

Summary of Practice



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Nyree King
Iwi affiliation	Waikato Tainui / Ngati Pūkenga,
Personal statement	<p>Nau te rourou Naku te rourou Ka ora te tangata</p> <p>I am committed to supporting and strengthening the capacity of school leaders, teachers and their communities to create an equitable education system that empowers students to realise their potential and achieve excellence.</p>

Professional Learning and Development Overview

- Culturally responsive and relational pedagogies (framed within Ka Hikitia)
- Leading reform for equitable change using strategic planning and systems management
- Effective literacy and evidence based assessment practice
- Mātauranga Māori approach to literacy learning
- Deep curriculum and assessment knowledge Yr1-13
- Analysis and interpretation of qualitative and quantitative data
- Using evidence to surface and challenge current assumptions and theories of practice
- Senior management experience – leading learning (Primary, Secondary and Area Schools)
- Developing collaborative expertise and building relational trust
- Communication, coaching teaching and facilitation skills
- Building evaluative and inquiry capability in teachers and leaders
- Treaty of Waitangi imperatives within education

Professional Information

2015; Kaitoro/ Facilitator. Kia Eke Panuku/ Building on Success. Team Solutions. University of Auckland
 2015; National Aspiring Principals' Programme
 2010; Deputy Principal. Taipa Area School
 2005; Literacy and Assessment facilitator with Team Solutions. University of Auckland
 2005; Bachelor of Teaching and Learning, University of Canterbury

My research interests include effective literacy and assessment practices within culturally responsive and relational pedagogies, school change and transformational leadership.

I have extensive expertise in literacy and assessment practice at both primary and secondary level having delivered professional learning as a Secondary Literacy and Assessment facilitator with Team Solutions prior to joining the Kia Eke Panuku team. I have worked alongside senior and middle leaders, and teachers to analyse assessment information, plan, implement and review strategies and approaches to improve outcomes for students.

Summary of examples of practice

Developing connections between effective literacy and assessment practises and culturally responsive and relational pedagogies that have positive outcomes for students.

As the facilitator I deliberately used culturally responsive principles of whanaungatanga, ako, wānanga and mahitahi within a professional learning context to support teachers and leaders in dialogic sense-making and analysis of assessment reports. This transformed the meeting structure from that of a traditional hierarchical model to a more collaborative, knowledge building space where the prior knowledge and contribution of all participants was validated and encouraged. As a result teachers and leaders were able to develop shared actions and reflect on next steps within their own practice to develop their culturally responsive and relational pedagogy.

Activating critical theories to support a school to reflect on current practices that reinforce the status quo.

Through the use of evidence-based research theory I challenged one school to reflect on current 'expert' model of teacher observation practice, and consider moving to a more collaborative growth model of peer observations that enables critical self reflection and inquiry into developing one's culturally responsive and relational pedagogy to better engage and cater for Māori learners. Research has found that what works for Māori, works for all.

Using a range of evidence as a lens to critically reflect on practices, processes and systems that will improve outcomes for students; in particular, those who are less well served

By drawing on critical theories and a range of evidence I facilitated deep inquiry into one school's current achievement data, processes and systems to bring about critical reflection and planned actions for improved outcomes for students, particularly those students currently underserved by mainstream education.

Referees

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