

**Draft speech notes:** Pamela Streeter to MEANZ Conference, 29 July

## **LEOTC Funding Pool, 2005/06**

Aim:

- some background,
- an overview of the government's LEOTC purposes,
- a summary of what you're likely to find in the Project Specifications (or request for proposals) which will be available in the next month or so,
- tips for beginners and "old hands" on how to respond to this document if your organisation chooses to make a proposal, and
- a guide to how the selection process works.

### **background.**

Since 1994, the Ministry of Education has run a contestable annual tender round for the purchase of Learning Experiences Outside the Classroom (LEOTC) services on behalf of New Zealand schools.

Prior to this, funding of approximately \$1.4 million per year was used to employ teachers attached to museums and zoos.

The contestable process was considered to have a number of advantages, including ensuring the availability of a wider variety of learning experiences, enhancing accountability by encouraging competition between providers, and allowing the opportunity to access funding, not just to museums, art galleries and the like, but any outside-the-classroom organizations that could provide authentic, interactive and hands-on learning experiences in the essential learning areas for students in state, integrated and registered independent schools.

Currently nearly \$6m going to contracted providers of LEOTC across all curriculum areas. Providers now total 67, almost double the number of 10 years ago, and include museums and galleries, dance studios, libraries, science and environmental centres, zoos and historic parks.

These services are intended to complement students' in-school learning, providing curriculum-linked learning experiences which are hands-on, interactive, and not available in the immediate school environment.

Collectively, they reach thousands of students every year.

This year, Approx \$2m will be available for the 2005/06 tender, which will call for proposals from organizations offering LEOTC **focused on the essential learning areas of science, maths and technology**. Proposals which integrate any or all of these ELA's across other curriculum areas will be considered. These programmes must show clear links to S M T, but can be contextualized in an integrated way. For example consider the connections between the Arts and Technology and Math, Social Sciences and Technology etc in fact the ELA's of focus in this round lead themselves well to the integrated approach.

(note: ministry's aim to equip students with skills for the 21<sup>st</sup> century.

The world is not divided into subjects

Many providers are already doing this

Strong links to curriculum must continue – work with teachers to make use of it)

### **Making a proposal for LEOTC funding in 2005**

Current providers can not assume they will have ongoing support:

- no matter how successful, well reviewed and sought-after by schools your services are...
  - Every proposal will be assessed against the 2005 selection criteria (and they may differ from those you met three years ago).
  - All providers will need to provide evidence in their proposal of their ability to deliver the services proposed. And evidence of current success and ability. (More on that later).

assessment panel :

- experts in these curriculum areas,
- under an independent chairperson
- drawn from several parts of New Zealand, may not know your institution,
- will assess proposals purely from what they read and not on hearsay, and will rank all proposals strictly on their merits, not their reputations.
- Recommendations to the ministry.

**purposes of LEOTC services:** essential for proposing organisations to have clear understanding

- provide hands-on and interactive learning experiences which pupils will remember long after their visit;
- enrich learning in the New Zealand Curriculum for the diverse range of students in New Zealand schools;
- provide **specific** rather than general experiences which complement school-based teaching by providing learning opportunities, in authentic contexts, that could not be available at school;
- provide pre- and post-visit information to assist teachers to make effective learning more likely; and to
- ensure good partnerships with schools and classroom teachers which will lead to greater success for all learners.

**keep in mind:**

- the Ministry of Education is purchasing specific learning services through LEOTC, not providing general funding to organisations; doesn't fund capital
- resource materials may be developed to support programmes, but resource development per se is not the focus of LEOTC;

- LEOTC is not a teacher professional development programme; and
- there is already one LEOTC service (LEARNZ) focused on ICT, funded through a dedicated allocation. Other than that, LEOTC services should not be delivered via ICT. ICT can support LEOTC services but not focus on it e.g. with pre- or post-visit information, or online booking forms, but you can't provide "virtual LEOTC";
- Role of outreach is small. Differs from 'offsite'
- learning experiences a school provides as part of its normal curriculum delivery are ineligible to be an LEOTC service eg Marae visits, swimming lessons. That's just business as usual and we aim to purchase specific, authentic and complementary learning experiences.

**Recommended you:**

1. read the Project Specifications carefully, especially the sections on the purposes of LEOTC, the priorities of this 2005 round, and the selection criteria;
2. referred to "Safety and EOTC: A Good Practice Guide for New Zealand Schools" at: [www.tki.org.nz/r/eotc/resources/safety\\_e.php](http://www.tki.org.nz/r/eotc/resources/safety_e.php)
3. look at relevant curriculum statements
  - Science, Mathematics or Technology
  - all three or
  - others if you looking to integrate them.
  - They are all available on TKI website.
  - **note** the General Aims, Key Areas of Learning, and Achievement Objectives of the Essential Learning Area
4. carefully follow the guidelines project specifications "Making a Proposal".

**LEOTC priorities.**

Priority will also be given in the selection process to proposals that are directed at

1. Regions in New Zealand where there is no existing LEOTC provider.
2. Regions where there are already one or more existing LEOTC providers who are not required to tender for the 2005 tender round, but where there are gaps in LEOTC service coverage. This may well be the case in several provincial areas. *Ref table*

The Ministry is committed to the educational achievement of all the students in New Zealand schools. Diversity is at the centre of all out thinking about educational achievement. Every New Zealand classroom, and some more than others, has diversity of student achievement, background, ethnicity.

Please ensure your proposals are written with this in mind and that you propose LEOTC experiences to enrich the learning of all, not just a few.

Preference will be given to tenders that explicitly address the diverse learning needs of students in the context of the relevant curriculum statements. Your proposal should contain evidence of consultation with, for example, Maori (eg local iwi) and Pasifika communities.

Keep in mind too that joint proposals will be welcomed from local cooperating organizations who may, for example, share teaching and learning expertise.

### **Statement of approach to teaching and learning.**

- You're not required to employ a qualified and registered teacher.
- expect to see is evidence of proven experience in and understanding of:
  - the principles of teaching and learning and how this relates to LEOTC and what you are going to provide; (understanding the role of LEOTC within teaching and learning)
  - partnership between LEOTC providers and schools and classroom teachers which leads to greater success for all learners, and
  - the need for LEOTC learning experiences to be specific rather than general, and complement school-based teaching activities by providing learning opportunities, within authentic contexts, that could not be made available in the immediate school environment;

LEOTC educators should have the skills and knowledge necessary to foster professional partnerships with classroom teachers to deliver quality learning experiences.

The selection panel will want to see evidence that the key personnel can manage effective, curriculum-based, learning.

Detail Required (there is a 20 pages limit, but concise para's on the following is necessary):

- i) the relationship of your proposed programme(s) to the New Zealand Curriculum, in particular the Essential Learning Area the proposal is focused on;
- ii) how the provider will engage with schools about the learning opportunities on offer;
- iii) how the services will enrich student learning, including a clear indication of what activities students are likely to be engaged in, and for how long, and;
- iv) how the services will be provided within authentic contexts to enhance the learning experiences.

The panel will base its deliberations solely on the proposals. They will rank all proposals after considering them on an equal footing, taking into account the:

- selection criteria;
- funding available; and

- geographical coverage of LEOTC services.

The Ministry receives many top quality proposals

There are also a few which simply don't fulfil the clearly stated purposes of LEOTC or are not matched to the Essential Learning Areas for that round. They are eliminated early by the selection panel.

Proposals which do match the LEOTC purposes and the ELAs for the round, will then be evaluated against the following criteria. This criteria may change between rounds, but all changes will be signalled in the RFP documents.

1 **Quality of the services proposed**, in particular how well they:

- Reflect the intent of the Essential Learning Area under focus,
- Support the *New Zealand Curriculum Framework*,
- add value to the teachers' classroom delivery of learning, and
- meet schools' needs.

selection panel will expect to find out from the proposal **what students will actually do** and how these activities will help achieve the purposes of LEOTC.

Please note that this first criteria of "quality" 30%.the most heavily weighted of all.

2 Demonstrated understanding of:

- working in "**partnership**" with schools and teachers to allow them to be more effective as providers of learning,
- ways to **meet the learning needs of diverse students**, and
- the provision of **specific rather than general** experiences which complement school-based teaching activities by providing learning opportunities, within authentic contexts, that could not be made available in the immediate school environment. (10%)

3 Qualifications and related experience of the person directing the project, and any other key personnel. (10%)

4 Appropriateness of facilities, systems, experience and expertise. (12%)

5 The price of the proposal, its value for money in terms of students and their learning, and the likelihood that the service offered will be sustainable. (10%)

6 Confidence in the ability of the proposer(s) to meet contractual requirements (eg milestones, working to budget). (8%)

7 The extent to which the proposal would enable effective learning by Maori and Pasifika students (12%), and

8 An overall mark out of four for the quality of the proposal itself. (8%)

The Ministry of Education will carefully note the advice it receives from the selection panel and will then make the final decisions on which proposers to go into negotiations with.

**Note:** selection as a preferred proposer is an offer to negotiate, not a formal contract offer. Selection in itself does not mean that a service agreement will be signed. This is dependent on agreement being reached during negotiations.

Contracts entered into will be for up to three years duration, but may be for shorter periods. As you would expect, milestone reporting, monitoring and review will all be expected during the term of each contract.