



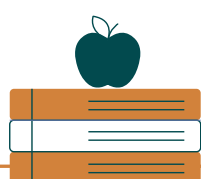
# Teachers' PLD:

## Making sure it's worth it

ERO looked at PLD that shifts teacher practice. This Good Practice Framework tool supports school leaders to make good decisions around PLD for teachers – to make sure it's worth it.

To be effective, PLD needs to be...

### 1 Well-designed



#### Well-designed PLD needs to:

##### Build teachers' knowledge

- Pace and time PLD to provide the right learning at the right time
- Draw on expertise, from within the school and externally
- Support with practical supports like observations and meetings

##### Help teachers develop teaching techniques

- Provide clear, step-by-step guidance for a variety of techniques
- Use instruction, modelling, rehearsal, and feedback
- Include group activities, discussions, and collaborative tasks

##### Give teachers the tools to take what they have learnt and use it

- Provide tools that can be applied immediately in the classroom
- Ready-to-use tools might include prompts, props, scripts, assessment framework exemplars, or learning activity examples

##### Motivate teachers to use what they have learnt

- Share the purpose of PLD, how it is relevant, and credible evidence that it will lead to improved student outcomes.
- Keep up momentum with goals, support, and encouragement

### 2 Well-selected



#### Well-selected PLD needs to:

##### Be relevant to school, student, and teacher needs

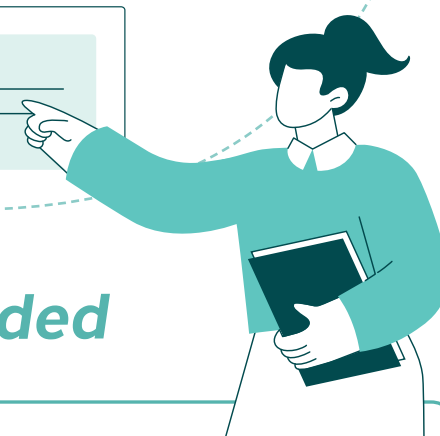
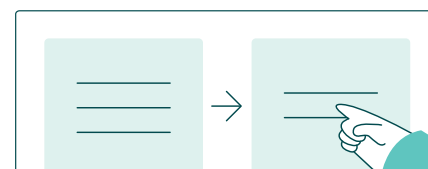
- Align PLD to strategic priorities – for the school, teachers, and students
- Consider fit and relevance to the school's context
- Manage within time and resource constraints

##### Focus on student outcomes

- Use student data to drive decisions about where to focus
- Take into account national and system-level priorities
- Look for evidence that PLD can shift student outcomes

##### Be credible and evidence-based

- PLD delivery (methods, facilitators) is credible and evidence-based
- PLD content (programmes, topics) is credible and evidence-based



### 3 Well-embedded

#### When PLD is well-embedded:

##### Teachers are expected and supported to use what they have learnt

- Plan ahead how teachers will be supported to embed new learning into the classroom
- Use plans, processes, and professional supports to keep momentum
- Prioritise preventing a return to business as usual through goals, meetings, observations, feedback, policies, and inductions for new staff

##### Teachers are clear about where adaptations can be made, or not

- Be explicit about where teachers can tweak practices to respond to student needs
- Be explicit about what needs to be followed exactly

##### Effectiveness of any changes is monitored

- Assess evidence of changes to teacher practice and student outcomes
- Affirm and reinforce improvements – and celebrate success

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#### More info:

Want more detail, including evidence-based strategies and stories? Check out our full Good Practice Framework guide here at [evidence.ero.govt.nz](https://evidence.ero.govt.nz)