

## Professional Learning and Development Accreditation

### Personal Profile

First name and surname	Steve Edwards
Personal statement	Steve is a highly experienced facilitator and education leader. His ability to quickly form positive relationships and to bring an astute evaluative eye to all of his work is appreciated by the schools he works with.

### Professional learning and development overview

Steve is a highly experienced facilitator of adult learning. He is Evaluation Associates' South Island Team Leader. Steve's particular areas of expertise are:

- Leadership
- Establishing and supporting communities of learning
- Developing active learners – assessment for learning
- System and curriculum design and delivery including innovative learning practices
- Literacy
- Appraisal
- Monitoring and evaluation frameworks and tools – data analysis
- Evaluative capability and collaborative inquiry

### Professional information

#### Qualifications / academic study / research interests

Steve has a background in primary teaching and principalship. He has recently completed a post graduate paper through the University of Auckland focussed on effective facilitation (Developing Professional Expertise) and was awarded First in Class Academic Award. He has also completed advanced practitioner training on open to learning methodology led by Professor Viviane Robinson. His research interests include educational leadership, education transformation and agentic learning. He has been involved in a research project over the past four years on deliberate acts of facilitation in partnership with the University of Auckland.

#### Professional learning and development experience

Steve is one of New Zealand's most experienced educational facilitators. His recent roles have included:

- Leading the leadership and assessment Southern Team for the Consortium for Professional Learning (CPL)
- Establishing cluster-based PLD in greater Christchurch, in partnership with the MoE and another provider.
- Providing external support for schools as they prepare educationally for rebuilds and new builds – primary and secondary. This innovative, future focused programme, called Grow Waitaha, looks at how best to provide engaging, collaborative opportunities for students to learn in new ways
- Developing excellent teacher practice using digital technologies and current research

Steve has significant expertise in working with school leaders. He understands the challenges of the role and is able to provide practical support and guidance. He has worked with a number of Christchurch Learning Community Clusters and acts as an external appraiser for a select group of principals. Steve supports Communities of Learning (COLs) to establish, identify achievement challenges and priorities and plan their approaches to address these. His work as team leader inducting and coaching new facilitators for Evaluation Associates and CPL enhances his ability to work with teachers in COLs who have been appointed to work within and across school.

Steve has great skills as a facilitator, focusing on learning progress for all students, particularly in reading, writing and mathematics. A hallmark of Steve's facilitation is his insistence that any change should enhance student learning. His minimum expectation is for all ākonga to make a year's progress each year but helping teachers accelerate learning through assessment for learning strategies is a strength. Steve tailors PLD to meet the needs of each school he works with and using inquiry as a basis for all professional learning. His deep knowledge of pedagogy and curriculum content is critical in ensuring that feedback loops and development discussions with teachers are comprehensive and

rigorous. Practice Analysis Conversations, an in-class observation process to support teacher practice, was the focus of his 2012 study at the University of Auckland with Helen Timperley.

Steve uses an evaluative approach to guide the change process. Collecting and analysing valid information enables genuine progress to be identified, monitored and communicated. Future planning can be informed correctly and wise decisions made. Steve is confident with large data collection and analysis. He has significant expertise with e-asTTle, PACT and OTJs, having run workshops for the Ministry of Education on all of these.

Steve is heavily involved in the Grow Waitaha project which supports schools involved in the rebuild process. He leads the team responsible for evaluating the programme and also works as a 'navigator' in a number of schools.

#### Other experience / expertise

Steve has had a broad range of experience across the education sector. This includes:

- MoE Acting National Assessment Manager (2005)
- National Standards writing group member (2009)
- Principal Leadership Adviser Governance Group Member – Southland (2016)
- Principal Association Conference Presentations (2015/16)
- Assess to Learn programme director (2000 – 2010)
- Co-developer of the Grow Waitaha Monitoring and Evaluation Tool and member of the leadership group

## Summary of example of practice

Example one provides a snapshot of Steve's practice when working with a newly formed Community of Learning. Steve supported two principals through the first steps to get the COL formed and an achievement challenge established. This involved:

- Coaching and supporting principals to carry out an information gathering process. This process included: analysis of the schools' charter targets and identifying common themes; arranging for MoE data analysts to provide PAI information specifically based on the schools currently in the COL; analysing where strong relationships with whānau and rūnanga existed; and what provision of te reo Māori looked like across the schools.
- Supporting the lead principals to analyse charter goals prior to the session in order to identify common themes.
- Facilitating the CoL meeting as an independent yet constructive participant.
- Analysing student achievement data in order to identify possible shared achievement challenges across the COL.

Steve used a range of deliberate facilitation skills so outcomes represented the wishes of attendee schools. These included retaining a clear purpose throughout, enabling all participants the opportunity to discuss and share their views and linking key ideas back to frameworks such as the New Zealand Curriculum. He made sure there was shared understanding of points being made, and gave opportunities to explore and question assumptions. Steve used an inquiry framework as a basis for the meeting, which set the scene for the COL's ongoing work.

Example two tracks a long term commitment with a secondary school's junior department where student achievement in reading and particularly writing was concerning. Steve worked with the leader and teachers to develop an inquiry action plan to: upgrade the assessment tools and moderation processes used to monitor progress; review and engage with the resources used when planning and teaching; focus on formative pedagogical strategies relevant to accelerated learning; and co-design innovative, engaging learning opportunities with and for students. Steve modelled and coached teachers to analyse each other's classroom practice and gain a wider perspective of literacy teaching across the school. Steve extended this so an ongoing collaborative approach to planning and classroom practice could evolve. With the programme in its second year, progress has been dramatic. The effect size shift achieved for all boys' writing (an important and underachieving demographic) is 0.82, highly significant at the accelerant level.

## Referees

### Referee one

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### Referee two

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