

Professional Learning and Development Accreditation

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

Personal Profile

First name and Surname	Mary Wootton
Personal statement	I am a passionate facilitator of learning with a strong interest in balancing professional learning and development with student, family and whānau responsibilities for learning. I have considerable experience in the professional fields of literacy and assessment, effective teaching and leadership and networking developments. In recent years, I have grown expertise in the perspectives and actions of children, families and whānau within learning environments. I strongly believe that facilitators encouraging agency adjustments among those groups with support from professionals will contribute to all children achieving well in learning and thriving in life.

Professional Learning and Development Overview

Please describe the area(s) of specialist professional learning and development expertise you have in relation to quality teaching practices.

- Innovative Learning Environments
- Learning and change capabilities for diverse future-focused learning
 - Collaboration
 - Achievement challenges
 - Student and family perspectives
 - Accelerating achievement gains
- School leadership
 - Open to Learning Conversations
 - Pedagogical leadership
- Evidence-informed teaching practice
 - Data and practice analysis conversations
 - Integrated assessment
 - Assessment tools and formative use of data
- Deep knowledge of literacy across the curriculum
- Schooling Improvement
 - Integrating leadership, teaching, assessment and literacy for improved student outcomes.

Professional Information

Qualifications

Masters of Education, 1st Class Honours. The University of Auckland (2014). *Facilitators' Conversations about Data: How to Build Capability*.

Full Teachers' Practising Certificate Registration Number 160422

Teacher's Certificate, Wellington College of Education, 1977

Original and current research interests

- Innovative Learning Environments
 - Attended OECD CERl conference in Paris, 2014
 - OECD's case studies and seven principles of future-focused learning

- Learning and change capabilities for diverse future-focused century learning
 - Within and across school collaboration
 - Inquiries to address achievement challenges
 - Including student and family perspectives to lift learning
 - Accelerating achievement gains for priority learners
- School leadership
 - Open to Learning Conversations, advanced course with Professor Viviane Robinson
 - Transferring facilitator knowledge and capability to school leaders to support and challenge teachers
 - Pedagogical leadership
- Evidence-informed practice
 - Data and practice analysis conversations
 - Integrated assessment for overall teacher judgments
 - Deep knowledge of assessment tools- data analysis and formative use of the information
- Deep knowledge of literacy across the curriculum
- Schooling Improvement
 - School clusters
 - Integrating leadership, teaching, assessment and literacy for improved student outcomes

Experience in delivery of professional learning and development

- 2015-2016 *Project Director and Lead Facilitator Science Learning and Change Networks*
- 2012-2015 *Director, Infinity Learn Ltd - educational consultancy direct to schools and communities*
- 2012-2015 *Lead Facilitator, Learning and Change Networks (LCN) strategy – collaboration, achievement challenges, inquiry, leadership, data use, lateral networking*
- 2013 *Phase 1 facilitator Mutukaroa project, a home-school learning partnership that seeks to accelerate learning progress and achievement for students in years 1, 2, and 3 by seeking to foster the active engagement of parents and whānau in learning partnerships.*
- 2012 *PLD online, working in partnership with a school and CWA-LML to develop the concept*
- 2012 *Student Engagement Evaluative Probes with Wellington secondary schools – University of Auckland affiliate probing and extending current thinking about how best to link student engagement to valued student achievement outcomes. Assisted schools to identify next steps in professional learning and development in order to move closer towards an ideal relationship between student engagement and valued outcomes.*
- 2012 *Advisor for writing for PaCT (The Progress and Consistency Tool) an online tool that supports teaching and learning*
- 2010-2012 *National Literacy Programme Director, Consortium for Professional Learning. Building evaluative capability, leadership, national standards, priority learners- Māori, Pacifica, and students with special learning needs.*
- 2010- 2012 *International consultant team member with The University of Auckland and the Woolf Fisher Research Centre; Hobart Department of Education, Parramatta Catholic Diocese, Broken Bay Diocese and the Education Department NSW*
- 2011-2012 *CPL international leader in Australia Supporting education consultants and teaching educators to develop learning and change capabilities to support school leaders.*
- 2011-12 *Team developer for Innovator Schools -National network of innovative teachers, building lateral capacity, on line networks part of the team creating and supporting a national network of innovative teachers. Amplifying what is going well and building lateral capacity across the system. (On line)*
- 2007-12 *Direct to School consultant and schooling improvement cluster facilitator - Leadership, assessment- easTTle, literacy, evaluation*
- 2007-2012 *Schooling improvement cluster PLD Leadership - Naenae*
- 2004-2012 *Developing assessment knowledge, practice and systems*
- e asTTle - member of the National Ministry Development Team working on the trial of asTTle version 2 up to and including latest version revised e asTTle 2012

- Member of the National Ministry Development Team working on the trial of e-asTTle
- Version 2 up to and including the latest version revised e asTTle 2012.
- Member of the NZCER reference group member for revised tool, 2012.
- Led the e asTTle writing script scrutiny exercise for the National Standards for Ministry of Education
- Lead member of group to write e asTTle level 1 writing indicators
- Member of literacy advisory group for the Inform Tests aligned to the standards, within e asTTle
- Supported the asTTle contract - using asTTle in Māori medium context
- Co-facilitated regional/national workshops (over 100 schools) to develop understanding and use of e asTTle, with follow up on line support
- Member of the advisory panel for NZCER for update and revision of PAT and STAR assessment tool
- Project Director leading the learning at leadership and teacher level (16 schools). - all schools in the clusters use e asTTle writing and one cluster uses e asTTle reading.

2002-2004 *Facilitator in the Assess to Learn Project (AToL)*. LML consultant to support teacher support materials for NZ schools. Advisory panel for NZCER for update and revision of PAT and STAR assessment

Programme writing and development

2013-2015 Lead facilitator for the Learning and Networks strategy, which included Ministry of Education and UniServices-University of Auckland leaders strategizing in framework design, implementation and evaluation. Continuous adaptation of design, delivery and evaluation was a critical success factor of LCN.

Conference presentations

- 2016 (Nov upcoming) Bett Leadership Summit for Asia this year. Speak and lead an open discussion with The audience and panelists. 'How can educators and leaders enable global citizenship for the next generation?'
- 2016 Trans-Tasman Principal's Conference '*Student agency with teachers and parents joined at the hip.*'
- 2016 Co-organised, presented at Science Learning and Change Network National Hui
- 2016 Network conference series – Northern Networks, Casino, NSW, Australia
- 2015 Co-organised and presented at Learning and Change Network National Hui
- 2013-15 Coordinated and presented at six regional Learning and Change Network Hui
- 2014 OECD Innovated Learning Environments- presentation of Learning and Change Networks
- 2013 Presenter at New South Wales - Instructional Leaders Conference.
- 2013 Presenter at ALL (Accelerated Literacy Learning) *Collegial Critique and Change*.
- 2012 Keynote speaker, First Time Principals, residential courses - Using data to inform practice and practice analysis conversations.
- 2012 Led a workshop, Learning and Change Capability, at the ICSEI (International Congress for School Effectiveness and Improvement) Interactive Symposium.
- 2012 Invited by MoE to present at the ALL (Accelerated Literacy Learning) national learning seminars. Learning and change capabilities- *Growing Collegial Critique to Accelerate Literacy Learning*.
- 2012 Presented to Broken Bay Diocesan, leaders with Helen Timerpley - Leading Learning
- 2012 Presented to Broken Bay Diocesan leaders with Linda Bendikson - Leading Learning
- 2011 Presented to 900 teachers and leaders, Leading learning - Broken Bay Diocese, over 3 days with Associate Professor Graeme Aitken- *Supporting Inquiry into student engagement and learning*.
- 2011 Presentation National Reading Conference- "Renaming the summer effect"
- 2011 Presented at the International Congress for School Effectiveness and Improvement (ICSEI) Linking Research, Policy and Practice to Promote Quality in Education, Cyprus.
- 2009 BECSI national learning meeting, presentations *How the BECSI findings were integrated into practice*

- 2010 Presented at Student Engagement Conference (SEI) to advise teaching professionals on how to weave together student learning and engagement.
- 2010 BECSI national learning meeting, presentation *Critique and challenge of leadership practice*.
- 2007 Presented at the Literacy Symposium Learning Media Limited-“Opening Classroom Doors: Confronting the Evidence about student achievement: gathering, analyzing and using data and working collegially to make the shift to focused teaching to students’ needs.”
2006. Presented to the National Assessment Conference: What’s next with assessment for learning? “It’s not about the Tool” how to analyze and use asTTle data to inform planning and teaching.

Publications

- 2016 Active learning through Infinity Maps (Annan, J; Annan, B; & Wootton)
<http://infinitylearn.org/wp-content/uploads/2016/07/ACTIVE-LEARNING-THROUGH-INFINITY-MAPS.pdf>
- 2014 Facilitated Networks of Learning (Annan, J. Annan, B. Wootton, M & Burton, R)
<http://infinitylearn.org/wp-content/uploads/2015/10/Facilitated-networks-of-learning.pdf>
- 2011 Co-authored a paper with Dr Brian Annan and Professor Helen Timperley - Situation Analysis; a tool to accelerate improvement. ICSEI Conference, Cyprus.

Special interest areas

- Leading and monitoring literacy/ELL facilitator professional learning and practice based on identified needs from the research, self-report and practice analysis conversations
- Leading and supporting clusters with their across schools data analysis
- Design of professional learning programmes inclusive of theory for change, sharp focus, content of leadership learning and student/teacher/leader learning needs.
- Using the open to learning framework as a basis of all conversations with leaders, teachers and facilitators.
- Providing on line support to educators.
- Facilitating leadership learning – analyzing, critiquing and challenging leadership practices and building pedagogical content knowledge around agreed focus (e.g. feedback/feedforward), developing tools with school leaders to develop and use with teachers.
- Facilitating workshops with literacy leaders/teachers (National Standards, feedback, self and peer assessment, self-regulation, English Language Learning progressions).
- Facilitating in-depth work within schools and clusters of schools, to assist them to analyze, critique, challenge leadership and teaching practices that benefit students and build their evaluative capability
- Preparing outcomes-focused milestones reports with the school leaders for the Ministry.
- Developing and maintaining communication channels with Ministry regional offices and assigned national personnel
- Managing a team of national facilitators.
- Recruitment and induction of new facilitators to CPL, LML and LCN.

Memberships of networks

- LCN Ministry team facilitation team and network leader teams
- Ministry of Education, National office staff; LCN, Literacy, Assessment
- OECD Innovative Learning Environments (ILE) project, NZ team member (2014)
- Link to the Global Education Leaders Programme (GELP) Useful ideas about global trends in learning via Programme Director, Dr Brian Annan

Liaison with Ministry of Education

- For all 53 Learning and Change Networks (350 schools), I worked alongside Ministry officials and our core UniServices team to recruit, induct and allocate fit-for-purpose facilitators.
- In my previous role as a Director of Literacy facilitators in the Consortium for Professional Learning (2009-1010), I also developed good working relationships with the National and Regional Ministry of Education Professional Learning and Development (PLD) co ordinators assisting with allocation of PLD to schools.

Summary of examples of practice

A passionate facilitator of learning with a strong interest in balancing professional learning and development with student, family and whānau responsibilities for learning. I have considerable experience in the professional fields of literacy and assessment, effective teaching and leadership and networking developments. In recent years, I have grown expertise in the perspectives and actions of children, families and whānau within learning environments. I strongly believe that facilitators encouraging agency adjustments among those groups with support from professionals will contribute to all children achieving well in learning and thriving in life.

Experience:

- Education Consultant for Infinity Learn Ltd <http://infinitylearn.org/>
- Lead facilitator for Learning and Change Networks
- OECD Innovated Learning Environments- presentation of Learning and Change Networks
- Project Manager for National Literacy Project
- Assess to Learn AtoL Facilitator
- Schooling Improvement Facilitator
- Fully registered teacher

Supporting schools and networks of learning

As a facilitator I can frame and support networks/school leaders to lead a within and /or an across-school inquiry to identify and address achievement challenges. The inquiry involves a four-step process with priority learners, teachers, families and whānau; identify achievement challenges, learn what to change, make changes, check for impact.

Principles that shape my practice

- Analyse the current situation to identify strengths and capabilities
- Activate collective agency so as not to create dependency to long-term support
- Believe in the knowledge within the group to build knowledge and change practice
- Create tasks that immediately engage students, teachers and families/whānau, with leaders as a support conduit to those groups.
- Make challenges exciting and figure out with the network what changes could impact positively on those challenges
- Bring the children into the tasks of design, implementation and evaluation as too often, teachers, school leaders and facilitators design and do things for children, not with them.
- Encourage teachers and leaders to check rather than assume that children understand what they are being asked to learn and why.
- Facilitate collegial discussions that encourage the leaders to analyse, critique and challenge their developments.
- Find and engage in 'gem' developments within and across the schools and ensure they are captured and shared so others can adapt and transfer to their own context.
- Support schools to establish and use data sets to track the development of networked/school leadership, evaluative capability, lateral learning and student achievement for priority learners.

An example Developing student agency in a school setting

My practice is to support leaders and teachers to

- conduct a situation analysis to investigate the present level of student agency. Teacher and leaders analyse existing data sets and their own practices.
- let kids and families into the secret that student agency is a focus and why this is important.
- gather students' perspectives and a student analysis around their current learning situation then understanding rather than judging the different analysis perspectives
- develop a shared understanding of student agency- an 'active learner' via information in the National Curriculum, related NZ and current literature and from Google searches.
- create jargon-free criteria for 'active learning' while modelling a process for the teachers to use with

students and then families/whānau to co-construct their thinking around 'An Active Learner' and what that could look like.

- co-construct "an active learning' criteria with their students
- use the criteria to discuss with their students how they could change their learning practices to become more active.
- decide how they could help their students/children be more active learners.
- develop tools to track and monitor changes from passive to active learners over time.
- notice what they think is making a positive difference then
- check in with the students about what had made a difference for them.

Practice Analysis and data analysis conversations

These conversations are embedded in my facilitation practice. I have found when practice analysis conversations replace 'observation and feedback' there is far more ownership of the process and the next steps for practice and a higher likelihood for changes in practice to occur. I have worked closely with Helen Timperley to use and develop practice analysis and data analysis conversations at the teacher, leader and facilitator level. I have a strong belief in using evidence and data to inform practice. I have a deep knowledge of assessment tool and also new tools to investigate student perspectives around their learning environments and developing future-focused learning environments.

I can introduce the concept into your school and build the capability of leaders in the process and theory behind the conversation. Also how to these conversations integrate it into existing processes and systems.

I have a passion and deep knowledge of literacy learning.

Referees

Referee One

Referee Name	Andrea Scanlon Principal Konini School, Wainuiomata, Wellington
Contact Number	04-939 7725
Contact email address	principal@konini-primary.school.nz

Referee Two

Referee Name	Cathy Chalmers Principal Greenmeadows Intermediate, Auckland
Contact Number	09-267 6255
Contact email address	cchalmers@greenmeadows.school.nz