



Personal Profile

Name	Rose Regenvanu
Personal statement	<p><i>Tēnā koutou katoa</i> <i>Ko Aoraki te maunga</i> <i>Ko Opihi te awa</i> <i>Nō Te Tihi-o-Maru ahau</i> <i>He Pākeha ahau</i> <i>He kaitakawaenga kōrero pukapuka ahau ki Te Whare Wānanga o Waitaha</i> <i>Ko Rose Regenvanu tōku ingoa</i> <i>Nō reirā, tēnā koutou, tēnā koutou, tēnā tātou katoa</i></p> <p>I am a teacher who believes passionately in literacy as a fundamental skill and the key to accessing the curriculum. I believe all students can experience success in literacy and I encourage teachers to find strategies and conditions that lead to successes for their students.</p> <p>2016 is my second full time year as a literacy facilitator and mentor with UC Education <i>Plus</i> and the Literacy Language Learning Te Waipounamu team. Prior to 2015 I have had some years as a part time facilitator in literacy and in AtoL. I have also had many years classroom teaching across all age groups and have held middle management roles.</p>

Professional Learning and Development Overview

Collaboration and relationship building

- Facilitating and leading school, syndicate, cluster meetings
- Building collaborative relationships
- Supporting and instigating interschool collaboration

Scoping and Appreciative Inquiry

- Using of SMART tools to identify school, leader and teacher strengths
- Supporting schools to develop a PLD plan to build on strengths and address needs
- Working with leaders in using current research to strengthen best practice
- Supporting teachers and school leaders to identify what works for whom, especially for priority learners

Data Analysis, and Evaluation

- Supporting schools to undertake needs and strengths analysis and self-review
- Using in-depth analysis of data to identify patterns and trends
- Using appropriate and adapted SMART tools to inform PLD plan
- Using student voice to guide teacher decision making

Culturally responsive practice

- Supporting teachers to know their learners' identities, languages and culture
- Promoting the benefits of cultural diversity for everyone
- Facilitating teachers to find out what works for whom and to value whānau voice in supporting learning
- Explore and implement Ministry documents such as Literacy Learning Progressions, Ka Hikitia, Tātaiako, the Pasifika Education Plan and Success for All

Teaching as Inquiry

- In-depth understanding of Teaching as Inquiry and the Spirals of Inquiry model
- Facilitating reflective practice based on the evidence of progress for learners
- In-class coaching and team teaching to support best literacy practice

Digital Fluency

- Skills for using technology as a tool for literacy learning through collaboration

- Helping schools support 'late adopters' and 'laggards' of change in digital technologies
- Strong knowledge of the digital landscape our students are engaged in
- Clear understanding of frameworks for integrating technologies into learning areas, including SAMR and TPACK

Leadership

- Supporting school leaders to lead staff meetings and coach teachers in literacy
- Building leadership capacity to develop shared pedagogical beliefs and challenge assumptions
- Working with leaders to build capacity in leading literacy across the syndicate or school

Specialist knowledge and expertise

- Mentoring teachers to accelerate learners who have not met expectations for reading and writing
- Sound knowledge of how children acquire literacy skills and processes
- Knowledge of the progressions of literacy learning including big ideas of the PACT tool
- Formative assessment and OTJs in literacy
- Practical strategies for targeted teaching of reading and writing
- In-depth knowledge of Ministry documents that support literacy and effective practice
- Helping schools to critique their tier 2 responses, asking "are they making a difference?"
- Supporting beginning teachers and those returning to the classroom

Professional Information

Qualifications

BA (1997), BEd (1998), DipTchg (1997), Reading Recovery Certificate (2001), DipRelSt (2005), MEd in progress, papers include:

- EDEM627 E-learning and Pedagogy
- EDEM630 Change with Digital Technologies
- EDEM624 Autism Spectrum Disorders
- EDEM614 Assessment for Learning (in progress)

Teacher Practising Certificate number: 207311

Research

- Contributor to: Fickel, L. H., Henderson, C. and Price, G. (2016). *PLD Facilitated Support to Engage Teachers in Linking Family & Whānau to Classroom Literacy Pedagogy*. Commissioned by Ministry of Education. Submitted February 2016; project initiation 2011. 17pp
- Contributor to: Fickel, L. H., Henderson, C. and Price, G. (2015). *Inquiring into PLD Facilitator practice to support Culturally Responsive Literacy Pedagogy*. Commissioned by Ministry of Education. Submitted January 2016; project initiation 2011. 10pp

Experience in the delivery of Professional Learning and Development

I have worked as a literacy facilitator for schools undertaking literacy PLD since 2013. I have also worked as a mentor for schools on the Accelerating Literacy Learning (ALL) contract for the past 4 years. Based in Timaru, I work with many Mid and South Canterbury schools, including Mackenzie, Ashburton and Waimate districts, as well as some Christchurch schools.

Prior to 2013 I was seconded for two terms to work as a School Curriculum development facilitator for UC Education *Plus*. In 2010 I was partly released from classroom teaching and Deputy Principal to facilitate AtoL (Assess to Learn) in two other schools.

Workshop presentation

- Series of workshops for Provisionally Registered Teachers/Teachers returning to the Classroom 2016
- Junior literacy workshop at ALL Evaluation and Planning day 2016

Special interest areas

- Special interest area – digital technologies
- Special interest area – assessment for learning

Summary of examples of practice

Example One: In-depth primary school Literacy PLD working collaboratively with the school leadership team.

This work involved finding out what the strengths and needs of the school were which led to the co-construction of a formal plan for inquiry. The success of this work came from building positive professional relationships which enabled specific support, as well as challenging conversations. With clear goals we were able to work together to emphasise the value of identity, language and culture of students; a sense of urgency; how to achieve acceleration and key messages in current research. Working collaboratively we were able to build leadership capacity and strengthen teacher pedagogical knowledge.

Example Two: Programmes for Students - Accelerating Learning in Literacy (ALL) mentoring to support acceleration of priority students and school systems change.

This work involved supporting school leaders to design an intervention with the aim of improving the educational outcomes for students below and well below in literacy, in particular priority learners, and to support school knowledge building. Mentoring involved guiding the school development of a plan for tier 2 and 3 interventions, questioning and challenging some classroom practices and supporting the development of a Supplementary Inquiry Team with a focus on sustainable system change.

Referees

The following two referees can attest to the information supplied. These referees represent principals/tumuaki that were involved in the summary example of practice provided in this document.

Reference One

Referee Name	Phil WHEELER
Contact Number	(03) 308 5799
Contact email address	principal@netherby.school.nz

Reference Two

Referee Name	Jono YOUNG
Contact Number	(03) 689 8295
Contact email address	jyoung@centennial.school.nz