




Summary of Practice

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Deborah REEVES
  	<p><i>Tēnā koutou, Ko Deborah Reeves ahau. Ko Ngāti Kōtimana te iwi. Ko Reeves te hāpu. Ko Hikurangi te maunga. Ko Pakarae te awa. Ko Wainui te moana. Ko Whangara te marae. Nō Whangara ahau. Ka nui te mihi mahana ki a koutou katoa.</i></p> <p>I am an experienced facilitator and mentor with an in-depth knowledge of mathematical teaching and learning. I promote positive learning environments where collaborative learning communities can flourish. I endeavour to develop and build relational trust and inclusive practice. I engage teachers and leaders to build on pedagogical practices and to be data literate within mathematics that enables them to make a difference for their learners.</p> <p>I believe effective professional learning is contextually located, and to successfully strengthen teacher and leader capability I look to foster supportive communities focused on practice.</p> <p>I believe engaging in collaborative inquiry, in order to investigate practices and ideas, challenge beliefs and assumptions and address authentic nuisances as demonstrated using the Three Fields of Knowledge¹ - Public, Practitioner, and New Knowledge</p>

Professional Learning and Development Overview

My areas of specialist professional learning and development expertise in relation to quality teaching practices in mathematics and statistics include:

Building school-wide systems, capability and processes

- focusing on effective pedagogy for valued outcomes for diverse (all) learners
- through developing educationally powerful connections
- fostering leadership conditions for continuous improvement
- through productive inquiry and knowledge building for professional learning.

Coaching leaders in mathematics and statistics

- to lead learning in their schools
- to build school capability for school improvement
- to develop inquiry mindedness to improve student achievement
- to use data and evidence to build evaluative capabilities and improve data literacy capabilities
- to undertake collaborative self-review to identify and evaluate current capability against desired outcomes.

Implementing effective mathematics practices

- through differentiated support and approaches for teachers and leaders
- by building key learning conditions that make a difference for targeted learners
- by challenging leaders and teachers to think critically about causal links between student achievement and practice through an inquiry approach
- to improve pedagogical practices through, using data, research and assessment practices to inform teaching and learning.

Accelerating achievement for priority and targeted learners

- I have demonstrated expertise in mentoring teachers to inquire into research informed pedagogies that make a difference to student outcomes leading to accelerated progress
- I mentor teachers in developing adaptive practices to meet the needs of their learners and inquire into pedagogical approaches that make a difference
- I mentor teachers to develop students' mathematical identities through building their students' learner dispositions, resulting in, students' seeing themselves as successful learners.

Professional Information

Qualifications	
1991 Diploma of Teaching	Palmerston North Teachers College/Massey University
1995 Trained Reading Recovery Teacher	
Experience in the delivery of professional learning and development:	
As the Regional Coordinator of Programmes for Students (PFS) and facilitator and mentor in mathematics in years 1-8, in Te Whai Toi Tangata, Institute of Professional Learning, University of Waikato, I bring significant experience and a wide range of facilitation skills in providing PLD. I have delivered professional learning and development in the following settings: Principals, middle leaders, teachers, whole staff meetings, clusters of schools, on-line platforms, and large audiences nationally and internationally.	
Positions:	
2011-present	Regional Coordinator of Programmes for Students (PFS) for Te Toi Tupu
2007-present	Mathematics facilitator and mentor for MoE Contracts and Programmes for Students
Programme writing and development	
<ul style="list-style-type: none"> developed resources and programmes for PFS (ALiM) writing of assessment questions for mathematics GLOSS interview 	
Conference presentations	
2008 – 2016	Mathematics Symposia NZ
2012 and 2014	The Mathematical Association of Victoria (MAV) Conference Melbourne Australia
2009 and 2013	New Zealand Association of Mathematics Teachers (NZAMT)
2011	Mathematics Educational Research Group of Australasia (MERGA) Alice Springs, Australia

Summary of examples of practice

<p>1. Building teacher capability to deliver effective mathematics</p> <p>Identified through a scoping process, ongoing in-class observations, co-teaching and professional conversations the need to grow teacher capability through an inquiry based approach was established. Teaching as Inquiry was the vehicle to develop strong pedagogical approaches underpinned through research. The key foci was outlined in the PLD plan which was reviewed and monitored regularly with leadership and the need to understand the impact of teaching practices on progress and achievement.</p> <ul style="list-style-type: none"> teachers to set individual inquiries related to their learners and their own learning needs using data and evidence to develop and support inquiries and impact of teaching modelling effective mathematical practices, observe teaching, and lead professional conversations in pedagogical approaches in mathematics and their impact identifying differentiated support and approaches for teachers and leaders establishing effective learning conditions that make a difference for targeted learners thinking critically about student achievement and practice through an inquiry approach.
<p>2. Accelerating achievement for priority and target learners</p> <p>Supporting teachers and leaders to identify, through data analysis, priority and targeted learners, and identify specific leaning needs teachers were better equipped to support their learners. Building teacher capability whereby they embedded the ten principles of <i>Effective pedagogy in mathematics</i>² to strengthen current practice enhanced mathematical teaching and learning. In doing so teachers understanding on how best to support their learners became more evident and teachers were able to develop more effective teaching practices and build mathematical identities for their learners. I supported teachers in developing adaptive practices to meet the needs of their learners and inquire into pedagogical approaches that make a difference to develop students' mathematical identities through building their students' learner dispositions to see themselves as successful learners in the area of mathematics</p>

Referees

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Referee Name	Paul SADLER
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