Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Sheridan Gray
	Previously a secondary school teacher, I am now part of the Positive Behaviour for Learning Restorative Practice Team as the Regional Coordinator for the Northern Region (Waikato and Auckland). I have had experience in middle management in the secondary context and have more recently been a teaching fellow at Waikato University, lecturing and tutoring adults both face to face and in an online capacity. I have been working in education in a number of settings over the years: in a school context, developing professional practice and undertaking academic research. My current work requires my leading of a process involving: reflection on and analysis of current practice, setting priorities for change and planning PLD to meet these priorities. My work holds hope for improving ways educational organisations can work *with* school communities rather than doing things *to* or *for* them. I'm interested in developing practice in schools to enable respectful, reciprocal learning relationships to flourish between students, teachers, whānau and community.

Professional Learning and Development Overview

I offer the following skills and expertise:

Facilitation skills
- Supporting schools to set priorities for change and implementation of new practices
- Using data to reflect and analyse current practice
- Planning PLD and structural change with schools
- Building strong professional relationships with school leaders and teams within schools
- Using change management strategies and supports
- Building collaborative capacity amongst school staff
- Upholding a kaupapa of working collaboratively with schools

Restorative Practice
- Leading the implementation of restorative practice in schools
- Planning and improving systems and processes to encourage the use of restorative practice
- Facilitation of formal, classroom and low level conferences
- Facilitation of circle process for staff, student and whānau to build community, improve learning and solve problems within communities
- Research and evaluation of restorative practice

Research
- Collecting, analysing and presenting qualitative data
- Recruiting and interviewing participants
- Strong understanding of ethical research conduct
- Publication and conference presentation

Adult Education
- Lecturing and tutoring
- Creating and running online adult learning environments
- Designing, administering and moderating assessments
- Adult learning through the use of relational and restorative practice
- Teaching through practice, rather than about practice

Professional Information

Qualifications

2012	Masters of Education	University of Waikato
2010	Postgraduate Diploma of Education	University of Waikato
2002	Diploma of Teaching	Wellington College of Education
2001	Bachelor of Arts	Victoria University
2000	Bachelor of Music	Otago University

Experience in the delivery of professional learning and development:
https://www.linkedin.com/in/sheridan-gray-a03a4ba/

Facilitation
- Facilitation of school change implementation through Positive Behaviour for Learning Restorative Practice
- Facilitation of cluster workshops for Auckland and Waikato region schools
- Facilitation of Positive Behaviour for Learning Restorative Practice implementation through the development of Restorative Plus (Positive Behaviour for Learning Restorative Practice website)

Restorative Practice
- Facilitated restorative conferences and circles in a secondary school setting
- Implementation of Restorative Practice across 35 schools through Positive Behaviour for Learning Restorative Practice
- Review and evaluation of processes through Positive Behaviour for Learning Restorative Practice

Research
- Research into Restorative Practice and Key Competencies
- Research into resilience, "at risk" labelling and positive outcomes for secondary students
- Research into pastoral care practice across a range of secondary schools
- Presentation of research at a number of national and international conferences
- Publication of research in peer reviewed journals

Adult Education
- Tutored and guest lectured on HDCO 322 – Motivation and Behaviour Difficulties
- Online teaching of HDCO 201 – Adulthood and Aging
- Face to Face Lecturing, tutoring and paper coordination of HDCO 200 – Adolescent Behaviour
- Facilitation of workshops in Positive Behaviour for Learning Restorative Practice
- Development of Restorative Plus (Positive Behaviour for Learning Restorative Practice website) as an online learning tool

Conference presentations

- AARE Conference, 2015 – "Different worlds: Leading pastoral care across different school contexts." Freemantle, Australia. Presentation.
- PESA Conference, 2014 – "Playing the Game: the complex nature of school/school community partnerships in daily practice of discipline and care." Auckland, New Zealand. Presentation.
- The Social Ecology of Resilience Conference –"Building resilience through restorative practice." Dalhousie University, Halifax, Nova Scotia, 2010. Presentation.

Publications:

- Gray, S., & Drewery, W. (2011). Restorative Practices Meet Key Competencies: Class Meetings as Pedagogy. *International Journal on School Disaffection*, *8*(1), 13-21.
- Kecskemeti, M., Kaveney, K, Gray, S, Drewery, W. (2013). A deconstructive approach to class meetings: Managing conflict and building learning communities. *Narrative and Conflict: Explorations of Theory and Practice*.

Summary of examples of practice

When working as a facilitator, researcher or project manager I use facilitation skills to support participants to develop priorities, challenge current practice, to build and follow through with implementation and reflect on progress. Some key questions posed include:

- How do we want the relational culture of our school to be?
- What does our data show us about how the relational culture of the school is currently operating? And what data do we need to collect?

- How could our systems and practices reflect our school values better?
- How will we know that change is happening? Or implementation is going well?
- What support is needed to meet these priorities?

Skills I employ in facilitation are:

- Listening and questioning to gain knowledge of the school context and to build a basis of relationship with school leaders and implementation teams;
- Introducing circle process as a respectful discussion medium for staff (and students);
- Using data to inform discussions and monitor progress;
- Using models for change leadership to help leaders and teams have robust discussions about current practice, possible priorities and practical implementation;

Providing cluster meeting opportunities to staff to meet, discuss and find solutions for challenges to the implementation of Restorative Practice.

Referees

Referee Name	Warren Waetford
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Referee Name	Gerschen Van Niekerk
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