Centrally Funded PLD 2020

MoE funds PLD to individual schools, kura or Communities of Learning. You need to apply by creating a proposal in a PLD journal (this is now online – access released soon – template & other info [here](http://services.education.govt.nz/pld/information-for-principals-and-school-leaders/how-to-apply-for-locally-focussed-pld/)). It looks complex but it doesn’t take that long to complete.

This work is a partnership between the school and the PLD provider – you set the direction and work together with your PLD facilitator to get there. So, it is a good idea to work together on the proposal. In my experience, one face to face meeting plus a write up and the collation of some data – 3 hours or so all up – sees the proposal completed in many cases.

The current national priorities for locally-focussed PLD are pāngarau, pūtaiao, te reo matatini (pānui, tuhituhi, kōrero), maths, science, reading and writing, and digital fluency for terms 1 & 2. New priorities will come into play from term 3 this year. Jump in while science is still a focus.

Below is the info for northern regions – rest here: <http://services.education.govt.nz/pld/information-for-principals-and-school-leaders/your-area/>

|  |  |  |
| --- | --- | --- |
| **Region** | **Deadline for proposals** | **Regional priorities for Secondary** |
| Auckland | 13 MarT3 & T4 dates tbc | Under revision – to be confirmed |
| Tai Tokerau | 13 MarT3 & T4 dates tbc | * Ensuring equitable achievement in gaining NCEA L2 or equivalent
* Support for schools/kura who:

- show evidence of wide disparity between cohorts of students- have less than 75% of students achieving NCEA L2- have significant numbers of Maori students at risk of not achieving NCEA L2* strengthening pedagogical leadership
* quality leadership support for small, isolated rural schools
* improving student agency, engagement and attendance
* strengthening teacher pedagogy in kura teaching NCEA
* improving digital fluency through strengthening teacher pedagogy
 |
| Bay of Plenty / Waiariki | 19 Mar T3 & T4 dates tbc | * Geographical areas: Opotiki, Kawerau/Rangitaiki Plains, Rotorua
* Geographically isolated, small rural schools
* Transition: Both within and across ECE and schools/CoLs
* Proposals that indicate there are opportunities for widespread impact and sustainability with the hours requested
 |
| Hawke’s Bay / Tairawhiti | 5 MarT3 & T4 dates tbc | * to raise the achievement of all our children and young people in mathematics and pāngarau, writing and tuhituhi are that, by 2021:
	+ 80% of Year 8 students will be achieving at or above the National Standard in mathematics, or at Manawa Ora or Manawa Toa in Ngā Whanaketanga Rumaki Māori pāngarau.
	+ 80% of Year 8 students will be achieving at or above the National Standard in writing, or at Manawa Ora or Manawa Toa in Ngā Whanaketanga Rumaki Māori tuhituhi.

Supporting Kāhui Ako with identified achievement challenges to achieve these |

|  |  |  |
| --- | --- | --- |
| **Region** | **Deadline for proposals** | **Regional priorities for Secondary** |
| Waikato | 13 MarT3 & T4 dates tbc | 1.Pathways 0 - 25;* To support a consistent culture valuing the importance of attending school, kura and early learning
* To support schools to manage data effectively,
* To utilise a student focused methodology to track individual students at risk of not achieving and provide targeted support to the students and their families and whānau,
* To support parents, families and whaanau so they are confident and powerfully connected to their child’s learning through positive reciprocal relationships with early learning service, kura, schools and other education providers,
* To work with others to connect and strengthen cross community collaboration that enables successful education pathways for all children and young people.

2.Te Reo Māori in and through education;* To provide support that grows skilled, trained teachers appropriate for teaching te reo Māori in English and in Māori medium kura, schools and settings,
* To support a focus on te reo Māori in and through education, and sustain participation of children and young people within a Māori medium pathway.

3.Quality teaching, leadership and assessment;* To support schools, kura and Communities of Learning I Kaahui Ako with the greatest number of students whose achievement data is below national expectations; particularly Māori, Pasifika, and boys achievement, and students with learning support needs,
* To ensure quality provision of education that enables every child and young person to make progress
* To support Communities of Learning I Kaahui Ako to establish and promote best practices to raise achievement of identified students as integral to their achievement challenges

These priority areas are underpinned by priority learners’ learning and success. |