

PPTA

NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION

TE WEHENGARUA

www.ppta.org.nz

Research Report

Professional Learning and Development

2013

Acknowledgments

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Executive Summary

This research report explores the responses of teachers and school leaders to two separate surveys sent out by PPTA via Survey Monkey and completed between 6 May and 24 May 2013.

Both teachers and school leaders agree that current Professional Learning and Development (PLD) provision is inadequate, piecemeal and incoherent. It was estimated by the auditor general in 2008 that at least \$200 million (excluding GST) is spent per year on PLD. There is a serious question as to whether this money is being well spent.

This report uses teacher voice to show how the contracting model chosen by the government in 2011-2013 is failing to meet the learning needs of teachers.

The teacher survey shows that teachers want more PLD opportunities, preferably with colleagues from other schools, led by an expert facilitator with valuable and trusted external expertise. There is clearly a need to ensure that the professional learning that happens in schools challenges teachers to work differently with students to raise their achievement. 44% of teachers said that only happens sometimes with the current provision of PLD.

The value that teachers and leaders attach to various providers is instructive. The tendency is still to see the nearest School Support Service provider as the local provider, despite the fact that they no longer have the 'preferred provider' status they used to have, and there is evidence that teachers want to return to this trusted model of a local PLD provider.

The type of PLD that both teachers and leaders find most effective is ongoing, includes looking at students' achievement data, involves reflection time and takes place in a professional learning community, especially with teachers from other schools.

The least effective PLD is, for many teachers, a whole staff transmission model delivered in-house.

Teachers want a variety of PLD and while they value especially in-depth professional learning community based work, they also value the opportunity to go to one-off workshops that enhance their knowledge in particular areas such as the NZQA best practice workshops.

Teachers and leaders have subtle differences in their perceptions of PLD and value the work being done in slightly different ways, but agree completely in their desire for locally trusted, officially sanctioned, effective PLD to be made more available to them in the future.

Background

In May 2013 PPTA gathered membership views on the quality and accessibility of the Professional Learning and Development (PLD) currently being delivered in schools.

The main reason for this research was because in recent months the Ministry of Education has started work on developing the policy that will shape the next set of PLD contracts due in 2015. The current arrangements will be rolled over till then.

This new policy approach appears to be in response to sustained and consistent 'noise' in the sector about the difficulty in accessing good quality, local PLD under the current arrangements. This 'noise' has been coming from teachers, principals' groups, subject associations, local providers (especially the universities), schools, PPTA Executive and Te Huarahi.

The PLD policy framework has been subject to constant review and change for at least two decades. During the 1990's, it was believed that PLD was going to be privatised by government, and at that stage most of the School Support arms of the colleges of education/universities established themselves as separate corporate entities. Full privatisation did not eventuate, and the six regional School Support Services (SSS) continued to have essentially the status of 'preferred provider' of PLD, but with negotiated and monitored outputs. Around the same time, though, a number of private providers of PLD established themselves and began to pick up some government PLD contracts. This trend grew in the following decade.

The provision available to schools did not meet with wholesale approval. During the 2000's a steady rise in demand for high quality and widely accessible PLD reflected a consensus in the profession on the critical importance of PLD and the responsibility of government to provide this.

As a result of this pressure from PPTA, school leaders and others to make PLD fit for purpose and more useful for schools, and to achieve more even quality across the country, the government commissioned a review of School Support Services, completed by Meenakshi Shankar and Fleur Chauvel of Martin Jenkins¹. The purpose of the Martin Jenkins evaluation was for 'improvement and learning' but still within the context of non-contestable contracts.

The Martin Jenkins evaluation did a thorough analysis of current provision, and laid a clear foundation for a high quality professional learning infrastructure into the future. This report asserted that the SSS system was workable and with specific modifications could clearly meet government priorities and goals. The government chose to ignore this report and the advice it contained and instead, in late 2010, began a move to the fully contestable contracting model we have today, with private providers competing with what used to be School Support Services for a whole range of separate contracts. Instead of schools being able to contact their local SSS office for advice as to the best source of the PLD they require, they are expected to discuss this with bureaucrats in their regional Ministry of Education. Consortia, with new names, have been established to bid for contracts, resulting in mass confusion.

It is PPTA's view that this has proved disastrous for schools and for the implementation of government priorities. This is because of a number of factors, not

¹ Sankar, M. & Chauvel, F. (2010). *Provision of School Support Services – an evaluation. Report to the Ministry of Education.* Wellington: Ministry of Education.

least of which is the inaccessibility of much of the PLD with contracts centred on particular providers, often a long way from the place where the PLD must be delivered. While this enabled government to sign contracts with the providers they thought were most effective, it dismantled a trusted model of local support.

There was no need to make such wholesale change. The evaluation had found a clear consensus around the university-based School Support Services provision. It was seen by the profession to ensure:

- equity in access to services (particularly for schools in remote rural areas);
- synergy between pre-service and in-service training and consistency in implementation of the national curriculum;
- school development focus rather than the provision of individual in-service experiences to teachers;
- a future focus to assist schools to look beyond the immediate issues and to proactively shape their direction and vision;
- teaching practice informed by evidence, thus forging a closer relationship in which the knowledge base of both researchers and practitioners is valued and shared.

The purpose of PPTA's research reported here was to test assumptions about teachers' and leaders' responses to the changes that have taken place since the School Support Services infrastructure has been dismantled. This included designing separate surveys for teachers and school leaders in order to identify similarities and differences in their perspectives on PLD.

The survey included questions on a number of themes: time spent on PLD; what teachers and leaders think makes PLD more or less effective; what sorts of PLD schools are doing; and what sorts of PLD schools want. The findings make interesting reading.

Methodology

Two separate surveys were designed, one for all members (in secondary and area schools) and one for principals (members and non-members in secondary and area schools). They were both sent as links emailed to individuals' addresses from PPTA's database.

The surveys were sent out on 6 May 2013, the first day of term two, reminders were sent on 17 May, and the surveys closed on 24 May.

The response of 2291 from 12,867 sampled for the members' survey was 18% of the sample. This is a statistically robust sample which has less than a 3% error rate. The response for the leaders' survey was 70 from 334 sampled, an even higher response rate of 21%. (The sample for both surveys was all those members for whom PPTA had a current email address.)

10% of responses to the teachers' survey came from senior leaders, 37% from curriculum leaders, 41% from classroom teachers and 12% from people describing themselves as Other.

41% of the teacher respondents had been teaching 20 years or more, 28% had been teaching between 10 and 20 years, 17% had been teaching for between 5 and 10 years, 8% between 2 and 5 years and 6% less than 2 years. This suggests that the sample is a good representation of the secondary teaching profession.

The survey was broken down into 19 questions with many questions forcing an answer from respondents. This gives more useful data, but is more challenging for respondents.

The senior leaders' survey was sent to principals, but they were asked in the preamble to complete the survey with their senior leadership team where possible. There is no way to know whether principals did this or not. Most of the questions to the leaders were modified versions of the questions to the teachers, worded from a senior leader's point of view. There were a few exceptions to that which are explained in the findings.

This report discusses the responses to both surveys under broad headings. Statistical data is presented along with analysis and comment. Areas for further research are suggested. The full questionnaires appear as appendices to this report.

The findings

1. What do teachers and senior leaders believe is the most effective and least effective PLD?

Teachers and school leaders were asked about the characteristics of the most effective and least effective PLD they had ever experienced (see Appendix A and Appendix B at the end of this report). The definition given to help teachers make this decision was: "Most effective would be the PLD that influences your practice and helps you to raise student achievement, and least effective would be PLD that doesn't do anything". This clearly linked effective PLD to student achievement, which is consistent with the Best Evidence Synthesis on PLD² and work done by NZCER³. While each teacher would have a somewhat different perception of these characteristics, the results nevertheless give some clear trends and show interesting differences between teachers and senior leaders.

The characteristics listed included items such as a good facilitator, relevance and cost. (For the full list see the graph below.) The characteristics chosen for the list were sourced from a range of places, including the NZ Curriculum⁴, the Teacher Professional Learning and Development Best Evidence Synthesis (PLD BES)⁵, NZCER research⁶, experience in schools and feedback from PPTA members. While the list is not exhaustive it paints a fascinating picture about teacher beliefs around PLD effectiveness.

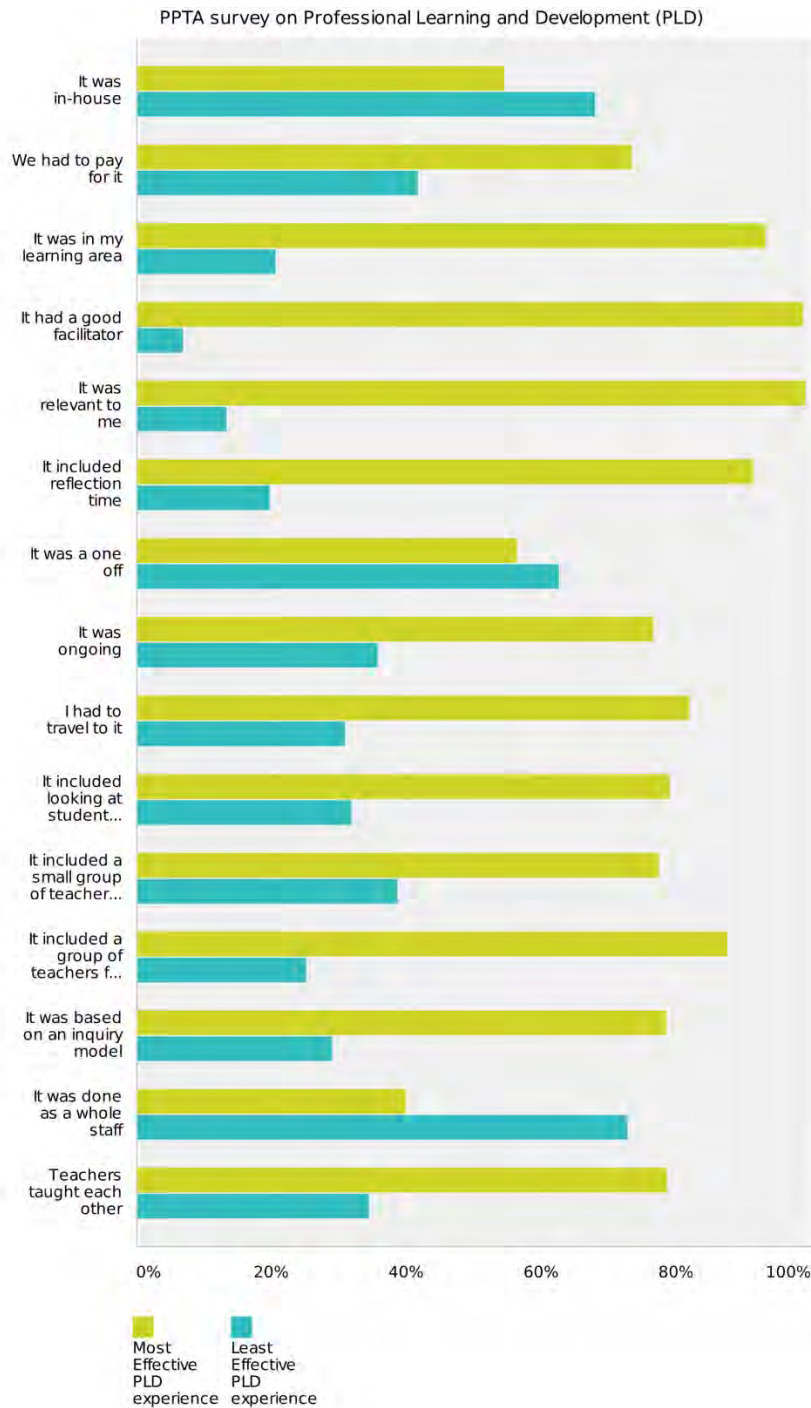
² Timperley H, Wilson A, Barra H and Fung I: *Teacher Professional Learning and Development Best Evidence Synthesis Iteration (BES)*, New Zealand Ministry of Education, 978 0 79032628 3, 2007.

³ E.g. Hipkins, R: Chapter 21 *The engaging Nature of Teaching for Competency Development*, in S.L. Christenson et al (eds.) *Handbook of research on Student Engagement*, DOI 10.1007/978-1-4614-2018-7_21.

⁴ Ministry of Education (2007). NZ Curriculum. Wellington: Ministry of Education.

⁵ Timperley et al op cit.

⁶ E.g. Hipkins (2013) *NCEA one decade on: Views and experiences from the 2012 NZCER National Survey of Secondary Schools*. Wellington: NZCER.



Teachers clearly agree with the findings of the PLD BES⁷ that the most effective PLD is ongoing, includes looking at student achievement data, involves reflection time and takes place in a professional learning community. Teachers particularly like working with colleagues from their own school (77%), or even more so from other schools (87%). They also want good facilitation and relevance. These most sought after aspects of effective PLD have become particularly hard to find under the current contracting model. It is also worth noting that for 73% of respondents the most effective PLD had to be paid for.

For 68% of teachers their least effective PLD involved a whole staff transmission model and for 73% it was delivered in house. Interestingly though, for 54% of

⁷ Timperley et al op cit.

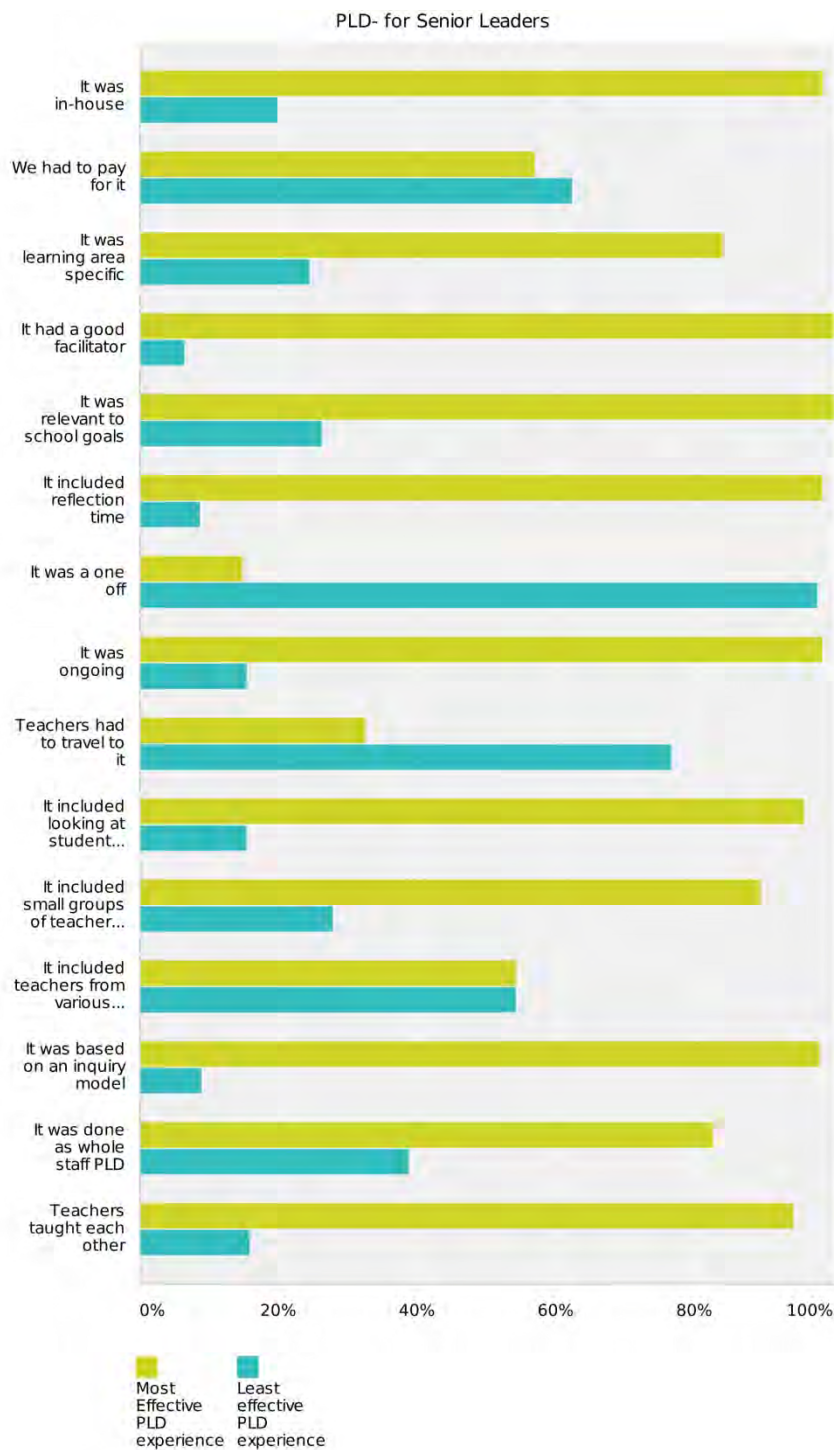
teachers their most effective PLD was also delivered in-house, so clearly that is not a critical factor either way.

Similarly, while for 63% of teachers their least effective PLD was one-off, that is single session, event based PLD. Conversely, for 56% of teachers their most effective PLD was one-off too.

The features clearly associated with the most effective PLD, but not with the least effective PLD, were that it was in the teacher's learning area, had a good facilitator, was relevant to the teacher, and included reflection time.

It is also worth noting the importance to teachers of collaboration with colleagues from a range of schools, with 87% of teachers associating this with their most effective PLD.

Leaders were asked the same question about PLD their staff had undertaken. There are clear similarities and differences.



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For 98% of leaders the most effective PLD was provided in-house, whereas teachers were more divided about that. Leaders agree with teachers that effective PLD needs a good facilitator and includes reflection time. Leaders clearly believe that effective PLD is ongoing, whereas teachers also associate the one-off PLD experience with effective PLD.

⁸ The question that leaders got to create this matrix was: 'For both your most effective PLD experience (above) and your least effective PLD experience (above) tick the boxes that apply. (You can tick an item on both lists.)

⁹ The previous question had a focus on the PLD the staff had undertaken and used the same definition as for the teachers above. (Most effective would be the PLD that influences your practice and helps you to raise student achievement, and least effective would be PLD that doesn't do anything.)

Leaders are stronger on PLD that focuses on student achievement 96%, as opposed to 79% from the teachers' survey, but both groups clearly understand the importance of this. There is a significant difference about the importance of working with teachers from other schools, which only 54% of leaders associated with effective PLD, whereas 87% of teachers did. This makes sense in that leaders are far more focused on getting their own school "right" and have a structural awareness of the difficulties that currently lie around teaming up teachers across schools when PLD provision is so patchy.

Leaders are more fully committed to the inquiry model as being part of effective PLD, with 98% associating this with their most effective PLD, compared with 78% of teachers. This lines up with the emphasis on inquiry in the New Zealand Curriculum. There was divergence over the importance of PLD being whole staff, which for 83% of leaders was associated with the most effective PLD, whereas for teachers only 40% associated this with the most effective PLD. Teachers seem far more comfortable with PLD that happens in communities of practice rather than in the whole staff context. Leaders are even more firm than teachers that teaching each other is a feature of effective PLD (94% compared with 78%).

While there are significant differences between these two sets of results, they also have a good deal in common. Teachers and leaders largely agree about the ingredients that make up effective PLD and these generally align with the principles for professional learning laid out in the Best Evidence Synthesis¹⁰:

- Extended time and opportunities to learn is necessary but not sufficient
- External expertise is typically necessary but not sufficient
- Teachers' engagement in learning at some point is more important than initial volunteering
- Prevailing discourses are challenged
- Opportunities to participate in a professional community of practice are more important than place
- Opportunities are consistent with wider trends in policy and research
- Active school leadership.

The importance of one-off PLD for teachers is particularly interesting, and lines up with their choice of the Best Practice workshops as the most significant PLD they have had (see section 4). These workshops, while easily described as one-off, are actually part of a career long series of developments around NCEA where assessment knowledge needs to be constantly refreshed.

The effectiveness graphs give us a powerful picture of what teachers and leaders value in PLD. While this generally aligns with evidence, there are nuances to teachers' and leaders' responses, particularly over the locus of control. It is clear from the effectiveness analysis that teachers want good quality external facilitation linking them up with colleagues from other schools in collaborative communities of practice. This requires a major overhaul in the current PLD infrastructure.

¹⁰ Timperley et al op cit.

2. What kinds of PLD and how much are teachers accessing?

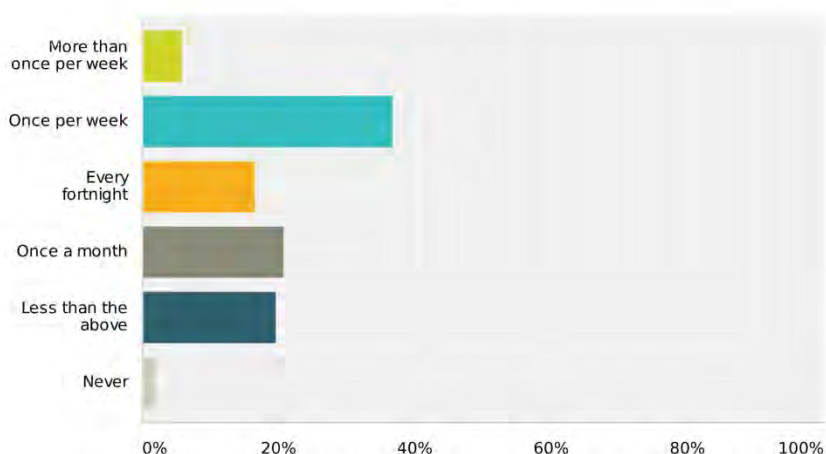
PLD is clearly not one size fits all. The survey sought to investigate what types of PLD teachers are accessing overall, and the balance of the different types of PLD they are experiencing. There has been an academic debate for some time about the difference between professional learning and professional development, with professional learning being reified into the position of particular advantage and professional development consigned to the teacher level desire for one-off conferences and event based learning that does not necessarily have a direct impact on student achievement. While this makes sense on one level, it misses the reasoning behind teachers' desires for event-based PLD. Teachers demonstrate in the effectiveness section that they particularly want collegial learning with teachers from other schools. What are they in fact accessing?

Two questions asked teachers about their participation in whole staff PLD in their schools. Question 1 was about frequency rather than the amount of time, and the most common answer was 37% doing whole staff PLD once a week, and another 6% more than that, totalling 43% doing whole staff PLD once a week or more.

PPTA survey on Professional Learning and Development (PLD)

Q1 How often do you take part in whole staff PLD in your school?

Answered: 2,281 Skipped: 10



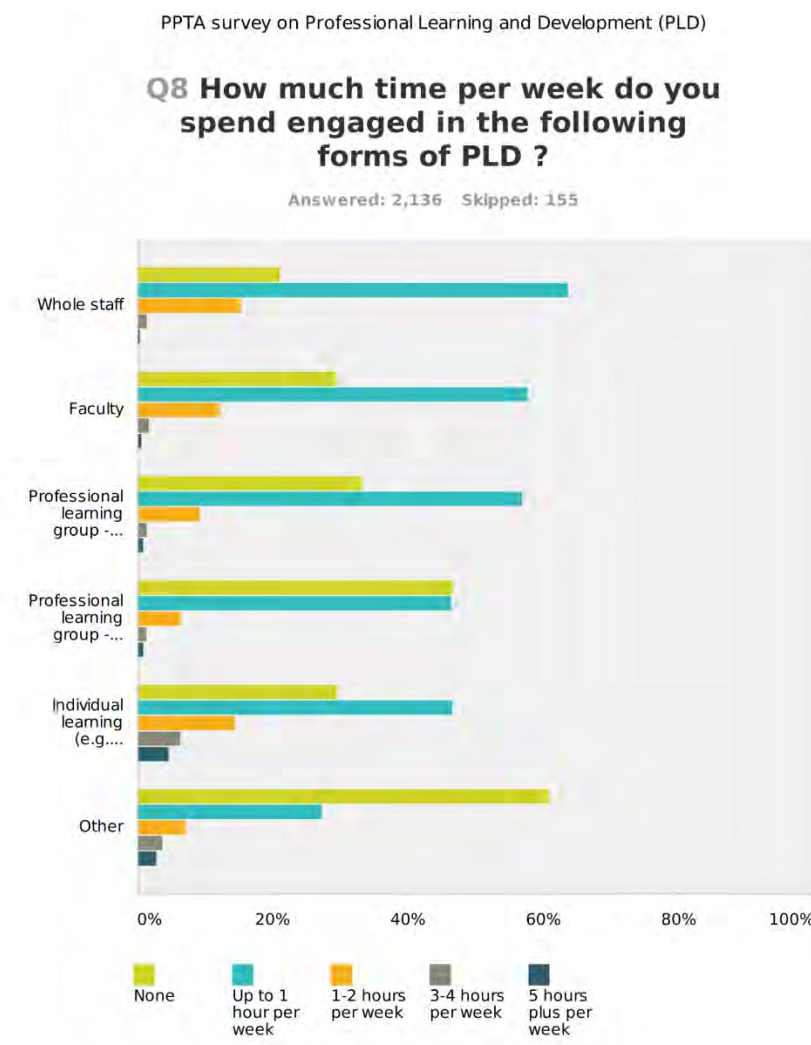
Answer Choices	Responses	Count
More than once per week	5.57%	127
Once per week	36.52%	833
Every fortnight	16.31%	372
Once a month	20.52%	468
Less than the above	19.38%	442
Never	1.71%	39
Total		2,281

Question 8 focused more on the matter of time, and asked about time spent not only on whole staff PLD but on other kinds of PLD. Unfortunately, options in the question leave it unclear whether teachers doing one hour of whole-staff PLD a week would have chosen the option "Up to 1 hour" or "1-2 hours per week". 63%

said that they spent up to 1 hour, and another 17% spent more than that a week in whole-staff PLD.

From the two questions, however, we can certainly conclude that there is a lot of whole staff PLD happening in schools, however exactly how much is not completely clear. From Question 1 it appears that 42% of teachers have whole staff PLD monthly or less often, but from Question 8 it appears that this figure is actually only 21%.

It may be that as teachers proceeded through the survey, their concepts of what constitutes whole staff PLD changed. This is interesting, because it reflects the fact that PLD for teachers is not easily defined or finite. Is a whole staff discussion about new procedures for recording behaviour incidents administration or PLD? If it is part of putting in place a new behaviour management system, it might be seen by teachers to be PLD.



Question 8 asked about the time spent in other forms of PLD as well:

- 71% of teachers spent at least an hour in faculty-based PLD, with 58% doing the hour and 13% doing more;
- 68% spent at least an hour in a curriculum-based professional learning group with 57% doing the hour and 11% doing more;
- 54% spent at least an hour in a pastoral-focused professional learning group with 46% doing the hour and 8% doing more;

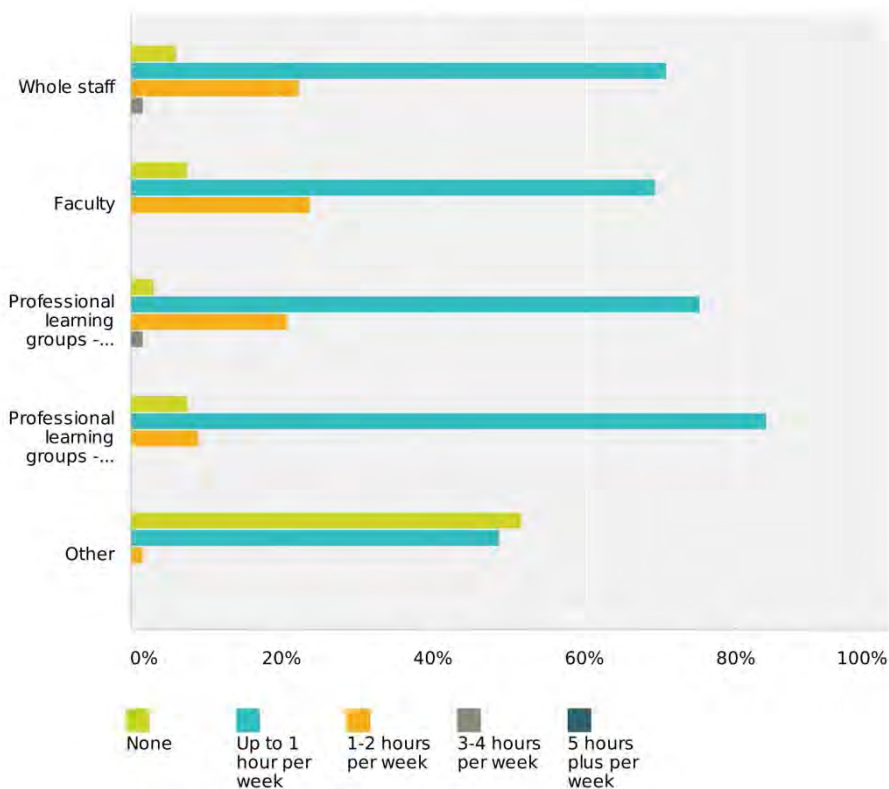
- 71% spent at least an hour in an individual learning activity, with 46% doing the hour and 25% doing more;
- 40% did some other form of PLD with 27% doing the hour and 13% doing more.

While this is a complex set of figures it suggests that most teachers are doing between 3 and 5 hours PLD per week, not just the whole staff PLD, but all the other forms of professional learning groups that aid the collaborative approach that education demands.

At the same time, senior leaders' estimates about how much time teachers spend engaged in various types of PLD are higher than teachers and in some areas by quite a distance, which is an intriguing difference.

Q8 How much time per week do you expect staff to spend engaged in the following forms PLD?

Answered: 68 Skipped: 2



For example, in the case of professional learning groups – pastoral, 46% of teachers say they do no PLD of this kind and 46% say they do one hour of this per week with a few doing more. 84% of senior leaders, on the other hand, believe that their staff do up to an hour per week of this PLD, and another 9% believe their staff do more than this. It would be interesting to know what explains this difference.

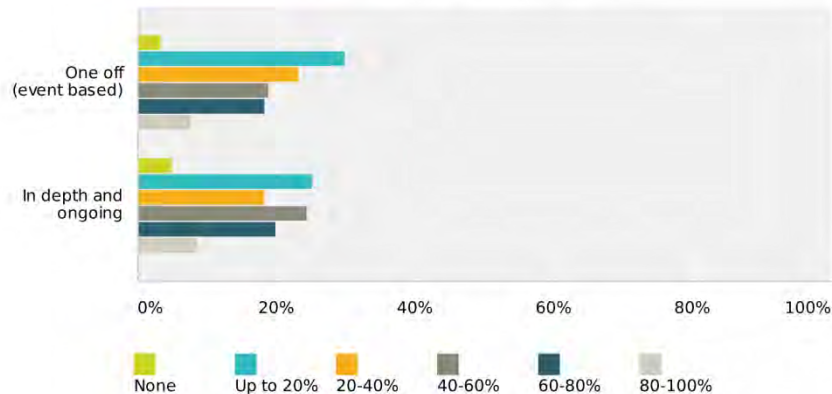
There was another question (13 in both surveys) that showed leaders seeing things differently from teachers, again being more optimistic about how the impact of the PLD they were doing resulted in changes to teacher practice. 87% of leaders thought that PLD that happened in their school always or usually resulted

in changes to teacher practice, whereas only 54% of teachers thought this happened always or usually. In line with their view of the importance of in depth PLD, leaders also believe their teachers are engaged with this kind of PLD more of the time than teachers do. This requires further investigation.

PPTA survey on Professional Learning and Development (PLD)

Q14 Approximately how much of the PLD you experience is one off (event based) and how much is in depth (ongoing)?

Answered: 2,125 Skipped: 166



	None	Up to 20%	20-40%	40-60%	60-80%	80-100%	total
One off (event based)	3.11% 66	29.65% 630	22.96% 488	18.68% 397	18.07% 384	7.53% 160	2,125
In depth and ongoing	4.71% 100	24.94% 530	18.07% 384	24.24% 515	19.67% 418	8.38% 178	2,125

Question 14 asked about how much PLD is one-off and how much is ongoing. In the view of teachers, 52% of PLD is in depth and on-going at least 40% of the time, whereas 44% of PLD is one off (event based) at least 40% of the time. There is, therefore, a bias toward in-depth PLD, but it is quite slight. While there is clearly room for one-off PLD, it would be far better to see the balance more firmly in favour of the in-depth and the on-going. Access no doubt plays a significant role in this.

The nature of what teachers and leaders categorise as one-off PLD needs further investigation. A subject association conference may be described as one-off event based PLD yet the professional learning that goes around it is on ongoing and career long for teachers. An English teacher may learn a new method for teaching writing, take it back to their department and teach others how to use it. While this may have been described as one-off, it is in fact ongoing. Teachers are clearly looking for more opportunities to engage, particularly with other subject specialists around collegial learning.

3. From whom do teachers and school leaders access their PLD?

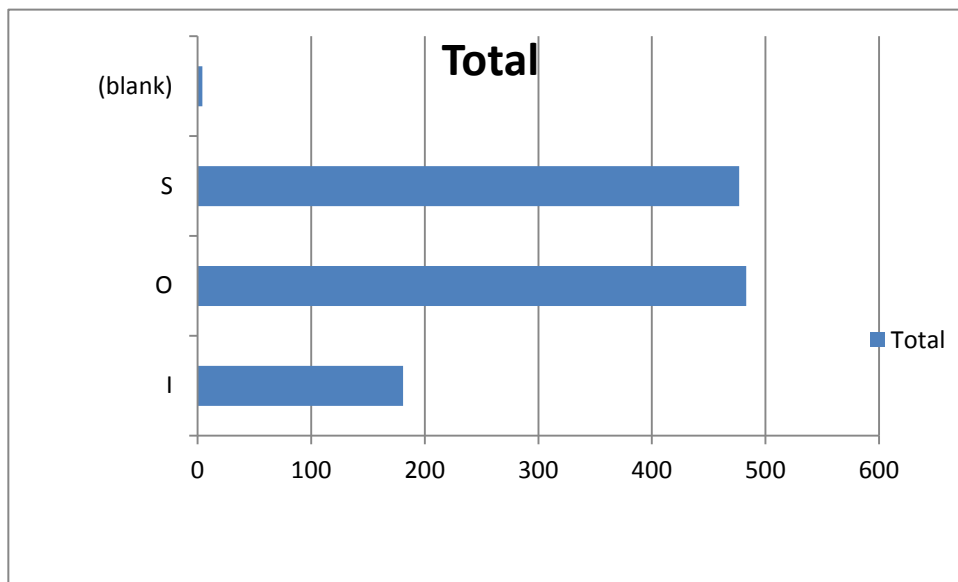
This section moves from what sort of PLD teachers and leaders like and what they are experiencing, to from whom they access their PLD. As described in the Background section above, this is a rapidly changing area. The Ministry's own matrix of PLD contracts lists 28 different areas through contracts with 29 different providers, ranging from the Tuhoe Education Authority to Auckland University Services. Many of the old providers who figure prominently in the grid below do not even appear on the Ministry's matrix as they are part of a consortium such as the University of Waikato working as part of Te Toi Tupu (along with Cognition, Core, NZCER and Waikato-Tainui) or the University of Canterbury working as part of the Te Tapuae o Rehua consortium (with the University of Otago and Ngai Tahu). This is without even mentioning NZQA who do not appear on the Ministry's grid, because officially, Best Practice Workshops are not deemed to be PLD. What teachers identify as the sources of the PLD probably tells us much about the issue of brand recognition that has developed since the big changes in the last three years. This in turn suggests schools' need for reliable, identifiable sources of quality PLD.

Question 4 asked teachers 'who provided the PLD they had picked as the most effective'? The 2,037 respondents who answered this named 1132 different providers, which are categorised below. Responses have been categorised into three groups:

1. O = Organisations (such as Team Solutions and NZQA),
2. S = Schools where a teacher or senior leader has delivered the PLD, and
3. I = Individuals where a single practitioner consultant such as Margaret Ross (who was the fourth most frequently mentioned on the list) has delivered the PLD.

The table and the graph provide a count of mentions by teachers.

Count of Number	
Type	Total
I	181
O	483
S	477
(blank)	4
Grand Total	1145



Organisations only just edge out schools as being the most effective providers, but many of the Organisations selected are either no longer operating or are delivering programmes that are being wound down, such as Te Kotahitanga. (The question had asked about most and least effective PLD ever experienced.)

Looking at the strongest performers in the table, NZQA is perhaps the anomaly (because it is officially not PLD) with the next two being Team Solutions (part of Auckland University) and Te Kotahitanga, which when combined with University of Waikato who delivered that PLD puts those two universities out in front. Then they are followed by Margaret Ross whose provision of PLD for PRTs has filled a gap left by the winding up of local provision in many areas. Margaret Ross lives in Tauranga although she delivers PLD nationwide and internationally. She also delivers on student behaviour management.

PLD provider	Number	Type
NZQA (INCL NZQA Geoff Harris 55)	101	O
Team Solutions	75	O
Te Kotahitanga	42	O
Margaret Ross	39	I
SCT and member of SM	35	S
Massey University	34	O
University of Waikato	30	O
In House - DP	22	S
Ako Panuku	20	O
Greg and Rich from Restorative Schools	17	I
Marg Thorsborne contracted to MOE	17	I
PENZ	14	O
Canterbury University	13	O
He Kakano	13	O
Papanui High school	13	S
PPTA	13	O
Kohia Teachers' Centre	12	O
Auckland University	11	O
University of Canterbury	11	O
NZACDITT	10	O
Trevor MacDonald - Outside Provider	10	I

The confusion over which institution is providing PLD has been exacerbated by the new contracting model which has led to large scale re-branding. This means that people selected universities using a variety of different names as they would have worked with them at different contracting stages. What does become clear is the dominance of the upper half of the North Island in the provision of PLD. While this makes some sense because of population distribution, it doesn't provide a locally trusted model for schools and teachers further south.

Also noteworthy is that in this list of best ever PLD providers, Trevor MacDonald, who is mentioned 10 times, has been working in the US for over 5 years! The last major block of PLD that Trevor delivered in NZ was between 2003-2005 and then only in Otago/Southland when he was in five schools a year, with another few sessions 2005-2007. The fact that Trevor features so prominently on the list, apart from the fact that he is an outstanding literacy leader, is because the provision of PLD in Otago has dried up since the 2000's. There are other examples of older PLD appearing on the list such as Education for Sustainability.

The list of most effective providers is less relevant in the leaders' survey as the weight of numbers is so different, but there were similarities in the groups and people they named.

Question 5 asked more generally about external expertise in in-school PLD and the frequency of this sort of facilitation. 69% of teachers said they experienced it only sometimes, while only 15% experienced it often, usually or always. The small number experiencing it more than sometimes suggests that access to external facilitators is an issue for schools.

This point also comes out strongly in responses to later questions. For example, the next question asked how accessible curriculum expertise is. 50% said they could only access this sort of knowledge sometimes, and 10% said they could not access this sort of expertise at all. Given teachers' responses to the question on most and least effective PLD where 93% said the most effective PLD was something from their subject area, this starts to explain why the NZQA best practice workshops have picked up such high status amongst teachers.

There is another example here of senior leaders presenting more positively their access to external expertise, with 36% saying that their school accessed external expertise usually or often, as opposed to 15% in the teachers' survey.

Question 10 was in recognition of the BES finding that senior leaders need to participate in PLD alongside their staff for it to have the maximum impact on teachers was tested. Here we find different perceptions between the two samples of whether this happens. 32% of teachers said their senior leaders were always present, and another 42% said they were usually present. On the other hand, 71% of senior leaders themselves believed that they were always at PLD sessions, with another 29% believing that they were usually present. This may say something about different definitions of presence, or about different definitions of what constituted PLD, given that leaders cannot be at every faculty meeting or pastoral care group meeting.

There was one example of almost perfect synergy between the responses of teachers and of leaders. In response to the question, "Would you like to be able to access more external expertise to help you develop your teaching and learning

practice/help you develop teaching and learning in your school?”, 84% of leaders answered Yes and 85% of teachers answered Yes.

This picture of who teachers and senior leaders believe provides their PLD is a reflection of the dislocation currently experienced under the contracting system. Teachers continue to identify with the old School Support Services and the familiar brands, but in a fast changing landscape this does not tell us enough about who provides quality PLD that enables teachers to change their practice to have a positive influence on student learning. As with every other part of education, relationships are critical to this outcome and require more stability of provision and better management of the PLD resource by government.

4. Who do teachers and school leaders value as providers?

This report has already touched on value by looking at the list of who teachers and leaders named as the most effective providers. In this section we further investigate who teachers think their local PLD provider is, whether they value the advice they receive from their local provider, and draw some conclusions about their preferences for PLD. We will further analyse the ranked list of who provided the most effective PLD in the light of these answers.

Question 15 looked at who teachers regarded as their local provider. This showed that most teachers still regard their local university as their local provider of PLD. While the School Support Services infrastructure has been significantly dismantled for a couple of years now, this still dominates the thinking of teachers. Other significant mentions were 5% for the Regional Office of Ministry of Education and 3% for CORE Education as their local provider. 16% said they had no local provider of PLD.

There were differences between the two surveys in this area too. Waikato figured much higher among the leaders at 19% compared with 7% in the teachers' survey. CORE Education also figured higher at 9% as opposed to 3%. Other differences include a higher response rate for no local PLD provider - 24% of leaders as opposed to 16% of teachers.

47% of teachers thought their local source of PLD provided effective advice always or usually, with 36% saying the advice was effective sometimes or never. The rest said they had no local source of PLD. Leaders tend to have a slightly higher opinion of the advice they get from their local source of PLD.

If we look again at the list of the top providers of PLD there are a number of things to note about value. Teachers value providers who come from each of the categories: organisation, individual and school. Clearly some schools are doing a particularly good job of delivering PLD as they get multiple mentions from staff members. Team Solutions and Waikato are well recognised providers with Massey and Canterbury Universities also appearing in the top 20. Individuals have risen to fill the gap left by university contracts falling over, but provision is inevitably more sporadic, one off and dictated by travel plans. Overall schools value good facilitation, but do want a local, trusted provider who can give them good advice and access to quality PLD.

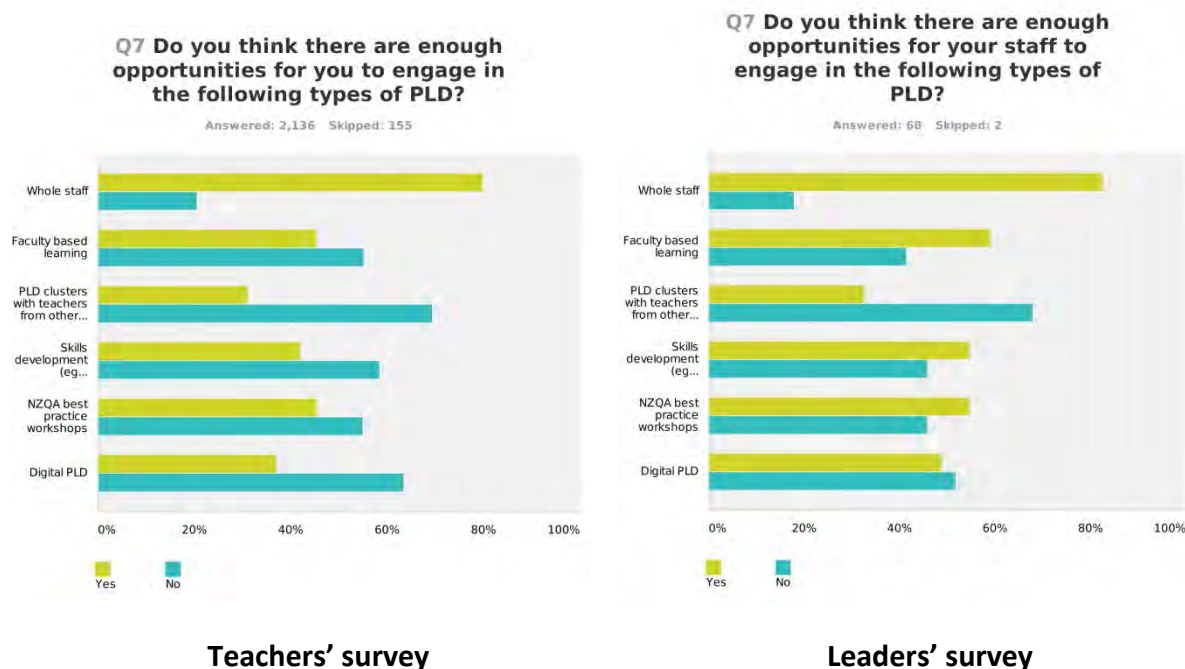
The overwhelming message about what teachers value is that this is inevitably shaped by what is available. School leaders certainly understand what they should value and their answers show this, but according to teachers this is not

necessarily what they are getting. This is an area that requires more work to establish why some of these values have developed.

5. What kinds of PLD and how much do teachers and leaders want?

While the report touched on this when we looked at what sort of PLD teachers are accessing, here we look at the questions which particularly target what types of PLD teachers are accessing and what leaders think about it. As with the rest of the data, teachers and leaders have subtle differences in their approach to these questions.

Question 6 asks how easily teachers can personally access external expertise in their curriculum areas. 38% can access this sort of support quite or very easily, which is just over one third of teachers, but 50% said they could access it only sometimes, and 10% said not at all. Senior leaders were asked a slightly different question, which was not necessarily curriculum-specific: “How easily can your school access external expertise?” 56% of leaders said they could access it only sometimes, with 44% saying they could access it quite or very easily. No leaders said they could never access external expertise.



Question 7 asked teachers whether they had sufficient opportunities to engage in the various types of PLD. The only PLD on the list that teachers were satisfied they were getting enough of was whole staff PLD, with 80% saying they had enough of this. The PLD teachers want most is communities of practice with teachers from other schools, with 69% saying they cannot access enough of this. There were also 63% wanting more digital PLD¹¹ and slightly fewer wanting more skills development such as restorative practices training at 58%. 55% wanted more access to NZQA best practice workshops.

For leaders question 7 shows subtle differences. They agreed with teachers that there was enough access to whole staff PLD, but whereas 59% of senior leaders thought that there were enough opportunities for faculty based learning, only 45%

¹¹ This could mean either digital delivery PLD such as *My Portfolio* or subject specific digital PLD. This was not defined in this survey, but would make a useful PLD project of its own.

of teachers did. Both agreed there should be better access to PLD with teachers from other schools. 54% of leaders thought there was enough skills development available whereas only 42% of teachers did. There was a similar difference on NZQA best practice workshops with 54% of leaders saying there was enough access to these, but only 45% of teachers. Whereas 61% of teachers wanted more access to digital PLD, only 52% of leaders said there was not enough.

Question 11 was another slice at where PLD comes from when sourced externally, with the question “If you/your school use external expertise for PLD, where does it come from?” 58% of teachers mentioned university based providers, and 38% mentioned other PLD providers. Subject associations were mentioned by 36% and NZQA by 32%. 28% mentioned a colleague in another school. This contrasts with leaders, 83% of whom mentioned universities and 68% mentioned other PLD providers, considerably more of both than teachers. On the other hand, more leaders mentioned subject associations (49% compared with teachers’ 36%), and more leaders mentioned NZQA (52% compared with 32%). These are quite marked differences, the reason for which is not clear.

Both teachers and leaders were asked whether the PLD they did in their school challenged them/their staff to work differently with students in order to raise achievement. Leaders were much more confident about this, with 25% saying it always did, whereas only 12% of teachers said it always did. 61% of leaders said it usually did, whereas only 42% of teachers said it usually did. The percentage of teachers who said that PLD only sometimes challenged them, 44%, is worrying.

While that leaves a lot of numbers to digest there is a clear picture about the sort of PLD available, the sort of PLD that has the biggest impact on student achievement, and the sort of PLD teachers want. There is clearly a need for three types of PLD, whole school, professional learning community based inquiry and individual PLD based on a teacher’s personal goals. Schools and government need to be able to provide all three.

Next steps for research

One of the big questions that emerged from the surveys is why teachers continue to value one-off workshops when research indicates that they have a limited impact on changing practice. Teachers appear to be interested in this sort of PLD for a variety of reasons. This would benefit from a more qualitative approach to explore what teachers mean by ‘one-off’. The divergence here from the view of senior leaders is also worthy of further research.

While there are many subtleties in the results about the amount of time teachers spend in various forms of PLD, it is one form in particular which stands out. Teachers value collegial PLD in a professional learning community above all other types. There would be value in analysing the time spent in collegial forms of PLD against the impact on student learning. While this work has been done in Te Kotahitanga and elsewhere, it would require sophisticated statistical analysis to establish this relationship. It would be work well worth doing.

The other crucial piece of work needed is providing better, more locally trusted accessible PLD for schools. While this is stating the obvious, teachers are clearly crying out for this. It is of particular note that they want more communities of practice

with colleagues from other schools. This would benefit from further research to find out what teachers gain in sharing their knowledge with, and learning alongside, teachers from other schools of varying characteristics and with different teaching and learning experiences. There is a clear emphasis by teachers on this sort of learning, as opposed to whole staff transmission model learning that can be organisationally easier for schools to deliver. There is a piece of work needed around the collaborative nature of teaching and how this is enhanced by specific types of PLD.

Conclusions

The surveys have much in common around the inadequacy of provision of centrally funded PLD, but also include some important differences. The narrative around PLD suggests that there is considerable frustration in the sector around the ability of schools to source and fund effective local PLD. The list of most effective providers merely confirms this and also teases out some of the contradictions that the data throws up.

Teachers are clearly less enamoured of transmission model whole staff PLD than senior leaders are. There are a number of reasons for this, both simple and complex. At one level, from the viewpoint of senior leaders, it is the easiest way of trying to ensure that everyone goes on a particular educational journey together. However, teachers are becoming more sophisticated in their needs and while they greatly value collaboration, this is only if it is over topics that are relevant to them and involves them in communities of practice.

The reduction in external expertise available has also meant that one off whole school pieces of work like a restorative practices workshop or a student behaviour workshop is more likely to be the model of delivery. The exception to this is in the subject specific work where by its very nature teachers are likely to collect in smaller interest groups. This is also the “meat and veg” of teacher practice and holds a far more important position in the eyes of teachers than it does in the eyes of leaders.

The desire for professional interaction and collaboration is clearly very strong, but teachers are also cynical about the sort of whole staff PLD that adds to their workload by delivering administrative trivia which does not respect their professional autonomy. Teachers do not want to be technicians following a recipe. They want to be autonomous professionals who are well connected to their colleagues within the school and across schools and want to be learning throughout their career. Problems with the supply of good quality external expertise make internal PLD structures far more vulnerable and less likely to deliver good outcomes for students and for staff.

There is much to do to improve the system of PLD that currently operates. Teachers want a locally trusted provider brokering PLD for them in an informed way to benefit the school, the community, the students and the teacher themselves. This requires multiple PLD opportunities serving different purposes. Current provision is unable to meet these needs as the contracting model has failed teachers, failed schools and failed the government. We need to listen to our teachers and leaders, and make the system whole again.

PPTA survey on Professional Learning and Development (PLD)

PPTA survey on professional learning and development (PLD)

PPTA is conducting this survey to find out how the recent Ministry of Education shift to what they call a "fully contestable model of PLD" has affected our members. The survey asks you questions about the provision of PLD in your school and how you access it. This will assist us in pressuring the government to improve access to quality PLD.

*1. How often do you take part in whole staff PLD in your school?

- More than once per week
- Once per week
- Every fortnight
- Once a month
- Less than the above
- Never

*2. Write down the most effective PLD you have ever undertaken and the least effective. (Most effective would be the PLD that influences your practice and helps you to raise student achievement, and least effective would be PLD that doesn't do anything.)

Most effective PLD (write the name of the PLD and who delivered it)

Least effective PLD (write the name of the PLD and who delivered it)

PPTA survey on Professional Learning and Development (PLD)

***3. For both your most effective PLD experience (above) and your least effective PLD experience (above), tick the boxes below that apply. (You can tick an item on both lists)**

	Most Effective PLD experience	Least Effective PLD experience
It was in-house	<input type="checkbox"/>	<input type="checkbox"/>
We had to pay for it	<input type="checkbox"/>	<input type="checkbox"/>
It was in my learning area	<input type="checkbox"/>	<input type="checkbox"/>
It had a good facilitator	<input type="checkbox"/>	<input type="checkbox"/>
It was relevant to me	<input type="checkbox"/>	<input type="checkbox"/>
It included reflection time	<input type="checkbox"/>	<input type="checkbox"/>
It was a one off	<input type="checkbox"/>	<input type="checkbox"/>
It was ongoing	<input type="checkbox"/>	<input type="checkbox"/>
I had to travel to it	<input type="checkbox"/>	<input type="checkbox"/>
It included looking at student results	<input type="checkbox"/>	<input type="checkbox"/>
It included a small group of teachers from my school	<input type="checkbox"/>	<input type="checkbox"/>
It included a group of teachers from other schools	<input type="checkbox"/>	<input type="checkbox"/>
It was based on an inquiry model	<input type="checkbox"/>	<input type="checkbox"/>
It was done as a whole staff	<input type="checkbox"/>	<input type="checkbox"/>
Teachers taught each other	<input type="checkbox"/>	<input type="checkbox"/>

4. Who was the most effective PLD provided by? (Please name the provider or if it was in house the title of the facilitator eg SCT.)

***5. How often does whole staff PLD include working with external expertise (a PLD provider)?**

- Always
- Usually
- Often
- Sometimes
- Never
- Other (please specify)

PPTA survey on Professional Learning and Development (PLD)

***6. How easily can you personally access external expertise in your curriculum area (s)?**

- Very easily
- Quite easily
- Sometimes
- Not at all
- Not applicable

***7. Do you think there are enough opportunities for you to engage in the following types of PLD?**

	Yes	No
Whole staff	<input type="radio"/>	<input type="radio"/>
Faculty based learning	<input type="radio"/>	<input type="radio"/>
PLD clusters with teachers from other schools	<input type="radio"/>	<input type="radio"/>
Skills development (eg restorative practices training)	<input type="radio"/>	<input type="radio"/>
NZQA best practice workshops	<input type="radio"/>	<input type="radio"/>
Digital PLD	<input type="radio"/>	<input type="radio"/>

Comments

***8. How much time per week do you spend engaged in the following forms of PLD ?**

	None	Up to 1 hour per week	1-2 hours per week	3-4 hours per week	5 hours plus per week
Whole staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional learning group - curriculum (faculty or subject based)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional learning group - pastoral (restorative practice, whanau group, behaviour etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual learning (e.g. observation, meetings with mentor, professional reading etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PPTA survey on Professional Learning and Development (PLD)

*9. Who leads PLD in your school?

	Never	Up to 25% of the time	25-50% of the time	50-75% of the time	75-100% of the time
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior Leadership Team Member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External Provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

*10. Do your school leaders participate in PLD alongside other staff?

- Always
- Usually
- Sometimes
- Never

*11. If you use external expertise for PLD, where does it come from?

- Never use external expertise
- University-based provider (e.g. Team Solutions, Waikato, Te Tapuae o Rehua)
- Other PLD provider (e.g. Evaluation Associates, CORE Ed)
- Subject association
- NZQA
- Colleague in another school
- Other (please specify)

PPTA survey on Professional Learning and Development (PLD)

***12. Would you like to be able to access more external expertise to help you develop your teaching and learning practice?**

- Yes
- No

Comment

***13. Does the PLD you do challenge you to work differently with your students in order to raise their achievement?**

- Always
- Usually
- Sometimes
- Never

***14. Approximately how much of the PLD you experience is one off (event based) and how much is in depth (ongoing)?**

	None	Up to 20%	20-40%	40-60%	60-80%	80-100%
One off (event based)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In depth and ongoing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PPTA survey on Professional Learning and Development (PLD)

*15. Who do you regard as your local provider of PLD?

- Team Solutions
- Waikato University
- Massey University
- Victoria University
- Canterbury University
- Otago University
- Regional Office of Ministry of Education
- Core Education
- Evaluation Associates
- Te Tapuae o Rehua
- No-one - we have no local source of PLD
- Other (please specify)

*16. Do you think your local source of PLD gives effective advice and support?

- Always
- Usually
- Sometimes
- Never
- We have no local source of PLD

*17. Has your PPTA branch discussed the PPTA PLD toolkit?

- Yes
- No
- Don't know

PPTA survey on Professional Learning and Development (PLD)

*18. What is your main role in school?

- Senior leader
- Curriculum leader (Head of Faculty/Department, Teacher in charge)
- Classroom teacher
- Other (please specify)

*19. How many years have you been teaching in total (including outside New Zealand)?

- Less than two years
- Two to less than five years
- Five to less than ten years
- Ten to less than twenty years
- Twenty years or more

Thank you very much for giving up some of your busy day to complete this questionnaire. The information you have given will be very useful to PPTA as we work for improvements to professional learning and development for schools.

PPTA survey on Professional Learning and Development (PLD) for

PPTA PLD Senior Leaders Survey

PPTA is conducting this survey to find out how the recent Ministry of Education shift to what they call a "fully contestable model of PLD" has affected our members. The survey asks you questions about the provision of PLD in your school and how you access expertise. This will assist us in pressuring the government to improve access to quality PLD.

We would prefer you to answer this questionnaire as a Senior Leadership Team (SLT), or at least in consultation with the member of your SLT with responsibilities for PLD.

PPTA PLD Senior Leaders Survey

***1. How often does your whole staff take part in PLD in your school?**

- More than once per week
- Once per week
- Every fortnight
- Once a month
- Less than the above
- Never

***2. Write down the most effective PLD your staff have ever undertaken and the least effective. (Most effective would be PLD that influences a teacher's practice and helps them to raise student achievement, and least effective would be PLD that doesn't do anything.)**

Most effective PLD (write the name of the PLD and who delivered it)

Least effective PLD (write the name of the PLD and who delivered it)

PPTA survey on Professional Learning and Development (PLD) for

***3. For both the most effective PLD experience (above) and your least effective PLD experience (above), tick the boxes below that apply. (You can tick an item on both lists.)**

	Most Effective PLD experience	Least effective PLD experience
It was in-house	<input type="checkbox"/>	<input type="checkbox"/>
We had to pay for it	<input type="checkbox"/>	<input type="checkbox"/>
It was learning area specific	<input type="checkbox"/>	<input type="checkbox"/>
It had a good facilitator	<input type="checkbox"/>	<input type="checkbox"/>
It was relevant to school goals	<input type="checkbox"/>	<input type="checkbox"/>
It included reflection time	<input type="checkbox"/>	<input type="checkbox"/>
It was a one off	<input type="checkbox"/>	<input type="checkbox"/>
It was ongoing	<input type="checkbox"/>	<input type="checkbox"/>
Teachers had to travel to it	<input type="checkbox"/>	<input type="checkbox"/>
It included looking at student results	<input type="checkbox"/>	<input type="checkbox"/>
It included small groups of teachers from our school	<input type="checkbox"/>	<input type="checkbox"/>
It included teachers from various schools	<input type="checkbox"/>	<input type="checkbox"/>
It was based on an inquiry model	<input type="checkbox"/>	<input type="checkbox"/>
It was done as whole staff PLD	<input type="checkbox"/>	<input type="checkbox"/>
Teachers taught each other	<input type="checkbox"/>	<input type="checkbox"/>

4. Who was the most effective PLD provided by? (Please name the provider or if it was in house the title of the facilitator eg DP curriculum.)

PPTA survey on Professional Learning and Development (PLD) for

*5. How often does PLD in your school involve working with external expertise (a PLD provider)?

- Always
- Usually
- Often
- Sometimes
- Never

Comment

*6. How easily can your school access external expertise ?

- Very easily
- Quite easily
- Sometimes
- Not at all

*7. Do you think there are enough opportunities for your staff to engage in the following types of PLD?

	Yes	No
Whole staff	<input type="radio"/>	<input type="radio"/>
Faculty based learning	<input type="radio"/>	<input type="radio"/>
PLD clusters with teachers from other schools	<input type="radio"/>	<input type="radio"/>
Skills development (eg restorative practices training)	<input type="radio"/>	<input type="radio"/>
NZQA best practice workshops	<input type="radio"/>	<input type="radio"/>
Digital PLD	<input type="radio"/>	<input type="radio"/>

Comments

PPTA survey on Professional Learning and Development (PLD) for

*8. How much time per week do you expect staff to spend engaged in the following forms PLD?

	None	Up to 1 hour per week	1-2 hours per week	3-4 hours per week	5 hours plus per week
Whole staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional learning groups - curriculum (faculty or subject based)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional learning groups - pastoral (restorative practice, whanau group, behaviour etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*9. Who leads PLD in your school?

	0-25% of the time	25-50% of the time	50-75% of the time	75-100% of the time
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior Leadership Team Member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External Provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specify other leaders of PLD here

*10. Do you as school leaders participate in PLD alongside your staff?

- Always
- Usually
- Sometimes
- Never

PPTA survey on Professional Learning and Development (PLD) for

*11. If your school uses external expertise for PLD, where does it come from?

- Never use external expertise
- University-based provider (e.g. Team Solutions, Waikato, Te Tapuae O Rehua)
- Other PLD provider (e.g. Evaluation Associates, CORE Ed)
- Subject association
- NZQA
- Colleague in another school

Other (please specify)

*12. Would you like to be able to access more external expertise to help you develop teaching and learning in your school?

- Yes
- No

Comments

*13. Does the PLD in your school challenge your staff to work differently with students in order to raise their achievement?

- Always
- Usually
- Sometimes
- Never

*14. Approximately how much of the PLD your staff experience is one off (event based) and how much is in depth (ongoing)?

	None	Up to 20%	20-40%	40-60%	60-80%	80-100%
One off (event based)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In depth and ongoing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PPTA survey on Professional Learning and Development (PLD) for

*15. Who do you regard as your local source of PLD? (Choose one answer only.)

- Team Solutions / Auckland University
- Waikato University
- Massey University
- Victoria University
- Canterbury University
- Otago University
- Regional Office of the Ministry of Education
- Core Education
- Evaluation Associates
- Te Tapuae o Rehua
- No-one - we have no local source of PLD

Other (please specify)

*16. Do you think your local source of PLD gives effective advice and support?

- Always
- Usually
- Sometimes
- Never
- We have no local source of PLD

*17. Has your PPTA branch talked with you about the PPTA PLD toolkit?

- Yes
- No
- Don't know

PPTA survey on Professional Learning and Development (PLD) for

***18. Please choose the broad areas of work of all the members of your senior management team (eg DP Pastoral, DP Professional Learning). We know the terms are currently changing, but please fit the descriptions as best as you can:**

- DP Pastoral
- DP Professional Learning
- DP Curriculum and Assessment
- DP Organisational Leadership
- DP Student Achievement
- Other

Other (please specify)

Thank you very much for giving up some of your busy day to complete this questionnaire. The information you have given will be very useful to PPTA as we work for improvements in professional learning and development for schools.