



Professional Learning and Development Accreditation

Personal Profile

<p>Stephen Ross</p>	
  	<p>Tena koe. As a lifelong learner myself I am energised by collaborating with, and supporting the learning of, other learners. I also understand that sometimes really rewarding PLD happens when colleagues have structured time to korero with each other – to share ideas, ask questions and explore new learning together.</p> <p>I take time to understand a school’s context, resourcing, tikanga, areas of expertise, initiatives and values so we can work together in culturally responsive ways. Professional learning and development is an ongoing, personal process which needs to be thoughtfully planned to acknowledge the strengths and prior knowledge of everyone involved. I take time to check my assumptions and work with, and for the people so that growth can occur no matter the starting point of each learner.</p> <p>My strengths are around integrating the digital technologies curriculum, developing digital fluencies, science pedagogy and coaching and mentoring. My work also involves supporting international teachers and running professional development for provisionally registered teachers.</p> <p style="text-align: right;"> <i>Ko te tangata Ko Te Whare wananga o Waikato Ko te Kura Toi Tangata Tihei, Ko Te Whai Toi Tangata Tihei mauri ora</i> </p>

Professional Learning and Development Overview

Digital fluency: I work with leaders and users to develop their digital fluencies in supportive and responsive ways that build on learners’ diverse starting points. A digitally fluent person can choose from a range of digital tools to make decisions about how to reach an end goal. Digital fluency brings issues of equity including device and Internet access and healthy habits associated with digital citizenship and hauora which should all be considered in context.

Digital technology curriculum: I am an experienced facilitator of teaching for the two new areas of the Technology curriculum: Computational Thinking and Designing and Developing Digital Outcomes. The DT curriculum can be meaningfully integrated right across your local curriculum. It can support the development of key competencies and assessment for learning approaches. I can work with teachers to understand their teaching and learning goals and model authentic learning experiences that build students’ CT and DDDO experiences.

Science: with over 16 years’ experience teaching secondary science and senior physics, I am passionate about teaching Nature of Science across a range of science contexts in both primary and secondary school settings. I support schools to collaboratively design graduate profiles and implementation plans that align with their own school’s vision.

Cultural capability: as a Pākehā man I endeavour to explore the impact of my own privilege and biases because I understand that my actions have consequences. My interactions with schools are dialogic, responsive, collaborative, and demonstrate mana ōrite. I am always mindful of how I honour Te Tiriti in my work, particularly as I have not lived in te ao Māori, and I continue to model my own learning in this regard. I encourage schools to seek and respond to minority voices, to examine how inclusive their practices are and to integrate best practice from Tātaiako, Tapasā and the Educational Leadership Capability Framework in sensitive and sustaining ways.

Professional Information

Qualifications		
Registered teacher practising certificate: 250523		expiry: 4/11/2022
2020	Postgraduate Certificate in Education	Waikato University
2015	Certificate of Applied Practice	Mindlab, Unitec
2002	Diploma of Teaching and Learning	Christchurch College of Education
1994	Bachelor of Science	Massey University

Experiences		
2018 – present	Facilitator – Digital Technology, Science and Localised Curriculum Mentor for Saudi Arabian teachers Content development & management teachapac.nz	Te Whai Toi Tangata, University of Waikato Centres of Asia Pacific Excellence (CAPE)
2021	NCEA science assessment writer	NZQA
2020	Script writer for Home Learning Channel	Science Learning Hub, University of Waikato
2002-2018	Science and Physics Teacher incl.HOD, Dean, TIC roles and in-school CoL roles	Taupo-nui-a-Tia College

Summary of examples of practice

In engaging with schools to support teacher professional learning and development I believe it is important to:
<ul style="list-style-type: none">• Recognise the prior knowledge and expertise already present among the people I work with and to make that visible.• Facilitate experiences that develop knowledge, skills and competencies around the kaupapa at hand.• Work collaboratively to move teachers from being observers to practitioners of new learning.• Engage with school leaders to see where my skills and knowledge can fit in with existing systems and tikanga in natural and supportive ways.• Demonstrate frameworks, approaches and ways of thinking that are based on research and best practice.• In respectfully challenging ways, share my impressions and wonderings around what might help to move teachers forward.

Referees

Referee Name	Leigh Hynes
Contact Number	0274 746 499
Contact email address	lhynes89@gmail.com

Referee Name	Tammy Gardiner
Contact Number	0274 242 359
Contact email address	tammy.gardiner@waikato.ac.nz