



Professional Learning and Development Accreditation

Personal Profile

<p>Shirley Collins</p>	
  	<p style="text-align: center;">Ko te manu e kai i te miro, nōna te ngahere. Ko te manu e kai i te mātauranga, nōna te ao.</p> <p style="text-align: center;"><i>The bird that partakes of the miro berry reigns in the forest. The bird that partakes of the power of knowledge has access to the world.</i></p> <p>I believe everyone can succeed in learning. I am committed to achieving the best outcomes for students and developing the confidence of teachers. I am a highly experienced, skilled facilitator who is able to support schools raise student achievement and develop robust systems for improving learning, particularly in mathematics. I provide personalised support for each school and work collaboratively with leaders to ensure the professional development is responsive to the needs and culture of their school.</p> <p>Prior to this role I was a school principal and I have also taught at all primary levels. I consider myself to be a lifelong learner who accepts challenge and seeks opportunities to learn.</p>

Professional Learning and Development Overview

My areas of professional learning expertise in relation to quality teaching practices include:

- supporting leaders and teachers to make significant improvement in student outcomes
- supporting schools to design implementations to accelerate the progress of target students
- building the capability of school leaders to sustain improvement
- sharing current research and theories with leaders and teachers
- reviewing assessment practices
- supporting schools to analyze data and set goals using evidence
- working collaboratively with schools to develop curriculum achievement plans
- supporting teachers to reflect on their teaching practices using inquiry models.

Professional Information

Qualifications		
Registered teacher practising certificate: 168115		expiry: 8/12/2023
2020	He Papa Tikanga	Te Wānanga o Aotearoa
2014	Master of Education (Hons)	University of Waikato
	School Certificate Māori and Māori (Oral)	Wairiki Institute of Technology
	Diploma in Teaching	Hamilton Teacher's Training College
	Bachelor of Education	University of Waikato
Research		
2013	Directed study: 'Peer Tutoring in Mathematics'	University of Waikato

Experiences		
2019 – present	Accredited facilitator	Te Whai Toi Tangata, University of Waikato
2011 – 2019	Mathematics facilitator	Te Whai Toi Tangata, University of Waikato
2006 – 2008	Numeracy Advisor	University of Waikato
Presentations		
2011 - 2016	Presented a wide range of workshops at Mathematics Symposia	
International Presentations		
2008	‘Bit by Bit: Putting Fractions Together’ workshop	Mathematics Association of Victoria, Australia
2007	‘We All Count: Moving on to Part-Whole Thinking’	Mathematics Association of Victoria, Australia

Summary of examples of practice

Personalised support		
<ul style="list-style-type: none"> Professional learning commences with a rigorous scoping process including classroom walkthroughs, surveys and interviews with all members of the school staff to identify existing strengths and needs. Student voice is collected from a sample of students. Needs are prioritised from evidence and specific actions co-constructed with leaders for students, teacher development, leadership support and engaging whānau/families. A Professional Learning Plan is developed collaboratively incorporating specific goals. Progress towards goals is reviewed regularly throughout the professional development. 		
Relational trust		
<ul style="list-style-type: none"> Builds trust and establishes relationships with teachers by working with them individually. Initial in class support includes the facilitator working with students and modelling lessons. Teachers are able to observe their students working together on challenging problems using relevant and familiar contexts. Support is individualised for each teacher according to identified pedagogical needs Teachers are supported to incorporate culturally responsive and inclusive practices. Builds leadership capacity through coaching and mentoring. 		
Mathematics Pedagogical and Content Knowledge		
<ul style="list-style-type: none"> Deep understanding of learner progressions and curriculum expectations in Mathematics. Implements principles from ‘Effective Pedagogy in Mathematics’ using research evidence from the Best Evidence Synthesis Programme. Facilitates workshops within and across schools for teachers to develop their mathematics content and pedagogical content knowledge. Mentors teachers involved with Programmes for Students to support acceleration of student learning. Provides teachers with practical teaching suggestions, resources and information. Recent personal professional learning with local and international experts. 		
Local Curriculum and Assessment		
<ul style="list-style-type: none"> Promotes a strong emphasis on the achievement of Māori students and other priority learners. Leaders are supported to review the effectiveness of initiatives and to develop goals targeting students with the greatest need. Assessments are reviewed to ensure a range of quality data is collected to inform teaching and learning. Data are regularly disaggregated and discussed with leadership to continually monitor school wide student progress. 		
Teaching as Inquiry		
<ul style="list-style-type: none"> Professional learning and development is embedded in a teaching as inquiry frame at both school and class level. Current research informs facilitator practice. Research on improving teaching and learning is shared with teachers throughout the professional learning. 		
Effective communication		
<ul style="list-style-type: none"> Open communication between the facilitator and school is maintained throughout the in-depth professional learning. 		

- Feedback and feedforward is provided after discussion with each teacher during every visit.
- Written records, including the use of collaborative online documents are updated after each facilitator contact.
- Communication from schools is responded to promptly.

Referees

Referee Name	Graeme Taylor
Contact Number	07 333 8576
Contact email address	principal@broadlands.school.nz

Referee Name	Brent Griffin
Contact Number	07 348 8459
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