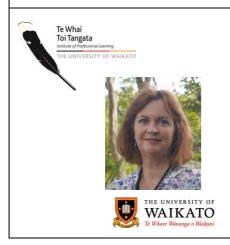# Professional Learning and Development Accreditation

Personal Profile

Mary Jamieson

I enjoy working with schools and communities to support them to develop plans of action that are based on student learning needs and based on sound research and evidence of what works. PLD should be a co-constructed process where all stakeholders feel they can contribute to the design and focus of the learning. My passion is developing effective pedagogical practices that bring positive outcomes for all learners. I have significant experience working with teachers and leaders in both primary and secondary contexts, using a reciprocal model of learning. This means that we acknowledge each other's strengths and expertise and use this to build new knowledge and capabilities.

Professional Learning and Development Overview

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

Facilitating change through coaching and mentoring

Building effective, respectfully challenging and supportive professional mentoring relationships. Understanding effective change management practices. Working with diverse groups of learners, both adult and student to identify goals and create plans of action. Embracing the concept of ako, having humility in interactions with others and acknowledging the reciprocal nature of learning. Using responsive methodology, individual and collective learning for improvement. Uncovering and challenging educational beliefs that may impact on practice.

Assessment Capability

Critiquing review processes in strategic planning, faculty, syndicate and pedagogical areas. Use of collaborative self-review processes to identify and evaluate current capabilities against desired outcomes. Linking evidence from a range of areas to identify specific foci for the PLD supported by a coherent theory for improvement. Using teaching as inquiry as the foundation for evaluating current practice and designing future effective practices. Identifying relevant data and using targeted observations to unveil student and teacher knowledge.

Pedagogical leadership development

Focusing on capability building and leadership of teaching and learning in a range of areas which include specialisation in integrating digital technologies across the curriculum, differentiating programmes of learning, encouraging experimentation of practice through cycles of inquiry. Empowering leaders to become resourceful learners who have the confidence and capability to lead the learning of others. Unpacking learner-centred pedagogies. Using collaborative inquiry. Integrating assessment for learning practices. Developing cultural awareness and embedding culturally responsive practices. Accelerating achievement for priority learners.

Professional Information

Qualifications

Registered teacher practising certificate: 181268   expiry: 09/08/2023

2018	Master of Education (Hons)	University of Waikato
1991	Diploma of Teaching (Primary)	University of Waikato
1988	Bachelor of Arts	University of Auckland

Experiences

2021	Project Leader CAPE Teacher forum NZ, Facilitator Digital Fluency/Curriculum	Te Whai Toi Tangata, University of Waikato
2018-present	Project Leader: China Teacher/Curriculum PD	Te Whai Toi Tangata, University of Waikato
2013-present	Facilitator: Digital Technology, Blended Learning	Te Whai Toi Tangata, University of Waikato
2020	Practicum Advisor – BT (Secondary)	Division of Education, University of Waikato
2017-2020	Joint Project Director: KSA Khebrat Immersion programme	Te Whai Toi Tangata, University of Waikato
2018-2019	Project Leader: North Asia CAPE Hangzhou/NZ sister school curriculum project	Te Whai Toi Tangata, University of Waikato
2015-2016	Lead Facilitator: Vietnam Teacher PD contract	Te Whai Toi Tangata, University of Waikato
2012	Teacher of Japanese	Hillcrest High School
2006-2011	Facilitator, BT (Secondary) Advisor	School Support Services

Learning with Digital Technologies (LWDT)

Extensive experience supporting schools in designing their vision statement for the integration of digital technologies for learning and developing strategic plans supporting the staged implementation and review of LWDT

- Experienced in the use of digital technologies to support learning across the curriculum and in providing support for teachers in developing their understandings of the pedagogies that influence the use of digital technologies
- Experienced in the use of Google Apps for Education, Blogs, Google sites, Screen casting tools
- Focussed on student learning needs driving the choices we make for any changes in learning programmes Leadership
- Experience in co-leading the learning for a regional LWDT team as Assistant Regional Team Leader
- Experience in leading learning within the national network of regional team leaders for LWDT

Beginning Teacher/Mentor Teacher Support

- Experience in working with beginning teachers across the primary and secondary sectors
- Facilitated workshops and provided personalised in-school support in the design of programmes to support beginning teachers in their journey to become fully registered
- Experienced in supporting staff and colleagues in developing ePortfolios for their registration evidence

Specialist Classroom Teacher (SCT) Support

- Previous experience as a SCT and 5 years working with Specialist Classroom Teachers in secondary schools.
- Part of the writing panel for the handbook for the SCTs

Summary of examples of practice

Learning with Digital Technologies

My work in an urban secondary school had the following foci
- to support the implementation of a BYOD programmes
- to support the school to develop a strategic plan for the integration of digital technologies
- to support schools in the design of a vision statement for the place of digital technologies in the school
- to support teachers to develop confidence and capabilities for using digital technologies
- to provide advice and guidance to the lead team in designing professional development for staff.

My facilitation strategies included
- meeting with lead teachers to discuss contract and determine the desired outcomes
- facilitating staff meetings using the *ELPF (ELearning Planning Framework)*
- supporting teachers to analyse data from the ELPF and create a Development Plan
- encouraging an environment of transparency within the staff and leadership
- providing a range of timely, relevant support material, based on research, tailored to meet identified staff needs, across all learning areas
- maintaining regular contact with the school, lead teachers in both face to face and online ways
- co-constructing the PLD to suit the school needs alongside the lead teachers/leaders
- enlisting the support of the principal to clarify their role and the lead teacher roles and responsibilities
- scheduling regular reviews of progress and adjusting the support when necessary
- facilitating discussions and asking challenging questions of leaders and teachers
- supporting leaders to design their own way forward with PLD, rather than imposing a programme on them.

As a result of our work together
- a comprehensive vision statement document was created and shared with the whole staff and the BOT and community. The vision statement is being used as the driver of decisions.
- the teachers have gained confidence in using digital technologies
- there is a greater amount of sharing learning between teachers and across learning areas
- each learning area has a plan based on a common framework which outlines how they will implement a staged rollout of the implementation of digital technologies for each year level
- staff evaluate digital tools more critically rather than use tools for 'fun' the infrastructure is continually being re-evaluated as part of the annual plan

Referees

Referee Name	Linda Larsen
Contact Number	07 888 2704
Contact email address	*principal@tepoi.school.nz*

Referee Name	Mary Clare Kavanagh
Contact Number	07 876 7550
Contact email address	*principal@kinohaku.school.nz*