

Summary of Practice

First name and surname	Garry Taylor
Personal statement	Garry is committed to helping schools make a positive difference for all learners. He knows that effective assessment practices, in their widest sense, are a powerful way of achieving this. He completely agrees with Dylan Wiliam's notion that assessment really is the bridge between teaching and learning.

Professional Learning and Development Accreditation

Personal Profile

Professional learning and development overview

Garry's facilitation experience, spanning 15 years, has involved work in over a dozen Ministry of Education funded PLD contracts. He has been a national coordinator and design lead for e-asTTle support, OTJ workshops and PaCT workshops. He is based out of Evaluation Associates' Christchurch office and works nationwide. Garry's areas of expertise include:

- Assessment for learning
- e-asTTle
- Collaborative inquiry
- Data analysis and assessment tools
- School leadership
- National standards including OTJ dependability and the Progress and Consistency Tool
- Literacy learning
- Curriculum/assessment development and review
- Evaluative capability
- Coaching staff to lead learning within and across schools

Professional information

Qualifications

Garry has a Master of Education, Dip. of Education Management, a Bachelor of Education and a Dip. of Teaching. His masters research paper focussed on the SOLO taxonomy and its application to e-asTTle. He is committed to ongoing professional learning and has recently completed a post graduate paper through the University of Auckland focussed on effective facilitation (Developing Professional Expertise). He has also completed advanced practitioner training on open to learning leadership led by Professor Viviane Robinson.

Professional learning and development experience

Garry has worked as a facilitator for Evaluation Associates for the last five and a half years across a variety of contracts. Prior to joining Evaluation Associates Garry had extensive experience as a facilitator with the University of Canterbury and Christchurch College of Education. He has also been an acting principal, deputy principal and syndicate leader.

Garry sees facilitation as the conduit between theory and practice. His ability to transfer abstract concepts to concrete examples of practice is appreciated by the teachers he works with. He uses improved student outcomes as the touchstone for any facilitation work he is involved with.

With over 11 years' experience as a facilitator in assessment, Garry intimately understands how assessment for learning principles and strategies can accelerate learning for all students. He loves how assessment for learning engages students more deeply in their learning and promotes skills of self-regulation.

Garry is a nationally recognised expert on e-asTTle and has been a national coordinator of e-asTTle support to schools for nine years. He insists that e-asTTle can be used for several purposes but the main focus should always be to inform teaching and improve learning. As one teacher wrote after a workshop: *"Knowledge and skills of the facilitator were excellent. Well covered given very diverse group of teachers – different expertise, types of schools, and reasons for being there."*

Garry has been involved with National Standards professional development since their inception in 2010. He facilitated National Standards workshops in 2010 and moderation workshops in 2011. In 2014-15, as well as facilitating, he took a major leadership role in the OTJ workshops and has done the same with the Progress and Consistency Tool workshops in 2016.

Garry is skilled at analysing and working with data. He has extensive experience working with teachers, schools and clusters

to collate, analyse and interpret various forms of data including effect sizes. He has previously worked across a large cluster to design assessments, collect, collate and analyse school and cluster wide data as part of a schooling improvement initiative.

Garry believes that effective leadership, at all levels, is crucial to making a school an efficient place of learning. He supports and challenges all leaders to be better in their roles and to understand the important part they play in moving from policy to practice. Open to learning and practice analysis methodologies support the enablement of leaders to be real leaders of learning.

Garry has been heavily involved with programme design and project management. He has been involved with the design, facilitator training and overall contract management of the e-asTTle support contract since 2005. He also co-leads the development and management of the appraisal tool Arinui which is developed as a partnership between Evaluation Associates and The Tarn Group.

In 2014 and 2015 he led the design, training, facilitation and contract management of over 200 OTJ workshops across the country. This work has continued in 2016 for PaCT workshops. Garry has presented at many conferences over the years. He recently co-designed and presented at the Ngā Mātāpuna o Ngā Pākihi Learning Conference on assessment trends and practices.

Summary of example of practice

As part of the Leadership and Assessment contract, Garry was asked to support a school to improve its assessment practices and leadership capabilities. To achieve this Garry:

- Built knowledge and capability by sharing and exploring assessment principles and strategies that make a difference.
- Designed tasks that surfaced and valued individual theories and beliefs and promoted involvement and sharing which included considering the assessment experiences of Māori learners in the school
- Facilitated the co-construction of an assessment and reporting overview that combined the school's values and beliefs, a schedule, tool description and a clear rationale for the timing and use of each tool.
- Worked with teams and leaders to develop a shared understanding of what each of the assessment tools measure and how they do this. Garry then modelled the analysis and interpretation of tool data so that teams and leaders could see how effectively this information can be used to help students in their learning.
- Engaged teachers in moderation sessions to ensure shared understanding and consistency in marking.
- Supported senior and middle leaders to using open to learning values and methodologies in order to be more effective in their roles of leading learning.
- Worked with the Year 1-4 teams to review and restructure their current reporting processes to incorporate the anniversary OTJs that were being made in this part of the school.
- Worked with the technology team to modify their reporting practices so that they were more student centred, relevant and of value to students and parents.
- Analysed data one-on-one with middle leaders so they could lead a similar process back in their team.
- Assisted middle leaders to have inquiry conversations with their team that challenged and evaluated respectfully.
- Participated in ongoing monitoring and review meetings with senior management to evaluate the effectiveness and progress in relation to our objectives.

Over the period of two years Garry has supported the school to develop a system for reporting and assessment that is cohesive, targeted and supportive of learners. In addition, the capability of leaders to use assessment tools, analyse and interpret data and to engage in professional dialogue has improved.

Referees

Reference one

Referee name	Murray Overton
Contact number	03 327 7231
Contact email address	principal@kbs.school.nz

Reference two

Referee name	Brian Price
Contact number	03 312 6813
Contact email address	brian.price@swannanoa.school.nz