




Professional Learning and Development Accreditation

Personal Profile

First name and Surname	 <p>Kim Bulluss</p>
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Professional Learning and Development Overview

<p>I have expertise in working collaboratively with schools to co-construct, deliver, monitor and evaluate professional development to build the capability of school leaders and teachers in schools and across clusters. I have worked in a diverse range of schools and communities to enhance student learning and achievement outcomes. My work is based on current research to ensure an evidence based practice.</p>	
<p>Teacher capacity building</p> <ul style="list-style-type: none"> • Mathematics content knowledge, and pedagogy • Formative and summative assessment practices • Culturally responsive pedagogies • Developing student agency and voice 	<p>Leadership development</p> <ul style="list-style-type: none"> • Whānau engagement • Relationship building with all stakeholders • Practice analysis conversations • Coaching and mentoring • Curriculum design and review
<p>Curriculum evaluation and development</p> <ul style="list-style-type: none"> • Data-informed decision making • Systems and processes evaluation • Data analysis 	<p>Enhancing systems and practices</p> <ul style="list-style-type: none"> • Teaching as inquiry • Change management • Cross curricular integration including digital technologies

Professional Information

<p>Qualifications/academic study/ areas of original research/current research interests</p> <ul style="list-style-type: none"> • 2013: Post Graduate Papers - Coaching and Mentoring, University of Auckland • 2012: Post Graduate Papers - Explaining Mathematical Thinking, University of Auckland • 2002: A.T.C.L music, Performance singing, Associate of Trinity College, London • 1996: Diploma of Primary Teaching, Auckland College of Education • 1993: Bachelor of Arts (Education), University of Auckland
<p>Professional learning and development experience</p> <p>I have worked in primary education for over 16 years and in professional learning for the past 6 years. I have strengths in: building teacher and leader capability in mathematical content knowledge; culturally responsive pedagogies; and developing and delivering PLD that incorporates a blend of face to face and online support, responsive to the needs and cultures of the students and teachers that I work with.</p>
<p>Programme writing and development</p> <p>I have expertise in workshop and resource development. Examples include:</p> <ul style="list-style-type: none"> • collaboratively writing a series of 6 workshops for provisionally registered teachers developing the fundamental skills and understandings of the mathematical framework • writing Musical Algebra, a workshop based on the mathematics National Standards illustrations, integrating percussion instruments, sound and patterning as a context to apply mathematical thinking.
<p>Conference presentations</p> <ul style="list-style-type: none"> • 2012–2016: Te Toi Tupu regional symposia nationwide

- **2013–2016:** Primary Mathematics Association New Zealand
- **2015:** Guest presenter of Musical Algebra to preservice teachers, University of Auckland
- **2015:** New Zealand Association of Mathematics Teachers
- **2011, 2013:** Mathematical Association of Victoria, Australia

Publications

- Co-writer of the PaCT Good-Practice-Guide

Special interest areas

- Relationship based learning, based on the research of Russell Bishop and the Te Kotahitanga Project
- Data analysis to inform decision making at a classroom and leadership level
- Developing teacher and leadership capability in curriculum, pedagogy, assessment and inquiry
- Developing student agency and voice, particularly in acceleration programmes
- [Cross curricular links – music and art integrated into mathematics](#)

Professional membership

- [Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa \(PLANZ\)](#)
- [National Council of Teachers of Mathematics](#)
- [New Zealand Association of Teachers of Mathematics](#)
- [Auckland Primary Principals Association \(APPA\) – Music Festival Choral Conductor, 2008–present](#)

Summary of examples of practice

I supported teachers to increase their mathematical and culturally responsive pedagogical practices through in class modelling of best practice, collaborative planning and teaching. Through reflective discussions related to their teaching as inquiry focus, I supported teachers and leaders to embed this new learning to accelerate learning in mathematics. I encouraged leaders to shadow my facilitator practice, and engage in culturally responsive pedagogies to enhance the learning experiences for their Māori and Pasifika learners.

With leaders I facilitated a strengths and needs-based analysis to co-construct a responsive action plan designed to meet the needs of their school and community. Together we explored current research and effective teaching practices to develop a responsive mathematics curriculum and robust assessment practices. Leaders were encouraged to inquire into the challenges in engaging with family and whānau. Developing professional, trusting and respectful relationships is at the heart of my work. Principal feedback includes “Thanks Kim – some more great feedback from my teachers about the impact your work has had on them and their students. We are lucky to have someone of your calibre in our school”.

Referees

Referee One

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Referee Two

Referee Name	Robyn CURRY
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