




Professional Learning and Development Accreditation

Personal Profile

First name and Surname	 Alison Robinson
Personal statement (optional)	I am passionate about mathematics education and supporting teachers to deepen their understanding in this area. I see the value of the use of a collaborative inquiry approach when working in schools. I work closely with leadership teams to develop schoolwide programmes to meet the needs of all learners.

Professional Learning and Development Overview

I am skilled in designing, delivering, monitoring and evaluating tailored professional development that builds the capacity of teachers and school leaders. I work with diverse students, teachers, senior management teams, families/whānau and the wider community to enhance student learning and accelerate achievement. I base my work on research to ensure that my practice is evidence based, sustainable and supports the achievement of all students. I also:

- encourage schools to use teaching as inquiry to interrogate their own practices, their student needs and the impact of their teaching
- support teachers to develop their content and pedagogical content knowledge through one-to-one modelling, co-planning, co-teaching and practice analysis conversations
- encourage curriculum leaders to shadow me in my work with teachers, and
- support teachers to develop their leadership skills by critical analysis of practices and through individual coaching and mentoring

Teacher capability building

- mathematics content knowledge and pedagogical development
- development of communities of mathematical inquiry
- effective formative and summative assessment practices
- culturally responsive practice

Leadership development

- building leadership capacity through coaching and mentoring
- supporting school leadership teams to plan for and effect change
- using *Tataiako: Cultural competencies for teachers of Māori learners* (2011) to describe competencies about knowing, respecting and working with Māori learners and their whānau and iwi
- analysing and using of data to inform decision making

Professional Information

Qualifications

- **1988:** Higher Diploma of Teaching, Auckland College of Education

Professional learning and development experience

I have worked in primary education for over 25 years and in professional learning and professional development for the past two years. During this time, I have:

- supported schools to implement curriculum reviews, analyse student data, and provide teaching and learning for all ākongā
- encouraged schools to use teaching as inquiry to interrogate their own practices, their student needs and the impact of their teaching

- supported teachers to develop their content and pedagogical content knowledge through one-to-one modelling, co-planning, co-teaching and practice analysis conversations, and
- encouraged curriculum leaders to shadow me in my work with teachers.

My work has also included experience as a:

- mathematics facilitator
- mathematics coach and mentor
- deputy principal
- acting principal
- SENCO (special education needs coordinator)
- Reading Recovery trained teacher
- associate teacher

Programme writing and development

- I am skilled in workshop writing and development and resource creation.

Special interest areas

- Acceleration programmes,
- Curriculum leadership,
- Developing professional learning groups,
- Transitions between settings
- Whānau connections
- Inclusive education

Professional membership

- Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa (PLANZ)

Conference presentations

- I have presented at a number of mathematics symposia in Northland and Auckland

Summary of examples of practice

- I was aware of the needs of the school and knowing their readiness to accept challenge and change was the key to engaging the leadership team in the inquiry approach.
- I established strong relational trust with all staff, which was a key starting point in the development of the PLD.
- I understood that the needs of all learners are crucial to developing the school-wide plan with the leadership team.
- I appreciate the importance of knowing the context of the school and the personalities because this is imperative to the success of the PLD.
- In preparing for future facilitation, I am aware that building leadership capability is a key to sustaining effective practice.
- I challenge and support leaders and teachers to recognise and meet the needs of diverse (all) students.

Referees

Referee One

Referee Name	Paul RAMSAY
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Referee Two

Referee Name	Margaret HUTCHINSON
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