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**An Evaluation of Ministry of Education Funded
Early Childhood Education Professional
Development Programmes**

Report to the Ministry of Education

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RESEARCH DIVISION



Wāhanga Mahi Rangahau

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**Submitted by
Sue Cherrington and Deborah Wansbrough
Evaluation Project co-directors**

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
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Glossary of Terms

Word	Abbreviation	Explanation
Cluster group		Some models use cluster grouping of several centres around a focus that involves workshops/ seminars.
Continuous professional development	CPD	School literature is now using this term to recognise the ongoing nature of the development in contrast to one-off events and the professionalising of PD
Contract provider		Organisations or groups contracted by the MOE to provide PD programmes
Early Childhood Education	ECE	Sector description
Facilitator/Adviser		A person employed to facilitate a PD programme
Home based care	HBC	Home based care is also referred to in the literature as Family Daycare (FDC). Care and education is offered to children in the caregivers home. A qualified teachers coordinates the caregiver/ educators in a specific area or network.
In-centre models		See whole-centre/service below.
In-service		When used with ‘course’ it denotes a limited offering that is timebound. It can also be used to refer to all PD for trained teachers to distinguish it from pre-service teacher education programmes.
Ministry of Education	MOE	
National umbrella organisations		In this report, national umbrella organisations refers to national organisations who represent a particular service type within the sector. Such organisations may represent all services within that service type (e.g., NZ Playcentre Federation) or draw its membership from a particular service type.
Off-site/On-site		PD Programmes are often distinguished by their location. Off site means teacher have travelled to a location away from their centre/service
Professional development	PD	Post qualification ‘training’ opportunities
Rural Education Activities Programmes	REAP	Provider of professional development in rural communities.
Seminars		This PD programme can be a one-off event with a mixture of transmission learning and participant discussion
Special Circumstance Centre/service		(Add definition from PD agreements)
Teacher		Title of person working with children in an ECE setting, used interchangeably with educator or practitioner
Teacher Refresher Course Committee	TRCC	Courses offered to all teachers by a contracted group representing teacher groups.

Word	Abbreviation	Explanation
Umbrella management association/organisation		Umbrella management association/organisation refers to those organisations that have overall responsibility for the management of a number of centres/services. Whilst traditionally these have included kindergarten and playcentre associations, increasingly there are umbrella management associations/organisations (both companies and not-for-profit) that cover care and education centres and home-based care services.
Whole-centre/service/in-centre individual	WCD	PD programme model where the centre is the site of the work and all teachers are potentially involved. The centre teaching team works together on an identified focus topic.
Whole/in-centre cluster(ed)		PD programme model where a number of centres are clustered together often for joint workshops combined with facilitator support back in their individual settings. Frequently key participants attend the workshop or course and work with the outside facilitator to implement the changes back in their setting.
Workshops		May be on-site or off-site. Generally they consist of interactive experiences to engage teachers in exploring new learning.

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Executive Summary

Introduction

The Ministry of Education commissioned this evaluation of the effectiveness of professional development (PD) in early childhood education.

The purpose of the evaluation was:

- To evaluate the effectiveness of government funded early childhood education (ECE) professional development in meeting the agreed programme outcome of strengthening teacher, educator, kaiako, faiaoga, faiako and puapi'i capability and quality in practice, in order to extend positive learning outcomes for children, based on the principles of *Te Whāriki*.
- To explore how the provision of professional development can be strengthened leading to improved learning outcomes for diverse children participating in ECE settings.

The evaluation was framed using three key areas identified by the Ministry of Education:

- **An analysis of current PD provision:**
 - Who is currently accessing professional development? Who does not or cannot access professional development and why?
 - What range of professional development is available to services? What other types of professional development are being accessed in addition to Ministry of Education funded early childhood professional development
- **Effectiveness of PD in supporting and sustaining changes in practice that have a positive impact on children's learning outcomes:**
 - How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by *Te Whāriki*?
 - How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?
 - In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services?
- **Future directions for improving MOE-funded PD:**
 - In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?
 - In what ways does professional development support centres/services to develop and maintain strong and responsive learning communities?
 - How can PD provision be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures?

Methodology

Both quantitative and qualitative methodologies were used for this evaluation. The evaluation methodology consisted of document analysis (milestone reports), postal survey, focus group interviews and telephone interviews. A national survey questionnaire was sent to over one-third of all early childhood education services (not including Nga Kohanga

Reo) with over-sampling of some regions and service types. Group interviews sought feedback from selected groups around New Zealand including centre/service practitioners and Ministry of Education officials from the four regional offices together with two head office groups. Telephone interviews were conducted with all MOE-funded PD contract directors from the 2004/5 contract year (N=14). Representatives from national umbrella organisations who made themselves available for an interview (N=6) were also interviewed by telephone. In this way triangulation of data from the centres/services' survey responses was possible.

The survey booklet was distributed in October 2005 to 1439 centres/services. Two reminders were sent during November 2005. All responses up until mid January 2006 were included in the final analysis. The group and individual telephone interviews were undertaken in January and February 2006. The draft report was submitted to the MOE in May, with the final report submitted in August 2006.

Fifty-two percent of centre/services surveyed completed and returned their questionnaires. Return rates by service type were more varied with playcentres (43%) and care and education services (47%) having a lower return rate than home-based care services (56%) or kindergartens (67%). Return rates by regions ranged from forty-three to sixty-eight percent.

Analysis of current provision of PD

Who is currently accessing professional development? Who does not or cannot access professional development and why?

The survey results demonstrate that all sectors value being able to access PD, although more than a quarter found it difficult to gain access to MOE-funded or non MOE-funded PD. Quite large variations in difficulty in accessing PD were evident when the results were analysed by region and service type: from twenty-one to seventy-five percent by region, and from twenty-three to thirty-seven percent by service type. Kindergartens find accessing MOE PD more difficult than other sectors. A large proportion (38%) of kindergartens received less than a quarter of their PD from MOE-funded contracts.

Access of centres/services with umbrella management organisations emerged as an issue for their national umbrella organisations, providers and MOE regional offices. Rural and isolated services find it more difficult to access PD than do their counterparts in suburban and urban areas, and also face greater costs in terms of travel and time. PD providers similarly find it difficult for these reasons to provide programmes for these services. Almost one-third of centres/services indicated that costs substantially impacted on their participation in PD although, again, there were significant variations by region: from twelve to forty-eight percent by region. Less variation was evident when the impact of cost on participation was analysed by service type with a spread of ten percentage points.

The data from both the survey and the interviews points to a distinction between those centres/services that actively approach providers in order to ensure they access PD from those who tend to wait for information to come from providers and who, if programmes fill quickly, may miss out on accessing professional development programmes.

A number of factors were identified as key barriers to centres/services accessing PD at the present time: having staff engaged in initial teacher education in order to meet qualification targets and the lack of trained teachers on the team were identified as major barriers to participation in PD, especially for teacher-led services. Associated issues were highlighted in the high ranking given to issues of workload for practitioners and obtaining qualified relievers. An emerging issue is the impact on qualified, registered teachers unable to be released to attend professional development programmes when qualified relievers are unavailable, due to the impact on centre/service funding levels.

Centre/service participation cannot be accurately tracked through the milestone reports and databases submitted to the MOE by PD providers, due to variations in reporting styles and database templates. Both PD providers and MOE

regional offices expressed a need for improved data to inform selection into PD and to better track engagement in, and effectiveness of PD.

What range of professional development is available to services? What other types of professional development are being accessed in addition to MOE funded early childhood professional development?

A range of PD programmes and models is being accessed by centres/services including whole-centre/service, clusters, short courses and interest meetings as well as whole centre team building weekends, university study, distance learning, staff meetings and individually designed and undertaken PD.

The area of assessment for learning was ranked as the most relevant area for PD by survey respondents. Milestone reports, together with the qualitative data from the survey, provides evidence that this focus area was the predominate content focus for centres'/services' PD over the last two years, both within the general PD contracts and in the Kei Tua o te Pae contracts. Low rankings were given by survey respondents to the relevance of PD focused on leadership and bicultural approaches to teaching, and these results were of concern to all groups interviewed.

Attendance at conferences in order to meet specialist or philosophical needs, and at TRCC for in-depth engagement in specialist topics, appear to be increasingly popular modes of delivery. The teacher registration support grant was viewed very positively by centre/service respondents and interviewees, and may have been influential in the growth in conference participation. The opportunity for networking at conferences and TRCC courses is valued highly. The data suggest that centres/services are not turning to non MOE-funded PD because their needs are not being met by MOE funded PD.

Decisions about participation in PD tend to be made by teachers/educators rather than by management or external agencies such as ERO. Kindergarten teachers are more likely to make decisions according to their appraisal plans. Feedback from practitioners through the survey and the interviews suggest that providing information or publicity about PD programmes from providers earlier would be helpful in connecting appraisal planning to identifying and participating in suitable PD programmes.

Effectiveness of PD in supporting and sustaining changes in practice that have a positive impact on children's learning outcomes

How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by *Te Whāriki*?

Providers described a wide range of evaluative tools that they utilised to measure the effectiveness of their PD programmes, such as measurement of achievements against goals established through the initial needs analyses and progress indicators, facilitator observation, practitioner rating scales of perceived degree of change, reflective discussions and narrative commentaries, centre logs and learning journals, facilitator and practitioner mid- and final evaluations, video documentation, and parent feedback. Survey respondents identified internal service factors such as observable improvements in children's learning outcomes, observations and parents/whānau feedback as their major sources of evidence to gauge change. Given that the latter are more likely to provide evidence of the impact of changes in teachers/educators' practices on children's learning and the sustainability of change, we recommend that the Ministry and providers review current PD evaluation practices.

Teachers identified that changes had occurred in areas such as improving children's learning outcomes, increasing teachers' content knowledge, and improving centre's/services teaching capability. Pedagogical practices were highly influenced by the PD undertaken. The results are less positive when aspects of practice around understanding diversity

and encouraging bicultural practices are included: forty percent of centres rated that they had not made progress in these areas, although the extent to which these aspects were the focus of their PD was unknown.

There is no evidence available through milestone reports regarding the sustainability of shifts in pedagogical practices. Further, the milestones do not provide information on whether centres/services are engaging in whole-centre/service PD programmes as a one-off event or whether they are returning for further programmes in subsequent years that enable them to build on earlier PD. However, both the literature and the practitioner and provider interview data suggests that significant shifts in teacher thinking and attitudes (particularly around complex theoretical material such as socio-cultural theory) requires more time than the usual PD contract whole-centre/service programmes allow for, and programmes that go beyond one year (perhaps with reducing intensity) may be necessary to ensure change and sustainability.

The area of assessment for learning is the focus for the majority of PD either currently being delivered by providers or being planned for by teachers. Those providers contracted to deliver PD through both contracts (general and Kei Tua o te Pae) saw a real strength in the cross-over between the contracts, and both they and other providers cautioned against the separating out of specific PD foci such as self reviews and assessment for learning in separate, stand-alone contracts.

The findings from Mitchell and Cubey (2003) as to the characteristics that contribute to effective PD were reinforced in this evaluation. Factors such as *Being offered content that meets the needs of the centre/service; having facilitators that understand the context and needs of the particular service; keeping everyone focused, including facilitators, and having a team approach* were rated most important for effective PD by survey respondents.

There is potential to increase the use of ICT as a tool to support reflection on practice (Jordan, 2003;). A number of survey respondents specifically commented positively on the use of ICT as a tool for teaching and learning.

How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?

Overall, centres/services are not prioritising PD in this area with *bicultural approaches to teaching* ranked seventh when survey respondents were asked to identify the top five out of ten content areas; providers also noted that few centres/services specifically request PD around bicultural practices. Although teachers/educators were generally very positive about the impact of professional development on their practices, considerably poorer results were identified when respondents were asked to rate the effectiveness of PD in strengthening bicultural practices. Where centres/services do undertake PD specifically focusing on bicultural understandings and practice, the PD is rated highly effective.

Whilst these results suggest that focused bicultural PD is more effective than that where bicultural understandings are woven through a more general PD focus, concerns were expressed that the former approach may serve to separate bicultural understandings from understandings around ECE curriculum, relationships with parents and whānau, and assessment for learning. The evaluators suggest a dual approach of integration of bicultural perspectives within programmes that have a wider focus (for example, on assessment, planning and evaluation) together with programmes that specifically focus on bicultural understandings per se is required.

In the longer term professional development in this area also needs to address organisational aspects within effective bicultural practices, within and beyond the centre/service site.

There are capability issues for PD providers in being able to extend their programmes as suitably qualified people are in short supply. Given the limited capability across the sector, collaboration between the MOE, providers, umbrella organisations and Māori organisations will be essential to make real progress.

In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services?

Two MOE funded PD providers work from a kaupapa Māori base that fits Māori immersion centres philosophically and culturally. Limitations in the capability of other providers to deliver PD to Immersion Māori services was recognised in the provider interviews; this is likely to grow in significance as the numbers of Immersion Māori services also grow.

The main focus for both Māori and Pasifika immersion services has been gaining and retaining qualified staff, and this has impacted on their engagement in PD. Pasifika services highlighted employment situations that meant the retention of new graduates was problematic, including burnout due to newly qualified teachers having to assume leadership positions early in their careers.

MOE regional offices have worked to support Pasifika immersion services through dual programmes of PD focused on curriculum and management aspects. Shared communication between the provider and MOE officials has ensured consistency of messages and a coherent focus on key aspects. Where facilitators did not share language and cultural backgrounds progress in achieving PD goals was slower but still effective.

Rural and isolated services have less access to PD programmes. Delivery of short courses at regional centres was preferred by practitioners as a way to increase rural participation in these events. PD providers have concerns with the true costing of delivering PD to rural centres/services areas. Enabling access to PD to support quality rural and isolated services is vital as families often do not have the luxury of choice of service.

Information communication technologies have a role to play in the future of PD to isolated and rural areas where there is sufficient infrastructure. On-line PD and video conferencing, the expansion of Te Kete Ipurangi, and the expansion of provider websites are possible strategies to reduce the isolation of these services.

MOE PD teams work with significantly higher numbers of special circumstance services than do other providers and their close liaison with other regional office functions gives some advantage in meeting the needs of these services. When other PD providers work with special circumstance services close liaison with MOE officers has been important to maximise progress. Providers are flexible in allocating the hours and design of PD programmes for special circumstance centres/services.

Future directions for improving MOE funded PD

In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?

Effective teaching and learning that is inclusive of diverse learners, while not a focus in the current general PD contracts, is integral to socio-cultural approaches to pedagogy. This, together with the current PD supporting Kei Tua o te Pae means that teachers/educators are viewing children from diverse families more positively, and multiple perspectives and voices are being heard when interpreting children's learning. In this way, practitioners are becoming more open to diverse views, valuing children's home experiences and are being exposed to other ways of interpreting data that is similar to the approaches used in the research that Timperley et al. (2003) and Alton-Lee (2005) describe. These findings reinforce the value of the outsider perspective and ability to problematise practice. It highlights the need for on-going provision of experienced facilitators who have the ability to provide alternative or challenging views of practice and who have the pedagogical strategies and theoretical knowledge to accompany a new approach.

Teachers/educators gave low rankings to questions about their priorities for PD in this area, their experience of inclusive practices in their PD, and how effective PD had been in supporting them to work effectively with diverse children and families. There appears to be congruency between the types of inclusive practices experienced by practitioners within their PD programmes and those inclusive practices which are valued by practitioners. Expanding the use of, and making explicit, inclusive practices within PD programmes may help to increase the repertoires of teachers/educators in this area.

When considering issues around diversity, teachers focused predominately on cultural diversity and the need for resources and PD to support them in teaching children from diverse cultural backgrounds. The increasing cultural diversity of teaching teams was also acknowledged, together with recognition that internationally qualified teachers often required specific PD to support them in their transition into the New Zealand context.

PD opportunities for teachers around the inclusion of children with special educational needs were almost completely sourced from non-MOE funded PD providers.

A multi-pronged approach to strengthening programmes that support effective teaching of diverse children and families is required. The approaches described above are those often able to be integrated within broader programme foci, particularly around curriculum, teacher interactions and assessment for assessment: In addition, PD opportunities that address issues of diversity through a number of lenses (e.g., cultural, special education, family make-up) are required.

In what ways does professional development support centres/services to develop and maintain strong and responsive learning communities?

The notion of a learning community has entered the NZ early childhood discourse primarily through the ECE strategic plan and there is potential for it to be misapplied to existing practices if a learning community is regarded merely as any group of teachers. Engaging practitioners in dialogue about what constitutes a learning community in order to deepen understandings will be an important part of any future PD contract focus. Merely calling a group a learning community is not enough. Practitioners often aim to have the whole teaching team involved in PD (Foote et al., 1996; Wansbrough, 2002) and future provision of PD should have this as a priority to enable practitioners to discuss and debate with a common understanding. Many of the models of PD that have required key participants to facilitate the PD back in their settings have faced difficulties (Lidington, 2000; McLauchlan-Smith et al., 2001). Practitioners' industrial conditions such as individual rather than collective non-contact time, shift work and diverse training levels often mitigate against the acquisition and exploration of a shared knowledge base (Foote et al., 1996; Nuttall, 2004).

Learning communities in this evaluation were defined as within the centre/service (including between educators, and between educators and parents/whānau), between centres/services, and between centres/services and other agencies such as schools, special education services, and community based organisations. While not an explicit feature of current PD programmes specific focus areas around relationships, both within and outside the centre/service, are conducive to developing or enhancing learning communities.

PD is contributing to the development of partnerships with parents and whānau, specifically by engaging parents and whānau in aspects of assessment for learning. The Kei Tua o te Pae: ECE Assessment for Learning exemplars promotion of multiple voices and perspectives have encouraged teachers to see parents and whānau as members of the learning community.

The whole-centre/service model of PD is highly valued by many teachers for the involvement of all the team and its' contribution to building a learning community. Providers identified organisational aspects that can contribute to building a learning community include a strong vision and pedagogical practices, and effective leadership and management. Maintaining a holistic approach to PD contracts that allows facilitators to focus on underlying team issues

alongside or before moving on to the initially expressed PD focus is an important strategy for supporting the development of effective learning communities.

The cluster model of PD is perceived as an effective mechanism for developing learning communities between centres/services. PD does not appear to be having a significant impact on the development of learning communities beyond the ECE sector, e.g., with schools, special education services or community groups. Isolated examples of positive outcomes from clusters between ECE teachers and primary school teachers demonstrate that such programmes can be useful in building this type of learning community.

How can PD provision be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures?

Effective professional development programmes are based on research and underpinned by current theoretical perspectives concerning both the effective delivery of PD and the content focus area(s) being addressed. This requires providers and facilitators who are knowledgeable, experienced and able to address the conditions for change, rather than just the end result (Guskey, 2000; Mitchell & Cubey, 2003).

It is important that future PD contracts retain flexibility in both the breadth of delivery modes utilised and in the intensity and length of programmes in order to respond to staff at different points in their professional development “journey”, and to enable PD for individuals when whole-centre/service programmes are unsuitable (e.g., when numbers of staff are engaged in gaining initial teaching qualifications).

Whole-centre/service and cluster programmes are important in terms of a) developing and supporting communities of learners within and beyond the individual centre/service, and b) embedding and maintaining changes to practices within the centre. Care needs to be taken that lead teachers/educators involved in cluster groups are the most appropriate people from the centre/service to take back and lead the changes within the centre/service, and that they are given adequate support to do this work through whole-centre/service components (Lidington, 2000). Consideration also needs to be given as to how facilitators can work alongside staff within the centre/service operation to provide feedback and guidance on practices without impacting on the ratios, particularly given the current challenges in accessing relievers.

Current time allocations are clearly insufficient for some focus areas that require significant shifts in thinking and practice by centre/service staff or where other issues are impacting on their ability to engage in effective whole-centre/service PD. Literature (e.g. Guskey, 2000) also points to the need for longer term professional development to enable shifts in practice to be embedded and retained. Enabling providers to tailor the intensity and length of the PD programme (including continuing beyond a single calendar year) to the needs of the centre/service will strengthen the outcomes of programmes.

The present system of evaluating the effectiveness of individual PD programmes at the conclusion of the programme does not provide evidence about the effectiveness of the programme in sustaining shifts in practice over time. Reports from centre/service personnel and providers and the literature suggest that shifts in practice continue to be made and embedded after the PD programme has completed (Gould, 1998). A mechanism for following up the progress of centres/services at a point beyond the completion of the programme in order to ascertain sustainability and to also address issues that have arisen subsequently would be useful.

Several provider interviewees felt that specialisation of PD contracts did not allow for an holistic approach to centre/service needs analysis processes, and lessened an integrated approach to teaching and learning. Given that upcoming resources such as the self review guidelines have relevance to all aspects of centre/service practice professional development around such resources as the guidelines would be more logically located within the general

professional development contracts. Numerous smaller contracts have the potential to fragment an already limited pool of effective facilitators and decrease the ability of providers to induct new facilitators alongside experienced peers.

The current two-year contract length for MOE funded professional development contracts creates considerable demands on both the MOE and on providers in the preparation and selection of proposals and the negotiation of contracts, and often leads to delays in beginning professional development programmes with centres/services at the beginning of a new contract. Delays in information reaching centres/services about the forthcoming PD on offer was an issue raised across practitioner interviews.

Use of ICT to support delivery of programmes

There are three key messages concerning the use of ICT that emerge from this evaluation:

- The use of ICT as a mechanism for improving access to PD, especially for isolated (including professionally isolated) and rural centres/services;
- The usefulness of technologies including video and audio recorders as instruments to challenge teachers/educators thinking and provoke reflection about practices (Jordan, 2003). With the increasing emphasis on ICT in the sector practitioners are becoming more familiar with such tools, and there is potential to increase the use of ICT as a tool to support reflection on practice; and
- The improvement of the database and milestone reporting to enable the Ministry and providers to more accurately track centre/service participation in PD.

Expanding the early childhood section on the Te Kete Ipurangi (TKI) website to include resources and materials of similar quality to those offered to teachers in the rest of the education sector would enhance PD provision. It is our view that portals such as that on leadership on that website provide an excellent range of research-based articles to enhance practice in this area which could be usefully emulated for the early childhood sector. Collaboration between the MOE and individual providers who develop their own websites to support professional development would also be useful. The development of an online directory of available professional development activities, through both MOE funded contracts and non-MOE providers, would support centres/services in accessing professional development in a timely manner. This would help to address the situation where publicity about PD is not forwarded to the teaching team by management.

It is timely for innovative approaches to professional development to be developed for rural and isolated services, for those with specialist philosophies and for those where staff cannot easily be released to attend professional development programmes. Such approaches may include video conferencing and synchronous and asynchronous discussion forums.

The analysis of milestone reports for the 2004 year revealed that it was impossible to accurately identify which centres had participated in professional development in that year, due to significant variations in reporting styles. Furthermore, tracking the involvement of specific service types (e.g., Immersion centres or special circumstance centres/services) or those from particular demographics (e.g., rural and isolated centres/services) is not currently possible through the milestone reports. It would seem logical to ensure that the database template covers the collection of baseline participation and demographic data to enable the tracking of centres/services of particular interest.

Milestone reports vary considerably in the degree of analysis (as opposed to description) that is included, and in the degree of detail of programmes provided.

Communication about professional development opportunities

Key issues around publicity are concerned with how centres actively access PD (or not), and how umbrella organisation information systems could be used to publicise professional development opportunities.

The degree to which centres/services actively pursue engagement in PD programmes appears to be significant in them actually accessing PD. A variety of strategies for making information about programmes more readily available and for identifying those centres/services which are slow in accessing, or do not access, professional development is required.

Several umbrella organisations pointed out that they are left out of the loop in terms of what professional development opportunities are available through the MOE funded contracts, and expressed a willingness to publicise information through their usual information systems.

Asking centres/services “what they want” in professional development programmes

There is a potential tension between providing professional development programmes that address MOE priorities and those that address what centres/services perceive as their PD needs, although in reality the two may become closely intertwined. Practitioners, however, do perceive that they are offered set programme foci (particularly around the short course, network, and seminar modes of delivery) and would appreciate having input into the content of such programmes.

For the kindergarten service, where more than eighty percent of respondents identified that their appraisal goals influenced what professional development they participated in, having a mismatch between their appraisal goals and advertised programmes may be contributing to their lower access to MOE funded professional development. This issue may become more important for education and care services and home-based services as appraisal systems become more embedded and formalised (particularly with large employers).

In conclusion, the complexity of issues raised in this evaluation illustrates what a complex and challenging sector ECE is for which to provide professional development. Whilst the evaluation has uncovered a wide range of issues, the overall quality and effectiveness of MOE funded professional development programmes are high. The openness with which providers and MOE officials, in particular, participated in this evaluation reflects a tremendous commitment to the continuous improvement of MOE funded professional development programmes for early childhood education centres and services.

Chapter 1: Introduction

1.1 Background to this evaluation

The Ministry of Education contracted this evaluation of PD as part of the ten-year strategic plan for ECE *Pathways to the Future: Ngā Huarahi Arataki* (Ministry of Education, 2002). The strategy “to undertake a follow up review of professional development in 2005” (p.15) sits within the goal to improve the quality of ECE services and is part of a broader goal to “promote the effective delivery of Te Whāriki” (p. 15). The evaluation follows closely on the Best Evidence Synthesis on effective PD in ECE by Mitchell and Cubey (2003) which identified the characteristics of effective PD from the available evidence. It also follows closely in time, a comprehensive evaluation undertaken by Gaffney (2003) of PD experienced by centres/services in 2000 as well as the providers’ perspectives. The literature review in chapter three further contextualises the current thinking on PD for ECE drawing on these key pieces of literature as well as other material.

1.2 Evaluation focus and questions

The purpose of the evaluation was to:

- evaluate the effectiveness of government funded early childhood education (ECE) professional development in meeting the agreed programme outcome of strengthening teacher, educator, kaiako, faiaoga, faiako and puapi’i capability and quality in practice, in order to extend positive learning outcomes for children, based on the principles of *Te Whāriki*.
- explore how the provision of professional development can be strengthened leading to improved learning outcomes for diverse children participating in ECE settings.

In order to do this the evaluation was framed by eight key questions, which were:

1. Who is currently accessing professional development? Who does not or cannot access professional development and why?
2. What range of professional development is available to services? What other types of professional development are being accessed in addition to MOE funded early childhood professional development?
3. How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by *Te Whāriki*?
4. How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?
5. In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services?
6. In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?
7. In what ways does professional development support centres/services to develop and maintain strong and responsive learning communities?
8. How can PD provision be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures?

The evaluation included gaining perspectives from ECE centre/services as well as MOE personnel in both regional offices and head office, MOE contracted PD providers, and ECE national umbrella organisations. The proposal was submitted to, and gained full ethical approval from, the Victoria University of Wellington Human Ethics Committee.

1.3 The professional development context

The PD context is described more fully in both the literature review and the document analysis. However it is important to note that this report only focuses on PD as that which is offered to teachers working in ECE centres/services. The evaluation does not address PD in terms of professional ‘preparation’ i.e. teacher education. In New Zealand the MOE contracts a number of organisations to develop and deliver PD to teachers. This may be on a 2-year contestable cycle with possible ‘roll-over’ (at the Ministry’s behest), or may be a shorter timeframe. The organisation of the relationships with the contractors differs to that offered to contractors for other education sectors where there is some permanency of engagement though the focus of the PD requirements may change. Many of the contractors that were part of the Gaffney (2003) evaluation are still current and included in this evaluation.

While the MOE expects that there is enough PD delivery available to enable centres/services to access PD on a three-yearly cycle it is possible for some centres to establish an ongoing relationship with a PD provider. Some providers offer multiple pathways for PD from whole-centre/service engagement with a facilitator to individual opportunities such as network groups, in-service courses, wānanga or conferences. In this way relationships can be sustained and a professional learning community encouraged. A recent development emanating from the ECE strategic plan has been the Centres of Innovation, which are charged with researching their practice and sharing it with the wider ECE sector. This is a new area of PD that sits outside this evaluation.

Other PD is available to centres/services in addition to, or instead of, MOE contracted PD. In seeking to explore the full complexities of participation in PD the evaluation sought to provide feedback on more than just PD that is funded by the MOE.

1.4 Conflict of interest issues

The team that undertook this evaluation is from Victoria University of Wellington College of Education. As the two project directors have direct relationships with the PD contract that the University has with the Ministry of Education it was, and is, important to indicate how the potential for conflict of interest would be managed. Firstly the evaluation team was broad enough that other members who had no connection to PD or early childhood education were able to undertake the interviews with Wellington PD Providers and MOE personnel in the Curriculum, Teaching and Learning division. The project directors relinquished any role or responsibility for the delivery of PD services for the duration of the evaluation. The questionnaires were processed and collated by a graduate assistant with no ECE association under the direction of Dr Don McAlpine, an independent consultant who worked on the questionnaire design and implementation and who has no previous employment relationship with VUW.

The relatively small ECE professional community in New Zealand means that it is difficult for any evaluator with an ECE background not to have connections across the sector. Having people with familiarity and understanding of early childhood education and PD in the sector as well as other members of the team with strengths in evaluation methodology and teacher education gave the evaluation team a diverse skill set that counters any concerns of conflict of interest.

1.5 Organisation of the report

A multi-method approach to the evaluation allowed for different data sources to be employed. This enabled triangulation in order to increase the likely validity and reliability of the findings. It was designed to be both a process evaluation (focused on the evaluation of the PD delivery processes) and a formative evaluation (designed to provide information that would focus on how the delivery of PD could be improved and enhanced to meet MOE strategic goals). ECE centres/services were surveyed with a questionnaire in order to gather considerable quantitative data as well as some qualitative data. Further qualitative data were collected from focus group interviews with different groups of ECE teachers. In addition, MOE personnel from four regional offices and two head office groups participated in group interview meetings, and providers and national umbrella organisation representatives participated in telephone interviews. The methodology is described more fully in chapter two.

Preparatory work for the evaluation included an extensive literature search and review framed around the key questions of the evaluation. This comprises chapter three. As part of the groundwork a document analysis of the final milestones from the 2004 PD providers to the Ministry of Education was also undertaken and this is reported in chapter four.

Chapter 5 begins with the demographic data from the survey, and contains findings reported against the key evaluation questions. The survey quantitative data is reported fully with the qualitative data from the survey and interviews incorporated into the appropriate sections. The raw data from the questions can be accessed in Appendix 4.

The key themes that emerged from the literature review, document analysis and data are drawn together in Chapter 6, framed around the key areas for this evaluation. Recommendations arising from the evaluation are included in this chapter.

Chapter 2: Methodology

2.1 Evaluation questions

The key question for this evaluation asks “How effective is professional development in supporting and sustaining changes in practice that have a positive impact on children’s learning outcomes?” Out of this main question, eight smaller evaluation questions suggested by the Ministry of Education (RFP for Evaluation of PD in ECE, 2005) supplied the main focus of the evaluation.

1. Who is currently accessing professional development? Who does not or cannot access professional development and why?
2. What range of professional development is available to services? What other types of professional development are being accessed in addition to MOE funded early childhood professional development?
3. How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by *Te Whāriki*?
4. How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?
5. In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services?
6. In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?
7. In what ways does professional development support centres/services to develop and maintain strong and responsive learning communities?
8. How can PD provision be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures?

These evaluation questions became the basis of the design of questions for the questionnaire and of the focus groups and individual interviews. Other questions and issues derived from documentation and relevant research literature were also incorporated.

2.2 Broad base

The evaluation reflected a broad base including:

- (i) a review of the Ministry of Education PD provider final milestones for 2004
- (ii) a review of published literature on PD in early childhood and wider educational contexts, and on change management
- (iii) meetings with key personnel from the Ministry of Education, including reference groups and advisory groups
- (iv) a survey of early childhood centres/services
- (v) individual and focus group interviews with current ECE PD providers, national umbrella groups and key centre/service personnel to provide a national sample that is also representative of the geographic regions and demographic characteristics of services in early childhood

- (vi) interviews and focus groups with a selection of relevant Ministry of Education personnel at regional and national offices.

2.3 Multi-method

The evaluation reflects a multi-method approach employing:

- (i) Literature review
- (ii) Document analysis
- (iii) Quantitative analysis
 - questionnaire results
- (iv) Qualitative analysis
 - questionnaire results
 - focus groups
 - individual interviews

The strength of a multi-method approach is reflected in the inclusion of both quantitative and qualitative approaches, in the diversity and richness of data, and in the robustness of conclusions. It also allows for triangulation of data and different methodologies which increases the validity of interpretations. In addition to *data triangulation* the evaluation also employed *investigator triangulation* whereby different researchers were used either to undertake different components of the evaluation and to triangulate findings and interpretations, or to work together on a particular component, e.g., focus groups, but to discuss interpretations after the interviews. Wherever possible, results from quantitative and qualitative sources were analysed for triangulation. Issues of *congruence* and *incongruence* were also considered in interpreting such data.

2.4 Quantitative and qualitative methods

Both quantitative and qualitative methods of data collection were used in the evaluation. By combining the two approaches perceptions and perspectives can be obtained, and greater strength given to conclusions. In the present evaluation data from quantitative sources (questionnaire) were used as triggers for exploration and explanation in qualitative research (focus groups and interviews). Quantitative and qualitative methods should not be seen as mutually exclusive but interactive and supportive. Furthermore, data collected qualitatively can be coded and analysed statistically.

Quantitative analysis was based on the results of a 49-item **questionnaire**. Questionnaires are an objective way of obtaining a wide range of information in a quick and relatively cheap manner. Wide geographic sampling can also be achieved without an increase in cost.

Because of the standardised nature of their construction and careful attention to non-ambiguous item format, questionnaires generally have a high reliability. Furthermore, questionnaires are perceived by respondents as more anonymous than interviews, thus inducing more frank and honest answers. However, questionnaires can yield low response rates, are subject to sampling errors and response bias. They also lack the opportunity for interviewer intervention for explanations or probing.

The design and construction of items in the questionnaire used in the present survey came from three main sources. Firstly, stemming from the literature review, attention was given to central concepts related to good practice in early childhood and in PD (Farquhar, 2003; Mitchell & Cubey, 2003). Such a focus enhances the construct validity of the questionnaire. Further readings were undertaken in relation to the construction of the questionnaire (e.g., Alton-Lee, 2003; Gaffney, 2003; Guskey, 2000; Ministry of Education, 1996, 1998, 2002).

Secondly, the eight evaluation questions suggested by the Ministry of Education (RFP for Evaluation of PD in ECE, 2005) formed the major focus for item construction. Most of the questions were generated around these evaluation questions.

Thirdly, a focus group conducted at the beginning of the evaluation project and based on key questions related to (i) ways of enhancing the effectiveness of PD, and (ii) barriers to effective PD, generated a number of authentic questions for the questionnaire. The second and third sources of items ensure high content validity for the questionnaire.

Forty-nine questions were grouped under seven sections:

Section One	Demographic data	11 items
Section Two	Professional development	18 items
Section Three	Professional development providers	6 items
Section Four	Assessment	4 items
Section Five	Partnerships	3 items
Section Six	Centre/service management, leadership	5 items
Section Seven	Open-ended questions	2 items

Items were regrouped under the eight evaluation questions when the results were finally reported and integrated into focus groups and interview data.

A variety of response formats was used, the most common being a four-point Likert scale (the four-point scale of five-point, avoids respondents “sitting on the fence”). Other response formats included ranking, and two open-ended questions with multiple lines for responding. The questionnaire thus had both quantitative and qualitative components.

The questionnaire was filled in on behalf of the centre/service rather than on behalf of any individual. A member of staff (preferably someone who had been involved in PD) was selected to take the major responsibility for filling in the questionnaire.

The questionnaire underwent some peer review within the School of Early Childhood Teacher Education (Victoria University) and was critically evaluated by both an external reference group and an internal advisory committee convened by the Ministry of Education, and changes made. A pilot study was also conducted requesting further critical comment. Centres/services in the pilot group were asked to note the time it took them to complete the questionnaire, to comment on terminology, any ambiguities, repetitive items, length of questionnaire, gaps, layout and clarity of instructions. A number of helpful comments were received and alterations made. (See Appendix 1 for final copy of questionnaire).

The questionnaire was formatted as a small booklet (A5). Research has indicated that although there are more pages with an A5 booklet, respondents feel that they are making faster progress than with the larger sheets of A4. It is also more economical for postage.

Statistical analysis of results from the questionnaire was undertaken using SPSS (Statistical Package for Social Sciences). Open-ended sections of the questionnaire were coded and analysed using QSR N6 (the current version of QSR NUD*IST).

Two forms of **qualitative methods** were used in the evaluation:

1. **Focus groups**
2. **Individual interviews.**

Focus groups

Focus groups were used to explore and clarify issues arising out of questionnaire results, and to further illuminate responses from the main evaluation questions.

Focus groups are a very valuable qualitative technique, especially when used in conjunction with quantitative methods such as questionnaires. Their flexibility and open-endedness is an advantage over the highly structured format of a survey. A wide range of topics can be discussed in a relatively short time, a diverse range of responses pursued and contrary points of view expressed and critically evaluated. Focus groups reflect spontaneity, snowballing, serendipity and synergism.

In this evaluation focus groups were held at an early stage to source authentic items for questionnaire construction, but more substantially at a later stage to explore and clarify results from the questionnaire.

Details of focus groups

Focus groups were held with centre/service representatives and with MOE personnel at both regional offices and the national office. Despite intense efforts to recruit participants into the focus groups, the numbers attending most groups fall outside the standard range of participant numbers. These ones are described in future as group interviews. Six focus groups were set up with centre/service personnel who were contacted by both telephone and personalised letters/emails inviting them to participate in a focus group. The geographical and service types represented by the focus groups were:

1. **Auckland North Shore.** This group was intended to focus on participants who had not accessed MOE funded PD programmes in the last two years, and was located in the region with the greatest number of survey respondents who had indicated that they had not been able to access MOE ECE PD programmes. Despite extensive efforts to contact and invite representatives of these services to the group, a very limited number indicated a willingness to attend, and the group make-up was supplemented with invitations to a number of randomly selected services within the region. Seventeen services were invited to send representatives, and five teachers participated in the focus group facilitated by the contract coordinators.
2. **Māori Immersion.** This group interview was held with representatives from Māori Immersion (not kohanga reo) services in Manurewa as this is the region with the highest proportion of immersion services within the MOE Directory of ECE Services. Eleven services were approached regarding participation, and two kaiako participated in the group interview which was facilitated by a Māori member of the evaluation team.
3. **Pasifika Immersion.** The evaluation team elected to hold the Pasifika Immersion focus group in Auckland, rather than Wellington (the other region with reasonable numbers of licensed and chartered services) to avoid any potential conflict of interest with services that had accessed MOE ECE PD programmes delivered by Victoria University of Wellington. This focus group was held in Mangere, again as this was a district within the Auckland region with a high number of Pasifika Immersion services. Eleven services were invited to send representatives and six teachers participated in the group interview which was facilitated by a Pasifika member of the evaluation team.
4. **Hamilton:** This area was chosen for a focus group as it reflects different community demographics and is serviced by MOE ECE PD providers with diverse philosophical and delivery approaches to PD. A

range of centres/services were invited to participate in this focus group which was held in the evening and facilitated by the contract coordinators. Four teachers participated in this group interview.

5. Greymouth, West Coast: This focus group was held in response to a MOE request that we specifically seek the views of ECE practitioners on the West Coast, given recent and current MOE activities in this area. All services listed on the West Coast within the MOE's Directory of ECE services were invited by telephone and letter to participate in the focus group. Five teachers participated in the group interview which was facilitated by the contract coordinators. Representatives of the Playcentre Association had signalled their intention to participate but were then unable to attend. A member of the ECE PD Evaluation External Advisory Committee was invited to attend the group interview, and the recently appointed MOE ECE Co-ordinator for the West Coast requested permission to sit in on the group.
6. Dunedin: This focus group was selected to seek perspectives of teachers from a region that has less access to PD, both from MOE funded providers and from other sources. Twenty-four centres/services were invited by telephone and letter to participate in the group interview facilitated by the contract coordinators. Two managers attended this focus group.

Participants in the centre/service group interviews were provided with a set of the interview questions prior to the meeting and introduced to ground rules for the group from the outset. Detailed notes were taken of the discussion for each of the groups. Refreshments were provided for each group interview, and all participants received petrol vouchers in recognition of travel costs. Childcare and relievers costs were covered where required.

Six focus groups were held with Ministry of Education officials: four in each of the regional offices and two with officials from Head Office. Staff involved in the regional office focus groups represented a range of roles within their offices, including district managers, licensing, advice and support, and facilitators delivering PD programmes through the MOE contract (generally ex-ECD staff). Details on each group are as follows:

1. Northern region: 4 representatives including staff working in the Northland area, licensing, and with Māori and Pasifika services through the MOE PD contract. Focus group facilitated by the contract coordinators.
2. Central North region: 19 staff, representing all ECE staff within the Central North Office and including the Waikato, Bay of Plenty, Gisborne and Hawke Bay regions. Group interview facilitated by the contract coordinators.
3. Central South region: 4 representatives including the District Manager and staff working in licensing, advice and support, and delivering the MOE PD contract. This group interview was facilitated by Dr Jo Higgins to avoid any potential conflict of interest, given that this regional office covers the districts serviced by the Victoria University of Wellington ECE PD contract.
4. Southern region: 4 representatives, including the District Manager and staff working in advice and support, and delivering the MOE PD contract in the upper and central regions of the South island. Group interview facilitated by the contract coordinators.
5. Head Office, Curriculum Teaching and Learning (CTL) ECE staff: Five representatives from the ECE section of the Curriculum, Teaching and Learning section of the MOE. Group interview facilitated by Dr Jo Higgins to avoid any potential conflict of interest, given that this section of the MOE manages the ECE PD contracts, of which VUW is a contractor.
6. Head Office, MOE. Five representatives involved in ECE work outside of CTL, but which may have an impact on future ECE PD contracts. Group interview facilitated by the contract coordinators.

The interview questions, ground rules for the group, and a selection of data from the survey of centres/services were sent to each regional Ministry office prior to the meetings. A refined set of questions was sent to each participant in the MOE Head Office focus groups, together with a selection of data from the survey, and the ground rules for the focus group. See Appendix 2 for the schedule of focus group questions and ground rules.

Individual interviews

Individual interviews in the present study were conducted by telephone. Telephone interviews are economical (about the same as questionnaires but much more economical than face-to-face interviews). The quality of data collected by telephone interviews is generally considered to be comparable with that collected by personal or face-to-face interviews.

Telephone interviews have the great advantage of being time efficient – they should be restricted to twenty to thirty minutes. They are also flexible time-wise as pre-booking suitable times for the interview can be arranged. Expanded geographic sampling can be achieved without significant cost.

Other advantages include their ability to probe, to clarify, and to tease out complex or incongruent data (e.g., by contrast with questionnaire results). They also achieve a high response rate – close to one hundred percent. Scoring can be streamlined (and to some extent standardised) by a pre-coded response schedule. There are some disadvantages of telephone interviews, however. These include interviewer bias and variability, respondents' reluctance to answer some questions or to answer them honestly/accurately, and problems with coding and analysing large amounts of data (less of a problem than with face-to-face interviews, and less of a problem with computer programmes).

Details of telephone interviews

The contract allowed for between twelve and fifteen telephone interviews with current providers of MOE funded ECE PD and with relevant national umbrella organisations. A decision was made by the contractors to extend an invitation to all current providers to participate in a telephone interview, and then to interview all who elected to participate. It was felt that this approach would address any potential concerns that providers might have if only a selection were interviewed as well as increasing provider "buy-in" to the results of the evaluation through having had their perspectives included. All fourteen current providers (with the exception of the National Te Kohanga Reo Trust who were not participating in the evaluation) elected to participate in a telephone interview. Following initial contact with each contract director (or coordinator where this was more appropriate) to invite participation, an interview time was booked, and material emailed to the interviewee (letter outlining the project and interview processes, interview questions, and a selection of data from the survey relating to both the provider's region(s) and to the national responses). Whilst each interview was intended to last for approximately 30 minutes, most required around one hour to complete, partly due to the interviewees' in-depth reflections on the survey data that had been forwarded to them. Of the fourteen interviews, twelve were conducted by the contract coordinators whilst two (Victoria University of Wellington and Hanna Clannad) were undertaken by Dr Jo Higgins, again to provide separation between the evaluation contract and the PD programmes delivered in the Wellington region.

Six telephone interviews were undertaken with ECE national umbrella organisations: Barnardos New Zealand, Early Childhood Council, New Zealand Family Daycare Association, New Zealand Kindergarten Incorporated, New Zealand Playcentre Federation, and Te Tari Puna Ora O Aotearoa/New Zealand Childcare Association. An invitation to participate in a telephone interview extended to the Education Review Office was declined by that office. Each interviewee was emailed material prior to the interview, consisting of the letter outlining the project, interview questions and a smaller selection of data from the survey, including service cross-tabs where

appropriate. Each interview was conducted by the contract coordinators, and ranged from 30 – 60 minutes in length. (See Appendix 3 for the Schedule of interview questions.)

The data from the focus groups and telephone interviews were coded and analysed using QSR N6 software. Responses were coded against the evaluation questions, and also against categories that emerged from the data. These latter categories were developed within the contract team and checked for reliability through review by other team members.

2.5 Sampling

(a) Sampling related to questionnaire

The evaluation contract called for a survey of approximately 1/3 of licensed chartered early childhood centres and services across the country, excluding te kohanga reo (Total number of centres/services = 3138). As the sample was being developed, an analysis of numbers of services by type and region revealed the need to conduct a survey of all services within regions where numbers of a specific service type were low in order to increase the statistical reliability of results. This occurred where there were less than 40 services of a particular type within a region. Where more than 40 services of a particular type were listed in a region then up to one-third were selected using random sampling techniques. By expanding the sample where regional numbers were low, enhanced reliability of the resultant data by service type will have been achieved. In total, forty-six percent of early childhood education centres and services (not including te kohanga reo) were included in the final sample.

Table 2.1 below presents the final survey sample by service type and region. The figures provided in brackets indicate the total number of services in a region and are included here when either a random sample of services was selected, or where the full sample of all services in a region was reduced through non-deliverable surveys or surveys completed collectively by a number of licensed services. All licensed and chartered home-based services were included in the original sample, together with sixty-nine percent of playcentres, fifty-eight percent of kindergartens and thirty-seven percent of education and care services.

Table 2.1: Number of Early Childhood Services Selected for Sample by Region and Type of Service

Region	Education & Care Services	Home-based Networks	Kindergarten	Playcentre	TOTAL	% of total sample
Northland Region	42 (47)	5	23	44	114 (119)	7.9
Auckland Region	198 (698)	16 (49)	42 (144)	24 (80)	280 (971)	19.4
Waikato Region	44 (148)	10 (21)	19 (63)	22 (72)	95 (304)	7.1
Bay of Plenty Region	36 (124)	17 (36)	34	28 (29)	115 (223)	6.6
Gisborne Region	17 (18)	1	6	7 (8)	31 (33)	2.2
Hawkes Bay Region	20 (65)	8 (16)	30	16	74 (127)	5.1
Taranaki Region	30	5 (6)	23	17	75 (76)	5.2
Manawatu-Wanganui Region	28 (93)	5 (8)	46	28	107 (175)	7.4
Wellington Region	68 (226)	17 (29)	17 (91)	46	158 (392)	11
West Coast Region	7 (8)	1	4	6 (7)	18 (20)	1.3
Canterbury Region	62 (215)	8 (19)	23 (77)	20 (65)	113 (376)	7.8
Otago Region	23 (78)	8 (13)	32 (33)	37	100 (161)	6.9
Southland Region	26	4 (5)	22	19 (20)	71 (73)	4.9
Tasman-Nelson-Marlborough Region	44	4	23	17	88	6.1
TOTAL	645 (1820)	109 (213)	354 (619)	331 (486)	1439 (3138)	Sample =46% of total services

The random selection of care and education services in most areas has meant that limited numbers of Pasifika and Māori Immersion services were included in the overall sample. Table 2.2 presents the total number of Māori Immersion services within the sample by type and region, and Table 2.3 presents the total number of Pasifika services (all care and education) by region. In order to address the restricted data set from Māori Immersion and Pasifika services, focus group interviews with representatives from centres from each group were undertaken as part of the six regional face-to-face focus groups.

Table 2.2: Number of Māori Immersion Services included within Sample by Region

Region	Education and Care Services	Playcentres	TOTAL	TOTAL %
Northland Region	6/6	-	6/6	100%
Auckland Region	2/17	-	2/17	12%
Waikato Region	1/3	-	1/3	33%
Bay of Plenty region	1/3	-	1/3	33%
Gisborne Region	-	1/1	1/1	100%
Hawkes Bay Region	-	-	-	-
Taranaki Region	1/1	-	1/1	100%
Manawatu-Wanganui Region	0/1	-	0/1	0%
Wellington Region	1/3	1/1	2/4	50%
West Coast Region	-	-	-	-
Canterbury Region	1/2	-	1/2	50%
Otago Region	-	-	-	-
Southland Region	-	-	-	-
Tasman-Nelson-Marlborough Region	-	-	-	-
TOTAL	13/36	1/2	15/38	39%

Questionnaire distribution

Prior to distributing the survey, a letter was sent to those centres/services selected to be part of the sample informing them of the upcoming survey and requesting their co-operation in completing the survey. The survey was distributed in the week of 24 October, to avoid clashes with the beginning of term four (for those services who operate termly). Reminder letters was posted in the first and third weeks of November, and a notice encouraging centres/services to complete and return their questionnaires was included in a MoE ECE Update sent to all centres/services.

Table 2.3: Number of Pasifika Services included within Sample by Region

Region	Pasifika Education and Care Services	% Sampled out of Total Number of Pasifika Services
Northland Region	-	-
Auckland Region	16/61	26%
Waikato Region	1/4	25%
Bay of Plenty Region	-	-
Gisborne Region	-	-
Hawkes Bay Region	1/3	33%
Taranaki Region	-	-
Manawatu-Wanganui Region	1/3	33%
Wellington Region	8/17	47%
West Coast Region	-	-
Canterbury Region	2/7	28%
Otago Region	0/2	0%
Southland Region	2/2	100%
Tasman-Nelson-Marlborough Region	-	-
TOTAL	31/99	31%

(b) Sampling related to focus groups and telephone interviews

Details of the sampling for focus group and telephone interviews are provided in Section 2.4 above.

Chapter 3: Literature Review

Introduction

The review of literature for this evaluation comes after the publication of a seminal review of literature on effective PD in ECE (Mitchell & Cubey, 2003) undertaken as one of the Best Evidence Syntheses contracted by the Ministry of Education. In order to avoid repetition of the findings of Mitchell and Cubey, the evaluation questions provide a framework for a specialised lens on specific areas of government interest and therefore have guided the analysis of available literature.

The literature was sourced from a number of databases, unpublished theses, journals, conference papers and reports. While the literature specifically pertaining to ECE PD is small, the literature on PD in schools is vast and complex. Where there is light to be shone on ECE the latter has been incorporated in this review.

What is professional development in early childhood education?

The PD being evaluated within this contract includes those programmes on offer to teachers in ECE settings through Ministry of Education funded programmes together with PD provided by private organisations or through conferences, symposia and the like.

Since 1992 PD programmes have been provided through organisations (contractors) that respond to the Ministry of Education's request for proposals and then are subsequently contracted to deliver PD programmes. These contractors may have regional or near national coverage or may provide PD for specific groups. In addition to these MOE funded contractors other private organisations may advertise programmes or events in which teachers may participate. While recognising that PD is not limited to programmes and events such as those described above, the scope of this evaluation does not include PD activities such as self study, informal networks, and study for higher qualifications. It is important, however, to see PD within a continuous cycle of development that begins with preparatory teacher education, followed by induction into the teaching community and then 'in-service' development (Marker, 1999).

Given that the ECE workforce is made up of teachers who hold a recognised teaching qualification, such as a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) ECE together with untrained and teachers in-training PD in ECE cannot be seen as post qualification. Participants in ECE PD programmes will reflect the sector at large in terms of the variety of qualifications unless groups are specifically targeted.

That PD is an ongoing, dynamic process, and not a special event is generally accepted in the literature (e.g., Guskey, 2000; Shouse & Epstein, 2003). The "old view of professional development as 'something done to educators' for 3 or 4 days during the school year is being replaced by a perspective that sees professional development as a series of extended, job-embedded learning experiences" (Guskey, 2000, p. 7).

The available early childhood PD literature is small and research in the past has called upon school-located research literature to inform models or approaches. However, the working conditions for ECE teachers are quite different to those of school teachers and so the literature on PD in schools is not always directly applicable to ECE settings.

3.1. Who is currently accessing professional development? Who does not or cannot access professional development and why?

While this evaluation question cannot be fully explored through a literature search some insight can be gained from the available literature around who may be accessing PD. If PD is to be an on-going continuous experience for teachers it is important to understand the factors that determine involvement in, or access to,

PD. Some factors that impact on participation are the ECE context, qualifications, individual characteristics, and sector characteristics - these will be explored below.

ECE context

The diversity of services and philosophies of ECE services in New Zealand is the most salient factor that will affect PD provision and engagement. The sector is unusually diverse, in type of centre/service as well as the makeup and training of its teaching personnel. There has been great diversity in the form of the training that ECE teachers have received and so even those teachers holding the recognised qualification of Diploma of Teaching ECE or equivalent may have quite different approaches to their teaching. Nuttall (2004) commented on the problem of maintaining coherence in teaching practices when teachers had different ideas about curriculum and early childhood education in general.

While teachers in schools are likely to have autonomous responsibility for their classroom and group of children, ECE teachers are usually teaching in the same room as one or more colleagues and their practice is immediately visible to others (Foote, Irvine & Turnbull, 1996; Nuttall, 2004). For education and care settings there is often shiftwork involved and consequently teachers are not all finishing at the same time of day. This has meant for these settings that PD that must take place after the children have gone, is often done in the evenings and for some teachers will necessitate a return to the workplace having finished earlier in the day (Wansbrough, 2003). Nally (1995) highlighted that PD research does not acknowledge the specific contextual factors that make PD in ECE problematic.

Included within the diversity of the ECE sector are the home-based (HBC) care services which have experienced huge growth as an ECE option. The caregivers/educators of the children in these settings are often parents with limited ECE teacher education which makes their identity as ECE teachers problematic (White, 2003) and has often left them on the outskirts of any discussion of PD. Much of their relationship to ECE is filtered or mediated by the network coordinators who more readily identify as ECE teachers. For these reasons the PD of homebased caregivers/educators is discussed in the literature more in relation to the need for initial 'training' and recognition (Everiss, 1999). Literature tends to have the coordinator's voice rather than the caregiver/educator's. For example, according to Gaffney (2003) "28 percent of homebased care respondents indicated that educators in home-based care services did not see the need for PD" (p. 109) which prevented change in the service. Home-based care respondents also had a different perspective on the PD factors that supported change. They valued the facilitator having a knowledge and understanding of their context, particularly if they were to be involved with the caregivers/educators. They were also more likely to identify service barriers to change such as "participants not reflecting on practice, low commitment to PD, low levels of training for educators, and lack of management support" (p. 111). Lidington (2000) also found that the Barnardos participants were isolated within their own organisation and so did not have the support needed for change to occur.

Barnardos caregivers depended heavily on their coordinator for support and were susceptible to constant changes made within the Barnardos hierarchy. This situation affected their (a) attendance, (b) motivation patterns, (c) perception of their role as educators, and (d) relationships with other PD programme participants" (p. 115).

White (2003) also found that HBC coordinators undervalued caregivers' perspectives and some of her participants commented on the novelty of being in a PD situation alongside their coordinators.

Playcentres are parent-led organisations which offer their members a parent education programme alongside their child's. Playcentre members gain Playcentre recognised qualifications that are not recognised for teacher

registration but which contribute to their viability as a parent-led service. PD in these contexts can be confused with the parent education programme that requires workshop attendance in addition to the facilitated modules of the training programme. These workshops can be attended by participants who may not be in-training and so can count as additional PD.

Qualifications

Teachers in ECE services have diverse qualifications that may influence practitioners' interest in, or readiness for, PD. Teaching teams may include untrained staff who have taught for some time, new teachers recently trained but quickly given positions of responsibility, as well as teachers with qualifications gained prior to recent developments in theoretical approaches. How a person sees themselves professionally will impact on their involvement in PD. According to Lidington (2000) "qualifications run parallel to teacher awareness of the need for ongoing personal and professional growth and to the responsibilities associated with being an 'educator'" (p. 118). She also found that the participants with higher qualifications in her study had greater expectations of the PD and were more responsive to the need for change. Carr, May, Podmore, Cubey, Hatherly & Macartney (2000) found that teachers with higher qualifications were able to more easily understand and implement the evaluation framework that developed as part of their research project focusing on evaluation of ECE programmes using Te Whāriki.

In Gaffney's (2003) evaluation providers identified that the drive within the sector toward qualified staff affected PD participation, particularly where the centre leader was in training for the Diploma of Teaching (ECE) to meet the 2005 requirement and therefore did not participate in the PD. This is also likely to be a factor affecting participation as the qualification requirements increase, not lessen (Ministry of Education, 2002). Reliever availability was also found to affect participation in PD programmes (Gaffney, 2003).

Personal factors

Writers have often viewed teachers' involvement in PD according to their stage of development as a teacher (e.g., Day, 1999; Katz, 1995) with teachers requiring different forms of PD according to their length of service or position of responsibility. Catron and Groves (1999), in identifying different stages of leadership development, also indicated there are different requirements for PD with leaders in the earlier stages needing more assistance with the team and programme aspects of their role and, later with maturity, looking increasingly outward toward networking and mentoring opportunities.

Gould (1998) remarked on the diverse responses from her sample of nine educators who had experienced either a management focus or Te Whāriki targeted in-centre programme. Each educator had very specific personal or centre circumstances which meant they approached the need for change in different ways.

Mephram (2000) emphasised that teachers have personal as well as professional lives that impact on their PD involvement and concluded that "constructing models of professional development that provide what teachers need, not what others think they need, is a strong challenge that emerges from this thesis" (p. 139). She was advocating for the "centrality of the teacher" and suggested that written evaluations of PD only give a small picture compared to the narratives that teachers gave when discussing experiences.

Jordan (2003) also referred to the personal lives of teachers impacting on their PD. She highlights the "multiple planes of professional development for teachers" (p. 57) - the personal plane, the interpersonal plane, and the community or institutional plane - and that PD will only be effective when all three planes are addressed.

Hampton (2000) argued that participants needed to be active and purposeful rather than passive in determining their PD requirements. Sands (2005) acknowledged that in the past her centre colleagues had been passive in

their selection of PD seeing it as ‘involvement in’ or being passengers on a ride. However being offered a research project changed their perspective. Blenkin and Kelly (1997) found that where teachers have control over the programme of PD they tend to make the most progress. They also found that confidence and self motivation were important for change to happen. Gaffney (2003) found that PD providers identified some limitations in participants’ understanding of the purpose of PD. When this occurred change in practice was much slower than when the participants understood the purpose, were familiar with Te Whāriki and the revised Desirable Objectives and Practices (DOPs), and were used to engaging in discussion and questioning as part of a learning community (Gaffney, 2003). He also found that teachers who do not see PD as part of their ongoing, lifelong learning were more likely to resist having their practice observed.

Management support

How the PD is set up can influence the participation of teachers. If it is imposed by management the participants are often reluctant and less involved (Baker & Lorrigan, 2000; Gaffney, 2003). In Gaffney’s (2003) evaluation, management support was identified by providers as important to successful PD outcomes. Respondents to Gaffney’s survey also indicated that being compensated for the additional meetings involved for the PD was important. Lidington (2000) found that where management support was provided there was a framework for implementing change and so participants were motivated to promote changes to existing systems; where this was not the case progress was limited.

Other factors preventing access to PD

From their monitoring of the PD programmes that their institution provided, Irvine and Lovett (1996) identified time and money as the factors that inhibit participation in PD. These two factors were also mentioned by respondents in Gaffney’s survey (Gaffney, 2003).

3.2 What range of professional development is available to services?

Gaffney’s (2003) evaluation identified the range of PD available to services through MOE funded programmes in 2000 (see table 2). Beyond this, a wider perspective is gained by examining models generally found in education. These give an overview of different models suggesting possibilities other than those taking precedence in contracts at the present time.

Examining the major models used in PD gives an insight into the variety and the possibilities of PD for ECE teachers. Guskey (2000, p. 22) writing about PD in general, identifies seven models:

- a) Training
- b) Observation/assessment
- c) Involvement in a development/improvement process
- d) Study groups
- e) Inquiry/action research
- f) Individually guided activities
- g) Mentoring

Each model will be elaborated on in turn with reference to current practices, where applicable:

Training

The *training* model of PD tends towards large scale events with varied presentation styles. It is often used in order to expand participants’ knowledge base or to convey common understandings. Training sessions are able to involve large numbers of participants so that more than just one person from the setting can access the knowledge. It can

include follow-up activities, and mentoring and coaching. In the following table this model would be synonymous with the workshops/seminars or individual models of MOE contracted PD.

Observation/assessment

Examples of this model include peer coaching, and feedback from colleagues. Often the observer, as well as the observed, gain from the experience. This is often not offered as a separate model but can be included within the individual or whole centre models.

Involvement in development/improvement process

This model involves a group approach to solving a problem that they own. It requires collaboration, a clear group process, and an understanding of each other's perspectives or ways of operating. There needs to be access to wider knowledge than that held by group to be effective and therefore an outside facilitator is required. The whole-centre/service or in-centre model has an improvement focus.

Study groups

Within a school setting or a large ECE setting teachers can divide into groups to look at different problems. The makeup of the group is important to its function and success. This model works well for developing a learning community (Guskey, 2000). Some of the seminar, cluster meetings or special interest sessions that are categorised in the table under individual or seminars have a focus of study e.g. infant and toddler education. The Quality Journey (Ministry of Education, 1999) also suggested that groups within an ECE setting might take responsibility to lead a review and so not necessarily all the teachers would be involved.

Inquiry/action research

The selection of a problem or something of interest to a group is the focus of this model. A series of steps are involved in the process which is very much dependent on reflection. Teachers become researchers of their own practice. It is a model that requires considerable time for the process to unfold and the first year is often a trialling period with the second a time for review and consolidation. An action research approach has often been incorporated into the whole centre model of PD (Gaffney, 2003) where centres are encouraged to collect data to analyse before establishing an action plan.

Individually guided activities

For this model teachers have their own goals and choose how to meet them. Some examples or strategies are "conducting personal histories, video/audio self-assessment, journal writing, cognitive coaching, cases, and role-playing" (Guskey, 2000, p. 27). The compilation of individual PD portfolios are a means of documenting the teacher's growth through this model. To avoid too much introspection it is important to have "collegial exchange" (p. 28) built in and to have some of this work tie into the goals of the centre. This has not been a noticeable feature of ECE PD contracts but could increasingly be used through the teacher registration process for new teachers.

Mentoring

Mentoring involves being paired with a more experienced respected person. It is a very individual process and requires considerable time as well as coordination. Guskey (2000) recommends it be used alongside other forms of PD, otherwise the perspective can be too narrow. This has sometimes been an additional service offered to centre leaders alongside a whole centre programme. Irvine and Lovett (1996) offered this model to meet the needs of individual teachers who might be isolated for philosophical reasons, or because of distance or career stage.

Overall, Guskey (2000) recommends a PD plan based on a combination of models. The following table presents an overview of the models used by the MOE Contract Providers in 2000 (Gaffney, 2003). The various contracted providers used a variety of models that enabled teachers to incorporate a combination of models to satisfy centre/service requirements as well as individuals' needs for PD. Recent developments in ECE PD have seen the growth of the "clustered whole-centre/service" model which effectively provides an opportunity to disseminate information at a clustered gathering of participants from several centres/services who then receive follow-up in-centre/service facilitation.

Table 3.1: Range of professional development offered by MOE Contract Providers in 2000

Model	No of providers	Hours	Off-site/on-site	Timeframe	Facilitator role	No of centres
Individual whole centre	9	5-30 - average 15	on	2-12 months	Visits with centre staff	700
Clustered whole centre	8		off & on	2-12 months	2-5 workshops as well as visits to centre	200
Networking	7	Variable	off	Contract period	Facilitated meeting or seminar. Follow-up at next meeting	Not specified
Workshops, seminars	7	½ day – whole day	off	1-6 month or year or longer	Facilitation of workshop etc	Not specified
General/advisory support	10	Variable	on	Short term	Phone support, single visits, one-off workshops, resourcing	Not specified
Individual	Not specified	Variable	either	As required	Mentoring, workshops, visits.	Not specified

Collated from Gaffney (2003).

Siting of PD programmes

In an effort to improve the effectiveness of PD in the school sector in recent years, the individual school has become the site of much of the PD. The premise underlying on-site PD is that participants are more likely to have been involved in determining the focus and therefore the relevance is assured. This relevance cannot always be guaranteed with an off-site PD programme (Craft, 1996). A contrasting premise, however, is that when the PD is open to people beyond the site a wider view of education, teaching and learning may be gained. Collaboration can be promoted and such models can be efficient in sharing expertise (Guskey, 2000). When PD programmes combine on-site and off-site activities it enables those settings with similar interests to be brought together.

There are some limitations to effectiveness of on-site PD. Baker and Lorrigan (2000) found that the siting of their professional studies course had a definite effect on the lecturers taking it and on the participants. When the school was the site there was a greater range of participant commitment to the focus as many teachers were there under instruction from management (the principal). During the sessions these participants were more likely to be passive or cynical and this, together with the location of the sessions (often the staffroom) presented barriers for the lecturer coming in. Participants in this group also demonstrated a wider range of prior experience and knowledge than a parallel group taught at the lecturers' campus, thus requiring more skilful facilitation. When the course was taught at the campus the participants were more motivated. While these participants were school teachers Baker and Lorrigan's experiences resonate with the ECE sector and diversity

of teaching staff that often contributes to very mixed levels of participation and involvement in own-centre/service sited PD.

An ECE example of off-site combined with on-site PD is demonstrated by Fleet & Patterson (2001) who used a model where teachers firstly came together for workshop sessions that addressed current pedagogical issues. They were then invited to have the researcher/presenters come to three centre meetings where planning was discussed. Meetings continued with the staff of the centres over an eighteen month period. The initial in-service workshops were facilitated by the researchers and the centre meetings were led by the staff.

The revisiting of professional provocations across sites and over time encouraged spirals of engagement with many aspects of early childhood philosophy and practice. Centre-based staff and university-based researchers were all able to gain greater understanding through recursive cycles of investigation and problematizing of taken-for-granted staff behaviours (Fleet & Patterson, 2001, p. 7).

As can be seen in Table 3.1 sites for ECE PD in New Zealand are varied with some models utilising a combination of sites.

A further indication of the range of PD models can be seen in Table 3.2. The studies reported here are from New Zealand reports (published and unpublished) or theses that involved PD transforming practice. The models generally involved whole-centre/service groups of teachers with a specific focus on an aspect of their practice. In some of the studies the researcher was also the facilitator of the PD.

Table 3.2: New Zealand research that involves professional development programme

Study	Participants	Models of PD used	Outcomes	Issues/Implications
Bayes, C. (2005) (Masters thesis)	17 participants	In-centre clustered and individual programme as part of MOE funded PD contract	<ul style="list-style-type: none"> - Increased knowledge of Te Whāriki - More intellectual curriculum for children - Teachers' ideas about their roles changed - Greater team work - Shared leadership 	<ul style="list-style-type: none"> - Self reportage via journals and interviews.
Carr, M., May, H., Podmore, V., Cubey, P., Hatherly, A. & Macartney, B. (2000). (Published report)	Teachers/educators from 2 Playcentres, 2 kindergartens, 2 education and care settings.	Action research approach as part of research project on evaluation in ECE (MOE research contract)	<ul style="list-style-type: none"> - Action research tools were trialled - Centres gained greater understanding of evaluation using Te Whāriki 	<ul style="list-style-type: none"> - Centres did not initiate the PD and for one centre in particular more preparatory work was needed.
Depree, L. & Hayward, K. (2000) (Unpublished report)	Teachers from 10 education and care settings	In-centre clustered programme as part of MOE funded contract. An introductory in-service day initiated the project and follow-up visits were then provided. Centres presented their experiences at end of year gathering	<ul style="list-style-type: none"> - Quality improvement cycle was completed in 9 centres - Increased understanding of self review process - Improved centre culture and team cohesion 	<ul style="list-style-type: none"> - Centres identified they could only manage one review a year. - Administrative support offered by PD provider
Gould, K. (1998) (Masters thesis)	10 educators from education and care settings	'Targeted' in-centre model focusing on Te Whāriki or management as part of MOE-funded PD contract	<ul style="list-style-type: none"> - Changes implemented slowly often 3 months to a year later - Policy writing and other management improvements - Planning systems aligned with Te Whāriki. 	<ul style="list-style-type: none"> - Researcher was not facilitator of PD and interviews took place a year after the PD. - Influence of centre and in particular qualifications on effectiveness of PD.
Haggerty, M. (1998) (Masters thesis)	5 centres: kindergarten, playcentre, Montessori, sessional education and care, and full day education and care settings	In-centre clustered programme as part of MOE funded contract. Three cluster half days with additional support in own setting	<ul style="list-style-type: none"> - Video feedback has potential for change but also confirming status quo - Facilitator support is important - Teachers were able to make connection between practice and theory 	<ul style="list-style-type: none"> - Exploratory study which highlighted ethical issues in using video - Tension between safety of participants and critique of practice
Jordan, B. (2003). (PhD thesis)	Teachers in 4 settings: Community childcare, private owner/manager centre, public kindergarten and private kindergarten	In-centre individual programme as part of MOE funded PD contract	<ul style="list-style-type: none"> - Transformed interactions with children - Teachers more in tune with children's thinking and co-constructing learning with them - Teachers involved in using research alongside analysis of their practice 	<ul style="list-style-type: none"> - Need for facilitator to adopt socio-cultural facilitation approaches. - Idea of "community" central to positive outcomes - Focus on 4-year-old children
Lidington, T. (2000) (Masters thesis)	5 Playcentre members, 2 childcare, 2 Barnardos	In-centre, same service model with in-service days followed by visits to setting. Individual model of in-service days with 2 groups: one with external support visits and one group with no follow-up (MOE-funded PD contract)	<ul style="list-style-type: none"> - Regular contact motivated participants to reflect - Increased knowledge of Te Whāriki and implementation possibilities - Childcare participants had higher reflection rate 	<ul style="list-style-type: none"> - Isolated area and small sample. - Concentration on qualifications, and reflective statements which might have been affected by other variables.

Study	Participants	Models of PD used	Outcomes	Issues/Implications
McLauchlan-Smith, C., Grey, A. & Haynes, D. (2001) (Conference presentation)	Teachers from 74 education and care settings	Cluster model consisting of 4 in-service days for key personnel and follow-up in centre settings as part of MOE funded PD contract.	<ul style="list-style-type: none"> - Self review cycle completed by all centres - Improvements made to an aspect of practice - Participants were equipped with a variety of self review tools 	<ul style="list-style-type: none"> - Large investment in in-service days. - Some centres required revisiting of material with in-centre team - Need to embed the cycle of reviews beyond time with facilitator
Wansbrough, D. (2002) (Unpublished report)	Kindergarten teachers from 3 settings	In-service short course model with follow-up in individual centres with teaching team.	<ul style="list-style-type: none"> - Review of an aspect of practice using The Quality Journey and plans for improvement - Increased awareness of defining quality in their setting 	<ul style="list-style-type: none"> - Follow-up to in-service course identified as important as was need for all teaching team to have gained knowledge about the resource before embarking on a review together.
Wansbrough, D. (2003) (Masters thesis)	Education and care teachers in one setting	In-centre individual programme as part of MOE funded PD contract	<ul style="list-style-type: none"> - Improved teachers understanding of their planning process - More responsive interactions with children - Completion of review cycle. 	<ul style="list-style-type: none"> - Leader in centre left by end of programme and continuity lost. - Highlighted importance of leadership to self-review
White, E. J. (2003) (Masters thesis)	Home-based care coordinators and caregivers	Whole centre cluster programme with workshops as part of MOE funded PD contract	<ul style="list-style-type: none"> - Quality improvement review - Emancipatory outcomes with caregivers involved in defining quality. The process led them to having heightened expectations for the service they offered 	<ul style="list-style-type: none"> - Focus not specifically on children's outcomes in practice but discussion of constructs of quality in this particular setting
Wright, L. (2000) (Published report)	Home-based caregivers	In-centre workshop as part of MOE funded PD contract. Three follow-up meetings with three volunteers meeting as a group	<ul style="list-style-type: none"> - Improved questioning used by caregivers that engaged with children's thinking. - Adults made connections for the child using analogy, action or reference to someone else. 	<ul style="list-style-type: none"> - Discussion environment stimulated adults thinking around children's thinking but needs to be provided as ongoing collaborative reflection opportunity
Young-Loveridge, J., Carr, M. & Peters, S. (1995) (Research report)	Kindergarten teachers in 4 settings	Research project that included PD as part of AST course and intervention aspect of project (MOE research contract)	<ul style="list-style-type: none"> - Children's assessment against specific mathematics measures increased as result of intervention - Teacher content knowledge increased - Increased mathematical potential of learning experiences identified in kindergarten programme 	<ul style="list-style-type: none"> - Teachers' content knowledge is as important as pedagogical knowledge - Adults' experiences and attitudes influence how view mathematics - That 'expert' and 'novices' children were not able to be identified has implications for assessment

Key personnel

Within the whole-centre/service models used by MOE PD contractors is the facility for key personnel to be part of a cluster of participants who are then expected to lead the change process back in their setting (Lidington, 2000; McLauchlan-Smith, Grey and Haynes, 2001). A drawback in this model can be that the participants are not necessarily capable or appropriately positioned to accomplish this. Lidington (2000) referred to this as 'drip feeding' and found it time consuming and problematic as participants were not necessarily able to pass on knowledge. It was hard for them to take on this role of facilitator with colleagues back in the centre. However, Sands (2005) suggests that this was not an issue in her setting and she was able to involve the team in the research question as well as include an allied centre.

Facilitator/adviser support

The literature suggests that the key to many of the models used in PD is the facilitator/adviser. Lidington (2000) found that the external support she offered was important in the implementation activities that participants trialled. Haggerty (1998) refers to the tensions involved in facilitation with regard to how the teachers might position an outsider and the need to negotiate this role carefully and with humility. PD literature on the implementation of *The Quality Journey* acknowledged the importance of the outside facilitator as participants reported that they would not have engaged with the document without such support (Depree & Hayward, 2000; McLauchlan-Smith et al., 2001; Wansbrough, 2003; White, 2003). Mitchell and Cubey (2003) have identified the attributes of effective facilitators as:

- having strong theoretical, content, and pedagogical knowledge;
- having an ability to collect and analyse data and teach data collection and analysis skills;
- having excellent communication and relationship skills;
- being reflective thinkers and practitioners themselves;
- being able to mentor, model, provide feedback, challenge, and model reflective thinking;
- being able to understand and to challenge practices and ideology that disempower the interests of children and families; and
- being able to practise effective pedagogy themselves. (Mitchell & Cubey, 2003, p. xiv)

While these skills are especially applicable to whole-centre/service or in-centre/service models they are also important in the one-off and short timeframe models that introduce participants to new or revised thinking on an aspect of practice.

Support networks

Networks or special interest group meetings can be a way of enabling teachers to pursue a particular interest or need that may be pertinent to them. Networks were identified as a useful way of keeping supervisors abreast of new developments and as a base from which to problem solve issues that arose for them (Livingstone, 2001). Networking at other PD events such as courses or workshops was also identified as an important component of the effectiveness of the PD.

3.2.1 *What other types of professional development are being accessed in addition to MOE funded early childhood professional development?*

Other types of PD being accessed in addition to, or instead of, MOE funded programmes include TRCC (teacher refresher course committee) courses, further study, conferences, research contracts, and privately provided in-service courses.

TRCC

“For teachers by teachers” is the motto of Teacher Refresher Course Committee (Thornton, 2002) which provides 3-5 day individual PD opportunities. Teachers identify areas of need and the committee engages a director to organise the course. Free travel is provided for participants and as a result teachers can travel far afield and extend their professional networks. The courses enable participants to reflect on their practice away from the demands of their environment (Thornton, 2002). As the committee oversees courses across the ECE and compulsory school sectors the courses are usually held in a school term break. For education and care teachers it involves a week’s absence from their setting that needs to be covered by relievers unlike kindergarten teachers who have term breaks in which to access additional PD to that provided by their association.

Own organisation

Centre/services with an umbrella management organisation are often able to access PD opportunities through their organisation. This is particularly so for kindergartens, and playcentres as described earlier. Increasingly, the larger chains of centres have PD personnel whose role is to provide such services or to mediate the access to what is provided by MOE contractors or others. In her study of kindergarten teachers’ engagement in PD, Hampton (2000) found a tension between meeting the individual’s PD goals and the team goals. Whilst her thesis did not confirm whether the PD provided was in-house the discussion hints that the PD being evaluated was the term-break one-day in-service course delivery model such as that run by most kindergarten associations specifically for its’ teachers in non-contact times, Saturdays or term breaks.

NEMP

While not available to the ECE sector the PD entailed in the National Education Monitoring Projects (NEMP) is a model worth examining. The teachers who were seconded to work on the project did so for a specific period of time (one year). They began the programme with intensive training on assessment tasks, as well as on their role and the use of recording equipment such as video. After this they spent five weeks in a school collecting information for the project. The evaluation conducted by Gilmore (1999) revealed that there were PD outcomes for the teachers in this programme. What teachers valued were the insights they gained into how other schools and teachers operated. They also had the opportunity to observe children closely and watch their strategising and problem solving without any responsibility for this learning. This enabled them to be more reflective without the pressure of teaching their own class of students and they were able to extrapolate their insights to what they could be doing with their own students.

The project also had other outcomes for the teachers’ PD including learning public relations skills through negotiating their presence in another school setting, developing administration and management skills and an increased confidence in their teaching. This model would suggest that there is value in teachers having opportunities to spend time in other settings.

Advanced Studies for Teachers

Advanced Studies for Teacher (AST) or advanced qualifications, were offered to teachers as a form of PD by Colleges of Education and consisted of distance study or classroom sessions as well as individual study. Each paper contributed to a higher qualification ranking that had salary implications. The desirability of, or demand for, these courses has waned as teachers have sought to upgrade their Diploma of Teaching to a degree qualification.

Research projects

Centres' involvement with researchers can be effective PD when the teachers are in a collaborative role and not merely subjects of the research. A contrast can be seen between the work of Mitchell (2003) where the teachers were actively involved in working to improve an aspect of their practice, and Nuttall (2004) where the teachers provided a means for the researcher to explore her notions of curriculum construction and where there is no indication of the teachers progressing their understanding. Carr et al (2000) explored evaluation with a range of centres that encompassed comprehensive PD for the participants while being a research vehicle for developing evaluation processes. The participants and researchers collaborated to explore the use of action research tools. An observation that for one of the centres it would have been useful to revisit learning stories before embarking on 'teaching stories' indicates that the researchers' agenda took priority and the centre's particular needs could not be accommodated in the timeframe (Carr et al, 2000).

Other providers

Increasingly centres are being sent information on in-service courses as well as conferences being offered by private organisations e.g. Early Childhood Council, The Childspace ECE Institute. There is no literature that explores or evaluates the effectiveness of these offerings.

Other PD accessed is often through specific organisations, e.g., Group Special Education, Help Foundation, Autism Foundation. These organisations can be useful for specific information about special needs and centres/services often access workshops as the need arises in their setting rather than plan specifically for these.

3.3 How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by *Te Whāriki*?

Since the introduction of *Te Whāriki* (Ministry of Education, 1996) concern has been expressed that teachers and teacher educator providers did not recognise the shift in pedagogical thinking that the curriculum document heralded and saw it instead, as affirming current practice (Cullen, 1996). Since then an aim of the PD contracts has been to encourage teachers to engage with the document and explore the complexities of the pedagogical practice advocated.

According to Mitchell and Cubey (2003) "There is evidence that professional development can make significant contributions to enhancing pedagogy in early childhood settings in three key areas: challenging teachers/educators' beliefs and assumptions from a deficit view so that the knowledge and skills of families and children are acknowledged and built on; collecting and analysing data from the participants' own setting; and supporting change in participants' interactions with children and parents" (p. ix). Each of these will be discussed below:

Shifting from a deficit view to a credit view

Pedagogical practices that are important to making this shift in attitude are those that focus on the child's experiences. Assessment and planning build on their strengths and endeavour to make connections between the settings in a child's life. Where there was a link between the child's home experiences and involvement of the family in the centre, teachers were more able to plan effectively to support the child's learning (Whalley and the Pen Green team, 2001).

Mitchell and Cubey (2003) found that PD was important in shifting teachers from a deficit view of children through the data presented to them by the facilitator and the alternative viewpoint that facilitators provided at times.

Collecting data from own setting

Participants focusing on information that they glean from their settings through observations, video and tape recordings is significant in creating a sense of disequilibrium or confrontation and in challenging their thinking about their practice, thus leading to worthwhile change (Jordan, 2003).

One of the key characteristics of effective PD, according to Mitchell and Cubey, was when “participants are involved in investigating pedagogy within their own early childhood settings” (p. 85). To do this required the presence of facilitators/advisers who played a key role in data collection and drawing participants’ attention to discrepant data that encouraged and enabled critique of practice. In this way the PD was seen as directly connected to their particular setting and more directly their particular children. The depth of the programme and engagement of the participants were also factors in the effectiveness of these PD opportunities (Mitchell & Cubey, 2003).

Carr et al., (2000) found that while PD participants worked with a range of action research tools provided by facilitators and found these valuable, the project should not have assumed the participants would have a certain base of knowledge as when they didn’t it meant slower progress. Their results suggest a note of warning about PD programmes being too prescriptive in their focus and the need to allow for diversity in settings.

Data in the form of video recordings, observations of children’s and teachers’ interactions and other assessments of learning, photographs, questionnaires and information from parents were all analysed and formed the basis from which to suggest improved pedagogical practices (see also, Jordan, 2003).

Working with others was also a key factor in Carr et al’s study. Where teachers working with evidence were exposed to different interpretations of that evidence there was more likely to be some change in practice. This finding suggests that mentoring models may be limited in their effectiveness as the discussions around evidence of practice are contained between the individual and their mentor, rather than being exposed to examination from a wider perspective... It would then depend very much on the skill of the mentor as to whether practice was shifted.

Interactions with children

Current perspectives on effective pedagogical practices puts interactions with children at the forefront. Studies by Jordan (2003) and Philips, McNaughton and MacDonald (2002) provide evidence of PD approaches being effective in improving interaction patterns. Jordan’s study focused on teachers’ interactions with children and the scaffolding approach that the teachers espoused. She found that teachers initially saw scaffolding in a teacher directive way and it was not until they engaged in the analysis of transcripts and video feedback that they saw how their practice could change to encompass co-construction of learning. Her study would indicate that technology such as tape-recorders, video and computers are highly instrumental in effecting shifts in teachers’ understanding of their practices. The teachers were able to confront their strategies in scaffolding children’s thinking which came through discrepant data revealed in the transcripts, and to then take steps to change in order to value children’s contributions and to have a more open-ended approach to interactions.

Shifting practice

The literature provides some clear pointers for PD programmes. Firstly to effectively support shifts in practice programmes need to avoid transmission of knowledge models. Encouraging co-construction of learning with children also means that this approach will be necessary to transform teachers’ practice (Bayes, 2005; Jordan, 2003). PD needs to model socio-cultural approaches to learning that recognise the impact of other learning on teachers and creates a community of practice. Teachers also need opportunities to experiment in their setting once a focus has been established or new perspectives explored.

The design of a PD programme needs to take teachers' existing beliefs into account. Expecting teachers to merely implement a new pedagogical approach is doomed if there is dissonance with their beliefs. Young-Loveridge et al. (1995) found this with one of the kindergartens where the lack of engagement of one of the teaching teams led to few shifts in practice. Similarly Gould (1998) found that where teachers did not see an aspect of their practice as problematic they were unlikely to make changes despite attending courses coupled with in-centre discussion that related to exploring practice that was in conflict with Te Whāriki guidelines.

Mitchell and Cubey (2003, p.100) found that "There is very little evidence on professional development linked to outcomes for children within the strands and goals of Te Whāriki". More recently Bayes (2005) has asserted that the pedagogy of Reggio Emilia can be used to provoke teachers' thinking about Te Whāriki and their teaching practices. According to Bayes, Reggio Emilia examples offer New Zealand teachers visual inspiration and examples of documentation of children's and teachers' learning that could assist them to make links with the principles and strands of Te Whāriki (p. 100). In particular the PD that used Reggio Emilia approaches as a provocation led to more intellectually rigorous curriculum for children, changed interaction, a more positive view of children, and more engaged, in-depth conversations (Bayes, 2005).

Bayes (2005) believes that the teachers made pedagogical shifts and were engaged in meaningful and sustained investigations with children that went beyond the "projects" that many teachers have embarked on. The latter have often been projects in a traditional sense and have not made a shift in teaching style but are more an overlay on existing practices. Like the Jordan (2003) study the presence of a facilitator to support data collection and provide alternative perspectives was key to the outcomes of the PD.

Sustaining shifts in practice

For change to occur there must be support for it. Within the literature reference is made to the difficulty PD participants have in trying to implement changes back in their setting particularly when attending one-off, off-site courses due to the lack of support or time to do so on their return (e.g., Gaffney, 2003; Lidington, 2000). Gould, (1998) found that the qualifications of the people in the centre often made a difference to how the PD participant fared in implementing changes. Skilful leadership is often required to be able to introduce changes back in the centre and extra support is required initially to enable PD participants to do this (Gould, 1998).

A number of writers (Everiss, 1998; Foote, Davey & Ewens, 1999; Lidington, 2000) have expressed concern about the ability of home-based care providers to access PD to transform their practices yet Gaffney (2003) found that those home-based services that did access PD identified that their ability to implement Te Whāriki and DOPs had improved and that they were meeting their PD goals.

In Lidington's (2000) study participants kept journals for the research purpose and they were able to show increasing understanding and knowledge of Te Whāriki. Responses indicated a realisation that Te Whāriki is theoretically complex and that people with less experience and training would not fully understand this.

The models Lidington used were compared in relation to the successful implementation of Te Whāriki and how much they contributed to participants reflecting on their work. She found a difference according to service type in how participants engaged with the curriculum document and their levels of reflection. The variables that she identified as impacting on the progress made by participants were: "(a) service support, (b) prior knowledge of Te Whāriki, (c) existing systems for observation, planning and evaluation, and (d) participant motivation" (2000, p. 4).

Lidington's PD model there provided for two groups, one of which received additional external support back in their centre after the in-service course and the other that did not. The group that received external support had a higher level of reflection. Lidington suggested that it is likely that external support was more influential than

qualification level in encouraging participants' reflection, as reflection frequency patterns were influenced by external support.

Gould (1998) strongly recommends the use of cluster groups. She found that the networking aspect of the in-service courses was seen as invaluable and rated highly by the participants. According to her this was in conflict with Foote et al (1996) who found that a cluster with different service types and training levels were intolerant of each other. However Gould's participants were homogeneous in terms of centre setting and roles in the centre, if not in training levels, and this may have made the difference. Clustering of centres enabled collaboration between centres, recognition and affirmation of current practices, and broke down the centre isolation many teachers felt. It also enabled their expertise to be recognised. Gaffney (2003) found that clustering was not liked where those meetings were not matched to the overall PD.

While the AIMHI project (Hill & Hawk, 1999) was undertaken with secondary schools there are some important lessons from the experiences there. Firstly, feedback was used throughout the project which encouraged participants to take risks with new initiatives and to maintain motivation. The researchers were also there for participants to "off load" to in a safe environment and enabled participants to clarify their thinking and understandings about their own position as well as that of others. Giving feedback was seen as an important part of the process and the researchers identified that they had some difficulty with this. However, independent data was, nevertheless, welcomed and its immediacy was important (Hill & Hawk, 1999). Wansbrough (2003) suggested that ethical considerations as well as how it is structured and managed need to be considered before entering into giving feedback. Developing a relationship of trust is crucial.

3.4 How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?

This section explores what is understood by "bicultural understanding and practice in ECE in terms of curriculum and organisation and how effective PD is in strengthening this. In New Zealand education attempts have been made to explore ways of being more culturally responsive since the 1970s with 'taha Māori' programmes in schools and centres through to the current discussions in ECE around bicultural curriculum and commitment to the principles of Te Tiriti o Waitangi. However, despite this earlier work there is still some uncertainty about what bicultural practices are and what teachers should be doing. For this reason this section explores the framework within which PD would operate.

The early childhood curriculum, Te Whāriki, has strong recommendations and expectations of a bicultural education for children. Centres/services are expected to:

... promote te reo and ngā tikanga Māori, making them visible and affirming their value for children from all cultural backgrounds. Adults working with children should demonstrate an understanding of the different iwi and the meaning of whānau and whānaungatanga. (Ministry of Education, 1996, p. 42)

Te Whāriki also goes on to say that "the curriculum should include Māori people, places and artefacts and opportunities to learn and use the Māori language through social interaction" (p. 43).

Other requirements are that:

- adults working with children should have a knowledge of Māori definitions of health and well-being and an understanding of what these concepts mean in practice. Adults should acknowledge spiritual dimensions and have a concern for how the past, present, and future influence children's self-esteem and are of prime importance to Māori" (p. 46)

- liaison with local tangata whenua and a respect for papatuanuku should be promoted (p. 54)
- appropriate connections with iwi and hapu should be established, and staff should support tikanga Māori and the use of the Māori language (p. 55).
- adults...should recognise the significance of whakapapa, understand and respect the process of working as a whānau, and demonstrate respect for Māori elders” (p. 64)
- there should be a commitment to the recognition of Māori language – stories, symbols, arts, and crafts – in the programme (p. 72).
- the use of the Māori language and creative arts in the programme should be encouraged, and staff should be supported in learning the language and in understanding issues relating to being bilingual” (p. 73).
- there should be a recognition of Māori ways of knowing and making sense of the world and of respecting and appreciating the natural environment.

Thus it can be seen that there is clear direction in the curriculum document that all children should experience te reo Māori as part of the programme. Language is a powerful transmitter of culture (Ritchie, 2001) and so the incorporation of te reo Māori in a centre/service’s curriculum and in its organisational aspects will be a starting point in strengthening bicultural understanding.

Ritchie (1999, 2001) whose doctoral study examined how pre-service ECE teacher education students were prepared to meet the bilingual and bicultural expectations of Māori believes that few early childhood education students, and hence teachers, have the necessary bicultural understanding and experiences. Some of the ways she suggests to address this are by:

- Providing an understanding of the bicultural rationale, and its basis in the history of this country
- Generating a commitment to implementing a bicultural paradigm, one which is inclusive of the diversity on both Māori and non-Māori sides of the treaty partnership
- Supporting students with the emotional journey that these learnings entail
- Providing opportunities for students to gain the competence, confidence, and awareness that will enable them to facilitate bicultural development in early childhood centres. (Ritchie, 2001, p. 24)

Part of her data gathering was to audit thirteen different centres across four areas: “visible signs of biculturalism; verbal (examples of te reo Māori); resources; and activities” (1999, p. 14). Within the category of te reo Māori she found that the main use of the language was through commands, followed by the use of praise, then by the use of solitary Māori words amongst their English. What this indicated was a limited understanding of Māori grammar and a need to move to more “linguistically authentic Māori structures” (1999, p. 15).

Teachers also highlighted the fact that there is not a clear idea about what constituted bicultural practice. She suggests a list of what some indicators might be:

- Visual Māori symbols in the physical environment
- Teachers initiating relationships with whānau Māori and other parents, viewing these as a pedagogical responsibility
- Maximising available Māori resources such as Learning Media materials
- Accurate and authentic use of te reo

- Integrating te reo me ōna tikanga throughout the programme, with the support of and guidance from Māori whānau
- Policy level commitment to bicultural development, management offering leadership and support
- Te reo me ōna tikanga are “becoming part of the knowing” (Māori Interviewee) of all those involved in the centre – adults and children, Māori and non-Māori (2001, p. 25).

Ritchie (1999) found hesitancy on behalf of teachers, including those who had continued their study of te reo Māori at courses and she recommended giving priority to the use of supporting resources that are available to centres/services. Audio tapes of stories as provided to schools, would enable children to hear the correct Māori pronunciation. She found that the Māori used in the accompanying material to the Ngā Tamariki Iti series provided to early childhood teachers was too complex for beginning learners of Māori. Yet the value of increasing a focus on tikanga Māori was evident in her report of a teacher who, when prioritising resource purchasing to reflect things Māori, noticed a positive spin-off with parents and whānau in the centre.

While Ritchie (1999) recommended that teachers can meet the expectations of Te Whāriki and the revised DOPs by improving their use of te reo Māori through attending courses, supporting each other and using audiotapes to hear correct pronunciation, she does not address how this may be supported by PD programmes. However, she was impressed by the relationship between centres and a teacher education provider where the expertise of the provider was also informed by the grassroots experience of teachers (2001). This could point to the need for PD to promote such relationships in order to maintain the language use in centres that was begun through initial teacher education programmes.

Bayes (2005, p. 101), however, recognised that “there is a need for educators to develop an understanding of Māori pedagogy beyond the occasional inclusion of waiata (songs) and te reo (language)”.

While much of the ECE literature foregrounds Pakeha teachers’ efforts to promote a more bicultural setting when they have few or no Māori children, settings where there are a high number of Māori families suggest more is needed. Ritchie (2001) refers to “culturally responsive” teaching and how teachers are often inadequately prepared to teach in settings which may be predominantly Māori.

Discussion in the school sector focuses on the experiences of students from a “lived Māori world” (Salter, 2000) and that their experiences in schools will be different to those children from other backgrounds. Royal Tangaere (1997) states that it is important for Māori children to have culturally compatible environments in order to promote learning. The accepted position in the literature is that all children should experience settings where the Te Tiriti o Waitangi partners are acknowledged and valued. As most education in New Zealand has followed a western (European) model (Salter, 2000) the fear is that Māori concepts and values have been sidelined. Part of the move toward bicultural understanding and practice is to reposition and highlight these.

How relationships are built with Māori whānau is central to bicultural practices and to their participation and contribution (Ritchie, 1999). The strongest message from Ritchie (2001) was in the need for leadership from new early childhood teachers to be able to facilitate a whānaungatanga approach which sees families and whānau as central to the purpose of the setting. These should be baseline ‘givens’ for teachers as they promote a sense of belonging for all in the setting and put relationships at the centre of their curriculum. While visible and audible signs of bicultural understandings and commitment are also part of the commitment, their positioning of parents as collaborators in their child’s learning, their involvement in the programme and a sensitivity to the diverse backgrounds of the whānau are also fundamentally important.

Deprea and Hayward (2000) report on their work with centres using The Quality Journey, one of which had the question “How are we incorporating biculturalism into our daily practices?” Outcomes from their review were that the teachers increased their use of te reo Māori, and were more aware of the environment and what it offered. This work offers an example of how self review projects can be used to improve the centre’s awareness and lead to action plans for further developments.

Rau (2000), in conjunction with other Māori women, developed a PD programme with a Māori kaupapa, a key element being “to effect change within service/centre practices ensuring a Māori presence through te reo implementation, tikanga Māori and by identifying and utilising a range of Māori resources through planning, implementation and evaluation” (p.3). There is support within the group for the Māori women as facilitators, with opportunities to reflect and strategise for their work with centres to further their own development. Responses from centres/services have been very positive with those reported in this article coming from Kohanga reo services. While the PD for Kohanga Reo is outside the scope of this literature review the lesson from the Ngahihi experience suggests organisations such as this could play a key role in promoting bicultural understandings for all centre/services. Her challenge is for other PD providers to include a similar framework within their organisation, as well for the Ministry of Education to promote and prioritise Māori early childhood education contracts as a means to increase the commitment to Te Tiriti o Waitangi. However, Gaffney (2003) found that PD providers experienced difficulties in finding facilitators to provide PD to centres where te reo Māori was specifically required.

The former Early Childhood Development organisation developed a pilot programme “Whakārotia” (ECD, n.d.) which involved participants understanding their own culture as part of the journey of biculturalism. This programme was jointly facilitated by a Pakeha and Māori facilitator to ensure that the Māori facilitator was kept culturally safe. “As a Pakeha I could facilitate discussion with the staff, so that we discovered things about our history and culture together. This made us more responsive to the things Connie could share with us” (p.2). This approach suggests that bicultural PD requires a partnership between Māori and Pakeha. However, Ritchie (2002) cautions that there are issues around such an approach (such as tokenism) that need to be avoided.

While the evaluation question includes a management focus on learning and experiences in ECE there is a need to focus on pedagogy. Glynn (1999) suggests a range of pedagogical approaches to enhance the learning of Māori which could form the basis of effective PD programmes. While some of these are already embraced by the ECE community (e.g. the concept of ako and learning in groups) there are some that could be reinforced and promoted in PD programmes e.g. tuakana/teina approaches, modelling and storytelling. Most of these involve working with a more skilled person in an intimate relationship that enables connecting with past and present learning.

Ritchie (2002) identifies an issue relating to the commitment of Pakeha teacher educators in her study. She found that these were:

Conflicting values which mean that Pakeha may not share the absolute commitment of Māori to their reo and tikanga; and the need for Māori to maintain tino rangatiratanga over the domain of Māori content, whilst working in partnership with Pakeha colleagues. (p. 302)

Ritchie’s (2002) research suggests that there is a dearth of knowledge about the Maori version of Te Whāriki. She cites the reaction of a class to a pakeha lecturer’s presentation about this part of Te Whāriki (gained from attendance at a TRCC course) where students were completely unaware of this part of their curriculum document. Ritchie argued that this situation could be remedied both by teacher education courses and through PD programmes).

In her discussion of what is biculturalism Ritchie (2002) emphasises that the journey is never completed and this would signal that PD in this area needs to be ongoing and available. Ritchie argued that biculturalism can

“only be an organic localised partnership between Māori and Pākehā, based on ongoing reflection and dialogue” (p. 357).

3.5 In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services?

Each of these services has specific needs and will be addressed separately.

Immersion services

Immersion services have diverse PD requirements as they rarely have any umbrella management organisational support. Many of their requirements are similar to those of centres wanting to improve bicultural practices as identified in section 3.4 above. Māori immersion services follow a kaupapa Māori agenda but do not always have teachers highly skilled in te reo Māori and so need to access PD to sustain and improve this. Often this is by way of night classes or wānanga organisations. It was not possible to locate literature specifically on ECE Māori immersion services.

Other immersion services that exist in larger numbers are the Pacific language services which offer an immersion programme in their language.

Rural and isolated services

Gaffney (2003) found that geographical location played a factor in how centres could access PD. It is important to note that Playcentres and Kohanga Reo services were often the only services available to families in remote rural areas and they both have particular requirements that would make provision of PD problematic. PD providers working in rural and isolated areas incurred high costs. However, when a facilitator was able to provide support it had a wider effect on the centre personnel by providing a link to the greater ECE world (Gaffney, 2003).

While remote rural areas had problems in accessing PD as well as being able to access relievers etc, similar issues around resourcing were also factors in urban areas in communities with little resources (e.g. low socio-economic and Pasifika communities) (Gaffney, 2003).

Lidington’s (2000) study was located in a rural and isolated area. Amongst her participants, those from Playcentre in the same service in-centre model found dissemination of PD ideas difficult. “Centre members with farming commitments found it difficult to commit themselves to attend every meeting” (p. 81). Her other models of workshop and external support also encountered problems due to their isolation. Whilst “external support eased the pressure of participants travel within rural areas, and increased the likelihood of participant attendance” (2000, p. 81) other issues to do with staff qualifications and covering release time impacted on and sometimes negated the positive effects of external support.

Special circumstance services

Special circumstance centres are identified by the Ministry of Education (2000) as those services with multiple needs that might require more than the usual allocation of support, and those which have been advised to access PD as a result of an unfavourable Education Office Review. There is little in the literature that specifically addresses these centres.

Home based care is a service with diverse and specific needs. As mentioned previously caregivers have appreciated receiving PD from facilitators that know and appreciate the distinct nature of their service. Davey and Ewan (1998) give an insight into this group through their respective practitioner research projects. Davey

found that caregivers were able to implement an aspect from their training module immediately into their planning, and that the training opened them to undertaking further training. Ewan's research involved following a PD course for caregivers that consisted of four in-service evening sessions over a period of six months. The caregivers from several projects came together as a cluster with their coordinators who would follow up the learning from the session and provide further advice and support during their home visits.

3.6 In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?

Educational communities are made up of diverse children, families and whānau and while different groups are often identified for equity purposes it is important to not privilege one group as the normative one. Grouping some families according to a particular ethnicity may also be incorrect (Alton-Lee, 2003).

Umbrella terms such as 'Pasifika' and 'Asian' fail to reflect extraordinary diversity of heritage, recency of immigration, language status, cultural background and so on. For teachers, diversity is a given because the overwhelming challenge is to work simultaneously and effectively with groups of diverse learners, - learners with complex individual identities influenced by intersections of gender, ethnicity, socio-economic status of family and dis/ability (Alton-Lee, 2005, p. 9).

Given this approach, PD must focus on achieving the best outcomes for children and families through seeing the individuality of children, not expecting normative outcomes, and appreciating the diverse experiences that children and their families bring to their centre/service life.

Mitchell and Cubey (2003) acknowledge the existence of teacher attitudes that limit the learning of children from diverse families. Children's or families' cultural or socio-economic background were seen as reasons for not having high expectations for their learning. Examples of successful PD that have challenged these assumptions are seen in Timperley, Phillips, Wiseman and Fung (2003), Alton-Lee, (2005) and Bishop, Berryman, Tiakiwai and Richardson (2003). In each of these research projects the PD provided helped to move teachers to a credit view of children and their families. In each case it was the collection of data, and analysis of it that enabled the teachers to critique their practice and encourage more effective pedagogy to build on children's strengths and make links to their home experiences. In Timperley et al. (2003) the presence of an 'outsider' (the project facilitator) who could confront the teachers with data from video and assessment evidence was crucial. The facilitator was able to provide alternative interpretations to what the teachers' existing schema may have made of the data and this was significant in effecting change in teachers' beliefs and thence practice. In addition the outside facilitator was able to offer alternative strategies and increase the teachers' content knowledge about literacy acquisition.

Alton-Lee (2005), writing about her earlier research, described how she was able to help transform teachers practice through presenting transcripts of students conversations during social studies lessons that showed what they thought was happening in their classrooms was at odds with the students' reality. The Te Kotahitanga study by Bishop et al. (2003) also used perspectives from students to transform teachers thinking about their students from a deficit perspective, seeing the children as the problems. The PD for the teachers involved an off-site three-day marae based hui which included discussion about the students' perspectives as well as observations, and feedback opportunities from the facilitators.

The assessment and learning action research work of Carr et al (2000) demonstrated how all families could be included in the setting when an action research tool was used that took teachers beyond the normal consultation processes.

In-service training can be useful for those with limited knowledge and experience in early intervention work. Malone, Straka & Logan (2000), while assuming that the format will be large group, off-site and possibly one-off events, make suggestions for effective PD in early intervention that mirror closely those identified by Mitchell and Cubey (2003): assessing the needs of participants, having clear goals for the PD, and having follow-up to the session. One of their recommendations is similar to the Centres of Innovation initiative (Ministry of Education, 2002). They recommend 'model sites' so that participants can visit and observe an exemplary programme.

Programmes for improving learning outcomes for children with special needs tend to take a prescriptive approach e.g. Lero, Irwin & Darisi, (2006). Their year long project involved an assessment for baseline measurement of the programme offered in the centre. This was followed by on-site consultation where an action plan was developed, then for 6 months the inclusion facilitator provided "consultation, workshops, resources and direct personal support" to directors and lead educators" (p. 2). A rating scale was used to measure programme quality at different stages of the intervention project. The sample of centres covered a range from those which had little experience with inclusion to one that had been regarded as an 'inclusion' centre for 25 years. There were many changes recorded, both in terms of awareness and attitude, including:

- facilitator capabilities, knowledge and experience
- leadership provided by the director
- receptiveness of educators
- educators increased knowledge
- some funding or additional resourcing

Staff turnover was the biggest issue impacting on sustaining changes as well as a lack of funds to make improvements. The authors recommend that some money be available to recognise the teachers' participation. They also believe that for inclusive practice to be authentic the programme needs to be voluntary. One recommendation made by participants was that the programme should be offered to the whole centre. This reflects a common desire of NZ teachers for all staff to have the same understanding (Wansbrough, 2002, 2003).

3.7 In what ways does professional development support centres/services to develop and maintain strong and responsive learning communities?

Cullen (1998) has added to Brown's (1994, cited in Cullen, 1998) characteristics of a community of learners to suggest that they incorporate the following:

- individual contributions
- collaborative learning
- adult assistance and guidance
- children's voices and dialogue
- active strategic purposeful learning; and
- physical settings as vehicles of thought (p. 4)

These characteristics are in relation to children and encompass a credit view of children as 'emergent learners' but they apply equally to the adults in the setting. According to Fullan and Mascal (2000) "if a teacher does not work in a professional learning community, where teachers work collaboratively, sharing passion and purpose for their work, then professional development is shortlived" (p. 34).

However, developing and maintaining strong and responsive learning communities is predicated upon the factors that make for successful PD including "teachers/educators having time and effective opportunities during the working week for reflection and discussion" (Mitchell & Cubey, 2003, p.xv). Teams of teachers

need to have joint understandings of practice but to do this they need time to debate and discuss curriculum and the learning taking place (Bayes, 2005). There also needs to be a supportive and critical team culture that allows for debate (Hatherly, 1997). Irvine and Lovett (1996) note that just because teachers work in teams does not mean there are collaborative cultures.

Teachers' "employment and workplace conditions that encourage and enable effective teaching" (Ministry of Education, 2004) are at the heart of establishing learning communities. "If early childhood education centres are to be learning communities for teachers as well as children, parents and others, there need to be opportunities within the work environment for reflection, experimentation, documentation, and planning" (Mitchell & Cubey, 2003, p. 99). These conditions are still variable for teachers, particularly those working in the education and care settings where shift-work and teachers in-training mean that there are few hours in common in order to meet and where non-contact time is often taken in isolation from other teachers.

Mitchell and Mara (2001) found Pasifika centres had particular requirements to do with licensing and chartering in order to be viable as well as other specific needs before the learning community concept could be fulfilled. Often it was access to a co-ordinator or facilitator who was fluent in their Pasifika language that would make this a possibility.

Nevertheless, PD can contribute to developing learning communities and is often an aim of PD programmes. Even the short term in-service model will have networking and opportunities to discuss participants' experiences factored in. However some PD programmes have found that this is not as successful as hoped. Lidington (2000) found that in her in-service model "individual provision participants with few qualifications were less able to contribute effectively within the diverse group while higher qualified participants were frustrated at the range of qualifications" (p. 104). Both Foote et al (1996) and Hampton (2000) noted intolerance on behalf of some teachers to those with lower qualifications or different knowledge bases.

PD that involves teams from centres is to be encouraged (Foote et al., 1996; Hampton, 2000) so that all teachers hear the same message and can therefore debate with contextual knowledge (Wansbrough, 2002). This can be either through on-site PD or other forms that include follow-up back at the centre/service. The participants in Bayes' (2005) PD found they were more engaged in pedagogical discussion and also had a stronger team culture as a result.

Another factor in developing and establishing learning communities is the existence of leadership in the centre which values a focus on learning. Bayes' (2005) participants included centre managers who were the licencees and also held a Diploma of Teaching (ECE). They were engaged in the professional discussions and meaning making during the PD. Bayes believed that the existence of a strong leadership culture in the centres may have contributed to improved curriculum for children.

The influence of technology on establishing learning communities should be acknowledged. An example is provided by the Southland experience with computers and allied technology provided to the community under a support grant from the Community Trust of Southland (Gray, 2003). The slide show from digital images that teachers put together from excursions or children's experiences in the centre provided a meeting point about curriculum as parents viewed the slide show when they came to pick up their children. In this way parents were drawn into the children's experiences and learning and could contribute and make links to this.

Learning communities should go wider than the teachers of the ECE setting and also include children, parents and whānau, and where possible other teachers such as in the programmes that Phillips, McNaughton and MacDonald, (2002) set up in south Auckland where participants came from early childhood settings as well as schools. They noted that it was very beneficial to have the connection between the two settings that children

were moving in. Sands (2005) found that her centre's research question from their PD programme spread to include a sister centre in considering the transition of children from one centre to another.

In the end learning communities depend on individual teachers who know there is always room for improvement in anything they do. They are able to be self-critical but they are also part of an organisation that spurs them on and holds the expectation (just as they do of children) that continuous improvement is the norm (Fullan, 1999).

3.8 How can PD provision be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures?

In structuring and coordinating PD to achieve the best outcomes from the resources available literature that examines issues at a macro (governmental/ministry and provider) level, and at the micro level of individual services have been considered.

3.8.1 Macro level

PD provision in the early childhood education sector needs to be structured to make the best use of available resources (government funding) and the leadership role that the MOE support structures (regional offices and associated personnel) can offer. Gallagher and Clifford (2000) suggest a support infrastructure for early childhood in the United States and their framework may offer some insights for New Zealand. The framework they propose consists of "(1) personnel preparation, (2) technical assistance, (3) applied research and program evaluation, (4) communication, (5) demonstration, (6) data systems, (7) comprehensive planning, and (8) coordination of support elements" (p.1). While New Zealand has progressed in the instigation of policies and plans for early childhood education, the components of technical assistance, communication, data systems, and coordination of support elements provide areas where provision could improve. Gallagher and Clifford make an analogy to the work of doctors who perform the 'hands-on' work but in order to do this job rely on many others such as pharmaceutical researchers, laboratories, nurses, paraprofessionals, hospitals etc, i.e. a health care system. For the ECE teacher there needs to be a similar infrastructure supporting their work with children.

Technical assistance is identified by Gallagher and Clifford (2000) as necessary for isolated "lonely castles" centres which do not have access to professional support or other assistance. The US experience is for such support to exist for "special populations" (p. 4). Due to limited personnel, the establishment of these systems of technical support has been problematic. This has resulted in those in charge of monitoring programmes also offering technical support, which the authors see as "incompatible roles" (p. 4). At the moment this is happening with MOE regional offices where some personnel have dual roles.

Communicating through electronic networks is suggested as a support mechanism and means of informing ECE teachers of the latest knowledge and practices (Gallagher & Clifford, 2000). The US has some networks e.g. National Child Care Information Center <http://www.nccic.org/> but NZ does not have the equivalent although the childFORUM.com website could be seen to be a fledgling in this regard and the MOE website hosts the information that used to be held on the ECD website. The latter has been anecdotally appreciated as an important source of information and help, particularly for centre management. The early childhood portal on TKI (Te kete ipurangi) is undeveloped compared to the school material available.

While Gallagher and Clifford (2000) refer to data systems that could track children and their access to ECE, in New Zealand data systems that PD providers can access for information on coverage of PD would be useful to meet MOE objectives that all services receive PD in a 3-year period. Gaffney's (2003, p. 32) table of PD coverage of New Zealand's regions would indicate that there are few regions where a third of centres are able to access PD in a year. Given this, it would be important to know which centres are never accessing PD and

their reasons. However there is a cautionary note concerning data systems: "It remains to be seen if such systems will receive the consistent support needed for their maintenance" (Gallagher & Clifford, 2000, p. 8). The need for coordination of support elements is to ensure economies of scale, so that the scarce resource of personnel is not overstretched trying to meet the needs of the sector. Gallagher and Clifford note "The manifest shortages of personnel call for collaboration among higher education, community colleges, the providers, and supporting agencies" (2000, p. 9). They suggest that an analysis of conflict between agencies is required - in the NZ PD delivery arena this could be relevant as providers compete for the scarce resource of capable personnel.

Irvine and Lovett (1996) indicated that there were problems for potential providers of PD with the contestability process of selection. Having to contest for a PD contract each year meant that continuity of PD facilitators was an issue. Since the mid 1990s the contracts have become progressively longer, firstly 18-month cycles and now 2-year cycles have become the expectation. Irvine and Lovett (1996) believe that the short term cycle and the contestable nature of the process of selection led their institution to examine the models used and to look closely at their effectiveness in bringing about positive outcomes for children.

The Ministry is responsible for introducing a number of resources to support teaching and learning. Most of these are supported by some PD provision. When introducing *The Quality Journey* (Ministry of Education, 1999) to 74 centres McLauchlan-Smith et al. (2001) found that centres reported they would not have used the document/resource without support. This is supported by other research on the use of this resource (Depree & Hayward, 2000; Wansbrough, 2002, 2003; White 2003). However the nature of the PD support is important in embedding the use of it in the sector. The resource that followed *The Quality Journey*, was *Including Everyone, Te Reo Tātaki* (Ministry of Education, 2000a) and it has not been supported by specific PD since the 2-year contract held by Special Education Services in 2000-2001 (Gaffney, 2003).

Structuring or coordinating PD so that it is more effective can be done through consistent evaluation of PD providers and the programmes they provide. It is important to be clear about what is the evidence of effective PD, i.e. the criteria being used. Guskey (2000) suggests there are three main avenues: 1) participants' reactions; 2) participants' attitudinal change, commitment to innovation, 3) the level of implementation of new practices (p. 32). He also suggests that in order to find the answer to what makes effective PD one needs to work from the end backwards (p. 35). Studying or discovering what has been successful or made a difference to children's learning can lead to identifying what the efforts were that achieved it. He asserts that in every instance there will have been formal or informal PD.

There is a difference between gathering evidence and finding proof of the PD's effectiveness and it is not always possible to know whether it was the PD that was solely responsible for improvements in practice (Guskey, 2000, p. 87). As it is impossible to set up experimental conditions to be absolutely sure of the factors or to rule out variables it is only possible to gather evidence. He suggests the use of comparison groups, and pre- and post-testing as well as anecdotes or testimonials. In this, evidence will be "more exploratory than confirmatory" (p. 88). Guskey's model of teacher change demonstrates that change in teachers' attitudes and beliefs often happens after the PD when they have had an opportunity to implement their learning and seen it make a difference for children. Therefore much evaluation of PD takes place too soon. It is not until the changes made filter through to changes in children's learning that teachers' attitudes are altered (p. 140). Gould's (1998) study followed up teachers a year after their PD experience and suggested that there was merit in revisiting participants individually or collectively the following year or at some later stage to refocus or evaluate progress. This meshes with Gaffney's (2003) finding that respondents to his question about what would be required to sustain the changes made suggested either more PD or some further follow-up contact with the facilitator or provider was required.

Educational improvement is complex as individual, organisational, and structural influences are all part of the mix that determines how a service will progress with an innovation. Fullan (1999), while talking about the complexities of transferability of innovative change, i.e. trying to learn from other's successes, warns that what actually makes a change successful is often not observable and therefore not easily copied. He also suggests that when people try to copy the 'reform itself' this is not what needs to be copied, rather it is "the conditions that spawned its success" (p.64). To better understand this there needs to be a "theory of action (e.g. a set of strategies for addressing local conditions) as well as a theory of education" (p.65). The former is often lacking in reform initiatives. The theory of action would be a useful requirement of PD providers.

A consideration that spans both the macro and micro levels is that of stipulating PD participation. In England it has become a requirement of the school guidelines for teachers to engage in a designated number of hours of PD each year. Marker (1999) suggests it is important to avoid this type of situation as it leads to people seeing it as a time-based event. Instead teachers (as well as their management) need to see their involvement in PD as part of their ongoing professional responsibilities and practices. Staff appraisal should play an important part in determining PD priorities (Marker, 1999). However, it is important that participants are not made to attend PD when they do not see the need for it. One of Gould's (1998, p.82) teachers who made the least progress identified that she was told to attend.

3.8.2 *Micro level*

While external structural support is needed there is also a need for internal support for PD. Within a setting there can be conflicting interests or a dissonance about reasons for engaging in PD. Organisational support is necessary for change to take place. This organisational support, whether it is resources, time allocation, collegial support, or processes by which PD is determined such as through appraisal, is significant (Gaffney, 2003; Hatherly, 1997).

Services need to have clear goals for PD, as this gives an idea of what will be indicators of progress (Guskey, 2000, p. 17). However as Gaffney found many services began with particular goals but changed them as they progressed through the programme and they came to more fully understand their context. For this reason it is important to have multiple outcomes or to be able to revisit the goals at various points so they capture intended and unintended outcomes. Fullan (1993) believed strategic planning and early setting of goals was counterproductive to effective change and it was better for organisations to cement their way of operating together before goals were formalised. In this way the teachers had collaboratively agreed to them.

Organisational climate

Change is a complex process that involves problem solving and facing the problems that arise rather than sweeping them under the carpet. This 'critical team' culture has been identified by Hatherly (1997) as significant in the change process. When innovations are taken on uncritically they rarely last (Fullan, 1993). Carr (1998) provided an example of how to introduce a change in assessment of children's learning in ECE. Her research work supported a training package that included videos for use by PD providers and teachers that provided the background and rationale to the learning stories framework. Those centres that have adopted learning stories through acquiring the template are often functioning very differently to those who have thought about 'what is assessment' and "why assess" before considering "how to assess" (the titles and order of the 3 videos that accompany the workshop notes and reading material).

While on-site PD is important Fullan (1999) would suggest that this cannot be the only type as improving organisations need to have a view to their context and to look beyond their immediate site.

Balancing the centre's versus individual's priorities for PD is an ongoing issue in ECE while diversity of training levels exist. However ensuring that all of the teaching team can be involved, while ideal is not always

possible. Playcentres, in particular, have reported difficulty in this area (Carr et al., 2000; McLauchlan-Smith et al., 2001). Hampton (2000) suggests that teachers need to have control over their PD and take a proactive rather than passive approach to choosing and engaging with different programmes offered. Hampton's study also suggested that teachers needed to have ongoing contact with facilitators after the programme is completed in order to support the reflective practice needed and to provide feedback.

Whether PD provides for a 'heterogeneity' of participants with regard to service type or training level, or is targeted toward a specific group is also a question that needs careful consideration. Foote et al (1996) found some services did not appreciate working with a diversity of participants and failed to make changes. When all had a similar training level the depth of discussion about practice was richer.

Collecting evidence

There is a strong thread through recent PD literature of the need to collect data on one's own practice and to analyse it in order to see avenues for change (Alton-Lee, 2005; Jordan, 2003). Much of this data has been collected via tape or video recordings although facilitator observations have also been effective (Carr et al., 2000). Teachers often need support with data collection to begin with.

The early work of BES writer, Helen Timperley on the teacher professional learning and development BES is helping us understand the importance of cognitive dissonance in teacher professional learning, and the importance of teachers systematically using student data to improve their teaching when applying new professional learning in their own teaching contexts. (Alton-Lee, 2005, p. 8)

Jordan (1999) identifies the important effect that technology had on providing the teachers with data that problematised their practice. Thinking they were effectively scaffolding children's thinking it was not until they heard themselves on tape that they were provoked to use other strategies.

Leadership

The role played by leaders in the change process is now receiving closer scrutiny (Fullan, 1993, 1999). Livingston (1999) supports some job specific training for ECE leaders e.g. supervisor, centre leader, head teacher. While many in her study learnt a lot of their roles on the job they identified the need for PD for a range of other requirements. Catron and Groves (1999) suggested that leaders required different forms of PD depending on their experience. Models such as mentoring may be an effective way to provide the support that leaders in isolated services require (Irvine & Lovett, 1996).

Role of facilitators

"The processes and experiences that make for effective professional development require highly skilled, knowledgeable, and critically aware professional development advisers" (Mitchell & Cubey, 2003, p. 98). PD facilitators must understand socio cultural theory in order to use it with teachers and thereby promote the meaning making so inherent in Te Whāriki (Jordan, 2003). According to Jordan, this has implications for the facilitators who provide the PD and for their own PD. It also reiterates Gallagher and Clifford's (2000) concerns about the sector having enough people of sufficient capability to fill the positions and the need for PD for the facilitators in order to build capability.

Mitchell and Cubey (2003) identified the importance of the facilitator as a critical friend who was able to provide feedback and challenge and provoke. The successful PD programmes had intensive facilitator input in the initial stages but this became less as the programme progressed and the participants took more control (Carr et al., 2000; Jordan, 2003).

Information Communication Technology

The use of online provision of PD and continuing education to ECE teachers is a likely avenue for the future (Donohue, 2003). New material can be introduced in ways that are similar to those used in workshops and seminars or other face-to-face delivery. Follow-up can be through web pages and discussion boards or chatrooms (Donohue, 2003). Such discussion boards or chatrooms can be informally organised for a period of time for participants or can be monitored by the facilitator following up progress being made. Online discussions need clear instructions on how they will take place. Donohue (2003) has a list of online tips for users of discussion boards. There is also a list of good 'netiquette' on the internet site: www.albion.com/netiquette/corerules.html. One of the outcomes Donahoe has found for teachers involved in online discussion groups is that such groups break down the teachers' isolation and they begin to see themselves as part of a bigger picture. He believes that "creating community was essential to the success of an online course for early childhood professionals" (2003, p. 80). A key issue facing this form of delivery is technical support for the computer user together with access and reliability of the access to the internet.

Policy directions versus personal issues

Several writers emphasises the personal dimension influencing effective PD (e.g., Gould, 1998; Mephram, 2000). This means there will be some tension between the policy directions of the MOE and what centres might identify as their priorities for PD. Gaffney (2003) outlined three roles of PD: policy implementation, centre/service development and teacher/educator development. This pressure for PD to implement government policy together with centre development means that the individual teacher's needs will continue to be juggled along with the available resources.

Early childhood education PD will be a changing landscape as the developments that roll out of *Pathways to the Future: Ngā Huarahi Tuatahi* (Ministry of Education, 2002) take hold. Having a service/centre with all trained staff in 2012 undergoing teacher registration with the concomitant PD requirements will create a climate that emphasises the ongoing nature of PD. It may also mean that there is a bigger difference between, and perhaps intolerance of, teachers or educators in other services such as home-based care and Playcentre and so programmes that were often inclusive may need to change to become more specifically targeted. However, having teachers with a common knowledge base will certainly contribute to learning communities more likely to develop to be self sustaining.

Chapter 4: Document Analysis

The contract included provision for the analysis of provider milestones as a data source for the evaluation. The final milestone reports for contracts ending in January 2005 were supplied to the evaluation team by the Ministry of Education. Reports from the following providers were received:

- Christchurch College of Education
- Dunedin College of Education
- Educational Leadership Project
- Hana Clannad Enterprises
- Hospital Play Specialists Association
- Maioha
- Massey University
- New Zealand Playcentre Federation
- Ngahihi
- Taha Fasi Co Ltd
- University of Auckland
- Victoria University of Wellington
- Waikato University

Of the thirteen providers for whom milestones were received for this analysis, two (Maioha and Taha Fasi Co Ltd) are not delivering contracts in the 2005-06 period. Providers currently delivering MOE funded PD for whom milestone reports were unavailable are Te Tari Puna Ora o Aotearoa and Teuila Consultancy, Te Wananga O Aotearoa, and the Ministry of Education. Te Kohanga Reo National Trust, who also hold a Ministry of Education PD contract, did not participate in this evaluation.

Whilst this chapter provides an analysis of PD during the 2004 calendar year, changes to both the scope of current PD contracts held by some providers and changes in providers necessitates caution in assuming that reported practices reflect current MOE funded PD provision. Further, the diversity of reporting practices evident in the milestones requires that caution be applied to the analysis of data supplied by providers, particularly over aspects of access to PD programmes.

Examples of whole centre database entries were requested by the evaluators following the initial examination of the milestone reports, as considerable variations in reporting style and information were evident. Examples were received for ten of the contractors.

The document analysis is organised around the evaluation questions for this project, with a particular focus on:

- Evaluation question 1: Who is currently accessing professional development? Who does not or cannot access professional development and why?
- Evaluation question 3: How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by *Te Whāriki*?
- Evaluation question 4: How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?
- Evaluation question 5: In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated centres/services and special circumstance centres/services?
- Evaluation question 6: In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?

4.1 Evaluation question 1:

Who is currently accessing professional development? Who does not or cannot access professional development and why?

Providers of early childhood PD in New Zealand utilise a variety of delivery approaches in order to meet the needs of centres/services and individual teachers and educators. Delivery methods for PD programmes commonly include whole-centre/service, clusters, short courses and seminars, wananga and networks. Several providers also include an advice and support strand in their contracts, enabling them to respond quickly to queries and requests for assistance. Variations within both whole-centre/service and cluster PD models utilised by providers include a range in hours (from 8 – 48), variations in who participates from the centre/service, and various combinations of non-contact time meetings, cluster meetings and “in-session” visits by the PD facilitator. Table 4.1 identifies the modes of PD delivery utilised by each of the providers for whom milestone reports were supplied.

Table 4.1: Modes of professional development delivery utilised by providers

Provider Identifying Number	Whole – centre/ service	Clusters	Short courses (includes follow-up session)	Seminars (no follow-up sessions)	Wananga	Networks	Advice and Support
1		✓		✓		✓	✓
2	✓	✓		✓			✓
3		✓				✓	
4	✓	✓					
5	✓	✓	✓	✓		✓	✓
6					✓		
7	✓			✓		✓	✓
8	✓ **			✓			
9		✓			✓		
10	✓ *						
11	✓			✓		✓	✓
12	✓	✓	✓	✓		✓	✓
13	✓	✓	✓				✓

* outline of programme not supplied within milestone but work appears targeted at individual centres (generally key personnel)

** also deliver to associations.

An analysis of provider milestone reports to identify the numbers of services accessing whole-centre/service and cluster PD programmes during 2004 was undertaken, as this would enable the most accurate picture of variations within regions and between centre/service types to be gained. In taking this approach, no judgment is being made of the efficacy of other delivery methods for PD, such as those outlined above.

This analysis proved problematic for a number of reasons, including:

- Variations in reporting styles, such as providers reporting:
 - the numbers of services/clusters enrolled by clusters of regions, rather than by individual MOE region
 - the total number of clusters, rather than the number of centres/services enrolled within each cluster

- the overall centre/service numbers rather than a breakdown by service type;
- Some inaccuracies in figures cited when reporting across tables and in the accompanying commentaries;
- Variations in what constituted a cluster programme across providers. Within this analysis, cluster programmes were determined as those that combined an in-centre/service component within each centre/service with the workshops/seminars attended by some centre/service staff. (NB: Wananga that incorporated groups of practitioners coming together from a number of centres but without follow-up by a facilitator within the centre have not been included in these figures.)

Table 4.2 identifies the numbers of centres/services and clusters engaged in whole centre and/or cluster PD by region and service type. Where clusters are recorded within the table it is because it has not been possible to determine, from the milestone report, how many centres/services constitute a cluster and which service types are represented in clusters. Where this information has been provided within a report, these centres/services have been included in the total of centres/services, rather than being listed as clusters.

Table 4.2: Numbers of centres/services engaged in whole centre professional development by region and service type

Region	Service Type not Specified	Kindergarten	Care and education	Playcentre	Home-based	Immersion Māori	Pasifika	Other	Total (exclud Umbrella Orgs)
Northland		3	19	7 2 clusters	1				30 2 clusters
Auckland	30 3 clusters	21	54	7 1 cluster	2	1	48	1 Umb.	163 4 clusters
Waikato	3 8 clusters	4	11	6 2 clusters	1	1	3		29 10 clusters
Bay of Plenty	8 **		25	9	5			1 HSP	48
Taranaki		3	8	5	1			1 other	18
Gisborne	1	2	5						8
Hawkes Bay		4	25	2	2		2	4 Umb	35
Manawatu/ Wanganui		8	31	10 1 cluster	1		1	1Umb	51 1 cluster
Wellington		7	45	5	3		8	2 Umb	68
Tasman/ Nelson/ Marlborough	9			4 3 clusters					13 3 clusters
Canterbury	61			10 1 cluster					71 1 cluster
West Coast	1			1 cluster					1 1 cluster
Otago	29 2 clusters								29 2 clusters
Southland	11 1 cluster			1 cluster					11 2 clusters
Regions not specified *	11	3	219	12	7	8	7	1 Umb	267
Total	164 14 clusters	55	442	77 12 clusters	23	10	69	11	842 26 clusters

* one provider reported by clusters of regions, rather than by individual region.

** accurate figures for total number of clusters and/or centres not provided

In order to get a sense of relative access to PD in relation to the numbers of centres/services across the country a nominal figure of four centres/services per cluster has been assumed. Thus, the Auckland region with 147 centres/services and four clusters identified would be assumed to have a total of 163 centres/services having accessed whole-centre/cluster group PD during 2004 (15.1%). Table 4.3 presents the percentage of centres/services by region that accessed this type of PD in 2004. The figures are affected by the large number of centres/services (No=267) that were reported by providers as clusters of regions and which cannot be accurately attributed to a particular region (Auckland, Waikato, Bay of Plenty, Gisborne, Hawkes Bay, Wellington, Nelson, Marlborough, Otago and Southland).

The proportion of centres/services accessing whole-centre/cluster PD by region varies considerably from seventeen percent (Auckland and Wellington) through to thirty-seven percent (Otago and Southland). The three regions servicing the largest urban centres (Auckland, Canterbury and Wellington) appear to have the lowest access to whole-centre/cluster PD. Two of these areas (Auckland and Wellington) receive some of their PD provision from a provider who has presented data by clusters of regions: Auckland is clustered with Waikato and the Bay of Plenty, whilst Wellington is clustered with Marlborough and Nelson. The two regions with the highest apparent access to whole-centre/service PD, Otago and Southland, are serviced by two providers who have reported their whole-centre/cluster programmes combined across these regions.

Table 4.3: Proportion of centres/services accessing whole centre/cluster professional development by region in 2004

Region	Number of centres/ services accessing whole-centre/ cluster PD	Total number of centres/services in region	% of centres to access whole-centre/cluster PD
Northland	38	119	32%
Auckland	163	971	17%
Waikato	69	304	23%
Bay of Plenty	48	223	22%
Taranaki	18	76	24%
Gisborne	8	33	24%
Hawkes Bay	35	127	28%
Manawatu/ Wanganui	55	175	31%
Wellington	68	392	17%
Tasman/ Nelson/ Marlborough	22	88	25%
Canterbury	75	376	20%
West Coast	5	20	25%
Otago	59	161	37%
Southland	19	73	37%
Regions not specified *	267		
Total	930	3138	

* two providers reported by clusters of regions, rather than by individual region

Table 4.4 presents the proportion of early childhood centres/services by service type that accessed whole-centre/cluster PD in 2004. Figures for the number of services nationally have been drawn from the MOE

Register of ECE services in January 2006, and it is acknowledged that there may be slight variations in the total number of services by type between 2004 and this period.

Table 4.4: Proportion of early childhood centres/services accessing whole centre/cluster professional development in 2004.

Service Type	No of services nationally (Feb. 2006 register of ECE services)	No of services accessing whole-centre/cluster PD in 2004	% of services accessing whole-centre/cluster PD in 2004
Care and education	1683	442	26%
Kindergarten	619	55	9%
Playcentre	486	77 12 clusters	26%
Home-based	213	23	11%
Māori Immersion	38 ¹	10	26%
Pasifika	99	69	70%
Service type not specified		164 14 clusters	

Variations in reporting patterns between providers again makes it difficult to accurately determine the degree to which services are accessing whole-centre/service and cluster PD, with 164 centres/services and 14 clusters reported with no identification of service type. With what data is available, there appears to be considerable variation in access between service types: the low proportion of kindergartens accessing whole-centre/clusters may be explained by their access to senior teachers/teaching managers within their associations. Access to whole-centre/cluster PD for home-based services appears difficult, given the above figures: this is concerning given that this delivery mode may be effective for home-based coordinators and educators who may find access to individual PD difficult given the challenges in finding relievers for day-time courses.

The high percentage of Pasifika centres is influenced heavily by the contract delivered by Provider 10 to thirty centres during the three months from November 2004 – January 2005. This programme appears to have been an intensive one, with hours ranging from ten to fifty-one (average number of hours = 27) over this short period. The predominant focus of the PD undertaken within this contract was on governance and management issues, including strategic and management planning, employment issues and financial planning and systems. Two centres were reported as including some focus on planning related to curriculum and/or children's learning. Outside of this contract, thirty-nine centres were worked with by the other providers (39%), a higher percentage than for all other service types.

The overall numbers of services accessing PD through whole-centre/service and cluster delivery modes is greater than can be identified here, given the absence of one provider's milestone report. The telephone interview undertaken with the Coordinator of that contract in mid-February indicates that almost all the work undertaken by facilitators in that contract in 2004 was through the whole-centre/service model (ranging from eighty-six to ninety-nine percent of facilitation work across the four regional offices).

Delivery to special circumstance centres/services is almost exclusively through whole-centre/service work rather than cluster groupings, given the intensive and highly individual focus of this work. Table 4.5 presents the available data on the number of special circumstance centres accessing whole-centre/service professional development in 2004.

¹ Total number of Māori Immersion centres/services identified within the current MOE database of ECE services.

Table 4.5: Special circumstance centres receiving whole centre professional development in 2004.

Provider Id Number	Number of centres
1	14
2	5
4	17
8	5
11	10
12	7
13	14
Total	72

The milestone report received from Provider 10 does not indicate whether any of the services worked with were special circumstance centres. However, the commentary which refers at times to non-compliance, particularly in financial management aspects, suggests that some of these centres may well have been categorised as special circumstance centres. A number of milestones did not report work specifically undertaken with special circumstance centres/services. The telephone interview with the contract coordinator for Provider 15 indicated that approximately seventy percent of their whole-centre/service delivery was with special circumstance centres.

Table 4.6 presents the available data on whole-centre/cluster work undertaken with rural or more isolated centres/services. A number of providers did not provide specific details within their milestones regarding the number of rural and isolated centres/services that were involved in whole-centre/service and/or cluster delivery models, although some providers clearly were offering PD to rural and isolated centres. For example, Provider 13 did not identify such centres/service but uses rural location as a factor for priority entry into their whole centre programme. Other providers gave a geographical breakdown (e.g., Provider 2 provided a breakdown within a region that separated out the region's main city and various districts) that suggests geographic isolation but does not identify whether services were rural or not.

A breakdown of the numbers of rural or semi-rural early childhood centres/services within the overall centre/service figures is not available to the evaluation team. However, from the total of 930 centres/services that accessed whole-centre/service or cluster programmes in 2004, only 154 (16.5%) were able to be identified as rural or isolated centres/services. This data is likely to understate the true number of rural or isolated services that accessed whole-centre/service or cluster programmes, but points to a need to gather more accurate demographic data in order that rural and isolated centre/service access to professional development can be monitored. Information on the total number of centre/services designated as rural and isolated are not available as part of the MOE directory of centres/services or in statistical data available from the MOE website.

Table 4.6: Rural and/or isolated services receiving whole centre/cluster professional development in 2004.

Provider ID Number	Rural/isolated centres/services undertaking whole-centre/service PD in 2004	Rural/isolated centres/services involved in clusters PD in 2004
1	38	Not known
2	21	Not known
3	1	-
4	40	N/A
8	44	Not known
12	2	8
Total	146	8

A very high proportion of centres/service accessing whole-centre/service PD through Provider 8's contract were identified as rural or semi-rural (73%). Details about the rural/urban mix of centres/service in clusters established in the regions covered such are not provided in Provider 8's milestone. Isolation, in the context of hospital play specialists, may relate as much to professional isolation as to rural isolation

The above analysis surrounding access to MOE-funded PD highlights issues about variations in reporting between providers. Much of the above data could be readily accessed through requiring providers to present demographical data using standardised templates, and would provide a more accurate picture of access than has been possible to glean from the current variations in reporting.

In addition, no analysis of proportions of certain types of centres/services (such as special circumstance or rural and isolated) able to access in-depth PD in 2004 has been possible as overall totals of such services are not available; further, the numbers of special circumstance centres/services, for example, are likely to be constantly changing.

Key Issues

A number of key issues arise from the analysis of data surrounding access issues for ECE PD. These can be summarised as:

- Variations in how providers report data on services worked with. The use of standardised templates for demographic data on services is one strategy that may enable the Ministry of Education to gain accurate information on issues of access in a manner that is also efficient for providers. It is acknowledged that there are tensions between achieving consistency of data reporting and enabling providers to be creative and innovative in the design and delivery of PD programmes to support such a diverse sector.
- Twenty-six percent of centres/services appeared to receive whole centre/cluster PD in 2004. Within this overall total, however there are regional variations from seventeen percent to thirty-seven apparent involvement in PD together with service type variations ranging from nine percent for kindergartens to seventy percent for Pasifika services. As noted above, the figures regarding regional access require some caution due to reporting variations, whilst the figures for service type involvement are influenced by the impact of a particular provider who is not currently contracted to provide PD.
- The variation in access for particular types of services may be explained to some extent by the existence of umbrella management organisations for some services, e.g., kindergarten. Changes to the demographics of services over recent years with, for example, the expansion of chains of care and education centres and the growth of the home-based sector (who may or may not belong to an umbrella management organisation),

together with changes to the funding regime for early childhood, suggest that it is timely to revisit if the Ministry and providers should prioritise PD access for particular service types and how this should occur.

- The proportion of special circumstance centres/services accessing whole-centre/cluster PD is not able to be determined from the information made available to the evaluators. Further analysis by the Ministry of Education to ascertain provision of PD to these centres/services could be useful, given the fragile nature of some of these services and the quality issues that surround them.
- Similarly, proportions of rural and isolated centres/services accessing whole centre/cluster PD could not be determined. Use of standardised templates for demographic data as suggested above may be a useful tool for tracking access to PD for these services.

4.2 Evaluation Question 3:

How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by Te Whāriki?

Delivering PD programmes under the general focus area of *improving educator practices to facilitate children's learning* formed a major part of the contracts delivered in 2004. Programme delivery modes utilised by providers included whole-centre/service, clusters, seminars and workshops and wānanga. Where providers had advice and support strands within their contracts, these were also used extensively to support work in this focus area, particularly where centres and services were unable to access more intensive programmes.

Table 4.7: Proportion of professional development delivery focused on *improving educator practice to facilitate children's learning*.

Provider ID Number	Whole centre/ clusters	Short courses (includes follow-up session)	Seminars (no follow-up sessions)	Wananga	Networks	Advice and Support
1	58%		Details supplied in database		Details supplied in database	41%
2	60%		57%			41%
3	100% Details in database				Details supplied in database	
4	61%					
5	100%	100%	43%			Details not in milestone
7	50%		100% (focus not limited to area 2)		Limited focus on pedagogical issues	25%
8	59%		63%			
9	100%			100%		
11	75%		Includes focus but proportion unclear		Limited focus on pedagogical issues	24%
12	75%	70%			27%	70%
13	56%	55% of those advertised + 8 to individual centres				39%

Table 4.7 presents data on the delivery of PD programmes focusing on pedagogical practices that are underpinned by Te Whāriki, using the categories within focus area two. Again, it is noted that variations in how data is presented within milestone reports makes the cross-analysis of the data problematic and requires caution in drawing conclusions.

From the available data it appears that the focus of most PD programmes is on *increasing teacher capability in order to enhance children's learning and development*. Between fifty and one hundred percent of the work delivered within whole-centre/cluster programmes, for instance, focused on this aspect whilst between fifty-five and one hundred percent of short courses with follow-up had this focus. More variation occurred where short courses without follow-up were offered (between 43 and 100%) and in advice and support programmes (24 – 70%). Little detail was provided in milestone reports about network programmes: where a provider did indicate the focus area, this accounted for twenty-seven percent of the network foci.

Two providers have positioned their entire contracts around pedagogy and enhancing teacher capability, and the above table indicates this. For one, in particular, the focus is on Māori pedagogy and Treaty-based/bicultural curriculum. This example highlights the holistic nature of ECE pedagogy and curriculum where aspects such as bicultural development are integral to curriculum, teaching and learning.

The above data gives an indication of the importance placed upon PD focused on *enhancing teacher capability to enhance children's learning and development*. How effective this PD is in supporting and sustaining shifts in pedagogical practices underpinned by *Te Whāriki* is more difficult to ascertain across the providers. A range of evaluative processes are utilised by providers, including:

- completion of mid and end point evaluations, against the initial needs analysis
- revisiting progress indicators regularly throughout the programme
- examining progress towards achievement of action plans/programme goals
- facilitator observations of centre/service programmes and teacher/educator practices
- reflective discussions between facilitators and participants
- use of rating scales to measure progress
- case studies to illustrate in-depth the work undertaken and progress made by centres/services
- self review processes
- satisfaction surveys completed by enrolled centres/service.

Qualitative comments (including both participant and facilitator/provider voices) outlining progress towards the achievement of PD goals were included by all providers to illustrate the changes and development of centres/services. The majority of these comments focus on changes in centre/teacher practices with less commentary on the impact of these changes for enhancing children's learning. Whilst comments from some providers were specific to individual centres/services or practitioners, other qualitative comments summarised shifts in practices that were reported or observed across a range of centres/services participating in PD programmes. An illustrative sample of these from across providers is provided below.

Provider 1

- Child focus and child engagement in profiles is prevalent in participants' successes. The facilitator is not present for long periods of time within the centre/service and direct observation of focus and engagement is sometimes difficult. Therefore it is particularly pleasing to see that participants acknowledge child focus and engagement as a positive outcome for the professional development.
- Enhanced interactions with children and parents are noted as positive outcomes.

- Many positive shifts in practice have occurred as teachers develop confidence in their knowledge, understanding and ability to manage narrative assessment. A trend of this development has been the shift from a deficit to credit model in the way teachers' view children and the learning they value.

Provider 2

- The move towards socio-cultural assessment is challenging deeply entrenched assessment and planning practices. Socio-cultural assessment is taking teachers out of their comfort zone. Teachers have been seeking support to have the strategies to recognise and respond to children's learning.
- In several centres more effective assessment, planning and practice has resolved behavioural difficulties among children as a result of richer learning opportunities being provided. Observations have shown children involved in purposeful learning.
- Observations in centres have shown that when teachers develop a greater awareness of children's learning, the quality of interactions increases. For some teachers, the challenge of increasing the complexity of that learning remains a challenge.

Provider 3

- Provider 3 has enabled the teachers of _____ to come together and gel as a team. Attending the courses has prompted detailed discussion on content and challenges, and in some cases changed, our values and beliefs.
- We have just become so impassioned about bicultural practice and how we can and do make it happen...Uncovering bicultural curriculum has become, for us, a joy and the taonga it is.
- In many centres, there was evidence of teachers recognising that they listened to and appreciated children more – viewed them as more competent. Evaluations indicate that attitudes frequently changed or were challenged by workshops or visits to other centres.

Provider 4

- Staff now empowering children to solve their own problems with their peers. Children now taking responsibility for sorting out their differences, and have developed skills for joining in, and including other children in their play. This has meant more settled children who stay longer at their activities, particularly at dramatic play in the block corner and in the family corner.
- The staff are planning around, following and extending children's thinking and ideas. Parents have become excited about the results and are far more involved with their children's learning. Staff have found a new purpose and excitement in their work because they are more aware of and more engaged in children's learning, and the children have "blossomed".
- Staff now more aware, and use more print that is meaningful to children, particularly in the art area, where children's comments and stories are recorded under artwork. Staff now add comments that focus on the process, rather than the product. Children are encouraged to have a go at 'writing', and everything is accepted. There is much more use of books in all areas, and children are showing greater enjoyment and care of books.

Provider 7

- The implementation of learning stories created a thirst for further exploration of socio-cultural assessment.
- Centres worked on up-skilling teacher knowledge and then using this knowledge to notice, recognise and respond to domain learning in children's play.
- The programme planning has enrichment now: children are the focal, central point and are becoming more involved as far as ownership of the process from start to finish. There appears to be a positive, flowing structure where the meaning of working as a collective has developed and in turn has impacted on the children.

Provider 8

- New assessment, planning and evaluation system working well, more parental involvement.
- Confidence to extend children's learning, parents feel empowered as educators.
- Improved interactions, more effective communication, better relationships.

Provider 9

- Strong collaboration between Māori and non Māori educators, with dialogue and processes occurring in a supportive positive manner to strengthen Te Whāriki implementation.
- Service/centre confidence in strengthening immersion and bicultural pathways.
- Increased participation from service/centre parents in implementing marautanga Māori.

Provider 11

- Portfolios developed and accessible to children, educators and parents.
- Sustained child-educator engagement in experiences and interactions.
- A focus on learning goals rather than performance goals in planning.

Provider 12

- Shifts in thinking about the notion of "learning" to include a focus on the processes of learning, factors influencing learning, and learning as relationships that enable successful participation in a community, rather than a focus on knowledge and skills alone.
- Shifts in attitude that meant staff were more sensitive to opportunities to incorporate bicultural notions into daily practice.
- An emphasis on the use of /role of teacher commentary to support documentation and shifts in the "tone" of teacher commentary from jargon-prone, teachers-expert, dogmatic certainties about children's learning to more conversational, dialogical, and partnership-oriented language.

Provider 13

- Staff worked collaboratively together and implemented changes in the areas of assessment, planning and evaluation.
- Staff provided learning experiences with resources that focused on children's strengths and interests.

- Portfolios were easily accessible for both children and families with a view to developing greater input from these parties and providing an opportunity for children to reflect and review their own learning.

The above approaches enable a richness of data to emerge and often highlight the complexity of development and changes for teachers across knowledge, skills and attitudes that participants experience. However, the impact of PD on children's learning and development is generally implicitly, rather than explicitly expressed; in other words, there is less "so what does this mean for children?" included in evaluations.

Whilst some of the above approaches (e.g., rating scales) allow for a degree of quantitative analysis, such data is still reliant on self-reported perceptions of change and is less able to provide the Ministry with information that can be generalised across service types or focus areas. This issue highlights a significant difference between early childhood education and the compulsory school sector: in the latter the use of standardised testing provides tools for schools and PD providers to use to measure the effectiveness of PD in terms of outcomes for children's learning. These tools do not exist in the early childhood context, and we are certainly not advocating the imposition of them, as they would be inconsistent with a socio-cultural approach to teaching and learning. However, it may be helpful to consider how providers and centres/services can be supported to identify indicators that are both meaningful and that can be supported by evidence of changes that enhance children's learning and development. A potential starting point may be to draw upon the characteristics of effective teaching identified in the *Quality Teaching Early Foundations Best Evidence Synthesis* (Farquhar, 2003) together with relevant aspects from other BES's, and to use these to develop indicators that would show those characteristics in practice.

The evaluative comments above indicate the types of shifts in attitudes, skills and knowledge that have been documented by providers working with whole-centre/service and/or cluster groups. Evidence concerning the degree to which changes in practice have been sustained over time is not available from the milestone reports under the current reporting format. Several providers do note, however, in their reflections and evaluations that the shifts in thinking and attitudes required to effectively implement Te Whāriki using a socio-cultural approach are significant and complex, and both they and the centres/services believe longer term PD programme would be beneficial in cementing in changes to practice. Beyond this, it may be useful to consider ways in which follow-up to previous programmes can occur to document the sustainability of changes effected through PD.

Key Issues

In summary, the key issues arising from the analysis of the milestones against the question, *How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by Te Whāriki?*, are:

- A significant proportion of PD, across all programme types and most providers, is devoted to programmes within Focus Area 2, *supporting teacher capability to enhance children's learning and development*. The area of *assessment, planning and evaluation* was a major focus of centres/services who chose to work within Focus Area 2. The period covered by these milestones was prior to the release of the first exemplars booklets but the sector was highly aware of their impending release and many centres/services were choosing to focus on learning stores and other forms of narrative assessment, together with planning systems, in preparation for the exemplars. Thus, early childhood centres/services are engaging in PD focusing on pedagogy that is underpinned by Te Whāriki.
- The milestone reports contained a range of qualitative evaluative comments, drawn from participants and facilitators, or as summaries of patterns of changes resulting from the PD programmes. These illustrate

the complexity of changes in practices, including significant shifts in teacher attitudes, knowledge and skills. Less emphasis was evident on the evaluation of the impact of the PD programme on children's learning and development.

- Some providers are utilising tools such as rating skills in order to present quantifiable data alongside their qualitative evaluations. Whilst these rely on self-reports from participants, they may be a useful tool for use across providers to glean understandings about capability development across service types, regions and focus areas for development. For the latter, such a tool might help provide insights into the length of time or intensity of programmes required to both shift and sustain changes in practice.
- Information on the sustainability of changed practice cannot be elicited from the milestones, which report on progress at the end of a programme of PD rather than on whether centres/services were able to maintain the momentum of their changed practices. Tracking the ongoing sustainability of changes in practice resulting from PD programmes could provide insights into programme effectiveness, including aspects such as length and intensity.

4.3 Evaluation question 4:

How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?

There is considerable variation within milestone reports regarding the delivery of PD programmes that support centres/services to develop bicultural understandings within their curriculum and organisation. To what extent this variation is due to having reported these aspects within the database rather than within the milestone, not having reported work related to this question or not having completed work focusing on bicultural understandings, is not obvious. The milestones reports can be placed on a continuum from two contractors whose entire programme is based around Kaupapa Māori and bicultural understandings (one of whom delivered entirely to kohanga reo) at one end through to reports with no or negligible attention given to the inclusion of bicultural aspects within programmes at the other.

As a primary or secondary area of focus, bicultural understandings and practices were accorded a low priority by centres/service engaged in whole-centre/service PD. Of those contractors (other than the two identified above whose entire programmes were embedded in Kaupapa Māori and bicultural understandings) whose milestones presented data on the focus areas in detail, the percentages ranged from one percent to eighteen percent (see Table 4.9 below). No special circumstance centres/services were identified as having a primary or secondary focus on bicultural practices.

Table 4.8: Number and proportion of whole centre/cluster PD focused on bicultural development

Provider	No of centres/services with bicultural focus	Proportion of whole centre/clusters
1	13	18%
2	2	1%
3	8	4%
7	12	12%
9	15	100%
11	7	6%
12	11	17%

Limited attention was also paid within the milestone reports, beyond the two contractors whose programmes were embedded in kaupapa Māori, to the requirement for centres/services to develop a bicultural focus as part of their whole centre programme. One provider gave a reasonably comprehensive overview of the types of focus areas identified by centres/services, noting that there had been an overall increase in centres/services selecting and working on areas that were likely to have practical outcomes. Another provider noted that:

having a compulsory focus on bicultural development has certainly been beneficial to many of our centres where staff have taken up the challenge to research with children and families ‘what is over the fence’. The result – a more in-depth approach to acknowledging bicultural practices and positive changes in staff attitudes towards Māori.

Other providers noted the challenges for centres/services in both identifying and staying focused on bicultural indicators alongside the primary focus within the hours available for the PD programme.

It is possible that there has been a degree of underreporting on the focus on bicultural understandings, particularly given the limited evaluation of bicultural focus indicators provided in the milestones. One provider noted that centres/services had chosen to integrate their bicultural focus within another focus area, leading to what the provider described as a “heartening advance as it reveals that participants are working within a dual cultural heritage approach” whilst another who referred briefly to a bicultural cluster group had provided no detail within the milestone (but may have within the database).

Several providers utilised cluster groupings and wananga as the preferred delivery mode for PD focusing on bicultural understanding and development. Both providers whose programmes were built upon kaupapa Māori and bicultural approaches utilised wananga (with or without follow-up in-centre support) as their preferred delivery mode. One provider had organised their whole-centre/service programme to include a Māori pathway, Te Huarahi Māori whilst another had established bicultural cluster groups within three regions that were co-facilitated by a PD facilitator and the institution’s kaumatua.

In addition to the two providers whose entire contracts were built around kaupapa Māori and bicultural approaches, providers utilised a range of strategies to promote and strengthen PD opportunities on bicultural development, and to support centres/services to develop bicultural practices, such as:

- establishment of a bicultural pedagogy and practice strand within a whole-centre/service programme with specific focus areas for centres/services to choose to focus on
- use of dual facilitation to both model partnership approaches and to keep facilitators safe when working with centres/services who might challenge their Māori views
- establishment of a Māori Advisory Group to support Māori teachers involved in the programmes, and to provide advice to other teachers undertaking PD
- delivery of Whakaaro Rua noho marae (with supporting preparation and follow up sessions) in several regions, to enable teachers to gain a deeper understanding of tikanga Māori and local iwi history and stories
- use of selected readings on aspects of bicultural practice and tikanga Māori as a starting point for facilitated discussions
- use of MOE resources such as Quality in Action (1998) as a useful “starting point” resources for helping centres/services to consider what a bicultural approach might feel, look and sound like.

Inclusion of bicultural understandings and development within network group discussions and as a topic for seminars and short courses also occurred to a limited extent for those providers who delivered using these approaches. One provider commented that such short courses were a relatively non-threatening way for teachers to take the first steps on their bicultural journey, and thus were an important part of the “mix” of PD programmes to strengthen bicultural practices. For those providers offering an advice and support component within their contracts, contacts and enquiries about bicultural development and the Treaty of Waitangi varied from less than one percent to sixteen percent of contacts, where this was detailed within the milestone.

The focus of bicultural understandings and practice appears more heavily focused on pedagogy and teacher capability, than on service organisation. Few examples were provided across the milestones of centres choosing to work on bicultural aspects within Focus Area One, and the descriptions of participants involved in clusters, wananga and Whakaaro Rua suggest that it is mainly teachers and parents, rather than management who are participating in PD in this area. Descriptive comments from the evaluations also focus significantly more on pedagogical aspects (e.g., *Te reo is being used more and children have learned new words and waiata. Staff and children are learning together about the environment. A lot more natural resources available as staff and children bring them in. More Māori arts, crafts, puzzles and books are visible*) than on organisational aspects (e.g., *Reviewing and implementing policies, procedures and philosophy, with greater understanding and commitment. Performance appraisal forms have, for example, included Treaty aspects as part of the service’s expectations of educators*).

Providers’ milestones are indicating a commitment from providers and facilitators towards delivering PD that supports bicultural practices, both organisationally and in terms of curriculum. Challenges in recruiting and retaining staff who were strong in bicultural understanding or who were able to deliver PD from a kaupapa Māori perspective were noted by some providers. One provider sounded a note of caution when commenting that “*teachers are becoming increasingly committed to a bicultural perspective. However, this commitment is often tempered by an inability to receive ongoing support and access to key resource people*”.

Key Issues

In summary, the key issues arising from the evaluation question, *How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?*, are as follows:

- Outside of the reporting by the two providers whose programmes are embedded within kaupapa Māori and bicultural practices, the generally limited reporting within the milestone reports of how providers are strengthening bicultural understanding and practice suggests that overall there is a considerable way to go in terms of supporting centres/services in this area. Retaining a strong focus on bicultural pedagogy through Te Whāriki is likely to need to be a long term focus of PD given both the complexity and ongoing nature of becoming bicultural, together with sector capacity issues around retention and qualification of staff.
- There are clearly issues about provider capability, both in terms of providers being able to recruit and retain staff with specialist skills and in terms of the continued development of existing facilitators in order for bicultural practices to be woven together with other PD foci, both pedagogical and organisational.
- The commitment shown by providers to establishing bicultural PD programmes, and the development of bicultural practices within their contract teams and with centres/services has led to the development of a range of strategies for strengthening work in this area. There is potential to utilise the collective expertise and wisdom of providers in a collaborative manner to build capacity amongst providers.

- The variations in how providers report on work that addresses bicultural development suggests that the MOE may wish to establish common reporting procedures for this area of PD, in order to be able to more accurately analyse the effectiveness of such work.

4.4 Evaluation question 5:

In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated centres/services, and special circumstance centres/services?

The analysis around Evaluation Question 1 above provides information about the numbers of special circumstance centres/services (Table 4.5), and rural and isolated centres/services (Table 4.6) that accessed whole-centre/service or cluster PD in 2004. Table 4.4 identified that 10/38 (26%) of Māori Immersion (non Te Kohanga Reo) and 69/99 (70%) of Pasifika Immersion centres/services accessed whole centre/cluster PD but also noted that a considerable proportion of the Pasifika centres/services had been part of a contract that appeared to focus predominately on Focus Area One (Developing centre/service capability systems, organisation and structure). It is reiterated here that variations in milestone reporting styles make it difficult to identify, with any certainty, the numbers of centre/services by sector type or region worked with in whole-centre/service and cluster PD.

Immersion services

Most Māori immersion centres/services worked with by MOE-funded PD funded providers were ngā kohanga reo and were catered for through the programmes offered by Providers 6 and 9. As ngā kohanga reo they are outside the scope of this evaluation and thus are not discussed here. The ten services other than nga kohanga reo able to be identified were from the Auckland, Waikato, Wellington, and Christchurch regions. Beyond Providers 6 & 9, most providers appear to focus their efforts on bicultural development rather than on providing PD to immersion services.

A rather different picture emerges regarding Pasifika immersion services. Almost seventy percent of these services participated in whole-centre/cluster PD programmes. These services were located in Auckland, Hawkes Bay, Christchurch, Palmerston North, Dunedin, Invercargill, Waikato, and Wellington. Ten of the sixty-nine services were identified by providers as special circumstance centres; whether any of the thirty centres/services worked with by Provider 10 were special circumstance or not is not evident from the milestone report.

A number of providers have been active in establishing and maintaining positive relationships with the Pasifika community and in actively contributing to Pasifika Education initiatives. These include:

- having Pasifika facilitators who are active networkers within the Pasifika communities, and who can assist centres/services to make contact with appropriate support people outside the contract as required
- using dual facilitation to meet cultural and specialism needs when working with immersion centres/services
- providing Pasifika supervisor and teacher networks (for both immersion services and those teaching in mainstream services)
- participating in MOE Pasifika fono at both the national and regional levels
- working collaboratively with MOE regional officers to support struggling centres/service to move forward
- involvement in School Support Services Working Party to identify how they would support the implementation of the Pasifika Education Plan

- accepting all invitations to participate in Pasifika ECE meetings at the local level.

Rural and isolated centres/services

As noted in Table 4.6, 146 rural centres/services accessing whole-centre/service PD programmes were able to be identified from milestone reports. The greatest identifiable number of rural services by service type were playcentres (N=44) receiving whole-centre programmes from Provider 8 across the country. The remaining centres/services were not identifiable by sector type and were identified as being spread nationally (N=40), within the North Island (N=3) or in the South Island (N=59).

Several providers have noted issues that surround delivering PD to rural and isolated services, including:

- fatigue at the end of the day for participants and facilitators when travelling long distances
- the amount of travel that some participants have to undertake just to get to their centre/service, let alone to a more central location for PD
- cost of travel to facilitators when having to use own vehicles and going over the 3000km level of vehicle reimbursement at the higher rate.

To overcome some of the issues surrounding isolation of rural services, providers have:

- worked in partnership with their local REAP programme
- scheduled regional network meetings each term
- scheduled workshops and seminars in smaller localities, and used evening delivery to avoid issues of unavailable relievers
- provided intensive PD to a rural centre where a new graduate was in a sole charge position
- worked with local MOE offices to meet the needs of rural and isolated areas (e.g., West Coast)

The relatively low percentage (16.5%) of centres/services engaging in whole-centre/service or cluster PD who were identified as rural and isolated suggests an area that merits more investigation. Whilst the evaluators were unable to ascertain the overall proportion of centres/services deemed to be rural and isolated in order to measure participation rates from rural versus urban centres/services, our knowledge of the sector would suggest a figure much higher than sixteen percent, especially for playcentres (and nga kohanga reo). If there inequities of access to PD for rural and isolated services the underlying reasons for this require more explicit exploration (and are addressed through the survey and interviews undertaken as part of this evaluation). Information presented in the milestones does indicate that there are some issues with the cost of delivery, in terms of travel times/expenses, and costs for facilitators and for participants. Given the more limited opportunities to access PD from other sources that are available to rural and isolated services, consideration may need to be given to how travel and workloads are weighted when PD is delivered to these services.

Limited mention is made by providers of the use of technologies to assist in overcoming isolation for services. Whilst there are still challenges for rural communities in accessing broadband or wireless services, the roll-out of such technologies through the school sector may provide an opportunity that early childhood education could connect with. Use of video-conferencing technology, alongside more familiar email and website communications, could be an effective tool that allows for the face-to-face facilitation and discussion that is at the heart of whole- centre/service and cluster PD whilst overcoming some of the tyrannies of distance affecting rural services. Given the existing work being undertaken around the use of technology to overcome isolation barriers within the compulsory school sector, the MOE is in a powerful position to extend that work into early

childhood education through the PD contracts; an additional benefit to such work may be enhanced links between early childhood services and the school sector.

Key Issues

The key issues surrounding the evaluation question, *In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated centres/services, and special circumstance centres/services?*, are as follows:

- Māori Immersion centres, other than nga kohanga reo, were receiving PD predominately through two providers whose programmes were grounded in Kaupapa Māori pedagogies. Although numbers are currently small (No=38) as identifiable from the MOE Directory of ECE Services, it is likely that there will be an increasing demand for PD for Immersion Māori services across wider regions. Earlier comments in the section on developing bicultural understandings that relate to provider capability, also apply with regard to providers being able to respond to the needs of Immersion Māori services outside of Te Kohanga Reo.
- Relatively positive results are evident for Pasifika Immersion services where almost seventy percent of these services were worked with by providers in 2004. Although it is noted that almost half of these services were focused on management issues in what appears from the milestone report to be short but intensive programmes, there is clear evidence that other providers are actively developing relationships with and responding to the needs of Pasifika Immersion services. A number of effective collaborations between providers and the MOE appear to have developed, assisting in a more cohesive approach to developing the capability of services across a range of areas.
- The number of rural and isolated services being worked with may be under-reported as some providers did not include this data in their milestones. Including demographic data concerning rural and isolated services in milestones would enable the MOE to monitor equity of access to whole-centre/service and/or cluster PD programmes for these services. Whilst there is incomplete data as to the locations of short courses and seminars, it is probable that rural and isolated centres/services encounter much greater travel costs (time and expenses) than do other centres/services. Exploring possible weighting options for providers delivering to rural and isolated centres/services may be one option for addressing these access issues.
- The use of technologies to assist with the delivery of PD programmes, especially to rural and isolated services, does not feature in milestones. There is potential for collaboration between the MOE, and the school and early childhood sectors to enable providers to use these tools to be more responsive to the needs of rural and isolated services.

4.5 Evaluation question 6:

In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?

Very few of the provider milestones explicitly focus on reporting PD that supports effective teaching and learning inclusive of diverse children, families and whānau. To some extent this reflects the nature of the work carried out in the 2004 period and the changing usage of terminologies that has arisen following the release of the *Quality teaching for diverse students in schooling: BES* (Alton-Lee, 2003).

Few providers referred directly to diversity within their reports. Those that did included a provider whose programme was embedded within kaupapa Māori pedagogies, and who offered PD programmes to both Immersion Māori centres/services and to other centres/services who wished to further their bicultural journey.

With regard to the latter type of centre/service, this provider's approach was specifically built around supporting teachers/educators to develop understandings of Māori pedagogy and practice. An analysis of how other providers were supporting centres/services to develop bicultural understandings has been provided in an earlier section.

There appears to be little attention paid to supporting centres/services in working with children from diverse cultural backgrounds. One provider explicitly referred to the delivery of a short course focusing on supporting teachers to effectively teach children from Pasifika backgrounds, whilst another commented on the lack of resources for teachers working with children whose backgrounds were from beyond the Pacific.

More widespread within milestones were descriptions of how PD programmes focusing on areas such as socio-cultural approaches to assessment, planning and evaluation, and quality interactions were supporting educators to shift in their perspectives about children and families/whānau from diverse backgrounds. The use of learning stories and other narrative assessment approaches that sought and invited the voices of children and parents appear a key element in some of the attitudinal shifts that were occurring. This was reported particularly around shifts from deficit to credit views of children and their learning interests. The evaluations presented by providers in this area suggest that the implementation of the *Assessment for Learning: Early Childhood Exemplars* may be a very powerful tool for shifting practitioner attitudes.

There was evidence within milestone reports of PD that aimed to support appropriate pedagogy for infants and toddlers, rather than the provision of a "watered down" curriculum. In addition to whole-centre/service and cluster programmes that focused on infants and toddler programmes, a number of providers offered short courses or networks particularly targeted at those teaching infants and toddlers.

Of concern is that no evidence of centres/services focusing on Focus Area 11 *Inclusive/Special Education* as part of whole-centre/service programmes could be found from within the milestone reports. Beyond the Hospital Play Specialist services involved in whole-centre/service there was one other service that had a direct focus on special education that accessed whole-centre/service PD. Advice and support logs also demonstrate few requests for assistance around inclusive education issues. Whether centres/services are accessing specialist PD from other sources to support them to include children with special educational needs and their families is unable to be ascertained from these reports.

Key Issues

The key issues surrounding the evaluation question, *In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?*, are as follows:

- Provision of PD that specifically supported effective teaching and learning practices that are inclusive of children and families from diverse backgrounds was not an explicit component delivered as such in the 2004 contract year. However, there was evidence that PD work in the focus areas of assessment, planning and evaluation, and quality interactions, were addressing issues of inclusion through the use of socio-cultural approaches to teaching and learning. From provider evaluations of the work undertaken with centres/services prior to the release of the exemplars, it appears that these have the potential to significantly and positively influence teachers' views and attitudes towards children and parents/whānau from diverse backgrounds.
- The lack of focus on cultural diversity, for children and families whose cultural heritage is within the Pacific and beyond, is of concern. One provider has noted the lack of resources to support centres/services working with families from beyond the Pacific, and this may be one area where

collaboration between the MOE, Learning Media and the sector can promote the development of more resources that can be used (with or without accompanying PD).

- There also appears to be a very limited focus on inclusive education in terms of special education. Whether this is because centres/services are seeking specialist support from agencies such as GSE or CCS cannot be ascertained from the milestones.

4.6 Summary

This milestone analysis has identified a number of key issues relating to each of the evaluation questions addressed. These are summarised here:

- There are significant variations in how providers report data on services worked with, and in evaluating the effectiveness of the PD provided. The use of standardised templates for such aspects as demographic data on services is one strategy that may enable the Ministry of Education to gain accurate information on issues of access in a manner that is also efficient for providers.
- Overall, twenty-six percent of centres/services appeared to receive whole-centre/cluster PD in 2004. Within this overall total, however there are regional variations from seventeen to thirty-seven percent and service type variations ranging from nine percent for kindergartens to seventy percent for Pasifika services. Although the variation in access for particular types of services may be explained to some extent by the existence of umbrella management organisations for some services, changes to the demographics of services over recent years together with changes to the funding regime for early childhood, suggest that it is timely to revisit if the Ministry and providers should prioritise PD access for particular service types and how this should occur.
- The proportion of rural and isolated, and special circumstance centres/services accessing whole-centre/cluster PD is not able to be determined from the information made available to the evaluators. Further analysis by the Ministry of Education to ascertain provision of PD to these centres/services could be useful, given the fragile nature of some of these services and the quality issues that surround them.
- A significant proportion of PD, across all programme types and most providers, is devoted to programmes within Focus Area 2, *supporting teacher capability to enhance children's learning and development*. There is evidence from the milestones that early childhood centres/services are engaging in PD focusing on pedagogy that is underpinned by Te Whāriki.
- The milestone reports contained a range of qualitative evaluative comments, drawn from participants and facilitators, or as summaries of patterns of changes resulting from the PD programmes. These illustrate the complexity of changes in practices, including significant shifts in teacher attitudes, knowledge and skills. Less emphasis is placed on evaluating the outcomes of the PD programme on children's learning and development.
- Some providers are utilising tools such as rating skills in order to present quantifiable data alongside their qualitative evaluations. Whilst these rely on self-reports from participants, they may be a useful tool for use across providers to glean understandings about capability development across service types, regions and focus areas for development.
- Information on the sustainability of changed practice cannot be elicited from the milestones, which report on progress at the end of a programme of PD rather than on whether centres/services were able to maintain the momentum of their changed practices. Tracking the ongoing sustainability of changes in practice resulting from PD programmes could provide insights into programme effectiveness, including aspects such as length and intensity.

- The limited reporting overall of how providers are strengthening bicultural understanding and practice suggests that there is generally a considerable way to go in terms of supporting centres/services in this area. Retaining a strong focus on bicultural pedagogy through Te Whāriki will need to be a long term focus of PD given both the complexity and ongoing nature of becoming bicultural, together with sector capacity issues around retention and qualification of staff.
- There are clearly issues about provider capability, both in terms of providers being able to recruit and retain staff with specialist skills and in terms of the continued development of existing facilitators in order for bicultural practices to be woven together with other PD foci, both pedagogical and organisational.
- The commitment shown by providers to the development of bicultural practices within their contract teams and with centres/services has led to the development of a range of strategies for strengthening work in this area. There is potential to utilise the collective expertise and wisdom of providers in a collaborative manner to build capacity amongst providers.
- Māori Immersion centres, other than te kohanga reo, were receiving PD predominately through two providers whose programmes were grounded in Kaupapa Māori pedagogies. Although numbers are currently small (No=38) as identifiable from the MOE Directory of ECE Services, it is likely that there will be an increasing demand for PD for Immersion Māori services across wider regions.

Relatively positive results are evident for Pasifika Immersion services where almost seventy percent of these services were worked with by providers in 2004. There is clear evidence that other providers are actively developing relationships with and responding to the needs of Pasifika Immersion services. A number of effective collaborations between providers and the MOE appear to have developed, assisting in a more cohesive approach to developing the capability of services across a range of areas.

- The number of rural and isolated services being worked with may be under-reported as some providers did not include this data in their milestones. From the available data, it would appear that rural and isolated services have fewer opportunities to access whole centre and/or cluster PD programmes. Exploring possible weighting options for providers delivering to rural and isolated centres/services may be one option for addressing inequities of access.
- The use of technologies to assist with the delivery of PD programmes, especially to rural and isolated services, does not feature in milestones. There is potential for collaboration between the MOE, and the school and early childhood sectors to enable providers to use these tools to be more responsive to the needs of rural and isolated services.
- Provision of PD that specifically supported effective teaching and learning practices that are inclusive of children and families from diverse backgrounds was not an explicitly component delivered as such in the 2004 contract year. However, there was evidence that PD work in the focus areas of assessment, planning and evaluation, and quality interactions, were addressing issues of inclusion through the use of socio-cultural approaches to teaching and learning.
- The lack of focus on cultural diversity, for children and families whose cultural heritage is within the Pacific and beyond, is of concern. One provider has noted the lack of resources to support centres/services working with families from beyond the Pacific, and this may be one area where collaboration between the MOE, Learning Media and the sector can promote the development of more resources that can be used (with or without accompanying PD).
- There also appears to be a very limited focus on inclusive education in terms of special education. Whether this is because centres/services are seeking specialist support from agencies such as GSE or CCS cannot be ascertained from the milestones.

Chapter 5: Findings

This chapter presents both quantitative and qualitative data from the questionnaire and the group and telephone interviews. Cross reference can be made to Appendix 4 to the responses to the questions as they appeared in the actual questionnaire. It is noted that while the surveys were completed on behalf of a centre/service, at times the term “respondents” may be used here rather than the more cumbersome “respondent centre/service”.

The chapter is organised into nine sections, presenting the results for the demographic data together with each of the eight evaluation questions that this evaluation is framed around. These sections are as follows:

- 5.0 Demographic data (pages 76-79)
- 5.1 Who is currently accessing professional development? Who does not or cannot access professional development and why? (Evaluation Question 1) (pages 79-88)
- 5.2 What range of professional development is available to services? What other types of professional development are being accessed in addition to MOE funded early childhood professional development? (Evaluation Question 2) (pages 89-102)
- 5.3 How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by Te Whāriki? (Evaluation Question 3) (pages 103-112)
- 5.4 How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation? (Evaluation Question 4) (pages 112-116)
- 5.5 In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services? (Evaluation Question 5) (pages 117-120)
- 5.6 In what ways can PD be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau? (Evaluation Question 6) (pages 120-124)
- 5.7 In what ways does PD support centres/services to develop and maintain strong and responsive learning communities? (Evaluation Question 7) (pages 124-127)
- 5.8 How can PD provision be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures? (Evaluation Question 8) (pages 127-146)

Some questions within both the questionnaire and the interviews provide data that contribute towards more than one evaluation question. In these cases, the data are presented in the first relevant section with the reader then referred back to this section when the data are discussed within the context of a later question.

5.0 Demographic Data

Table 5.0.1: Responses to questionnaire by region and service

Region	Education & Care Services	Home-based Networks	Kindergarten	Playcentre	TOTAL	% of sample
Northland Region	19/42	3/5	16/23	17/44	55/114	48
Auckland Region	77/198	11/16	34/42	5/24	127/280	45
Waikato Region	22/44	6/10	11/19	12/22	51/95	54
Bay of Plenty Region	15/36	6/17	18/34	11/28	50/115	43
Gisborne Region	12/17	1/1	6/6	2/7	21/31	68
Hawkes Bay Region	11/20	4/8	22/30	10/16	47/74	64
Taranaki Region	14/30	1/5	14/23	5/17	34/75	45
Manawatu-Wanganui Region	8/28	1/5	27/46	15/28	51/107	48
Wellington Region	38/68	9/17	15/17	18/46	80/158	51
West Coast Region	2/7	1/1	3/4	2/6	8/18	44
Canterbury Region	28/62	5/8	19/23	4/20	56/113	50
Otago Region	15/23	6/8	20/32	24/37	65/100	65
Southland Region	18/26	4/4	14/22	6/19	42/71	59
Tasman-Nelson-Marlborough Region	24/44	3/4	16/23	10/17	53/88	60
TOTAL	302/645 47%	61/109 56%	236/354 67%	141/331 43%	743/1439 52%	

Table 5.0.1 presents the response rates by region and service type. As noted in chapter 2, pp. 16-17, Table 2.1, where less than forty of a particular service type were located in each region, a full sample was included in the survey. Non-deliverable surveys and/or the completion of a survey by respondents from services with multiple licenses (especially for HBC) reduced the size of the original sample.

A total of 743 (52%) questionnaires were returned from centres/services by the end of 2005. The return rate by service type ranged from forty-three percent from playcentres to sixty-seven percent for kindergartens. The returns for education and care services include questionnaires returned from *Hospital Play Services* (N= 6). Within the education and care services, respondents were able to provide an more precise identification of their service. The majority of responding care and education services were *private full day services* (16% of total survey responses), followed by *community full day services* (12%) and *community sessional services* (5%). The remaining education and care service sub-groups had low response rates, reflecting their relatively small proportions within the total ECE sector: *private sessional* (3%), *Montessori* (2%) and *Steiner* (N=4). Māori Immersion (0.1%) and *Pasifika* services (0.5%) were a very small proportion of the overall survey returns. Four surveys were returned without respondents having indicated either the region or their service type.

The return rates by region range from forty-three percent (Bay of Plenty) through to sixty-eight percent (Gisborne). Whether a region was predominately rural or urban does not appear to have influenced the return rates as those regions with the lowest rankings include the Bay of Plenty (43%), West Coast (44%), Taranaki (45%) and Auckland (45%) whilst those with the highest rankings are Gisborne (68%), Otago (65%) and Hawkes Bay (64%).

Centres/services were asked to identify a staff member who had experienced PD in the last two years to fill in the survey on behalf of the centre/service, whilst also recognising the need for respondents to consult with other staff in order to provide the most accurate response to the survey. Table 5.0.2 presents data on who completed the questionnaire together with any other staff consulted.

Table 5.0.2: Centre/service personnel completing questionnaire

	Person completing survey	Persons consulted with over survey
Centre Leader/Manager/Head Teacher/Director/ Supervisor/Kaiako	64%	7%
Home-based Co-ordinator	5%	2%
Team Leader/Assistant Head Teacher/ Assistant Supervisor/Senior Teacher	8%	12%
Teacher/Educator/Playcentre Member	17%	24%
Caregiver (home-based services)		1%
Management Personnel/Administrator/Licensee	5%	6%
Did not consult		48%

Almost two-thirds of respondents (64%) held senior positions within the centre/service, identifying themselves under the category of *centre leader/manager/head teacher/ director/supervisor or kaiako*. Whilst it is recognised that there is often a over-lapping of teaching and management roles amongst senior staff, very few of the respondents described themselves as *management personnel/administrator/licensees* (5%). The relatively low number of home-based coordinators completing the survey reflects both the lower number of these positions relative to the sector, together with indications from several home-based services that they had completed one survey on behalf of a number of licensed services. Just over half of the respondents indicated that they had consulted with other personnel in completing the questionnaire.

Respondents were asked to indicate the size of the centre/service teaching team. Table 5.0.3 presents this data. The majority of centres/services consist of teams numbering between one and six adults (62%), perhaps reflecting the impact of the higher response rate from the kindergarten service and home-based services, together with centres/services with smaller roll numbers. A total of twenty percent of centres/services had very large teams with eleven or more adults involved, potentially creating challenges for engaging in PD activities as a team.

Table 5.0.3: Numbers of adults within centre/service teaching teams

1 to 3 adults	39%
4 to 6 adults	23%
7 to 10 adults	18%
11 to 19 adults	12%
20 or more adults	8%

Centres/services were asked to indicate the gender make-up of their teaching team. Ninety-nine percent of respondent centres/services had at least one female staff member, whilst thirteen percent had at least one male staff member on the teaching team.

Table 5.0.4 presents the data on the ethnic make-up of centre/service teaching teams. Whilst almost all centres/services have staff members who identify as NZ European/Pakeha, the data also indicates a diversity of ethnic backgrounds across teaching teams.

Table 5.0.4: Ethnic backgrounds of staff in respondent centres/services

Percentage of centres with NZ European/Pakeha staff members	96%
Percentage of centres with NZ Māori staff members	38%
Percentage of centres with Asian staff members	18%
Percentage of centres with Pasifika staff members	15%
Percentage of centres with European 'other' staff members	11%
Percentage of centres with Indian staff members	7%
Percentage of centres with South African staff members	6%
Percentage of centres with other ethnicity staff members	6%
Percentage of centres with American staff members	4%

The questionnaire sought information on the level of training and early childhood teaching qualifications held by members of the centre/service teaching team. This data is presented in Table 5.0.5 below. The results here are relatively reflective of the current qualification situation in the sector, suggesting that the overall survey results reflect the diversity of the sector rather than being over-representative of particular service types within the sector.

Table 5.0.5: Centre/service staff qualifications levels

	% of centres with 1 or more	% full time	% part time
Teaching degree	53%	46%	13%
Dip Tchg (ECE)	79%	71%	23%
In training	35%	25%	17%
Untrained	40%	29%	20%
Playcentre Course 4+	12%	9%	5%
Playcentre in training Courses 1-3	19%	13%	8%
Postgraduate	5%	4%	2%

This diversity is also reflected in the data around the length of teaching experience amongst members of the teaching team, with fifty-six percent of centres/services having team members with less than three years experience and forty percent having team members with twenty or more years experience (see Table 5.0.6)

Table 5.0.6: Length of teaching service

	%of centres with team members with length of service
1 to 2 years	56%
3 to 5 years	62%
6 to 10 years	60%
11 to 19 years	55%
20 or more years	40%

Centres/services were asked to indicate whether they were located in a city (central or suburban), a town or in a rural area. In constructing this question we considered the detailed definitions developed by the Department of Statistics (which use population bases to determine categories) but opted instead for a more straightforward set of options that centres/services could self-select from. Table 5.0.7 presents this data. A small number of services indicated that they covered all areas of their region or were a mix of town and rural.

Table 5.0.7: Rural/urban breakdown of respondent centres/services

City – central	12%
City – suburban	43%
Town	19%
Rural	22%
All areas of region	2%
Town and rural	1%
Mixture	1%

5.1 Evaluation question 1:

Who is currently accessing professional development? Who does not or cannot access professional development and why?

Data to inform these evaluation questions were gathered from the survey of centres/services and from the focus group and telephone interviews. The analysis of the milestone reports provided further data.

5.1.1 *Difficulty in accessing professional development*

Centres/services were asked how difficult it was to access PD through MOE funded contracts and through other sources/providers (Q.16). Table 5.1.1 shows that while sixty-six percent of centres/services responding to the questionnaire found it either fairly easy or very easy to access PD through MOE funded contracts, nevertheless over a quarter (28%) found it either very difficult or quite difficult (6% non response (NR)).

Table 5.1.1: Difficulty in accessing PD through MOE funded contracts and other sources/providers

	MOE Funded PD Contracts	Other sources/providers
Very difficult	6%	5%
Quite Difficult	22%	24%
Fairly easy	51%	51%
Very easy	15%	12%
No Response	6%	8%

It is interesting to note that there is little reported difference in access to PD whether it was through programmes funded by the MOE or provided by other sources/providers – sixty-three percent saying it was either fairly easy or very easy to access PD through other sources or providers, and twenty-nine percent reporting that it was either very difficult or quite difficult.

Table 5.1.2 presents the result of a cross-tabulation with this question by region. When the results are broken down by region a very different picture appears. There is a wide spread of results ranging from twenty-one percent of

centres/services in Taranaki, Hawkes Bay, and Manawatu/Wanganui reporting difficulty in accessing PD from MOE providers through to seventy-five percent (West Coast). Of concern to the evaluators is that for two regions more than half the respondent centre/services identified that accessing MOE funded PD was quite or very difficult: fifty-two percent in Northland reporting this, and seventy-five percent in the West Coast (NB: the sample size is small in the West Coast region – N=8). Auckland (23%), Southland (24%), Wellington (26%) and Otago (26%) were all slightly below the national average (28%) whilst Canterbury, Waikato, Bay of Plenty, Gisborne and Tasman/Marlborough/Nelson ranged up to eleven percentage points above the national average.

A slightly wider spread of results across the regions is evident when respondents describe how difficult it is to access PD from other sources. Centres/services in Wellington (10%) and Manawatu/Wanganui (16%) had the least amount of difficulty whilst the West Coast (50%), Northland (62%) and Gisborne (70%) found it most difficult to access PD from other providers. The slightly reduced difficulty that West Coast centres/services found in accessing PD from other providers may reflect the programmes delivered by REAP in that district.

Table 5.1.2: Cross-tabulation of difficulty in accessing PD by region

Region	MOE funded PD			PD through other providers/sources		
	Very difficult or quite difficult	Fairly easy or very easy	No response	Very difficult or quite Difficult	Fairly easy or very easy	No response
Northland	52%	48%	-	62%	38%	-
Auckland	23%	76%	1%	25%	73%	2%
Waikato	35%	63%	2%	38%	60%	2%
Taranaki	21%	79%	-	31%	69%	-
Bay of Plenty	36%	64%	-	41%	59%	-
Gisborne	37%	63%	-	70%	30%	-
Hawkes Bay	21%	79%	-	23%	77%	-
Manawatu/Wanganui	21%	77%	2%	16%	80%	4%
Wellington	26%	70%	4%	10%	88%	2%
Tasman/Nelson/Marlborough	39%	61%	-	29%	71%	-
Canterbury	32%	68%	-	32%	66%	2%
West Coast	75%	25%	-	50%	50%	-
Otago	26%	74%	-	37%	63%	-
Southland	24%	73%	3%	27%	70%	3%

A cross-tabulation by service type indicated that kindergartens (37%) and home-based services (36%) found most difficulty in accessing MOE funded PD, whilst only twenty-three percent of education and care services found it quite or very difficult to access MOE funded PD. One third of responses from the Hospital Play Specialists found it difficult to access MOE funded PD (although sample size was low). Table 5.1.3 presents the results of this cross-tabulation for accessing both MOE funded PD and that provided through other sources. The cross-tabulation by service type identifies that one quarter of kindergartens find it difficult to access PD through other providers or sources, well below the difficulty that they have in accessing MOE funded PD. Playcentres (37%) found most difficulty in accessing other providers/sources whilst all other services faced equal levels of difficulty (33%).

Table 5.1.3: Cross-tabulation of difficulty in accessing PD by service type

Service type	MOE funded PD			PD through other providers/sources		
	Very difficult or quite difficult	Fairly easy or very easy	No response	Very difficult or quite difficult	Fairly easy or very easy	No response
Kindergarten	37%	61%	2%	25%	74%	1%
Home-based services	36%	64%	-	33%	67%	-
Playcentre	30%	69%	2%	37%	61%	2%
Hospital Play services	33%	50%	17%	33%	67%	-
Education and care centres	23%	76%	1%	32%	66%	2%

Table 5.1.4: Cross-tabulation of difficulty in accessing PD by rural/urban location

Service location	PD through MOE providers						PD through other providers/sources					
	Very difficult or quite difficult		Fairly easy or very easy		Non response		Very difficult or quite difficult		Fairly easy or very easy		Non response	
City – central	22	26%	64	74%	0	0%	23	27%	60	71%	2	2%
City – suburban	74	25%	216	73%	5	2%	76	26%	212	73%	4	1%
Town	42	32%	90	68%	1	1%	44	34%	84	65%	2	1%
Rural	59	40%	90	60%	0	0%	56	38%	89	61%	1	1%
Other	10	34%	17	59%	2	7%	13	46%	15	54%	0	0%

A cross-tabulation by location (rural, town, city) shows an increasing rise in the difficulty that centres/services face in accessing both MOE provided PD and that provided through non-MOE funded contracts, the further away from the centre of main centre cities the services are. Whilst the national average for centres/services who found it very or quite difficult to access MOE funded PD is twenty-eight percent, this rises to forty percent for rural centres/services. Similar rises are also experienced when rural services are cross-tabulated against the degree of difficulty in accessing non-MOE funded PD: the national average is twenty-nine percent and this rises to thirty-eight percent for rural services.

The “other” category referred to in Table 5.1.4 includes twenty-nine centres/services who selected a combination of the above categories to describe their location. These combinations included: all areas of the region (N=12), town and rural (N=9), city central and city suburban (N= 3), city suburban and rural (N= 2), city central, city suburban and rural (N= 1), city central and town (N= 1), and city central and rural (N=1). A further fifty-one centres/services (7%) of services did not answer this question.

Data from Question 16, including the cross-tabulation by region and service type, were shared with providers, national umbrella organisation representatives and regional offices of the Ministry of Education prior to their telephone and focus group interviews, and their perspectives sought on the data. Three key points arise from the analysis of their responses to the survey data:

- **Initiating access to PD versus responding to PD opportunities:**

A number of interviewees commented on whether centres/services actively sought PD opportunities or waited for these to be presented to them. Comments such as “if you know the system then it’s not difficult

to access” and “I understand that programmes are traditionally oversubscribed – if centres are organised and on to it, they get it, but what about those most in need” sum up this issue and were reinforced by the comments made by participants in the centre/service focus groups. Although these participants were not directly asked about whether they were proactive in seeking PD opportunities or not, a number spontaneously commented on their approach to accessing PD: “Wanted staff to go but it was oversubscribed and so asked and this year asked for specific thing and they were able to provide it”, “Very clear about what was wanted. We wrote a letter and were very clear about what wanted and so got it”, and “Staff are proactive about PD – they book themselves in”.

Two national umbrella (who also had a management role for services) organisations specifically referred to their role in working with the Ministry or providers in order for their services to gain access to PD opportunities.

- **Current priorities for accessing MOE PD and the changing context of ECE**

Several MOE and provider interviews signalled that priority was given to those centres/services without umbrella management organisations in the belief that services such as kindergartens, playcentre and kohanga reo had increased funding for, and access to, PD through their umbrella management organisation. This view was contested by a national umbrella organisation who argued that whilst this may have been accurate in the past, changes to funding formulae meant that all teacher-led services were now being funded on an equal basis. Other comments were made by interviewees across the spectrum regarding the changing face of education and care services with the increase in the number of centres who were operating as part of a chain of services and the growth of home-based services (again, often as part of a larger organisation) with suggestions that the establishment of priorities for accessing PD on the basis of service type may need reviewing by the Ministry and providers.

- **Rural and isolated services**

Responses from a number of interviewees and focus groups indicated concern for centres/services in rural and isolated situations accessing PD, both as a general rule and for specific regions. Northland and Southland were specifically raised as regions of concern in terms of access, whilst there was agreement between the Ministry regional office and the local provider over the progress being made in enabling West Coast services to access PD. This latter comment is somewhat at odds with the survey results, but may be more a reflection of the timing of new initiatives, given that survey respondents were answering the question about access retrospectively. Several providers noted that contracting arrangements made it difficult to finance the delivery of PD to rural and isolated services, with facilitators coping with heavy travel demands and limited reimbursement of costs incurred. Fringe benefit tax was seen as a difficult issue for providers when facilitators used contract cars at for PD work at night.

5.1.2 Importance of professional development

Centres/services were asked how important it was for them to participate in PD (Q. 12). Eighty-seven percent (87%) reported that it was very important, thirteen percent that it was important, with no responses (0%) indicating that it was unimportant. This is a very positive result. A cross-tabulation by centre/service type indicates that sixty-seven percent of hospital services ranked participation in PD as very important. In centres/services with a larger sample size, ninety-two percent of kindergartens, eighty-seven percent of education and care, eighty-five percent of home-based services, and seventy-seven percent of playcentres ranked participation in PD as very important.

In order to gain a more reliable indication of the importance of participation in PD, centres/services were asked to rank eight aspects of their role in terms of their importance to their professional responsibilities (Q.13) (see Table

5.1.5). Items ranked as more important (delivering centre/service programme, interaction with parents, staff meetings and team planning) are those aspects that are central to the daily work of teachers/educators. Of interest, given the high profile of assessment and the important role of routine events in programmes, was that professional development ranked more highly than compiling profiles/portfolios and maintaining routines.

Table 5.1.5: Ranked order of importance of professional responsibilities

Professional responsibility	Rank order of importance/ relevance
Delivering centre/service programme	1
Interaction with parents	2
Staff meetings and team planning	3
<i>Professional development</i>	4
Compiling profiles/portfolios	5
Maintaining routines	6
Advocating for early childhood education	7
Informal contacts with other professionals	8

5.1.3 Effect of cost on participation

Centre/services were asked how far cost affected their participation in PD (Q.17). With thirty-one percent responding that cost substantially affected participation and forty-five percent saying their participation was somewhat affected, it is clear that cost has a major impact on centre/services' involvement in PD (see Table 5.1.6). Twenty-two percent reported that cost did not affect their participation in PD (NR=2%).

Table 5.1.6: Impact of cost on participation in PD

	How far does cost affect participation in PD?
Substantially	31%
Somewhat	45%
Not at all	22%
Non response	2%

The cross-tabulation by service type of the two extreme categories (*Substantially* and *Not at all*) indicated that twenty-five percent of care and education services felt that cost substantially affected their participation in PD (slightly below the national figure) whereas playcentres (36%), kindergartens (35%) and home-based services (33%) were slightly above the national figures (Table 5.1.7).

Table 5.1.7: Cross-tabulation of impact of cost of accessing PD by service type

Service type	How far does cost affect participation in PD	
	Substantially	Not at all
Kindergarten	35%	19%
Home-based services	33%	15%
Playcentre	36%	26%
Hospital Play services	33%	-
Education & care centres	26%	26%

A similar cross-tabulation by geographic region indicated interesting results with several regions reporting that cost had a substantial impact on access to PD well above the national average: Gisborne (48%), Otago (44%), Tasman, Nelson/ Marlborough (40%), Northland (38%), Bay of Plenty (37%). At the other end of the scale only twelve percent of respondents from Taranaki reported that cost had significantly affected participation in PD. Regions with rural or isolated communities, with the exception of Taranaki, Southland and the West Coast, tended to see cost as having a significantly greater impact on participation than did the general population, perhaps reflecting the costs of travel to PD opportunities. Results for the other extreme category of the impact of cost on participation in PD (*Not at all*) shows similar patterns with thirty-eight percent of respondents in both the West Coast and Taranaki and thirty-two percent of respondents in Southland identifying that cost is not an issue at all. Otago had the lowest response to the category of ‘not at all’ for cost (9%).

Table 5.1.8: Cross-tabulation of impact of cost on accessing PD by region

Region	How far does cost affect participation in PD?	
	Substantially	Not at all
Northland	38%	16%
Auckland	34%	22%
Waikato	26%	26%
Taranaki	12%	38%
Bay of Plenty	37%	31%
Gisborne	48%	14%
Hawkes Bay	34%	26%
Manawatu/Wanganui	25%	25%
Wellington	24%	28%
Tasman/Nelson/ Marlborough	40%	13%
Canterbury	25%	13%
West Coast	25%	38%
Otago	44%	9%
Southland	20%	32%

Some MOE PD funded contracts offer support funding to centre/services to assist with the cost of participation. Centre/services were asked to what extent the availability of this funding influenced their participation in such types of programmes as short courses, whole-centre/service (including whole-centre/service clusters), networks, and interest clusters (Q.33). Results are reported below:

Table 5.1.9: Influence of support funding on participation in PD programmes

Influence of PDSF funding on participation in PD programmes				
	Short courses	Whole-centre/service (including whole-centre cluster)	Networks	Interest clusters
Highly influential	36%	46%	25%	27%
Fairly influential	32%	25%	32%	32%
Not at all influential	18%	14%	18%	18%
Not applicable	9%	10%	18%	16%
NR	5%	5%	7%	7%

There are two distinct clusters of results with support funding being more influential on participation in short courses and whole-centre/cluster programmes than it is for networks and interest clusters. This may reflect timing issues with networks and interest clusters perhaps being delivered more frequently in the evenings when relievers are not required in contrast with the need for relievers for short courses and cluster meetings and with paid meeting times for whole-centre/service evening sessions.

Data from the telephone interviews with providers indicates a range of responses around the question of cost impacting on centres/services in accessing PD. A number were not surprised at the impact, citing examples from their contract regions where they had seen shifts in patterns of attendance due to changes in PDSF components within their contracts. Reference was made to the cost of attendance at PD provided outside MOE contracts together with the cost of relievers and meeting attendance. Several providers made reference to the variations in available PDSF across the country, with one provider stating that the issue should be addressed:

... as PDSF is inconsistently and inequitably addressed across the country for providers. It is confusing for centres/services for their budget work as they can't work out what funding is available. It may also be compounded by centre PD budgets concentrating on individual costs (e.g. \$400 pp) but which don't identify whole centre costs that are invisible and hard to manage – blow-out in relievers' budget, for example. There is a case for the MOE to develop a fair, transparent system for this as we don't want what is a relatively small cost (in the scheme of what is spent by the centre on PD) to impact negatively on PD take-up.

The data on the impact of cost on participation by service type was surprising to a number of providers who indicated that the results did not always match with the views that they were hearing expressed in their regions from particular service types.

Responses from the centre/service personnel suggest that cost may be a factor that impacts at a personal as well as a service level. Whilst one participant noted that “\$130 for courses is a lot from your own pocket so I don't do them”, another stated that “cost is not an issue for me as the centre has always supported and picked up these costs. The only cost is in terms of my time”. The cost of relievers (which is also tied closely to their availability at the present time) was also described as an issue by centre/service personnel, national umbrella organisation representatives and MOE officials.

5.1.4 Barriers to professional development

In addition to the questions around the impact of costs reported above, two questions in the survey explored respondents' views of barriers to accessing PD and to the effectiveness of PD. In the first question, centre/services were asked to rate a number of barriers to effectiveness in terms of their experiences of PD in

order to ascertain what might impact on services participating in PD or experiencing effective PD (Q.18). The results appear below.

Table 5.1.10: Barriers to effectiveness of PD

Rating of the seriousness of barriers to effectiveness of PD in terms of centre/services' experience of PD:						
	Rating (percentage)					
	NA	Not very serious	Quite serious	Very serious	Extremely serious	NR
Workload	5	17	25	25	25	3
Obtaining staff relievers	18	16	20	19	24	3
Difficulty in finding time to attend	4	19	31	24	20	2
Whole team unable to be included	19	23	19	17	17	5
Unsuitable times for meetings	9	32	28	16	10	4
Difficulty in travelling to venue	22	36	18	11	10	3
Programme content lacking relevance	17	35	23	13	7	5
Access to ICT resources	26	35	17	10	6	6
Inadequate notification of proposed PD opportunities	23	42	15	10	5	5
Low staff motivation	30	39	14	8	5	4
Having centre/service management support	27	48	9	8	5	3
Staff turnover	43	30	11	7	5	4
Poor provider relationships	36	40	9	6	5	4
Provider has no capacity to include your request	38	34	11	6	5	6
Inadequate attention to diversity	18	51	16	7	3	5
Insufficient focus on bicultural issues	18	52	16	7	2	5
Inadequate focus on multicultural issues	22	51	14	6	2	5
Programme too long	28	47	12	6	2	5
Programme too short	31	50	10	3	1	5

The qualitative data from the group and telephone interviews suggests that the barriers that impact on participation in PD are complex and interwoven. The top five ranked barriers emerging from the survey question (*workload*, *obtaining staff relievers*, *difficulty in finding time to attend*, *whole team unable to be involved*, and *unsuitable times for meetings*) are reflected in the qualitative data from the group and telephone interviews.

Respondents in the telephone and group interviews identified that the impact of teachers within the centre/service undergoing their initial teacher education programmes in order to meet qualification requirements was probably the biggest influence on the ranking to the three highest ranked barriers (*workload*, *obtaining staff relievers*, and *difficulty in finding time to attend*). Responses indicate that the demands of completing their study mean that many staff are tired and unwilling to commit to further PD. For centres/service with greater numbers of qualified staff, workload appears to be more of a factor where teachers are unable to access release time to attend PD within their work time, rather than at night or weekends. Attending professional development in the evenings creates issues for some staff with family responsibilities.

Difficulties in *obtaining staff relievers*, particularly qualified ones, emerged as a major, complex issue through the telephone and group interviews. Relievers were required to enable staff who were gaining their initial

teacher education qualification to attend classes or practicum in other centres, thus impacting on the centre/service's ability to release other staff: "Our focus has been on getting staff qualified – keeping a bulk of people there to keep the centre operational is essential so attendance at short courses is impossible". The shortage of relievers also impacted where programmes required more than one staff member to attend: "Some of the cluster programmes ask for more than one person from a centre but we can't release more than one".

The shortage of qualified relievers is also of concern to centre/service personnel in terms of its impact on the PD activities for qualified and registered teachers. As a participant in the Pasifika focus group commented:

The "person responsible" is a big issue. They have to be involved in the centre. They need someone to take over the centre for the day. They need a reliever or otherwise can't go. The person responsible needs a lot of time to be able to plan to go.

Teachers in this focus group noted that the:

... teacher shortage is the biggest issue at the moment. Pakeha centres can offer higher rates of pay. PI centres are trying to meet regulations. Our centres can't afford to pay teachers with qualifications and the teachers can get better packages elsewhere.

These concerns over the impact of the shortage of qualified, registered teachers on PD participation were echoed by officials within the two northern Ministry regional offices, and by a number of national umbrella group representatives. The difficulty in accessing relievers is not restricted to centre-based services as these HBC comments indicate: "Cover is just as difficult to arrange for coordinators – hard to find qualified relievers" and:

With home-based visiting teachers – we don't claim the cost of relievers – as can't just get any one to do this work. Think this does have some impact on visiting teachers choosing to do PD as not given a reliever – harder on people in the regional offices where there are fewer team members to help cover an absence – they work in clusters in the bigger centres (e.g., Wellington). In the rural areas if visiting teachers are having to travel away from their area to do a course then they are not on duty.

The fourth ranked item (*whole team unable to be included*) was identified in the interviews as more of an issue where members of the team are also studying for their initial teacher education qualification, and lack the time and energy to be involved in whole-centre/service PD. The impact of the fifth ranked barrier (*unsuitable times for meetings*) was indicated within the group and telephone interviews in three main areas: needing to meet at night when staff were tired and there may be conflicts with family responsibilities; the impact of travel times on accessing PD for rural or isolated services; and, in relation to accessing relievers as noted above.

The low ranking of the impact of staff turnover (ranked 10th) as a barrier to effective PD is in contrast with the experiences of participants from the four centre/service group interviews held in the Auckland region where this was identified as an issue. The Pasifika and Māori Immersion centres noted real difficulties with regard to gaining and keeping qualified staff, whilst both MOE and centre/service group interviews in the Auckland area identified the "poaching" of qualified staff that was occurring as impacting on PD. As a participant noted "A centre's situation can suddenly change when a staff member moves on and they are back to survival mode". With regard to staff turnover, a national umbrella group representative noted that the "Changes in personnel within centres is so frequent that it makes it difficult for centres to progress. I know of one example of a centre that had all trained staff and now only has one qualified teacher left". She went on to comment that "with the

changing staffing it is important to look at what has been added to the sector, not just to the individual teacher or centre” when considering the effectiveness of PD programmes.

The second question focusing on barriers asked centre/services to rate the seriousness of a number of issues that reduced the effectiveness of PD (Q.28). The results appear in the table below:

Table 5.1.11: Factors reducing the effectiveness of PD

Rating of the seriousness of issues in reducing the effectiveness of PD						
	Rating (percentage)					
	Extremely serious	Very serious	Quite serious	Not very serious	NA	NR
Lack of clear initial goals and objectives for PD	25	30	20	16	5	4
Staff reluctant to attend	29	19	16	16	16	4
Lack of practical examples/exemplars	17	27	23	20	8	5
Lack of match between ‘advertised’ content of PD and what is actually delivered	24	19	22	21	11	4
Being able to share information with staff who haven’t attended	14	27	27	21	7	4
Lack of time for discussion	16	25	26	21	7	5
Difficulty in maintaining motivation during PD	16	23	24	23	10	4
Lack of linkage between theory and practice	15	23	27	23	6	6
Staff with low levels of training/qualifications	19	16	20	20	20	5
Too much theory	9	19	27	31	9	5
Wide discrepancy of training/qualifications amongst staff attending	11	12	20	35	17	5
Too little theory	6	15	30	33	11	5

Of the first four most highly ranked factors when the first two categories (extremely serious and very serious) are combined, the first two are internal (*lack of clear goals and objectives for PD* and *staff reluctant to attend*), whilst the second two are external (*lack of practical exemplars/examples* and *lack of match between ‘advertised’ content of PD and what is actually delivered*). The factor, *Staff with low levels of training and qualifications*, is ranked fourth highest when the most extreme category (extremely serious) is considered but drops in ranking to ninth place when combined with the second category (very serious). Surprisingly, however, neither the factor of *wide discrepancy of training/qualifications of staff*, nor those of the levels of theory involved, were seen by respondents to be serious issues affecting the effectiveness of PD.

5.2 Evaluation question 2:

What range of professional development is available to services? What other types of professional development are being accessed in addition to MOE funded early childhood professional development?

The results presented in this section draw on both qualitative and quantitative data from the questionnaire and the group and telephone interviews. The first of the open-ended questions within the survey asked respondent centres/services to identify the most effective PD that they had experienced in the last two years. Their descriptions provide a useful overview of the range of PD that is available to centres/services.

Table 5.2.1 presents the 23 categories that were developed for responses to this first open-ended question. The categories are presented in order of frequency, except for the final two nodes, *Other*, and *Non response*. Responses were coded to more than one node, where appropriate. Thus, a response such as “whole-centre PD with (provider)” would be coded under *PD delivered by MOE contractors* and *Delivery modes*.

Table 5.2.1: Most effective PD participated in during the last two years from 743 total responses to survey.

Most Effective PD	Frequency	Percentage
Assessment, planning & evaluation	233	31%
Specialist topics and one-off sessions	94	13%
PD provided by umbrella organisations and other providers	78	10%
PD provided by MOE contractors	70	9.4%
Delivery modes	70	9.4%
Leadership and management	60	8.1%
Conferences	55	7.4%
Gaining and upgrading qualifications	47	6.3%
Bicultural/Treaty of Waitangi/Te Reo	45	6.1%
TRCC courses	31	4.2%
ICT	20	2.7%
Self review	16	2.2%
Te Whāriki/ Curriculum aspects	16	2.2%
Relationships	12	1.6%
Professional standards	8	1.1%
Domain learning	7	0.94%
PD towards teacher registration	6	0.81%
Child development/learning theory	5	0.67%
Involvement in research studies	5	0.67%
Diversity	4	0.54%
Communities of learning	3	0.4%
Other	26	3.5%
No response	54	7.3%

NB: Percentages will add up to more than 100% due to multiple categorisations.

A more detailed breakdown of the content areas and types of delivery and providers of professional development is provided in Table 5.2.2 below.

Table 5.2.2: Breakdown of most effective PD participated in during the last two years.

Most Effective PD	Frequency	Percentage	Examples of comments/foci.
Assessment, planning & evaluation	233	31%	Comments include reference to PD around Kei Tua O Te Pae, learning stories, planning cycles, inspiration days, assessment and evaluation, and programme planning
Specialist topics and one-off sessions	94	13%	A very wide range of specific courses or presenters named, including: Active movement, appraisal systems, art creativity, attachment disorder, Autism, behaviour management, brain development, business management, Celia Lashlie, childhood trauma, communication, Diane Levy, DOPs, enviro-schools, ethics, first aid, gifted education, grief counselling, heuristic play, HighScope, ICT, theorists, infants and toddlers, learning styles, literacy, management workshops, Montessori, music and movement, numeracy, parenting, Pasifika fono, perceptual motor disorder, philosophy development, physical development, playing as a good friend, policy writing, prevention of child abuse, Reggio Emilia, relationships, schemas, self review, SKIP, stress management, tapestry of teaching, team building, Toastmasters Speech, transitions, understanding boys, using IDPs, values/virtues
PD provided by umbrella management organisations and other providers	78	10%	Respondents named a range of providers, together with type of course/name of facilitator. Umbrella organisations feature highly in this category.
PD provided by MOE contractors	70	9.4%	Respondents named contractors as well as a range of modes of delivery, including whole-centre/service, clusters and workshops/seminars/short courses.
Delivery modes	70	9.4%	Delivery modes identified included more traditional modes such as whole-centre/service, clusters, short courses, interest meetings but also whole centre team building weekend, university study, distance learning, staff meetings, and individually designed and undertaken PD
Leadership and management	60	8.1%	Specific examples included management/governance workshops, beginning supervisors/ supervisors/assistance supervisors networks, funding workshops, Dale Carnegie leadership training, leadership networks and clusters, strategic planning, in-house leadership forum, post graduate and extra-mural study in leadership, TRCC, Leadership project, policy development, appraisal, requirements of a licensed centre, new committee PD, and 1-1 mentoring for a new supervisor,
Conferences	55	7.4%	Specific conferences identified include Family Day Care Association, TPOA/NZCA, ECC, Educating for Peace, Reggio, Provoking Encounters Transforming Thought, Service-type national conferences, CECCEA, CIECE (Melbourne), Special Character conferences, ECE Symposium, Early Years, EC Convention, Rudolph Steiner, Pacific Rim, Playcentre, and an Anglican Care conference.
Gaining and upgrading qualifications	47	6.3%	This category includes examples such as gaining initial ECE teaching qualifications, upgrading diploma level qualifications to a degree, certificate in adult education, Masters, Playcentre training, and gaining post graduate qualifications.
Bicultural/Treaty of Waitangi/Te Reo	45	6.1%	Examples in this category included bicultural understandings, te reo Māori, and Treaty of Waitangi
TRCC courses	31	4.2%	The following specific TRCC courses were identified: Leadership, Infantastic, Transitions, ICT
ICT	20	2.7%	This category included the use of ICT, general training to be able to use IC technologies, and ICT for documentation
Self review	16	2.2%	Respondents identified the MOE draft guidelines, and undertaking specific self review programmes
Te Whāriki/ Curriculum aspects	16	2.2%	This category includes a focus on specific aspects of curriculum such as outdoor planning, environments, updating international teachers' knowledge of Te Whāriki, and play workshops.
Relationships	12	1.6%	This fairly broad category included examples focusing on relationships, team work, and relationships with parents and whānau
Professional standards	8	1.1%	Kindergarten professional standards
Domain learning	7	0.94%	The key areas listed were science, maths, literacy, ICT, and music
PD towards teacher registration	6	0.81%	Examples in this category included cluster groups, individualised PD, and working alongside others doing Teacher Registration

Most Effective PD	Frequency	Percentage	Examples of comments/foci.
Child development/learning theory	5	0.67%	Updates on theorists, child development, physical development were included in this category
Involvement in research studies	5	0.67%	Maths research, under-3's study, non-identified research projects
Diversity	4	0.54%	A focus on equity and anti-bias, multicultural, understanding diversity, special education, and cultural awareness were included in this category.
Communities of learning	3	0.4%	Fortnightly meetings with other local centres, Montessori meetings, team established meetings.
Other	26	3.5%	This category included examples of respondents preparing for (or following up after) ERO, preparing COI applications, participating in study tours, commenting that there was no applicable PD undertaken or available in the two year time frame, together with general statements about what people bring back from their PD experiences to the wider team.
No response	54	7.3%	

NB: Percentages will add up to more than 100% due to multiple categorisations.

Responses about the most effective PD accessed in the past two years fell into three broad categories:

- Topics or content areas for the professional development focus
- Modes of delivery
- Providers/deliverers of professional development

Topics or content areas for the professional development focus

Twelve sub-categories were developed within the broad category of *topic or content areas for the professional development focus*. The most frequently identified topic by respondent perception of effectiveness was *Assessment, planning and evaluation* (N=233), considerably ahead of *Specialist topics and one-off sessions* (N=94). This second focus area includes a very large number of programmes or sessions on specific topics or for specific audiences (e.g., Montessori) or presented by specific facilitators who were, to the best of our knowledge, not current facilitators with a MOE PD provider. If this second category is taken out of the equation on the basis that it covers a wide range of topics, *Leadership and Management* (N=60) was the second most identified area of focus for the most effective PD participated in during the previous two years. The specific examples provided include a wide range of delivery modes by which respondents accessed this PD – a pleasing indicator given that leadership and management PD is likely to be required by centres/services across the country on an ongoing basis. Further comment on leadership and management PD is included in the section 5.2.3 below.

Bicultural, te reo Māori and Treaty of Waitangi PD programmes were identified as the most effective PD by 45 (6.5%) respondents. Given the relatively low ranking by respondents to seeing bicultural approaches to teaching as relevant to their centre/service (see section 5.2.3 below), together with the relatively limited focus given to bicultural development in PD reported on in the final milestones for the 2004 contract year, it is interesting that this focus area ranked so high amongst the specific focus areas. The next two ranked categories, *ICT* (N=20) and *Self review* (N=16), indicate that the sector is aligning itself with these MOE initiatives.

Modes of delivery

Six sub-categories were developed under the broad category of *Modes of delivery*. The largest number of comments were in the general category of *modes of delivery* (N=70), and included a range of modes including those often used by MOE-funded PD providers such as whole-centre/service, clusters, short courses, and interest meetings as well as whole centre team building weekends, university study, distance learning, staff meetings, and individually designed and undertaken PD.

Attendance at conferences were identified as the most effective professional development by 55 respondents (7%). The examples noted in Table 5.2.2 indicate that there is an increasing array of conferences for practitioners to access, by content and by organisation. Forty-seven (6%) respondents identified that *gaining or improving qualifications* was the most effective PD that they had accessed in the past two years whilst 31 respondents (4%) named specific *TRCC courses* as most effective: *Infantastic, ICT, Transitions* and *Leadership*. Two categories with low numbers of respondents identifying them as the most effective PD but with potential for strong development in the future were participating in research studies (N=5, 0.67%), and communities of learning (N=3, 0.4%). The examples in the latter category included starting conversations evenings with other local centres, cluster meetings with other Montessorians, and fortnightly in-centre, self-run teacher education and training meetings.

Providers of professional development

Two sub-categories were developed within the category of providers/deliverers of PD, one covering comments from respondents that specifically named MOE-funded PD providers and facilitators, and one that included

comments about non-MOE funded PD providers or facilitators. Quite significant numbers of respondents specifically named organisations or individuals (N= 70 for MOE-funded PD providers and 78 for non-MOE funded PD providers). The question did not ask respondents to name the provider of the professional development, although it did ask in a later section whether the PD was provided through a MOE-funded contract or not. The results (see Table 5.2.3) may need to be interpreted with caution as it appears that some respondents may have not known whether their PD was provided through a MOE-contracted provider or not. Further, some respondents listed multiple examples of PD and did not always break down who provided each programme.

Table 5.2.3: Provider of most effective PD in last 2 years

PD provider	Frequency	Percentage
PD provided by MOE contractor	387	52%
PD provided by non-MOE contractor	305	41%
Not sure	9	1.2%
No response	66	8.9%

NB: Percentages will add up to more than 100% due to multiple categorisations.

Two other categories were developed for responses to the question about the most effective PD respondents had participated in recently. One category, *Other* (N=26, 3.5%) included a wide range of items including examples of respondents preparing for and following up after ERO visits, preparing COI applications, and participating in study tours including ones to Melbourne (N=5) and Auckland (N=1). There were some comments that “There hasn't been anything great” or that they hadn't undertaken PD within the two year time frame, together with a number of general statements about what people bring back from their PD experiences to the wider team. In the final category, fifty-four (7.3%) respondents made no response to the question about what had been the most effective professional development that they had experienced in the last two years.

Questions were also asked in the telephone and group interviews about the range of PD opportunities available to centres/services beyond MOE funded PD. The three key areas identified by the interviewees were specialist topics and one-off sessions; opportunities provided through umbrella management organisations; and conferences. Examples of these are presented below:

Specialist topics and one-off sessions

Attendance at Regulations Review meetings
 Brainwave Trust
 Special Education – autism, inclusion, glue ear
 MOE funding workshop
 Sport Marlborough/REAP
 Compass – becoming attached
 CYF – child protection.
 Hospital based PD available for HPS
 Childspace courses
 GSE full day course
 Private provider in Christchurch that offers PD workshops for \$15
 EOTC (aimed at primary teachers)
 The Open Polytechnic workshops
 Teuila Consultancy 8 points programme
 Community Public Health

<p>PD provided by umbrella management organisations</p> <ul style="list-style-type: none"> - PD provided by own organisation (e.g., kindergartens, playcentres, Kidicorp) - Kindergarten senior teachers: staff meetings, head teacher meetings, teacher registration (also across the sector in some regions), use of professional standards through appraisal, learning and assessment – supporting staff with the exemplars. - Workshops, e.g., workshops and clusters on ICT, Teambuilding. - Teacher development in the term breaks, often on H&S aspects. - Barnardos: bicultural/Treaty of Waitangi work that has involved all ECE teachers - SKIP Training for all staff - Barnardos: Care of Children Act workshops - NZCA members - one day of PD per annum per base - NZCA workshops on management and teacher registration.
<p>Conferences</p> <ul style="list-style-type: none"> - NZ Home-based Association - Early Childhood Symposium - NZCA Annual Conference - International Family Day-care Conference - ECE Convention - OSCAR conference - Reggio Emilia conference - Early Childhood Council conference

5.2.1 *Reasons for participation in non-MOE professional development*

The survey asked respondents to identify the reasons why they participated in a range of non-MOE PD such as conferences, symposia, short courses, TRCC and REAP programmes. From a provided list of possible reasons, centres/services were asked to indicate what influenced their participation (Q.31). Significantly higher overall responses were received in relation to short course professional development (74%) and conferences/symposia (62%) than for participation in TRCC courses (28%) or REAP programmes (19%). These figures may well reflect the overall availability of these opportunities.

Table 5.2.4: Reasons for participation in non-MOE funded PD

	Conferences/ symposia	Short courses	TRCC	REAP
Quality of speakers	45%	35%	16%	8%
Meets needs of special character	21%	28%	7%	5%
Networking opportunities	33%	30%	14%	8%
PD not provided elsewhere	8%	13%	3%	3%
Like smorgasbord offering of PD	17%	8%	6%	2%
Venue, catering	9%	11%	4%	4%
Travel funded	11%	8%	13%	1%
Relievers not required	15%	22%	5%	5%
Focus topic is of interest	33%	50%	17%	13%

Three reasons were clearly identified by respondents as most influential in their participation in non-MOE PD: *topic or focus being of interest*, *quality of speakers*, and *opportunities for networking*. The first, *topic or focus being of interest*, was the highest ranked reason for attending short courses, TRCC and REAP offerings, and the second equal ranked reason for attending conferences or symposia. The second reason, *quality of the speakers/presenters*, was ranked highest for attendance at conferences/symposia and second highest for short courses, TRCC and REAP programmes (second equal). *Networking* was the second equal reason for attending conferences and symposia, and the third highest reason for attending short courses, TRCC or REAP programmes. The relatively low rating of the reason, *MOE contractor not meeting needs*, which was ranked ninth for conferences and TRCC and sixth for short courses and REAP indicates that centres/services are not having to rely on non-MOE PD to meet their needs.

5.2.2 Attendance at MOE funded or non-MOE funded professional development

Centres/services were asked to indicate how much of their PD since 1 January 2004 was through MOE funded contracts (Q.30). The results indicate a fairly even spread across the categories offered within the question: fourteen percent responded that they had received none of their PD through MOE funded contracts; twenty-four percent less than a quarter of their PD; sixteen percent one quarter to one half; fourteen percent one half to three-quarters; sixteen percent more than three-quarters of their PD through such contacts, and ten percent who had received all their PD through MOE contracts (NR=6%).

Table 5.2.5: Professional development received through MOE contracts

Amount of PD received through MOE contracts	Percentage
None	14%
Less than ¼	24%
Quarter to half	16%
Half to three-quarters	14%
More than three quarters	16%
All	10%
Non response	6%

A cross-tabulation by service type shows considerable differences between service types with only twelve percent of kindergartens receiving three-quarters or more of their PD through MOE funded contracts in contrast with twenty-five percent of home-based services, thirty-six percent of education and care services and thirty-seven percent of playcentres. These results mirror the results of Q.16 regarding access to PD where kindergartens reported more difficulty in accessing PD than other services, with the exception of home-based services (see Section 5.1 above)

5.2.3 Relevance of PD content areas for centre/service needs

Centre/services were asked to rank what they saw as the top five content areas of PD in terms of relevance to their centre/service needs, from a finite list of ten options (Q.14). Table 5.2.6 presents the results below.

Table 5.2.6: Content areas ranked according to relevance to centre/service needs

Ranking of the relevance of content areas to the needs of centre/service	Rank
Assessment of learning (including Kei tua o te pae)	1
Approaches to learning and teaching, eg scaffolding, co-constructing	2
Working with parents and whānau	3
Understanding and use of Te Whāriki	4
Effective teaching for diverse learners, e.g., culture, age, gender, special needs	5
Specific curriculum areas, e.g., literacy, music, numeracy	6
Bicultural approaches to teaching	7
Implementation of DOPs	8
Leadership	9
Management	10

The high ranking of the focus areas of *assessment for learning*, *approaches to teaching and learning*, and *working with parents and whānau* are to be expected given the high profile these have in the sector at the present time. The results for this question were presented to the participants in the group interviews and sent to the telephone interviewees prior to their interviews. Interviewees consistently agreed that the current emphasis on assessment for learning as a MOE priority, with the concomitant high profile of the *Kei Tua O Te Pae* PD programmes, would be highly influential in the top ranking of this category.

A major area of concern across the interviewees from centre/services, providers, national umbrella organisations and the MOE that emerged was in relation to the rankings for *leadership*, with some concern also expressed about the low rankings for *management* and *bicultural approaches to teaching*.

Leadership

Considerable surprise and concern was expressed that leadership was ranked so low as respondents saw that leadership was highly significant in terms of an effectively functioning centre/service. One MOE official commented on the results for Question 14 noting that:

The perception of relevance is interesting given that what is presented as priorities by the MOE (e.g., exemplars) – there is little emphasis on leadership, management and governance. I have qualms about the results as we (MOE) haven't given messages that these aspects are important. It's interesting and concerning that many respondents are in leadership positions but don't rate these aspects highly in terms of PD needs. We need to see leadership broadly – for example within the context of assessment.

These comments were echoed by a provider who said:

I'm concerned by leadership at ninth ranking. Leadership is a critical aspect for the survival of the profession. It is concerning but not surprising. It is worrying if team leaders are filling this in

and putting leadership at such a low priority – does the MOE need to look at this issue closely. If we can't sustain service/team/motivation etc then curriculum goes out the window. The most worrying aspect about data presented is the long term big picture – the long term development of the profession.

Respondents in four of the six centre/service group interviews made comments such as: "I'm worried about priorities given in the survey as leadership and management is what makes a difference", and "I would rewrite the list and put leadership at the top as I see it as pivotal in my centre. Just like communication it's pivotal and flows down to children". The concern shared by these respondents was strongly echoed by members in each of the four regional offices of the Ministry of Education, who were seeing the effect of newly qualified staff moving into positions of responsibility very early in their teaching careers, and noted the lack of leadership training and support for these emerging leaders. One official referred back to a proposed clause when qualification targets were being discussed that would have required two years teaching experience prior to taking on a "person responsible position", noting that "new grads are not ready. That clause would have been beneficial. The new graduates burn out and resign, and move out of ECE". A similar view was expressed by a centre manager in another group interview who commented that:

There are not many around to take the role (of leadership). We have those people who have been in ECE for some time in key top roles but the next level is not there to assume these roles next. Management responsibility is huge, there is big money involved and mistakes are costly. I can see why people may shy away from looking for this level of responsibility.

Each of the national umbrella organisation representatives interviewed voiced concern over the low ranking given to PD in the leadership area. Whilst some organisations ran in-house programmes in these areas, they were surprised at the low rankings, particularly when set against the perspectives that they gained from their members. Two, in particular, noted that PD programmes that focused on leadership were always oversubscribed, for example: "we are running a one day course in April – it has been oversubscribed since the day of advertising it".

There was some recognition of what was available to centres/services in the area of leadership PD. Three providers commented on what they offered within their contracts, and one MOE official noted the effectiveness of what was offered by a provider in her region, particularly for rural services:

Leadership programmes are well subscribed – people are travelling to access PD opportunities in this area. We need to be adding to capacity to be able to lead a team, especially in rural services. (Provider) is offering more leadership opportunities. I'm pleased when such opportunities are being subscribed to by people who are not confident in the role, for example, new graduates going back to rural areas. (Provider) has been deliberate in ensuring that some (isolated services) are accessing their leadership programme.

Management

Comment was also given by a number of interviewees regarding the low ranking given to the area of management. For some national umbrella organisations, the results did not reflect the demand that their organisation received from members for PD in management aspects:

I find the low ranking of management the most interesting as this is a big part of the work of the (organisation) – I know this is also a big area of concern for the MOE. I was surprised to see it ranked so far down the list. It could be because we have strength in this area – I'm trying to

reconcile the low priority with what comes over the desk. We receive lots of requests for information/support about preparing for ERO, strategic planning, management plans. The results are not consistent with what we see but we are less known for other areas of PD.

Ministry of Education officials from both Head Office and regional offices also commented on management issues, with one Head Office interviewee noting that “from the Ministry’s perspective management is a big part (of effective ECE). The results could reflect that those accessing PD have things in control”. Regional office officials did not appear so convinced with commented such as “chances are if management and governance are awry then that will impact on everything else”, and:

I have the view that lots of centres urgently need management/strategic planning/financial planning etc. We’re not like schools that have access to BOT training – services need this as ongoing support, rather than a one-off as there are constant changes in management personnel.

Bicultural approaches to teaching and learning

Concern over the low ranking given to bicultural approaches to teaching was expressed most frequently by the providers of PD programmes, and to a lesser extent by national umbrella groups and MOE regional officers. As one provider commented:

If you look at the high ranking ones like assessment and evaluation and approaches to teaching and learning, how can bicultural understandings not be up there with them – part and parcel of these other aspects.

A provider commented that “I believe that it is still a big step for many to undertake the bicultural PD work” whilst another commented that whilst the PD that specifically focused on bicultural practices was strong:

We could be looking to strengthen this when the focus is not directly on this. However, there are challenges with this in terms of remaining on the centres’ agenda. It comes back to the skill of the facilitator and their depth of knowledge in making connections to bicultural practices.

An interesting comment was made (in the light of the discussion about leadership above) by an national umbrella organisation representative, who said in relation to the development of bicultural approaches to teaching:

I feel there are pockets around the country where good progress is being made. Again this depends on the quality of the leadership as to how much services are addressing this issue.

Other priorities for PD

Within this question on the relevance of PD content areas, respondents were given the opportunity to identify any other priorities for PD that they had. Table 5.2.7 below presents these other priorities.

Table 5.2.7: “Other” priorities identified by respondents

Other PD priorities	No of respondents
ICT training with staff	9
Self review	7
Team-building	3
Te Reo Māori	2
Compiling profiles/ portfolios	2
Parenting principles, child behaviour management	2
Rudolf Steiner pedagogy for young children	2
Working with home-based caregivers	2
Using ICT with children	1
Action research	1
Working with gifted children	1
Specific home based teaching and learning theories/strategies	1
Making resources	1
Communication and Strategic planning	1
Dealing with personal stress level and time management	1

The mostly highly mentioned “other” category was for ICT training for staff (N=9) followed by self review (N=7). The remaining items were each mentioned by up to three respondents. Three other comments were made by respondents that were less connected to focus areas: “providing overall extension into community focus/events/liaison etc” (N=1), “compiled in relation to hospital based services special requirements” (N=1) and “integrated approach” (N=1).

5.2.4 Use of MOE resources as a result of participation in professional development

Centres/services were asked to rate the extent to which they were using MOE resources as a result of participation in professional development (Q.20). The results are reported below:

Table 5.2.8: Centre use of MOE resources

Use of resources as a result of participation in professional development						
	Rating (percentage)					
	A great deal	To some extent	Not much	None at all	Not applicable	NR
Te Whāriki	76	19	1	0	2	2
ECE Regulations	55	24	9	4	5	3
Quality in Action	30	42	16	4	4	4
Self review guidelines	30	41	18	4	4	3
Kei tua o te pae, the early childhood exemplars	37	30	18	7	5	3
The Quality Journey	22	40	22	8	5	3
Te Reo Tātaki	5	27	25	20	13	10

The results show significant variation in the use of MOE resources as a result of participation in PD. More than three-quarters of respondents were using Te Whāriki a great deal as a result of PD participation, with a further nineteen percent using the curriculum document to some extent. Only five percent in total were not using the document very much, saw it as not applicable to the PD they had engaged in or did not respond. The high response rate of use of Te Whāriki following PD reflects the strong focus on this area in MOE contracts.

Of considerable interest was the very high rating given to the use of the ECE Regulations as a result of PD. One possible explanation for this is the current regulations review which may be heightening interest and engagement with the regulations; respondents may have also viewed attendance at the consultation meetings held around the regulations review as engagement in PD as MOE personnel reported that participants at these meetings were requesting that their attendance be signed off in their PD records.

One resource, *Te Reo Tātaki*, received very low ratings as to the extent that respondents were using it as a result of PD, with only five percent saying that they were using it a great deal as a result of participation in PD. Whilst the survey question did not list the resource with its full English name (*Including Everyone: Te Reo Tātaki*), which may have contributed to poor recognition by respondents and be a reason behind its very low rating, the results do point to the resource having an overall low profile within the ECE sector.

When the findings for this question were cross-tabulated with service type, there was a noticeable difference according to service type with regard to the use of the draft self review guidelines. Forty-seven percent of kindergartens reported that they were using the self review guidelines a great deal, which was almost double the uptake of home-based and education and care services (24%) and more than three times the uptake in playcentres (13%). A similar result occurred with use of *The Quality Journey* with fifty-nine percent of kindergartens saying they had used the document a great deal as a result of PD, compared to twenty percent of education and care centres, sixteen percent of home-based services and ten percent of playcentres.

Considerable differences between service types was also apparent with *Kei Tua o Te Pae*: fifty-five percent of kindergartens reported that they were using the resource a great deal as a result of PD, compared with forty-four percent of home-based services and thirty-five percent of education and care centres. Of concern is that only twelve percent of playcentres reported that they were using *Kei Tua o Te Pae* as a result of PD. One possible explanation for this low engagement by playcentres is that the early delivery of *Kei Tua o te Pae* professional development is at an Association level, rather than with large numbers of individual playcentres.

5.2.5 *Delivery modes experienced and preferred*

Centres/services were asked to comment on the delivery modes for PD that they had experienced from a list of eight modes of delivery (Q.32). In the first instance they were asked to rank the top three modes they had *experienced*, and in the second instance they were asked to rank their top three *preferred* modes.

Table 5.2.9: Type of PD delivery experience and preferred

	Rank order of main type of PD delivery experienced	Rank order of preferred modes of PD delivery
Whole-centre/service	1	1
Individual, eg short course	2	2
Own organisation	3	3
Clusters/networks	4	
Interest meetings	5	
Conference/TRCC	6	
Seminars	7	
Wānanga	8	

The results show a match between respondents' rankings of the main type of PD delivery mode experienced and their preferred modes of delivery. Whilst these results suggest that participants are happy with the modes of delivery that they have been able to access, it is possible that those delivery modes ranked less highly are also less available and thus that overall respondents have experienced less diversity of modes. The ranking of 'own organisation' in third place is interesting, given that many education and care centres are not positioned within an umbrella management organisation.

5.2.6 How decisions are made about professional development choices

Centres/services were asked to identify from a list of six possible choices, how decisions were made within their centre as to the choice of professional development (Q.47). The results, presented in Table 5.2.10, show that overwhelmingly the decisions are grounded in the teacher/educators' and the centres' needs, rather than being imposed through management decisions or through external agencies such the Education Review Office.

Table 5.2.10: PD decision-making processes

How PD decisions are made	Percentages
Individuals' spontaneous requests	68%
Consensus team meeting decision	65%
Centre/service vision/goals	65%
Teacher/educator's appraisal plan	62%
ERO suggestion/direction	33%
Management committee decision	28%

Table 5.2.11: Cross-tabulation of PD decisions by service type.

How PD decisions are made	Kindergarten	Home-based	Playcentre	Education and Care	Hospital Play Services
Individuals' spontaneous requests	67%	78%	64%	70%	100%
Consensus team meeting decision	52%	60%	57%	69%	67%
Centre/service vision/goals	70%	53%	57%	70%	67%
Teacher/educator's appraisal plan	84%	58%	24%	65%	100%
ERO suggestion/direction	28%	38%	32%	37%	83%
Management committee decision	22%	42%	26%	31%	0%

A cross-tabulation of how decisions about PD are made by service type reveals a wider spread. Fairly extreme results emerge for the Hospital Play Specialists responses, due largely to the low number of responses from this group (N=6). Leaving this sub-group aside, one area in particular, has a very wide spread: *Teacher/educator's appraisal plan* influenced decisions about PD participation for eight-four percent of kindergarten respondents yet for only twenty-four percent of the playcentre respondents, reflecting the different organisational and employment status of practitioners within these two groups. Responses for the home-based respondents (58%) and education and care respondents (65%) were fairly close to the national average (62%).

When the results across service types are ranked in order of frequency *Individuals' spontaneous requests* was the most highly ranked process used to determine PD choices for home-based and playcentre services across all six choices, first equal for education and care, and hospital play services respondents but was ranked third highest by kindergartens (who ranked teacher/educator's appraisal plan first). The influence of the centre's/service's vision and goals when making decisions about undertaking PD was also great for a number of the service types: this choice was ranked first equal for education and care services, second for kindergartens, second equal for playcentres but only fourth for home-based services and fourth equal for hospital play services.

The two lowest ranked influences on PD decisions are very similar to the national results for most services with *management committee decisions* ranked least important by kindergartens, education and care services and hospital play services, and fifth least important by home-based services and playcentres. Reflecting the results above, playcentres ranked *teacher/educator's appraisal plan* the least important influence.

5.2.7 Impact of appraisal processes on PD decision making

Centres/services were asked to indicate the extent to which their appraisal processes influenced their decisions to participate in PD (Q.45) (see Table 5.2.12 below). Seventy-seven percent reported that their appraisal processes had been an influence, either to a great deal or quite a bit, whereas seventeen percent reported that they were either hardly at all influential or not at all with four percent reporting that appraisal processes were not applicable as an influence on their decisions for PD (2% NR).

Table 5.2.12: Influence of appraisal processes on participation decisions

Influence of appraisal processes on decisions to participate in PD?	
A great deal	31%
Quite a bit	46%
Hardly at all	13%
Not at all	4%
Not applicable	4%
Non Response	2%

The timing of appraisal processes against the advertising of PD programmes made an impact on participation in PD for some teachers in the group interviews. One participant commented:

If a teacher is in need of something, e.g. music and movement, often you can't find a provider. The MOE should make sure there are places to go to seek PD. The timing not good – when you need PD it's not available. When it's available, you're not needing it.

5.3 Evaluation question 3:

How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by Te Whāriki?

A number of questions within the survey sought respondents' views on the effectiveness of PD programmes, both generally and in terms of supporting and sustaining shifts in pedagogical practices underpinned by Te Whāriki. Participants in the group and telephone interviews were also asked how effective they felt PD programmes were in this regard and on what basis. This section of the chapter presents results in relation to this evaluation question.

5.3.1 Effectiveness of PD in supporting and sustaining shifts in pedagogical practices

Respondents were asked to rate the effectiveness of recent professional development in terms of a number of outcomes focused around pedagogical practices (Q.29). Table 5.3.1 presents the results below.

Table 5.3.1: Effectiveness of recent PD in terms of outcomes

How would your centre/service assess the effectiveness of your recent PD in terms of:						
	Rating (percentage)					
	Very effective	Effective	Not effective	Very ineffective	NA	NR
Improving children's learning outcomes	38	49	5	2	2	4
Increasing teachers' content knowledge	36	49	6	2	3	4
Improving your centre's/service's teaching capability	31	52	8	2	3	2
Working collaboratively within your centre/service	30	51	9	1	5	4
Building partnerships (parents, whānau, community, etc)	27	50	11	2	6	4
Promoting a credit model of learning	25	47	12	2	8	6
Understanding and celebrating diversity	19	49	18	3	7	4
Encouraging bicultural understanding	17	45	21	4	9	4

Respondents' ratings of the effectiveness of professional development programmes in terms of the outcomes listed within the question ranged between eighty-seven percent and sixty-two percent when the first two categories of *Very effective* and *Effective* are combined. Very positive responses were received in relation to the top four rated outcomes when taken across these two categories: *Improving children's learning outcomes* (Total = 87%), *Increasing teachers' content knowledge* (Total = 85%), *Improving centre's/service's teaching capability* (Total = 83%), and *Working collaboratively within your centre/service* (Total = 81%). Whilst these results are encouraging, given the strong links between these outcomes of PD and the priorities within current PD contracts, the lower ratings given by respondents to the effectiveness of their programme to *Understanding and celebrating diversity* (Total = 68%) and *Encouraging bicultural understanding* (Total = 63%) are of concern to the evaluators given the emerging priority placed on these focus areas by the MOE and the need for centres/services to be effectively working with children and whānau from diverse backgrounds. When the categories of *Not effective* and *Very ineffective* are combined for these two outcomes between twenty-one and twenty-five percent of respondents felt that their programmes were ineffective in meeting these outcomes.

Respondents were given a list of statements based on the characteristics of PD linked to enhanced pedagogy and children's learning from the Best Evidence Synthesis (Mitchell & Cubey, 2003) from which they were asked to rate the importance of these characteristics for their centre/service. The second part of the question then asked respondents to indicate those characteristics that they had experienced in their recent professional development (Q.21). The results are presented in Table 5.3.2 below.

Table 5.3.2: Centre/service rating of characteristics² of effective PD

Column one: Rating of importance of characteristics of effective PD to centre/service. Column two: Characteristics which have been part of recent PD participated in.							
	Column one Centre/service rating of importance of PD characteristic					Column two Reflected in recent PD	
	Rating (percentage)					%	Rank
	Extremely important	Very Important	Important	Not very important	NR		
Acknowledgement of what we want and need	69	20	7	1	3	62	2
Educational practice that is inclusive of children who are diverse and their families and whānau	48	33	13	2	4	46	6=
Provision of new knowledge – theory, content, alternative practices	47	38	10	1	4	65	1
Involvement in examining good teaching within own setting	44	37	13	1	4	53	4
Opportunity for critical reflection and challenging existing beliefs	37	38	18	2	5	54	3
Encouragement to change educator practice, understandings, beliefs and attitudes	37	33	21	5	4	52	5
Empowered to manage own PD	36	32	22	5	5	46	6=
Collection and analysis of observational data from own setting	27	38	25	4	6	46	6=

The most important characteristic of PD identified by respondents is *Acknowledgement of what we want and need* (69%), well above a cluster of characteristics ranked as extremely important by forty-four to forty-eight percent of respondents: *Educational practice that is inclusive of children who are diverse and their families and whānau*, *Provision of new knowledge – theory, content, alternative practices* and *Involvement in examining good teaching within own setting*.

Of concern is that only twenty-seven percent of respondents rated *Collection and analysis of observational data from own setting* as an extremely important characteristic in PD programmes. This, together with the next lowest ranking characteristic, *Empowered to manage own PD* (36%), suggests that respondents see that PD is delivered to them, rather than being something that they are in control of. These results have implications for the introduction of the self review guidelines which are reliant, long term, on centres/services owning and driving the process.

When the results of respondents' views are ranked over the first category, *Extremely Important*, and the first two categories, *Extremely Important* and *Very Important*, a very similar pattern emerges, particularly with the top ranked characteristic, *Acknowledgement of what we want and need*, and the bottom four ranked characteristics. The consistency of these results reinforces the reliability of this set of findings.

² These characteristics are based on Mitchell, L., & Cubey, P. (2003). *Characteristics of professional development linked to enhanced pedagogy and children's learning in early childhood settings: Best evidence synthesis*. A report prepared for the New Zealand Ministry of Education (July, 2003).

The second part of this question asked respondents to indicate those characteristics that they had experienced in their recent professional development programmes. The most frequently experienced characteristic was *Provision of new knowledge – theory, content, alternative practices*, followed by *Acknowledgement of what we want and need*. Of interest, given the high rating given to the importance of the characteristic *Educational practice that is inclusive of children who are diverse and their families and whānau*, is that this characteristic was ranked 6= in terms of respondents' experience of this in their PD programmes. Two other characteristics were also ranked 6=: *Collection and analysis of observational data from own setting* and *Empowered to manage own PD*. The low level of experience of this characteristic in respondents' PD provides a possible explanation for why these were not rated more highly as extremely important by many respondents.

5.3.2 Assessment practices

A question within the section on assessment in the survey asked respondents how well their centre's/service's PD had assisted them in obtaining "evidence of enhanced learning outcomes for children as related to Te Whāriki" (Q.36). Thirty-two percent reported that their PD had assisted them "very well" whilst fifty-six percent reported their PD had helped them "quite well". Only eight percent felt that their PD had "poorly" assisted them with one percent feeling that PD had been very poor in assisting them to gain evidence of enhanced learning outcomes for children (NR 3%).

A subsequent question in this section asked whether PD facilitators had introduced their centre/service to useful approaches to assessing children's learning as part of their PD programme (Q.37). Fifty-six percent of respondents felt they had been introduced to useful approaches, whilst a further thirty-six percent felt they had "to some degree". Only four percent felt they had not been introduced to useful assessment approaches (2% not applicable and 2% NR). The high positive response levels to both these questions (Q.36 and Q.37) are very encouraging.

A question was specifically asked about the degree to which participation in PD resulted in their centre/service engaging parents and whānau in aspects of assessing, planning and learning (Q.41). More than one quarter of respondents (27%) indicated that their PD had resulted in engaging parents and whānau in these aspects to a high degree whilst fifty-four percent identified that this had occurred to some degree. Only twelve percent responded that their PD had resulted in parent and whānau being engaged in these aspects to a low degree with four percent noting that this had not occurred at all (NR 3%). Whilst the combined total of involvement of parents and whānau to a high or some degree (81%) is very pleasing, there is room for PD to support the further involvement of parents and whānau in aspects of planning, assessment and learning.

5.3.3 Changes in pedagogical practices as a result of PD

A number of questions in the survey sought information from respondents regarding changes in their pedagogical practices as a result of participation in PD. Respondents were asked about the degree of change in their practices in their centre/service as a result of their professional development (Q.39). The results are encouraging with eighty-five percent overall identifying that their practices have changed either *a great deal* or *a fair amount* (See Table 5.3.3 below).

Table 5.3.3: Degree of change in pedagogical practices

Degree of change in practices as a result of PD?	
A great deal	28%
A fair amount	57%
Not much	12%
None at all	-
Non Response	3%

A second part to this question asked respondents how they knew that their practices had changed, and gave nine categories (plus the category “Other” where respondents could offer alternatives) for respondents to rate as sources of evidence for their changes in practices. The results appear in Table 5.3.4 below.

Table 5.3.4: How change in practice is identified by centres/services

Sources of evidence that changes in practice have occurred as a result of PD.						
	Ratings (percentage)					
	4 A major source	3	2	1 A minor source	NA	NR
Observable improvements in children's learning outcomes	39	32	10	4	5	10
Observations	34	33	13	4	5	11
Parents/whānau feedback	32	31	15	6	5	11
Gathering information from surveys, parents, or self review	28	30	17	8	7	10
ERO feedback	21	20	11	13	23	12
Setting goals to measure against	19	30	20	10	10	11
Achieving previously set indicators	19	29	20	10	11	11
Feedback from facilitators	16	21	18	16	17	12
Evaluation form at end of PD	10	18	23	25	11	13

The sources of evidence of change rated highest were *observable improvements in children's learning outcomes* (39% - a major source), followed closely by *observations* (34%) and *parents/whānau feedback* (32%). The results for this question are particularly interesting given the low results reported for the category of *Collection and analysis of observational data from own setting* within Question 21 above (characteristics of effective PD). There appears to be some discrepancy about respondents valuing the collection and analysis of data within their PD programmes, yet using observation-based evidence as major sources of evidence of change in their practices.

A number of sources of evidence regularly utilised by PD providers to evaluate the effectiveness of PD in facilitating pedagogical change were rated by less than twenty percent of respondents as major sources of evidence of change in their practices: *Evaluation form at the end of the PD programme* (10%), *Feedback from facilitators* (16%), *Achieving previously set indicators* (19%), and *Setting goals to measure against* (19%). This apparent mismatch between sources of evidence valued by respondents and those used by providers is of

some concern, particularly given that the approaches used by providers feed directly into milestone reports to the Ministry of Education. Those sources of evidence valued by respondents are likely to be highly authentic and may also emerge over a time period beyond that of the actual PD programme.

Very similar results for this question were found when the two top ratings were combined: the four top rated categories (*observable improvements in children’s learning outcomes, observations, parents/whānau feedback and gathering information from surveys, parents, or self review*) and the two bottom rated categories (*Evaluation form at the end of the PD programme and Feedback from facilitators*) remained the same whether analysed by the highest rating category or the two highest categories. These results strengthen the findings for this question.

This question allowed respondents to identify other sources of evidence that were helpful to them in knowing whether their practices had changed as a result of PD. Table 5.3.5 presents these sources of evidence.

Table 5.3.5: Other sources of evidence

"Other" categories	Number of responses
Feedback from association	4
Documentation collected during P.D.	3
Policy statements	2
Children's portfolios	2
Action plans developed	2
Management have referred other teaching teams to us	1
Set up whole new programme planning based on our PD held once a month all year	1
Feedback and evaluation from centre support person	1
Peer Appraisal	1
Internal evaluator	1
Participation in self review and draft study	1
Feedback from another centre of same philosophy	1

In Question 24 respondents were asked to rate how far changes in practices and attitudes had occurred in a number of areas as a result of participation in professional development (See Table 5.3.6).

Table 5.3.6: Changes identified as a result of PD participation

As a result of participation in PD, how far do you think your centre/service has:					
	Rating (percentage)				
	A great deal	A fair amount	Not much	None at all	NR
Improved the quality of the educational practice of your centre/service	30	56	11	1	2
Changed the approach of your centre/service to learning and teaching	28	52	16	2	2
Increased the pedagogical/ theoretical knowledge of staff in your centre/service	19	60	15	2	4
Improved the quality of leadership and management	25	50	18	3	4
Strengthened partnerships with parents/whānau	30	43	19	4	4
Changed the beliefs and attitudes of staff in your centre/service	14	53	28	2	3
Become more sensitive to bicultural issues	16	43	32	5	4
Become more aware of, and been able to work with people of diverse backgrounds	14	42	33	6	5

When the first two categories, *A great deal*, and *A fair amount* are combined the ratings of change range from fifty-six to eighty-six percent, showing considerable consistency with Q.29 reported in Section 5.3.1 above. The top three rated areas of change are around pedagogical practices: *Improved the quality of the educational practice of your centre/services* (86%), *Changed the approach of your centre/service to learning and teaching* (80%) and *Increased the pedagogical/theoretical knowledge of staff in your centre/service* (79%). Of interest is that once again the categories relating to bicultural issues (59%) and working with people of diverse backgrounds (56%) were rated considerably lower than other categories.

Question 25 in the survey asked respondents about the changes that had resulted in their centre/service as a result of PD in terms of (i) theoretical approaches and (ii) educational practice (Q.25). These results are presented in Table 5.3.7. As might be expected, when the two positive categories of change (*A great deal*, and *Quite a bit*) were combined, change in educational practice was reported to a higher degree (83%) than were changes in theoretical approaches (65%). However, almost identical results occurred for the category *Quite a bit*, suggesting that providers are ensuring that theoretical approaches are being made explicit within the PD that they deliver to centres/services.

Table 5.3.7: Changes in thinking and practices as a result of PD

Centre's/service's changes in thinking and practices related to (i) theoretical approaches and (ii) educational practice as a result of your recent PD?		
	Theoretical approaches	Educational practice
A great deal	13%	28%
Quite a bit	52%	55%
Hardly at all	28%	13%
No change	3%	1%
NR	4%	3%

The final question reported on in this section asked respondents to rate their skills in reflecting on practice as a result of their professional development (Q.38). The results appear in Table 5.3.8 below.

Table 5.3.8: Skills in reflecting on practice as a result of PD

Rating of centre/service skills in reflecting on practice as a result of PD				
	Very capable	Quite capable	Not very capable	NR
Collecting observational data	41%	50%	4%	5%
Analysing the data	29%	59%	8%	4%
Applying outcomes suggested by the data	28%	59%	8%	5%
Critically evaluating the data	26%	57%	12%	5%
Dealing with conflicting data	16%	60%	18%	6%

Respondents were more likely to rate themselves as *quite capable* rather than *very capable* on these skills. Dealing with conflicting data is the aspect of reflecting on practice that respondents felt least skilled in, with only sixteen percent identifying themselves as being very capable although sixty percent feel that they are quite capable in this area.

5.3.4 Factors contributing to PD that support shifts in pedagogical practices.

In this section of the chapter we focus on questions that explore factors that contribute to effective PD. Question 19 in the survey asked centres/services to rate the importance of a number of factors in terms of their contribution towards effective professional development, and the results appear in Table 5.3.9 below.

Table 5.3.9: Factors contributing to effective PD

Importance of factors that contribute toward effective PD.					
	Rating (percentage)				
	Not very Important	Important	Very Important	Extremely important	NR
Being offered content that meets the needs of our centre/service	0	2	12	84	2
Having facilitators that understand the context and needs of our particular centre/service	1	6	24	67	2
Keeping everyone focused, including facilitators	2	12	38	45	3
Having a team approach	2	14	26	54	4
Having opportunity in PD to apply new ideas in practice	2	15	35	44	4
Preparing key goals and objectives at the beginning of the programme	2	19	38	37	4
Having adequate time for reflection on new ideas	2	22	41	32	3
Stating clear learning outcomes for participants	3	27	36	32	2
Utilising workshops/short courses	8	32	37	20	3
Using the centre/service as the main venue	47	20	15	15	3

The results for this question were analysed across the two highest categories, *Extremely Important*, and *Very Important*. For both levels of analysis there is strong consistency across the factors that contribute to effective PD. By a very clear margin the most important factor rated by the respondents is *Being offered content that meets the needs of the centre/service*, which was rated by ninety-six percent of respondents as extremely or very important. This result mirrors the value placed by respondents to the characteristic of effective PD, *Acknowledgement of what we want and need* (Mitchell & Cubey, 2003) which was rated by eighty-nine

percent of respondents as being extremely or very important, and which was the highest ranked of the eight characteristics identified in the Best Evidence Synthesis. Also ranked very highly by respondents across the two top categories were *Having facilitators that understand the context and needs of our particular centre/service* (91%), *Keeping everyone focused, including facilitators* (83%) and *Having a team approach* (80%). A number of these ideas are encapsulated in the following quote from a centre/service personnel group interview:

As a team choosing and working out what you need to do – the challenge is in getting to the research question but it is so important to get to that point. Team building comes into this – reaching common ground.

Having facilitators who understand the context and needs of a particular service type is an important issue for home-based services, as evidenced in this quote from an national umbrella organisation representative:

A key issue for effective PD is when the facilitator knows about home-based services and participants don't have to spend the first hours explaining who they are and what they do before they can actually get started.

A similar view was expressed by a provider who stated that they employ people with a particular sector background because they understand the philosophy and context of that sector, and they “find that they will start significantly along the way when they come from a shared background”.

There was a much wider spread of results for this question than has been evident for many of the other questions in this survey. The two lowest ranked factors, *Utilising workshops/short courses* (57%) and *Using the centre/service as the main venue* (30%) were viewed as much less important than other factors. This is particularly interesting with regard to using the centre/service as the main venue, given the emphasis placed on whole-centre/service PD within the contracts and the timing of meetings between centre/service personnel and facilitators that are often scheduled for after the closure of the centre/service for the day.

A number of centre/service respondents offered comments that support the lower ranking of utilising workshops and short courses. For example, one respondent said she felt that one-off PD is a waste of time and was really “just a day off school”, although she did note that it can depend on what the focus is. Whilst her views were supported by other interviewees in other group interviews, one respondent did note the importance of such PD events in developing a culture of PD within the centre:

We started one person to a course, then two people to a course, then things that ran over a week (longer courses), and now we actively look for long term in-depth PD work.

5.3.5 *Effectiveness of PD facilitators*

Respondents were asked to rate the importance to their centre/service of nine characteristics of effective professional development facilitators (Q.34). The results appear below in table 5.3.10.

Table 5.3.10: Characteristics of effective PD facilitators

Characteristics of effective PD facilitators							
	Rating					Rankings	
	Extremely important	Very Important	Important	Not very important	NR	4+3 ratings = Ranking	
Good communication and relationship skills	81	15	2	-	2	96	1
Good knowledge of content, theory and pedagogy	75	18	4	-	3	93	2
Good ability to challenge thinking and practice	55	32	9	1	3	87	3=
Good reflective thinkers and practitioners	52	35	10	-	3	87	3=
Good knowledge of centre/service needs	57	29	10	1	3	86	5
Good at modelling appropriate practice	48	34	12	2	2	82	6
Good at keeping us on track	42	38	15	1	4	80	7=
Good follow-up and feedback skills	41	39	16	1	3	80	7=
Good skills in research and ability to collect and interpret data	37	33	23	4	3	70	9

The two most highly ranked categories, over the top two categories of *Extremely Important* and *Very Important* were *good communication and relationship skills* (96%) and *good knowledge of content, theory and pedagogy* (93%). Given the strong focus of PD programmes on pedagogy and the nature of PD delivery modes, these results were to be expected. The high rating given by respondents to the importance of facilitators having a good knowledge of content, theory and pedagogy is consistent with the similarly high rating given to a BES characteristic, *Provision of new knowledge – theory, content and alternative practices* (85%) (see Table 5.3.2).

Consistent with other findings reported in Section 5.3.3 above, was the much lower rating of *good skills in research and ability to collect and interpret data* (70%). Alongside this are the relatively low rankings (7=) of the facilitator skills that enable centre/services to know what they are achieving, being *good at keeping us on track* (80%) and *good follow-up and feedback skills* (80%). These findings are also consistent with the results for the question around the importance of the Best Evidence Synthesis characteristics of effective professional development (Mitchell & Cubey, 2003), where *collection and analysis of observational data from own setting* was ranked the least important of the eight characteristics.

Some interesting insights into what teachers and educators see as the characteristics of effective facilitators emerge through one of the open-ended questions in the survey. Question 48 had asked respondents to identify the most effective professional development that they had participated in over the previous two years, and to then identify what the outstanding features about it were. Twenty-four percent of respondents (N=179) identified that the facilitation or delivery of the PD was an outstanding feature of effective PD for them in the past two years. Whilst a number of respondents (N=13) gave general feedback, listing for example that “the facilitators” or “the presenters” were what made the PD effective, a larger number (N=38) referred to the

general quality of the facilitator, including descriptions such as “excellent”, “passionate”, “professional”, and “great”. Thirty-six respondents commented in general terms about the knowledge of the facilitator; more specific comments made about this knowledge included comments such as: “the person knew their information on the subject and could answer questions without having to get back to you later” and “the PD was delivered by two passionate people, one with the theory - one a practitioner who does a teaching role on a daily basis so the information was realistic”.

Comments on the communication and relationship skills of the facilitator support the high ranking given to this characteristic in Question 34 above. A wide range of skills were expressed by respondents including the facilitator’s ability to pitch material so that all in the team could understand, along with attributes and qualities such as the facilitator’s sensitivity, organisation, understanding, ability to include all, and energy. Facilitators who are “well prepared to enlighten and make you think” and who are able to challenge participants to examine their practices were also valued by respondents.

Eighteen respondents commented on the ability of the facilitator to be flexible and adjust to the needs of the centre/service, with another six commenting on the specific knowledge that the facilitator had of their particular centre/service. Comments in the former category included: “The facilitator was able to work out where we are at and move from there” and “the facilitator was prepared to adjust the delivery style and content to suit our centre and the level of expertise of the staff”.

The ways in which facilitators were able to work alongside the centre/service staff so that ownership of the PD goals and direction were maintained by the staff was important to a number of respondents (N=17). Comments around this aspect included: “The facilitator facilitated, we came up with our own ideas”, “it was whole centre focussed, everybody felt ownership of it, superb” and “wonderful facilitator who provoked thought and reflection, gave possible suggestions and time to implement and change to suit (our)selves”.

5.4 Evaluation question 4

How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?

A number of questions throughout the questionnaire addressed the effectiveness of existing PD programmes in strengthening bicultural understanding and practice in centres/services. This evaluation question was also explored in depth with the telephone and group interviewees following the initial analysis of the survey data. One of the challenges with this question for a number of participants in the interviews was the separation of this issue from the wider frames of pedagogical practices based on Te Whāriki and inclusive practices, as bicultural understandings and practices were viewed as fundamental to the holistic implementation of Te Whāriki.

5.4.1 Importance of bicultural practices to respondents.

Three questions within the survey gave respondents the opportunity to consider how important bicultural practices were to them, within the context of a number of issues. The framing of these issues gives potential to rank respondents’ prioritisation and commitment to developing bicultural practices as early childhood teachers/educators. Question 14 (see Section 5.2.3 above) asked respondents to rank the top five from ten content areas, including *bicultural approaches to teaching*, in terms of their relevance to their centre/service. *Bicultural approaches to teaching* was not included in the five content areas ranked most relevant across all respondents, instead being ranked seventh out of the ten areas. Question 18 (see Section 5.1.4 above) identified a series of barriers, including *Insufficient focus on bicultural issues*, and asked respondents to rank these barriers in terms of their impact on the effectiveness of PD programmes that they had experienced. Almost three-quarters of respondents noted that an

insufficient focus on bicultural issues was not applicable to their PD (18%) or was not a very serious barrier (52%) to the effectiveness of their PD programme.

A third question (Q.27) focused on a set of inclusive practices and asked respondents to identify five that were particularly important to their centre/service (see Table 5.4.1 below). Developing bicultural practices was the fourth highest ranked practice with just over half (54%) of the respondents ranking this as particularly important to their centre/service.

Table 5.4.1: Importance of inclusive practices to centre/service

From the 10 practices listed below, identify FIVE that are considered particularly important to your centre/service.		
	Percentage	Ranking
Building partnerships with parents/whānau	88%	1
Ensuring that children and families from diverse backgrounds feel safe/comfortable	81%	2
Promoting opportunities for different learning styles	67%	3
Developing bicultural practices	54%	4
Developing and using resources to support diversity in learning	49%	5
Empowering diversity	41%	
Avoiding racism and bias	38%	
Catering for children with special needs	38%	
Inviting people from diverse groups to lead discussion and give practical examples	12%	
Utilising home languages	11%	

5.4.2 Effectiveness of experienced PD in strengthening bicultural practices

Four questions in the survey gave respondents the opportunity to consider how effective their professional development programmes had been in strengthening bicultural practices in their centre/service. Question 24 (see Section 5.3.3 above) asked respondents how far their centre had progressed in a number of areas as a result of their participation in professional development. Fourteen percent noted that their centre/service had progressed a great deal in the focus area, *Became more sensitive to bicultural issues*, with this focus area being ranked sixth out of the eight focus areas provided. A further forty-three percent noted *a fair amount* of progression for their centre in this focus area. Similar results appear when respondents were asked in how effective their recent professional development had been in *encouraging bicultural understanding* (see Section 5.3.1 above). Only fourteen percent of respondents had felt their PD programme was *very effective* (making this the lowest ranked out of eight outcomes), with this figure rising to sixty-three percent when the top two categories of *Effective and Very Effective* were combined.

Question 26 focused respondents on inclusive aspects of educator practice, and the degree to which their centre/service had experienced a range of inclusive practices within the last two years in their PD programmes. The results are presented in Table 5.4.2 below. When the category, *To a high degree*, is used, nineteen percent of respondents had experienced *Developing bicultural practices* as a part of their PD programme, with this aspect the fifth equal ranked inclusive practice that participants had experienced. When the top two categories, *To a high degree* and *To a moderate degree*, are combined fifty-five percent of respondents had experienced developing bicultural practices in their PD, making it the fourth ranked inclusive practice overall.

Table 5.4.2: Experience of inclusive educator practices within PD programmes

To what degree has your centre/service experienced the following inclusive practices over the last two years in PD?						
	Rating (percentage)					Ranking (to a high degree)
	To a high degree	To a moderate degree	To a small degree	Not at all	Non response	
Building partnerships with parents/whānau	35	34	20	7	4	1
Avoiding racism and bias	31	22	23	18	6	2
Ensuring that children and families from diverse backgrounds feel safe/comfortable	29	33	23	10	5	3
Promoting opportunities for different learning styles	28	39	21	7	5	4
Developing bicultural practices	19	36	29	11	5	5=
Empowering diversity	19	33	31	11	6	5=
Catering for children with special needs	19	28	28	19	6	5=
Developing and using resources to support diversity in learning	18	35	28	14	5	8
Utilising home languages	11	19	35	28	7	9
Inviting people from diverse groups to lead discussion and give practical examples	8	19	33	35	5	10

An open-ended question in the last section of the survey gave respondents the opportunity to identify the most effective PD that they had experienced in the last two years, and to indicate why it was effective. Forty-five respondents (6.1%) indicated that the most effective PD they had participated in was within the focus area of Bicultural/Treaty of Waitangi/te reo Māori. It appears that although respondents are ranking bicultural approaches to teaching relatively low in terms of relevance to their centre/service (see section 5.4.1 above), when they are choosing to engage in PD that focuses on this aspect of their work, they are finding it highly effective.

Each of the group and telephone interview protocols included a question about how effectively the interviewees felt MOE funded PD contracts were in supporting and strengthening bicultural practices in centres and services. Interviewees were also presented with the results from Question 14 (ranking of content areas in terms of relevance to the centre/service), and many commented specifically on the overall low ranking of developing bicultural practices. When the interviews are analysed the overarching theme that emerges is one of variability – in terms of commitment from centres/services to engage in PD around the focus area of biculturalism; in terms of provider capability and the quality of PD programmes offered in this area; and in terms of resourcing. There are some success stories but there was also concern expressed in a number of interviews over the apparent separation by some in ECE of the bicultural focus from the wider context of PD around the implementation of Te Whāriki, effective pedagogy and learning communities. As one provider noted:

I'm concerned that bicultural is ranked low in centre/service priorities – if you are focusing on the other areas such as Te Whāriki and working with parents, then you can't not have the

bicultural aspects. I'm beginning to see early childhood as seeing bicultural as separate from these other aspects – this is a worrying indication.

A teacher within one of the group interviews commented that:

There is still a lot more that could be done with biculturalism – it is touched on but there is still a tendency to have it as a separate component. Biculturalism needs to be integrated into all discussions so that people are thinking about it at all times.

Interviewees from the Ministry of Education, national umbrella organisations and provider representatives all noted variability in the commitment of centres/services to grappling with bicultural issues. Some providers noted that developments in this area were improving but that it was “an area of PD that is difficult to get buy-in from centres/services – we are always asking the questions and promoting”, whilst a national umbrella organisation representative noted that “centres say they need to work on this area but they never rank it as urgent”. Other providers were noting success stories with the centres/services that they worked with:

Our PD programme focus is on strengthening kaupapa Māori and Treaty based services. Generally we see a low prioritising of bicultural PD – those centres choosing to join our contract have made a commitment to kaupapa Māori.

Another provider noted how a change in their approach to PD programmes aiming to strengthen bicultural practices was having positive results:

We are heartened by the high enrolments in our bicultural strand – very motivated. We have taken the approach of making strong links across Māori and Pakeha – “where we are at one” – one key area has been in environmental/sustainability education. It has been hugely successful as practitioners can make links between their own stories of the land and Māori stories of the land and be sharing these with the children. They have been making bi-lingual books to use in their centre (e.g., (location) wetlands) – the creation of concrete resources that fit their context and the non-threatening approach has been very effective.

A third provider commented that:

This area is continuing to build – there is more evidence of inclusion of bicultural understandings and practices through a focus on curriculum aspects than in terms of organisational focus. For example, very few centres would have a bicultural approach to running meetings.

This interviewee attributed these developments to the focus on socio-cultural approaches to teaching and learning central to current PD programmes, rather than on a bicultural focus per se.

Access to, and the quality of, PD programmes focusing on bicultural development available to centres/services were issues raised by a number of interviewees, particularly centre/service personnel. A teacher commented that “we don't see anything out there” when looking for programmes to support PD whilst a kaiako from an Immersion Māori programme noted that they accessed PD in this area through their own networks and other non-ECE providers:

We're doing well with bicultural aspects as we are coming from our kaupapa bases and this has not been impacted on by PD. Staff have accessed te reo classes and can call on kaumatua as well as having strong staff to support their tikanga.

Several members of the group interviews held with MOE Regional Offices noted concern with centre/service commitment to bicultural practices, together with the capacity of some providers to deliver: “Lots of centres are interested in aspects of biculturalism but are not sure of how to develop their skills and knowledge – I’m not sure this need is being met”. Another MOE official commented that there was limited availability of bicultural PD for centres/services and noted that the demand for people with bicultural expertise meant that short term contract employment was often not attractive to people with such expertise.

Organisational commitment to developing bicultural practices has been a powerful agent for change in two national umbrella organisations who noted the work that was occurring within their own organisations that was supporting individual centres and services to develop bicultural practices: “our organisation has been working on biculturalism as we saw a gap. Teachers can access other PD to augment what our organisation offers”.

Providers described a number of ways in which they were trying to foreground bicultural practices with centres/services, whilst also noting that they were often continuing in their bicultural journeys themselves. One provider commented that they felt that their:

Work directly related to bicultural practices is strong, but that they could be looking to strengthen this when the focus of professional development is not directly on this. However, there are challenges with this in terms of remaining on the centres’ agenda. It comes back to the skill of the facilitator and their depth of knowledge in making connections to bicultural practices.

For a number of providers, key work in this area was around supporting practitioners to recognise bicultural practices when they were occurring in their own centre/service. One commented that:

Bicultural understandings were the weakest aspect in the centres’ feedback but facilitators observed discussions around practices...as a result of parent input that focused on bicultural practices. But the teachers saw this as involving parents rather than as biculturalism.

Another commented that:

We build on what centres are already doing - at the entry analysis point we find out what centres think they are doing already/know already. Through our observations we can see that centres are doing OK – we help them to consolidate and build on their current practice – often we are helping them to make explicit how their practices reflect bicultural understandings.

5.5 Evaluation question 5:

In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services?

Several aspects of the data relating to how providers of PD recognise and respond to the diversity of needs of immersion, rural and isolated, and special circumstance centres/services have been reported in Section 5.1 of this chapter above. Access issues have been reported on by service type and region, and by rural/urban mix. Three particular themes that emerged from the qualitative data were initiating versus responding centres (in terms of accessing PD), the changing contexts of the ECE sector including the increasing significance of umbrella management organisations within the education and care and home-based sectors, and issues affecting the delivery of PD to rural and isolated services. Section 5.4.2 above reported survey respondents’ experiences of inclusive practices within their professional development programmes over the last two years (Q.26); whilst this question focused specifically on inclusive practices for use within the centre/service, there

are considerable overlaps for drawing upon these practices to meet the sector's diverse needs within PD programmes.

Further data from the survey reported in this section focuses on attributes of facilitators that would be expected to be important in responding to the needs of diverse ECE services (Q.35). Results are presented in Table 5.5.1 below.

Table 5.5.1: Attributes of facilitators

In your centre's/service's experience PD facilitators have generally been				
	Very	To some degree	No	NR
Knowledgeable in areas that were important to your centre/service	61	34	2	3
Good at encouraging discussion	60	35	2	2
Sensitive to time requirements for understanding and applying new learning	53	42	3	3
Effective at encouraging self reflection	49	45	3	3
Helpful in assisting your centre/service apply this knowledge	46	47	4	3

When the two categories, *Very* and *To some degree*, are combined the overall ratings were extremely high for these questions, ranging from ninety-three to ninety-five percent. There is, however, room for improvement between the categories with between one third and almost half the respondents ranking the facilitators in the category, *To some degree*, across the five questions. The first aspect, *Knowledgeable in areas that were important to your centre-service*, is particularly important when facilitating PD across the diversity of centres/services in this country. For example, the interviewees for the two national umbrella organisations that represent home-based services specifically commented on the importance of professional development facilitators having a strong understanding of this sector for the PD to be effective. As one interviewee commented:

The quality of what coordinators get from providers varies....a key issue for effective PD is when the facilitator knows about home based services and participants don't have to spend the first hours explaining who they are and what they do before they can actually get started.

5.5.1 Meeting the needs of rural and isolated centres/services

The qualitative data from the group and telephone interviews reveals that both providing PD to rural and isolated services and receiving PD if you are a rural and isolated service are problematic and carry additional costs. Providers, national umbrella organisations and MOE regional offices recognised that providing PD to rural services was demanding on the providers. As one MOE official noted "Rural services are hard to get to – they are uneconomic (in terms of travel costs and time) small centres". A provider noted that working "with rural and isolated centres is demanding on the provider. There are high travel costs and reimbursement issues for facilitators (e.g., low reimbursement after 3000 kms)". Another provider commented that:

It is harder to provide for far off centres – our ability to go is the factor that determines if we can respond. Some centres would like to be in PD year after year and this is important, especially if they are a stand-alone centre but we can't always do that. Our contract has provision for 35 whole-centres each year with 269 centres in our region. We are just not able to get to every centre.

The challenges for rural and isolated centres were also acknowledged in the interviews, and were often highlighted by the MOE officials during their group interviews. One MOE interviewee commented that:

Rural services say “we always have to send people to courses” with the associated cost of travel for them and their relievers. The distances within the region are considerable, especially from the fringes. Much of our area is rural.

Her comments were echoed by another MOE official in another region who noted that:

The rural aspects are very important – centres say “we didn’t get any professional development as there was no (centre) budget for travel. Our region has the largest proportion of rural services and this is a critical aspect as parents have very little choice about services in rural areas so we need to have quality services – they can’t vote with their feet.

The potential for using web-based or on-line mechanisms to support rural and isolated services was raised by one MOE official.

5.5.2 *Meeting the needs of Immersion Services*

The ability of PD providers to recognise and respond to the needs of Immersion Services, both Māori Immersion and Pasifika Immersion, is complicated in many instances by current issues such as staff needing to gain qualifications and the retention of qualified staff. Interviewees noted that it was hard for Pasifika services to retain staff once they were qualified as they would often move to palagi centres where they were better paid. Those who do stay in their immersion service (whether Māori or Pasifika) are often expected to take on an early leadership role within their centres after gaining their qualifications. With many Pasifika centres moving from unlicensed to licensed status in recent times, there are often additional requirements for support as personnel manage the requirements of a licensed centre. One MOE interviewee noted that for Pasifika services:

Teacher supply is a major issue, along with increasing numbers of licensed centres. We surveyed Pasifika centres who wanted regular opportunities for networks for all Pasifika services: licensed/unlicensed/playgroups/parents – growing the sector and running the networks together. We have collaboration between our MOE Pasifika staff member and ___ at (provider) where they are separating out the management and curriculum work between themselves and looking at working together further. We are trying to bring management and staff together.

Ensuring that services own the PD was an issue raised by one provider:

We had an instance of one centre where we contacted the MOE and Pacific community to get everyone to work together. We had another situation where the MOE sent in a person to work with the management of a centre who ensured various things happened but once she left nothing happened. People have to own what happens, there has to be a sense of agency. ERO reports prompting PD is another example. The centre has to move from a situation of feeling powerless to taking charge of what needs to happen. This can take a long time.

The language of delivery of PD for Immersion Services also emerged as an issue from the interviews. Participants in one MOE regional office interview noted that “some kaupapa Māori services find that PD is not as effective as it is not presented in te reo or it doesn’t fit the kaupapa of their service”. They went on to comment, though, that they:

Have had positive feedback from Pasifika services who have not been able to have Pasifika facilitators but who have found that the work is effective, even though it takes longer to work through the material.

Another MOE interviewee commented that in:

Māori Immersion, there are increasing numbers of services who are independent of the National TKR Trust. We have examples of centres who are asking for PD and are not able to access this from the providers. There is a capability issue with a dearth of suitably qualified staff. This has led to some providers thinking about how to access suitably qualified staff but there are structural issues about employment and contracts.

5.5.3 *Meeting the needs of special circumstance centres/services*

Perspectives on working effectively with special circumstance centres/services emerged predominately from the interviews with MOE personnel and with providers. Almost all the providers included work with special circumstance centres/services as part of their contract, although the extent of this varied considerably across the contracts. The contract held by the Ministry of Education (ex-ECD) worked with the greatest number of special circumstance centres/services across the country. One MOE interviewee queried whether PD providers are “concentrating on getting the good centres better, rather than lifting the poor performing centres up. The number of special circumstance services worked with by the MOE is higher than for other providers” but also noted that “the MOE has the advantage of being able to connect with work being done by other parts and personnel within the MOE”.

Both providers and MOE personnel note the complexity of working with special circumstance centres/services. As one provider commented “for pedagogical change to occur it needs to be a functioning centre”, whilst a Ministry of Education official commented that PD providers needed to “balance the ‘feel good’ aspect versus what is important to avoid the centre closing”. Providers described the importance of building trust and relationships with staff in special circumstance centres/services in order to effect change, and there was recognition that some issues were unfixable in the timeframes of typical whole-centre/service programmes.

Some of the issues inherent in working with a special circumstance centre were summed up by this provider:

You have to be out modelling practice. It’s difficult in childcare centres with no non-contact – we expect to be able to meet with staff members over the day to meet and reflect. Teachers find this very useful. Centres are often in crisis and unless the facilitator is prepared to work alongside them nothing changes. We need to be going back and saying what have you done? We will ask first where’s the commitment. You need to work differently and be more intense in feedback – you need it written and everyone having a copy to avoid it slipping and sliding.

Several providers and MOE regional officials noted very good liaison that was in place between the two organisations over special circumstance centres/services, as well as the potential for enhanced collaboration, for example:

Our facilitators are working very closely with MOE staff with wonderful outcomes. We can see potential for MOE advice and guidance brokers and PD facilitators to work together more – there is a division of roles - but that we keep on talking so similar messages are going to the centre.

Another provider commented:

We have regular phone and meeting contact with the MOE where we can highlight concerns about services. We use the flexible strand for this work. An important point for the MOE in thinking about future PD provisions is don't tie everything into long term in-depth whole-centre work or providers won't be able to respond to urgent MOE requests to work with services, as we use the rapid response strand for this.

The issue raised in Section 5.1 above regarding initiating or responding centres/services accessing PD programmes appears particularly pertinent to special circumstance centres/services. As one MOE official noted, "I feel that centres doing well are more likely to seek PD, rather than the poor performing centres. Some centres don't know what's available and what they need to know".

5.6 Evaluation question 6:

In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?

This evaluation question was addressed through a number of questions within the survey, and was also explicitly addressed through the group and telephone interviews. Several key themes have emerged from the data.

5.6.1 *Current PD practices that support inclusion of diverse children, families and whānau*

Section 5.3.3 above reports the results of Q.24 where respondents were asked to indicate how far their centre/service had progressed in a number of areas as a result of their participation in professional development programmes (see Table 5.3.6). One of these areas, *Become more aware of, and able to work with people of diverse backgrounds*, was the lowest ranked item in this question: Only fourteen percent felt that their centre/service had managed this "a great deal", forty-two percent "a fair amount" and thirty-three percent "not much".

A further question focused more specifically on the extent to which respondents had experienced inclusive practices within their PD programmes. Data from this question is reported in Section 5.4 with a focus specifically on bicultural practices and understandings (see Table 5.4.2); more general results relating to inclusive practices are reported in this section. There are three clusterings of practices when respondents report on their experiences of these areas within their PD programmes over the last two years. Those areas that respondents have experienced most frequently are *Building partnerships with parents/whānau* (35%), *Avoiding racism and bias* (31%), *Ensuring that children and families from diverse backgrounds feel safe and comfortable* (29%) and *Promoting opportunities for different learning styles* (28%). A second grouping of practices included *Developing bicultural practices* (19%), *Empowering diversity* (19%), *Catering for children with special needs* (19%), and *Developing and using resources to support diversity in learning* (18%). Two practices very rarely encountered by respondents in their PD programmes were *Utilising home languages* (11%) and *Inviting people from diverse groups to lead discussion and give practical examples* (8%).

When the two categories, *To a high degree* and *To a moderate degree*, are combined the most frequently experienced inclusive practice remains *Building partnerships with parents/whānau* (69%), followed by *Promoting opportunities for different learning styles* (67%) and *Ensuring that children and families from diverse backgrounds feels safe and comfortable* (62%). There is then a large clustering of practices that were experienced by between forty-seven percent and fifty-five percent of respondents, with the exception of the two previously lowest ranked practices which continue in ninth and tenth ranking at thirty percent and twenty-seven percent respectively.

A follow-up question asked respondents to identify what they saw as the five most important practices from those ten inclusive practices. The results appear in Table 5.4.1 within Section 5.4.1. The top five ranked practices mirror those most commonly experienced within their PD programmes: *Building partnerships with parents/whānau*, *Ensuring that children and families from diverse backgrounds feel safe and comfortable*, *Promoting opportunities for different learning styles*, *Developing bicultural practices*, and *Developing and using resources to support*

diversity in learning (ranked 5th in the previous question). These results suggest that there is a clear relationship between inclusive practices that are utilised by providers in PD programmes, and the importance given to these practices by centre/service personnel. Of concern in the results for both this and the previous question is that *Catering for children with special needs* is ranked eighth, both in terms of an inclusive practice experienced within PD programmes and in terms of the importance placed upon it by respondents.

5.6.2 Effectiveness of PD programmes in supporting inclusive teaching

In considering the effectiveness of current PD programmes in supporting effective teaching and learning that is inclusive of diverse children, families and whānau, it is recognised that this aspect has not been an explicit focus area or requirement of the current PD contracts. As one provider commented “diverse learners and strong learning communities are not explicit goals in the contract but they are inherently there in all our work so we cannot report on them separately”. Thus the results reported here are intended to illuminate current practice, rather than being seen as critical of either the MOE or of providers.

Question 29, reported in Section 5.3.1 above, asked respondents to assess the effectiveness of their recent professional development in terms of a number of factors, several of which relate specifically to inclusive practices: *building partnerships (parents, whānau, community, etc)*, *promoting a credit model of learning, understanding and celebrating diversity*, and *encouraging bicultural understanding*. Recent PD regarding these four outcomes was rated *Very effective* by between seventeen percent and twenty-seven percent of respondents; they were ranked fifth through eighth respectively out of the eight outcomes the question identified for both the category of *Very effective*, and when the categories of *Very effective* and *Effective* were combined. Whilst reflecting the absence of this focus area within the current contract requirements, the results suggest a need for closer attention to these issues in future PD contracts.

A number of providers, when asked how effective they felt their programmes were in supporting inclusive teaching practices, positioned their work in this area within the wider context of socio-cultural practices and the ways in which they were encouraging participants in PD to consider multiple perspectives:

Certainly the issue is identified through multiple perspectives approach to teaching and learning. We use the phrase in our contract drawn from our Māori caucus: “ways of knowing, ways of being and ways of doing”. It’s about a pedagogy of listening to parents and children, more than just sensitive awareness. It requires us to be challenging centres and services at times. PD facilitators are often raising issues – e.g. “it’s not all right to ignore that child because he has no English”. We challenge statements and assumptions and this often leads to lengthy discussions with centres.

Another provider commented that diverse learners were:

Often not a priority area for centres. When we focus on extending the complexity of children’s learning hopefully we are doing this for diverse learners. I would hope that it comes in there rather than emphasise diverse learners so that we are capitalising on the child. We emphasise that teachers make a difference – that it is good teaching that is important for these children.

The emphasis that one provider was giving to inclusive practices was evident through their comments:

We do a really good job here – we have facilitators with special education backgrounds, able to focus on lots of aspects including environments. Diversity means the whole thing – gifted, gender, biculturalism, multiculturalism – we have had [guest facilitator] come and do a session on rainbow families. We have a specific cluster focus for both Pasifika and bicultural – we have

a Pasifika facilitator and access to Māori facilitators across the institution. You have to make a conscious effort with diversity woven into everything so that you examine against daily practice - centres often say “oh, we hadn’t thought of that”.

A number of participants in the centre/service group interviews noted that there was not a lot of attention paid to issues of diversity. One commented that it “feels like programmes and access to PD on issues of diversity is fragmented and there is no cohesion. There are no courses focusing on diverse needs per se”. An issue emerging across many of the centre/service group interviews was the need for support with working effectively with children and families from multicultural backgrounds. As one participant commented:

I have a query from my colleagues – why is there not more PD on children from diverse cultures, e.g., Asian cultures. There are no MOE resources in Asian languages. Grandparents are often the ones looking after children in these situations, and they often have no English. The Ministry needs to realise that there is a whole new world here, especially in Auckland with the diversity of cultures.

Whilst the response in regard to Auckland’s increasing cultural diversity was not unexpected, it was somewhat surprising to have very similar responses from other group interviews in Hamilton, Dunedin and the West Coast of the South Island. Teachers across these group interviews expressed their desire to be more effective in communication with families where English is a new language, and it appears that they are struggling to meet the needs of children and families. Whilst some umbrella management organisations have made a start with resources, e.g., one Auckland kindergarten teacher noted that the Auckland Kindergarten Association has translated some material into a number of languages such as Korean and Mandarin, these interviewees commented on the gaps in what was available to them. Cultural diversity within teams was welcomed by a centre person who said, “That’s why we employ diverse staff to represent our community of parents. We use them as a bridge for children”.

The increasing cultural diversity within New Zealand was also commented on by a provider who noted:

In Auckland, there are two issues – immigrant teachers and diverse learners and families. Anecdotally, we have noted the huge work ethic of immigrant teachers who are determined to take on board the NZ practices.

Another provider noted:

We have a Pasifika facilitator who is very strong in mainstream and who has been able to go into Pasifika centres and fully support them from a mainstream perspective – resulting in raised expectations. She can also go into mainstream centres with high Pasifika populations and ask the question: “so how are you supporting these children and their families?”

Other elements of diversity within teaching teams were also noted by a teacher during a group interview who commented that there was “diversity within teams too, with a diversity of training providers and qualification levels (including up to Masters)”.

Diversity with regard to children with special educational needs was also acknowledged by interviewees. As one teacher participant, who had been considering how their centre had been focused on diversity in terms of biculturalism, noted:

We have been exploring the principles of Te Whāriki and Reggio Emilia over the last 5 years. Stepping outside of the NZ context has enabled us to look really closely at Te Whāriki and Māori pedagogy. There has been lots of unintended outcomes for us. But in thinking about what (another interviewee) has said, we've had less emphasis on children with special rights – now I'm reflecting on whether our PD has really addressed this or not.

It appears that much of the PD that is focused around children with special educational needs is provided through Group Special Education or through specialist associations such as CCS, and that little in this area is provided through the general PD contracts. That there is a need for PD in this area is evident through comments such as the following:

We have 150 children and we look at children's learning abilities, special needs, autism, general development needs. We get PD through IDP's, working with GSE. We are also interested in emotional diversity – fragile children, as we are seeing a number of them in the centre. The majority are Pakeha but some are Asian.

Teachers expressed their concerns at not having sufficient support for children with special needs:

In our experience there is very little support for children under 3. We have twins with Downs Syndrome; have had children with cerebral palsy and Foetal Alcohol Syndrome. You have to question the impact on the quality of practices when there is no support from SES – it feels like you're reduced to crowd control at these times.

The views expressed by the interviewees from centres/services, national umbrella organisations, PD providers and the MOE point to an increasing recognition of the diversity of children and families and whānau participating in early childhood education services. The data suggests multi-pronged approaches to PD around diversity are required, from over-arching attention to issues of inclusion of all children and their families and whānau to particular foci on diversity through different lens such as special education, multiculturalism, and family make-up.

5.7 Evaluation question 7:

In what ways does professional development support centres/services to develop and maintain strong and responsive learning communities?

Three specific questions were included within the questionnaire that focused on partnerships and linkages between the early childhood centre/service and parents and whānau and other services. The interview schedules for the group and telephone interviews also included a question that asked how effective PD programmes were in supporting centres/services to develop and maintain strong and responsive learning communities. The data reported here includes respondents' views on learning communities within the centre/service (including between educators, and between educators and parents/whānau), between centres/services, and between centres/services and other agencies (such as schools, special education services, and community-based organisations).

5.7.1 *Strengthening partnerships*

Questionnaire respondents were asked to what extent had “strengthening the partnership between centre/service and parents and whānau” been an identified objective of their recent professional development (Q.40). The results are presented in Table 5.7.1 below.

Table 5.7.1: Strengthening partnerships as a PD objective

Extent to which strengthening the partnership between your centre/service and parents and whānau has been an identified objective of recent PD?	
To a large extent	28%
To a moderate extent	40%
To a small extent	20%
Not at all	9%
NR	3%

Twenty-eight percent reported that strengthening partnerships with parents and whānau had been an objective to a large extent, forty percent to a moderate extent, and twenty percent to a small extent. These data are consistent with findings for Questions 24 and 26 reported in earlier sections of this chapter (see Sections 5.3.3 and 5.6.1) where respondents reported that feedback from parents and whānau was a major source of evidence that changes had occurred in centre/service practices, and where thirty-five percent of respondents reported that their recent PD had included building partnerships with parents and whānau. A cross-tabulation by service type revealed that Playcentre (35%) respondents identified that strengthening the partnership between the centre/service and parents and whānau was an objective more frequently than did other service types where response rates ranged from twenty-four to thirty percent.

A further question asked respondents to identify the degree to which PD programmes had resulted in the centre/service engaging parents and whānau in aspects of assessment, planning, and learning (Q.41). The results, reported in Section 5.3.2 above, indicate a very positive result when the involvement of parents and whānau to a high or some degree (81%), is combined, particularly given that not all PD is focused on aspects of assessment for learning.

As learning communities can exist beyond the centre/service, respondents were asked if linkages or partnerships had been strengthened in a number of areas as a result of their professional development (Q.42). Results appear in the table below:

Table 5.7.2: Extent of linkages or partnerships with other organisations

Extent to which linkages or partnerships have been strengthened between the centre/service and other organisations as a result of PD						
	To a large extent	To some extent	To a small extent	No change	Not applicable	NR
Home/whānau	27%	45%	13%	7%	4%	4%
Community-based services (e.g., Plunket)	3%	14%	20%	45%	2%	6%
Primary schools	8%	20%	23%	34%	9%	6%
Special education services	8%	24%	20%	35%	8%	5%
Other early childhood centres/services	7%	22%	22%	34%	10%	5%

Consistent with the results for Q.41, respondents reported that linkages and partnerships with home/whānau had been strengthened to a high degree (27%) and to some extent (45%). However, in contrast respondents report that the linkages with other early childhood centres/services, primary schools, special education services, and community-based services were not strengthened to any large extent as a result of their PD

programme. The results are more surprising with regard to linkages with other early childhood centres/services, given the number of providers who are using cluster groupings as a delivery model alongside short course and networks as these are often cited as enabling relationships to develop between teachers outside of their own centre/service.

5.7.2 *Current PD practices that support and develop strong learning communities*

Participants in the group and telephone interviews were asked how they felt professional development programmes currently supported centres/services to develop strong learning communities. As with the previous evaluation question regarding effective teaching for diverse learners, current PD contracts do not have an explicit focus on learning communities per se although there are specific focus areas around relationships, both within and outside the centre/service.

Insightful comments were offered by respondents regarding the notion of learning communities. One provider, when commenting about the effectiveness of their networks as communities of learning, noted:

The worry is that just the mere fact of putting people together does not necessarily constitute a learning community by virtue of its existence. Work is needed around what constitutes a learning community and how do you best support them?

Another provider offered the following view about early childhood learning communities:

They're still developing. The variables relate to individual centres - where teams and individuals are well valued, grounded in their vision and pedagogy, you see more manifestation of strong learning communities. In these centres there are fewer issues of poor leadership and management, insufficient resources etc. It's about the "critically reflective" versus the "help me" groups – both can develop into strong learning communities and we often see this starting to emerge in the latter groups through the regular discussions around the facilitator visits and between-visit tasks.

The cluster model of PD is seen by a number of providers as a particularly effective mechanism for developing learning communities between centres/services, although those centres/services that are struggling are less able to draw benefits from such a model, as this provider notes:

The cluster model works really well – lots of networks are continuing beyond the cluster programme – self established and self maintained. There are some challenges for centres at some points – some are not confident to share their practices with others yet. Forming learning communities for struggling centres outside their centres is really difficult – it's about their confidence as well as so many other things to be working on. With struggling centres we have been working with, we have tried to start up a community of learning amongst them and they are beginning to share ideas about their practices with others.

This notion of "readiness" for involvement in a learning community with other centres/services was alluded to by another provider who commented that:

The anecdotal information is that PD assists special circumstances centres to come over into whole-centre work and then move into networks which will provide a better model of PD (communities of learners).

Developing a community of learners through the cluster group model is not always straightforward, as this provider noted:

The cluster model of PD aims for a community of learners. Participants inform their own group by working closely and having three voices – teachers, parents and management – coming through. However, we see parents coming off worst in their work as there is often some gate-keeping. We want to see collaborative work between management and teachers to support the involvement of parents.

Clusters were also used by a small number of providers to strengthen relationships between early childhood centres/services and the school sector, as described by this provider:

We have strong collaboration within the district – it's easy to arrange visits for practitioners to other centres/services. ICT will be an increasing used strategy for this aspect. Clusters are also a strong strategy for between centres. An example of working on collaboration has been work we've been doing between ECE and the schools sector. We have a cluster with primary and ECE advisers jointly facilitating the work with a focus on curriculum and pedagogical issues. A big unintended outcome has been the softening of ECE attitudes towards schools.

The development of learning communities within centres/services was also highlighted by a number of the interviews. As one participant in a centre/service group interview noted “another element of PD is that it helps you to get to know your colleagues personally beyond what you can do when you're working with the children”. The introduction of the Kei Tua o Te Pae resource, and the resultant PD programmes that have focused specifically on the resource and more widely on issues around assessment, including the incorporation of multiple voices in assessment, appears to have had a major influence on the development of learning communities within centres/services. A theme emerging from the interview data has been the view that Kei Tua o Te Pae has strengthened the concept of learning communities within centres/services. As one interviewee commented:

Kei Tua o Te Pae has resulted in most centres saying “we really want to involve our parents more – how can we work with parents?” It's just marvellous seeing the impact. Facilitators are seeing teachers enthused about parents wanting to be involved – workshops, feedback to teachers about their work and roles, home narratives contributed to portfolios.

The use of ICT was referred to by a provider in a quote above. This was seen as a very effective tool by a participant in the West Coast centre/service group interview who had appreciated the use of technology by the director of a TRCC course for maintaining ongoing sharing and communication between participants after the course.

Two other interesting issues were raised by interviewees around the concept of learning communities. The first, reported by a provider, noted that issues around ethical practices had arisen in terms of reporting and sharing information across services. Whilst the provider noted that the “cross-pollination” that occurred through such sharing was very valuable, she would like a discussion between providers and the MOE regarding ethical processes that should be developed for use within learning communities fostered by PD providers. The second issue was raised by a MOE official who expressed her view that centres/services needed to be “seeing communities as bigger than those families you're working with”, particularly in terms of the wider participation strategy within *Pathways to the future: Nga Huarahi Arataki* (Ministry of Education, 2002). Her view was that there was a disjunction between what was happening in PD and the participation strategy, and that the messages within the strategy could be more connected if centres/services had a wider view of community.

5.8 Evaluation question 8:

How can PD provision be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures?

This section reports data from the survey and the interviews with centre/service personnel, national umbrella organisation representatives, PD providers, and MOE officials. To address this question we asked open-ended questions and received a rich array of wide ranging views, some of which went beyond the scope of this evaluation and thus are not reported here.

5.8.1 Practitioner views on features of effective professional development

Section 5.2 above presented the results for Q.48 (i) where survey respondents identified the most effective professional development that they had participated in over the past two years. The second part of that question asked respondents to identify what were the outstanding features about that PD, and these responses give some insights into factors that contribute to effective PD from a practitioner perspective. Their responses have been categorised into *Process factors* and *Outcome/Content factors* (NB: Seventy-eight (10%) respondents made no response to this question).

Table 5.8.1 presents the nodes developed within the *Process factors* category (NB: Percentages will add up to more than 100% due to multiple categorisations).

Table 5.8.1: Process factors contributing to effective professional development

Process Factors	Frequency	Percentage
Facilitators	179	24%
Aspects of delivery	166	22%
Modes of delivery	66	8.9%
Networking and relationships	63	8.5%
Meeting specialist needs	57	7.7%
Speakers	55	7.4%
Resources	24	3.2%
Funding support to access PD	14	1.9%
Access to PD programme	12	1.6%
Staff ownership of PD	10	1.3%
Flexibility of delivery	5	0.67%
Providers	2	0.27%
Constraints on PD being effective	1	0.13%

Overwhelmingly, the two most significant process factors identified by respondents were the quality of the *facilitator's* work (N=179, 24%) and aspects around *how the professional development was delivered* (N=166, 22%). Also receiving relatively high responses were a cluster of aspects: *modes of delivery*, *networking and relationships*, *meeting specialist needs*, and *speakers*.

Section 5.3.5 above reports data on the effectiveness of professional development facilitators, from both this open-ended question and Question 34. As reported earlier, a significant number of the comments that were made about the *facilitators* were general ones that merely said that the facilitator was “great” or was the reason that the PD was so effective. Those respondents who gave more detail often focused on issues that reflect the quality of the relationship that was built up between facilitator and teaching team:

The dynamic relationship we have with our PD facilitator. She has been there for us, through thick and thin, for a long time. There is a trust, a friendship and a reciprocal collaboration for ongoing improvement to do better, to be better.

The descriptions of effective facilitators collectively present an image of the skills, knowledge and attitudes required by people undertaking these roles: effective facilitators promote ownership of the PD, provoke thought and reflection, give possible suggestions for how to proceed, are knowledgeable and have excellent communications skills, and give participants time to implement change to at a rate that suits their centre/service. A number of respondents also commented on the knowledge that the facilitator had about the service type – this appears particularly important for playcentre respondents, although home-based care umbrella organisations also noted the importance of this for their services.

The node, *aspects of delivery*, contained thirteen subsets including the approach to professional development (N= 76), the content of the PD and knowledge shared by presenters/facilitators (N=24) and the timing (N=17) and location or venue of the professional development (N=17). Forty-three respondents included comments about the practical nature of their PD programmes, including hearing stories from other practitioners as to what had worked in their context, having practical, “hands-on” elements within the programme that they could take back to their centre/service, and having space in the PD programme to consider the application of new knowledge and approaches to their teaching.

Following these two key areas were a cluster of four nodes: *modes of delivery*, *networking and relationships*, *meeting specialist needs*, and *speakers*. Comments included under the node, *Modes of delivery* (N=66), included a strong emphasis on whole-centre/service programmes where the entire team could be involved. Closely related to this were comments about the timing of PD activities particularly where this allowed all team members to be involved, together with comments about the length of the programme. The opportunity to engage in *networking and developing relationships* was what made their previous PD very effective for sixty-three respondents. Within this node, participants specified aspects such as the opportunity to work with other “like-minded” people and to work collegially with others, both within and outside of ECE. The node, *Meeting specialist needs* (N=57) highlighted the value that these respondents placed on having PD that was targeted towards their particular service type (e.g., Montessori, home-based, under-two’s), or that met the specific needs of their centre/service or of individuals within the centre/service. The fourth node in this cluster, *Speakers*, (N=55) includes examples where respondents noted that the quality of the speakers was important in making their previous PD activities very effective. Adjectives such as “great”, “professional”, “inspiring”, and “excellent” were used in these descriptions. The opportunity to hear international speakers was also noted by several respondents (N=5).

Table 5.8.2 presents the content/outcome factors identified by respondents as making the professional development effective. The most important aspects were *Content/Knowledge that was new or built on existing knowledge*, *relevance of topic to service*, *assessment, planning and evaluation*, *extending and challenging thinking and practices*, and *team aspects* (NB: Percentages will add up to more than 100% due to multiple categorisations).

Table 5.8.2: Content/outcome factors contributing to effectiveness of PD.

Content/Outcome Factors	Frequency	Percentage
Content/knowledge new or built on existing knowledge	141	19%
Relevance of topic/focus to service	108	15%
Assessment, evaluation & planning	96	13%
Extending/challenging thinking & practice	67	9%
Team aspects	67	9%
Impact on children (e.g., how viewed by staff)	51	6.9%
Engage in/contribute to reflective practice	42	5.7%
Enhanced/develop relationships with parents and whānau	29	3.9%
Upskilling self/team	19	2.6%
Bicultural/Treaty of Waitangi/Te Reo	15	2%
PD affirmed practices or direction	15	2%
Engaged in research on own practices	14	1.9%
ICT knowledge and skills	14	1.9%
Management aspects	10	1.3%
Learning communities	9	1.2%
Leadership	9	1.2%
Diverse learners	1	0.13%

Nineteen percent of respondents identified that the features that made their previous professional development outstanding were around the node of *Content/Knowledge that was new or built on existing knowledge* (N=141). In this node respondents described being kept up to date with new theoretical approaches and research, and with being able to add new ideas and approaches to their teaching. A number identified specific new learning across a range of content areas. These aspects are consistent with the MOE's Statement of Intent (2004 – 2009) where effective teaching is deemed to be undertaken by teachers who are “up-to-date with appropriate research and current thinking in, and best practice in the pedagogy, of their field” (Ministry of Education, 2004).

The second most frequent category was *Relevance of topic/focus to centre/service* (N=108). In addition to making general comments that their PD was “relevant” in this node, some respondents noted the relevance of their PD to their centre/service, to individual members within their centre/service and to their service type. The third most frequent category, *Assessment, planning and evaluation* (N=96), included references to PD that had focused on specific aspect of assessment, planning and evaluation (particularly the Assessment for Learning: ECE Exemplars and learning stories) but also included a significant number of comments concerning the changes that had resulted from their engagement in PD. Such comments included: “It changed the way we programme plan to make it more meaningful for children” and “it got us away from the corporate way of planning and the deficit model to a more individual and child initiated method”. One respondent noted that:

We had always struggled with learning stories which affected our profiles and programming. PD showed experienced staff and refreshed trained staff on what to do. "What Next" reflection and evaluation just fell into place for them and all aspects of the Under Two area improved.

And another that their PD had:

Challenged current practices on observation and assessment and planning for children's learning. All staff were motivated to make changes, moving to the Learning Stories model and implementing IT. A steep learning curve for all

A third respondent offered this summary of what had made their PD effective:

the idea that children are a moving target. We need to find and validate through vibrant learning stories, the learning that is going on for a particular child now, rather than setting arbitrary learning goals that children may have already moved on from tomorrow. And the need for Learning Stories to make connections for parents - encouraging them to participate in a dialogue about their child's learning.

Two other areas emerged as being content/outcome factors with relatively high frequencies: *Extending/challenging thinking and practice* (N=67), and *Team aspects* (N=67). The former category includes respondents who described that their PD challenged practices and encouraged them to reflect on their current practices whilst in the latter category, respondents identified aspects such as that working as a team was a strength of the PD or that their PD enhanced the cohesiveness of the team.

5.8.2 *Improving ECE professional development provision*

The final open-ended item in the questionnaire asked respondents “what suggestions would your centre/service make to the MOE to improve provision for PD in early childhood education?” (Q.49), and a similar question was included in the schedule for the interviews of MOE officials, providers, centre/service personnel and national umbrella organisations (e.g., the question for the providers was structured as: *A key question for the evaluation concerns examining how the provision of PD can be **structured** and **co-ordinated** to achieve the **best outcomes from the resources and related MoE support structures**. What advice would you have for us, based on your knowledge and experience of providing professional development for centres/services within your contract region?* MOE officials, centre/service personnel and national umbrella organisation representatives were asked the question from their perspective.) Collectively, the responses take a holistic view of the question addressing issues at the macro level of the MOE and at the micro level of providers and centres/services, and demonstrate the interconnectedness of these layers in the delivery of, and engagement in, ECE professional development.

Data from the questionnaire was coded into sixteen categories (see Table 5.8.3 below).

Table 5.8.3: Suggestions for improving future PD provision

Advice on future PD provision	Frequency	Percentage
Focus or content of future PD programmes	154	21%
Increase MOE funding for PD provision	148	20%
Issues surrounding access, including reliever availability	142	19%
Delivery modes	85	11%
Timing of PD opportunities	65	8.7%
Increase availability of PD (quantity)	64	8.6%
Facilitator expertise and knowledge	40	5.4%
Improving publicity about PD opportunities	30	4%
Numbers and/or quality of providers	24	3.2%
Ensuring quality of PD provided	18	2.4%
Provision of supporting resources	13	1.7%
Having practical PD	4	0.54%
Increase opportunities for collaboration	3	0.4%
Realistic expectations from MOE	1	0.13%
Other comments	69	9.3%
No response or no suggestions for improvement	181	24%

NB: Percentages will add up to more than 100% due to multiple categorisations.

Almost one-quarter (24%) of respondents had no suggestions to make as to how future PD provision could be improved, suggesting that these respondents were relatively content with the current provisions. Of the remaining categories three stand out as major areas where respondents believe improvements could be made: *Focus or content of PD programmes* (21%), *Increase funding to allow for more PD or to cover costs of accessing PD* (20%), and *Issues surrounding access, including reliever availability* (19%).

Focus and content of future PD programmes

The first category, *Focus or content of future PD programmes*, contains a wide range of subsets of specific suggestions. After general comments about the content of professional development (N=46) such as more variety of topics and keeping PD focused on teachers and practical aspects of teaching, the largest number of comments in this node were around having PD that was appropriate to the service type, such as playcentre, home-based or under-two's services, or the service's particular philosophy, e.g., Montessori, Steiner. The need to provide PD for home-based caregivers was raised by several respondents:

As working with semi-trained caregivers in their home - for the caregivers there needs to be more practical help in being able to relate to their individual needs, and then empower them to move forwards

Reflecting the diversity within current qualification levels, there were also a number of respondents who commented that they would prefer PD programmes that were targeted at their level of expertise and experience, such as "be aware that teachers want to be challenged, not everyone is unqualified or in training", and:

Material needs to be relevant to the level of knowledge required by the participants. We have been on courses before where the material/information provided is too basic and we have already been past this level. Provide information about the level of the content beforehand

Specific topics for inclusion in future PD programmes were offered by respondents in the following areas: assessment, planning and evaluation (including the exemplars) (N= 8), bicultural (N=4), and leadership and management (N=4) as well as number of one-off topic ideas including areas of play, literacy, numeracy, te reo, support for beginning teachers, policies and behaviour guidance (Total N= 28). Twenty respondents suggested that the sector be regularly surveyed to find out what teachers and educators wanted in their PD programmes:

Arrange a survey that allows services to describe clearly all the needs they have that could be addressed, and ensure that providers really understand those needs, instead of being only partially informed, or deciding the need is different to that expressed.

There were also a number of individual comments that expressed respondents' concerns about the pace of changes and need for support from the MOE to effectively implement those changes:

I feel that we are constantly getting new theories and challenges without fully implementing what has already gone on before, e.g., Quality Journey now sitting on the shelf. Too many changes and not enough time or energy to implement these changes.

Interviewees from the centre/service and MOE group interviews and the telephone interviews with providers and national umbrella organisation representatives expressed a number of views within this category on the content and focus of future PD. As with the survey respondents, a range of focus areas and topics were identified including bicultural, leadership and management, diversity (particularly around cultural diversity), beginning teachers and teacher registration, under-two's and guiding children's behaviour. PD around new resources was seen as highly necessary, and was also seen to be valued by international teachers: "lots of internationally qualified teachers in Auckland – I think that they also find the resources that present from a practitioner view really helpful in adjusting to an NZ context" (provider comment).

Representative comments from interviewees around these focus areas included this comment from a centre/service group interview about the need for more bicultural PD:

Still a lot more that could be done with biculturalism – is touched on but still a tendency to have as a separate component. It needs to be integrated into all discussions so people are thinking about it at all times.

Discussions around diversity tended to focus more on cultural diversity than on diversity as viewed through other lens, as this comment illustrated:

Query from my colleagues – why is there not more PD on children from diverse cultures, e.g., Asian cultures? There are no MOE resources in Asian languages. Grandparents are often the ones looking after children in these situations. The MOE needs to realise that there is a whole new world here, especially in Auckland with the diversity of cultures.

A national umbrella organisation representative focused on the need for leadership development in early childhood education:

I see leadership across the sector as very important issue. I think that we are losing the emergent and existing leadership. There is an urgent need for initiative and funding for this area – it's a very stressful time for whole sector.

Comments that focused on aspects around outcomes for children included this comment from a centre/service interviewee:

PD needs to focus on outcomes for children. The Exemplars PD has shown real value for children. The involvement of parents has increased, I would say doubled. New parents who have come in since the contract began have the expectation that they will be involved. Levels of awareness about children's learning have increased.

A MOE official commented that:

Guiding children's behaviour is an area of need. I'm astounded that this is not rated as a big issue by respondents as it is a big issue for the MOE in this region. We have large numbers of complaints being received regarding poor teacher interactions with children – it needs to be a focus for reflection on practice.

A survey respondent connected the need for future PD provision with wider strategies within the He Arataki Huaraki: ECE Strategic Plan when she commented:

Although it has been encouraging to see MOE delivering more PD during the last two years, I believe there should be clearer, long-term PD goals and time-frames set by MOE, e.g., in 2006 - self review PD support and ICT; in 2007 - partnerships with families, reporting to parents.

At a more macro level, a number of interviewees made reference to setting priorities for PD and how PD is delivered, including this comment from a national umbrella organisation representative: "It would be very useful to align professional development priorities against the professional standards – these are what teachers need to be demonstrating".

Officials in one MOE regional office interview wanted to see flexibility in the models of delivery utilised, including more mixed approaches, and for those in remote areas the use of the worldwide web and teleconferencing. An interviewee in this group also commented that: "Teachers should be able to leave the session to have PD – it's part of professionalism" and suggested that practices similar to other educational sectors needed to become standard across early childhood, for example, "four teacher-only days per annum needs to become an expectation for centres".

Increased MOE funding for PD provision

Twenty percent (N= 148) of survey respondents made comments about the funding levels for ECE PD. Whilst a number of respondents offered positive comments such as "keep up funding - extend if possible", many more suggested an increase in funding to either enable an expansion of the availability of PD or to more adequately cover the costs of engaging in PD. These costs were specifically around the costs of relievers, of childcare (for parent-led services) and of travel to professional development venues, particularly for rural services. For some respondents having funding that covered the costs of relievers would enable them to engage in PD during the day rather than at night or weekends.

An important issue that has arisen for teacher-led centres/services is the cost (and difficulty) of accessing qualified relievers to enable qualified, registered staff to access professional development. As one survey respondent commented:

Our centre is finding it more difficult to send staff to PD courses because of meeting staffing ratios and the huge cost of getting part-time trained staff to cover. Cost is the main concern for us.

Other survey respondents asked that the MOE “allow staff hours to be counted for funding purposes while attending approved PD” and to “please look at funding for registered staff - non contact time/professional development needs to be allowed for”. This issue was also identified by telephone and group interviewees who made comments such as there needs to be “Recognition that when you are sending a valuable Diploma person out to do PD, that you get ‘punished’ financially for doing so. Smaller centres may feel this more”. This centre/service respondent went on to say that the:

Funding can be affected for the days when teachers were at PD – we took a risk that it would be better for children – you have to take the risk of losing funding in order to make a difference for children.

Several survey respondents commented on the need for government funding that went to centres being used for PD: “check to make sure that funding has been used correctly, and make centres provide evidence of PD undertaken and that funds have been used” and “make funding available for individuals so we don't have to beg the manager for permission/funding”. A number of comments regarding funding to umbrella management associations suggest that teachers in this sector feel that they have less access to funding for PD outside of the association provisions.

The issue of *professional development support funding* (PDSF) was raised by many in the telephone and group interviews. For one provider, the uneven application of PDSF meant that their:

Contract has been disadvantaged in comparison with another provider who has provided high levels of funding for Pasifika centres. I would suggest a national process whereby all PDSF is pooled, centres apply for it and receive it after the work is completed. This would put the PD dollars into PD equitably.

Another provider agreed that “the participatory funding issues need to be addressed as they can be key to a centre/service buying into the PD”. One national umbrella organisation representative noted that it had been:

Helpful to have PDSF for services – has been a real enabler within KTOTP for relievers. In Auckland \$1000 is not enough for cost of relievers, especially through agencies. Having funding available for relievers so teams can get together within the centre in small or bigger groups to talk about and discuss their practices has been really valuable – the “luxury” of paid non-contact time.

This issue of staff having time to work together was also picked up by a provider who commented that there were:

Issues around time for staff to get together to discuss issues. This is not factored currently into funding received by centres. It is difficult for centres to find funding to release people to work with them during the day. I would suggest some form of funded non-contact time be considered

so team members can talk together when children are not around. They can't talk during the day without affecting ratios. There might need to be consideration of leeway with ways in which funding is calculated re people on floor in terms of their qualifications. There might need to be parameters around this leeway so people don't lose funding. People are keen for dialogue and to do PD but seriously constrained by time to do this and money is a factor that makes a difference here. We think it would be useful to factor into contract work or into dialogue work with ERO, but there are implications for ERO workload.

These issues reflect comments in the Best Evidence Synthesis on the characteristics of effective professional development in ECE that note "if early childhood education centres are to be learning communities for teachers as well as children, parents, and others, there need to be opportunities within the work environment for reflection, experimentation, documentation, and planning. This means....teachers/educators having time and effective opportunities during the working week for reflection and discussion" (Mitchell & Cubey, 2003, p. xv)

The introduction of the funding to support provisionally registered teachers with their advice and guidance programmes has been welcomed by the sector, as expressed by these centre/service interviewees: "teacher registration support funding is wonderful – last year all staff were able to attend conferences" and "money for provisionally registered teachers can be used to fund some of the PD". This latter issue was questioned by a MOE regional official who noted the "effect of money on registration – is called PD". National umbrella organisation representatives noted that the teacher registration support grant had been a big help for provisionally registered teachers but felt that "fully registered teachers don't have any funding and are at a disadvantage". Representatives from these organisation also asked for a "list of ideas for appropriate usage of this funding".

The final major issue that emerged through the interviews (particularly from a provider perspective) was in relation to provider funding and costs, particularly around facilitator salaries and the cost of travel. As one provider noted:

We are now on the back foot with Kindergarten salaries. Project facilitators' salaries are not keeping up with Kindergarten salaries. We are expected to be professionals so there needs to be recognition of this from the MOE in contract funding.

The MOE formulas for identifying facilitator workloads were also cause for concern for providers:

The formula for staffing – consideration for issues of travel and planning need to be addressed. The message received from the MOE is that School Support Services works like this so you should too. The MOE needs to be more flexible. I believe that PD facilitators are stressed, working nights and weekends and maybe there need to be different ways of recognising the time worked through how hours are logged. ECE PD facilitators also cover more diversity in topics, and are also working with incredible diversity within and between services.

The costs of travel for providers servicing rural areas was a concern with the rising costs of petrol and the impact on facilitators when they travelled more than 3000 km in their own vehicles. One provider's frustration with funding levels in their contract was expressed in her statement that she "struggles with the need for professional development (that was apparent in her sector) and the research that acknowledges the importance of PD but (we have to) struggle for every bit of funding".

Accessing professional development

The third most frequently occurring category of responses to Question 49 was that of access to professional development (N=142, 19%) including the difficulties in accessing a reliever (especially a qualified reliever). The biggest subset within this node was from services in regional towns and rural areas who repeatedly requested that PD be made available in their area. For many of these respondents, attending a PD programme outside their centre required travel of more than 100 kilometres or for more than 1½ hours. In addition to the costs and demands of such travel on respondents, the timing of many PD events made it impossible for these respondents to attend:

Ensure that opportunities to attend conferences and seminars do not have distance and time of day barriers, e.g., courses 3.5 hours away at 9.30am are not appropriate for our centre, meaning we cannot attend.

The travel issues are also relevant to Auckland respondents, some of whom noted that they made decisions on which PD to access dependent on the venue and likely travel time.

Some survey respondents in rural areas had experienced the frustration of having enrolled for a course in a smaller location, only to have it cancelled due to low numbers. The combined effects of reliever unavailability, smaller numbers of staff in rural or regional areas and the costs of delivery may make it very difficult for providers to run courses in these regions. Non-MOE funded providers are also less likely to be delivering high numbers of courses in smaller towns. Other respondents reported that it was “discouraging to be told most years that courses/contracts are over-subscribed, we have missed out on a lot of opportunities”.

Delivery modes

Eleven percent (N=85) of survey respondents made suggestions about the delivery modes of future professional development. A range of delivery modes were recommended including the opportunity for whole-centre/service PD (including having this mode available for rural centres/services), cluster groups, and short courses, collectively suggesting that a diversity of delivery modes be continued for PD programmes. One respondent commented that it would be helpful:

Either that each centre is nominated the same facilitator that they can develop a strong relationship with, (or) if she does not have the expertise in an area, she would then find someone else.

Other respondents wanted to “encourage more of a strong action research philosophy to PD, thus empowering the teachers to be in control of their own learning” whilst another suggested providers could:

Also encourage more networking between centres - two or three centres could work together as a 'collective cluster' exploring and comparing their practices. The facilitator's job would be simply to encourage reflective discussions.

The challenges of managing whole-centre/service PD were expressed by a centre/service respondent who said:

Sometimes whole-centre development can be a barrier due to different knowledge levels and time commitments. Can understand it's great to work as a team and move forwards as a team.

Having professional development programmes of sufficient length (e.g., “prefer year long P.D as offers more opportunity for reflection”) or with follow-up opportunities were points made by respondents: “make sure that we have follow up regularly, not left on our own struggling”. Other respondents made comments such as “provide

more facilitators to enable them to be available within the centres to support implementation and follow ups” and “having a mentor to work beside you”. Comments in the vein of these latter statements suggest that there are issues for centres/services in sustaining the learning and practices developed in their PD programmes.

The views of those interviewed by telephone or group interview reinforce the idea that PD programmes need to be offered in flexible ways. One centre/service representative described how her centre had begun engagement in professional development:

We started one person to a course, then two people to a course, then things that ran over a week (longer courses), now we actively look for long term in-depth PD work.

Her description of the evolution of professional development activity in her centre was then added to in this provider’s comments that “whole-centre work then leads onto clusters – when centres feel comfortable about being challenged by other teachers in other centres”.

Several MOE officials described needing PD models that were “diverse but rigorous”, and there were suggestions for the development of technology based models using broadband and video-conferencing. Centre/service personnel in the West Coast noted that, although the West Coast had the lowest number of households with computers, kindergartens had broadband access, and the hospital and high school had video conferencing links that could be utilised. A provider in another region described how their contract was working on the use of technology, including web-based support for centres/services:

Video conferencing has been trialled; lots of time and effort has been put into the development of an interactive website – each facilitator builds part of the site (e.g., I&T, biculturalism, Pasifika, leadership, transition to school). We hope to build this further in next few years. It enables links to other sites – we see ICT as strong tool for building communities of learners.

Whilst clusters were often viewed by respondents as an effective delivery mode, a note of caution was sounded by one practitioner representative who commented that the “key people idea which entails a drip/filter down approach just doesn’t happen. They can’t teach others well unless they really understand the material themselves”.

An official from the MOE Head Office suggested that for the MOE to know how effective PD was there needed to be a degree of:

Standardised reporting, with substantial changes in next few years likely. We need to know what is going to work and what is not – whether we should invest intensively or invest long term. We also need to be clear about what elements of PD the MOE funds and what the centres’ responsibilities are.

A view of intensive long-term PD was expressed by a member of the Māori Immersion group interview who commented that they:

Prefer a combination of meetings outside of child contact time and the facilitator in the session – modelling and used for guidance by staff. For their staff it worked most effectively when the facilitator gave the staff a task to work on in between the meetings, then came in and worked alongside staff on a 1-1 basis. It gave an opportunity for good feedback. Effective PD takes time – so many areas to work on. Maybe we need really in-depth PD, e.g., 1 day a week for a year. PD needs to be hands on.

This intensive model was also advocated by a member of a MOE Regional Office who delivered PD who stated:

Feedback from centres is that programmes don't have enough time (too short, not enough time to talk). The ideal model would be one where the facilitator went in one day per week – was available for all, including parents – a “lived with rather than visited” model – where you could grow community capacity. Sometimes to fit in what is required in the hours of the PD you go in so prepared that you can only do that and can't respond to the other stuff that arises.

A provider did raise some concerns about the restrictiveness of very long-term PD programmes when she noted that there was:

Also a tension between saying we want centres to engage in PD over a two – three year cycle but don't want to lock them in. We want a relationship between the short term flexible response, then moving into the gutsy work, and then ease out through flexible response work again. We see a danger in locking in centres and contracts for three years, e.g., ICT, CoI – hesitant for this to become the rule of thumb where a centre/service's long term focus is only on one focus area.

Parallels were drawn between the primary and early childhood sectors with a number of interviewees commenting on the benefit of teacher only days, although the industrial implications of such practices were also noted.

Timing of professional development opportunities

Sixty-five (8.7%) survey respondents commented about timing issues when asked to give advice on how to improve the future provision of ECE PD programmes. The variety of responses as to whether PD should be offered during the day, at night or at weekends reflects the current situation regarding the shortage of qualified relievers, but also the needs of practitioners trying to balance the impact of PD on either the centre/service or on their own family lives. The breadth of responses suggests that there will never be an optimum time for all PD to be offered, although there may be times that suit particular service types more (e.g., non-contact times and term breaks for kindergarten teachers and evenings and weekends for home-based personnel). The issues raised also highlight the challenges for teachers of engaging in PD at the end of a long day of teaching. These issues highlighted by survey respondents were also noted in some of the interviews, particularly from national umbrella organisation and centre/service personnel, such as a practitioner who commented that there was the: “issue of having staff not working long days – hard enough to keep staff motivated who have long days and increased time away from their families” and the national umbrella organisation representative who noted the “impact of staff shortages on the timing of courses – now (organisation) is running their courses in the evenings from 5.30 – 8.30pm. I wouldn't like to see too many Saturday courses”.

Feedback that is perhaps more useful in the context of this evaluation is the response from a number of practitioners about delays in beginning their PD, e.g.:

Timing is the biggest issue we have struck. We'd like it in terms one and two, but by the time applications are called for and we are allocated a facilitator it always ends up being in terms three and four.

Interviewees tended to focus more on issues about the length of programmes, rather than when it was offered during the week. A consistent theme was the need for flexibility to offer longer programmes, with many interviewees suggesting that longer timeframes were required for teachers and educators to embed new

practices and knowledge. As one provider noted, “eighteen hours for a contract seems too short” whilst a practitioner in another region commented that the:

Maximum is twenty hours over the year – if it’s delivered in two hour meetings and some in-centre visits then it goes pretty quickly. The time is limited – I would like more, and don’t see it as too big a commitment.

A practitioner noted that:

Contracts being tied to hours is not positive – they should be tied to learning. The contract should end when you get to the end of the learning and having practices changed. I think a centre should be able to do one thing well until they have fully explored it. It’s important to recognise that staff changes also impact on the progress you can make.

The length of provider contracts, with a parallel opportunity to extend the length of programmes, was raised by a number of providers, for example:

In terms of coherency it would be useful to examine the scope of time for contracts – two years is limiting; three to five years would be more useful structure. Some centres need three to five years to move from total disarray to progress to “look what we’re doing”. We would be able to establish some priority centres with a three to five year programme. We would also enable closer liaison between MOE regional offices and the PD provider over these centres – this would be helpful as we both want the same for these centres.

Another provider commented that:

I understand the MOE’s need for a transparent approach to contract tendering etc but believe that the two year short term contracts are inhibiting to quality – we need to look beyond two year contracts...Employing facilitators for one to two years doesn’t lead to quality.

Quantity of professional development available

The sixth most frequently occurring node from the analysis of survey respondents’ suggestions for the future provision of professional development was *increase the availability of professional development (quantity)* (N=64, 8.4%). A number of these issues have been dealt with in the earlier sections on *accessing professional development* and *increasing funding for professional development*. The majority of comments requested that more professional development opportunities be made available with a number suggesting that the MOE “make it compulsory for all centres and staff to participate in PD”. Another respondent suggested that the “first in first served basis is not fair as a lot of centres seem to get their mail a long time after others” whilst a third requested that “there isn’t such a wait for our turn to come around. Have contracts of varied time so that fifteen hours isn’t the only option”.

Facilitator expertise and experience

Forty survey respondents (5.4%) offered comments about the quality of facilitators work when commenting on what suggestions they would make to the MOE to improve PD provision. Many of the suggestions reflect those described in earlier sections of this chapter (e.g., Section 5.3.5), with requests for facilitators who understood specific contexts, were passionate and knowledgeable about their area, and who were able to motivate teachers.

Such expertise was echoed by a provider who stated that PD facilitators “need to be practical, experienced, very skilful people and generalists. The work needs to be seen in this frame by the MOE”. Centre/service representatives commented that:

If we want the best possible outcomes for children we need the best possible outcomes for teachers too – PD facilitators that inspire and are passionate. Facilitators need special skills – able to accept our values and able to draw the best out so that people can take on board and own the learning they are doing.

and that the “provider has to get on with people in the centre. PD is all about relationships – helping people to open up and want to learn”.

A provider commented that there was a:

Need to recognise the pace of change can impact on centres and also on facilitators. Facilitators have to be kept up to date. There needs to be a better allowance for PD for facilitators. The (ECE PD) hui is great but we need to develop specialisation of facilitators so people can go to a range of PD.

The importance of ongoing professional development for PD facilitators was recognised by both providers and by centre/service personnel. One member of a centre/service group interview commented on the “need (for) training for facilitators so there are more of them” in order to create a larger pool of providers, whilst a provider commented that the MOE “needed to be requiring regular observation of and feedback to facilitators – their skills, knowledge, dispositions. They also need opportunities to dialogue and share – to participate in their own PD”. A provider whose work focused on hospital play services noted that an issue for them was “that local facilitators are hard to find as there is little experience of this role in the sector”, whilst another provider commented that the “very nature of PD work means that it is very hard to keep the PD teams as a community of learners – they are always off doing PD”.

Improving publicity about professional development programmes

Thirty survey respondents (4%) made comments about the need to improve publicity about PD opportunities so that all centres/services could access PD. Some comments suggested that there were gaps in the information handling that occurred within the centre, whilst others requested advance warning of PD opportunities so that the centre/service staff could plan for attendance. Given the comments about courses being cancelled through lack of enrolments in an earlier section of this chapter, any improvements to the publicity given to PD opportunities are likely to be positive. Some respondents commented on the usefulness of receiving information at the end of the previous year as their centre would be closed in January, whilst others asked for early information so that they could plan and budget for PD. “A year planner of what courses/workshops and conferences are scheduled for following year to help us plan and for individuals to consider applying for” was one suggestion whilst a new service noted that they would have liked “more contact from contractor providers. As a new service (started Nov 03) we have had to source courses ourselves and had no contact initiated by contractors”.

These views were reflected particularly by centre/service and national umbrella organisation respondents. The former noted the “need (for) more user-friendly information to services about what PD is all about, especially for those who have no idea about PD or its availability”, and offered two specific suggestions for improving publicity: “it would be really good to have a webpage that has all the providers’ stuff on it with links to their homepages/courses. Have their contact details” and “TKI is the way to go”, together with the “MOE could use

similar processes to those used by the ECC – fax/email bombs on upcoming PD opportunities”. Two national umbrella organisations also saw that they could provide a useful service to the MOE/providers and to centres/services by advertising upcoming PD through their usual communication channels. One commented that:

We don't find out about PD offerings as an organisation – we are not advised or used as a conduit by providers for sharing information. PD providers go directly to services and don't request (own organisation) support to promote their services. We do a lot of this for other private providers of PD. We are not in the loop – this is possibly a lost opportunity or are they so oversubscribed already? Providers making connections with umbrella organisations to update them and let them be part of the loop would be useful. We could promote what's on offer and help pick up more passive, less organised centres.

The other organisation commented that “Communication from MOE and providers must include the umbrella organisations – we get left out of the loop”, and also noted that it was often:

Hard to know who the providers are at times – there are lots of different providers and hard to know who to go to for what, e.g., exemplars – one provider for kindergarten and another for childcare, yet our organisation covers both.

Number and quality of PD providers

Twenty-four respondents (3.2%) to Q.49 of the survey made comment about either the quality or number of PD providers. Comments in this category tended to be negative, with respondents requesting an improvement on what they had previously experienced within their professional development. For example, “Our last PD experience we felt we were patronised and treated like inexperienced school leavers and we are actually very experienced and capable fast learners”, and “You would expect the PD facilitator to have the knowledge to fulfil her/his contract. This has not been the case this year. Some mid-year evaluation of facilitator might be helpful”. Another respondent suggested that “quality control of PD programmes and facilitation to ensure highest quality of delivery” was required.

Participants in only one centre/service group interview commented about the quality of providers, asking the question “What means does the MOE have of critiquing providers?” Providers themselves were more likely than other interviewees to raise questions about the quality of PD provision with one provider saying “in some ways the quality of work being done should be monitored more by the MOE out in the field through visits to services/centres, observing contractors working with centres/services” and commented that there was a place for “timely feedback from milestone reports” and “maybe monthly discussions between MOE personnel and each contract director”. Another provider noted that “short term contracts don't allow you to go back and report on changes that may have taken longer to become evident”.

Provision of supporting resources

Thirteen survey respondents (1.7%) identified the provision of supporting resources as aspects that they would like to see strengthened in future PD provision. Of these, four made general requests for more resources whilst four requested that laptops and computers be provided to all teachers (perhaps in line with current initiatives to provide leased laptops at low cost to primary and secondary teachers). Others wanted clear guidelines, more assessment resources, and Pasifika resources.

Respondents in the centre/service group interviews were the only groups to identify aspects relating to resources when considering how future PD programmes could be improved. One respondent noted “funding is also an issue. A camera for learning stories would be nice” whilst another noted that there were no:

MOE powerpoints available to help teachers explain and present Te Whāriki to parents and whanau. There is a gap there that needs to be addressed to help teachers to work with parents.

Very limited responses were recorded within the other categories, *Having practical PD* (N=4), *Increase opportunities for collaboration* (N=3), and *Realistic expectations from MOE* (N=1). The final category, *Other comments*, includes comments such as affirmations of previous PD undertaken through MOE-funded providers, comments that the respondents have not undertaken PD through MOE-funded contracts, and comments about the questionnaire.

Several other issues emerged through the telephone and group interviews: *contracting options*, *collaboration*, and *MOE practices*. Data from these categories are presented below.

Contracting options

A wide range of interesting comments were made by interviewees around the subject of *contracting options*. There were mixed views about the value of contestability and the growth in the number of providers: some centre/service personnel and MOE officials valued having more providers to select from or wished to see greater choice. Several providers raised concerns about increased numbers, and the quality of the infrastructure that sat behind the providers:

MOE needs to think carefully about the number of PD providers in one area. Choice is fine but it needs to be fair choice and the same quality. Providers need a good resource base, e.g., libraries.

and about competition between providers:

Licensed Pasifika centres are only a small pool in Auckland – there is competition between providers to deliver to centres. There is a lack of clear information from the MOE as to what is PD and who is providing it. Some centres think that they have to do PD with the MOE. There is a need to let centres know that they have choices for PD delivery. Centres need to be well informed about what is available and who is available – there is confusion for centres. At times more than one provider ends up working with a centre – this has an impact on the time used unless there is a clear separation between the programmes.

A national umbrella organisation preferred direct resourcing of PD funding to centres/services to enable them to purchase their PD directly from any approved provider:

Believe that there would be better outcomes for centres if PD was demander driven, rather than supply driven – not driven around MOE priorities. Services themselves have a better understanding of their needs in a particular year. Should be able to take their PD dollars to any approved provider and spend on the area of most need for them. This would result in a higher quality of provider – would give more choice and would see the MOE providers lifting their game. Also wouldn't have the access issues that occur due to over-subscription. Anecdotal information is that the organised centres get the lion share of PD, so this would make it easier for all to access. It would need approved providers with accountability to the MOE if you opened up – PD vouchers.

However, a practitioner commented “I don’t like contestable aspects – in the old days providers delivered without the anxiety of maintaining contracts – learning needs to occur within a relaxed context (relaxed for facilitators too)”. She also commented that:

We need to move away from a focus on the number of hours provided in a programme. This is one of the problems with a contestable system – providers package their programmes to look slick to the MOE – it’s not right or fair to centres.

The length of MOE contracts was also acknowledged as an issue by MOE officials and providers. There was agreement across a number of interviewees (not just providers) that the length of contracts needed to be extended from the current two year pattern. A provider commented that the MOE needed to:

Increase the length of contracts – two years is not long enough. It takes a while to set up and then wind down the following year. We need to be consistent with School Support Services. Centres get cross when we say ‘we’re not sure we’ve got a contract for following year’. The MOE needs to also accept that centre names might appear several times, not because they have become dependent but often staff changes etc have necessitated it. Also, many centres are wanting “to fly”. It’s good if PD could enable them to fly and this would have a positive impact on other centres around them.

The national delivery of the Kei Tua o te Pae Exemplar’s professional development contract was seen as a positive move by one national umbrella organisation representative who noted that she “liked the national and regional coordination of KTOTP as it works well with (organisation’s) regional and national structure”. The national consistency that had been achieved with this contract was also noted by one of the providers involved who commented:

I have seen from Kei Tua o te Pae the benefit of having national delivery combined with regional approaches. The consistency that has been achieved in this contract would be extremely useful in terms of key areas of the general contracts such as teaching and learning, service capability, bicultural developments.

The splitting up of PD foci into separate contracts was of concern to a number of interviewees. One provider commented “at the moment there are separate general PD contracts and specialist explicit PD contracts. I do not think these should be separated”. She went on to comment that they were experiencing “services coming back after exemplar work asking for help on assessment”. An official commented that there was a need for “integrating pedagogies” and this view is supported by a provider who stated:

More consideration needs to be given to the structure of the general PD and KTOTP contracts – is it working having two separate contracts or could it be one? Some KTOTP models are fabulous and I want to be able to morph these into the general contract.

Several interviewees discussed the need for flexible models of PD, with one official commenting that “different things have been tried but constrained by institutions”. An alternate view was offered by a provider (not an institutional one) who commented that “contestable contracting requires particular structures and processes”, suggesting that it may be the MOE structures that are as constraining as any institutional ones.

Two issues pertinent to one particular service type, playcentres, were actively raised as concerns by both the provider and the national umbrella organisation: the reduction of their national contract and the non-continuation of the West Coast variation. The national umbrella organisation representative commented that “it

would be really beneficial to have a national playcentre contract that can be delivered". With regard to the latter issue, the following comments were made by the national umbrella organisation representative:

The previous contract had a variation for the West Coast – it is particularly hard to work to support centres there. Things were moving along really well – facilitators could go on a regular basis. Now the Coast has been left high and dry, and the support has been pushed back to the Federation (which is a stressed organisation) to supply. The West Coast needs a long term, continuous provision of PD.

The provider who had had the variation expressed her frustration with the situation:

The variation to deliver to the West Coast was superb – it is a unique area. In this contract we can't afford to visit and work there as there is no facilitator based there and we can't afford the travel from Christchurch. It has been very frustrating not to be able to build upon this work. In the variation last year we had the flexibility to be able to invite other services to participate in seminars etc. A huge investment was made last year of MOE funding and contract facilitators time to establish collaborative relationships. The variation allowed for innovative and creative ways to address needs.

Other issues raised in the category of *contracting options* were around the quality of non-MOE providers, special circumstance centres/services, and the role of the MOE in delivering PD. One provider noted that as an MOE provider "we have constant access to discussion/debate with others and the MOE; we connect to the MOE priorities".

Another provider discussed her concerns about special circumstance centres/services. She described her regular phone and meeting contact with MOE where the MOE was able to highlight concerns about services and the provider could use their flexible strand for this work. She felt an important point for MOE was:

Don't tie everything into long term in-depth whole-centre work or providers won't be able to respond to urgent MOE requests to work with services, as we use the rapid response strand for this.

Several interviewees made comment about the role of the MOE in both contracting for and delivering PD as a result of the integration of Early Childhood Development into the Ministry of Education with one interviewee commenting that the "MOE PD operates under a unique situation – it's a contestable process yet MOE employees are delivering PD".

Some regional MOE officials wanted more connection with their local providers:

We would like our local MOE regional office to have some involvement in the PD negotiations at the local level – at the moment we are not in the loop. We have been developing relationships between local providers and the regional MOE offices and believe that this is going to be invaluable. Providers have had relationship and communication with (head office officials) but there has been no connection/feedback with the local office.

Collaboration

Comments about collaboration between providers, national umbrella organisations and the MOE were made by several interviewees. Whilst a number felt that the climate had shifted leading to increased collaboration between providers, others felt that there was room for improvement. The West Coast was given as an example

of an area where collaboration was essential: “the key to the West Coast is working together collaboratively – it’s too small to work only in sector groups”, with a MOE official commenting:

I see the need for a strengthening of collaboration across providers as far more can be achieved working across than can be achieved on our own. For example, with the West Coast (contract director) at (provider) is working on exemplars and leadership and the MOE are developing the two to three year plan. We know they also need bicultural focus covered. I would like to see a shift in the current tendering/contract process so it is a stronger regional model.

Several interviewees felt it would be useful for more collaboration between national umbrella organisations, providers and the MOE over who was actually accessing PD. As one national umbrella organisation representative noted “that there is more sharing of information between providers than previously” and wanted this to “continue as providers can give more quality services to centres”. She went on to comment that “it would be really helpful for contracts to share what they are delivering to whom – we could be networking together – we can then make decisions about priorities knowing this”. A MOE official also commented:

I think that it would be very helpful for providers to know which centres/services have/have not ever accessed PD (recognising that personnel change over time). I could see it as useful for us as an office to map out which centres/services we know/don’t know and then analyse against PD usage.

Ministry of Education practices

The final category in this section discusses interviewees’ perspectives around the practices of the MOE with regard to ECE PD. Interviewees from national umbrella organisations and providers commented positively on the relationships that they had with MOE officials, both at Head Office and in the regional offices. Centre/service representatives commented that the “MOE appears more accessible than previously” with the ECE Strategic Plan seen as part of this. The MOE was seen by a practitioner interviewee as user friendly but with a difficult, negative job that often involved ‘firefighting’. Comments from other practitioner group interviews included “Our previous experience with MOE was of ‘men in suits’ – it’s good now that a lot of people in MOE have ECE experience”. Capacity within the MOE was also seen as an issue by some centre/service representatives with the comment that “the top down needs efficiency as well as bottom up”.

The issues of greatest concern to providers included milestone reports and the electronic database, and the trend towards specialised contracts rather than generalist ones. Whilst the oral reporting process was seen as “very valuable” by providers, this comment sums up a number of providers:

Milestones are tedious. We expect that the last milestone will be extensive but the others are overkill. We need to be accountable but within reason. Dialogue is valuable (oral reporting) as it is consistent with socio-cultural perspectives.

This connection with socio-cultural perspectives is picked up on by another provider who commented:

We constantly hear that the Minister expects research-informed practice. There needs to be acknowledgement that providers draw upon their practice, experience and knowledge just as teachers do when planning in the moment with children. The MOE needs to recognise this and combine this with the evidence aspects and theoretical approaches so that knowledge comes from multiple sources. Practical, pragmatic judgements by providers about what can be achieved are all legitimate. The MOE asks the opposite from providers that they ask from teachers to do

with children – MOE needs to support a socio-cultural approach to PD. I accept the need for accountability but there needs to be a balance between evidence and complexity – evidence is not always readily available and the MOE needs to take on board our judgement, artistry and trust us as staff. Much of the evidence comes later – downstream, not in the period of the actual PD programme.

The data base was seen as highly frustrating for directors as they believe that it doesn't work, and "don't understand how it can be useful for the MOE when it can't record accurately their work".

The trend towards contracts that focused on specialised topics (such as the ECE Exemplars and ICT) was noted with concern by some providers: "At the moment there are separate general PD contracts and specialist explicit PD contracts – I do not think these should be separated". Another provider commented that she had:

Concerns that we might be moving towards the compartmentalising of PD provision. This doesn't fit with the holistic approach to Te Whāriki and socio-cultural approaches to learning. I'm not sure that this approach is appropriate or effective. Facilitators often need to get issues of communication or conflict within the team sorted before they can address the focus areas. There is potential to spread facilitators' work too thinly when have you have separate contracts for different areas of focus. If you are only providing for one area then the needs analysis at the beginning of the programme only focuses on that area, not the big picture.

Despite these concerns, providers felt that they enjoyed very positive relationships with the Ministry of Education officials within the ECE Division of Curriculum, Teaching and Learning who were responsible for the ECE PD contracts. They recognised the huge workloads that these officials were also under as they worked to implement the ECE Strategic Plan.

Chapter Six: Discussion

This chapter draws together the key themes that have emerged from the findings and considers them in relation to the literature review and the analysis of milestone documents (milestone reports) to address the purpose of this evaluation:

- To evaluate the effectiveness of government funded early childhood education (ECE) professional development in meeting the agreed programme outcome of strengthening teacher, educator, kaiako, faiaoga, faiako, and puapi'i capability and quality in practice, in order to extend positive learning outcomes for children, based on the principles of Te Whāriki; and
- To explore how the provision of professional development can be strengthened leading to improved learning outcomes for diverse children participating in ECE settings.

At the outset it is noted that the work undertaken for this evaluation highlights the complexity and diversity of the sector, and of providing PD programmes for its members. Thus, there is no one strategy or option that will best serve either the MOE or the early childhood education sector in addressing, and moving forward from the key question for this evaluation: *How effective is professional development in supporting and sustaining changes in practice that have a positive impact on children's learning outcomes?*

It is also noted that this evaluation takes place within the context of a sector undergoing rapid change as the implementation of *Nga Huarahi Arataki: Early Childhood Strategic Plan* proceeds. The focus by many practitioners on gaining teacher education qualifications, the shortage of qualified staff and relievers, the regulations and funding reviews, the implementation of *Kei Tua o Te Pae*: the early childhood exemplars, and the current initiatives on ICT and self review are all having an impact on centres/services, including their engagement in PD activities.

This evaluative discussion will use the three key areas identified by the Ministry of Education as an organising framework:

- **An analysis of current PD provision:**
 - Who is currently accessing professional development? Who does not or cannot access professional development and why?
 - What range of professional development is available to services? What other types of professional development are being accessed in addition to Ministry of Education funded early childhood professional development
- **Effectiveness of PD in supporting and sustaining changes in practice that have a positive impact on children's learning outcomes:**
 - How effective are existing professional development programmes in supporting and sustaining shifts in pedagogical practices underpinned by *Te Whāriki*?
 - How effective are the existing professional development programmes in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation?
 - In what ways does PD recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services?

- **Future directions for improving MOE funded PD:**
 - In what ways can professional development be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau?
 - In what ways does professional development support centres/services to develop and maintain strong and responsive learning communities?
 - How can PD provision be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures?

6.1 Analysis of current provision of PD

- Who is currently accessing professional development? Who does not or cannot access professional development and why?, and
- What range of professional development is available to services? What other types of professional development are being accessed in addition to Ministry of Education funded early childhood professional development?

Commitment to PD participation/engagement

The positive attitudes that early childhood teachers/educators who responded to the national survey have towards the importance of engaging in professional development activities are very encouraging. Eighty-seven percent of respondents overall believe that it is very important to engage in professional development; however, there is greater variation between service types, particularly kindergarten (92%) and playcentre practitioners (77%). This is to be expected given the strong emphasis in kindergartens on qualifications and on-going professional development through a regular appraisal system. Lidington (2000) highlighted teacher qualifications as a factor in practitioner engagement in PD and in their higher expectations of the programme. Playcentre participants are often focused on their internal education programmes which may not be viewed as PD and may be less likely to engage with outside professional development programmes.

The high ranking given by respondents to engaging in professional development as a professional responsibility (fourth out of eight categories) strengthens the reliability of these results. In our view, commitment to the importance of engaging in, and demand for professional development is likely to grow, particularly in teacher-led sectors, as the numbers of qualified and registered teachers increase and professional development is required to gain and maintain full registration status.

There were indications from the practitioner interviews that the attainment of a fully qualified teaching team would make a positive difference to their centre/service's involvement in PD. Gaffney's (2003) evaluation also found that a centre's involvement in PD could be influenced by the staff's engagement in ongoing training. At the time of his evaluation the requirement of "persons responsible" holding a Diploma of Teaching by 1 Jan 2005 was the focus of the centres/services' attention. The current drive to improve the qualifications of ECE teachers permeated all the interview data and is omnipresent in ECE.

Access to professional development

The data provided considerable information concerning who accesses PD. The data gathered from the national survey of centres/services provides the most accurate indication of who is accessing professional development by region and service type, as this information is not uniformly provided in the milestone reports accessed by the evaluators. The proportion of professional development accessed through MOE-funded contracts varies considerably – whilst twenty-six percent of respondents received more than three-quarters or all of their professional development through MOE-funded contracts, thirty-eight percent received less than one-quarter or

none of their professional development through these contracts. Nationally just over one quarter of centres/services find it very difficult or quite difficult to access PD (either through MOE funded, 28%, or non-MOE funded, 29%, providers). However, there are significant variations by region and service type.

Regional differences in participation

In contrast to the national picture that just over one quarter of centres/services find it difficult to access PD, regional variations range from twenty-one to seventy-five percent of centres/services who find it very or quite difficult to access MOE-funded PD. The regional results do not show a clear pattern of difficulty in accessing by type of region – whilst five regions without large cities (Northland, Bay of Plenty, Gisborne, Tasman/Nelson/Marlborough, and the West Coast) have more difficulty in accessing PD, two districts with large cities (Waikato and Canterbury) also have difficulty in accessing PD rates that are above the national average. When those regions that experience lower rates of difficulty are compared, there is also a mix of regions without large cities (Taranaki, Hawkes Bay, Southland) and those with larger cities (Auckland, Manawatu/Wanganui, Wellington and Otago).

Rural and isolated services were well represented in the survey of centres/services with twenty-two percent of respondents indicating that they were located in a rural area. Access to PD was more difficult for these services (40% very difficult or difficult) than for services located in towns (32%) and cities (25 – 26%). The milestone reports identified 154 out of 930 (16.5%) centres/services receiving whole-centre/service PD in 2004 as rural or isolated, but this figure should be treated with caution as only six providers included such information in their demographic data. Most of the identified rural, isolated centres/services that accessed whole-centre/service PD in 2004 were in the South Island. The results from the survey are consistent with Gaffney's (2003) findings that the geographical location of a centre/service was a factor in how easily they could access professional development.

The data above from the national survey, together with the interview data suggests that rural and isolated services are finding it more difficult to access PD, and face greater costs in terms of travel and time to do so than do other centres/services. Likewise, providers who deliver to rural and isolated services referred to increased costs (at both provider and facilitator level) in terms of time and travel expenses. Based on these data, scoping around future PD contracts should involve a particular focus on the needs of rural and isolated services.

Service type difference in participation

Access to professional development by service type also reveals considerable variation. Kindergartens (37%) and home-based services (36%) have the greatest difficulty in accessing MOE-funded PD compared with care and education services (23%) and playcentres (30%). These results are reflected in the data available from the provider milestones with only nine percent of kindergartens and eleven percent of home-based care services accessing whole-centre/service PD in 2004 as compared with twenty-six percent of education and care, playcentres and Māori Immersion services and seventy percent of Pasifika services (NB: the service type was not specified for 164 services and 14 clusters).

The evaluation was not able to gather detailed information about the ability of care-givers in home-based services to access PD and it would seem that the caregivers involvement in PD is highly problematic (Lidington, 2000; White, 2003). The questionnaire did not specify the involvement of caregivers in responding to the survey and so it was usually completed by the coordinators/visiting teachers. Where there were several projects located at the same address these coordinators tended to fill in the survey collectively. It is not possible to say if coordinators filled in the questionnaire in relation to themselves or their caregivers but as was noted in

the literature review the information about PD in home-based services tended to be mediated by the coordinators.

The place of home-based caregivers within MOE-funded PD programmes is an issue that needs consideration by the MOE. The rapid growth (78% from 1995 to 2005) of the home-based sector means that increasing numbers of children are participating in this early childhood service, yet there is little available MOE-funded PD for caregivers. This issue is complicated by the lack of extensive, formal training undertaken by most caregivers that would provide a foundation for future PD activity. Current practices of providing PD to home-based coordinators or visiting teachers and expecting them to “drip-feed” the knowledge to their caregivers may be placing unrealistic demands on coordinators (Lidington, 2000), particularly considering the complexities of socio-cultural theoretical approaches to teaching and learning.

Centres/services initiating versus responding to PD opportunities

Both the open-ended survey questions and the interviews revealed that access to PD is influenced by the degree to which the service (or its umbrella management organisation) actively seeks PD that is tailored to its needs, or waits for PD to be offered by a provider and then responds to the opportunities. With limits on the availability of MOE-funded PD, there is potential for those centres/services who adopt the latter approach to have minimal, or no, engagement in PD or to access PD that isn't quite matched to the specific needs of their centre/service.

Two of the interviewed national umbrella organisations (who also have a direct management role as part of their brief) specifically referred to their role in working with the MOE or providers in order for their services to gain access to PD opportunities. Where umbrella management organisations have a commitment to their centres/services accessing MOE-funded PD they are likely, in our view, to be powerful advocates for their services.

Based on the data we recommend a strengthening of the contract requirements that prioritise a proportion of delivery to centres/services that have not recently accessed PD, and that providers consider how they can specifically target centres/services that are less active in seeking PD opportunities. This is particularly important given that teachers/educators in all services except kindergartens identified that they make PD decisions predominately on the basis of spontaneous requests: those centres/services that are active in seeking PD may also be more active in responding to publicity about upcoming PD opportunities.

A number of interviewees commented on a continuum of engagement in PD that moved from participating in one-off events as an individual through to several staff attending such events, through to whole-centre/service PD and on to cluster whole-centre/service PD. Ensuring PD provision along such a continuum is supported by Guskey's (2000) recommendation that PD plans are based on a combination of models. Sands (2005) highlighted how her centre had previously approached PD as ‘involvement in’ rather than being empowered to determine the process. The need to have access to PD that fits with teachers' personal and professional lives (Jordan, 2003; Mepham, 2000) suggests the need to have a variety of models that will appeal according to the teachers' particular requirements. Where the Ministry has concerns about centres who do not undertake PD then retaining flexibility of delivery modes, together with accurately recording which centres/services course participants were from, would assist providers to attract more reticent centres/services to engage in PD. However, the literature also suggests some caution about how a requirement for PD engagement is stipulated. When PD becomes a requirement (sometimes specified by hours per year) (Marker, 1999) or where the management has required involvement then progress or achievement of PD objectives is slower (Baker & Lorrigan, 2000; Gaffney, 2003).

Centres/services within umbrella management organisations

The issue of whether centres/services (in particular, kindergartens and playcentres) that were part of umbrella management organisations should have reduced access to MOE-funded PD was raised in some provider and MOE interviews. In our opinion this view is outdated, given the changes to funding formulae that are on the basis of teacher-led or parent-led status, rather than on the basis of being part of an umbrella management organisation. Furthermore, the significant growth in the number of education and care centres who are operating as part of a chain of services together with rapid growth in home-based services (again, often as part of a larger management organisation) makes this view problematic. We recommend that future decisions about accepting individual centres/services into PD programmes should not be made on the basis of umbrella management organisation status.

Barriers to engaging in professional development

The evaluation sought deeper understandings of the barriers to participation in professional development. A significant barrier for almost one-third of centres was the cost of engaging in PD, with a further forty-five percent reporting that costs impacted somewhat on participation. These findings are supported by the literature with a number of studies indicating that cost is a factor that inhibits participation in PD (e.g., Gaffney, 2003; Irvine & Lovett, 1996). Results indicate that kindergartens, playcentres and home-based services are more affected by cost than are care and education services, whilst regional variations were very mixed. Of interest to the evaluators was that whilst some rural regions identified significant cost impacts (of up to forty-eight percent), Taranaki stood out as the only region across the nation where cost was reported as having had very little impact (12%). There is scope to further investigate these findings as cost factors could be to do with the economic well-being of the area, coverage by PD providers, availability of relievers, distance to the event, loss of income related to funding formula, overtime required for team meetings, or money being earmarked for qualifications, etc.

Five further barriers were identified in the survey as particularly impacting on participation in professional development: staff workloads, obtaining staff relievers, difficulty in finding time to attend, whole team unable to be included, and unsuitable times for meetings. Within this cluster of barriers, critical factors were the impact of teachers within the centre/service undergoing their initial teacher education programmes in order to meet qualification requirements, and difficulties in finding relievers, particularly qualified ones. Relievers were required to enable staff who were gaining their initial teacher education qualification to attend classes or practicum in other centres, thus impacting on the centre/service's ability to release other staff. In our view the impact of many of these factors on centre/service engagement in PD will continue until most staff in teacher-led services are qualified and registered. Other barriers identified through the interviews include the shortages of qualified staff, leading to high rates of staff turnover in some areas; the impact of travel times in the Auckland area; dysfunctional teams with weak organisational cultures; and a lack of non-contact time for teams to engage in PD activities together.

The evaluators were concerned to note an apparent emerging trend vis a vis the effects of the shortage of qualified relievers on engagement in PD activities by qualified and registered teachers. The impact of the new funding formulae recently introduced with the hour counts for qualified teachers, together with the shortage of qualified relievers, were reported by practitioners in both the survey and the group interviews as resulting in many qualified and registered teachers being unable to be released to attend PD programmes outside the centre/service without a negative impact on funding levels. We recommend that the Ministry monitors this issue to ascertain whether it is a short-term effect of centres/services adjusting to the new formulae or whether some adjustment of the formulae parameters to allow attendance at approved PD programmes is required so that qualified, registered teachers are not penalised because of their status.

How professional development decisions are made

Decisions about what PD programmes to participate in are made overwhelmingly on the basis of teacher/educator or centre needs rather than being imposed by management decisions or through external agencies such as the Education Review Office. Significant variations exist by service type as to how decisions are made with all but the kindergarten service ranking *Individuals' spontaneous requests* as the first (or first equal) approach to decision-making. The use of *Teacher/educator's appraisal plans* as a decision-making mechanism is of major importance in the kindergarten service (84%) but of low importance in the playcentre service, reflecting the differences in employment status of these two groups.

These patterns were congruent with data from the centre/service personnel group interviews where participants commented on the need for advanced publicity of PD programmes to assist centre/service planning. They raise implications for the timing of publicity about PD (particularly for those who use appraisal processes as a major decision-making mechanism), especially when there are new contract rounds being finalised. Publicising professional development opportunities at the end of a calendar year for the following year may inform and support appraisal cycle planning (Marker, 1999), particularly for teacher-led services. As more teachers are involved in teacher registration processes the ability to forward plan for professional development will become increasingly important to centres/services.

Priorities for professional development

The key priority for professional development that emerged from the survey data is assessment for learning, reflecting the current emphasis in both general and the Kei Tua o Te Pae PD contracts. Interview participants across all groups (practitioners, providers, national umbrella organisations and MOE officials) were not surprised by this emphasis when this data was shared with them. A similarly almost universal response was reflected in the concerns expressed by interviewees over the very low ranking given to leadership (ranked ninth out of ten categories) together with disquiet that management (ranked tenth) and bicultural approaches to teaching (ranked seventh) were also ranked so low.

The low ranking given to the focus area of leadership concerned interviewees who noted that quality ECE services required effective leadership, a view supported by the literature where the importance of an effective leader to lead change and develop a learning community is acknowledged (e.g., Hatherly, 1997; Wansbrough, 2003). Interviewees reported newly qualified teachers assuming leadership responsibilities soon after graduation, and suggested that the low ranking may reflect the low priority given (and communicated to the sector) thus far to this area by the MOE. The evaluators note that the implementation of the strategy to provide leadership programmes in *Nga Huarahi Arataki*, the ECE strategic plan (Ministry of Education, 2002), will enable the concerns raised by interviewees to be addressed.

Of interest to the evaluation team was that interviewees from the Head Office of the MOE focused on the low ranking given to management rather than leadership, in contrast to other interviewees. Whilst instances of PD focusing on leadership are available around the country from some providers, less focus is given to management professional development within the contracts. At present this area of professional development is more easily accessed by centres/services from non-MOE funded sources or from staff in the regional offices of the MOE as part of advice and support roles. Contrasts between the MOE-funded professional development available to management and Boards of Trustees for the school sector and what is available in ECE were made by a number of interviewees from all groups.

What professional development programmes are available?

A clear picture emerged through the data of the breadth of PD opportunities available to ECE practitioners. There is a tremendous variety of professional development on offer to ECE practitioners, through both MOE-funded and non MOE-funded providers. In addition to a wide range of one-off and specialist subject events, practitioners participated in professional development on assessment, planning and evaluation, leadership and management, bicultural practices, Treaty of Waitangi, te reo, ICT, self review, Te Whāriki and curriculum-related foci.

The analysis of milestone reports and data from the national survey indicates that virtually no PD around the focus area of special education is accessed through MOE-funded PD contracts. Whilst to some extent it is entirely appropriate for centres/services to access knowledge about the specific needs of children in their centres/services from specialist agencies and organisations, the evaluators were concerned that there is little apparent emphasis on, or requests for assistance, around this focus area in the contracts. It may be that issues of inclusion of children with special educational needs have been thoroughly integrated into PD around, for example, aspects of assessment, planning and evaluation but the data available to the evaluation team is silent on this issue. This is an area worthy of further investigation by the Ministry of Education.

Survey respondents and group interviewees indicated that their PD programmes had included a range of modes including those often used by MOE-funded PD providers such as whole-centre/service, clusters, short courses, and interest meetings as well as whole centre team building weekends, university study, distance learning, staff meetings, and individually designed and undertaken PD. This range of delivery modes is important (Guskey, 2000). As noted above, a number of interviewees spoke of PD journeys that began with one-off short courses and an individual focus, and moved over time into longer term whole-centre/service programmes and then into cluster groups and research projects. There was the sense that paralleling this continuum was a continuum that moved from more of a transmission mode of delivery (short courses) through to increased ownership of the PD and a socio-cultural approach to PD.

Early childhood teachers/educators participate in non-MOE funded professional development for three key reasons: 1) the topic or focus of the programme is of interest, 2) the quality of the speakers, and 3) the opportunities for networking. Not having their needs met by MOE funded contractors was not rated highly by survey respondents as a reason for participation in non-MOE funded PD

Attendance at conferences by teachers and educators was valued particularly where the conference reflected the specialist or philosophical nature of their centre/service (e.g., Montessori, home-based) or enabled practitioners to access new knowledge and hear high quality presentations. The introduction of the teacher registration support grant appears influential with this funding assisting provisionally registered teachers to travel to and register at a wide range of conferences. Although accessed by fewer numbers of early childhood teachers/educators, TRCC courses were valued for their intensity and duration, the opportunity to focus on specialised contexts (e.g., infants and toddlers), the opportunities for networking with others, and the live-in nature (being away from the distractions of the workplace and home) of the courses (Thornton, 2002).

6.2 Effectiveness of PD in supporting and sustaining changes in practice that have a positive impact on children's learning outcomes

Key questions for the evaluation focused on the effectiveness of existing PD programmes in supporting and sustaining shifts in pedagogical practices underpinned by Te Whāriki, and in strengthening bicultural understanding and practice in the centre/service curriculum and the organisation. In addition the ways in which PD recognised and responded to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services were explored.

Meaningful changes in teacher discourses and practices around curriculum and assessment and planning were reported through both the survey and the interviews, and some umbrella organisation representatives noted how ERO reports were providing evidence of change for services represented by their organisation.

Changes in practice often take time to become evident, particularly when those changes are reflecting the complexity of the theoretical underpinnings of Te Whāriki and the complexity of thinking required of teachers/educators to effectively engage in these practices. Achieving changes in attitudes and beliefs was identified by Guskey (2000) as the most difficult aspect of this work, requiring the development of an ongoing relationship between the facilitator and participants. Providers identified that extending the length of programmes out beyond one year was important to ensure in-depth changes to practices and literature supports this (e.g. Gould, 1998; Guskey, 2000).

There are many possible approaches to evaluating professional development. Providers described a wide range of evaluative tools that they utilised to measure the effectiveness of their PD programmes including:

- measurement of achievements against goals established through the initial needs analyses
- progress indicators,
- facilitator observation,
- practitioner rating scales of perceived degree of change,
- reflective discussions and narrative commentaries,
- centre logs and learning journals,
- facilitator and practitioner mid- and final evaluations,
- video documentation,
- parent feedback.

Survey respondents were able to identify from a given list a number of ways they were able to recognise that their PD had been effective. They identified that *Observable improvements in children's learning outcomes* (39%), *Observations* (34%) and *Parents/whānau feedback* (32%) were the major sources of evidence for them of changes in centre/service practices. What is of interest is that sources of evidence frequently used within contracts (and included within milestone reports) such as *Evaluation form at the end of the PD programme* (10%), *Feedback from facilitators* (16%), *Achieving previously set indicators* (19%), and *Setting goals to measure against* (19%) were far less influential. This apparent mismatch between sources of evidence valued by respondents and those used by providers is of some concern to the evaluators, particularly given that the approaches used by providers are the usual (and expected) mechanisms for presenting data in milestone reports to the Ministry of Education. Those sources of evidence valued by respondents are likely to be highly authentic and often emerge over a time period beyond that of the actual PD programme. The document analysis revealed that provider milestones frequently focused on changes in teacher practice rather than on the impact of the changes on children's learning. This further indicates that PD is not necessarily most effectively evaluated immediately upon completion of the programme with changes taking some time to become apparent, and therefore requiring other means of evaluation. This indicates a tension in Ministry of Education reporting requirements which requires immediate confirmation that the PD has been effective and the limitations of such evaluation to demonstrate effective PD outcomes in a short timeframe.

Sustainability of change

The document analysis demonstrated that the current reporting requirements for MOE funded PD contracts while problematic in reporting effectiveness also do not allow for the systematic evaluation of the sustainability of changes in practices that result from engagement in professional development programmes. Evaluations are undertaken at the conclusion of each programme, but there appears to be no formalised mechanism for ascertaining sustainability of change. Where providers accept a centre/service on to a programme in subsequent years, the resulting needs analysis

does allow for an informal measure of the sustainability of previous work according to providers but there is no mechanism for reporting such sustained change to the MOE.

While there were very pleasing results for the MOE and providers from the survey data as to the effectiveness of PD it is necessary to look closer at what some of this means. Eighty-five percent believed that their practices had changed a great deal or a fair amount as a result of PD. While survey respondents rate their PD as effective in supporting and sustaining shifts in practice they tended to identify global attributes such as *Improving children's learning outcomes* (87%), *Increasing teachers' content knowledge* (85%), and *Improving centre's/service's teaching capability* (83%) as the areas in which most change had occurred. Similarly a question asking respondents how far their centre/service had progressed in a number of areas revealed that the top three rated areas of change were around pedagogical practices: *Improved the quality of the educational practice of your centre/services* (86%), *Changed the approach of your centre/service to learning and teaching* (80%) and *Increased the pedagogical/theoretical knowledge of staff in your centre/service* (79%). When asked how far their centre's/service's educational practice had changed as a result of professional development, eighty-three percent felt that it had changed either a great deal or quite a bit.

The results are considerably less positive when the outcomes specifically referred to aspects such as responding to diversity and bicultural understanding. Several of the questions referred to above also included items about elements of diversity, inclusion and bicultural understandings, and whilst all professional development around each of these aspects was seen as effective by more than half of respondents, up to a quarter of respondents saw their PD as not effective in these areas and nearly forty percent felt that their centre/service had not progressed very much in these areas.

Bicultural practices

While Te Whāriki (Ministry of Education, 1996), Ritchie, (1999, 2001) and Glynn (1999) provide direction and suggestions for providing a bicultural curriculum these will go unheeded while not a specific focus of PD. Ritchie (2001) also suggests that a whānaungatanga approach that values the inclusion of parents in the setting and prioritises relationships should be a 'given' in any setting. Whilst, the survey and interviews were not intended to tease out what participants' actual understandings were of bicultural practices, the fact that there are likely to be different understandings of what constitutes bicultural practices means that teachers will continue to feel unsure about their progress.

Overall, there is variability in the effectiveness of existing PD programmes in strengthening bicultural understandings and practices in early childhood centres/services. Milestone reports indicate considerable variation within existing PD programmes as to the inclusion of bicultural understandings and practices, from two providers who focus their entire programmes around Treaty of Waitangi and bicultural understandings through to providers whose milestone reports gave no indication of a focus on bicultural understandings.

Survey data indicate that centres/services generally are not prioritising PD focussing on bicultural practices. This focus area was ranked seventh out of ten priority areas by survey respondents, and results from other questions confirm the lower priority given to this area of practice. Providers noted that, although they had been heartened by increasing enrolments in programmes specifically focused on bicultural understandings and practices, generally centres/services were not prioritising this as an area of PD. What is positive is that those centres/services who did undertake PD programmes focusing on bicultural understandings and practices rated the effectiveness of their PD highly. This suggests that there is expertise in this area amongst providers that could usefully be drawn upon to strengthen bicultural PD programmes.

In a related issue, concerns were raised within the interviews that the early childhood sector may be starting to view bicultural development, understandings and practices as separate from early childhood curriculum, relationships with families and whānau, and from assessment, planning and evaluation. Whilst to some extent this may have occurred as a result of attempts to make bicultural understandings and practices visible, these concerns are valid given the bicultural nature of Te Whāriki. A very clear theme emerging from the literature review, document analysis and evaluation data is the ongoing necessity for PD programmes that will assist centres/services to develop bicultural pedagogical and organisational practices and understandings in order to effectively operate within a socio-cultural paradigm and deliver Te Whāriki as a bicultural curriculum. A dual approach of integration of bicultural perspectives within programmes that have a wider focus (for example, on assessment) together with programmes that specifically focus on bicultural understandings *per se*, is required.

It is noted that almost all the reported programmes focusing on bicultural understandings addressed pedagogical issues rather than organisational aspects. Whilst the former is likely to continue to be the predominate focus of PD, long term engagement with Māori whānau and iwi will necessitate the inclusion of PD that addresses organisational aspects.

Bicultural PD Provider capability

Whilst concerns were raised by almost all interviewees about the low priority placed on professional development in this area by survey respondents, there were also concerns over provider capability. Interviewees across all groups identified that there is a shortage of skilled staff available to deliver professional development in this area, and many existing facilitators are engaging in their own bicultural journeys alongside centres and services. The analysis of milestone reports suggests that providers are increasingly working to develop practices and programmes that will support bicultural development (see page 63). To some extent this was dependent on their ability to employ facilitators with the requisite knowledge, an issue also identified by Gaffney (2003) that providers found it difficult to employ facilitators who could provide PD where te reo Māori was specifically required.

This issue of capability is a multi-pronged one, with limited capability at all levels of the sector from teachers/educators through to providers and organisations/agencies likely to impact on PD. As one provider noted, there will be increasing frustration amongst practitioners if they respond to expectations to increase their bicultural understandings but are unable to access providers able to deliver in this area. Given the limited capability across the sector, collaboration between the MOE, providers, umbrella organisations and Māori organisations will be essential to make real progress (Gallagher & Clifford, 2000). There may be a role, too, for the Ministry to act as a conduit for publicising PD opportunities in this area, outside of those that are provided by the MOE-funded contractors, to assist centres/services in developing their own capability.

Assessment for learning

Responses to a number of questions in the survey together with the analysis of milestone reports highlights the priority being placed on assessment for learning within MOE-funded PD programmes. Between half and all PD delivered by MOE-funded contractors in 2004 was around the general focus area of *Improving educator practices to facilitate children's learning*, which includes assessment, planning and evaluation. Almost one-third (31%) of survey respondents identified PD on this focus area as the most effective PD they had participated in during the last two years. This focus area was also ranked by survey respondents as the most important in terms of relevance to their centre/service out of a structured list of eight focus areas.

Providers also report a strong focus on assessment in the general contracts, alongside the specific work undertaken on the Kei Tua o Te Pae contracts. Those providers contracted to deliver PD through both contracts saw a real strength in the cross-over between the contracts, and both they and other providers cautioned against

the separating out of specific PD foci such as self review and assessment for learning in separate, stand-alone contracts.

Researching/Problematising practice

The strength of interest in assessment for learning suggests that the resulting pedagogical practices will contribute to improving children's learning outcomes. Mitchell and Cubey (2003) noted that effective PD was able to shift teachers' perspectives of children and their learning from a deficit view to one of credit when facilitators presented data to them from an alternative viewpoint. The shift to a credit view was highlighted in the milestone reports from various providers as a significant outcome from PD that had an assessment focus. What is needed now is for practitioners to see their assessment documentation as data from which to evaluate practice. Mitchell and Cubey (2003) highlighted the ability of facilitators to encourage participants to analyse data from their own settings as a key characteristic of effective PD. While respondents rated observations as an important form of feedback about their practice they did not appear to value research skills such as collecting and analysing data when defined in these terms. Respondents rated their skills in gathering and analysing data, and dealing with discrepant data as relatively poor. Given that these aspects are identified amongst the characteristics of effective professional development in the BES (Mitchell & Cubey, 2003) and by other writers concerning positive outcomes for children from PD (e.g. Jordan, 2003; Timperley et al., 2003) the results are concerning. As teaching becomes a profession that is increasingly research-led (Rodd, 1998) a more explicit focus on these aspects will be required.

Effective facilitation of professional development

Several factors emerge as being particularly important in contributing to effective PD that supports and sustains change: *Being offered content that meets the needs of the centre/service* (96%), *Having facilitators that understand the context and needs of our particular centre/service* (91%), *Keeping everyone focused, including facilitators* (83%) and *Having a team approach* (80%). The importance of the first two elements is reinforced by the qualitative data from the survey and interviews where home-based and playcentre respondents, in particular, emphasised the need for relevant PD delivered by facilitators with knowledge of their service type as well as by those qualified and experienced teachers who wanted PD that was pitched at advanced levels. Further strengthening the reliability of these findings is the data that, using the characteristics of effective PD identified in the Best Evidence Synthesis (Mitchell & Cubey, 2003) as a basis, identified that *Acknowledgement of what we want and need* was the most important characteristic of effective PD for centres/services. The importance of *Having a team approach* is backed up by data from another question that identified that having the *whole team unable to be included* was one of five most influential barriers to effective PD.

The qualitative survey data revealed that effective facilitators require an extensive set of skills, knowledge and attitudes in order to undertake the role successfully. Effective facilitators promote ownership of the professional development, provoke thought and reflection, give possible suggestions for how to proceed, are knowledgeable and have excellent communication skills, and give participants time to implement change at a rate that suits their centre/service. They understand specific contexts, and are passionate and able to motivate teachers.

Effective facilitators are able to draw upon the stories and experiences of other teachers and centres/services to enthuse and construct possibilities. However, Fullan's (1999) discussion about the complexities of transferability of innovative change (i.e. trying to learn from others' successes) suggests that merely pulling effective practitioners out of their centres/services to deliver professional development to other teachers is unlikely to be successful if they lack the skills to identify a "theory of action (e.g. a set of strategies for addressing local conditions)" (p.65).

The following discussion addresses the evaluative enquiry into how PD might recognise and respond to the diversity of needs of immersion centres/services, rural and isolated services and special circumstance centres/services.

Immersion centres/services: Māori

Within the context of this evaluation only Māori Immersion services outside of the umbrella of the National Te Kohanga Reo Trust are considered. At present, thirty-nine services are identified as Māori Immersion outside the kohanga reo umbrella (MOE Directory of ECE Services), predominately in the Auckland region with very small numbers widely scattered over much of the North Island and in Canterbury. Proportionally, similar numbers of Māori Immersion services appeared to access whole-centre/service PD programmes as other service types, although the variation in milestone reporting styles noted in chapter 4 mean that these figures need to be treated with caution.

In addition to the National Kohanga Reo Trust who have a contract to deliver MOE-funded PD to kohanga reo (and who are not included in this evaluation), two other providers deliver programmes from a kaupapa Māori base. Whilst not working only with immersion services, these providers offer programmes that fit immersion services, philosophically and culturally. Limitations in the capability of other providers to deliver PD to Immersion Māori services was recognised in the interviews particularly by providers and this is likely to grow in significance as the numbers of Immersion Māori services increase. Attracting facilitators with the dual skills of tikanga me nga te reo Māori and early childhood expertise is not easy for providers, given the wider opportunities for individuals with such expertise.

A significant issue affecting the engagement of Māori Immersion services (together with Pasifika Immersion services) in PD is the need for staff to gain teaching qualifications (and for the centre/service to retain these staff once qualified). Representatives from Immersion Māori services who were interviewed described that their recent priorities had been on getting staff qualified rather than on engaging in PD.

Immersion centres/services: Pasifika

Greater numbers of licensed Pasifika centres exist nationally (N=99), predominately located in the Auckland region and, to a lesser extent, Wellington. In 2004 seventy percent of centres engaged in PD, largely due to short term intensive programmes focused mostly on management and governance aspects provided by a contractor who is not contracted in the current round.

As noted above, staff gaining qualifications and the retention of qualified staff are key issues affecting PD participation. The retention of qualified staff is problematic for many Pasifika centres as these staff are receiving significantly higher salaries when they move to other education and care or kindergarten services. Interviewees also described situations of very poor employment practices that contribute to this turnover of staff. In addition, many Immersion Pasifika centres have moved relatively recently to licensed status and require support with the compliance aspects of being a licensed service, and newly qualified staff move rapidly into leadership positions.

Examples of providers and Ministry officials from the regional offices working collaboratively together to support Pasifika Immersion services were shared from around the country, offering a model that could be expanded. In many instances dual programmes of PD focusing on curriculum and management aspects (or PD and advice and support programmes) were being implemented with shared communication between the provider and MOE officials to ensure consistency of messages and a prioritising of key aspects.

Where PD facilitators who were working with Immersion Pasifika services did not share language and cultural backgrounds, progress in achieving PD goals was described as slower, but still effective. Given that there are also capability issues in delivering PD programmes for Immersion Pasifika centres, in the short to medium term consideration may need to be given to longer and more intensive programmes to address this slower pace of change.

Rural and isolated services

There is considerable evidence that rural and isolated centres/services have less access to PD programmes, and incur more costs in participation. Survey data reveals that many services have to travel for more than 1½ hours and 100 km to access PD activities, resulting in significant costs to participants, and access to trained relievers to enable staff to be released is very problematic. The cancellation of short courses in smaller, regional centres appears to exacerbate access issues. A frequent request from survey respondents, when asked to suggest improvements to PD, was for PD to be delivered in regional locations. Accessing non-MOE funded PD was also problematic for rural and isolated services as again fewer opportunities are available in regional centres.

The delivery of PD is also problematic for providers who face increased costs of travel and time, and for facilitators who are reimbursed for the use of their own cars: the extended travel distances incurred with delivering to rural locations means that facilitators can easily go over the annual 3000km band for reimbursement for use of their private vehicle and are subsequently financially penalised for this. Given that rural centres/services appear to face additional challenges and costs in accessing PD, contracting arrangements that address the true costs of delivery to these services are required. In recognising that the cost of delivery to rural services may be higher than for urban services, it is important to also recognise that parents often have few choices about early childhood services in rural areas and, in the words of one interviewee, “cannot vote with their feet” if the quality of service is poor.

In order to strengthen support for isolated services a possible direction for future development is the use of ICT such as broadband and video conferencing to enable distance delivery of some PD programmes and the clustering of services with a common PD focus or circumstances. Although broadband access is still unreliable in some areas, there is significant potential for collaboration within the Ministry and across rural schools and early childhood education services to develop on-line and video conferencing PD programmes. The expansion of the TKI site to fully include early childhood education information and resources (such as those included in the principals’ leadership portal) and the expansion of provider-operated PD websites are other strategies that could reduce the isolation of rural services.

In addition isolation can be a factor for centres that are philosophically isolated rather than physically. As engaging in PD with facilitators who understand the centre’s context clearly emerged as an important feature of effective PD, both in the literature and from survey respondents that ICT strategies could enable suitable facilitators to reach these centres and avoid the need for individual providers to find specialised personnel to meet these needs (Gallagher & Clifford, 2000).

Special circumstance centres/services

The category “special circumstance centre/service” is a MOE generated one and many centres/services may be unaware that they have been classified as such for reporting requirements. Therefore this was not an area that the survey could provide specific feedback on in order to triangulate practitioners’ experiences with those of providers and MOE officials. As special circumstance services are often unlikely to be part of an umbrella organisation opinion did not come from that source either. An accurate determination of the number of special circumstance centres/services worked with by providers in 2004 could not be calculated from the milestone reports, given the variations in reporting styles. It appears from the telephone interview with the director of the MOE PD contract that

MOE PD facilitators work with significantly higher numbers of special circumstance services than do other providers, with up to seventy percent of their whole-centre/service work with these services. This may reflect the multiple roles undertaken within regional offices of the Ministry where centres/services identified as special circumstances are passed directly to colleagues delivering PD. Whilst the situation of a Ministry having employees delivering contestably funded PD is unusual, the ability for close liaison between various functions within the regional offices may bring advantages in these situations. Other providers working with special circumstance centres/services have noted the importance of close liaison between the provider and the MOE regional office in order to maximise progress.

Providers report a number of ways they have worked with special circumstance centres/services to maximise their effect, such as ensuring commitment to the PD, working alongside practitioners, modelling effective practices and providing intense feedback. Being able to flexibly allocate hours and designing PD programmes specifically for special circumstance centres/services was seen as essential by the providers. It is important that future contracts retain capacity for this flexibility so that providers can continue to be responsive to MOE requests to work with these services. In addition close working relationships between MOE regional offices and providers is necessary in order to identify and provide support to such centres/services as they may be reticent or slow to respond to PD opportunities.

6.3 Future directions for improving MOE funded PD

The evaluation sought to investigate what improvements could be made to the delivery of professional development programmes. In particular it sought direction about how PD could be strengthened to support effective teaching and learning that is inclusive of diverse children, families and whānau. The development and maintenance of strong and responsive learning communities were also considered as was the broader question of how PD provision could be structured and coordinated to achieve the best outcomes from the resources and related Ministry of Education support structures.

Delivering professional development

Effective professional development programmes are based on research and underpinned by current theoretical perspectives concerning both the effective delivery of PD and the content focus area(s) being addressed. This requires providers and facilitators who are knowledgeable, experienced and able to address the conditions for change, rather than just the end result (Guskey, 2000).

Whilst whole-centre/service and clusters are the predominant delivery modes within the ECE PD contracts, it is important that future PD contracts retain flexibility in both the breadth of delivery modes utilised and in the intensity and length of programmes. Descriptions of PD “journey’s” that began with individual one-off PD events and moved into whole-centre/service then cluster PD programmes illustrate that a variety of modes are required to engage practitioners in professional development activities. Further, the impact on centres/services who have staff completing initial teacher education programmes and who are less available for involvement in whole-centre/service PD programmes means that alternative delivery modes are required.

The average time allocation for whole-centre/service PD programmes is around fifteen- twenty hours per programme, usually completed within a calendar year. This is clearly insufficient for some focus areas that require significant shifts in thinking and practice by centre/service staff or where other issues are impacting on their ability to engage in effective whole-centre/service PD. Literature (e.g. Guskey, 2000) also points to the need for longer term professional development to enable shifts in practice to be embedded and retained. Enabling providers to tailor the intensity and length of the PD programme (including continuing beyond a single calendar year) to the needs of the centre/service will strengthen the outcomes of programmes.

The present system of evaluating the effectiveness of individual PD programmes at the conclusion of the programme does not provide evidence about the effectiveness of the programme in sustaining shifts in practice over time. Reports from centre/service personnel and providers and the literature suggest that shifts in practice continue to be made and embedded after the PD programme has completed. A mechanism for following up the progress of centres/services at a point beyond the completion of the programme in order to ascertain sustainability and to also address issues that have arisen subsequently would be useful.

Maintaining an emphasis on whole-centre/service and cluster programmes as a key delivery mode for professional development is important in terms of a) developing and supporting communities of learners within and beyond the individual centre/service, and b) embedding and maintaining changes to practices within the centre. Care needs to be taken that lead teachers/educators involved in cluster groups are the most appropriate people from the centre/service to take back and lead the changes within the centre/service, and that they are given adequate support to do this work through whole-centre/service components (such as visits from the facilitator working alongside the staff or working with the team after hours) rather than expecting that these lead teachers will be able to deliver complex new ideas about practice on their own (Lidington, 2000). Consideration also needs to be given as to how facilitators can work alongside staff within the centre/service operation to provide feedback and guidance on practices without impacting on the ratios, particularly given the challenges in accessing relievers.

An issue raised in several interviews was the existence of specialised PD contracts alongside general PD contracts. Concern was expressed that this specialisation could detract from an holistic approach to professional development. Frequent examples are available of facilitators beginning programmes with centres/services on a topic, and then needing to backtrack and address more fundamental issues of leadership, team work and relationships before the original focus could be attended to. Several provider interviewees felt that specialisation of PD contracts did not allow for an holistic approach to centre/service needs analysis processes, and lessened an integrated approach to teaching and learning. Given that upcoming resources such as the self review guidelines have relevance to all aspects of centre/service practice professional development around the guidelines would be more logically located within the general professional development contracts. Numerous smaller contracts have the potential to fragment an already limited pool of effective facilitators and decrease the ability of providers to induct new facilitators alongside experienced peers.

The current two-year contract length for MOE funded professional development contracts creates considerable demands on both the MOE and on providers in the preparation and selection of proposals and the negotiation of contracts, and often leads to delays in beginning professional development programmes with centres/services at the beginning of a new contract. Delays in information reaching centres/services about the forthcoming PD on offer was an issue raised across practitioner interviews.

Current practices of evaluating the effectiveness of individual PD programmes immediately upon their completion means that there is no mechanism for collecting data on the sustainability of changes to teacher practices and their impact on children's learning. One possible strategy for addressing this is to require providers to undertake follow-up evaluations at a period six months or one year after the PD is completed. Moving to a three-year cycle for contracts as occurs with the School Support Services contracts would facilitate the implementation of this strategy.

Use of ICT to support delivery of programmes

Whilst the data refers to the use of ICT as a mechanism for improving access to PD, especially for rural and isolated centres/services, studies such as Jordan's (2003) identifies the usefulness of technologies including video and audio recorders as instruments to challenge teachers/educators thinking and provoke reflection about

practices. With the increasing emphasis on ICT in the sector practitioners are becoming more familiar with such tools, and there is potential to increase the use of ICT as a tool to support reflection on practice.

Practitioner interviewees suggested expanding the early childhood section on the Te Kete Ipurangi (TKI) website to include resources and materials of similar quality to those offered to teachers in the rest of the education sector as a task for the MOE to undertake to support PD in the future. It is our view that portals such as that on leadership on that website provide an excellent range of research-based articles to enhance practice in this area which could be usefully emulated for the early childhood sector. Collaboration between the MOE and individual providers who develop their own websites to support professional development would also be useful. The development of an online directory of available professional development activities, through both MOE funded contracts and non-MOE providers, would support centres/services in accessing professional development in a timely manner. This would help to address the situation where publicity about PD is not forwarded to the teaching team by management. We believe it is timely for innovative approaches to professional development to be developed for rural and isolated services, for those with specialist philosophies and for those where staff cannot easily be released to attend professional development programmes. Such approaches may include video conferencing and synchronous and asynchronous discussion forums.

A third aspect around ICT relates to the Ministry's and providers' ability to accurately track centre/service participation in PD. The analysis of milestone reports for the 2004 year revealed that it was impossible to accurately identify which centres had participated in professional development in that year, due to significant variations in what is reported. Whilst this variation has the potential to be overcome through the use of the database, the database examples from ten of the providers supplied to the evaluation team showed that providers were submitting data on two significantly different versions of the templates (with an additional variation on one of these versions) that will not currently allow for accurate identification of participating centres/services (NB: an in-depth analysis of the database was outside the scope of this evaluation project).

Furthermore, tracking the involvement of specific service types (e.g., Immersion centres or special circumstance centres/services) or those from particular demographics (e.g., rural and isolated centres/services) is not possible through the milestone reports as a number of providers do not include these details in their reports. It would seem logical to ensure that the database template covers the collection of baseline participation and demographic data to enable the Ministry to track centres/services of particular interest, but this needs to be set up in a manner that allows providers to enter data efficiently. Milestone reports could then be used to comment on access issues particular to the providers' region(s) or service types.

Milestone reports vary considerably in the degree of analysis (as opposed to description) that is included, and in the degree of detail of programmes provided. In order for the Ministry to ascertain how effective the PD programmes there needs to be clear guidelines given to providers as to what is actually required, together with detailed feedback if providers are not addressing issues sufficiently in their reports.

PD that supports practices that are inclusive of diverse children, families and whānau

The evaluators found a lack of consensus on what responding to diversity entailed in the interviews. For some interviewees it meant cultural diversity, for others it meant responding as needed according to the personal circumstances of every family and child. Gifted and talented children were never mentioned, and there was a gap in the conversation concerning children with special needs. To improve the discussion and awareness of diversity will entail a specific focus and leadership on behalf of the MOE and the providers. Professional development that supports effective teaching and learning that is inclusive of diverse children, families and whānau has not been an explicit focus of the current contracts although, as one provider commented, it is impossible to deliver PD around Te Whāriki and using socio-cultural approaches to pedagogy without attention to issues of

diversity being included. The analysis of milestone reports reveals that few PD programmes were explicitly focused on diversity or on a particular lens of diversity (e.g., cultural diversity). However, the PD work around Kei Tua o Te Pae (that is also flowing into the general contracts) appears to be having a major impact on how practitioners are viewing children and parents/whānau and is allowing multiple perspectives and voices to be heard. In this way, practitioners are becoming more open to diverse views, valuing children's home experiences and are being exposed to other ways of interpreting data that is similar to the approaches used in the research that Timperley et al. (2003) and Alton-Lee (2005) describe. These findings reinforce the value of the outsider perspective and ability to problematise practice. It encourages the need for on-going provision of experienced facilitators who have the ability to provide alternative or challenging views of practice and also that have the pedagogical strategies as well as theoretical knowledge that can accompany a new approach.

Data from the survey of teachers/educators indicates that, like bicultural practices, generally there is a low priority given to PD around of the notion of diversity by practitioners. Respondents gave low rankings to issues of diversity within a number of questions, including the importance they placed upon, and their experience of, inclusive practices in PD, and the effectiveness of PD in supporting them to work effectively with diverse children and their families. These findings also attest to the need for facilitators to provide the lens needed to see practice from different perspectives.

There appears to be congruency between the types of inclusive practices experienced by practitioners within their PD programmes and those inclusive practices which are valued by practitioners. Expanding the use of, and making explicit, inclusive practices within PD programmes may help to increase the repertoires of teachers/educators in this area.

A multi-pronged approach to strengthening programmes that support effective teaching of diverse children and families is required. The approaches described above are those often able to be integrated within broader programme foci, particularly around curriculum, teacher interactions and assessment for assessment: In addition, PD opportunities that address issues of diversity through a number of lens (e.g., cultural, special education, family make-up) are required.

Cultural diversity

There were consistent messages from respondents and interviewees across the country expressing the need for both resources and PD to enable them to work effectively with children and their families from a diverse range of cultures. Respondents noted that there were few resources available for supporting communication with families and for pedagogical purposes beyond Pasifika cultures, yet many immigrant families with children enrolled in services were from the Asian rim and beyond. Alongside the cultural diversity of families attending early childhood centres/services is the increasing diversity of teachers. Whilst many immigrant teachers are required to complete New Zealand teacher education qualifications, for others PD has a significant role to play in supporting understanding of Te Whāriki and the socio-cultural approach to teaching and learning that underpins the curriculum document.

Providers gave examples of the effectiveness of Pasifika facilitators who were challenging non-Immersion services to examine how they met the needs of Pasifika children and families, in addition to the work that they delivered to Immersion Pasifika centres.

Special educational needs

Very little PD focusing on the inclusion of children with special educational needs was delivered in 2004 by MOE funded contracts. In contrast, survey respondents identified a range of PD opportunities that they had participated in delivered particularly by specialist agencies and organisations around specific conditions and

needs. Whilst this may be the most appropriate avenue for accessing specialist knowledge, support from MOE-funded providers may be required to assist practitioners in the integration of such knowledge into wider practices around teacher interactions and assessment, planning and evaluation.

Learning communities

Specific questions in both the questionnaire and the interview schedules focused on the ways in which professional development programmes support centres/services to develop and maintain strong and responsive learning communities. Whilst current PD contracts do not have an explicit focus on learning communities per se there are specific focus areas around relationships, both within and outside the centre/service which can be built on and strengthened. Learning communities are identified in this evaluation as including those within the centre/service (including between educators, and between educators and parents/whānau), between centres/services, and between centres/services and other agencies (such as schools, special education services, and community-based organisations).

The notion of a learning community has entered the early childhood discourse primarily through *Nga Huarahi Arataki: The ECE Strategic Plan* and there is potential for the label of “learning community” to be misapplied to existing practices. Engaging practitioners in dialogue about what constitutes a learning community in order to deepen understandings will be an important part of any future PD contract focus. Merely calling a group a learning community is not enough. However, practitioners often have as an aim to have the whole teaching team involved in PD (Foote et al., 1996; Wansbrough, 2002) and future provision of PD should have this as a priority to enable practitioners to discuss and debate with a common understanding. Many of the models of PD that have required key participants to facilitate the PD back in their settings have faced difficulties (Lidington, 2000; McLauchlan-Smith et al., 2001). Practitioners’ industrial conditions such as individual rather than collective non-contact time, shift work and diverse training levels often mitigate against the acquisition and exploration of a shared knowledge base (Foote et al., 1996; Nuttall, 2004).

The model of whole-centre/service PD is highly valued by many practitioners particularly because of the focus that it has of working as a learning community on an issue of relevance to the team members. Practitioners value the opportunity that engaging in PD together gives to get to know colleagues better and to strengthen team cohesion. Provider comments about the variations between centres in terms of their learning community “status” suggest a number of factors outside the influence of PD programmes (e.g., staff who are valued and insufficient resources) but also a number of factors that can be influenced by PD such as having a strong vision and pedagogical practices, and effective leadership and management. Maintaining a holistic approach to PD contracts that allows facilitators to focus on underlying team issues alongside or before moving on to the initially expressed PD focus is an important strategy for supporting the development of effective learning communities.

The cluster model of professional development is perceived as an effective mechanism for developing learning communities between centres/services, although it is less effective for struggling centres that may be less confident in sharing their practices with others. ICT has potential for supporting between-centre/service learning communities. Providers have identified ethical aspects over their role in developing between-centre/service learning communities, particularly around the reporting and sharing of information, that they would like further discussions with the MOE.

Professional development is contributing to the development of partnerships with parents and whānau. Data indicates that strengthening partnerships with parents and whānau was an identified objective in PD programmes to a moderate and large extent for sixty-eight percent of survey respondents, more than eighty percent of respondent centres/services were engaging parents and whānau in aspects of assessment, planning,

and learning as a result of PD, and linkages and partnerships with home/whānau had been strengthened to a high degree or to some extent by sixty-two percent of respondents as a result of PD.

Data from both the survey and interviews indicates that the focus in the Kei Tua o Te Pae: ECE Assessment for Learning Exemplars on multiple voices and perspectives has been significant in encouraging practitioners to see parents and whānau as members of the centre/service learning community.

Professional development programmes do not appear to be having a significant impact on the development of learning communities with other agencies (such as schools, special education services or community-based services) with less than ten percent of questionnaire respondents saying that they had strengthened linkages with these agencies as a result of PD. Isolated examples of positive outcomes from clusters between ECE teachers/educators and primary school teachers demonstrate that such programmes can be useful in strengthening this type of learning community.

Communication about professional development opportunities

Key issues around publicity about professional development opportunities raised particularly by teachers/educators in both the survey and interviews were firstly to do with how centres actively access PD (or not), and secondly, how umbrella organisation information systems could be used to publicise professional development opportunities.

The degree to which centres/services actively pursue engagement in PD programmes appears to be significant in them actually accessing PD. A number of centres reported on missing out on PD if they relied on information coming from providers about forthcoming PD and/or if there were delays in the circulation of this information from management personnel to the teaching staff. There is evidence that more active centres/services subscribed to, and filled, available programmes before these centres/services, and in smaller regions, programmes were sometimes cancelled because not enough centres/services had enrolled by the close off date. Other centres/services were proactive in approaching providers to express their interest and make specific requests for programmes, even before programmes were advertised. As noted above, some umbrella organisations are also very active in accessing professional development for services within their organisation either through direct contacts with the MOE or with individual providers, further highlighting the gulf between reactive and active centres.

A variety of strategies for making information about programmes more readily available and for identifying those centres/services which are slow in accessing, or do not access, professional development is required.

Several umbrella organisations pointed out that they are left out of the loop in terms of what professional development opportunities are available through the MOE funded contracts, and expressed a willingness to publicise information through their usual information systems.

Asking centres/services “what they want” in professional development programmes

There is a potential tension between providing professional development programmes that address MOE priorities and those that address what centres/services perceive as their PD needs, although in reality the two may become closely intertwined. Practitioners, however, do perceive that they are offered set programme foci (particularly around the short course, network, and seminar modes of delivery) and would appreciate having input into the content of such programmes. For the kindergarten service, where more than eighty percent of respondents identified that their appraisal goals influenced what professional development they participated in, having a mismatch between their appraisal goals and advertised programmes may be contributing to their

lower access to MOE funded professional development. This issue may become more important for education and care services and home-based services as appraisal systems become more embedded and formalised (particularly with large employers).

In conclusion, the complexity of issues raised in this evaluation by the literature and analysis of milestone reports, through the interviews with MOE officials, providers, national umbrella organisations, and centre/service personnel, and together with the data from the national survey illustrates what a complex and challenging sector ECE is for which to provide professional development. Whilst the evaluation has uncovered a wide range of issues, the overall quality and effectiveness of MOE funded professional development programmes are high. The openness with which providers and MOE officials, in particular, participated in this evaluation reflects a tremendous commitment to the continuous improvement of MOE funded professional development programmes for early childhood education centres and services.

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APPENDIX 1

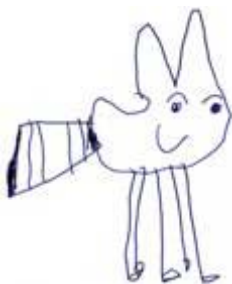
Questionnaire



Professional Development in Early Childhood Education



QUESTIONNAIRE



INSTRUCTIONS ON HOW TO FILL IN THE QUESTIONNAIRE

A member of staff (preferably someone who has been involved in professional development) should be selected to take the **major responsibility** for filling in the questionnaire. However, she/he may wish to consult other staff to help in obtaining a fuller picture. The questionnaire will be filled in **on behalf of the centre/service** rather than on behalf of any single individual. Please move as quickly as possible through the questionnaire.

There are seven sections to the questionnaire:

- Section 1: Demographic Data**
- Section 2: Professional Development**
- Section 3: Professional Development Providers, Facilitators**
- Section 4: Assessment**
- Section 5: Partnerships**
- Section 6: Centre/Service Management, Leadership**
- Section 7: Open-ended Questions**

1. Most of the questions simply require a **tick** in the box of your choice:

2. Some questions ask you to **rate** your response on a three or four point scale, eg
4 = extremely important
3 = very important
2 = important
1 = not important.

Place the number of your choice, eg 2 for important, in the box alongside the item

3. Some questions ask you to **rank** the importance of a series of options. For example, you may be asked to rank seven options by placing **1** in the box of the option you think is *most* important, then **2** in the box of the next most important, and so on until **7**, the least important.

4. Sometimes there is a response category called “**other**” where you can insert an option that is not offered in the given list.

5. Finally, the questionnaire concludes with **two** open-ended questions where you can write your own responses.

6. Please attempt to answer all questions, but if for some reason you cannot or do not wish to answer a particular question or questions please leave such item(s) blank.

CONFIDENTIALITY

No centre/service or staff member will be identified in any of the results. Only aggregated data will be reported.

***Thank you for your help in completing this questionnaire.
Your contribution is greatly appreciated.***

ABBREVIATIONS

ECE	Early Childhood Education
ERO	Education Review Office
MoE	Ministry of Education
PD	Professional development
REAP	Rural Education Activities Programme
TRCC	Teacher Refresher Course Committee

MoE CONTRACTORS FOR PROFESSIONAL DEVELOPMENT

Contract Name	Regions Covered
Christchurch College of Education	Canterbury, South Canterbury, West Coast, Nelson/Marlborough
Dunedin College of Education	Otago, Southland
Education Leadership Project	Auckland, Waikato, Bay of Plenty
Hana Clannad	National coverage
Hospital Play Specialists Association of Aotearoa/New Zealand Inc	National coverage
Maioha, Early Childhood Professional Development (2004)	Waikato, Bay of Plenty
Massey University College of Education	Taranaki, Wanganui, Central Plateau, Manawatu, Horowhenua, Hawkes Bay, Gisborne
Ministry of Education (previously ECD)	National coverage
NZ Playcentre Federation	National coverage
Ngahihi	Tainui, Bay of Plenty, Auckland
Te Kohanga Reo National Trust Board	National coverage
Te Tari Puna Ora o Aotearoa and Teuila Consultancy	Auckland
Te Wananga O Aotearoa	Whangarei, Auckland, Rotorua, Gisborne
University of Auckland Faculty of Education	Auckland, Northland
University of Waikato School of Education	Waikato, Bay of Plenty
Victoria University of Wellington College of Education	Wellington, Wairarapa

SECTION 1: DEMOGRAPHIC DATA

Please do not use these coding boxes

1. Please identify from the list below who in the centre/service took the major responsibility for filling in the questionnaire. (*Tick the appropriate box in column one*)

Use column two to indicate others who were consulted in filling in the questionnaire.

Col 1 Col 2

Centre Leader/Manager/Head Teacher/Director/Supervisor/Kaiako	<input type="checkbox"/>	<input type="checkbox"/>
Home-based Co-ordinator	<input type="checkbox"/>	<input type="checkbox"/>
Team Leader/Assistant Head Teacher/Assistant Supervisor/Senior Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Teacher/Educator/Playcentre Member	<input type="checkbox"/>	<input type="checkbox"/>
Caregiver (home-based services)	<input type="checkbox"/>	<input type="checkbox"/>
Management Personnel/Administrator/Licensee	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>Please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>

2. Name of centre/service:

3. What is the total number of adults who make up your centre's/service's teaching team?

1 to 3 adults	<input type="checkbox"/>
4 to 6 adults	<input type="checkbox"/>
7 to 10 adults	<input type="checkbox"/>
11 to 19 adults	<input type="checkbox"/>
20 or more adults	<input type="checkbox"/>

4. Gender: Please indicate the gender make-up of the teaching team of your centre/service.

Number of females	<input type="checkbox"/>	<input type="checkbox"/>
Number of males	<input type="checkbox"/>	<input type="checkbox"/>

5. Ethnicity: Please indicate the ethnic backgrounds of your teaching team.

Number of NZ Māori	<input type="checkbox"/>	<input type="checkbox"/>
Number of Pasifika	<input type="checkbox"/>	<input type="checkbox"/>
Number of NZ European/Pakeha	<input type="checkbox"/>	<input type="checkbox"/>
Number of Asian	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>Please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>

6. To which early childhood service does your centre/service belong?

Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
Home-based services	<input type="checkbox"/>	
Playcentre	<input type="checkbox"/>	
Correspondence School	<input type="checkbox"/>	
Hospital	<input type="checkbox"/>	

Education and care centres:

Montessori	<input type="checkbox"/>	<input type="checkbox"/>
Steiner	<input type="checkbox"/>	
Community sessional	<input type="checkbox"/>	
Community full day	<input type="checkbox"/>	
Private sessional	<input type="checkbox"/>	
Private full day	<input type="checkbox"/>	
Māori immersion	<input type="checkbox"/>	
Pasifika	<input type="checkbox"/>	

7. Level of training/**early childhood teaching** qualifications of the centre/service teaching team.

	Total number of staff	Number full time	Number part time	
Teaching degree				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Dip Tchg (ECE)				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In training				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Untrained				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Playcentre Course 4+				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Playcentre in training Courses 1-3				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Postgraduate				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other (<i>Please specify</i>) _____				

8. What number of your centre's/service's teaching team have the following length of service in ECE?

1 to 2 years	<input type="checkbox"/>	<input type="checkbox"/>
3 to 5 years	<input type="checkbox"/>	<input type="checkbox"/>
6 to 10 years	<input type="checkbox"/>	<input type="checkbox"/>
11 to 19 years	<input type="checkbox"/>	<input type="checkbox"/>
20 or more years	<input type="checkbox"/>	<input type="checkbox"/>

9. Is your centre/service:

City – central?	<input type="checkbox"/>	<input type="checkbox"/>
City – suburban?	<input type="checkbox"/>	
Town?	<input type="checkbox"/>	
Rural?	<input type="checkbox"/>	

10. Geographic location of your centre/service. *(Please tick one of the following)*

Northland	<input type="checkbox"/>
Auckland	<input type="checkbox"/>
Waikato	<input type="checkbox"/>
Taranaki	<input type="checkbox"/>
Bay of Plenty	<input type="checkbox"/>
Gisborne	<input type="checkbox"/>
Hawkes Bay	<input type="checkbox"/>
Manawatu/Wanganui	<input type="checkbox"/>
Wellington	<input type="checkbox"/>
Tasman/Nelson/Marlborough	<input type="checkbox"/>
Otago	<input type="checkbox"/>
Canterbury	<input type="checkbox"/>
West Coast	<input type="checkbox"/>
Southland	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

11. Roll numbers:

Number of children your centre/service is licensed for	<input type="text"/>
Current number of children enrolled	<input type="text"/>

<input type="text"/>
<input type="text"/>

SECTION 2: PROFESSIONAL DEVELOPMENT

Coding boxes

12. How important is it for your centre/service to participate in PD?

Very important	<input type="checkbox"/>
Important	<input type="checkbox"/>
Unimportant	<input type="checkbox"/>

13. Which of the following are most important/relevant to your centre/service in terms of professional responsibilities? (*Rank 1 = most important, 2 = next most important etc, through to 8 = least important*)

	Rank	
Staff meetings and team planning	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining routines	<input type="checkbox"/>	<input type="checkbox"/>
Delivering centre/service programme	<input type="checkbox"/>	<input type="checkbox"/>
Professional development	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with parents	<input type="checkbox"/>	<input type="checkbox"/>
Compiling profiles/portfolios	<input type="checkbox"/>	<input type="checkbox"/>
Informal contacts with other professionals	<input type="checkbox"/>	<input type="checkbox"/>
Advocating for early childhood education	<input type="checkbox"/>	<input type="checkbox"/>

14. Rank the **top five** following PD content areas in terms of relevance to the needs of your centre/service. (*Rank 1 = most relevant through to 5 = least relevant*)

	Rank	
Understanding and use of Te Whāriki	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of learning (including Kei tua o te pae)	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of DOPs	<input type="checkbox"/>	<input type="checkbox"/>
Approaches to learning and teaching, eg scaffolding, co-constructing	<input type="checkbox"/>	<input type="checkbox"/>
Specific curriculum areas, eg literacy, music, numeracy	<input type="checkbox"/>	<input type="checkbox"/>
Effective teaching for diverse learners, eg culture, age, gender, special needs	<input type="checkbox"/>	
Bicultural approaches to teaching	<input type="checkbox"/>	
Leadership	<input type="checkbox"/>	
Management	<input type="checkbox"/>	
Working with parents and whānau	<input type="checkbox"/>	
Other (<i>Please specify</i>)	<input type="checkbox"/>	

15. Since 1 January 2004 to what extent has your centre/service been involved in MoE funded and other PD?

To a considerable extent	<input type="checkbox"/>	<input type="checkbox"/>
To a moderate extent	<input type="checkbox"/>	
To a small extent	<input type="checkbox"/>	
Not at all	<input type="checkbox"/>	

16. How difficult has it been for your centre/service to access PD through:

(i) MoE funded PD contracts? (see page 2)

Very difficult	<input type="checkbox"/>	<input type="checkbox"/>
Quite difficult	<input type="checkbox"/>	
Fairly easy	<input type="checkbox"/>	
Very easy	<input type="checkbox"/>	

(ii) other sources/providers?

Very difficult	<input type="checkbox"/>	<input type="checkbox"/>
Quite difficult	<input type="checkbox"/>	
Fairly easy	<input type="checkbox"/>	
Very easy	<input type="checkbox"/>	

17. How far does **cost** affect the participation of your centre/service in PD?

Substantially	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat	<input type="checkbox"/>	
Not at all	<input type="checkbox"/>	

18. A number of factors can impede the effectiveness of PD. Rate the seriousness of the following **barriers** to effectiveness in terms of the **experience** of your centre/service. Use the following rating scale:

4 = extremely serious

3 = very serious

2 = quite serious

1 = not very serious

0 = not applicable

Rating

Difficulty in finding time to attend	<input type="checkbox"/>	<input type="checkbox"/>
Having centre/service management support	<input type="checkbox"/>	<input type="checkbox"/>
Obtaining staff relievers	<input type="checkbox"/>	<input type="checkbox"/>
Programme content lacking relevance	<input type="checkbox"/>	<input type="checkbox"/>
Workload	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient focus on bicultural issues	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate attention to diversity	<input type="checkbox"/>	<input type="checkbox"/>
Low staff motivation	<input type="checkbox"/>	<input type="checkbox"/>
Unsuitable times for meetings	<input type="checkbox"/>	<input type="checkbox"/>
Staff turnover	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate focus on multicultural issues	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty in travelling to venue	<input type="checkbox"/>	<input type="checkbox"/>
Programme too short	<input type="checkbox"/>	<input type="checkbox"/>
Programme too long	<input type="checkbox"/>	<input type="checkbox"/>
Poor provider relationships	<input type="checkbox"/>	<input type="checkbox"/>
Provider has no capacity to include your request	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate notification of proposed PD opportunities	<input type="checkbox"/>	<input type="checkbox"/>
Access to ICT resources	<input type="checkbox"/>	<input type="checkbox"/>
Whole team unable to be included	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>Please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>

19. Rate the **importance** of the following factors in terms of their contribution toward **effective** PD. Use the following rating scale:

- 4 = extremely important
- 3 = very important
- 2 = important
- 1 = not very important

	Rating	
Being offered content that meets the needs of our centre/service	<input type="checkbox"/>	<input type="checkbox"/>
Preparing key goals and objectives at the beginning of the programme	<input type="checkbox"/>	<input type="checkbox"/>
Having a team approach	<input type="checkbox"/>	<input type="checkbox"/>
Having facilitators that understand the context and needs of our particular centre/service	<input type="checkbox"/>	<input type="checkbox"/>
Using the centre/service as the main venue	<input type="checkbox"/>	<input type="checkbox"/>
Utilising workshops/short courses	<input type="checkbox"/>	<input type="checkbox"/>
Stating clear learning outcomes for participants	<input type="checkbox"/>	<input type="checkbox"/>
Keeping everyone focused, including facilitators	<input type="checkbox"/>	<input type="checkbox"/>
Having adequate time for reflection on new ideas	<input type="checkbox"/>	<input type="checkbox"/>
Having opportunity in PD to apply new ideas in practice	<input type="checkbox"/>	<input type="checkbox"/>

20. As a result of participation in PD, to what extent is your centre/service using the following: (Please tick the appropriate box)

	A great deal	To some extent	Not much	None at all	Not applicable	
Te Whāriki						<input type="checkbox"/>
Self review guidelines						<input type="checkbox"/>
ECE Regulations						<input type="checkbox"/>
Quality in Action						<input type="checkbox"/>
The Quality Journey						<input type="checkbox"/>
Kei tua o te pae, the early childhood exemplars						<input type="checkbox"/>
Te Reo Tātaki						<input type="checkbox"/>

21. Below is a list of characteristics of **effective PD**. In column **one** use the following scale to rate how important these characteristics are for your centre/service.

- 4 = *extremely important*
- 3 = *very important*
- 2 = *important*
- 1 = *not very important*

In column **two** identify which of the eight characteristics have been part of the PD that your centre/service has **participated in recently**? Place a tick in the box in the second column beside those particular characteristics.

	Column one Own rating of importance (1-4)	Column two Typically reflected (✓)	
1. Acknowledgement of what we want and need			<input type="checkbox"/> <input type="checkbox"/>
2. Provision of new knowledge – theory, content, alternative practices			<input type="checkbox"/> <input type="checkbox"/>
3. Involvement in examining good teaching within own setting			<input type="checkbox"/> <input type="checkbox"/>
4. Collection and analysis of observational data from own setting			<input type="checkbox"/> <input type="checkbox"/>
5. Opportunity for critical reflection and challenging existing beliefs			<input type="checkbox"/> <input type="checkbox"/>
6. Educational practice that is inclusive of children who are diverse and their families and whānau			<input type="checkbox"/> <input type="checkbox"/>
7. Encouragement to change educator practice, understandings, beliefs and attitudes			<input type="checkbox"/> <input type="checkbox"/>
8. Empowered to manage own PD*			<input type="checkbox"/> <input type="checkbox"/>

22. How clear were the PD goals and objectives of your centre/service **before** undertaking PD?

Very clear	<input type="checkbox"/>	<input type="checkbox"/>
Quite clear	<input type="checkbox"/>	
Clear	<input type="checkbox"/>	
Rather vague	<input type="checkbox"/>	

* These characteristics are based on Mitchell, L., & Cubey, P. (2003). *Characteristics of professional development linked to enhanced pedagogy and children's learning in early childhood settings: Best evidence synthesis*. A report prepared for the New Zealand Ministry of Education (July, 2003).

23. Do you think your centre/service achieved its professional goals and objectives as a result of participating in PD?

Yes		
Mostly		
To some degree		
Not at all		

24. As a result of participation in PD, how far do you think your centre/service has: *(Please tick the appropriate box)*

	A great deal	A fair amount	Not much	None at all	
Increased the pedagogical/ theoretical knowledge of staff in your centre/service					<input type="checkbox"/>
Changed the approach of your centre/service to learning and teaching					<input type="checkbox"/>
Improved the quality of the educational practice of your centre/service					<input type="checkbox"/>
Changed the beliefs and attitudes of staff in your centre/service					<input type="checkbox"/>
Become more aware of, and been able to work with people of diverse backgrounds					<input type="checkbox"/>
Become more sensitive to bicultural issues					<input type="checkbox"/>
Strengthened partnerships with parents/whānau					<input type="checkbox"/>
Improved the quality of leadership and management					<input type="checkbox"/>

25. How far do you feel that your centre's/service's thinking and practices related to (i) theoretical approaches and (ii) educational practice has changed **as a result of your recent PD**?

(i) theoretical approaches

A great deal		<input type="checkbox"/>
Quite a bit		
Hardly at all		
No change		

(ii) educational practice

A great deal		<input type="checkbox"/>
Quite a bit		
Hardly any		
No change		

26. PD aims to support educator practice that is inclusive. To what degree has your centre/service experienced the following practices over the last two years in PD? Use the following rating scale:

- 4 = to a high degree
- 3 = to a moderate degree
- 2 = to a small degree
- 1 = not at all

1. Building partnerships with parents/whānau
2. Ensuring that children and families from diverse backgrounds feel safe/comfortable
3. Inviting people from diverse groups to lead discussion and give practical examples
4. Avoiding racism and bias
5. Promoting opportunities for different learning styles
6. Utilising home languages
7. Empowering diversity
8. Catering for children with special needs
9. Developing and using resources to support diversity in learning
10. Developing bicultural practices

27. From the 10 practices listed above in Q.26, identify FIVE that are considered particularly important to your centre/service. (Insert the appropriate numbers in the boxes provided)

--	--	--	--	--

28. In your experience, how serious does your centre/service think the following issues are in reducing the effectiveness of PD? Use the following rating scale:

- 4 = *extremely serious*
- 3 = *very serious*
- 2 = *quite serious*
- 1 = *not very serious*
- 0 = *not applicable*

	Rating	
Lack of clear initial goals and objectives for PD	<input type="checkbox"/>	<input type="checkbox"/>
Staff with low levels of training/qualifications	<input type="checkbox"/>	<input type="checkbox"/>
Staff reluctant to attend	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty in maintaining motivation during PD	<input type="checkbox"/>	<input type="checkbox"/>
Being able to share information with staff who haven't attended	<input type="checkbox"/>	<input type="checkbox"/>
Lack of match between 'advertised' content of PD and what is actually delivered	<input type="checkbox"/>	<input type="checkbox"/>
Wide discrepancy of training/qualifications amongst staff attending	<input type="checkbox"/>	<input type="checkbox"/>
Lack of linkage between theory and practice	<input type="checkbox"/>	<input type="checkbox"/>
Too much theory	<input type="checkbox"/>	<input type="checkbox"/>
Too little theory	<input type="checkbox"/>	<input type="checkbox"/>
Lack of practical examples/exemplars	<input type="checkbox"/>	<input type="checkbox"/>
Lack of time for discussion	<input type="checkbox"/>	<input type="checkbox"/>

29. Using the following scale where:

- 4 = *very effective*
- 3 = *effective*
- 2 = *not effective*
- 1 = *very ineffective*
- 0 = *not applicable*

how would your centre/service assess the **effectiveness of your recent PD** in terms of:

	Rating	
Improving children's learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>
Improving your centre's/service's teaching capability	<input type="checkbox"/>	<input type="checkbox"/>
Promoting a credit model of learning	<input type="checkbox"/>	<input type="checkbox"/>
Building partnerships (parents, whānau, community etc)	<input type="checkbox"/>	<input type="checkbox"/>
Working collaboratively within your centre/service	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and celebrating diversity	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging bicultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Increasing teachers' content knowledge	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: PROFESSIONAL DEVELOPMENT PROVIDERS, FACILITATORS

30. Since 1 January 2004 how much of your centre/service PD was through MoE funded contracts? *(Tick the appropriate box)*

None	<input type="checkbox"/>
Less than ¼	<input type="checkbox"/>
¼ to ½	<input type="checkbox"/>
½ to ¾	<input type="checkbox"/>
More than ¾	<input type="checkbox"/>
All	<input type="checkbox"/>

31. There is a range of **non-MoE** PD available such as conferences, symposia, short courses etc. Some possible **reasons** why people participate in these are listed below (i).

(i) **Possible reasons for participating in PD programmes:**

- | | |
|---|--|
| 1. Quality of speakers/presenters | 5. Smorgasbord of offerings |
| 2. Meeting special character of centre/service | 6. Suitable venue, catering |
| 3. Networking with like-minded people | 7. Travel funded |
| 4. MoE contractor not providing for particular needs of your service/centre | 8. Not requiring relievers |
| | 9. Focus or topic of particular interest |

Select from the numbers above those that influence people in your centre/service to participate in the programmes below (ii).

(ii) **Types of programmes your centre/service may have participated in:**

	Record relevant reason numbers below
Conferences/symposia	<input type="checkbox"/>
Short courses	<input type="checkbox"/>
TRCC	<input type="checkbox"/>
REAP	<input type="checkbox"/>
Other <i>(Please specify)</i> _____	<input type="checkbox"/>
_____	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. (i) What has been the main type of PD delivery that your centre/service has experienced? (*Rank in order the **top three only**. Place 1, 2, 3 in the appropriate boxes in column **one***)

(ii) Now rank the top **three preferred** methods of delivery in column **two**.

	Col one Rank	Col two Rank	
Whole centre/service	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
Clusters/networks	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
Individual, eg short course	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
Wānanga	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
Conference/TRCC	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
Seminars	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
Own organisation	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
Interest meetings	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>

33. Some MoE PD funded contracts offer support funding to centres/services to assist with the cost of participation. To what extent does the availability of this funding influence your participation in the following types of programme?

(i) Short courses

Highly influential	<input type="checkbox"/>	<input type="checkbox"/>
Fairly influential	<input type="checkbox"/>	
Not at all influential	<input type="checkbox"/>	
Not applicable	<input type="checkbox"/>	

(ii) Whole centre/service (including whole-centre cluster)

Highly influential	<input type="checkbox"/>	<input type="checkbox"/>
Fairly influential	<input type="checkbox"/>	
Not at all influential	<input type="checkbox"/>	
Not applicable	<input type="checkbox"/>	

(iii) Networks

Highly influential	<input type="checkbox"/>	<input type="checkbox"/>
Fairly influential	<input type="checkbox"/>	
Not at all influential	<input type="checkbox"/>	
Not applicable	<input type="checkbox"/>	

(iv) Interest clusters

Highly influential	<input type="checkbox"/>	<input type="checkbox"/>
Fairly influential	<input type="checkbox"/>	
Not at all influential	<input type="checkbox"/>	
Not applicable	<input type="checkbox"/>	

34. Which of the following characteristics of **effective PD facilitators** are the most important to your centre/service? Use the following rating scale:

4 = extremely important

3 = very important

2 = important

1 = not very important

	Rate	
Good knowledge of content, theory and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>
Good communication and relationship skills	<input type="checkbox"/>	<input type="checkbox"/>
Good reflective thinkers and practitioners	<input type="checkbox"/>	<input type="checkbox"/>
Good ability to challenge thinking and practice	<input type="checkbox"/>	<input type="checkbox"/>
Good skills in research and ability to collect and interpret data	<input type="checkbox"/>	<input type="checkbox"/>
Good at keeping us on track	<input type="checkbox"/>	<input type="checkbox"/>
Good follow-up and feedback skills	<input type="checkbox"/>	<input type="checkbox"/>
Good knowledge of centre/service needs	<input type="checkbox"/>	<input type="checkbox"/>
Good at modelling appropriate practice	<input type="checkbox"/>	<input type="checkbox"/>

35. In your **centre's/service's experience** have PD facilitators generally been:

(i) knowledgeable in areas that were important to your centre/service?

Very	<input type="checkbox"/>	<input type="checkbox"/>
To some degree	<input type="checkbox"/>	
No	<input type="checkbox"/>	

(ii) helpful in assisting your centre/service apply this knowledge?

Very	<input type="checkbox"/>	<input type="checkbox"/>
To some degree	<input type="checkbox"/>	
No	<input type="checkbox"/>	

(iii) good at encouraging discussion?

Very	<input type="checkbox"/>	<input type="checkbox"/>
To some degree	<input type="checkbox"/>	
No	<input type="checkbox"/>	

(iv) sensitive to time requirements for understanding and applying new learning?

Very	<input type="checkbox"/>	<input type="checkbox"/>
To some degree	<input type="checkbox"/>	
No	<input type="checkbox"/>	

(v) effective at encouraging self reflection

Very	<input type="checkbox"/>	<input type="checkbox"/>
To some degree	<input type="checkbox"/>	
No	<input type="checkbox"/>	

SECTION 4: ASSESSMENT

36. How well has the centre's/service's PD assisted in obtaining **evidence** of enhanced learning outcomes for children (as related to Te Whāriki)?

Very well	<input type="checkbox"/>
Quite well	<input type="checkbox"/>
Poorly	<input type="checkbox"/>
Very poorly	<input type="checkbox"/>

37. Have PD facilitators introduced your centre/service to useful approaches to assessing children's learning?

Yes	<input type="checkbox"/>
To some degree	<input type="checkbox"/>
No	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>

38. As a result of your centre's/service's PD how would you rate its skills **in reflecting on practice**. *(Please tick the appropriate box)*

	Very capable	Quite capable	Not very capable
Collecting observational data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing the data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically evaluating the data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with conflicting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying outcomes suggested by the data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. (i) Have practices in your centre/service changed as a result of PD?

- A great deal
- A fair amount
- Not much
- None at all

(ii) How do you **know** that practices have changed? *Rate the following sources of evidence where 4 = a major source, through 3, 2, 1 = a minor source. Use N/A for not applicable.*

Rating

- Feedback from facilitators
- Achieving previously set indicators
- Setting goals to measure against
- Evaluation form at end of PD
- Observations
- Gathering information from surveys, parents, or self review
- Observable improvements in children's learning outcomes
- Parents/whānau feedback
- ERO feedback

Other (Please specify)

SECTION 5: PARTNERSHIPS

40. To what extent has strengthening the partnership between your centre/service and parents and whānau been an identified objective of your recent PD?

To a large extent

To a moderate extent

To a small extent

Not at all

41. To what degree has PD resulted in your centre/service engaging parents and whānau in aspects of assessing, planning and learning?

To a high degree

To some degree

To a low degree

Not at all

42. As a result of PD, to what extent have linkages or partnerships been strengthened between your centre/service and: *(Please tick the appropriate box)*

	To a large extent	To some extent	To a small extent	No change	Not applicable
Home/whānau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community-based services (eg Plunket)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other early childhood centres/services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 6: CENTRE/SERVICE MANAGEMENT, LEADERSHIP

43. To what extent has centre/service leadership and management valued and supported ongoing PD?

- To a large extent
- To some extent
- To a small extent
- Not really interested

44. To what degree has PD contributed positively to the tone or organisational climate in your early childhood setting?

- To a high degree
- To some degree
- To a low degree
- Not at all

45. How much have your appraisal processes influenced the decisions of your centre/service to participate in PD?

- A great deal
- Quite a bit
- Hardly at all
- Not at all
- Not applicable

46. How well has centre/service leadership enabled **individuals'** PD interests or needs to be met each year?

- Very well
- Quite well
- Poorly
- Very poorly

47. How is the choice of PD made in your centre/service? *Tick the appropriate box(es).*

Consensus team meeting decision

Management committee decision

Teacher/educator's appraisal plan

ERO suggestion/direction

Centre/service vision/goals

Individuals' spontaneous requests

Other *(Please specify)*

SECTION 7: OPEN-ENDED QUESTIONS

48. (i) What has been the most effective PD you have participated in during the last two years?

(ii) What were the outstanding features about it?

(iii) Was it provided through a MoE contractor?

Yes

No

<input type="checkbox"/>
<input type="checkbox"/>

49. What suggestions would your centre/service make to the MoE to improve provisions for PD in early childhood education?

Thank you for your cooperation in completing this questionnaire. Your contribution to the evaluation of professional development in early childhood is greatly appreciated.

**PLEASE RETURN YOUR QUESTIONNAIRE NOW
OR AS SOON AS POSSIBLE IN THE RETURN ADDRESSED ENVELOPE**

APPENDIX 2

**Schedule of
Focus Group Questions**

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui



INFORMATION AND SUGGESTED GROUND RULES FOR FOCUS GROUP INTERVIEWS

INFORMATION

What is a Focus Group?

A focus group is a relaxed, non-threatening discussion with a number of people, the purpose being to obtain perceptions on a defined topic/area. The group comprises a 'neutral' moderator (interviewer/facilitator) who interacts with the participants, asks the questions and encourages sharing of ideas between the participants. Group members can add to, and respond to others' comments and hence influence the ideas of others. However, participants are often chosen if they share some commonality with regard to the topic as most people feel more comfortable when disclosing material to people who resemble themselves. The discussion is either taped or a note taker records the key points of the discussion and confirms the accuracy of these at the conclusion of the interview.

Objective of the Meeting

The objective of this focus group meeting is to discuss issues surrounding professional development programmes in early childhood education. As part of this process we will be examining some of the issues that have arisen out of our analysis of a national survey of early childhood education centres and services.

The Planning for the Session

1. A number of questions have been appended to this information sheet. These will form the basis of the discussion between the group members. Members can of course raise any other pertinent issues at the end of the discussion when 'any other comments' are called for.
2. It is important that all participants can readily communicate with each other so being seated in a circle shape is the most useful arrangement.
3. It is important that participants agree upon a number of ground rules for the meeting. A suggested list of ground rules are appended to this information sheet.
4. Notes of the interview will be recorded by a note-taker (one of the researchers) during the interview. These will be read back to the group at the conclusion of the interview to check for accuracy.
5. Members will receive a copy of the report of findings after the material has been analysed.

SUGGESTED 'GROUND RULES' FOR FOCUS GROUP INTERVIEW

1. It is important that all of your co-participants contribute to the discussion. Do assist others to contribute if you feel this is appropriate.
2. Keep focused on the question that is being asked. Frequently look at the question to keep you on this task.

3. Try to keep the meeting moving by being succinct - but do give all relevant information. The time frame will give you an idea about how much time to spend on each question but, if necessary, another meeting can be convened to gather further information.
4. The moderator will attempt to obtain a closure on each answer to the question – no one should feel that they have important ideas not discussed.
5. All participants need to agree that as a general rule discussion points are confidential to participants. No names or identification of early childhood education centres or services is to occur in any subsequent discussions.

Centre/Service Focus Group Questions
Q1. How effective have MoE PD programmes been in meeting the professional development needs of your centre/service, and others like yours? In what ways?
Q2. The survey asked respondents to describe the features of the most effective PD that they had participated in over the past two years. Looking at the collation of these results, which of these features are also important to you? Why?
Q3. It is intended that ECE professional development programmes will support and strengthen ECE practices in a number of areas: <ul style="list-style-type: none"> - pedagogical practice based on Te Whariki - bicultural understandings and practice within curriculum and centre/service organisation - teaching practices that support diverse learners and their families/whanau - the development of strong learning communities. <p>How effectively has the professional development that you've been able to access supported you in achieving each of these goals? How do you know this?</p>
Q4. Current MoE policies and PD programmes refer to teaching and learning that is inclusive of diverse children, families and whanau. What does the term "diversity" mean to you? From your point of view, how effectively do professional development programmes enable you to be inclusive in your teaching practices?
Q5. A key question for the evaluation concerns examining how the provision of PD can be structured and co-ordinated to achieve the best outcomes for children. What advice would you have for us, based on the needs of your centre/service and others like you?
Q6. Any further comments?

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui



INFORMATION AND SUGGESTED GROUND RULES FOR MOE GROUP INTERVIEW ON EVALUATION OF ECE PROFESSIONAL DEVELOPMENT PROGRAMMES

INFORMATION

What is a Focus Group?

A focus group is a relaxed, non-threatening discussion with a number of people, the purpose being to obtain perceptions on a defined topic/area. The group comprises a 'neutral' moderator (interviewer/facilitator) who interacts with the participants, asks the questions and encourages sharing of ideas between the participants. Group members can add to, and respond to others' comments and hence influence the ideas of others. However, participants are often chosen if they share some commonality with regard to the topic as most people feel more comfortable when disclosing material to people who resemble themselves. The discussion is either taped or a note taker records the key points of the discussion and confirms the accuracy of these at the conclusion of the interview.

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SUGGESTED 'GROUND RULES' FOR FOCUS GROUP INTERVIEW

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3. Try to keep the meeting moving by being succinct - but do give all relevant information. The time frame will give you an idea about how much time to spend on each question but, if necessary, another meeting can be convened to gather further information.
4. The moderator will attempt to obtain a closure on each answer to the question – no one should feel that they have important ideas not discussed.
5. All participants need to agree that as a general rule discussion points are confidential to participants. No names or identification of early childhood education centres or services is to occur in any subsequent discussions.

MOE FOCUS GROUP QUESTIONS

- Q1. Prior to this focus group interview, we provided you with a summary of some of the key data for your region. Was there anything in this data that surprised or concerned you, or were the results as you would have expected for your region? Why (evidence)?
- Q2. To what extent are the MoE PD programmes being offered for ECE catering effectively to all types of ECE services in your region (service types, rural/urban, isolated, Maori immersion, Pasifika, special circumstance)? What evidence do you have for this?
- Q3. It is intended that ECE professional development programmes will support and strengthen ECE practices in a number of areas:
- pedagogical practice based on Te Whariki
 - bicultural understandings and practice within curriculum and centre/service organisation
 - teaching practices that support diverse learners and their families/whanau
 - the development of strong learning communities.
- How effectively are the PD programmes in your region achieving each of these goals? What is your evidence for your comments?
- Q4. The survey data reports respondents' views on priorities for professional development – we'd like to explore these views in light of your understandings of current practices, and MoE policy directions
- Q5. A key question for the evaluation concerns examining how the provision of PD can be structured and co-ordinated to achieve the best outcomes from the resources and related MoE support structures. What advice would you have for us, based on your knowledge and experience within your region?
- Q6. Any further comments?

APPENDIX 3

**Schedule of
Interview Questions**

Appendix 3: Interview questions

National Evaluation of ECE Professional Development Programmes

Telephone Interviews: Professional Development Provider Interview Questions

- Q1. Prior to this interview, we provided you with a summary of some of the key data for services within the region(s) covered by your contract, together with a national summary. Was there anything in this data that you wanted to comment about? Were the results as you would have expected for your contract's region(s)? Why (evidence)?
- Q2. To what extent do you believe that the PD contract that you deliver on behalf of the MoE is providing programmes that cater effectively to the services in your contract region? What evidence do you have for this?
- Q3. It is intended that ECE professional development programmes will support and strengthen ECE practices in a number of areas:
- pedagogical practice based on Te Whariki
 - bicultural understandings and practice within curriculum and centre/service organisation
 - teaching practices that support diverse learners and their families/whanau
 - the development of strong learning communities.

How would you rate the effectiveness of the PD programmes offered to services within your contract in achieving each of these goals? What is your evidence for your comments?

- Q4. The survey data reports respondents' views on priorities for professional development – we'd like to explore these views in light of your priorities for PD provision, and MoE policy directions.
- Q5. A key question for the evaluation concerns examining how the provision of PD can be structured and co-ordinated to achieve the best outcomes from the resources and related MoE support structures. What advice would you have for us, based on your knowledge and experience of providing professional development for centres/services within your contract region?
- Q6. Any further comments?

Appendix 3: Interview questions

**National Evaluation of ECE Professional Development Programmes:
Interview schedule for Umbrella Organisations**

Q1. Prior to this interview, we provided you with a summary of some of the key data from the national survey of ECE services. Was there anything in this data that you want to comment on, or were the results as you would have expected for your organisation's services? Why?

Q2. What PD programmes are offered to services in your organisation?
In the case of MOE PD programmes, to what extent are they catering effectively to the services represented by your organisation? What evidence do you have for this?

Q3. It is intended that ECE professional development programmes will support and strengthen ECE practices in a number of areas:

- pedagogical practice based on Te Whāriki
- bicultural understandings and practice within curriculum and centre/service organisation
- teaching practices that support diverse learners and their families/whanau
- the development of strong learning communities.

How effectively are the PD programmes offered to services represented by your organisation achieving each of these goals? What is your evidence for your comments?

What evidence do you have that PD makes a difference to learning outcomes for children?

Q4. The survey data reports respondents' views on priorities for professional development (see Q. 14a) – we'd like to explore these views in light of your understandings of your organisation's services, and MOE policy directions.

Q5. A key question for the evaluation concerns examining how the provision of PD can be structured and co-ordinated to achieve the best outcomes from the resources and related MOE support structures. What advice would you have for us, based on your knowledge and experience for your organisation's services?

Q6. Any further comments?

APPENDIX 4

Raw Data



Responses to Professional Development in Early Childhood Education Questionnaire



SECTION 2: PROFESSIONAL DEVELOPMENT

12. How important is it for your centre/service to participate in PD?

Very important	87%
Important	13%
Unimportant	0%

13. Which of the following are most important/relevant to your centre/service in terms of professional responsibilities? (*Rank 1 = most important, 2 = next most important etc, through to 8 = least important*)

	<i>Ranking</i>
Staff meetings and team planning	3
Maintaining routines	6
Delivering centre/service programme	1
Professional development	4
Interaction with parents	2
Compiling profiles/portfolios	5
Informal contacts with other professionals	8
Advocating for early childhood education	7

14. Rank the **top five** following PD content areas in terms of relevance to the needs of your centre/service. (*Rank 1 = most relevant through to 5 = least relevant*)

	<i>Ranking</i>
Understanding and use of Te Whāriki	4
Assessment of learning (including Kei tua o te pae)	1
Implementation of DOPs	8
Approaches to learning and teaching, eg scaffolding, co-constructing	2
Specific curriculum areas, eg literacy, music, numeracy	6
Effective teaching for diverse learners, eg culture, age, gender, special needs	5
Bicultural approaches to teaching	7
Leadership	9
Management	10
Working with parents and whānau	3

Other (*Please specify*)

15. Since 1 January 2004 to what extent has your centre/service been involved in MoE funded and other PD?

To a considerable extent	32%
To a moderate extent	42%
To a small extent	20%
Not at all	5%
Non-response (NR)	1%

16. How difficult has it been for your centre/service to access PD through:

(i) MoE funded PD contracts? (see page 2)

Very difficult	6%
Quite difficult	22%
Fairly easy	51%
Very easy	15%
NR	6%

(ii) other sources/providers?

Very difficult	5%
Quite difficult	24%
Fairly easy	51%
Very easy	12%
NR	8%

17. How far does **cost** affect the participation of your centre/service in PD?

Substantially	31%
Somewhat	45%
Not at all	22%
NR	2%

18. A number of factors can impede the effectiveness of PD. Rate the seriousness of the following **barriers** to effectiveness in terms of the **experience** of your centre/service. Use the following rating scale:

4 = extremely serious

3 = very serious

2 = quite serious

1 = not very serious

0 = not applicable

	Rating (percentage)					NR
	0	1	2	3	4	
Difficulty in finding time to attend	4	19	31	24	20	2
Having centre/service management support	27	48	9	8	5	3
Obtaining staff relievers	18	16	20	19	24	3
Programme content lacking relevance	17	35	23	13	7	5
Workload	5	17	25	25	25	3
Insufficient focus on bicultural issues	18	52	16	7	2	5
Inadequate attention to diversity	18	51	16	7	3	5
Low staff motivation	30	39	14	8	5	4
Unsuitable times for meetings	9	32	28	16	10	4
Staff turnover	43	30	11	7	5	4
Inadequate focus on multicultural issues	22	51	14	6	2	5
Difficulty in travelling to venue	22	36	18	11	10	3
Programme too short	31	50	10	3	1	5
Programme too long	28	47	12	6	2	5
Poor provider relationships	36	40	9	6	5	4
Provider has no capacity to include your request	38	34	11	6	5	6
Inadequate notification of proposed PD opportunities	23	42	15	10	5	5
Access to ICT resources	26	35	17	10	6	6
Whole team unable to be included	19	23	19	17	17	5

19. Rate the **importance** of the following factors in terms of their contribution toward **effective PD**. Use the following rating scale:

4 = extremely important

3 = very important

2 = important

1 = not very important

	Rating (percentage)				
	1	2	3	4	NR
Being offered content that meets the needs of our centre/service	0	2	12	84	2
Preparing key goals and objectives at the beginning of the programme	2	19	38	37	4
Having a team approach	2	14	26	54	4
Having facilitators that understand the context and needs of our particular centre/service	1	6	24	67	2
Using the centre/service as the main venue	47	20	15	15	3
Utilising workshops/short courses	8	32	37	20	3
Stating clear learning outcomes for participants	3	27	36	32	2
Keeping everyone focused, including facilitators	2	12	38	45	3
Having adequate time for reflection on new ideas	2	22	41	32	3
Having opportunity in PD to apply new ideas in practice	2	15	35	44	4

20. **As a result of participation in PD**, to what extent is your centre/service using the following: (Please tick the appropriate box)

	Rating (percentage)					
	A great deal	To some extent	Not much	None at all	NA	NR
Te Whāriki	76	19	1	0	2	2
Self review guidelines	30	41	18	4	4	3
ECE Regulations	55	24	9	4	5	3
Quality in Action	30	42	16	4	4	4
The Quality Journey	22	40	22	8	5	3
Kei tua o te pae, the early childhood exemplars	37	30	18	7	5	3
Te Reo Tātaki	5	27	25	20	13	10

21. Below is a list of characteristics of **effective PD**. In column **one** use the following scale to rate how important these characteristics are for your centre/service.

- 4 = extremely important
- 3 = very important
- 2 = important
- 1 = not very important

In column **two** identify which of the eight characteristics have been part of the PD that your centre/service has **participated in recently**? Place a tick in the box in the second column beside those particular characteristics.

	Column one					Column two
	Own rating of importance (1-4)					
	Rating (percentage)					(✓)
	4	3	2	1	NR	%
1. Acknowledgement of what we want and need	69	20	7	1	3	62
2. Provision of new knowledge – theory, content, alternative practices	47	38	10	1	4	65
3. Involvement in examining good teaching within own setting	44	37	13	1	4	53
4. Collection and analysis of observational data from own setting	27	38	25	4	6	46
5. Opportunity for critical reflection and challenging existing beliefs	37	38	18	2	5	54
6. Educational practice that is inclusive of children who are diverse and their families and whānau	48	33	13	2	4	46
7. Encouragement to change educator practice, understandings, beliefs and attitudes	37	33	21	5	4	52
8. Empowered to manage own PD*	36	32	22	5	5	46

22. How clear were the PD goals and objectives of your centre/service **before** undertaking PD?

Very clear	32%
Quite clear	36%
Clear	18%
Rather vague	10%
NR	4%

23. Do you think your centre/service achieved its professional goals and objectives as a result of participating in PD?

Yes	32%
Mostly	43%
To some degree	23%
Not at all	1%
NR	1%

* These characteristics are based on Mitchell, L., & Cubey, P. (2003). *Characteristics of professional development linked to enhanced pedagogy and children's learning in early childhood settings: Best evidence synthesis*. A report prepared for the New Zealand Ministry of Education (July, 2003).

24. As a result of participation in PD, how far do you think your centre/service has: *(Please tick the appropriate box)*

	Rating (percentage)				
	A great deal	A fair amount	Not much	None at all	NR
Increased the pedagogical/ theoretical knowledge of staff in your centre/service	19	60	15	2	4
Changed the approach of your centre/service to learning and teaching	28	52	16	2	2
Improved the quality of the educational practice of your centre/service	30	56	11	1	2
Changed the beliefs and attitudes of staff in your centre/service	14	53	28	2	3
Become more aware of, and been able to work with people of diverse backgrounds	14	42	33	6	5
Become more sensitive to bicultural issues	16	43	32	5	4
Strengthened partnerships with parents/whānau	30	43	19	4	4
Improved the quality of leadership and management	25	50	18	3	4

25. How far do you feel that your centre's/service's thinking and practices related to (i) theoretical approaches and (ii) educational practice has changed **as a result of your recent PD?**

(i) theoretical approaches

A great deal	13%
Quite a bit	52%
Hardly at all	28%
No change	3%
NR	4%

(ii) educational practice

A great deal	28%
Quite a bit	55%
Hardly any	13%
No change	1%
NR	3%

26. PD aims to support educator practice that is inclusive. To what degree has your centre/service experienced the following practices over the last two years in PD? Use the following rating scale:

- 4 = to a high degree
 3 = to a moderate degree
 2 = to a small degree
 1 = not at all

1. Building partnerships with parents/whānau
2. Ensuring that children and families from diverse backgrounds feel safe/comfortable
3. Inviting people from diverse groups to lead discussion and give practical examples
4. Avoiding racism and bias
5. Promoting opportunities for different learning styles
6. Utilising home languages
7. Empowering diversity
8. Catering for children with special needs
9. Developing and using resources to support diversity in learning
10. Developing bicultural practices

Rating (percentage)				
4	3	2	1	NR
35	34	20	7	4
29	33	23	10	5
8	19	33	35	5
31	22	23	18	6
28	39	21	7	5
11	19	35	28	7
19	33	31	11	6
19	28	28	19	6
18	35	28	14	5
19	36	29	11	5

27. From the 10 practices listed above in Q.26, identify FIVE that are considered particularly important to your centre/service. (Insert the appropriate numbers in the boxes provided)

1. Building partnerships with parents/whānau
2. Ensuring that children and families from diverse backgrounds feel safe/comfortable
3. Inviting people from diverse groups to lead discussion and give practical examples
4. Avoiding racism and bias
5. Promoting opportunities for different learning styles
6. Utilising home languages
7. Empowering diversity
8. Catering for children with special needs
9. Developing and using resources to support diversity in learning
10. Developing bicultural practices

Selected as top 5	
88%	1
81%	2
12%	
38%	
67%	3
11%	
41%	
38%	
49%	5
54%	4

28. In your experience, how serious does your centre/service think the following issues are in **reducing the effectiveness of PD**? Use the following rating scale:

- 4 = extremely serious
- 3 = very serious
- 2 = quite serious
- 1 = not very serious
- 0 = not applicable

	Rating (percentage)					
	4	3	2	1	NA	NR
Lack of clear initial goals and objectives for PD	25	30	20	16	5	4
Staff with low levels of training/qualifications	19	16	20	20	20	5
Staff reluctant to attend	29	19	16	16	16	4
Difficulty in maintaining motivation during PD	16	23	24	23	10	4
Being able to share information with staff who haven't attended	14	27	27	21	7	4
Lack of match between 'advertised' content of PD and what is actually delivered	24	19	22	21	11	4
Wide discrepancy of training/qualifications amongst staff attending	11	12	20	35	17	5
Lack of linkage between theory and practice	15	23	27	23	6	6
Too much theory	9	19	27	31	9	5
Too little theory	6	15	30	33	11	5
Lack of practical examples/exemplars	17	27	23	20	8	5
Lack of time for discussion	16	25	26	21	7	5

29. Using the following scale where:

- 4 = very effective
- 3 = effective
- 2 = not effective
- 1 = very ineffective
- 0 = not applicable

how would your centre/service assess the **effectiveness of your recent PD** in terms of:

	Rating (percentage)					
	4	3	2	1	NA	NR
Improving children's learning outcomes	38	49	5	2	2	4
Improving your centre's/service's teaching capability	31	52	8	2	3	2
Promoting a credit model of learning	25	47	12	2	8	6
Building partnerships (parents, whānau, community etc)	27	50	11	2	6	4
Working collaboratively within your centre/service	30	51	9	1	5	4
Understanding and celebrating diversity	19	49	18	3	7	4
Encouraging bicultural understanding	17	45	21	4	9	4
Increasing teachers' content knowledge	36	49	6	2	3	4

SECTION 3: PROFESSIONAL DEVELOPMENT PROVIDERS, FACILITATORS

30. Since 1 January 2004 how much of your centre/service PD was through MoE funded contracts? *(Tick the appropriate box)*

None	14%
Less than ¼	24%
¼ to ½	16%
½ to ¾	14%
More than ¾	16%
All	10%
NR	6%

31. There is a range of **non-MoE** PD available such as conferences, symposia, short courses etc. Some possible **reasons** why people participate in these are listed below (i).

(i) **Possible reasons for participating in PD programmes:**

- | | | |
|---|--|--|
| <ol style="list-style-type: none"> 1. Quality of speakers/presenters 2. Meeting special character of centre/service 3. Networking with like-minded people 4. MoE contractor not providing for particular needs of your service/centre | | <ol style="list-style-type: none"> 5. Smorgasbord of offerings 6. Suitable venue, catering 7. Travel funded 8. Not requiring relievers 9. Focus or topic of particular interest |
|---|--|--|

Select from the numbers above those that influence people in your centre/service to participate in the programmes below (ii).

(ii) **Types of programmes your centre/service may have participated in:**

	Speakers	Special character	Networking	Not provided elsewhere	Smorgasbord	Venue, catering	Travel funded	Relievers not required	Focus topic
Conferences/ symposia (72%)	45%	21%	33%	8%	17%	9%	11%	15%	33%
Short courses (83%)	35%	28%	30%	13%	8%	11%	8%	22%	50%
TRCC (34%)	16%	7%	14%	3%	6%	4%	13%	5%	17%
REAP (21%)	8%	5%	8%	3%	2%	4%	1%	5%	13%

Other

(Please

specify)

32. (i) What has been the main type of PD delivery that your centre/service has experienced? (*Rank in order the top three only. Place 1, 2, 3 in the appropriate boxes in column one*)
- (ii) Now rank the top **three preferred** methods of delivery in column **two**.

	Col one Rank	Col two Rank
Whole centre/service	1	1
Clusters/networks		
Individual, eg short course	2	2
Wānanga		
Conference/TRCC		
Seminars		
Own organisation	3	3
Interest meetings		

33. Some MoE PD funded contracts offer support funding to centres/services to assist with the cost of participation. To what extent does the availability of this funding influence your participation in the following types of programme?

- (i) Short courses

Highly influential	36%
Fairly influential	32%
Not at all influential	18%
Not applicable	9%
NR	5%

- (ii) Whole centre/service (including whole-centre cluster)

Highly influential	46%
Fairly influential	25%
Not at all influential	14%
Not applicable	10%
NR	5%

- (iii) Networks

Highly influential	25%
Fairly influential	32%
Not at all influential	18%
Not applicable	18%
NR	7%

- (iv) Interest clusters

Highly influential	27%
Fairly influential	32%
Not at all influential	18%
Not applicable	16%
NR	7%

34. Which of the following characteristics of **effective PD facilitators** are the most important to your centre/service?

Use the following rating scale:

4 = extremely important

3 = very important

2 = important

1 = not very important

	Rating				
	4	3	2	1	NR
Good knowledge of content, theory and pedagogy	75	18	4	-	3
Good communication and relationship skills	81	15	2	-	2
Good reflective thinkers and practitioners	52	35	10	-	3
Good ability to challenge thinking and practice	55	32	9	1	3
Good skills in research and ability to collect and interpret data	37	33	23	4	3
Good at keeping us on track	42	38	15	1	4
Good follow-up and feedback skills	41	39	16	1	3
Good knowledge of centre/service needs	57	29	10	1	3
Good at modelling appropriate practice	48	34	12	2	2

35. In your **centre's/service's experience** have PD facilitators generally been:

(i) knowledgeable in areas that were important to your centre/service?

Very	61%
To some degree	34%
No	2%
NR	3%

(ii) helpful in assisting your centre/service apply this knowledge?

Very	46%
To some degree	47%
No	4%
NR	3%

(iii) good at encouraging discussion?

Very	60%
To some degree	35%
No	2%
NR	2%

(iv) sensitive to time requirements for understanding and applying new learning?

Very	53%
To some degree	42%
No	3%
NR	3%

(v) effective at encouraging self reflection

Very	49%
To some degree	45%
No	3%
NR	3%

SECTION 4: ASSESSMENT

36. How well has the centre's/service's PD assisted in obtaining **evidence** of enhanced learning outcomes for children (as related to Te Whāriki)?

Very well	32%
Quite well	56%
Poorly	8%
Very poorly	1%
NR	3%

37. Have PD facilitators introduced your centre/service to useful approaches to assessing children's learning?

Yes	56%
To some degree	36%
No	4%
Not applicable	2%
NR	2%

38. As a result of your centre's/service's PD how would you rate its skills **in reflecting on practice**. (Please tick the appropriate box)

	Very capable	Quite capable	Not very capable	NR
Collecting observational data	41%	50%	4%	5%
Analysing the data	29%	59%	8%	4%
Critically evaluating the data	26%	57%	12%	5%
Dealing with conflicting data	16%	60%	18%	6%
Applying outcomes suggested by the data	28%	59%	8%	5%

39. (i) Have practices in your centre/service changed as a result of PD?

A great deal	28%
A fair amount	57%
Not much	12%
None at all	-
NR	3%

(ii) How do you **know** that practices have changed? *Rate the following sources of evidence where 4 = a major source, through 3, 2, 1 = a minor source. Use N/A for not applicable.*

	Ratings (percentage)					
	4	3	2	1	NA	NR
Feedback from facilitators	16	21	18	16	17	12
Achieving previously set indicators	19	29	20	10	11	11
Setting goals to measure against	19	30	20	10	10	11
Evaluation form at end of PD	10	18	23	25	11	13
Observations	34	33	13	4	5	11
Gathering information from surveys, parents, or self review	28	30	17	8	7	10
Observable improvements in children's learning outcomes	39	32	10	4	5	10
Parents/whānau feedback	32	31	15	6	5	11
ERO feedback	21	20	11	13	23	12

Other (Please specify)

SECTION 5: PARTNERSHIPS

40. To what extent has strengthening the partnership between your centre/service and parents and whānau been an identified objective of your recent PD?

To a large extent	28%
To a moderate extent	40%
To a small extent	20%
Not at all	9%
NR	3%

41. To what degree has PD resulted in your centre/service engaging parents and whānau in aspects of assessing, planning and learning?

To a high degree	27%
To some degree	54%
To a low degree	12%
Not at all	4%
NR	3%

42. As a result of PD, to what extent have linkages or partnerships been strengthened between your centre/service and: *(Please tick the appropriate box)*

	To a large extent	To some extent	To a small extent	No change	Not applicable	NR
Home/whānau	27%	45%	13%	7%	4%	4%
Community-based services (eg Plunket)	3%	14%	20%	45%	2%	6%
Primary schools	8%	20%	23%	34%	9%	6%
Special education services	8%	24%	20%	35%	8%	5%
Other early childhood centres/services	7%	22%	22%	34%	10%	5%

SECTION 6: CENTRE/SERVICE MANAGEMENT, LEADERSHIP

43. To what extent has centre/service leadership and management valued and supported ongoing PD?

To a large extent	71%
To some extent	22%
To a small extent	5%
Not really interested	-
NR	2%

44. To what degree has PD contributed positively to the tone or organisational climate in your early childhood setting?

To a high degree	44%
To some degree	48%
To a low degree	4%
Not at all	2%
NR	2%

45. How much have your appraisal processes influenced the decisions of your centre/service to participate in PD?

A great deal	31%
Quite a bit	46%
Hardly at all	13%
Not at all	4%
Not applicable	4%
NR	2%

46. How well has centre/service leadership enabled **individuals'** PD interests or needs to be met each year?

Very well	38%
Quite well	51%
Poorly	8%
Very poorly	1%
NR	2%

47. How is the choice of PD made in your centre/service? *Tick the appropriate box(es).*

	Yes
Consensus team meeting decision	65%
Management committee decision	28%
Teacher/educator's appraisal plan	62%
ERO suggestion/direction	33%
Centre/service vision/goals	65%
Individuals' spontaneous requests	68%

Other *(Please specify)*
