

## Professional Learning and Development Accreditation

### Personal Profile

First name and surname	Megan Peterson
Personal statement	Megan is a highly skilful facilitator working out of the Auckland office, supporting schools across the upper North Island region. She has the sought-after ability to work across faculties in a secondary context, with a keen focus on developing an authentic, engaging curriculum for learners.

### Professional learning and development overview

Megan works as an education consultant with Evaluation Associates, out of our Auckland office. While her extensive teaching experience was in the secondary context, she has facilitated in both primary and secondary schools and has specialist expertise in the following areas:

- Developing student agency in learning – active learners – assessment for learning
- Evaluative capability
- Collaborative inquiry – teaching as inquiry – evaluation
- Innovative learning pedagogy
- School leadership and leading change
- School curriculum development and review
- Data analysis and use of assessment information to raise achievement – particularly for NCEA

### Professional information

#### Qualifications / research interests

Megan has a Masters of Professional Studies in Education in which she researched how students use, experience and understand written teacher feedback. She has a Graduate Diploma of Teaching (Secondary) and Bachelor of Arts with a double major in English and Classical Studies.

#### Professional learning and development experience

Megan has worked as a leadership and assessment facilitator for the past two years. Her teaching background has been in secondary schools as a classical studies teacher, with additional subject teaching of drama, social sciences and English. She has also been a dean of a vertical group and head of department. Prior to joining Evaluation Associates, Megan was part of the foundational teaching staff at Hobsonville Point Secondary School, charged with the exciting task of re-designing learning for secondary students in an innovative learning environment. She has a strong theoretical understanding of innovative learning and invaluable practical knowledge of how to achieve it. Megan supports teachers, leaders, and students to operate in shared, open, flexible spaces while ensuring pedagogy remains at the centre.

Megan's keenest interest in education is how all students can have agency in their learning. She is convinced that students who know and are engaged with what they need to learn and who have the capability to manage their own pathway towards that learning, achieve far more than students who are passive in the learning process. Megan has superb knowledge, both theoretical and practical, about how to scaffold students to have this agency.

Aware of the importance of leading change, Megan supports school leaders when undergoing a change process. Collaborative inquiry is used as a mechanism to embed change and can be a useful lever to surface the social and cognitive impact of change. Megan supports school leaders to embody the principles and actions required to be leaders of learning. Using an inquiry framework is central to Megan's work with schools, using it to explore the complexities of the rich challenges encountered in educational change. She is well-versed in various models of inquiry, including teaching as inquiry and spirals of inquiry.

One of Megan's key strengths is her ability to support schools in the NCEA years across all learning areas and subjects. She has a deep understanding of effective pedagogy and how to analyse data to inform teaching and learning. Each year

Megan has collated and analysed trends and patterns emerging from disparate data across all of the schools she works with and has adapted approaches as required.

Megan has extensive experience in assessment, with a particular focus on how to empower students and teachers when working within the NCEA. She has been involved in writing standards, producing and marking external examinations, and internal moderation processes. Megan was the National Moderator of Classical Studies for six years and supported teachers to shift their practices during the alignment of the New Zealand Curriculum. While Megan has a wealth of experience in NCEA, she also supports schools in the later stages of primary and intermediate. She has knowledge of National Standards and Literacy Learning Progressions. She enjoys working with schools to consider how reading, writing, and mathematics are developed across the curriculum.

School curriculum review and development is another area of strength for Megan. She has a deep knowledge of the New Zealand Curriculum framework and can assist schools to evaluate their current school curriculum. Finding connections between learning areas to enhance learning opportunities by enacting the values, principles, and key competencies of the NZ Curriculum. School review must be informed by evidence; Megan supports schools to gather, interpret and analyse data and evidence - including student, teacher, leader, and whānau voice – as part of any review.

#### **Other experience / expertise**

Megan has presented at a range of both national and international conferences, often about how to develop agency in students completing their NCEA. She is also one of New Zealand's leading experts in her subject specialist area of Classical Studies, having co-written the scholarship standard for NZQA and presented at conferences on this specialist area.

## **Summary of example of practice**

While working as a leadership and assessment facilitator in a large urban secondary school, Megan was asked by the school to support their goal of raising Māori achievement and the achievement of those who were not accelerating. In order to achieve this, Megan's facilitation included:

- working with the senior leadership team (SLT) to understand current strengths and needs through an assessment for learning lens in order to design a customised programme of support
- coaching leadership and teaching inquiries
- reviewing the type and quantum of student assessments and interpreting and analysing achievement data from across the school, NCEA, school based, and norm referenced tools
- interviewing Māori learners and target students about their experiences within the school and supporting teachers and leaders to reflect on the key learnings from this
- unpacking NCEA rules and procedures and reviewing the school's assessment policy with key staff
- supporting the design of systems to track student achievement data in junior and NCEA years and coaching sessions on how to interpret and analyse data.
- supporting teachers to develop e-asTTle tests, interpret and analyse data, including shifts using effect size.
- leading professional learning sessions on clarity about what is to be learnt, using exemplars effectively for learning, assessment literacy, promoting further learning through feedback, NCEA best practice, peer and self-assessment, and student-centred learning
- support and coaching for a number of middle leaders on using digital technologies to best support assessment for learning practices
- observation of classroom practice of all senior and middle leaders' classes (a range of years 9 – 13)
- modelling leading practice analysis conversations and supporting senior/middle leaders to lead with others.
- Reviewing current leadership practices against the leadership dimensions from the Best Evidence Synthesis

As a result of Megan's work in the school there have been significant shifts in teacher and leader practice; significantly more students achieved level 3 NCEA compared with previous years. A senior leader provided the following testimonial: *"Megan has been awesome to work with. She has certainly brought some reluctant staff on board and has quietly challenged yet supported our staff to reflect on what they are doing and how they can improve."*

## **Referees**

#### **Reference one**

Referee name	Anne Cooper
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#### **Reference one**

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