

# Summary of Practice

## Professional Learning and Development Accreditation

### Personal Profile

First name and Surname	Shelly Good
  	<p>I currently work with school leaders and principals as a facilitator on the Leadership and Assessment contract. As I do so, I am in awe of their dedication and passion. It is a privilege to share my own commitment and enthusiasm for growing great leaders. I believe great leaders ultimately make a difference for all learners; teachers and students. My teaching experience and love of learning, successful primary principal-ship and first time principal mentoring, ensure I build effective professional learning relationships.</p> <p>Listening carefully, asking reflective, thoughtful questions establishes the current reality and probes possible future actions and goals. A caring, empathetic, positive approach, builds trusting relationships, allowing me to challenge current thinking, motivate action, support the development of systems that support leadership and management actions across the school.</p> <p>I work collaboratively with leaders to effect change for improved learning outcomes and student success.</p> <p>Carefully balanced support and challenge, action with urgency, related to need and context, empowers leaders to lead learning within a culturally responsive framework.</p>

### Professional Learning and Development Overview

My areas of specialist professional learning and development in relation to quality leadership and teaching practices include

- leadership coaching and mentoring and development that builds leaders of learning and change agents
- use of open to learning or important conversations, growth coaching
- supporting schools to develop school systems and building school culture - supports learning in a caring and supportive environment
- assisting with collaborative charter development with leadership, staff, students and boards of trustees
- school curriculum development, effective assessment for learning
- supporting schools to undertake school review, using evaluative data analysis, develop relevant and measurable targets and assist with regular monitoring of these
- culturally responsive practices- planned and facilitated workshops using *Tatāiako* and *Ka Hikitia* in appraisal, assessment, school culture, teaching pedagogy
- promote teaching as inquiry and the use of Timperley, Kaser and Halbert, 2014, *Spirals of Inquiry* as a way to raise student achievement and improve teaching pedagogy, build student agency
- support and promote the development of school appraisal systems

### Professional Information

#### Qualifications

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|-------------|--|
| 2016 - 2008 | Annual mentor training - Auckland University - Open to Learning conversations with Viviane Robinson Leadership training in developing professional learning groups for Principals (PLGs) |
| 2016        | Growth Coaching International accreditation – coaching for leadership  |
| 2016 - 2014 | Facilitator in Leadership and Assessment contract team   |
| 2015        | Facilitator training in Joan Dalton's <i>Learning Talk</i> , 2013 –the art of inquiry to support learning  |
| 2005 – 2004 | Master of Education (studying) 3 papers completed- University of Waikato<br>Development, Issues and perspectives, Professional Educational Seminar                                       |
| 2002        | Graduate Diploma in Information Technology in Education Waikato Institute of Technology  |
| 2000        | National Diploma in Educational Management- Christchurch college of Education  |

### **My experience includes**

- coaching and mentoring leaders and teachers
- mentoring first time principals, providing advice, guidance, challenging options, supporting leadership and school development
- planning, leading and facilitating workshops for leaders and teachers
- facilitating principal and teacher learning and problem solving through staff meetings collaboratively planned with the principal to meet school needs
- supporting principals in professional learning groups and network days
- developing and understanding the use of teaching as inquiry model, and the *Spirals of Inquiry*
- promoting and modelling reflective dialogue, challenge/motivate to explore practice
- use learning talk and open to learning conversations to grow leadership, support improved student learning, solve complex problems
- developing culturally responsive practices so that Māori learners can achieve success

### **Publications**

- Assessment in Small Rural Schools. (2000) *NZCER* Wellington, January
- Sabbatical paper Term 2, 2013 Research Question - Is the role of parents of students within the reading recovery programme significant or influential in student achievement during the reading and writing intervention reading recovery offers?  
<http://www.educationallleaders.govt.nz/Leadership-development/Professional-information/Principals-sabbatical-reports/Report-archives-for-2007-2014/Primary-award-recipients-2013>

### **Special interest areas in**

- leadership, assessment for learning, literacy, inclusive education

### **Membership of Networks**

- current New Zealand Educational Institute (NZEI) member, past Piako NZEI representative to Waikato Property Committee and Waikato Principal's Council
- NZEI Piako Principal's Association past president, Led ICTPD cluster committee,
- Morrinsville Rotary Club- current member of Rotary Youth Leadership Awards (RYLA) committee, and Director of club International Service team

## **Summary of examples of practice**

### **Example One: L and A in-depth support**

#### **Leadership and Teacher Development**

My PLD work had four areas of focus. They were

- teacher learning about teaching as inquiry and the use of the spirals of Inquiry, and the development of a learning community where monitoring and solving puzzles of practice was a shared responsibility
- challenging and enhancing culturally responsive practices in this school promoting success for Māori learners
- create coherence through engaging in evidence-based collaborative inquiry, employ a visual tracking system coupled with deep and meaningful inquiry into learner needs through effective use of data, meet student learning needs, accelerate progress and achievement for priority learners
- facilitate strengthening of an effective appraisal process so teachers evidence their own inquiry learning
- work collaboratively to devise a strategic plan of PLD support during the year to improve pedagogy

### **Example Two: FTP support**

#### **Leadership development**

- supporting schools to develop culturally responsive practices promoting success for Māori learners, this included developing meaningful ways to connect with, consult with and share school wide targets and goals and report successes and achievement to the Māori community
- through professional learning develop teacher understanding and use of teaching as inquiry and the use of the spiral of inquiry tool to teach to student need with the view to rising student achievement
- over time fully implement the school curriculum, with a particular focus on culturally responsive practices, including implementing a sequential te reo Māori programme

### Example Three; Working in a Professional Learning group (PLG)

#### Developing collaborative leaders of learning

- through this process I developed a small group of principals who could meet regularly in a formal professional learning group to provide opportunities for the principals to work collaboratively together – assisting each other solve problems, sharing experiences and adding to their pool of knowledge about leadership.
- facilitated learning through hands on activities related to a common learning need
- demonstrated how participants could sustain this format without a facilitator so there could be on-going sharing of knowledge and experience

#### References

- Ministry of Education (2007) *The New Zealand Curriculum*. Wellington: Learning Media
- Timperley Helen, Kaser Linda and Halbert Judy (2014) *A framework for transforming learning in school: Innovation and the spiral of inquiry*. April, Centre for Strategic Education: Victoria.

#### Referees

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