

Summary of Practice

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Maika TE AMO
Your iwi	Tapuika, Tūhourangi, Uri o Hau, Ngāti Awa
 	<p>Ko Rangiuru te maunga Ko Kaituna te awa Ko Te Arawa te waka Ko Tapuika te iwi, tihei mauri ora.</p> <p>I place high value on transparent workflows, collaboration, integrity, professionalism and a strong work ethic. I believe in the effectiveness of 21st century pedagogy, ubiquitous learning, the power of the discerning use of digital technologies, culturally responsive practice, innovation and authentic learning.</p> <p>I am highly proficient in Māori language and tradition, and have worked in Māori, English and Spanish medium learning contexts. I have experience in working with individuals, leadership groups, whole staff, as well as small and large groups in the design and implementation of professional learning and development programmes. I have particular interest in the effective use of digital technologies, culturally responsive practice, and authentic learning.</p>

Professional Learning and Development Overview

My areas of specialist professional learning and development (PLD) expertise in relation to quality teaching practices include extensive experience in supporting schools with designing their vision statement for the integration of digital technologies for learning and the development of strategic plans supporting the staged implementation of such plans, teacher inquiry, while reviewing the process along the way.

I have supported schools, teachers, including provisionally certificated teachers, as well as colleagues, with culturally responsive practice, engaging and motivating Māori learners, authentic learning, and cultural competencies.

Professional Information

Qualifications

2016	iOS software development	<i>Devslopes</i>
2015	Toi Reo ā Waha & ā Tuhi (registered translator/interpreter)	Māori Language Commission, Wellington
2014	Front-end web development	Code Academy, Code Avengers
2010	Graduate Diploma of Arts	Te Wānanga o Raukawa
2010	Te Panekiretanga o te Reo	Institute for Excellence in the Māori Language
2006	Graduate Diploma of Teaching (Secondary)	Te Whare Wānanga o Waikato, Hamilton
2003	Bachelor of Arts	The University of Victoria, Wellington

Experience in relation to professional learning and development

My experiences include extensive experience in supporting English medium, Māori medium, and dual medium schools with designing their vision statement for the integration of digital technologies into their learning programmes; the design of development plans, action plans and strategic plans; supporting schools with the implementation of such plans; supporting teachers with the development and execution of their inquiry. My experience also includes culturally responsive practice, engaging and motivating Māori learners, authentic learning, cultural competencies, and te reo Māori support.

Conference Presentations

- 2016 Ako Panuku annual conference presentation
- 2015 Teach Expo conference presentations, Gisborne
- 2015 Ako Panuku annual conference presentation

Memberships

- Member of Professional Learning Aotearoa New Zealand (PLANZ)

Summary of examples of practice

Example 1

In a large, faith-based school the PLD goals were informed by a self-review tool, the school vision and charter goals. I worked with the senior leadership team to co-construct these goals, which were updated periodically and as required. Co-construction of goals provided a common vision for professional learning, and we worked collaboratively to ensure that goals and subsequent actions were relevant and contextualised. My facilitation strategies included developing a shared understanding amongst the staff regarding the level and mode of the integration of digital technologies across the staff and school.

As a result of my PLD work in this school

- there was a high level of engagement with professional learning activities
- progress was made towards the achievement of agreed goals
- pertinent issues that had not been evident previously were identified and raised for further discussion
- there was an increased focus on student outcomes and learning.

Example 2

In a large secondary school in a minor urban area, a review of development and action plans took place alongside senior leadership. There was obvious commitment to engage with all PLD activities. My facilitation strategies included a high level of responsive practices, given the range of experiences, confidence and expertise among the staff. This approach required differentiation of professional learning, tailoring to professional learning goals, technical proficiency, and their personal inquiries.

As a result of my PLD work in this school, there has been a high level of engagement with professional learning activities and greater sharing of learning and experiences among staff which led to positive shifts in teacher practice. Tailored learning experiences have addressed areas of need and interest, and further enhanced motivation for learning. This work has also led to simpler and more streamlined processes for teachers and students, allowing more time for engaging with learning and less required for dealing with technical difficulties.

Referees

Referee Name	Terry CONSEDINE, Deputy Principal, Aquinas College, Tauranga
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Referee Name	Louise BUCKLEY, Deputy Principal, Katikati College, Tauranga
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