






Tirohanga Whānui o Te Kaupapa Ako Whakamana

Tātai Pūmanawa

<p>Shannon Dryden</p>	
<p>Iwi</p>	
  	<p><i>Students who are expected to succeed are more likely to succeed.</i></p> <p>Quality education doesn't just happen. It is the result of teachers and leaders who are motivated and passionate about the faces in front of them. This often means reflecting on what we currently know and do and identifying next steps to create improvement to ensure each child is capable of achieving their potential.</p> <p>As a leader, teacher and facilitator, it is my job to develop and foster this amongst those I work with and alongside.</p> <p>As an educator I am passionate about all students achieving and am motivated to support kaiako to feel empowered to deliver and facilitate learning that students can authentically connect to.</p>

Tirohanga Whānui o Te Kaupapa Ako Whakapakari

<p>My areas of specialist professional learning and development (PLD) expertise in relation to quality teaching practices include:</p> <p>Te Marautanga o Aotearoa/ New Zealand Curriculum Development</p> <ul style="list-style-type: none"> • Cultural Capability and Te Reo Māori • Long term experience within Pāngarau and Te Reo Matatini curriculum • Extensive knowledge of curriculum progressions taumata 1-5 in Te Reo Matatini and Pāngarau • Strengths supporting kaiako and leadership to linking planning and practice to marau ā kura / local curriculum • Interest and commitment to ensure inclusive practices and differentiation for learners • Ability to incorporate information and communication technology (ICT) to enhance learning <p>Leadership</p> <ul style="list-style-type: none"> • Cultural Capability • Coaching & Mentoring approaches • Teaching as Inquiry (TaI) • Practice Analysis conversations • Appraisal <p>Staff Development</p> <ul style="list-style-type: none"> • Developing staff cultural capability • Supporting Provisionally Registered Teachers (PRT) • Undertaking observations and modelling lessons to colleagues to improve practice • Coaching & Mentoring <p>Aromatawai</p> <ul style="list-style-type: none"> • Extensive understanding of Aromatawai through Māori world view (Rukuhia Rarangahia)

- Strengths in data analysis and reporting - unpacking student achievement data, identifying strengths and areas of development, formalising as reports for boards of trustees and Ministry of Education (NAG2a)
- Capability to guide and lead moderation processes
- Experience with activating positive whānau and community engagement in kura/school life
- Interest in developing and maintaining community networking and relationships.

Ngā Kōrero Ngaio

Tohu mātauranga, whakaakoranga wānanga, kaupapa rangahau

Registered teacher practising certificate: 219706

expiry: 10/05/2022

2020	Jo Boaler: Mathematical Mindsets EDUC215	Stanford University
2014	National Aspiring Principals Programme	
2013	Whakapiki i te Reo	Victoria University
2007	Te Ataarangi, Taumata 4 Advanced	Te Awanuiarangi
1998	Diploma Bilingual Education	Te Rangakura, Rangahaua, Whanganui

- Studying towards Master of Education in Effective Principalship

Mātau ki te whakahaere kaupapa ako whakapakari

2016 - present	Kaitakawaenga: Pāngarau	Te Whai Toi Tangata, University of Waikato
2019-present	Project leader: Mauri Tū Mauri Ora	Te Whai Toi Tangata, University of Waikato
2017-2018	Project Co-leader: Programme for Students	Te Whai Toi Tangata, University of Waikato
2010-2016	Deputy Principal	Petone Central School
2012 & 2014	Acting Principal	Petone Central School

Mātau ki te whakahaere kaupapa ako whakapakari

21 years experience as kaiako in Māori and English medium schools, 11 of these within leadership. During this time I have refined and strengthened my own practice, and in turn gone on to mentor and develop kaiako. I have supported teachers to inquire into their own practice, develop effective planning and assessment methods, build effective, professional relationships with students and their whānau.

Ngā kauhau wānanga

- Marau ā kura and Local Curriculum Design workshops. Working with Senior Leadership teams, syndicates, whole staff and Boards of Trustees facilitating their journeys to build effective marau ā kura / local curricula (2020/2021)
- Cultural Capability Workshops / Te Tiriti o Waitangi. Facilitating whole staff workshops building capacity and capability within cultural capability. (2020 / 2021)
- Mauri Tū Mauri Ora Pāngarau. Leading and facilitating workshops in accelerating ākonga achievement in Pāngarau (2017, 2018, 2020, 2021)
- Pāngarau Workshops. Working with whole staff, syndicates and one-on-one to develop effective content and pedagogical knowledge. Foci were also around effective use of aromatawai and planning and delivery. (2017-2021)
- Pāngarau me te Pūtaiao - me pēhea te hono i ngā kaupapa e rua - workshop delivered in Napier developing kaiako in their ability to integrate curriculum areas and differentiate their planning (2016).
- Embedding Tātaiako as a Middle Leader – delivered a workshop to middle and senior leadership as part of as part of TRCC (2016)
- Tū Rangatira ai ngā Ākonga Māori – Engaging Māori Learners – Facilitated a workshop with middle and senior leadership. Took critical look at what we are currently doing as leaders to ensure we are engaging Māori Learners (2016)

Whaiwāhitanga ki ngā whatunga mātanga, poari, komiti, aha atu rā

- Member of Professional Learning Aotearoa New Zealand (PLANZ)

He whakarāpopotanga taurira mahi

With over 20 years experience in Māori Medium and English Medium school settings I bring a rich, bi-cultural and bilingual lens to all of my work. I understand the importance of Te Tiriti o Waitangi and ensure this underpins all of my work within schools.

My work within Kura Kaupapa, Dual Medium and Kura ā Iwi I actively use both Te Reo Māori and English, confidently delivering workshops in either Te Reo Māori or English. The work I undertake is varied and carefully planned to ensure it is reflective of the needs of the kāhui I am working in. I support kura/schools to develop rich local curriculums that are reflective of whānau, iwi, hapū and community aspirations and created in ways that allow for all ākonga to succeed. I support kaiako to critically review the lens they are teaching through; to decolonise their thinking and facilitate learning through a Māori world view.

My facilitation strategies included running after-school workshops, in class modelling and observations, accelerated teaching of target groups, whānau engagement and support meetings, and holiday programmes. Staff, students and their whānau are empowered with the tools, content, confidence and self-belief that they too can create and foster change.

I am unapologetically committed to tangata whenua, rangatiratanga and kaupapa Māori. I challenge kaiako and leaders to develop their own cultural capability and capacity.

In all of my work I lead with moral purpose; the pursuit for equity, the need for improvement and ensuring that, as educators, we are committed to doing better for Tangata Whenua.

Kaitautoko

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