



26 JAN 2017

Joy Allcock
FYI-request-5045-ba354cc5@requests.fyi.org.nz

Dear Joy

Thank you for your request of 1 December 2016, seeking information held by the Ministry of Education regarding changes to the system for funding teachers' Professional Learning and Development (PLD). You requested the following information:

1. *How many people applied for accreditation to provide centrally-funded PLD in the first round?*
2. *How many of the applicants were self-employed - working as independent providers, not facilitators working for a larger organisation that provides PLD?*
3. *How many facilitators were approved for accreditation in the first round?*
4. *How many of those approved were self-employed, independent providers?*
5. *Of those approved, how many facilitators had their applications approved by the accreditation panel, and how many were approved by the organisations that employed them?*

On 19 January 2016, you indicated that you would like to change the wording of question 5. This response now answers the following question:

- *How many applications submitted by facilitators working for larger organisations (not independent contractors) were actually evaluated and approved by the independent accreditation panel, and how many of these facilitators' applications were approved without being individually evaluated by the independent accreditation panel?*

Your request has been considered under the Official Information Act 1982 (the Act).

Professional development is one of the most important things a school can do to improve the quality of teaching and learning, so the Ministry has put a lot of work into ensuring it is high quality.

Accreditation is a measure of quality and ensures that facilitators can deliver the PLD required by schools based on inquiry.

The changes we've made are in response to calls from schools and teachers to have much more choice in who provides them with centrally funded Professional Learning and Development (PLD).

The new focus for PLD will enhance student outcomes in priority areas; support school leadership; and strengthen professional networks as a complementary source of support for teachers and leaders.

Centrally funded PLD is a limited resource and from 2017 will focus on raising student achievement in four National Priority areas over the next 3-5 years. These National Priority areas are pāngarau/maths, pūtaiao/science, te reo matatini (pānui, tuhituhi, kōrero)/reading and writing and digital fluency.

My answers to your questions are as follows:

How many people applied for accreditation in the first round?

In the first round of applications (to 5 December 2016), a total 661 facilitators applied for accreditation.

How many of the applicants were self-employed, independent providers?

The accreditation process does not require a facilitator to identify if they are self-employed or an independent provider. Although the accreditation process does not require facilitators to identify if they are self-employed, 61 facilitators gave organisation names from which they were the sole applicants, or provided no organisation name.

How many facilitators were approved for accreditation in the first round?

555 facilitators were approved for accreditation.

How many of those approved were self-employed, independent providers?

Of the 61 facilitators that are identified above, 30 were approved accreditation.

How many applications submitted by facilitators working for larger organisations (not independent contractors) were actually evaluated and approved by the independent accreditation panel, and how many of these facilitators' applications were approved without being individually evaluated by the independent accreditation panel?

As indicated above, the accreditation process does not require facilitators to identify whether they are self-employed or an independent provider. 525 accredited facilitators provided an organisation name with their application which was non-unique – i.e. more than one person had used that organisation name in the application process.

Of these 525 applications, 275 (52%) were reviewed and approved by the panel, and 250 (48%) were approved as part of a sampling process.

Organisations which had recently provided PLD services for the Ministry were eligible to apply for this route, on the basis that the Ministry could expect to have a reasonable knowledge of their quality controls, and had recent oversight on their practices. The sampling process was designed in conjunction with a sector reference group that included representatives from peak bodies, the teaching sector, the Ministry and the Education Council.

For organisations that were part of the sampling process, all facilitators were required to prepare applications, and the panel then sampled 45% of those applications for consideration. If less than 90% of the applications submitted by a single organisation passed, then the panel was required to individually consider all applicants from that organisation. Any candidates who were assessed as part of a sample and did not pass were not then eligible to pass by sample.



I hope this response has been of use to you. Under section 28(3) of the Act, you have the right to refer this response to an Ombudsman. You can do this by writing to info@ombudsman.parliament.govt.nz.

Yours sincerely

Karl Le Quesne
Acting Deputy Secretary
Early Learning and Student Achievement