



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Sivina Jacobs
Personal statement	I continue to look for ways to share stories and thinking from an indigenous lens. I am committed to supporting educators in providing authentic learning experiences that engage our young people and encourage them in reaching their potential.

Professional Learning and Development Overview

- Treaty of Waitangi and bicultural partnership in Aotearoa New Zealand
- Achieving equitable education outcomes for Māori
- Collaborative leadership for equity and excellence
- Building evaluation, inquiry and knowledge for improvement and innovation
- Supporting professional capability and collective capacity
- Models of inquiry linked to *The New Zealand Curriculum*
- Effective school-family-whānau-community connections and relationships
- Responsive curriculum, effective teaching and opportunity to learn
- Building inclusive, collaborative and supportive learning environments
- Systems and processes that promote the well-being of students

Professional Information

Academic History:

2014: Master of Education, University of Auckland

2012: Introduction in Evaluation, Massey University

2008: Postgraduate Diploma in Education, University of Auckland

2004: Bachelor of Education-Huarahi Māori Pathway, Auckland College of Education

Research Interests:

I have a keen interest in research that considers indigenous approaches to evaluation and in particular educational evaluation with Aotearoa New Zealand. My research in 2014, focused on possible conditions and approaches that could lead to Māori succeeding as Māori. I am considering the journey towards gaining a PhD that investigates realising Māori potential through educational reform.

Conference Presenter:

2013: Te Uepu a Motu Education Review Office National Hui

Conference Participant:

2015: ANZEA Navigating Evaluation

Pūrākau Theory, Practice and Research Symposium

Te Reo Māori - Te Ataarangi Course

2012: Human Synergistics Leadership Course

Gaye Byers Writing Course

Summary of examples of practice

Collaborative leadership for equity and excellence

School A looked at their current systems within the strategic change lead team (SCLT) and recognised this team needed restructuring so that the schooling community was reflected within it. The current SCLT then identified a number of personnel changes for the team and it was agreed that a wānanga with the new SCLT members should take place.

Kaitoro facilitated these wānanga and due to previous professional relationships were able to co-ordinate the attendance of the incoming DP. The SCLT is now seen as people who bring a wide range of experiences and expertise to the team, including long standing staff with strong connections and relationships within the schooling community.

Working within kaupapa Māori contexts

As part of a team of kaitoro I worked within a marae based Wānanga conducted over three days for 15 schools within the Auckland, Northland regions focussed on: transformative leadership; evidence-based inquiry; culturally responsive and relational pedagogy; connections with whānau/ hapū/ iwi; Te Reo Māori , literacy and numeracy.

Drawing on the opportunity to work in a context that physically positioned school leaders in Te Ao Māori I supported school leaders and SCLT to consider learning and teaching programmes that are focused on equitable outcomes for Māori students, in particular SCLT interrogated what their current course structure, assessment practices and standards promoted as pathways available for Māori students. Some of these schools have actively started to make strategic changes to the way in which they structure learning pathways within their given subject areas.

Building relational trust and effective collaboration at every level of the school community

School B engaged in a conversation with Kaitoro relating to Kaupapa Māori theory and gathering student voice. This led to the SCLT exploring how the school collects student voice and what leaders do with this evidence in relation to decision making.

Kaitoro and SCLT shadow-coached over a period of three months a kaupapa Māori approach to support student agency. This approach included the SCLT critically evaluating the school's current systems and processes, that; may or may not be leading to increased engagement by students, parents and whānau.

Referees

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