

Professional Learning and Development Accreditation

Personal Profile

First name and surname	Jacqui Clayton
Personal statement	Jacqui is an experienced facilitator of professional learning who is absolutely passionate about students being active and confident learners. She works with teachers and leaders to help them achieve this.

Professional learning and development overview

She is part of the Evaluation Associates South Island team. She lives in Blenheim and works mainly across the top of the South Island – Marlborough, Nelson, Tasman, Buller and Kaikoura. Jacqui's areas of specialist expertise are:

- school leadership and change management
- building active learners – assessment for learning – student agency
- literacy teaching for active learning across the curriculum
- analysing and using data and evidence to inform teaching and learning
- evidence informed inquiry – teaching as inquiry – spirals of inquiry
- building leader and teacher knowledge in culturally responsive pedagogy
- strategic planning and charter development
- evaluative capability
- collaborative inquiry
- coaching staff to lead learning within and across schools

Professional information

Qualifications, academic study, research interests

A committed life-long learner, she has a Master of Educational Leadership, a post graduate Diploma in Education, a Bachelor of Education and a Diploma of Teaching. Over the last several years Jacqui has been part of on-going educational research led by Professor Helen Timperley. Publications and papers from this research include: *Weaving Evidence, Inquiry and Standards to Build Better Schools, Adaptive Expertise and Organisational Adaptive Capacity, Realizing the Power of Professional Learning, Acts of Facilitation that Make a Difference, Developing Linguistically and Culturally Responsive Pedagogy, Leading Change, Navigating Risk.*

Jacqui has completed advanced practitioner training in Open to Learning methodology led by Professor Viviane Robinson. She has also attended professional learning sessions with Carol Dweck, Guy Claxton and Michael Fullan. As a team member with Evaluation Associates Jacqui has benefited from extensive professional learning which has ensured that she is completely up-to-date with all of the latest developments in education.

Professional learning and development expertise and experience

Jacqui is a highly qualified and experienced facilitator. She has worked as an education consultant for over eleven years. Jacqui has worked as a leadership and assessment facilitator for Evaluation Associates for the last three years. In this role she has worked with a large number of schools who have made significant progress in both their practice and outcomes for students. She has also facilitated workshops for the Ministry of Education on moderation and overall teacher judgements. Prior to joining Evaluation Associates, Jacqui was a professional learning facilitator at Learning Media and she also worked with the Literacy Professional Development Project. In this role she worked closely with Helen Timperley around facilitating effective professional learning and using practice analysis conversations. Prior to working as a facilitator Jacqui was a primary teacher, assistant principal and principal.

Jacqui enjoys supporting leaders to place learners and learning at the centre of all school decisions and she uses evidence-informed inquiry to lead and improve learning within school. She supports schools to plan strategically and to develop and embed coherent processes and systems that improve teaching and learning. Jacqui helps leaders and teachers with the types of conversations they need to have. She brings her knowledge of open to learning to the fore here. She has significant expertise in supporting lead teachers to lead the learning of their teaching colleagues. This is particularly relevant for across-school and within-in school teachers in communities of learning.

Jacqui has a deep understanding of effective pedagogy, especially in reading and writing. She also has an extensive knowledge of key resources and research which helps teachers make connections and build their own knowledge and skills. *"Her facilitation has resulted in increased student engagement and teachers becoming much more reflective and adept at using their adaptive expertise. Jacqui has enabled us to use teaching as inquiry and assessment for learning with effectiveness to encourage our learners to be self-managing and improve learning and achievement across the curriculum. Jacqui is very easy to work with ... Through our work with Jacqui we have made substantial changes to our learning culture and we are embedding these by developing systems and processes with our learners at the centre."*

Principal feedback

Summary of example of practice

Jacqui was contracted to work with a small primary school with a teaching principal. The school had had several changes of leadership over a short period of time, and student achievement in literacy was an issue of concern across the school. Jacqui worked with the principal to really understand the school's needs, and supported her to use a range of evidence to develop an understanding of current practice. They then co-constructed a plan of action for learning involving students, teachers and the leader.

Over the course of the professional learning, this plan was regularly reviewed to build on strengths and meet identified needs. Jacqui's acts of facilitation included:

- Supporting teachers and leaders to use and analyse data from assessment tools and other sources to build a clear, reliable picture of where learning was at and to plan for explicit teaching to improve learning.
- Building strong relationships supported by her training in open to learning, to ensure she was able to provide appropriate levels of critique, challenge and support and explore teachers' beliefs and assumptions that sat behind their practice.
- Leading professional learning sessions for the whole staff and working with individual teachers. The professional learning spanned a wide range of topics including data analysis, embedding assessment for learning practices and effective literacy practices, culturally responsive pedagogies, monitoring student learning, teaching as inquiry, moderation and making quality OTJs.
- Spending time in classrooms as it's here that changes in practice really impact on student learning. She observed teachers and gave feedback based on the practice analysis conversation methodology and she coached all staff to do likewise. These observations typically involved interviewing a sample of students in order to understand their perspective on their learning. When necessary, Jacqui modelled lessons in classrooms.
- Coaching the leader to build the confidence and skills to lead effective professional learning. This involved mentoring teachers through their inquiries, building content and pedagogical knowledge, planning and leading professional learning, providing advice and guidance, practice analysis conversations, modelling and observation/feedback of their support of other teachers.
- Supporting robust school-wide inquiry processes. She supported the school to collect and value learner voice and helped teachers and leaders to understand what quality teaching and learning looks like. She used evidence-based conversations as a key tool to build and improve practice. Jacqui used an evaluative approach to regularly check in with how the plan was progressing, what was working and what was not, and to plan where-to-next.

Through Jacqui's support the school made significant changes to their practice. Most importantly however, this resulted in accelerated achievement for their learners with 74% of the learners who were previously below the standard at the start of the PLD were at or above by the end.

Referees

Reference one

Referee name	Gaylene Beattie
Contact number	03 578 5220 021 023 17243
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Reference two

Referee name	Marg Campbell-McCauley
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