

Professional Learning and Development Accreditation

Personal Profile

First name and surname	Lin Avery
Personal statement	Lin is a highly experienced facilitator. She has worked for 17 years to improve student achievement through school leadership and facilitating effective pedagogical practices, and responding to data at a strategic planning level and at a classroom level. As principal of a low decile school, Lin's leadership changed school failure into learning success for the student population, comprised mainly of New Zealand's priority learners.

Professional learning and development overview

Lin has worked in a range of positions that influence learning outcomes for students, including three years as an education consultant for Evaluation Associates working across Auckland and in Northland, followed by 12 years of principalship in a low decile school in East Auckland. She has returned to Evaluation Associates in the past year. Her specialist areas are:

- evaluative capability
- teaching as inquiry
- assessment
- school leadership and change
- coaching
- strategic planning
- appraisal
- literacy

Professional information

Qualifications

Lin has a Post Graduate Diploma in Educational Administration (Massey University), Bachelor of Arts and Diploma of Teaching from University of Auckland.

Professional learning and development expertise and experience

Lin pioneered the introduction of professional development in assessment for learning in the Auckland area, facilitating this pedagogy in a number of schools in the Auckland area.

She then became principal of a full primary school in Glen Innes, Auckland. Prior to Lin's leadership the school had experienced many years of failure. The introduction of sound assessment tools, assessment for learning pedagogy and high expectations of quality teaching programmes as well as for children's successful achievement saw Lin's school enjoy national acclaim for effectiveness.

Lin helped to develop a school culture centred on relentless concern for student achievement with strong self-review and rigorous teacher inquiry practices. Data was used to challenge thinking and plan for improvement.

Under Lin's leadership the school embraced educational changes that would benefit student success. As a result of the success of the school, it hosted many groups from countries around the world, including Australia and the OECD representatives from Paris. The introduction of National Standards was launched at the school in 2010.

Lin has presented the story of her school's journey from failure to success at the First Time Principals' Programme, and to

the staff of the Ministry of Education in Wellington and she has spoken at the Bastow Institute of Educational Leadership in Melbourne.

Lin has been invited to work with schools in Australia, helping one school in particular to develop its assessment systems and pedagogy.

Summary of example of practice

This example of my practice relates to Lin working a consultancy capacity with a school in Victoria, Australia. Her professional relationship with this school began when a group of principals from Victoria visited her school as part of a tour of New Zealand schools recommended by Professor John Hattie. The principal of the school approached Lin to work with them for a week developing classroom observations.

In consultation with the school senior staff she explored what preconditions were essential to making classroom observations effective. Together they co-constructed the following:

- clear expectations of teacher planning
- a clear sense that planning and the curriculum was based on sound assessment information
- the presence of a school-wide assessment schedule for planning and directing resources
- regular staff meetings communicating expectations for planning
- systems for passing on end-of-year information to the next year's teacher.

Once these preconditions had been identified, it became apparent to the leadership team that classroom observation was not the best focus for the week. Instead they worked intensively to set a foundation for the school to work from, clarifying the systems and processes that would allow these indicators of a solid assessment foundation to be met. This included designing an assessment schedule using school-based assessments so teachers could gather information in a timely way and use the data formatively and the leadership team could engage in self-review. It also included constructing expectations for teacher's planning and working through these with teachers in a staff meeting and developing school-wide practices for team leaders' monitoring and support of planning. The final task was to establish what pedagogical practices would be expected. These were designed to engage students fully in their learning and that students had clarity about what was being learnt and why and where they currently were at with their learning.

Last year, Lin was invited to return to the school in the capacity of friend of the school to support them in the process of external review. The changes were breathtaking, including:

- compelling use of achievement information to plan teaching programmes
- the development of assessment for learning pedagogy
- a culture where sharing teaching practice and co-operative planning is the norm.

The school was beginning to strengthen learning focused relationships between teachers and students. The two external reviews commented favourably on the culture of the school and the total commitment of the leadership team and staff to the school's approach to improving learning outcomes for its students.

Referees

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