





Professional Learning and Development Accreditation

Personal Profile

<p>Rhian Johnson</p>	
  	<p>I am a skilled educator, excited by student learning in mathematics and in the professional development of teachers and school leaders. I am also an avid learner, driven by my commitment to ensure New Zealand children have equitable opportunities to engage in high quality learning programmes. During my 22 years as a teacher and as a facilitator, I have developed a particular strength in teaching mathematics. I apply deep subject knowledge and collaborative facilitation practices to lift achievement for students and to inspire others to excel in the teaching and learning of maths.</p> <p>My interest in adult learning and the professional learning of teachers has led me on a path of study and research into developing effective middle leadership in schools. I work to empower school management, middle leaders and teachers in providing effective mathematics education for all students' years 0-8.</p> <p><i>Rhian has a unique ability to coach a diverse range of adult learners at different stages in their teaching careers with a view to building sustainable leadership. Rhian is humorous and patient but also professionally challenging in her strengths-based approach to empower teachers to keep on learning. She is great fun to have in our school and she really knows her stuff! We highly recommend her to any organisation looking for expert coaching and leadership.</i></p> <p>Tina-Maree Thatcher, Principal & Cheryl Naylor, Deputy Principal, Karāpiro School. 2021</p>

Professional Learning and Development Overview

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

Specialist mathematics content and pedagogical content knowledge interventions to accelerate learning in mathematics

I have excellent mathematical curriculum and pedagogical content knowledge and a record of accomplishment in working with schools to accelerate learning for target and priority students.

Curriculum design

I have extensive experience in supporting schools to review, develop, implement and evaluate localised curriculum achievement plans and teaching programmes to improve student achievement outcomes.

Professional development of middle leaders

I am experienced in supporting middle leaders to develop leadership capabilities in; the coaching of others, leading teacher inquiry, providing effective PLD for their colleagues, implementing curriculum/teaching review processes and developing learning action plans.

Assessment and data analysis

I am able to support schools to use assessment tools accurately, to disaggregate and analyse data to improve learning outcomes for students.

Evidence based approach to teaching

I regularly work with teachers and school management teams to imbed evidence-based teaching, to build collaborative teaching practices and implement school systems and structures to support diverse learners.

Professional Information

Qualifications		
Registered teacher practising certificate: 204352		expiry: 18/11/2022
Current	Study towards Master of Education in Professional Learning	University of Waikato
1997	Bachelor of Education	University of Waikato
1996	Diploma of Teaching	University of Waikato

Experiences		
2016-present	Facilitator	Te Whai Toi Tangata, University of Waikato
2015	Assistant regional coordinator	Te Toi Tupu, Cognition Education
2013-2015	Mathematics facilitator	Te Toi Tupu, Cognition Education
2011-2012	Education Advisor, AEC Schools project, Kuwait	Cognition Education
2009-2011	Education Advisor, Abu Dhabi	Cognition Education

- Support schools through self-review processes to identify strengths and weaknesses in mathematics
- Review and analyse school-wide data and collaboratively frame PLD action plans
- Deliver PLD in mathematics, middle leadership, coaching, local curriculum design and assessment practices
- Teach undergraduate mathematics papers with the UoW Division of Education
- Mentor international teachers in school experience programmes
- Mentor Maths Specialist Teachers (MST) and teachers of Accelerated Learning in Maths (ALiM)
- Facilitate professional learning communities for lead teachers of mathematics and school principals
- Write and facilitate mathematics content workshops

Programme writing and development

- Middle Leaders workshop Series '*Learning to Lead Mathematics*'
- Effective use of data workshop series '*Making Friends with Data*'
- Maths content workshop series – Geometry, Measurement, Algebra, Statistics
- Primary School Teacher PLD programmes for AEC and PPP projects, Kuwait and Abu Dhabi.

Conference presentations

- NZ Association of Mathematics Teachers Conference – 'What's the Problem: Mathematical inquiry'
- National Mathematics Symposium Presentations 2013, 2014, 2015 & 2016

Summary of examples of practice

Professional Learning and Development in Mathematics
<p>I have worked with numerous schools to develop teacher practice in mathematics in order to enhance and accelerate the progress of learning for students. Recently I worked alongside fifteen teachers in a middle sized, urban, full primary. My role was to facilitate the professional development of teachers in the teaching and learning of mathematics. We worked through several learning cycles focussing mainly on effective use of data, building mathematics leadership capacity and accelerating the maths learning of priority students through improving teacher mathematical content and teaching practices.</p> <p>Student results were testimony to the learning and development made. Accelerated learning occurred for over 60% of students in the school and students in targeted interventions averaged 1.5-2.5 year acceleration in maths over the final year. School self-review and facilitator assessments provided evidence of broad shifts in practice for both the teachers' and for school management in their ability to provide continuous professional learning in maths. The school is now sustaining the improvement of student achievement and staff improvement without facilitator support.</p> <p><i>Rhian is so passionate about what she does it would be difficult for that not to rub off on all around her. Rhian is absolutely professional and has successfully gained high levels of respect, trust, engagement and affection of ALL staff members. She has significantly shifted teacher pedagogy & practice which equals positive outcomes for teachers and students. Both have experienced growth in self-efficacy and achievement.</i></p>
School BOT report

There is an astuteness in her professional summing up of professional needs of others that is gold dust! She challenges in a non-threatening way, but challenges! Supreme encourager. To be supreme encourager needs to be authentic
 School Maths Lead teacher

Developing Middle Leaders

My recent work and study concentrates on supporting change leadership. I have developed and facilitated a middle leader's course that spans three terms. Designed specifically for school leaders of mathematics, the course draws curriculum leaders, team leaders and deputy principals from schools across regions. The programme includes learning about leadership roles, leading professional learning of others, coaching, leading inquiry and effective use of data and managing the paperwork.

What emerged from the courses was a network of dedicated leaders, working collaboratively to improve teaching practices and learning programmes in their schools. They shared effective practice, planned staff workshops collaboratively, practised their coaching skills on each other, worked together to understand school data and develop school maths systems. It exemplified collaborative learning through inquiry across schools and locations.

"I now see myself more confidently as a leader - more so than I did before."

"I have learnt more about communication and interpersonal skills which are essential for working with/leading others. Now I have a clearer idea of what needs to be done and how we may go about the process".

Feedback from workshop participants

Building powerful home-school partnerships

As part of an iwi-based initiative, a group of students, along with whānau and kaiako, were invited together to attend a series of mathematics workshops aimed at accelerating learning in mathematics for local primary students who are working below expected national levels. The iwi-based organisation required external support with mathematical pedagogy, content, resourcing and engagement of whānau. The key purpose framing the initiative and my work was to establishing relationships and learning-centred collaboration between students, their teachers and their whānau to help accelerate progress for the students. I taught a series of mathematics workshops focussed on specific mathematical content, collaborative problem solving and positive learning attitudes. We practiced using growth mindsets and worked to build on mathematical language so students were confident to communicate their mathematical ideas. At all times whānau were engaged in the learning and discussions, working alongside their children to assist their learning and learn with them.

The improved mathematical attitudes of students and their ever-increasing positive self-identity was evident. Students became more conversant, used mathematical language with confidence and justified maths processes they had used. It provided a space and opportunity for whānau to engage in the children's learning as they engaged in learning themselves. Whānau were able to see current methods of teaching and the ways in which equipment is used to scaffold and support children's learning. Very positive feedback was received from whānau at the close of day.

I was so pleased that our percentage of parents was again high at 79%. Your facilitation/engagement with our tamariki was warm, full of meaningful and specific praise, and accordingly the report is full of highlights that describe their improved confidence to use mathematical language, and improved mindsets/attitude.

Feedback from Iwi Education Project Coordinator

Referees

Referee Name	Tina- Maree Thatcher (Principal) and Cheryl Naylor (Deputy Principal)
Contact Number	07-827 7642
Contact email address	principal@karapiro.school.nz cheryl@karapiro.school.nz

Referee Name	Mike Judd (Principal)
Contact Number	029 121 1981
Contact email address	mikej@pongakawa.school.nz