returned to providers at the end of the RFP process.

## 14. Submitting a Proposal and PPTA Point of Contact

This is an open, competitive tender process.

Please submit your proposal on the Response Form Provided



Proposals must be submitted by email to Julie Elliott at the following email address [jelliott@ppta.org.nz](mailto:jelliott@ppta.org.nz) by **16 April 2021**

Our point of contact for questions and queries is Fran Renton. You can contact her at the following email [frenton@ppta.org.nz](mailto:frenton@ppta.org.nz)