



Professional Learning and Development Accreditation

Personal Profile

First name and Surname		Bronwyn WESTON
Personal statement (optional)	I have worked in partnership with all levels of schools/kura and across communities to identify issues and opportunities to problem solve, plan and provide support and improve achievement. My work as a teacher and facilitator, supplemented by wide-ranging experiences as an educational researcher, has led to my sound knowledge of effective schooling, teaching practice, resourcing and organisation management.	

Professional Learning and Development Overview

I am skilled at designing, delivering, monitoring and evaluating tailored professional development that builds the capacity of teachers and school leaders. I work with diverse senior management teams, clusters, teachers, students, families/whānau and the wider community to enhance student learning and accelerate achievement.

Teacher capacity building

- Mathematics pedagogical development
- Effective formative and summative assessment
- Culturally responsive and inclusive practice
- Embedding teaching as inquiry

Enhancing systems and practices

- Supporting schools with special character
- System and process evaluation

Leadership development

- Supporting schools to plan for and effect change
- Family/whānau engagement
- Building sustainable practice

Curriculum evaluation and development

- Data-informed curriculum design/decision making
- Curriculum development, evaluation and review
- Developed systems to measure impact

Professional Information

Qualifications/academic study/ areas of original research/current research interests

- **2013:** Masters of Education (1st Class Honours) and Postgraduate Diploma in Education (Distinction), University of Waikato
- **2000:** Bachelor of Teaching and Diploma of Teaching, University of Waikato

Professional learning and development experience

Coaching and mentoring

- Coached principals in change management processes and led professional learning communities
- Observed facilitators, teachers and leaders and provided feedback related to their practice goals
- Developed coaching and mentoring effectiveness tool, in-depth coaching and mentoring for leadership teams

Building evaluative capability

- Provided comprehensive training in e-asTTle/PAT and effect sizes to measure progress
- Developed school leaders to facilitate, co-facilitate and lead school professional development
- Developed school leaders to evaluate impact of professional development in making positive changes
- Supported capacity and capability growth using data to investigate and plan focused improvement strategies

Programme writing and development

- Led planning, development, production and delivery of high-quality training materials including large plenary, small group and school-based one-on-one coaching material (school, national and international level)
- Led professional learning communities involving researchers and policymakers

Recent conference presentations

- **2015:** Transforming together: Coaching and Mentoring conference
- **2012–2014:** Te Toi Tupu symposia for mathematics teachers
- **2013:** New Zealand Association of Mathematics Teachers conferences
- **2013:** Visible Learning^{Plus} conferences

Special interest areas

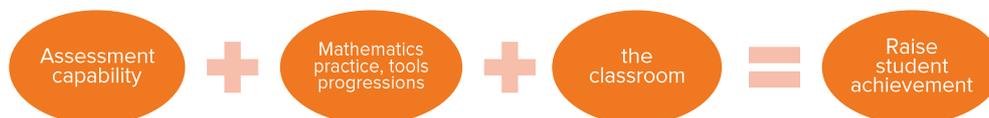
- Building inspired and passionate teachers, collaborative expertise, knowing your impact, the power of feedback

Professional membership

- Aotearoa New Zealand Evaluation Association (ANZEA)
- New Zealand Association of Mathematics Teachers (NZMAT)
- Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa (PLANZ)

Summary of examples of practice

- **Baseline strengths/needs analysis** – developed picture of what learning was like for students and teachers
- **Discovered** – significant numbers of Māori and Pasifika learners achieving ‘below’ or ‘well below’
- **Surprises** from data – more students ‘below’ or ‘well below’ and not understanding standardised assessment
- **Developed** – area of focus for the PLD



Outcomes for PLD plan included:

- Accelerate and raise achievement of Māori and Pasifika learners
- Embed teaching as inquiry process
- Increase assessment capability, data analysis and disaggregation and processes for moderation
- Build leadership evaluative capability through improving systems to monitor and track students
- Co-construct culturally responsive, inclusive practices so teachers build on skills, experiences and language students bring

Met

- Yes
- Yes
- Yes
- Yes
- Yes

Methods used

- staff workshops
- classroom modelling
- one-to-one talks
- coaching and mentoring
- differentiated PLD
- examining current research
- ongoing critical analysis of data

After one year of PLD support – overall rise in achievement for target groups (Māori boys and girls, and Pasifika boys and girls). At the beginning of the first year, no students from any target groups were achieving ‘above’ National Standards, by end of the first year, between 13% and 27% were. Significant drop in percentage of students achieving in the ‘well below’ group e.g. Pasifika boys, a drop from 32% down to 9% achieving ‘well below’. **One year after** PLD support ended, all Māori achieving ‘above’ or ‘at’ National Standards in Maths.

Referees

Referee One

Referee Name	Audrie MCKENZIE
Contact Number	021 055 0183
Contact email address	Audriemck@gmail.com

Referee Two

Referee Name	Suzanne MARIASSOUCÉ
Contact Number	021 0222 0298
Contact email address	principal@Tokoroa.School.nz