

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	 <p>Rowan Taigel</p> 
Personal statement	I work alongside leaders and teachers in both primary and secondary contexts. I have a unique ability to think on a macro and micro level. This, along with my responsive, creative and agile facilitation style, make me well suited to innovation and school transformation projects. My experience as a deputy principal and in middle leadership roles, has led me to have a special interest in building collaborative teams within departments and across schools.

Professional Learning and Development Practice

<p>Rowan's experience in facilitation with teachers and leaders is underpinned by her strengths in:</p> <ul style="list-style-type: none">• vision development with leadership teams and schools clusters as a foundation for constructing the collaborative, strategic pathway to action and lasting change• change leadership with individuals, teams, and whole-school transformation processes• Innovation in curriculum development and school system design for future-focused learning• inquiry and knowledge building with leaders and teachers, using the Spirals of Inquiry, Design Thinking and other frameworks for transformational change• modern learning pedagogy – Effective support in the implementation of MLP, including elearning integration, collaborative practice, and leadership• data gathering, analysis, and synthesis in order to strategise for efficient, effective and sustainable change in achievement, engagement and well-being for students.
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Professional Information

<p>Qualifications and current research interests</p> <ul style="list-style-type: none">• Post Graduate Diploma in Secondary Education, Dunedin College of Education• Bachelor of Arts, Otago University• Pro Bono research grant recipient – Dismantling the Ivory Tower; the power of teacher researchers to transform teaching and learning• Collaboration as a foundation for school transformation with a special focus on secondary schools
<p>Experience in the delivery of professional learning and development</p> <ul style="list-style-type: none">• Facilitation and consultancy with CORE Education• Supporting team, departmental and full-school transition and change in primary and secondary schools through the Learning with Digital Technologies and Future Focused Inquiry Ministry PLD provisions• Providing support and leadership to clusters/groups of schools to build a collaborative future-focused vision for student learning, and ongoing support for enacting actions for sustainable change

- Mentoring principals, leadership teams and teaching teams in [collaborative and leadership inquiries](#)
- Facilitating integration of eLearning, and modern learning pedagogy in primary and secondary school curriculums from vision to action
- Mentoring and support in design, methodology and implementation of full-scale research projects, such as the Teacher-Led Innovation Fund
- Enable (half-day courses), Empower (design and facilitation of a 20-week university accredited online course) and Transform (in-depth, long-term support for schools undergoing full-scale change).

Programme writing and development

- Enable courses (Google apps to extend learning, Building collaborative teams in primary schools, Building collaborative teams in secondary schools, Effective BYOD implementation)
- Empower course (Modern Learning Assessment – University of Canterbury Accredited 20-week course)
- Transform programmes

Conference presentations

- NASDAP 2016, 2018
- ULearn 2014, 2015, 2016, 2017, 2018
- NZATE 2015, 2016

EDtalks

- [Future Focused Practice in Secondary Schools](#)
- [Empowering Gifted Writers](#)
- [Rowan discusses the 'Why' of school](#)
- [Rowan discusses project based learning](#)

Podcasts:

- [Problem Based Learning with Rowan Taigel](#)

Publications

- ['Tradition to transformation - how traditional secondary schools are breaking ground in 21st century education'](#) – Enabling eLearning, 2016
- 'Powerful prezintations with prizes' – English in Aotearoa, (77), 2012
- EDtalks video: The 'why' of school and learner agency
- 'Agile Learning' - www.launch-oghs.weebly.com
- August 2019: 'Launching into Learning' - English in Aotearoa
- February 2018: ['Spiralling into Collaboration' - The NZC Online](#)
- July 2016: ['Seriously, what is school for?' - CORE Blog](#)

Awards

- CORE Education eFellowship, 2014

Special interest areas and expertise

- Secondary school English and literacy (previously HOD and school literacy coordinator)
- Mentoring middle leaders – working with schools to develop and support effective, collaborative teams
- Using design thinking as a strategy for innovative, meaningful and sustainable small or large-scale change.
- **Project-based learning:** I support schools to transition towards authentic, student-owned and directed, problem and project based learning models relative to their readiness levels.
- **Developing high-trust appraisal processes, coaching and mentoring:** I support schools to develop teacher-owned appraisal models and empower teachers' own agency and autonomy. She supports leaders with strategies for removing the "compliance feel" to appraisal and making the process meaningful and relevant for all staff.
- **Tackling the unique challenges of pastoral care:** I understand the unique and highly complex needs and challenges young people and their teachers, counsellors and whānau currently face.

Examples of Practice (Summary)

Example One: Building collaboration between schools in a newly-formed cluster

Rowan's key tasks were to:

- unite a diverse group of primary and secondary leaders and teachers through a common vision for collaborative eLearning PLD

Outcomes:

Specific outcomes from PLD sessions and virtual mentoring included:

- teachers' increased **instructional capability and confidence** in the use of technological tools and systems to support **collaborative practice** with students and colleagues
- the establishment of systems to streamline integration of BYOD across schools
- the successful adoption of **Modern Learning Pedagogies**, underpinned by the OECD 7 Principles of Learning
- the establishment of context-specific digital citizenship programmes in schools with resources co-constructed and shared by the cluster group
- the use of blogging to support student agency and collaboration, especially in primary schools.
- the development of teachers' **evaluative capability** through the use of frameworks for change and transformation, such as Design Thinking and Spirals of Inquiry.
- a sustainable support network who remain connected after the PLD contract has been completed.

Example 2: Lifting engagement and building relationships between student, school and whānau.

Rowan's key tasks:

- Supporting the principal and lead team to establish a framework and pathway to building effective and meaningful relationships and engagement between the school and whānau.
- Mentor the lead team to support teachers and whānau to participate comfortably and confidently in conversations about the well-being, engagement and academic achievement of their child.

Outcomes:

- Development of a scaffolded approach to whānau/school learning conversations with the support of the co-construction of a kete of language, diagrams, images along with appropriate cultural protocols

Referees

Referee One

Referee Name	Lynlee SMITH Principal Fiordland College
Contact Number	03) 249 7819
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Referee Two

Referee Name	Grant EXCELL Principal Te Anau Primary School
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