



# 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	Brian Annan
Your iwi (optional)	
Personal statement (optional)	<p>Our government's vision is for all children to achieve in their learning and to have safe and happy lives. NZ's children's workforce, communities, iwi, whānau, families and the children themselves have some work to do to realise that vision. That work can be an energising experience, which builds confidence and capability in the same moment. There is no better way to stimulate positive learning and living environments for all children than putting the children, whānau and communities into the driver's seat. Te Kepa Stirling, my Matauranga Māori advisor for several years, taught me a great deal about facilitating in ways that appreciate the people for who they are, what they know and where they came from. Put Te Kepa's advice alongside NZ's leading research about effective teaching, learning and leadership and innovations emerging across the country to grow future-focused learning environments and the government's vision feels doable. My facilitation concentrates on tiers in the workforce connecting and collaborating with children, whānau and community to a develop consistent and supportive ways of inquiring into and improving their learning and living circumstances.</p>

## Professional Learning and Development Overview

<p>My experience and expertise</p> <ul style="list-style-type: none"> <li>• Growing student agency</li> <li>• Activating school-community collaboration and networking             <ul style="list-style-type: none"> <li>○ Future-focused learning environments</li> <li>○ Ecologies of learning</li> <li>○ Appreciative inquiry</li> <li>○ Communities-of-practice/interest/learners</li> <li>○ Lateral learning</li> <li>○ Achievement challenges as exciting adventures</li> </ul> </li> <li>• Transformational change towards safety and wellbeing for all children</li> <li>• Schooling improvement             <ul style="list-style-type: none"> <li>○ Governance, management and leadership</li> <li>○ Analysing and using student achievement data</li> <li>○ Building evaluative capability</li> <li>○ Problem solving</li> <li>○ Teacher talk – analytical, critical and challenging talk</li> </ul> </li> <li>• Positive behaviours for learning and well-being</li> </ul>
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## Professional Information

Please provide qualifications/academic study/areas of original research/current research interests (as applicable) relevant to the area(s) of professional learning and development expertise you have.

### Qualifications

- 2007 Doctor of Philosophy in Education, the University of Auckland  
*A Theory for Schooling Improvement: Consistency and Connectivity to Improve Instructional Practice.*
- 1999 MEdAdmin (Hons), Massey University  
*School leadership and Students with Special Education Needs*
- 1994 Fulbright Scholarship, the United States  
*At Risk Students*
- 1987 Bachelor of Arts, the University of Auckland  
*Child development and positive psychology*
- 1977 Teachers Certificate, North Shore Teachers Training College

### Original & current research interests

- Student agency
  - Children's perspectives and responsibility for improving their learning environments with support from teachers and parents, Infinity Learn Ltd, 2015-Current
- Networking
  - Facilitating networks of learning among students, teachers and families - MoE and UniServices/University of Auckland, 2012-Current
  - Policy-research-practice collaborations – University of Auckland, 2005-2011
- Schooling improvement
  - Vertical (hierarchical) & horizontal (lateral) learning, merging formal and informal learning, activating connectedness as a lever for improvement – PhD research, University of Auckland. 2007-Current
  - Teacher talk – analytic, critical and challenging talk among teachers, middle managers and principals. University of Auckland, 2003-Current
  - Analysis and use of student achievement data – MoE & UoA research, Mangere and Otara. 1999-Current
- Building evaluative capability
  - Situation analysis to identify student strengths and achievement challenges. University of Auckland, 2011-Current.
  - Integrating evaluation into everyday teaching and learning - Building evaluative capability in school improvement (BECSI) team – Ministry co-ordinator for 2 years then University of Auckland delivery team member in final year.
- Positive behaviours for learning and wellbeing
  - Transformational change to reduce child vulnerability in NZ, CAP directorate and 10 Children's Teams, 2015-Current
  - Student engagement projects to reduce suspension rates in the Waikato and Wellington regions, 2011/12
  - Taming tempers among students using inappropriate behaviours, 1996-2005
  - Reducing suspension rates; Fulbright Scholarship, Masters research, Massey University, Ministry student engagement projects in Waikato and Wellington regions, 1994-Current.

### Experience in delivery of professional learning and development

- Director Infinity Learn Ltd, 2015-16. Consultant services direct to schools and communities.
- Positively Psychology, 2015-16. Consultant to CAP directorate re transformational change to reduce

child vulnerability

- Research and development director, 2010-2015. Design and delivery of research and development projects;
  - Team member, Building evaluative capability in schooling improvement (BECSI)
  - UoA design leader for the Consortium of Professional Learning (CPL)
  - Programme Director, Learning and Change Networks (LCN)
  - Team member, Evaluation of the Oman Education System
  - Design and delivery leader, student engagement projects to reduce suspensions in the Waikato and Wellington regions
  - Design and delivery support for schooling improvement and instructional leader strategies for New South Wales & Tasmania Departments of Education and Parramatta Catholic Diocese.

### **Programme writing and development**

- NZ team member for the Global Education Leaders Partnerships (GELP) programme – 2010-15
- NZ co-ordinator and contracted writer of reports for NZ's contribution to the OECD Innovative Learning Environments (ILE) project, 2013-15
- Manaiakalani Outreach programme, contracted to write the strategic direction and plan – 2014
- Programme design director and facilitator for Learning and Change Networks – 2012-15
- Design team leader for UoA to create the Consortium for Professional Learning (CPL) 2011
- Design and delivery of the Building Evaluative Capability in Schooling Improvement (BECSI) project - Ministry co-ordinator (2 years) and University of Auckland delivery team member (1 year)
- Chief policy advisor for NZ schooling improvement projects 2005-2010
- Co-ordinator of Strengthening Education in Mangere and Otara (SEMO) project, 1997-2005

### **Conference presentations**

- Otago Principals Association Conference, Oamaru, September 2016, Keynote + 2 seminars – Future-focused learning environments, Infinity Maps & Positive behavior Maps
- Future Education & Technology Conference, Auckland, April, 2016, Panel presenter - Creating the 'right' environment.
- TransTasman Principal's conference, Auckland 2016. Mini-Keynote with Mary Wootton - Student agency with teachers and parents joined at the hip
- Nelson Principals' Association conference, Nelson, 2015, Keynote – Schools and communities collaborating – creating a better future
- Learning and Change Networks National and Regional Networking Hui, 2012-2015
- Global Education Leaders Partnerships conference
  - South Africa, 2015, seminar re student agency
  - San Francisco, 2014 – seminar - NZ GELP journey
  - India 2013 – presentation to GELP - Student Agency
  - GELP study tour of New York I-Zone – interview and comments in GELP video
- OECD Innovative Learning Environments (ILE) project conferences
  - Chile, 2013, Workshop to scope NZ case
  - Barcelona, 2014, Seminar with Jackie Talbot, MoE - Creating capacity in learning systems, a NZ example
  - Paris, 2014, presentation with NZ team – NZ Case Study – progress in LCN innovation and introduction of the indigenous agenda
  - Paris, 2014, presentation with NZ team – NZ Case Study – progress in LCN indigenous developments with Kura a iwi and Kura O Nga Tapuwae
- First-time Principals Conferences and Mentor Principals' workshops, 2014-15
- Newcastle & Central Coast Principals' Conference, Australia, 2014, Keynote, Innovative learning environments
- New ERA Technology Conference, Auckland, 2013, Learning and change in the future
- Accelerated Literacy Learning (ALL) conference, 2013, Learning talk – analysis, critique and challenge
- Early Action for Success, NSW strategy launch for Instructional Leaders, 2013, Keynote – making the strategy work in your context
- Connected conference, Hamilton, 2013, Keynote – Trends, students, competencies, inquiry & cybersmarts

- Previous conference presentations, 2012 back to 1994: Northern Territories Indigenous conference with Te Kupa Stirling; Stockholm Leadership Summits X3; American Education Research Association (AERA) X 10 years; International Congress for School Effectiveness & Improvement (ICSEI) X 8 years; Consortium for Policy and Research in Education (CPRE - 5 USA Ivy League Universities) X 3 years, a formative assessment in schooling improvement project between USA, France, England and NZ; Sweden Schooling Improvement and Leadership conferences X 5 years, China evaluative capability, polytech & career pathways

## **Publications**

### *First author publications*

Annan, B., Wootton, M. (2015). Infinity Maps to grow student agency. Published on website [Infinitylearn.org/](http://Infinitylearn.org/)

Annan, B., Carpenter, R. (2014). Innovative Learning Environments, New Zealand case study Note 1. OECD Paris.

Annan, B., Carpenter, R. & NZ Team (2014). Innovative Learning Environments, New Zealand case study Note 2. OECD Paris.

Annan, B., Talbot, J., (2013). Innovative Learning Environments, Design of New Zealand case study. OECD Paris.

Annan, B., Wootton, M., and Timperley, H. (2011). *Situation analysis, a tool to accelerate improvement*. Presented at the ICSEI conference January 2011, Cyprus.

Annan, B. (2011). *L'amélioration continue des établissements scolaires: L'ingénierie mise en place en Nouvelle-Zélande (Building evaluative capability within and across schools)*. Revue Française de Pédagogie. Ecole Normale Supérieure De Lyon.

Annan, B. (2009). *Schooling Improvement since Tomorrow's Schools*. Cognition Consulting 20 Year Anniversary Publication. Auckland

Annan, B. (2007). *A Theory for Schooling Improvement: Consistency and Connectivity to Improve Instructional Practice*. PhD thesis, The University of Auckland, Auckland.

Annan, B., & Robinson, V. (2005). *Improving Learning Processes for Practitioners involved in School Reforms*. Paper presented at the American Educational Research Association, Montreal.

Annan, B., & Robinson, V. (2005). *Policy Support to Nurture Effective Research-Practice Collaborations*. Paper presented at the American Educational Research Association, Montreal.

Annan, B., Fa'amoe-Timoteo, E., Carpenter, V., Hucker, J., & Warren, S. (2004). *Strengthening Education in Mangere and Otara Outcomes Report July 1999 - June 2002 "A Three-Way Partnership to Raise Student Achievement"*. Wellington: Ministry of Education.

Annan, B., Lai, M. K., & Robinson, V. (2003). Teacher talk to improve teaching practices. *SET: Research Information for Teachers*, 1, 31-35.

Annan, B. (1999). *Strengthening Education in Mangere and Otara September 1997 - June 1999 The Evolution of a 3-Way Partnership, Schooling and Development Project*. Wellington: Ministry of Education.

Annan, B. (1998). *Reducing Student Suspension Rates: the Primary Principal's Role*. Master of Education Administration project report. Massey University, Palmerston North.

Annan, B. (1994). *We're All At Risk of Experiencing Failure*. Fulbright Scholarship Report to the New Zealand Government and United States Federal Government. Ministry of Education, Wellington.

### **Second author/team member publications**

Annan, J., Annan, B., Wootton, M., & Burton, R. (2014). Facilitated networks of learning. Centre for Strategic Education Seminar Series No 237, September.

Hubbard, L., and Annan, B. (2012). *New Zealand Educators' Reflections on Implementing National Standards*. Present at AERA 2012, Vancouver, Canada.

Timperley, H., Annan, B., and Robinson, V. (2008). *Successful Approaches to innovation that have impacted on student learning in New Zealand*. Book Chapter in Ng, C., & Renhaw, P. (Ed). *Reforming Learning*. Kluwer Academic Publishers, Netherlands.

Timperley, H., & Annan, B. (2004). *Gathering Evidence on Classrooms and Learning*. Paper presented at the United States - New Zealand Education Policy Roundtable Programme, University of Pennsylvania.

Edendale Primary School (1995). *Community Involvement in School Life* A television documentary; Families. TV3, New Zealand.

Edendale Primary School (1993). *The Right To Succeed*. A video production on non-English speaking background children and the challenge to examine our teaching styles. Auckland College of Education (Still relevant and in use today).

### **Special interest areas that you have been particularly active in e.g. inclusive education**

- Growing student agency
- Activating school-community collaboration and networking
  - Future-focused learning environments
  - Ecologies of learning
  - Appreciative inquiry
  - Communities-of-practice/interest/learners
  - Lateral learning
  - Achievement challenges as exciting adventures
- Transformational change towards safety and wellbeing for all children
- Schooling improvement
  - Governance, management and leadership
  - Analysing and using student achievement data
  - Building evaluative capability
  - Problem solving
- Teacher talk – analytical, critical and challenging talk

### **Memberships of networks of expertise, boards, committees etc. applicable to the professional learning and development you are offering**

- I-NACOL, Blended and on-line learning, 2016
- Global Education Leaders Partnerships (GELP) – 2011-2015
- OECD Innovative Learning Environments (ILE) project – 2012-2015
- American Education Research Association – 2000-2012
- International Congress for School Effectiveness and Improvement, member 2002-2014 & board member 2010-14
- Consortium for Policy and Research in Education (CPRE), 2003-2010
- Manaiakalani Outreach Design Team – 2014
- Starpath project board member – 2007
- Auckland Primary Principals Association (APPA) president - 1995
- Edendale School board of trustees, as principal – 1992-7

**Awards.**

- Fulbright Scholarship

## Summary of examples of practice

My facilitation concentrates on tiers in the workforce connecting and collaborating with children, whānau and community to develop consistent and supportive ways of inquiring into and improving their learning and living circumstances.

**Practice Example One** was the way I led the Learning and Change Networks programme design and modelled the beginnings of front-line facilitation, from which the facilitation team could adopt and adapt for the variety of contexts within which they would work, that is 350 schools in 54 LCN networks across NZ. *My role* was UniServices-University of Auckland programme director and front-line facilitator to support priority learners to achieve at or above National Standards. *Strategy outcomes* were to: (i) grow networking leadership, (ii) evaluative capability, (iii) lateral learning and (iv) raise student achievement for priority learners. *Context* was priority learners in 350 schools across NZ.

*My practice involved facilitation at four tiers of teaming;*

- strategic design with MoE and our lead facilitation team,
- model and script the facilitation approach,
- deliver front-line facilitation with network leaders,
- report to the MoE and OECD the gems and challenges within the networking across the country.

Front-line facilitation included,

- Presenting a set of clear and simple frames that showed pictures of future-focused 21<sup>st</sup> century learning and a four-step inquiry cycle; identify achievement challenges, learn what to change, make change and check for impact.
- Sense-making with the leaders so they understood the set of inquiry tasks that they would undertake between leader meetings.
- Facilitate collegial discussions at regular leader meetings that had the leaders analyse, critique and challenge their developments.
- Find and spread gem developments
- Support schools and the Ministry to set up and use data sets to track the developments

**Practice Example Two** was support to senior teachers and teachers to grow 'active learners'. *My role* in this PLD was as a schooling improvement facilitator attempting to bring the children into the tasks of design, implement and evaluative. Too often, teachers, school leaders and facilitators design and do things for children, not with them – so relevance becomes an issue for many children. *Outcomes* involved (i) teachers and leaders checking rather than assuming that children understand what they are being asked to learn and why, and (ii) to make visible to children the concept of 'active learning'.

*My practice involved the following steps.*

- 'Active learning' became a priority need after my facilitation support to the school leaders to conduct a situation analysis. The analysis involved teacher and leader analysis of existing data sets and their own practice. They then sought students' perspectives and a student analysis around their current learning situation in an area where they were a focus/targeted student. A key outcome from the activity was a trend of passive learning and supply-driven or directed teaching.
- My facilitation supported school leaders to develop a shared understanding of an 'active learner' via information in the National Curriculum, related NZ and current literature and from Google searches.
- Teachers supported by senior teachers, and my facilitation support as a guide-on-the-side, created jargon-free criteria for 'active learning'. Students then used the criteria to discuss how they could change their learning practices to become more active. Teachers and leaders decided how they could help their students/children be more active learners.
- Teacher developed tools to track and monitor changes from passive to active learners over time.
- As the leaders and teachers articulated what they thought was making a positive difference, my facilitation challenged them to check in with the students about what had made a difference for them.

**Practice Example Three** is about supporting teaching professionals to use 'teacher talk' to effectively analyse and use student achievement data. *My role* was a schooling improvement facilitator working with clusters of schools to support teaching professionals to create more critically challenging conversations and follow-up practice adaptations. *Context* was school leaders and lead teachers in a cluster of low-decile schools attempting to raise student achievement. *Outcomes included*

- Focus teaching professionals on student achievement to raise student achievement
- Ensure teachers and leaders have master content and process knowledge in analysing and using student achievement data
- Student achievement lifts

*My practice included the following.*

- Supported principals and lead teachers to establish regular PLD meetings to engage in learning conversations to agree on solutions for priority problems in teaching, learning and leadership.
- Created role-specific learning for principals and lead teachers with occasional joint learning sessions.
- Conducted research with principals and lead teachers to analyse the nature of their talk.
  - Four dominant features of the talk (organisation, administration, management and social ties) were restricting the teaching professionals from focusing on evidence and practice that would lift student achievement.
  - Identified three competencies to turn-around the conversations from low to high level value to raise student achievement. The three competencies were (i) analysing student achievement data (ii) critiquing my professional practice attached to the achievement data, (iii) challenging myself to change my practice to lift the achievement results
- Facilitated sessions for the lead teachers and principals to learn about the three competencies of analysis, critique and challenge and practice using them in their conversations.
- Arranged mastery testing for the lead teachers and principals in their content knowledge about analysing and using student achievement data.
- Supported the cluster of schools to organise an annual conference for teaching professionals to share their evidence-informed developments.

**Practice Example Five** is go direct-to-whānau to identify whānau perspectives of future-focused learning environments (a strategy currently underway). *My role* as an Infinity Learn Ltd facilitator is to assist my co-director/facilitator Mary Wootton to co-design the strategy with local Māori facilitators, to provide advice as the strategy unfolded and, to support a review of the strategy at the end. *The context.* Training local Māori facilitators to support six whānau in a small town in NZ. *Outcome is for* local Māori facilitators to become confident and capable to support whānau to identify and address change priorities that create future-focused learning and living environments. *My facilitation practice is to* co-facilitate training for the whānau facilitators to investigate the current situation around whānau learning and living environments and think carefully about ways to improve those environments. Infinity Maps were introduced and adapted as a useful tool to understand the perspectives of children and whānau about their ecologies of learning and living. The Māori facilitators are being encouraged to adapt the mapping approach to suit their whānau context. Two important end-points of the strategy will be to take the learning about the whānau perspectives and (i) share the approach with other whānau to create lateral connections across whānau in the small town, and (ii) share the approach with school leaders and teachers to engage teaching professionals in the children-whānau perspectives. This strategising is a reversal of our past ways of doing things, that is we typically go from schools out to whānau. Whereas this strategy is from whānau out to whānau and then into schools.

**Practice Example Four** is about reducing suspension rates by building knowledge about positive theories and practices in working with students with challenging behaviours. *My role was a University of Auckland – UniServices facilitator* with a strategic goal to see schools engage students in more intensive learning about appropriate behaviour ahead of removing them for use of inappropriate behaviours. *The context* was a large group of principals in one region of NZ who were suspending a considerable number of children each year. *Outcomes included* (i) To radically reduce suspension as a useful solution to support students using inappropriate behaviours (ii) To teach students alternative appropriate behaviours and provide them opportunities to practice those behaviours.

*My facilitation practice included;* (i) A one-day facilitated workshop to understand and challenge the principal's theories for suspending a considerable number of students. I facilitated discussions to deal with the competing theories. It was a matter of understanding the theories, not judging them, and trying to negotiate movement towards a positive theory to support students in difficult circumstances. (ii) Follow-up in-school support for principals who stopped suspending students. (iii) I supported the schools to form small clusters of schools to support one another to develop positive mindsets and practices and share successes and challenges with one another. Schools set up and implemented strategies and then met to share their successes and challenges. I supported some principals to use a behavioural mapping exercise to tame tempers among students who were not going to be easily convinced to replace negative behaviours with positive behaviours. That family counselling strategy re-engaged many students.

## Referees

Where possible, at least one of your referees should be a principal or tumuaki directly related to your example of practice. Where this is not practical, for example in a secondary schooling scenario where you have been working with a middle leader or deputy principal, you can supply a more appropriate reference. Both referees supplied below should come from a school, kura, or community of learning where you have provided services.

By supplying this information you're confirming that the referees listed below are aware and consent to their details being available on the accreditation list.

### Referee One

Referee Name	Jo Grant
Contact Number	04 123 4567
Contact email address	<i>principal@upperhutt.school.nz</i>

### Referee Two

Referee Name	Mike Hollings
Contact Number	04 123 4567
Contact email address	<i>Mike.Hollings@tekura.school.nz</i>