Professional Learning and Development Accreditation

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Section One – Example of Practice

Example of Practice	Evaluation and Evidence	Criteria/Indicators
Context As a newly appointed principal I was tasked with managing and leading the school through its first education review and eleven prescribed improvement strategies. Two systems exist side by side in this remote Aboriginal community. Ancient practices such as lore business[1] are carried out annually and this education is highly valued by the community. Most children participate causing a significant drop in school attendance. This type of competing value is a common daily occurrence in remote schooling throughout Australia. Each cultural dilemma presented an opportunity to create in-between spaces, to agree on ways forward with authority and shared purpose. Without community input to consciously shape content using tools and models of practice from the local culture, new strategies were at risk of lasting only as long as the school-based leaders. Over a five year period I worked collaboratively with the local community, school leaders and teachers to co-design a new school culture along with culturally responsive systemic practices. **Background Information**[2] – All students were bi-dialectal, multilingual and multicultural – Low-decile remote Aboriginal community school, 1200kms inland from Perth, Western Australia. – 100-120 students, 85% Aboriginal students (three main language groups), while 15% made up of other ethnicities who were children of people working in service provision organisations such as nurses, police etc. – This school had the state's third highest transience rate at 156% resulting in half of the student cohort regularly shifting between other schools/places adding a unique layer of understanding for teaching and learning in this context.	**Preface** The schematic diagram on page two represents action learning/research projects developed over five years. The journey started with the orange School Council circle. The focus for each project evolved heuristically, while the process to move it from ideas into action, towards systematic embedment, was guided by a model called Walk Together (Bell, C., & Goddard, D., & Norris, N., 2010., Walk Together). In the first 12 months of workshops, the community identified three blockers to low student engagement with schooling. These were health, school attendance, and lack of focus on traditional language and culture. Health was selected as the priority area, followed by school attendance and finally language and culture. The Wicked Problem Solving Process[11] was used often in attempts to; • shift away from responding and reacting to symptoms, instead inquiring deeper to root-causes through intercultural facilitation. • break the cycles of dependency. Taking responsibility and authority away from parents and families begun with the assimilation policies from 1910-1970. Through various institutions such as schooling, power-relations (Bishop, R., & Glynn, T., 1999., *Culture Counts: Changing Power Relations in Education*) remain imbalanced having a profound effect on indigenous education, and continued patterns of dependency.	**Dimension 1** Criteria 1-3 **Dimension 3** Criteria 6,7,9 **Dimension 4** Criteria 11-13 **Dimension 4** Criteria 10,11

[1] Traditional lore business is a cultural practice thousands of years old and is carried out at different times of the year. It is a vital time where cultural teachings are transmitted to young people. This practice is seen to be a hindrance to learning and school attendance leading to a cultural crossroads, where competing values force people to choose to attend cultural business or school.

[2] I acknowledge the school, the teachers and community had many strengths that could be used for contextual understanding. This information is intended to show complexity and the need for careful thought leadership whilst leading and managing change between different cultures.

[11] The role of design throughout the Wicked Problem Solving process becomes more important than the outcome, and relies on shared responsibility, shared risk, shared roles and steers away from absolutes.

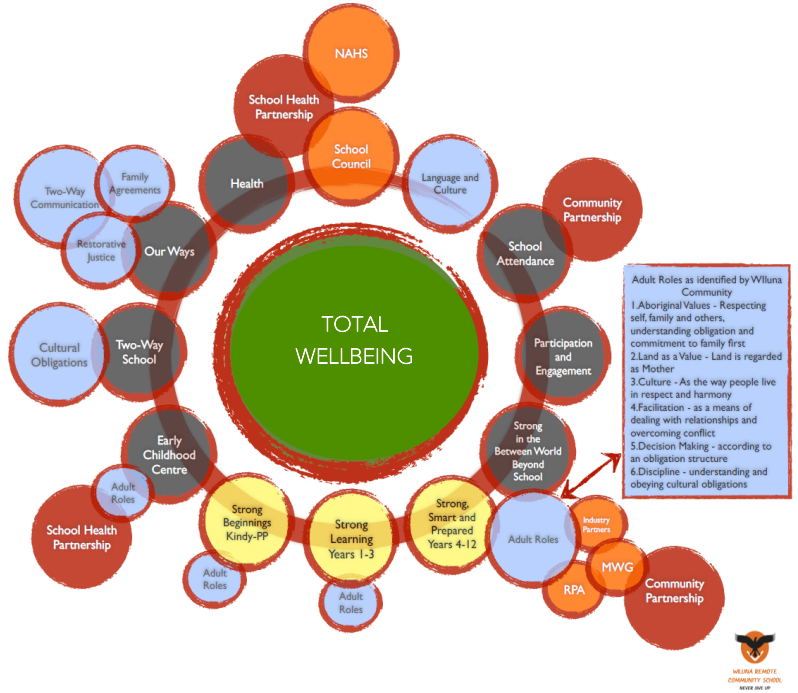
- The school catered for students from Kindergarten through to Year 12, divided in to six classes.
- Disproportionately high teacher turnover. Six of nine staff were beginning teachers in their first or second year and many teachers stayed for short bursts, opting to leave early (before the 4 year remote teaching contract expires).
- Health issues affected student learning. Including but not limited to, Otitis Media (middle ear infection), school sores, rheumatic fever, diabetes, through to environmental traumatic stress and undiagnosed foetal alcohol syndrome.
- Conflicting approaches and belief systems within the service providers impacted on teachers' ability to cope with the various competing methodologies and strategies.
- School allocation funding did not include FTE for a Deputy or Senior Teacher role instead the school needed to find creative ways to support and build leadership within the school.
- Expert Review feedback stated *'the school did not look or feel like an Aboriginal school'* despite the majority of learners being Aboriginal.
- Many children live in houses with 15-25 people in them, often leading to complexities with obtaining food, shelter, safety and other basic needs (community voices feedback).

Building High Trust Relationships

Underperformance at this school was extensive at all levels of the schooling system. This was highlighted in three ways;

1. The Expert Review carried out in early 2011
2. An Independent evaluation through Dare to Lead[3] provided an extensive collegial snapshot about the school's culturally responsive practices
3. The community voice including, families, students, teachers and various support professionals, had a dominant deficit discourse. Strained relationships and an unhappy school culture appeared to be 'the accepted norm'.

Although recommendations from the education review were organised into 11 improvement areas, the complexities of the tasks involved considerable effort in building relationships, building capacity and bringing power-relationships into equilibrium. Six of the eleven improvement strategies relied heavily on strong and authentic trust relationships with the community.



Evaluation and Evidence

The literacy strategy's underlying principles, teaching resources, clear guidelines and assessments provided a firm structure. The overall strategy incorporated ways to work differently with transience (students and staff), and in how we delivered professional learning in this context. New staff appreciated the clarity that came with a concise system and the clear student data they inherited about their new students.

Teachers Engage in Collaborative Discourse and Practices:

Co-designing with teachers ensured authority was distributed among participants instead of sitting with the leaders at the apex of the hierarchy. Over time, using data to inform conversations became an embedded

Dimension 1
Criteria 1-9

Dimension 4
Criteria 10,11,13,14

[3] Dare to Lead, Principals Australia Institute, 2000

Shifting Learning Conversations

The review did not bring positive news and shining a spotlight on what was *not* working placed the school at increased risk with relationships between school and home. The community had few good reasons to trust the school and it would be many years before system data would show a positive difference in student learning. The A-E grading[4] system forced a situation where teachers consistently sent home negative messages. Most of the students received D or E grades through their reports. The school desperately needed a viable and visible strategy to shift levels of trust and learning conversations.

Literacy was identified as a strength by most staff and was chosen as the first priority. The following examples relate to the yellow circles of the schematic diagram on page 2.

How the areas of focus were decided;

- Observing teacher practice through their two-hour literacy cycle (Aboriginal Literacy Strategy)
- Collecting student, teacher, leader and community attitudes towards literary learning and gaining insight into some of the identifiable inhibitors leading to achievement
- Planned discussions with teachers and support staff around their level of confidence when using the English as Additional Language/Dialect (EALD) Progress Maps[5]
- Using the opportunity of the external priority (expert review findings) to guide direction

Analysis of the data showed:

- Due to the extremely low numbers of students and the high transience, NAPLAN data was neither reliable or suitable to track the academic progress of the students over time, individually or as a whole. For example of the year 5 and 9 cohorts tested in 2014, only 1 student in each group was also tested two years earlier. In the year 7 cohort, out of the 7 students tested in each test, only 3 of these students was also tested in 2012. Even where individual students were able to re-test, in many cases large chunks of schooling time were affected by absenteeism.
- School-based assessment tools and practices were not consistent across the school, resulting in inaccurate, unreliable data and conflict among staff.
- Teachers showed minimal to no linguistic considerations for English as Additional Language or Dialect (EALD) learners, and no practice. The structure of both induction for incoming teachers, partnered with the on-going co-designing of professional learning around identified needs was well understood.

'I appreciate the regular pattern and consistent approach. It's comprehensive, going through the resources and having a go together so we can share understandings and address problems as a group'(Literacy Strategy Teacher Survey)

'This was fantastic an high level experience with your graduate teachers. It is a credit to you and your focus on professional learning and development of staff. One teacher has said she has grown immensely through your facilitation' (Quality Teacher Coordinator, Institute for Professional Learning)

Systemic Change Embedded:

The strategy became firmly embedded into the school and throughout the community. The teaching and learning cycles were based on best practice, evidence and data was used to analyse patterns and trends to make curriculum overview decisions, decide on professional learning themes each term and set targets to meet.

Shifting Outcomes

In 2013, Years 3,7,9 reading scores improved on 2011 and 2012 results, with the Year 7 and 9 students outperforming like schools. The strongest achievement in comparison to like schools in the upper years (7 and 9) can be attributed of the literacy strategy's targeted and individualised approach which addressed the needs of the individual allowing teachers to fill in gaps in prior knowledge and literacy progress.

'Over the holidays I had occasion to have a look at your school's information and data on the DoE online section of the web. Absolutely fantastic school improvement. You should be very proud of yourself and the school's achievements' **(**President - WA Primary Principals Association**)**

Dimension 1
Criteria 1-3

Dimension 3
Criteria 4-9

[4] Teachers are required to allocate an A – E grade against an achievement standard, supported by accompanying descriptive information (Australian Curriculum and Certification Authorities)

[5] The EAL/D Progress Map is an integrated teaching, monitoring and assessment support resource that can be used with EAL/D students from K-12. The map applies to the learning of English as an Additional Language/Dialect in all learning areas and across all curriculum contexts.

awareness of cultural dissonance among learners or between the learner and the teacher.
- Most teachers were unfamiliar with current effective pedagogy in teaching Aboriginal students or students who have English as an additional dialect or language.
- Teachers relied heavily on worksheets and content was largely teacher driven
- Challenges with moderating work samples resulted in over inflated grades for students, parents, and systemic data collected by state and federal governments
- Almost all students were operating below the national standards in all curriculum areas (red flagging the school for review)

These understandings lead to the decision to develop a whole-school literacy strategy. The co-design process enabled staff to 'Learn by Doing[6]' over a period of 18 months. The leadership team and teachers worked with the guidance of an identified expert in the field of Aboriginal literacy for a period of six months, and through dialogue about identified priorities, the finance committed to restructure resources to allow 1 FTE for this to occur onsite. For a short window this solved our access to external professional learning.

Strategic Action Framework (SAF)

The SAF (Bell, C., & Goddard, D., & Norris, N., 2010., Walk Together) was chosen to guide a collaborative and evolutionary approach to the development of the literacy strategy. Understanding the theory of Second Order Change (Quinn, R. 1996, *Deep Change: Discovering the Leader Within*) both the school and the community needed guiding to reframe and reconceptualise the status quo around student learning in literacy.

The Literacy Strategy required new leaders for the following areas;
- English as an Additional Language,
- Aboriginal Literacy Development,
- Learning Coordination Development
- Early Years
- Aboriginal Leader to guide learning conversations

The pre-readiness phase is a critical first step in distributing and building leadership capability. Using the Initiating Leaders Phase of the SAF, I coached and mentored each leader to;
- scope the works (what will it look like when the work is done, what is involved, who needs to be involved, create and propose

Specific Literacy Strategy Data

The Education Assistant in the year 1-2 class observed at the beginning of the year what a difference in literacy skills she and the classroom teacher had observed in their new year 1s who had come through both Kindy and Pre-Primary under the strategy. Teachers felt these students had a significantly more solid grounding than the previous cohort. The early data showed that despite transience, all students in Pre-Primary were making clear, consistent progress in their literacy assessments. All students tested in 2013 and again in 2014 showed gains in concepts of print, phonological awareness and alphabet recognition. Literacy data collected over the first two semesters (Sem. 2, 2013 and Sem. 1, 2014) of implementation showed;

For kindergarten students;
- 100% of students attending over 70% progressed in all assessed areas. Progress included a 350% increase in Concepts of Print score, and increased in scores from 1-14 and 3-13 in single sounds and words respectively

For Pre-Primary students;
- 100% of students attending in 90% attendance and above category showed progress in all seven areas except word generation for one student
- 100% of students attending in the 70% attendance category showed progress in all six areas assessed except phonological awareness for one student

For Year One Students;
- 100% of students tested in both semesters showed equal or improved performance in all assessments
- 100% of students tested in alphabet recognition showed increased between 75% and 300%

For Year Two Students;
- 100% of students tested in both semesters showed equal or greater performance in all assessments
- 100% of students attending 70% and above shoed significant known sight word increase ranging from 6505-1400%.

For Year Three and Four Students;
- 100% of students tested in both semesters showed equal or greater performance in all assessments

For Year Five Students;
- two students showed significant improvements in known sight words[12] increasing from 94%-396%, while other students tested had completed all 200 sight words despite being I the moderate to high risk attendance categories
- One student increased 9 PM benchmark reading levels during one year

For Year 7,8 and 9 Students;
- 100% of students tested in both semesters increased PM benchmark reading levels between 2-6 levels

'Extensive Aboriginal Education planning process have been established. Extensive progress has been made to promote quality teaching via the introduction of the literacy strategy and diagnostic testing' (Dare to Lead, Collegiate Snapshot)

Dimension 4
Criteria 10,11,13,14

Dimension 1
Criteria 1-3

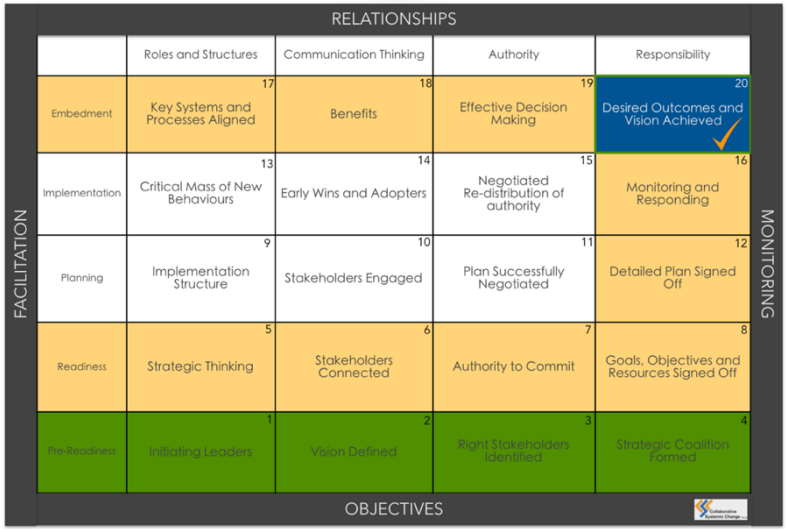
Dimension 3
Criteria 5-7

[6] https://www.walktogetherdesign.com/learning-by-doing

[12] Due to the lack of school-based data, students were tested and mapped onto individual literacy profiles. Significant gaps were picked up allowing teachers to go back and fill in missing learning where appropriate.

recommendations back to me)

- work out the feasibility and communication strategies, including inquiring with the indigenous community leaders on effective and appropriate Aboriginal communication methods
- reach an agreement across cultures about both process and pedagogical delivery of content.



Once the phase was considered complete, the change process systemically moved to the next phase. I facilitated each leader through the phases towards embedment using the SAF[7] in the model above. I set certain parameters, for example incorporating the focus areas of the school council identified blockers and a minimum of 50% Indigenous leadership to be involved in the management group of the chosen focus area. Particular phases of progress were shared widely, regularly reviewed and new goals were set each term.

Two of initiating leaders were recognised for their contributions through being awarded the following;

- Kate Mullin Award (https://watesol.org.au/kate-mullin-award/)
- Beginning Teacher of the Year and Level 3 Teaching Status given to exemplary practitioners http://www.abc.net.au/local/audio/2013/12/05/3905751.htm)
- The school was nominated twice for Primary School of the Year 2013 and again in 2014.

*'I was particularly interested to hear about the Literacy Strategy that has been implemented at Wiluna School to promote literacy… a program that has clearly been effective' (*Minister for Education)

Teachers Using Data

Examples Include;

- teachers being able to engage with an improved focus on student learning during performance management conferences
- using the data to build trust relationships in Family Agreements[13]
- a professional learning schedule based on needs from the data analysis and teacher perception

'Arama, I visit many schools in my position, and I am confident I haven't seen such a rich and strategic approach to Professional Learning – this PL is clearly aimed directly at helping prepare your graduate teachers for working not only in Wiluna, but within our public school system also. The drip feed effect is great, in that it won't overwhelm them! The school has an amazingly positive and motivated feeling amongst the staff…I congratulate you on such positive and inspiring leadership'(Facilitator of the In Class Coaching Program – Institute for Professional Learning)

Dimension 4
Criteria 10,11,13,14

Dimension 1
Criteria 1,2,3

Dimension 3
Criteria 4

[7] https://www.walktogetherdesign.com/strategic-action-framework

[13] Family Agreements were developed with teachers and replaced formal Independent Education and Behavioural Plans. Most families would not engage with this process. Teachers were trained on how to facilitate a culturally responsive Family Agreement meeting. Working in partnership and aligning each plan with the family's ability to assume responsibility were key components of the process.

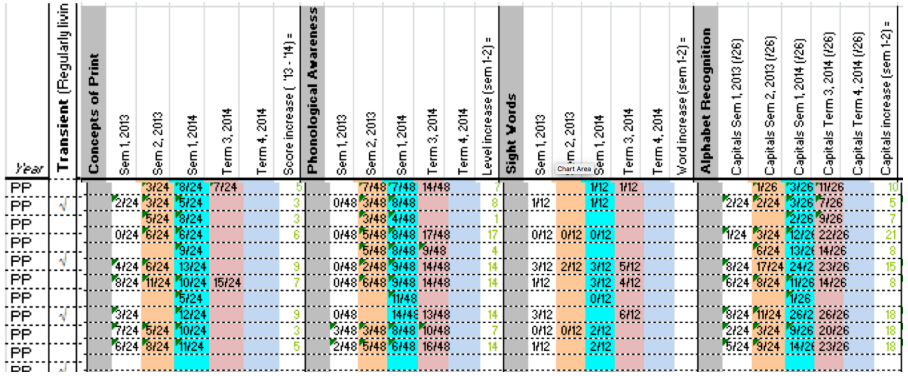
Becoming Savvy Data Users

Teachers were not given consistent opportunities to develop their understandings of data analysis and using data to inform direction. Whole-school and individual target setting was not common practice at the school resulting in an unclear baseline data with no visible structural organisation. To establish the baseline data was complex and came in three main phases;

Phase One: The Gradual Release Model[8] (I do, We do, You do) was used to coach teachers throughout this process both in-class and during data analysis workshops. Strategic steps during phase one included;

- Teaching the teachers how to teach the content
- Teaching the teachers to use new assessments and diagnostic tests
- Having a weekly focus on culturally responsive practice in the classroom and professional learning on using EAL/D progress maps
- Teaching the students new literacy skills (e.g. concepts of print), the new assessment structures, and finally administering tests after enough exposure to the new learning had occurred

Phase Two: An electronic tracking system was developed and designed with staff. The design elements included attendance tracking data, EALD learning levels, assessment scores and background information for each child as shown in the screen shot below. Phase one to Phase two happened over 12 months.



Phase Three: Once a baseline data was established, we could begin to use the data strategically. I facilitated understandings with staff around looking at the bigger picture of data, including from the perspective of the community identified blockers (health, school attendance and language and culture) through Wicked Problem Solving. To expand thinking about target

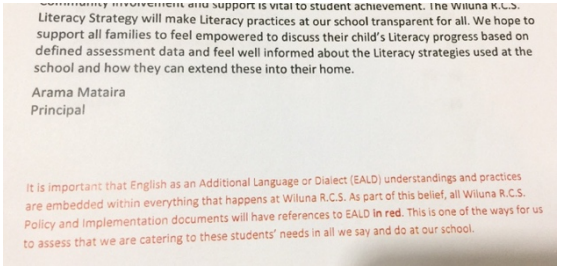
Shifting Culturally Responsive Pedagogy in Literacy

Staff co-created and agreed upon a set of shared values about literacy learning as shown in the following screenshot. It set the undertone of the way we developed each phase of the strategy.

Shared Values and Beliefs about Literacy at Wiluna	
Every teacher is a teacher of literacy	• All teachers have a responsibility to explicitly address the literacy requirement of the learning domains they teach.
Every teacher is an ESL/D teacher	• Teaching Standard Australian English (SAE) at WRCS requires explicit teaching by teachers who acknowledge the English as a Second Language/Dialect (ESL/D) nature of WRCS classrooms and who plan and teach using ESL/D approaches.
A balanced and integrated approach to teaching literacy is essential	• Effective literacy teachers explicitly teach reading, comprehension and writing as well as technical processes such as phonological awareness, phonic knowledge, spelling, grammatical knowledge and pronunciation. • Effective literacy teachers use a variety of teaching practices and approaches such as gradual release of responsibility, modelling; scaffolding; whole class, small group and individual instruction; questioning; monitoring; and coaching. • Effective literacy teachers engage their students in literacy activities by helping them make connection between school and out of school literacy practices.
Teacher knowledge is essential	• Teachers at WRCS need to have up to date knowledge of how students become literate to expected standards (i.e. reading, writing, speaking, listening); how to assess; and how to use assessment to design and implement effective interventions. • A team approach to learning and sharing best practice can build the capacity of all teachers at WRCS through professional learning that builds specific teaching practices and the creation of a literacy learning community.
The diversity of student literacy needs must inform teaching	• Every student can acquire literacy skills, regardless of their background. Teachers need to provide literacy instruction which recognises and builds from the diverse abilities, cultural backgrounds and life circumstances of their students. • Teachers need to ensure that students are challenged and continuously extended in their literacy knowledge and experience.

Other examples include;

- tailored individual learning programs with local language and EALD strategies embedded
- Staff training to refining the art of engaging families in learning conversations through the Family Agreement Process
- building family and community understandings around the schools' literacy-teaching principles and approaches
- incorporating a strategy that draws attention in policy documents and support resources to specific times where careful consideration for EAL/D learners was needed. These cues showed up in red writing as the following example shows.



'Teacher and Principal meetings are helpful and give parents more ideas to support their children'

'We have Family Agreements and parents sign off on them. They give the community more responsibility and help to share issues and ideas and all learn from each other'

Dimension 4
Criteria 10,13,14

Dimension 1
Criteria 1-3

Dimension 3
Criteria 4-9

[8] This model sits within the 'Learning by Doing Framework', and is a familiar indigenous process of transferring culture or educating.

setting, I introduced Diffusion Innovation Theory (Rogers, E., 2003. *Diffusion of Innovations*). This understanding resulted in being able to work with teachers over time to identify students who fell into the moderate to high attendance brackets, who were in the stable and stable transient cohorts[9], and to identify families who they felt might be ready/willing for a partnership (early adopters and early majority)[10]. We were able to shift our strategies once we had identified more than 16% (the Chasm or tipping point of new behaviours being adopted) of families engaging with new processes because we had quality data and better evidence to share. 40% of families entered into a Family Agreement within three months of the new way of working. **Communication Plan** Another critical phase involved conscious practices to shift away from deficit theorising. The initiating leaders were coached to lead staff to make connections and relationships through consultation and feedback cycles. The communication strategies consisted of; – narratives about the shared vision and having high quality learning conversations with families, – connecting and engaging stakeholders – highlighting early wins and adopters and communicating these broadly – knowing what benefits are likely to flow from the change (a shared understanding of what the future looks like when the work is done) – Responding to requests to present the change story which helped to solidify the leadership approaches and commit to further momentum – Re-negotiating the roles of Indigenous staff and incorporating Yarning (a traditional research methodology) as a two-way mechanism for feedback, input/output calls to action, and gathering community voices. Yarning was used in many ways from checking underlying cultural assumptions to gaining authority and committing to strategies. **My other roles included;** – Ensuring systems and processes were culturally responsive and aligned to the broader school-wide direction – Facilitating collaborative planning and one-on-one sessions with] had a consistent focus on teachers' identified target students	*'Most teachers have an awareness about the kids' culture'* *'Aboriginal staff support them in understanding the local ways'* (Community Voices-2013) *'The school is a place where families want to come. A few years ago no one came and for a long time. They didn't feel welcome. The teachers understand Aboriginal ways of working now and have a respect for us. This is good because they can work in partnership with families' (*School Council Chairperson) *I appreciate the opportunity to have ongoing conversations, participate in moderation, seek advice and talk through ideas through these sessions. All these things certainly continue to support my professional progress (EAL/D* – English as an Additional Language Teacher Survey) The development of the literacy strategy re-built broken trust relationships between the school and the community. It was considered one of the pivotal change drivers which opened up collaborative and agentic dialogue with students, families and the boarder community. As the literacy strategy was being developed, so too were the areas of Health under the Health Partnership. The extensive work to partner with the community under a formal partnership agreement had a critical interconnected link to the Literacy Strategy. The vision of *'Total Wellbeing'* identified eight areas. These were 1. Learning 2. Confidence 3. Strong in Language 4. Strong in Culture 5. Self Esteem 6. Mental Health 7. Physical Health 8. Healthy Lifestyle Authority to commit to the School Health Partnership was obtained by Indigenous elders, community leaders, community governance groups (School Council and the Medical board of trustees), the Regional Executive Director of Education and the Expert Review Panel. This significant partnership shifted responsibility for student learning from the school to a shared responsibility across the learning community.	**Dimension 4** Criteria 10,11,13,14 **Dimension 1** Criteria 1-3 **Dimension 3** Criteria 4-9

[9] The school recognised patterns in attendance and categorised these. A stable transient cohort referred to groups of students who travelled to the same places for cultural business and returned to the school regularly (in other words we could rely on the students returning).

[10] Although we targeted specific families, we endeavoured to work with every family who either accepted an invitation or self-nominated when they saw other families had Family Agreements in place.

– Facilitating the development of individual literacy kits for teachers aimed at providing a new teacher everything they need to deliver a culturally responsive literary approach – Developing leadership to regularly review plans of action – Coached and mentored the Learning Coordinator to effectively work with teachers through in-class modelling after pre-exposed content during professional learning workshops. – Supporting teachers to develop their inquiry to be data informed and focused on the needs of their learners. – Facilitating the development of sophisticated record keeping, literacy profiles, and system organisation (both electronic and data collecting processes) – Facilitating the development of an induction process for new teachers with the leadership team – Incorporation of DoE mandated literacy strategies such as On-Entry Assessment to inform teaching in the Kindergarten/Pre-Primary and Year 1 students (previously not implemented) – Facilitating the development of an in-depth professional learning schedule including the creation of certain concepts modelled through video content (e.g. running records and various diagnostic tests) to tackle teacher turnover issues *'The panel commends the school for their endeavours over the past two years in implementing the Expert Review improvement agenda. Staff have worked hard and achieved improvement in all areas. The school had demonstrated significant improvement in its structures and strategic planning. The high degree of community engagement and development of, and commitment to their role as the school council had been instrumental in the schools' progress'* (Expert Review Feedback – 24 months).	*'the school has made outstanding and ground-breaking progress in the establishment of a comprehensive school community partnership agreement…it is a commendable initiative and the school is in the enviable position of having a growing number of Aboriginal people working in the school…it is indicative of positive community perceptions and affirms the positive cultural change taking place at the school'* (Dare to Lead, Collegiate Snap Shot) *'I would like to congratulate you on the manner in which you have driven the formation of this partnership since 2012 and the subsequent process of development that has taken place. There is no question there are already tangible benefits to the community'*. (Practice and Chronic Disease Manager, Local Aboriginal Health Service) **My Reflection** I would have appreciated the opportunity to open up the overall change process with all of the teaching staff more intimately. While I ensured updates occurred though the principal's weekly communications and at the beginning of each term during teacher only days, these provided overviews only. Some teachers felt left out of the process if they were not chosen for initiating leader roles. Feedback from teachers also highlighted their desires to have me coach in the classroom more. This was a near impossibility with resource limitations and no access to relief teachers however I accept this would have made a positive difference.	**Dimension 4** Criteria 10,11,13,14

Section One – Specialisation

Specialist area	Description of specific area of expertise	Brief example
Coaching and Mentoring Culturally Responsive Practices	– Policy Design – Change Management – Intercultural Facilitation – Coaching and Mentoring Departmental Staff, Principals, Leaders and Teachers – Content Workshops – Maori Success – Local Curriculum Design	Co-development of The Cultures of Collaboration, Department of Education, Employment and Workplace Relations, 2010. This program offers a set of processes that workplaces can use in variety of ways in order to enhance cultural competence in the workplace. It helps to set up experiences in facilitation learning and coaching, group processes of collective sense-making and self-reflection and commitment to change. Using participatory and co-design approaches I facilitate workshops based on the identified needs of the participants.

Specialist area	Description of specific area of expertise	Brief example
Transformational Leadership **Walk Together Facilitator** https://www.walktogetherdesign.com/	Walk Together is a design which manages the totality of a change process, particularly, though not only where difference cultures are involved. Its appropriateness in creating or assisting in the regeneration of Indigenous authority and responsibility is well documented. – Effective professional development – Culturally Responsive Practice – Governance, Management, Leadership, Change	Appendance A and B are examples of the Walk Together process in action. Appendix A – School Health Partnership Agreement (available upon request) Appendix B – The Story So Far I facilitate, mentor and coach leaders in participatory design and co-design approaches.
Community Engagement **Vision and Direction Setting**	– Mentoring and Coaching Boards of Trustees – Governance Training – Using Traditional Indigenous Knowledge in the schooling design context – Implementing Community Voices into strategic direction – Facilitating between service providers (e.g. school and community, school and education department, community and politicians)	– Embedded a 'Mutual Ways[14]' framework (Bell, C., & Goddard, D., & Norris, N., 2010., Walk Together) across multiple processes (HR, curriculum development, financial planning). Adopted as a flagship towards two-way practices with emphasis on the importance of cultural intelligence for governance, strategic planning, school policy reviews, and decision making. – Achieved a 60% overall improvement through the 20 aspects of the 'Tracks to Two-Way Learning' self-assessment tool, looking at professional practice, community engagement, and inclusive practice and policy, as well as how to motivate and engage learners
Communities of Learning	– Facilitating strategic processes within a CoL including, role structures, communicating thinking and authority to commit using the Strategic Action Framework	– Coached and led the school council and staff through the formation of a formal School-Health Partnership with the local medical centre that led to significant increase in children receiving health screening and primary health care. – Shifted all 63 Dare to Lead cultural responsive targets from poor to excellent within two years – Centralised all key service provision and strategically aligned to co-designed community development of Total Well-Being – Achieved 9 out of 11 Education Review (ERO) Prescribed Improvement Strategies within two years
Community Engagement **Connecting with Community**	– Developing family/whānau connections – Identifying structure and organisation within a community including authority, processes, dominant practices – Collecting Community Voices – Aligning Service Providers to Strategic Priorities	– Greatly engaged families and students in the learning process by introduction and implementation of Family Agreements, resulting in 40% of students with signed agreements within the first three months. – Re-formed and established an effective school council in 2012, re-establishing a formal channel for two-way dialogue, forming a shared school community vision for the first time in the history of the school – From 0% Indigenous Employment to 60% Indigenous Employment within three years of being appointed as Principal. This was the highest employment rate in the region and was achieved by using Indigenous Knowledge to help drive the change

Section Two - Backward Mapping (Self Check)

Wānanga
Dimension 4: Kia matatau ki āna kaupapa *(Facilitator practice, knowledge and skills)*

14

1. Understands how contextual and situational factors influence the learning processes and responses of teachers and leaders	2. In own practice, models critical inquiry/evaluative thinking, data analytics and problem posing and solving to deepen understanding of effective practices, challenge practices and support change leadership	3. Demonstrates how to integrate pedagogy and technologies to build digital fluency that accelerates educational change and improvement	4. Demonstrates deep knowledge of curriculum design and an ability to support educators to deliver an integrated curriculum and develop learning and teaching programmes using a comprehensive knowledge of curriculum, assessment and reporting requirements that appropriately stretch all students	5. Demonstrates commitment to own ongoing professional learning and development of professional practice
✔	✔		✔	✔

Section Two - Criteria/indicator(s) not already covered

Dimensions 1.1, 1.3 and Dimension 3.4 are not covered due to different contextual background however the examples and outcomes demonstrate the understanding and implementation of the equivalent practices.

Tangata Whenuatanga								
Dimension 1: Te Reo me ngā tikanga mātauranga *(Cultural competency and locatedness)*			***Dimension 3: Te mana o te kura*** *(The integrity, uniqueness, specialness of the kura, school or CoL)*					
6. Demonstrates an ability to work effectively within the bicultural context of Aotearoa New Zealand, showing respect for and relevant use of te reo Māori	7. Demonstrates an understanding of the importance of validating the education setting's language, identity and culture; and an ability to deliver PLD consistent with the language expressed by and/or the needs of the setting	8. Demonstrates an understanding of cultural competencies (as described in *Tātaiako: Cultural Competencies for Teachers of Māori Learners 2011*) and how these look in practice, to know, respect, and work with Māori learners and their whānau and iwi	9. Demonstrates a commitment to the bi-cultural partnership in Aotearoa New Zealand	10. Establishes and maintains effective professional relationships focused on the learning and well-being of students, teachers and leaders	11. Challenges and supports leaders and teachers to recognise the needs of diverse (all) students	12. Challenges and supports leaders and teachers to work towards achieving shared goals, targets and priorities	13. Models the qualities of relational trust -interpersonal respect, personal regard for others, competence in role, personal integrity	14. Demonstrates mindfulness of context (school, teachers, students and wider school community), existing knowledge and improvement efforts; recognising need to acknowledge and build from existing knowledges, beliefs and actions

	✔			✔	✔	✔	✔	✔