

Professional Learning and Development Accreditation

Personal Profile

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| Name | Karen Lethbridge |
| Personal statement | Karen enjoys working collaboratively with leaders and teachers to develop their practice to enhance the wellbeing and achievement of all students. She has a great interest in creating environments that enhance student learning and agency. |

Professional learning and development overview

Karen works for Evaluation Associates, based in Palmerston North. The following are her specialist areas:

- assessment for learning, engaging students to be active learners and developing student agency
- teaching as inquiry
- literacy across the curriculum and accelerative practices for learning
- teacher observation and practice analysis
- supporting schools to work collaboratively
- empowering leaders and teachers to cater to the cultural and linguistic diversity of their students
- developing curriculum

Professional information

Qualifications/Research interests

Karen is a registered teacher with a Bachelor of Education. Over recent years she has attended professional learning with Dylan Wiliam on assessment for learning. She enjoys attending National Literacy Conferences and has kept current with professional learning as part of Team Solutions, UoA and, prior to that, Learning Media. She has completed advanced Open to Learning training led by Professor Viviane Robinson and has been part the Consortium for Professional Learning research into PLD facilitation for linguistically and culturally responsive teaching and learning. This project was facilitated by Professor Rae Si'liata, University of Auckland. This collaborative CPL project involved working alongside Professor Helen Timperley, Dr Deidre LeFevre, Dr Fiona Ell, Kaye Twyford and Dr. Sarah Mayo.

Professional learning and development expertise and experience

Karen has had varying leadership roles and taught across all levels as a primary teacher. Prior to joining Evaluation Associates, Karen was working as a facilitator in Leadership and Assessment as part of the Consortium for Professional Learning and in Literacy for Team Solutions, University of Auckland in the primary and secondary sector. She also worked for Massey University as a facilitator in assessment for learning. Karen has experience in collaborating with CPL facilitators to plan and deliver well-received workshops for clusters of schools on moderation processes and Induction and Mentor Teachers' Programmes. Latterly she facilitated regional workshops for the Ministry of Education on the Learning Progression Frameworks and the Progress and Consistency Tool. She has worked with primary and secondary schools who have been part of the Ministry of Education, Programmes for Students: Accelerating Learning in Literacy. Work in this area has seen raised student achievement, the implementation of rich authentic contexts to drive literacy and increased learning partnerships between schools, parents and whānau. Karen's expertise in helping schools plan and deliver an integrated approach across curriculum areas and her work with teachers to develop inclusive and culturally responsive practices have improved outcomes for a range of diverse learners. Karen has a deep understanding of formative assessment and is able to support teachers to develop effective assessment for learning strategies and learning partnerships with their students, parents and whānau.

Summary of example of practice

Karen's example of practice relates to a city primary school with a high proportion of students who identify as Māori. Through scoping and inquiry, underachievement in literacy and a need to strengthen their assessment practices and processes were identified. Working collaboratively with the Principal and Lead Team, a plan for professional learning was co-constructed. This plan was reviewed regularly in order to be as responsive as possible to leaders, teachers and student needs without losing focus.

As the plan was implemented, Karen's facilitation involved:

- strengthening the use of data to identify areas for improvement and working with teachers and leaders to utilize data at individual, class and school level
- helping set up data visually to support monitoring and tracking of students
- helping teachers develop a range of strategies to gain student voice and use it effectively to inform teaching and learning
- working in classrooms with teachers to undertake observations and have conversations that are evidenced based and focus on the relationship between teacher practice and student learning. These practice analysis conversations co-construct a shared understanding of the next steps identified for teachers
- coaching leaders in observation processes, which are underpinned by Open to Learning values to support sustainability
- ensuring classroom observations and facilitator modelling where appropriate link to teacher inquiry.
- the use of protocols to enhance teachers' learning conversations and support relational trust when questioning each other about teaching and learning
- working with groups/individuals to support their inquiries into practice and deepen understanding of the process
- leading professional learning at whole staff and team level to build teacher knowledge and understanding in a range of areas, (literacy progressions, use of modelling books, growth mindset, assessment tools (e-aTTLe) etc.
- using smart tools with teachers and students to measure/determine student and teacher progress in assessment for learning capabilities,
- coaching leaders to lead meetings and using smart tools to support them to identify next steps in their development
- supporting moderation processes and ensuring teachers understand why it is important to moderate.

Karen uses a range of measures to evaluate the success of professional learning. Ongoing is the use of teacher voice, particularly 'exit passes' that help her determine what has been learnt and what misunderstandings have arisen so that she can address those in follow up sessions. Smart tools showing progression in leadership capabilities and assessment for learning capabilities also support evaluation. Another measure is using student achievement data and, in this case, determining effect sizes in writing showed significant accelerated progress for most students.

Referees

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