

Implementation Support

In the implementation support programme facilitators provide targeted support to help schools who haven't used the curriculum progress tools get underway. To ensure that implementation is successful, the Ministry will check that participating schools understand the outcomes of the PLD, and that they are fully set up in PaCT before facilitation begins. To support successful implementation, participating schools will also need to ensure all staff collaboratively complete two structured PLD tasks, between the in-school workshops.

The components of the implementation support programme, and the key outcomes are included below.

Component	Key outputs and desired outcomes	Associated resources
Initial contact: Readiness check, planning and information (0.5 hours)	At the conclusion of the session participants will: <ul style="list-style-type: none"> • Have a confirmed implementation plan which includes dates for the PLD • Understand the resources available on the curriculum progress tools website 	Draft implementation plan
Visit one: Learn about the LPFs (2 hours)	At the conclusion of the session participants will: <ul style="list-style-type: none"> • Understand what the LPFs are and how they can help teachers • Be able to navigate the LPFs • Have started to consider their classroom programme in relation to one of the frameworks • Understand the structure of, and range of resources available on the curriculum progress tools website 	Learn about LPFs webpage Resources: <ul style="list-style-type: none"> • Testimonial videos • Prompts for inquiry • PLD activities
School task one: Consider your classroom programme in relation to the LPFs (carried out independently of the facilitator)	At the conclusion of the task participants will: <ul style="list-style-type: none"> • Understand the content and rationale of one of the frameworks • Have identified the sets that your classroom programme covers, for one of the frameworks and consideration for the impact on your classroom practice. 	Understanding the reading/writing/mathematics framework (3 webpages) Resources: <ul style="list-style-type: none"> • Info videos • Information papers • PLD activities
Visit two: Making PaCT judgments (2 hours)	At the conclusion of the session participants will: <ul style="list-style-type: none"> • Understand the practice of making judgments efficiently at a child and group level 	Making PaCT judgments webpage PaCT demo site
School task two: Make judgments for your students (carried out independently of the facilitator)	At the conclusion of the task participants will: <ul style="list-style-type: none"> • Have made at least one set of aspect judgments for all of the students in their class in PaCT 	
Visit three: Using PaCT reports (1.5 hours)	At the conclusion of the session participants will: <ul style="list-style-type: none"> • Understand the content and use of the individual and class PaCT reports Be able to use PaCT to access these reports	Using PaCT reports webpage PaCT demo site

<p>Final contact: Using PaCT reports (school leaders), next steps, review (1 hour via skype/phone)</p>	<p>At the conclusion of the session participants will:</p> <ul style="list-style-type: none"> • Understand the content and use of the school-level PaCT reports, and be able to access these • Understand the next steps to be taken to continue the implementation of the progress tools <p>Have provided feedback on the PLD provided</p>	<p>Using PaCT reports webpage PaCT demo site</p>
<p>Desired outcomes</p>	<ul style="list-style-type: none"> • Teachers can see the benefits of using Curriculum Progress Tools • Teachers understand the LPF and the use of PaCT to track progress • Teachers can track progress of students against the NZC • Teachers make changes to programmes based on student needs • Teachers understand progress across the curriculum 	

Kāhui Ako Support

This support is designed to enable Kāhui Ako leaders and across school teachers to understand the benefits of the tools, in particular, how PaCT can support information sharing across their network. The support also includes facilitation to help Kāhui Ako develop a plan to implement the tools across the schools in their network.

The components of the support and the key outcome are included below

Component	Key outputs and desired outcomes	Associated resources
Leadership meeting Readiness check, planning and information	At the conclusion of the session participants will: <ul style="list-style-type: none"> • Understand how LPF will contribute to curriculum design across the Kāhui Ako • Understand the benefits of aggregate Kāhui Ako reporting • Have a confirmed implementation approach or plan which includes dates for the PLD • Understand the resources available on the curriculum progress tools website 	Draft implementation plan Curriculum progress tools website
Leadership and cross-school teachers	At the conclusion of the session participants will: <ul style="list-style-type: none"> • Understand the content and use of the Class, School and Kāhui Ako level PaCT reports, and be able to access these • Understand the next steps to be taken to continue implementation of the progress tools • Have provided feedback on the PLD provided 	Curriculum progress tools website
Contact time	Contact time is available to allow the facilitator to respond to informal enquiries and provide assistance to the Kāhui Ako as required.	
Desired outcomes	Schools and Kāhui Ako use the Curriculum Progress Tools as part of their everyday business.	