



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Gary Tenbeth
Personal statement	<p>In 2011 I concluded 30 years principalship of various primary schools in Otago and Southland. An outcome of that work has been a passion about what constitutes effective leadership including how such leadership is nurtured.</p> <p>Facilitation at the <i>Principal Development Planning Centre</i>, a mentor for the <i>Aspiring Principals' Programme</i> and the <i>First Time Principals' Programme</i>, a cluster leader for ICT and EHAS clusters, a Masters focus on <i>resiliency in leadership</i> and involvement in enhancing leadership capability in BoTs, are examples of this interest.</p> <p>The professional learning I have been exposed to through the University of Auckland and the <i>Leadership and Assessment</i> contract, since 2012, has enhanced my knowledge and skills in deliberate acts of facilitation, including the ability to grow pedagogical capability in schools. The skills associated with Open-to-learning training have enhanced my capability to achieve commitment from teachers and leadership teams to school wide development programmes.</p> <p>I acknowledge my focus on achieving the best for all children remains a driver for my passion and energy</p>

Professional Learning and Development Overview

<ul style="list-style-type: none"> • <i>Open-to-Learning Leadership workshops</i> • <i>Leading change using strategic planning and systems management</i> • <i>Developing relationships between schools and their community</i> • <i>Building evaluative capability in teachers and leaders</i> • <i>Analysis and interpretation of data - reporting student achievement</i> 	<ul style="list-style-type: none"> • Building leadership teams – coaching • Assessment for learning – pedagogical leadership • National Standards, making OTJ and understanding the PAC tool • Collaborative expertise and building relational trust • Classroom observations including practice analysis conversation that supports teacher self-review
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Professional Information

<p>Academic History: Qualifications: Teacher Registration, 153732, 2012: Paper: EDPROFST 769 Developing Professional Expertise, University of Auckland 2004: Masters in Education, University of Tasmania 2001: Diploma of Educational Leadership, Dunedin College of Education 2001: Higher Diploma of Teaching, Dunedin College of Education 2001: Certificate of Educational Management, Dunedin College of Education</p>	2015:
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Experience in the delivery of PLD in relation to your professional learning and development expertise: **Flexible and in-depth delivery of Leadership & Assessment contract** 2012-2016 in-depth work often meant working in a school for up to 3 years.

COL Leadership 2016 Facilitator, Ed. Council CoL Regional Leadership Forums
OTL-Leadership 2015-2016, Co-facilitated numerous two-day workshops.
First Time Principals 2015-2016, Lead mentor Lead Mentor, South Island, FTP programme
PACT 2014-2016, Co-facilitated workshops in Otago and Southland

Summary of examples of practice

My recent facilitation experience, 2012-2016, includes the Leadership and Assessment (L&A) PLD through the University of Auckland.

The Leadership and Assessment PLD was a Ministry of Education funded initiative designed to achieve substantial, sustainable, measured shifts in valued student outcomes in the schools involved.

The outcomes specifically targeted the achievement of Ministry of Education priority learners including many Māori and Pasifika learners, those from low socio-economic backgrounds, and students with special education needs.

Other areas of specialist professional learning and development expertise I can offer to support quality teaching practices include:

- Detailed knowledge of Best Evidence Syntheses, a research-based document, which is focused on best practice, including the encouragement of an intensive focus on the teaching–learning relationship.
- Open-to-learning, which I believe is crucial to the effectiveness of interpersonal skills and values that enable leaders to identify and check their own and others' taken-for-granted assumptions about them, other people, and the situation. To engage in open-to-learning conversations, leaders need the skills and values that will make it possible for them to respectfully give and receive the tough messages that are an inevitable part of the process of improving teaching and learning.

The wake of knowledge is the waka for everyone Ko te waka matauranga, he waka eke noa

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

Reference One

Referee Name	Linda Fraser
Contact Number	03 208 7586
Contact email address	lfraser@westgore.school.nz

Reference Two

Referee Name	Annie Nelson
Contact Number	03 208 7733
Contact email address	annie.nelson@stmarys.school.nz