

Summary of Practice



Professional Learning and Development Accreditation

The following summary of practice provides a personal profile and a summary of your expertise.

Personal Profile

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| First name and Surname | Marieke Whitwell |
| Your iwi (optional) | |
| Personal statement (optional) | I am currently a member of the Wellington Team Solutions Literacy Team, working with the Consortium of Professional Learning (CPL), out of Whanganui. I have been in the education profession since 1994 and have taught in a range of schools, communities and across all levels. This role has included leading literacy, developing literacy programmes and supporting leaders of literacy across other schools. |

Professional Learning and Development Overview

- Literacy (Primary/Intermediate)
- In-depth knowledge of 'The Literacy Progressions' and 'The National Standards'
- Developing Student Voice and Agency
- Classroom Observation Practice
- Moderation processes and developing Overall Teacher Judgements
- Data Analysis
- Digital Tools for Literacy

Professional Information

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| <ul style="list-style-type: none">• Enrolled Post Graduate Certificate Auckland University 2016 –• Open To Learning Certificate 2016• Bachelor of Education- Massey University 1993 Diploma of Teaching- Palmerston North College of Education 1992 | <ul style="list-style-type: none">• Whanganui Girls' College Board Chair• Whanganui Museum EOTC Committee member• Organiser Whanganui Educational Symposium 2015 |
| In my current role I work closely with teachers, school literacy leaders and principals to build the capability and knowledge needed to develop robust literacy programmes and lead learning in literacy. I have a sound understanding of the New Zealand Curriculum in all areas and across all levels. I have facilitated learning opportunities, provided demonstration lessons for individuals and groups of teachers, provided support and resources to enable teachers and leaders to develop their understanding of literacy processes. I have successfully presented to large groups of teachers on a range of topics including student voice, questioning skills, marking and moderation of writing and linking ICT and literacy. | |

Summary of examples of practice

Holding an Open to Learning Stance/ Navigating Perceptions of Risk.

The principal was consistently ‘absent’ during staff meetings. These behaviours were having an effect on the involvement of the entire staff. I decided to have a one to one conversation, utilising ‘Open to Learning Conversation’ practices, with the principal; my purpose was firstly to address any issues they had with being involved in the contract or with my facilitation. Secondly was to establish a process to ensure they could and would be ‘present’ in staff meetings. Lastly how I could support them in their growth as a leader of learning.

Using Evidence Critically/ Adopting an Evaluative Inquiry Stance

On initial scoping I became aware that the school’s data gathering processes were insufficient. There was no testing or formal assessments, observations, surveys or evidence of learning gathered. Teachers had limited knowledge of the key documents; ‘The National Standards’ and ‘The Literacy Learning Progressions’, they did not have a ‘Teacher as Inquiry Model’ or system for gathering or analysing data. Teachers were aware that their students were ‘Below’ as per ‘The National Standards’ but they did not have target groups, identified priority learners or an understanding of the possibilities afforded by developing student voice and student agency. After initial observations it became evident that teachers did not have a sound understanding of engaging their students and ensuring there were clear learning intentions, explicit teaching, and an alignment with the expectations of each level as per ‘The National Standards’. The teacher understanding of these documents and the use of effective teaching practices for student achievement were my key foci.

Being Aware of Cultural Positioning/ Using Focused and Deep Inquiry/Adopting an Evaluative Inquiry Stance

On initial scoping visits it became apparent that three of my schools had similar demographics, and all three schools had large rolls of priority learners, with over half their rolls being identified as below and well below in writing. I worked through the process of Inquiry (‘Spiral Model’) in terms of scanning, focussed facilitation, new learning and taking action to engage the schools systematically, ultimately leading the schools to build sustainable practice and evaluative capability with the focus for the leaders in the school to ensure language and culture were at the centre of all teaching programmes.

Referees

The following two referees can attest to the information supplied. These referees represent principals or tumaki that were involved in the summary example of practice provided in this document.

Reference One

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| Referee Name | Nic Welch |
| Contact Number | 06 3424828 |
| Contact email address | principal@okoia.school.nz |

Reference Two

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| Referee Name | Maryann Roberts |
| Contact Number | 06 - 344 6183 or 021 130 9443 |
| Contact email address | principal@aranui-primary.school.nz |