



## Professional Learning and Development Accreditation

### Personal Profile

First name and Surname	Viv Aitken
 	<p><i>E tu Kahikatea E whakapei ururoa Awhi mai awhi atu Tatau tatau e</i></p> <p>The words of this waiata resonate for me as a metaphor for the importance of relationships, trust, mutuality, resilience and collaboration in learning – at whatever stage of life this occurs. I believe in teaching, and in teachers as powerful agents in supporting all ākonga to realise their potential.</p> <p>As a senior consultant with Te Whai Toi Tangata, the Institute of Professional Learning at the University of Waikato, I work alongside learners, teachers, teams and school leaders as an authentic, engaged colleague-in-exploration. Together we celebrate success, draw on current research, explore new possibilities, reflect and innovate to improve outcomes.</p>

### Professional Learning and Development Overview

#### Curriculum integration and innovative pedagogy

- Supporting effective planning and teaching in curriculum integration, including the dramatic inquiry approach 'Mantle of the Expert'
- Sustaining cross-sector teaching networks. Encouraging sharing of best practice and a safe space for mistake-making and exploration.
- Supporting teachers and teams to plan across learning areas within the New Zealand Curriculum - with principles, values and key competencies at the centre and reference to cultural competencies of Tataiako

#### Student agency and engagement

- Sharing models and theories of power and agency in accessible and culturally appropriate ways.
- Working with teachers and leaders to develop practical and achievable strategies for increasing student agency and engagement

#### Support for teachers as researchers

- Drawing on experience as an education researcher to provide support for teaching-as-inquiry, TLIF. 'grassroots' digital projects and other research activities in schools.
- Postgraduate supervision and support for teachers undertaking research at Masters and PhD level
- Creating opportunities for face-to-face and virtual networking, seminars, conferences and workshops.

#### Inclusive education

- Collaboration, co-authoring and co-presenting in creative practice and research with colleagues with intellectual disability

## Professional Information

### Qualifications

2012	Graduate Diploma of Teaching	University of Waikato
2005	Doctor of Philosophy	University of Waikato
2003	Associate in Speech and Drama	Trinity College London
1993	Master of Philosophy	University of Wales
1990	Bachelor of Arts (with honours)	University of Wales

I have full current teacher registration with EDUCANZ

My research to date has included projects in curriculum integration, student agency, Arts and inclusive education. My two most recent publications were a chapter for a book on University-School partnerships in professional learning and a study on the role of Mentor Teachers in a practice-based teacher education degree. I have researched, published and presented extensively in The Arts, particularly drama in education as well as disability and inclusion (see 'publications' and 'conference presentations' below)

### Professional Learning and Development experience and expertise

As a Senior Consultant with the Institute of Professional learning: Te Whai Toi Tangata, I

- develop and implement short and long term professional learning opportunities in curriculum integration and student agency for schools and professional associations around the country.

As a contractor to Tātai Angitu E3@ Massey University's Institute of Education, I have

- provided research support for schools in receipt of the Ministry of Education's *Grassroots* project funding
- facilitated courses on New Zealand's education system for groups of visiting overseas officials

As Associate Professor in Education at the Eastern Institute of Technology (2015-16) I

- organised regular professional development exchanges with Mentor Teachers from partner schools as part of ongoing review and development processes.

As Senior Lecturer and researcher in Education at the University of Waikato (2001-2015) I

- provided preservice and inservice teacher education in the Arts and curriculum integration
- developed skills and knowledge required to teach education research
- convened several regional and national seminars and one international conference, giving teachers the opportunity to share their practice and research and access to international speakers and presenters.

As convenor of Mantle of the Expert Aotearoa: [www.mantleoftheexpert.co.nz](http://www.mantleoftheexpert.co.nz) (since 2009), I have

- offered online support and professional development materials to teachers around New Zealand and internationally
- shared teachers' blogs and international research
- facilitated cluster groups for teachers in Hamilton, Bay of Plenty, and Auckland, as well as a skype-based group for secondary teachers, providing ongoing teacher-teacher support and networking

As an education researcher I have,

- Published more than 20 academic articles including in peer-reviewed international journals.
- Contributed chapters to three books including *Connecting Curriculum, Linking Learning* – a guide to curriculum integration regularly used as a text book for preservice education programmes.
- Spent two years writing a book on Mantle of the Expert with two other authors from the UK and USA
- Given over 30 conference presentations, including several keynote addresses within New Zealand and internationally.

## Summary of examples of practice

**Example 1** Working alongside teaching staff and principal at a semi-rural primary school, I facilitated an 18-month professional learning and development programme on enhancing student agency. The process began by supporting teachers and leaders to examine the concept of student agency based on current theoretical and research literature. We looked at how systems of power were operating in the school before going on to explore possibilities for enhancing student agency within the classroom and wider school systems and processes. A key focus was bringing international definitions, models and ideas about student agency into dialogue with cultural concepts such as Ako and manaakitanga which are at the heart of the school's practices. I supported teachers to identify and implement strategies to enhance student agency within classroom practice (including higher-order questioning, co-construction, repositioning and use of an 'expert frame'). As part of our journey, we created an online resource (using a 'realtime board') to gather resources, reflect on readings and continue conversations between our face to face sessions.

**Example 2** I provided mentoring and professional development for a team of teachers involved in a TLIF (Teacher-led Innovation Fund) inquiry at a rural primary school. The project explored the use of dramatic inquiry /Mantle of the Expert to support the teaching of writing and looked at outcomes for all students, including those identifying as Māori (a significant proportion of the school). The team was also supported by two cultural mentors from other tertiary institutions to deepen their understandings of kaupapa Māori and consider implications for their practice. I had two roles in this year-long project. First was to provide ongoing mentoring in research from initial project design through to data generation and analysis. I supported the team to generate meaningful, trustworthy qualitative data on their evolving understandings of kaupapa Māori and their own and students' experience with dramatic inquiry. My other role was to provide ongoing professional development in the dramatic inquiry / Mantle of the Expert approach. This was done through a series of workshops and 1:1 support. The team and I created a shared online resource of readings, plans, tools, data and ongoing professional reflections. I conducted a formal research project alongside the TLIF inquiry and aim to publish findings from this with the teachers as co-authors.

**Example 3** I was part of a research team made up of 3 university researchers and 6 primary school teachers on a Teaching and Learning Research Initiative (TLRI) project exploring Arts-based curriculum integration. This project provided an opportunity to work in a sustained way with teachers as research partners; supporting them to research, challenge themselves and extend their practice. Over the two years of the project, I worked alongside teachers in their classrooms in a teaching-as-inquiry model, carrying out observations of practice, interviews, learning conversations and qualitative and quantitative analysis of data. I also provided extensive professional development for teachers in Arts-based curriculum integration (including visual Art and dramatic inquiry / Mantle of the Expert). This included the convening of a three-day professional development conference with international leaders in the field, which the whole research team attended together.

**Example 4** I worked in partnership with a large Normal primary school to provide professional learning in curriculum integration for teachers. The partnership model also involved preservice education for student teachers and a deepening of my own practice in the classroom. The model, which was repeated over five years, involved several phases. First, the Deputy Principal and myself worked with a selected classroom teacher to co-plan a cross-curricular programme of integrated learning tailored for their class. Then, over 6-8 weeks I visited the teacher's classroom weekly to co-teach, observe and reflect with the teacher. I coordinated the timing of these sessions so that preservice student teachers from the local University and other staff from the school could participate in the classroom sessions. Reflective follow-up meetings with the classroom teacher and the teaching students were also held weekly. Student voice was encouraged in ongoing reflections. Several professional and research publications resulted from this partnership. This cross-sector model fostered a rich blend of reciprocal learning, teaching-as-inquiry and research praxis.

## Referees

### Referee One

Referee Name	Terry BROCK
Contact Number	09 4322731
Contact email address	<i>principal@otaika.school.nz</i>

### Referee Two

Referee Name	Gay GILBERT
Contact Number	07 8566122
Contact email address	<i>GGilbert@hillcrestnormal.school.nz</i>