

# Professional Learning and Development Accreditation

## Personal Profile

First name and Surname	Joanne Moy (Jo)
IWI	Ngāpuhi
Personal statement	Jo is a skilled teacher, leader and facilitator. She has the sought-after ability to quickly establish strong relational trust with people within a range of learning environments. Jo has a passion for developing engaging, rich and meaningful learning opportunities for all learners, students, teachers and leaders.

## Professional Learning and Development Practice

Jo has worked as a deputy principal at a large primary school and as a facilitator for the last three years for Evaluation Associates. Her current portfolio of work involves supporting kaiako and leaders in schools and kura to strengthen their assessment of and assessment for learning practice, cultural responsive practices and building/strengthening learner agency.

Jo's biggest passion in education is developing learner agency with both student and teacher learners. She believes all students can and should be in the driving seat of their learning and she has presented various workshops for Evaluation Associates on how to develop this in learners of any age. She loves watching learners become engaged when they know what they are learning, why that learning is relevant and how to achieve success in their learning.

Supporting teachers and students in this endeavour, and building a shared understanding of the conditions which enable learner agency, are key aspects of her work. Jo resolutely believes students have the capability to manage and drive their own learning. Giving students the skills and opportunity to do so enables them to achieve far more than those who are passive in the learning process. Jo also has experience in supporting teachers, leaders, and students to operate in collaborative and innovative learning spaces while ensuring effective teaching and learning pedagogy remains at the heart of the learning process.

Jo has also been the lead facilitator for EPIC Minds, a private education company delivering a thinking skills programme based on strategic-based board games. She reviewed the programme and used her deep knowledge of the New Zealand Curriculum to ensure the thinking skills framework supported and embedded its values, principles, and key competencies.

One of Jo's strengths is supporting teachers to develop rich and robust teaching as inquiry processes to raise achievement in student outcomes. She uses frameworks such as Open to Learning Conversations to challenge leaders and teachers to think about their learners and how to best improve student outcomes.

## Professional Information

Jo is an experienced facilitator who has worked at Evaluation Associates for three years. She lives in Auckland and works primarily with schools located in Auckland, Northland, Gisborne and Cambridge. Her areas of specialist expertise are:

- Assessment for learning – learners being active participants in their learning

- Coaching and mentoring leaders in practice analysis conversations
- Learner agency
- Teaching and leading as inquiry
- Collaborative inquiry and evaluative capability
- Innovative learning environments
- Leading Adult learning
- Supporting schools to becoming treaty centric and culturally responsive in school culture and teaching and learning practice.

Jo has a Bachelor of Education and Diploma of Teaching (Primary) from the University of Auckland.

### **Examples of Practice (Summary)**

This example of Jo's practice shows her skills working within the New Zealand Curriculum. The process outlined here is typical of Jo's approach when working in any learning environment. In this school example, Jo was working with all key stakeholders from BOT to students to introduce assessment for learning to improve the students' achievement levels. Jo worked to achieve this by:

- Developing strong whanaungatanga with school leaders, kaiako, and students.
- Reviewing current assessment systems and processes and exploring ways with the key stakeholders to improve them.
- Growing leader and kaiako pedagogical knowledge around effective teaching and learning practices by working with leaders and kaiako to develop a plan to improve outcomes for students.
- Supporting leaders and kaiako to inquire into their teaching practice and work collaboratively towards achieving their inquiry goals.
- Leading professional development workshops for kaiako on the different capabilities teachers use in formative assessment practices.
- Analysing assessment data with leaders and kaiako – what does this tell us about the strengths and needs of our learners?
- Modelling assessment for learning practices in all classrooms for kaiako to observe and use as a model with other groups.
- Observing classroom practice, focused on assessment for learning practices.
- Speaking to students about their learning and sharing their feedback with their teacher.
- Jointly analysing practice with kaiako, using evidence gathered from observations, data and student voice to analyse students' progress before co-constructing where to next for their teaching and learning practice.
- Creating sustainable practice beyond facilitator support by developing leaders and teachers in activating the learning of each other through practice analysis conversations.
- Exploring and discovering what was important for all stake holders in terms of developing a local curriculum with a focus on honouring Te Tiriti o Waitangi.

## Referees

### Referee One

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### Referee Two

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