



## Professional Learning and Development Accreditation

### Personal Profile

<p>First name and Surname</p>	<p>Janine Mackay</p>
  	<p>I am a highly motivated, passionate educator with significant teaching and learning experience in a number of different contexts and capacities. As a well organised, focused facilitator I believe that building strong relationships, valuing diversity, being culturally responsive, and holding a strong work ethic are essential to my successful facilitation.</p> <p>I thrive in situations to support others to plan, implement and reflect upon meaningful and innovative learning opportunities. This includes enabling both student and adult learners to take responsibility and self-direct their own learning, to weave together the best of what they have with the essence of what they are trying to achieve.</p> <p>In my current role I facilitate professional development for teachers, leaders and students across a number of education sectors. My experiences as a primary teacher, facilitator of professional learning and a community educator have contributed to and illuminated my passion to think differently about education and how we can make a difference for all.</p>

### Professional Learning and Development Overview

<p><b>Leadership Development</b> – provision of professional learning and development to strengthen the leadership capability of teachers, leaders and students in a wide range of contexts</p> <p><b>Teaching as Inquiry</b> – supporting and developing teacher and leader capability, pedagogy and reflective practices through teaching as inquiry processes</p> <p><b>Development Student/Learner Agency</b> – empowering leaders, teachers and students to develop learner agency through student centred, culturally responsive and authentic learning contexts</p> <p><b>New Zealand Curriculum Facilitator</b> - targeted support for teachers and leaders in schools to effectively develop, review and implement a school curriculum based on the New Zealand Curriculum for Years 1-8</p> <p><b>Financial Capability Facilitator</b> – supporting teachers and leaders with professional development to ensure the essential life skill - financial capability is integrated through a cross curricula approach into school curriculum</p> <p><b>Youth Leadership Development</b> – design and delivery of strength-based leadership development programmes for youth in a range of contexts, both school and community</p>
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### Professional Information

<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>2015 New Zealand Education Council Teacher Practising Certificate – registration number 181064</li> <li>2014 Master of Educational Leadership: <i>An appreciative view of year nine student leadership in a New Zealand secondary school context.</i></li> <li>2012 Postgraduate Diploma of Educational Leadership</li> <li>2005 Workplace Assessor Training in Adult Education</li> <li>1996 Bachelor of Education</li> <li>1985 Diploma of Teaching – Primary</li> </ul> <p><b>Personal professional development</b></p> <ul style="list-style-type: none"> <li>2016 Currently working towards – GROWTH Coaching International: Coaching accreditation programme</li> <li>2015 Joan Dalton - Leading for Learning: Powerful conversations, powerful collaboration, powerful learning.</li> <li>2014 Core Education U learn 14: Collaborate, Innovate, Educate.</li> <li>2012 – 2015 University of Waikato: <i>Women in Educational Leadership Day</i></li> </ul>
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## Experience in the delivery of professional learning and development in relation to my expertise

As a leader, facilitator and coach for the Institute of Professional Learning: Te Whai Toi Tangata at the University of Waikato I provide professional learning and development support for principals, teachers and schools that align with the New Zealand Curriculum and Ministry of Education initiatives. As a team member of Leadership & Assessment and the New Zealand Curriculum projects I specialise in

- professional learning development (PLD) for teachers, leaders and students with a specific focus on raising **all** student achievement
- ensuring NZC is central to all professional learning and development and models effective pedagogy and teaching as inquiry
- supporting school teacher and principals to embed e-learning, financial capabilities, assessment for learning, culturally responsive practice and NZ curriculum standards to improve outcomes for all students
- engaging in consultancy opportunities to promote and provide leadership advice and support to schools and to students in schools
- facilitating workshops, courses and symposia across the North Island
- delivering in-depth and short term leadership development contract work in schools where required.

Threading through all of my work, professional development and learning is **building leadership capability and capacity**. For the past two decades in addition to my project work, I have designed and facilitated professional development workshops to enhance student agency/voice/leadership in schools and community.

### Conference presentations

- Mackay, J., & McNae, R. (2016). Re-designing leadership: Developing future-focused leadership to make a difference. In *Emerging Leaders twenty sixteen*. Christ's College, Canterbury, New Zealand.
- Mackay, J., & McNae, R. (2014). In their wor[[]]ds: An inquiry-based approach to leadership development with secondary school head prefects. New Zealand Education Administration & Leadership Society Conference, Wellington, 29 April, 2014.
- Mackay, J. (2014). Mind the Gap: The role of the New Zealand Intermediate and secondary schools in developing student leadership. Paper presented at New Zealand Education Administration & Leadership Society Conference, Wellington, 29 April, 2014.
- Mackay, J., & McNae, R. (2012). Appreciating youth leadership: Developing youth leadership through appreciative inquiry. Paper presented at Australian Council for Educational Leaders, Brisbane, Australia, 3 October, 2012.

### Publications

- Mackay, J., & McNae, R. (2013). Appreciative Leadership: An investigation in the HEADZUP Leadership programme. University of Waikato, Hamilton. 35 pages.
- Mackay, J., & McNae, R. (2013). In their wor[[]]ds: Embarking on appreciative inquiry to enhance student learning. *set: Research Information for Teachers*, 3, 29-36.

### Community, Volunteer Roles and Memberships of Networks

2012 – 2016	New Zealand Educational Administration & Leadership Society, Waikato Branch
2015 – 2016	Educational Leadership Centre Forum - Waikato
2009 – 2012	Board of Trustee Member - Berkley Normal Middle School
2005 - 2016	Coach and Leadership Development Coordinator and Committee Member Hillcrest Amateur Swim Club Inc. Develop and manage leadership opportunities for 10 – 20 coach (15 – 25 years old) for the benefit of all swimmers.

## Summary of examples of practice

**Never too young to learn financial literacy:** an example of an **integrated curriculum teaching and learning** practice that included a community of learners from two English medium primary schools – both similar sized rural schools with year 1 – 8 students and 12 teachers in each. The opportunity of an inquiry based approach with a focus on enterprise provided the students with a meaningful project that required sustained engagement, collaboration, research, management of resources and the development of an ambitious product. The cross-curricula nature of the learning ensured students learned not only within the context of financial capability but also science, social sciences, technology, mathematics and English.

**Teaching as Inquiry – Acceleration of target students:** an example of practice that presents a 15-week inquiry process undertaken in a small suburban state integrated year 1 – 8 school with 12 teachers. With the overall goals firmly focused on the acceleration of target students and the need to look at the role of student voice informing this, I worked with the senior leadership team in a strategic partnership to develop a shared culture of collaboration and change through coaching inquiry practices.

**Leadership development** - The above examples of practice provide evidence of my work within two specific contexts however threading through all of my contributions and commitments to the education sector is leadership development. I have designed and facilitated workshops for a wide range of schools that enhance the capacity of teachers and students to support and develop learner agency/voice/leadership. The content of all of my work demonstrates a deep understanding of the New Zealand Curriculum and illustrates innovative teaching approaches to leadership development that have been positively commented on by staff and students in the schools involved.

## Referees

Referee Name	Reshma Patel-Harman
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Referee Name	Jan Fretwell
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