



Professional Learning and Development Accreditation

Personal Profile

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| First name and Surname |  Bina Kachwalla |
| Personal statement (optional) | Ko Te Ahurei O Te Tamaiti Arahia O Tatou Mahi <i>Let the uniqueness of the child guide our work</i> |

Professional Learning and Development Overview

I am skilled in designing, delivering, monitoring and evaluating tailored professional development which builds the capacity of teachers and school leaders. I work with a diverse group of students, teachers, leadership teams and families and whānau to enhance student learning and accelerate achievement. I ground my work on research to ensure that my practice is evidence-based, sustainable and supports the achievement of each and every student.

Building leadership capacity

- Building leadership capacity through coaching and mentoring
- Supporting school leadership teams to build a collaborative culture for learning, plan and support for change and implement sustainable practices
- Analysis and use of data to inform decision making

Building teacher capability

- Mathematics content knowledge and pedagogical development
- Effective formative and summative assessment
- Relationship based learning to embed culturally responsive pedagogy
- Empowering student agency through discourse pedagogy
- Teaching as inquiry

Curriculum evaluation and development

- Data-informed curriculum design
- Curriculum development, evaluation and review

Professional Information

Qualifications

- **2013:** Making Math Accessible to All (MST paper), Massey University
- **2006:** Master of Education, Victoria University
- **1993:** Bachelor of Education, University of Bombay, India
- **1981:** Master of Economics, University of Bombay, India

Professional learning and development experience

- I have created workshops to deliver content and pedagogy.
- I have devised templates to support teachers and my colleagues to implement collaborative planning processes.

Conference presentations

- **2013–2015:** Primary Mathematics association teacher conference, Auckland
- **2010, 2014–2015:** New Zealand Association Of Mathematics Teachers (NZAMT)
- **2013–2014:** Mathematics Association of Victoria (MAV) teachers conference
- **2010–2011:** Mathematics Education Research Group of Australasia (MERGA) round table presentations

Special interest areas

- Discourse pedagogy, culture of collaboration, heterogeneous student groupings, growth mindsets, student agency, whanau connections, data analysis to inform teaching practice, acceleration programmes.

Professional memberships

- Primary Mathematics Association (PMA)
- Professional Learning Groups with Te Toi Tupu colleagues
- Mathematics Leadership Communities Network
- Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa (PLANZ)
- National Council For Teachers of Mathematics (NCTM)
- LinkedIn

Summary of examples of practice

Developing leadership capability to sustain mathematics professional learning

I work alongside the school leadership teams to carry out a fine grained strength/needs analysis and co-construct action plans to implement and sustain PLD. We differentiate the PLD plan to meet the variety of needs within the school and we conduct regular meetings to review the plan to ensure quality delivery. The plans include curriculum reviews, analysis of student data and ways to establish a culture of collaboration to engage teachers' and students' learning

I support teachers to develop their content and pedagogical content knowledge through content workshops, modelling the pedagogy, collaborative planning and co-teaching. I build leadership capability by encouraging curriculum leaders to shadow me initially in my work in order for them to lead and sustain the PLD.

In my work with school leadership teams and curriculum leaders I disseminate research, discuss current educational issues, share good practice and focus on the curriculum, new pedagogies and reviewing school documentation. Developing strong professional relationships ensures that teachers and leaders have confidence in me and my work with them

I encourage teachers and leaders to use teaching as inquiry to investigate their reflective practices, focus on students' needs and examine the impact of their teaching on all students with, emphasis on priority learners.

Building leadership capacity in mathematics through facilitating mathematical leadership communities (MLC)

My facilitation role in MLC network meetings provide a forum for lead teachers to discuss current research and to share mathematical teaching ideas across schools. To achieve this, I build strong working relationships and create a safe 'non-threatening' environment where the teachers feel comfortable to discuss opinions, experiences and concerns relating to their leadership role in their respective schools.

Referees

Referee One

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| Referee Name | Sonia JOHNSTON |
| Contact Number | 09 266 5731 |
| Contact email address | sonia.johnston@roscommon.school.nz |

Referee Two

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| Referee Name | Juliet SMALL |
| Contact Number | 02 167 7262 |
| Contact email address | Juliet.small@saintkentigern.com |