



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Jennie Moore
Personal statement (optional)	<p style="text-align: center;">Mē mahi tātou kia taha te iwi <i>Together we work to strengthen all people</i></p> <p>Jennie is an experienced teacher and facilitator who is passionate about helping schools develop the optimal learning environment for their setting, where everyone feels engaged, connected, valued, and respected.</p> <p>Her mission is to ensure every learner is immersed in an inclusive, caring and safe environment that will support and grow them academically, emotionally and socially, enabling them to reach their full potential.</p>

Professional Learning and Development Overview

<p>Specialist professional learning and development expertise</p> <p>Jennie supports schools and CoLs to:</p> <ul style="list-style-type: none"> • Develop Cooperative Leadership to build a collaborative school culture, relational trust & strong PLGs • Use cooperative strategies and collaborative decision-making processes to identify priorities and set goals • Develop a more innovative mindset for learner empowerment • Increase oral language ability, active engagement, and communication skills for all learners • Effectively and seamlessly integrate the Key Competencies and Values across the curriculum • Support Priority Learners through creating inclusive and safe learning environments • Establish culturally responsive and relational pedagogy across school and CoL • Ensure effective pedagogy and curriculum delivery in every classroom for every child • Grow and develop PCT practice, classroom management, and pedagogical skillset

Professional Information

<p>Qualifications:</p> <ul style="list-style-type: none"> • NZ Diploma of Teaching (1982) • Gifted and Talented Education – Elaine le Sueur (2001) • Trained Reading Recovery Teacher (2005) • Bachelor of Education (2005) • P.G. Diploma: Special Needs Resource Teaching (2007) • Masters of Educational Leadership (2008) • Certified International Kagan Trainer (2007) • Certified to facilitate and build teacher and leader capability in: student engagement and oral language across all curriculum areas and levels; whole school shared pedagogy; brain-friendly teaching; positive behaviour management; supporting ELL; class and school culture; Multiple Intelligences; leadership; culturally responsive and relational pedagogy; and effective teaching practices for all learning areas <p>Experience:</p> <ul style="list-style-type: none"> • Lead Facilitator & Managing Director, Kagan Professional Development New Zealand • Conducted trainings for primary, middle and secondary school teachers in NZ, Singapore, and the USA • Facilitated building teacher capability across schools in Auckland, Levin, and Wellington • “Structures for Active Engagement” Learning Network Teachers Conference, Waipuna, 2014 • Teacher Y0-8, Special Needs Teacher, G & T Teacher, Senior Teacher, RTL, Deputy Principal, Principal

Summary of examples of practice

Jennie is an experienced facilitator and trainer with a passion to help schools create inclusive learning environments that will support and grow everyone within – students and teachers. She believes that active engagement is key, and mentors and coaches leaders and teachers to not only rethink what true engagement looks like, but to also model and use strategies in classrooms and meetings to ensure full participation and engagement in professional discussions, collaborative practice, and decision-making processes.

Facilitating Cooperative Leadership for Transformative Change and Community Involvement

In this example, Jennie was able to:

- Support principals to carry out an information gathering process including: interviews, observations, students, parent and staff surveys, school data, and charter goals
- Challenge and support leadership practice to create new ways of being and doing
- Build capacity in leadership to create the right conditions for change management and teaching as inquiry
- Facilitate data analysis and co-construct hunches, action plans and goals with all parties
- Design and plan meetings/hui wananga that actively engage and involve all participants and build relationships and connections between all parties
- Develop dialogue and connections across sectors, departments, and CoL schools
- Model and teach collaborative decision-making and consensus-reaching processes

Facilitating and Coaching Effective Teaching Practice

In this example, Jennie was able to:

- Build teacher capability to create safe and effective learning environments
- Increase teacher capability to actively engage all students using culturally responsive pedagogy
- Coach, model and co-teach to support implementation of new pedagogical practices
- Set up PLGs for collaborative problem-solving, reflection and to support teaching as inquiry
- Facilitate staff and team meetings to ensure relationship development
- Facilitate staff and team meetings to ensure professional dialogue with everyone contributing
- Create dissonance between current practice and new ways of 'doing' as part of teaching as inquiry

Developing Inclusive Practice to Support Priority and Special Needs Students

In this example, Jennie was able to:

- Facilitate professional dialogue to identify and analyse existing barriers and challenges
- Model and use cooperative structures and learning teams to support Priority and Special Needs learners
- Build teacher capability to support Priority and Special Needs learners
- Develop an inclusive and equitable class culture where diversity is appreciated and safety is assured
- Create learning teams where Priority and Special Needs learners feel respected, connected and safe
- Ensure increased oral language development with multiple opportunities to share in pairs and teams

Kagan Training for Teachers in Modern Learning Environment

In this example, Jennie was able to build teacher capability to:

- Develop connections and relationships between all students in the MLE
- Implement shared pedagogy (classroom instruction) across the MLE
- Create the optimum learning environment with high levels of accountability with high levels of support
- Ensure Priority Learners are supported and included through Kagan Structures and Teams
- Teach and apply social and communication skills development and application across MLE
- Support transitions through shared classroom management expectations and practices across MLE
- Teach and integrate the Key Competencies & Values, such as empathy, tolerance, patience, and kindness
- Positively manage behaviour and develop self-regulation and learned responsibility

Referees

Referee One

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Referee Two

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