



Summary of Practice

Professional Learning and Development Accreditation

Personal Profile

First name and surname	 <p>Suzi Gould</p> 
Personal statement	<p>Suzi gains commitment and improves practice using mentoring and facilitation approaches that are strengths-based and invitational, ensuring teachers' ownership and achievement of aspirations within their own contexts. She works alongside communities of learners to expand their curiosities about learning, achievement and reimagining school while they work collaboratively towards a common goal. Her approach is practical, inclusive, and scaffolds progress through strong learning focussed conversations - while having fun.</p>

Professional Learning and Development Overview

Suzi's extensive experience of mentoring and facilitation is underpinned by her ability to support clusters in developing common goals and mahi nga tahi (common cause collaboration) based on evidence. Suzi builds collaborative teams to enhance teacher capability. Suzi uses digital technologies to facilitate and support leaders and teachers. She works to support professional learning groups that foster deep learning conversations with the student at the centre.

Professional Information

<p>Qualifications and current research interests</p> <ul style="list-style-type: none"> • Bachelor of Education, Diploma of Teaching (Primary) • Diploma of Web Design (Natcoll Teacher Scholarship) • Pro Bono research grant recipient - Dismantling the ivory tower the power of teacher researchers to transform teaching & learning • He kakano Innovative hub: Development of Catalyst - the collaborative inquiry game <p>Experience in the delivery of professional learning and development</p> <ul style="list-style-type: none"> • ICT adviser, University of Waikato • Learning facilitator for Tairāwhiti REAP • Facilitation, team leadership and consultancy with CORE education • Supporting innovation, equity and change through Future Focused Inquiry Ministry PLD provisions • CORE uChoose programme for Pasifika Grant recipients, Early Years Centre Manager, secondary school learning coach <p>Other experience</p> <ul style="list-style-type: none"> • Development of student led community celebrations - East Coast Emmy Awards, DigiAwards • Digital storytelling workshop facilitation with Positive Women (HIV), Tonga Leiti Association, and other community groups and corporates • Instructional designer and e-learning content developer. <p>Conference presentations and publications</p> <ul style="list-style-type: none"> • uLearn The art of inquiry • Teach expo- a workshop in uncertainty, spirals of inquiry-a tool for innovation and equity • Enabling elearning - Using Spirals of Inquiry to transform practice and raise literacy levels for boys, Primary school teachers use maths assessment to increase student agency • CORE Education blog - Clearing the clutter and igniting innovation through collaborative inquiry , Building collaborative teaching as inquiry teams using spirals of inquiry - Team blog



Personal professional learning

- Learning Talk (Dalton and Anderson)
- coaching and mentoring - uChoose mentor training programme.
- EdchatNZ mooc
- Student and teacher agency, building collaborative teams and design thinking.

Summary of examples of practice

Using spirals of inquiry to transform practice and raise literacy levels for boys

In this cluster-wide PLD targeting boys' literacy achievement improved in all key skills assessed in the esTTle rubric, progressing from less than 2B to between 2A-4B. As well as improved achievement, the boys showed greater levels of focus, concentration and self-regulating writing behaviours, they took more ownership of their writing and developed more comprehensive writing goals for themselves. The boys took more risks with vocabulary and ideas and sought more feedback on their efforts.

Teachers gained confidence using Google Docs and Movenote to include whānau in the writing process and progress. Whānau expressed pride in the progress their children made and the improved confidence and ability in their boys' writing. It was not the digital technologies alone that improved the boys' writing, but the way it was used to develop partnerships to support their learning.

The skills that Suzi used in this work included:

- supporting teachers to gather student and whānau voice and put a 'face on the data'
- building effective collaborative teams through coaching and constructing processes for working together by talking, sharing information, experience and expertise
- expanding teacher capability in curriculum areas such as numeracy and literacy through mentoring and coaching using the teaching as inquiry process, using change frameworks such as design thinking and spirals of inquiry
- responding appropriately in diverse and multicultural settings
- respectfully asking challenging questions that test assumptions, build resilience through change and share people's perspectives and stories digitally and face to face
- using digital technologies to facilitate and support student voice and growth as leaders of learning.

Referees

The following two referees can attest to the information supplied. These referees represent principals or tumuaki that were involved in the summary example of practice provided in this document.

Reference one

Referee name	Jacqui Pascoe: Marshland School Tumuaki - Principal
Contact number	Ph: (03) 385-2239. or (03) 386-0056.
Contact email address	jacqui.pascoe@marshland.school.nz

Reference two

Referee name	Shane Buckner: Wairakei School Tumuaki - Principal
Contact number	Ph: 03 3518033 M: 021 908033
Contact email address	principal@wairakeichch.school.nz