






## Professional Learning and Development Accreditation

### Personal Profile

<p><b>Anna MacDougall</b></p>	
  	<p>I am a passionate educator who is committed to empowering teachers, school leaders and communities to provide quality driven teaching and learning with a focus on Culturally Inclusive Practices and High Expectations for all. This enables every student to participate in rich authentic learning and achieve their full potential.</p> <p>My strong inter-relational skills, matched with my expert knowledge in Mathematics, Assessment or Learning, developing Local Curriculum and Culturally Inclusive Practices enable me to work collaboratively to advance systems and teacher practice.</p> <p><i>“In all my PLD, this has had the greatest impact and shift in my practice. Your workshops and explanations are so clear and having you model and co-teach with me brings it all to life. Your feedback helps me significantly with my own professional learning. I now have higher expectations of all of my students and our schoolwide data is evidence of the accelerated progress they have made”.</i></p> <p style="text-align: center;"><b>Hurihia to aroaro ki te ra tukuna to atarangi kia taka ki muri i a koe.</b> Turn your face to the sun and the shadows fall behind you</p>

### Professional Learning and Development Overview

<p>My areas of specialist professional learning and expertise include:</p> <ul style="list-style-type: none"> <li>• Assessment for Learning</li> <li>• Practices that develop equity, inclusion, social justice and high expectations for all</li> <li>• Developing culturally responsive and relational pedagogical practices</li> <li>• Designing Local Curriculum, especially with a Mathematics and Culturally Inclusive lens</li> <li>• Addressing equity, with a focus on providing rich, meaningful learning experiences for all</li> <li>• Building leadership capacity through coaching and mentoring</li> <li>• Strong knowledge of effective pedagogy with the research base to support this</li> <li>• Deep mathematical content knowledge (Levels 1-5), knowledge of the NZC progressions</li> <li>• Working with leaders, teachers and students to gather, analyse and disaggregate data, identify priority learners and strengthen school targets</li> <li>• Facilitation of high-quality workshops that integrate content, pedagogy and useful research</li> <li>• Developing teachers’ classroom practice through provision of exemplary in-class support.             <ul style="list-style-type: none"> <li>• This involves modelling, co-teaching, coaching and mentoring and ensuring there is time for reflection and feedback</li> </ul> </li> <li>• Implementation of intervention programmes that support acceleration</li> <li>• Building cohesiveness with and between community, whānau, school leaders, teachers and students so that improved systems and teaching maximise impact for all</li> <li>• Continually seeking feedback, reflecting on my practice, and finding ways to adapt to improve.</li> </ul>
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### Professional Information

<b>Qualifications</b>	
Registered teacher practising certificate: 163423	expiry: 02/10/2023
1990	Bachelor of Education The University of Waikato
1989	Diploma of Teaching The University of Waikato

## Experiences

2012 - present	Education Adviser Mathematics Adviser	Te Whai Toi Tangata, University of Waikato Te Whai Toi Tangata, University of Waikato
2021 – present	Year 1 teacher 0.4 FTE	Fairhaven Primary School
2009 - 2011	Education Reform Adviser	United Arab Emirates
1995 - present	Teacher of Year 1-10 students	Various schools
2004 - 2005	Senior Teacher/ Year 8 Accelerate Class teacher	Tauranga Intermediate School

## Programme writing and development

I have contributed to the writing of baseline needs analysis documents and the evidence plans we use with schools to develop tailored Professional Learning Development Plans.

I have supported schools in the development of Local Curriculum and Culturally Responsive Practices.

## Presentations

I have presented at Symposia, Kāhui Ako, NZ Association of Mathematics and Mathematics Association of Victoria, Australia, on topics including:

- Assessment for Learning, Developing Growth Mindsets, Culturally Inclusive Practices, High Expectations Teaching/ Having High Expectations of all Students, Activating Student Voice and Agency, Equitable Participation in the Classroom, Developing Middle Leaders, Coaching and Mentoring, Responding to Data, Increasing Student Engagement, Whānau and Community Connections
- What does a balanced Mathematics Programme look like?, Rich Mathematics learning for Years 9 and 10, Basic Facts, Teaching Place Value, Fresh Ideas for Teaching Juniors, Pattern and Structure, Proportions and Ratios, Fractions Decimals Percents, Equations and Expressions, Geometry/ Shape, Using Problem Solving to Activate Learning, Strategies for Engaging Diverse Learners in Collaborative Learning

## Summary of examples of practice

### Large Urban Primary School

My work in this school had three main areas of focus. These were to increase the range of data collected to better identify the needs of all students and use assessment for learning, increasing teachers' mathematical pedagogical and content knowledge and to support teachers to embed their Inquiries.

The impact of this work showed:

- an increase in the leaders' and teachers' capability to understand how the flow of evidence from a variety of sources informs robust decision-making and next teaching steps
- a shift in teachers' pedagogical knowledge leading to increased student participation and confidence, higher expectations of all students and teacher ability to notice and respond to student thinking (Assessment for Learning)
- development of collaborative planning and teaching resulting in better understanding of the curriculum progressions and how to accelerate students' learning
- inclusive practices, rich collaborative learning experiences for ākongā
- increased teacher content knowledge resulting in improved teaching and facilitation of learning
- collaborative planning, teaching and reflective practice
- average student progress 1.35 years after first year of PLD.

The overall result of this PLD has been that teacher and leaders have been supported and challenged in the development of their Inquiries, resulting in students who are more engaged and confident in their learning. Teachers have become skilled at empowering students to make accelerated progress.

*'You wouldn't believe that boy was one of my target students. Now he is teaching students who were previously far more advanced than him.'* *'You have made me see my moral purpose to have High Expectations of and Inclusive teaching practices for all students.'* (Teacher)

*'You have provided both theoretical and practical support with modelling and co-teaching and have allowed our inquiry to have the pace and direction, which best suits our individual teachers and our different cohorts of students. I*

*have said many times - that your very involved style of support has been the best PD I have ever had.' (Mathematics Lead Teacher)*

### **Large Urban Primary School**

Together with the Senior Leadership Team we identified the primary needs to be raising teacher expectations of students, accuracy and depth of data gathered, analysis and use of data to meet needs of students, using equipment and making equipment available to students, providing rich learning opportunities engaging all students, creating systems of support and tailored professional development according to individual needs of teachers. We wanted to build on existing strengths such as the principles of Tātaiako and honouring Te Tiriti o Waitangi.

The impact of this work showed:

- significant accelerate progress for all groups of students, including many shifts for target students and cohorts
- improved capacity of all teachers, including those identified as requiring more intensive support
- teachers having higher expectations of students and students gaining agency to lead their own learning
- digital technology used a tool to facilitate learning and to increase whanau engagement
- equipment now an integral part of the learning process as required
- middle leaders building capacity to continue to lead and improve mathematics school-wide

### **Urban Secondary School**

The needs identified were increasing student engagement, accelerating student achievement, increasing teacher content knowledge, using a range of strategies to make Maths exciting and challenging for all students, increase student collaboration through rich tasks and effective questioning, build upon the many existing strengths of the Mathematics faculty, including their culturally responsive practices and relationships with each other and with their students.

#### **The impact of this work showed**

- Increased teacher mathematical content knowledge
- Unpacking the progressions, collaboratively planning to design highly engaging content for students
- Strategies implemented to increase student engagement, collaboration, confidence and success
- Middle management and lead teacher supported in their development to provide ongoing quality Mathematics PLD
- Rigorous discussion about and moderation of a range of data

*Your staff meetings are engaging and informative. I like how the meetings are run, they feel relaxed yet they always include a tonne of information, challenges and ideas. The handouts/booklets you provide based on your powerpoints are excellent and are very helpful to my teaching. I found the information for levels 4 and 5 relevant and easy to follow. It was also good to discuss and work through some class scenarios and investigations. Your input and feedback in regards to my problem-solving lessons has been great and it's been enjoyable working with you afterwards to dissect the lesson and look at where students need assistance or where they have exceeded expectations. You have supported me to grow professionally. (Teacher)*

## **Referees**

Referee Name	Sandra Cross Fairhaven Primary
Contact Number	07 5738243
Contact email address	sandra.cross@fairhaven.school.nz

Referee Name	Rachel Harvey Rotorua Boys' High School
Contact Number	07 3486169
Contact email address	rharvey@rbhs.school.nz

Referee Name	Marcus Norrish Matua School
Contact Number	07 5769027
Contact email address	marcusn@matua.school.nz