





Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Beth Dungey
 	<p>Ehara tenei toa I te toa takitahi Engari ko tenei toa to toa takitini</p> <p><i>Power does not belong to the individual alone, rather, it resides within the whole community.</i></p> <p>Professional learning and development that targets teachers only is not enough to change instructional practice, particularly at a system level. I believe that school leaders need to engage in ongoing professional inquiry into their own practice. Student learning and achievement is the core purpose of schools. When teachers and leaders systematically and critically inquire into their practice they inform decision making for action to improve outcomes for all students.</p> <p>My role as a facilitator is to coach leaders and teachers to define their desired reality in relation to the best outcomes for all students by inquiring into their practice.</p>

Professional Learning and Development Overview

My areas of specialist professional learning and development expertise in relation to leadership development and quality teaching practices include

Collaborative Inquiry

- using spirals of inquiry in schools to help teachers and leaders to surface inequities and plan improvements for students
- establishing professional learning groups that focus on evaluating evidence and the impact of interventions through robust data analysis and professional conversations.

Coaching and mentoring

- coaching leaders and teachers to identify goals and actions that will improve practice and student achievement
- mentoring FTPs during their first two years of principalship
- developing coaching skills in senior leaders and middle leaders.

School system development

- charter development and review
- school self review processes and procedures
- developing effective performance management systems that align with the school charter and goals
- alignment of school goals with achievement targets, appraisal, PLD, improvement plans and teaching and learning.

School curriculum development

- reviewing schools' curriculums to reflect the needs, aspirations and challenges of their context
- supporting schools to develop their learner profiles
- effective pedagogy including inquiry learning
- developing and embedding key competencies into schools' curriculum.

Leadership development

- leading and enabling change
- evaluative capability
- leading teaching learning and development
- leading culturally responsive pedagogy.

Assessment

- student voice
- formative assessment practices
- gathering, analysing and using data.

Professional Information

Registered teacher practising certificate: 166626 expiry: 18 May 2018

2007 – 2013 current study towards Master of Educational Leadership

- Educational Leadership: Issues and Perspectives
- Educational Leadership: Developing Effective Principalship
- Educational Leadership: Organisational Development
- Research Methods

2011 Master Class certificate in Open-to-learning conversations

2015 Ontario Principals' Council International School Leadership Certificate Modules 1-6

Ontario Principals' Council International School Leadership Certificate Modules 1-6 Master Trainers Certificate

2016: Growth Coaching International accredited coach

My experiences in the delivery of professional learning and development in relation to my expertise include

Project leader for the Leadership and Assessment PLD contract: 2010 to present

- In this position I have responsibility for the delivery, monitoring and evaluation of the contract. The impact of the success of this PLD is summarised in reporting to the Ministry of Education, three times a year.
- In-depth work in schools for leadership and assessment PLD

Lead mentor for the First Time Principals' Programme in Central North: 2006 to present

- Coaching and mentoring first time principals
- Leading and presenting at networking days for first time principals
- Oversight of the principal mentors in the Central North region for the First Time Principals Programme

Master trainer for the delivery of the Ontario Principals' Council (OPC) International School Leadership Certificate: 2015 to present

- Coordinating and supporting the programme development with seven New Zealand principals to deliver the contextualised OPC International School Leadership Certificate in New Zealand

Inservice Teacher Educator Practice (INSTEP) regional co-ordinator: 2007 – 2008

- Working with five facilitators to develop a knowledge and evidence base about effective inservice teacher educator practice
- Research under national facilitator that contributed to the development of Ki te Aotūroa, an inservice teacher educator learning and practice handbook

Project leader for the Sector Leader clusters in Central North: 2007- 2009

- Mentor and provide PLD to sector leaders to plan and facilitate a curriculum implementation process to clusters of schools in Waikato, Bay of Plenty, King Country, East Coast, Wairoa, and the Coromandel Peninsula
- Working with sector leaders to develop collaborative inquiry
- Organising and running sector leader networking days to share and develop successful strategies to develop a school's curriculum
- Developing resources and collating resources from sector leaders to share with schools

Ontario Principals' Council New Zealand coordinator for the LEAP principal exchange programme: 2015- present

- Organising the programme for the exchange between New Zealand principals and Ontario principals
- Facilitating PLD days and supporting professional inquiry projects for New Zealand principals.

Programme writing and development

- Developing resources for implementation of the New Zealand Curriculum – 2006 – 2010
- On writing party for the development of Leading from the Middle document for MoE

Conference presentations

- 2007 Denver NSCD conference for school leaders: *Challenging one's practice through working collaboratively in puzzles of practice*
- 2016 – The Art of Inquiry symposium – Hamilton: three workshops based on inquiry learning and student voice

Summary of examples of practice

Example one: Leadership and Assessment PLD in an urban full primary school

Coaching

- Use of solution focused coaching to enable teachers and leaders to develop goals to improve practice
- Developing coaching skills in senior leaders to work with teachers
- Developing skills for leaders to have important conversations with teachers to improve outcomes for students

Raising student achievement through targeted actions

- Working with the school to identify the patterns of underachievement
- Supporting school leaders to develop clear expectations of what one year's progress looks like in their school
- Supporting the school to develop target goals based on well analysed, robust data

Teaching as Inquiry

- Embedding teaching as inquiry into performance management systems
- Coaching teachers to inquire into their own practice using an inquiry framework
- Setting up systems and processes to support teaching as inquiry

Example two: Project leader for Leadership and Assessment contract

- Capability to gather, analyse and evaluate data
- Using appreciative inquiry to identify successful practice and develop strategies to move schools to implement these practices

Example three: Lead mentor for the First Time Principals programme

- Coaching and mentoring first time principals in leadership practices
- Developing plans of action for FTPs to develop the management aspects of their role
- Evaluating FTP needs to develop workshop content at networking days

Referees

Referee Name	Bex KILGOUR
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Referee Name	Jo BRADY
Contact Number	(07) 3088920
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