

	<h2 style="color: red; margin: 0;">Therese Ford Ngāi Takoto</h2> <p style="margin: 0;">Academic Director and Facilitator: Kia Eke Panuku</p>													
<p>POSITION STATEMENT</p>	<p>I am a passionate educator who is committed to developing a high-performing education system that reflects equity and quality outcomes for all learners. Accordingly, social justice is a moral imperative that has underpinned my work as a teacher and a senior leader in both primary and secondary school settings. The sense of personal and professional responsibility I feel to reduce disparities between Māori and non-Māori students informed my decision to join the Te Kotahitanga Professional Development Team as a Professional Development Specialist in 2011. Since 2014 I have worked as Academic Director and Facilitator in Kia Eke Panuku: Building on Success where I have continued to focus on equity and quality education outcomes for all learners, with a particular focus on Māori students.</p>													
<p>QUALIFICATIONS</p>	<p>2012 – present 2010 2009 1996 1996 1998</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Undertaking Doctor of Philosophy</td> <td style="width: 70%;">The University of Waikato</td> </tr> <tr> <td>Masters of Ed Leadership (First Class Honours)</td> <td>The University of Waikato</td> </tr> <tr> <td>Postgrad Dip of Ed Leadership (Distinction)</td> <td>The University of Waikato</td> </tr> <tr> <td>Bachelor of Education</td> <td>The University of Waikato</td> </tr> <tr> <td>Diploma of Teaching</td> <td>The University of Waikato</td> </tr> <tr> <td>Practising Teacher Certificate (198530)</td> <td>NZ Teachers Council</td> </tr> </table>	Undertaking Doctor of Philosophy	The University of Waikato	Masters of Ed Leadership (First Class Honours)	The University of Waikato	Postgrad Dip of Ed Leadership (Distinction)	The University of Waikato	Bachelor of Education	The University of Waikato	Diploma of Teaching	The University of Waikato	Practising Teacher Certificate (198530)	NZ Teachers Council
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<p>RECENT RELEVANT EMPLOYMENT HISTORY</p>	<p>2014 – present 2011 – 2014 2006 – 2011 2005 – 2006 2003 – 2005 2002 – 2003 1997 – 2002</p>	<p>Academic Director and Facilitator: Kia Eke Panuku, The University of Waikato Professional Development Specialist: Te Kotahitanga, The University of Waikato Deputy Principal: Arataki Primary School, Mount Maunganui Assistant Principal - Director Pastoral Care: Aquinas College, Tauranga Year 7 and 8 Curriculum Coordinator and Dean: Aquinas College, Tauranga Senior Teacher and Literacy Leader: Te Puke Intermediate, Te Puke Scale A Teacher: Te Puke Intermediate, Te Puke</p>												
<p>RELEVANT EXPERIENCE</p>	<p>2014 – present Academic Director and Facilitator: Kia Eke Panuku</p> <p>2011 – 2014 Professional Development Specialist: Te Kotahitanga</p> <p>2002 – 2011</p>	<p>Kia Eke Panuku sought to promote biculturalism, equity and excellence through supporting schools to reduce disparities and accelerate achievement of Māori students. Accordingly the intervention drew from kaupapa Māori theories, critical theories and socio-cultural views of learning. As an academic director and facilitator I was required to provide professional development opportunities that enabled regional facilitators, school leaders and teachers to engage with these theories and to understand how the principles of these theories play out in practice across five dimensions of change, namely: Leadership, Evidence-based inquiry, Culturally responsive and relational pedagogy, Connections with Māori communities and Literacy, te reo and numeracy. This work involved supporting leaders and teachers to develop iterative cycles of inquiry at multiple levels across the school. Within these cycles of inquiry context-specific evidence of practice, systems and outcomes for Māori learners was gathered and critically analysed to evaluate the impact of interventions and to develop next steps that were informed by research of what works for priority learners.</p> <p>This work drew from research detailed in the school leadership best evidence synthesis (Chapter 7) and focused on supporting leadership in Te Kotahitanga schools to develop their capacity to collaborate with their Māori whānau and communities through the implementation of home-school literacy interventions. School leaders and teachers were provided with support, tools and strategies to work bi-culturally and in responsive ways with their tangata whenua. This involved sharing literacy approaches that accelerate reading and writing with families and whānau in order to increase the achievement of priority learners.</p>												

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Bio

TERESE FORD

M. Ed Leadership, Postgrad Dip Ed Leadership, B.Ed, DipT

Academic Director and Facilitator

Kia Eke Panuku: Building on Success

Therese is an Academic Director and Facilitator within Kia Eke Panuku: Building on Success. As a member of the national senior leadership team she has contributed to the academic and strategic development of the project and has lead the University of Waikato regional facilitation team to provide professional learning and development in secondary schools across New Zealand. These professional development opportunities have enabled regional facilitators, school leaders and teachers to engage with academic theories and to understand how the principles of these theories play out in practice across five dimensions of change, namely: Leadership, Evidence-based inquiry, Culturally responsive and relational pedagogy, Connections with Māori communities and Literacy, te reo and numeracy. She has a particular focus on reducing disparities and improving education outcomes for Māori students. Therese is currently engaged in doctoral research that explores how mainstream schools can work in culturally responsive ways to develop educationally powerful connections with Māori whānau and communities in order accelerate the achievement of Māori students. She has published academic papers in the area of culturally responsive pedagogy, leadership and research and has also presented at conferences both here in New Zealand and overseas.