





## Professional Learning and Development Accreditation

### Personal Profile

<b>Honor Ronowicz</b>	
    	<p>My home is in beautiful Tauranga Moana where, as a mathematics facilitator, I have a proven record in enhancing teacher practice, improving leader's capabilities and student outcomes. I believe in building positive mathematics identities and I enjoy the creativity and fun I have found in mathematics and my goal is to help all learners in Aotearoa/New Zealand feel confident and find enjoyment also. I enact the principles of Te Tiriti o Waitangi; participation, partnership and protection into the maths curriculum design and learning. Te Tiriti principles align with global research and evidence of effective pedagogy in mathematics therefore professional learning in mathematics will enhance the cultural capabilities of your school. I enjoy building positive, trusting relationships which I believe is the key to success in implementing change.</p> <p>Tēnā Koutou Katoa          Ko Ruahine ngā pae maunga          Ko Manawatu te awa          Kei Tauranga ahau, e noho ana,          Ko <b>Honor Ronowicz</b> tōku ingoa</p>

### Professional Learning and Development Overview

My expertise as a facilitator involves

- collaborating with leaders to develop short and long term goals for their PLD. Inquiring into the schools strengths and needs. This involves a deep analysis of student data: discussions and conversations with leaders, teachers, students and the community, where all are contributing to decision making and planning a local curriculum, classroom observations where my experience and knowledge allows me to ascertain actions required.
- protect and advocate for the principles of Te Tiriti o Waitangi and integrate these into curriculum design and learning
- ensuring equitable opportunities through effective arrangement for learning.
- ongoing co-construction of an action plan that clearly works towards the short and long term goals and identified actions to achieve these. The action plan will be consistently evaluated, reviewed and adapted to tailor for the differentiation required and as new needs become apparent.
- high level of pedagogical content knowledge and mathematics content knowledge for level 1-5 of the curriculum
- using teaching as inquiry as a catalyst for shifts in practice. I support this transformation by scaffolding learning, modelling practice, providing relevant readings and research, connecting ideas and reflection
- reviewing and enhancing current assessment practices to ensure monitoring of all students is through use of a range of tools and quality practices, identifying and implementing a plan promptly for any students who may require acceleration
- building the capability of leaders in the school to sustain the mathematics PLD by collaboration and developing systems and processes for sustainability
- mentoring international teachers in New Zealand Schools
- mentoring Year PCT's and their mentor mentor teachers through workshops.

## Professional Information

Qualifications		
Registered teacher practising certificate: 213751		expiry 23/02/2023
2020	He Papa Tikanga	Te Wānanga o Aotearoa
2011	Bachelor of Education	Massey University
1999	Diploma of Teaching	Massey University

Experiences		
2015 – present	Mathematics facilitator	Te Whai Toi Tangata, University of Waikato
2012-2014	Regional coordinator and mathematics facilitator	Te Toi Tupu, University of Waikato
2009-2011	Regional coordinator	School Support Services, University of Waikato
2004-2011	Mathematics facilitator	School Support Services, University of Waikato

### Programme writing and development

- Online mathematics resources developed for the 2011 Rugby World Cup
- Scoping document Te Toi Tupu mathematics and statistics
- Evidence plan Te Toi Tupu mathematics and statistics
- Establishing sustainability practices, Te Toi Tupu mathematics and statistics
- Mathematics Together –online parent and whānau workshops 2020

### Conference presentations

- Practice: Beyond the worksheet workshop, NZAMT, Wellington, 2013
- ‘Place Value’ workshop, NZAMT, Palmerston North, 2009
- ‘Multiplicative thinking’ workshop, MAV, Melbourne
- ‘Successful Ways of Enhancing Achievement of Māori Students in Mainstream Settings’ MERGA, Wellington, 2009
- ‘Home School Partnerships’ MERGA, Brisbane, 2008
- Coaching and Mentoring, Maths coaches, Auckland, 2009
- A variety of presentations at National Numeracy Conferences 2005 - 2010 including, but not exclusive to the following
  - Using websites effectively
  - Teaching position and orientation
  - Teaching across the curriculum
  - Teaching Addition and Subtraction
  - Teaching Multiplication and Division
- A variety of workshops at Regional Mathematics Symposium 2008-present including, but not exclusive to
  - Fractions
  - Where is the Number in measurement?
  - Deriving and developing assessment tasks
  - What to do with the High Achieving students
  - Moving students through early additive
  - Practice: beyond the worksheet
  - Developing place values.
  - Consider the evidence
  - Early multiplicative thinking
  - X marks the spot-position and orientations
  - Observations and feedback

**Publications** • Home School Partnerships: Numeracy 2008

## Summary of examples of practice

Whanaungatanga, building positive relationships for success is interwoven throughout my practice. Specific examples of how I have worked in schools are

- improving and developing mathematics content knowledge, formative assessment practices and facilitating moderation to inform valid overall teacher judgements
- using my up to date expertise and knowledge in regards to current best practice to implement and establish a mathematics mixed ability problem solving approach to teaching and learning. This involved the use of rich/worthwhile tasks in meaningful contexts and development of student mathematical discourse to improve student outcomes
- in collaboration with the mathematics leaders team improve the culturally responsive practice of the teachers to work towards improving Māori student achievement.
- building leadership capability to ensure the sustainability and growth of the mathematics PLD.

## Referees

Referee Name	Alistair Paterson
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Referee Name	Tracey Hopkins
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Referee Name	Dave MacMillan
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