




Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Robyn Lamont (known as Robbie)
Personal statement 	I am curious by nature and passionate about learning and teaching. I experience great satisfaction when I am able to use my creativity, skills and knowledge to support teachers and leaders as they strive for excellence in this profession. I believe every child who walks through the school gate, no matter where they are, has potential and the right to an education that supports them to pursue that potential. As Pākehā I believe I have a responsibility to contribute through bi-cultural partnership to realising the intent of the principles of Te Tiriti o Waitangi, in our schools and in our society. Alone we can make a difference; we can make more of a difference when we work together.

Professional Learning and Development Overview

<p>I have specialist professional learning and development expertise in the following areas:</p> <ul style="list-style-type: none"> • Kia Eke Panuku – including the theory underpinning the kaupapa, the processes that support school wide reform so that Māori students enjoy and achieve success as Māori, and the tools and resources developed to support this work • Supporting teachers and schools to embed culturally responsive and relational pedagogy • Supporting schools to embed cycles of critical evidence-based inquiry across the school • Facilitating cross-school wānanga in both marae and mainstream settings • Providing PLD support for in-school and across-school change leaders • Facilitating PLD across both primary and secondary settings • Inclusive education
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Professional Information

<p>Educational qualifications</p> <ul style="list-style-type: none"> • Masters of Education (First class Honours), University of Waikato, 2011 • Postgraduate Diploma in Education (with Distinction), University of Waikato, 2010 • Graduate Diploma in Education: Special Needs Resource Teaching, University of Auckland, 2002 • Trained Teacher's Certificate, Hamilton Teacher's College, 1978 • Te Ara Reo to Level 2, Te Wānanga o Aotearoa, 2003 / 2004
<p>Experience in the delivery of PLD</p> <p>My professional experience includes:</p> <ul style="list-style-type: none"> • Academic Director / PLD Facilitator (Kaitoro) with Kia Eke Panuku (2014 – current) • Te Kotahitanga Research and Professional Development team (2007 - 2013) • RTLKB Kerikeri cluster - working across primary and secondary settings (2000 – 2007)
<p>Conference presentations and publications</p> <ul style="list-style-type: none"> • Te Kotahitanga and Kia Eke Panuku conference presentations at NZARE conferences (2013, 2014, 2015) <p>Awards</p> <ul style="list-style-type: none"> • Member of the Te Kotahitanga team, honoured as one of 6 international recipients of the WISE Awards (2013) Reinventing Education for Life • Member of the Te Kotahitanga team receiving the New Zealand Association of Research in Education (NZARE) Group Award (2015)

Summary of examples of practice

Working responsively with schools to support them to implement Rongohia te Hau. This includes:

- Collecting evidence of teachers', Māori and non-Māori students' and whānau perspectives of classroom experiences for Māori and non-Māori students using surveys;
- Facilitating PLD that models culturally responsive and relational pedagogy and builds from each person's prior knowledge and experience to co-construct understandings of culturally responsive and relational pedagogy in practice in the classroom;
- Shadow-coaching school-based observers to undertake classroom observations;
- Facilitating a collaborative moderation and analysis of the evidence from observations from which emerges a 'slice of time' picture of pedagogy across the school;
- Facilitating a collaborative synthesis of the themes emerging from the moderated observations and previously analysed surveys;
- Using this evidence to develop an action plan focused on supporting teachers to implement culturally responsive and relational pedagogy.

Planning and facilitating cross-school wānanga that are responsive to the needs of a range of diverse schools. This includes creating a culturally responsive and relational PLD context that provides opportunities for participants to learn with and from one another (ako): a context for learning that provides authentic opportunities for participants to:

- Engage in cross-school and in-school small group learning conversations to critically reflect on evidence of what is working (successes) and what is not working (challenges) leading to collaborative problem-posing and solving;
- Explore relevant 'new' theorising / practices;
- Make links between new learning and their critical reflection on evidence within their own setting;
- Collaboratively plan for next-step transformative actions that will accelerate improved outcomes for Māori (and all) learners within their own school.

Supporting SCLTs to implement critical evidence-based cycles of inquiry across multiple layers of the school.

Referees

Referee One

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Referee Two

Referee Name	John Tait
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