





Summary of Practice

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	David Bradford
Your iwi (optional)	Ngāti Porou
 	<p>Ko Horouta te waka Ko Hikurangi te maunga Ko Waiapu te awa Ko Ngāti Porou te iwi Ko Ngāti Hau te hapu Ko Hinetamatea te Marae</p> <p>I have been the Principal of a Secondary School for 9 years.</p> <p>I have been a Facilitator in the Leadership and Assessment Project for the past 6 years.</p> <p>I believe I have the knowledge, skills, experience and disposition to effectively support school leaders with leading, enabling and managing sustainable strategic change.</p>

Professional Learning and Development Overview

Supporting school leaders with leading, enabling and managing sustainable strategic change.

Through:

- the use of a range of effective change management strategies
- building evaluative capability
- the use of collaborative strategies such as; professional learning groups (PLGs), reflective dialogue coaching, mentoring and appreciative collaborative inquiry
- effective self-review
- the use of evidenced based decision making
- the effective use of inquiry at leader, teacher and student level

Professional Information

Qualifications

1989	Teacher Training Certificate	Ministry of Education
1988	Bachelor Business Studies	Massey University
1988	Diploma of Teaching	University of Waikato

Experience in relation to recent positions held

2011 – 2016 Leadership and Assessment Facilitator University of Waikato

Building evaluative capability through;

- initiating and facilitating scoping meetings
- assistance and advice with gathering, analysing and evaluating student data
- assistance and advice with creating plan of action to bring about the desired goals and targets.

Promoting collaborative inquiry through;

- facilitating reflective dialogue sessions to embed, spread and sustain new initiatives
- delivering whole school and lead team workshops on creating and sustaining effective professional learning and development.
- coaching and or mentoring lead teams and professional learning groups in collaborative inquiry.

Promoting cultural responsiveness through;

- developing workshops for school leaders that enhance knowledge and understanding, promote dialogue and the sharing of
- thinking and ideas with regards to cultural responsiveness.
- providing assistance with developing next step actions.
- providing readings that support schools to link current school practice with theory and research.
- developing whole school workshops to complement the leadership workshops

- coaching and or mentoring senior leaders with individual or collective inquiries

Building school leadership knowledge, skills, and dispositions with regards to leading and managing change by;

- developing workshops for school leaders that enhance knowledge and understanding, promote dialogue
- and the sharing of thinking and ideas with regards to cultural responsiveness.
- providing assistance with developing next step actions.
- providing readings that support schools to link current school practice with theory and research.
- developing whole school workshops to complement the leadership workshops
- providing in school follow up to support next step actions developed as a result of the workshops
- coaching and or mentoring senior leaders with individual or collective inquiries

First Time Principals Program (Facilitator – Management)

- developing workshops for First Time Principals (FTPs) that cover a wide range of management capabilities
- supporting FTPs in the following; student achievement, student support, self-review, personnel management
- board relationships, community relationships, property and finance, health and safety, administration, Ministry of Education priorities.

Beginning teacher workshops – Institute of Professional Learning, Waikato University

- developing workshops for beginning teachers (year 1 and 2) at primary and secondary level. The workshops
- cover strategies that engage learners.

Mentor teacher sessions – Institute of Professional learning, Waikato University

- conducting coaching sessions for secondary school mentor teachers. These sessions are designed to assist mentor teachers
- with developing and maintain an effective induction and mentoring programme for beginning teachers. A of is constructed and I am available to support its implementation.

2011 – 2016. Writing and developing full day workshops delivered to participating schools in the Leadership and Assessment Project,

Assessment for Learning	Culturally Responsive Pedagogies
Leading, Enabling and Managing Change	Effective Leadership – Leading with Moral Purpose
Evidence Based Decision Making	

2011 – 2016. Writing and developing workshops delivered on an individual school basis

Maori Achieving Success as Maori	Professional Learning Groups
Teaching as Inquiry	Leadership Inquiry

2012 – 2016. Writing and developing workshops for beginning teachers programme. Institute of Professional Learning, Waikato University.

Year 1 Primary- Provisionally Registered Teachers (PRTs)	Year 2 Primary PRTs
Year 1 Secondary PRTs	Year 2 Secondary PRTs

2011-2016. Writing and developing a series of workshops for the First Time Principals Programme

Workshops cover a wide range of topics including; Leadership, management capability, evaluative capability, and personnel management. There are four workshops per year.

2016. Writing and developing a series of workshops for Secondary School Middle Leaders.

A series of three workshops covering a wide range of topics including; Leadership platforms, leading and enabling change, the intricacies of leading from the middle, leadership practices, challenging conversations.

2016. Writing and developing a series of workshops delivered as part of a Waikato University initiative for a group of schools in Hanoi Vietnam,

Building School Culture/ School Ethics	Parent and Community Engagement
Principals – Strategic Planning	

Conference Presentation

‘From Vision to Practice’	Student Engagement Initiative Conference, 2009 Ministry of Education
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Awards

National Excellence in Teaching Award	Australian Scholarship Group (ASG), 1997
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Summary of examples of practice

Example One: Secondary School, single sex, integrated.

Analysis of NCEA patterns of achievement together with recommendations from the Education Review Office lead to collaboration with the school to target improved student achievement.

This resulted in the adoption of an appreciative collaborative inquiry approach that supported teachers to evaluate their teaching effectiveness. Utilisation of team coaching not only developed good practice across the school, but also acknowledged individual teacher strengths and supported the development of sustainability over time.

The school now uses collaborative inquiry into teacher practice to improve practice, improve student achievement and for Appraisal purposes. The implementation of a ‘lead team’ and the deliberate acts of senior leaders to support the initiative has led to improvement in internal evaluative capability.

My tasks in relation to the above were to;

- initiate and facilitate scoping meetings with Principal and senior leaders.
- provide assistance with developing a plan of action
- deliver whole school and lead team workshops on appreciative collaborative inquiry
- provide in school follow up to support next step actions developed as a result of the workshops
- provide readings and resources that support schools to link current school practice with theory and research.
- coach and mentor the lead team to then coach and mentor other staff.
- facilitate reflective dialogue sessions to embed, spread and sustain the new initiative
- assist with review, reflection and evaluation of progress in relation to the goals and targets set for this work.

In my opinion the processes that have been developed for the leadership and management of this change has led to its successful implementation.

Example Two: Area school

A 2014 analysis of school wide data indicated a continuation of historical under achievement at all levels and the continued disengagement of students particularly at the senior level. The school has been involved in many initiatives to lift achievement over a number of years however none of these had brought about the results needed. It was decided that a significant change was needed for any meaningful improvement.

A review of school curriculum design and curriculum implementation was conducted and as a result of this it was recommended that the school should adopt a more integrated approach to delivering the curriculum with greater emphasis on personalised learning.

A comprehensive plan to bring about the desired changes was created. This involved visits by the board and staff to a number of schools that had implemented such changes. Numerous board, school, community and whanau meetings and workshops were held. A result of this whole school collaborative inquiry approach was the introduction of a three week trial of the new implementation held at the end of 2014.

A review of the trial indicated a number of changes that needed to be made.

The school implemented the new approach in 2015 and continues to review and reflect on progress through the use of professional learning groups and individual professional dialogue sessions.

My tasks in relation to the above were to;

- initiate and facilitate scoping meetings with Principal, Senior Leaders, Board of Trustees and staff.
- provide assistance with developing a plan of action to bring about the desired changes
- deliver whole school workshops (2 teacher only days 2015 and 2016) to support changes in teacher pedagogy.
- provide in school follow up to support next step actions developed as a result of the workshops
- facilitate reflective dialogue sessions to assist teachers with individual inquiries.
- assist with review, reflection and evaluation of progress in relation to the goals and targets set for this work.

In my opinion the use of meaningful and effective reflective dialogue sessions has prompted the school to make substantial changes in the way it delivers its curriculum.

Example Three: Middle School

The school had recently been through a rebranding/repositioning phase and it was felt that the time was right to review the school-based curriculum and how it could be better delivered.

An internal review highlighted the lack of student engagement and achievement.

Senior leaders recognised that teachers needed to be actively involved in any improvement plans and initiatives and that this would be crucial to embedding and sustaining meaningful change.

It was decided to use a combination of coaching and professional learning groups (PLGs) to assist in building sustainable internal capability. The school uses professional groups on a consistent basis as a vehicle for collaborative inquiry.

My tasks in relation to the above were to;

- initiate and facilitate scoping meetings with Principal and senior leaders.
- provide assistance with developing a plan of action
- deliver whole school workshops on appreciative collaborative inquiry and effective professional learning groups
- provide in school follow up to support next step actions developed as a result of the workshops
- provide readings and resources that support schools to link current school practice with theory and research.
- facilitate reflective dialogue sessions with the three professional learning groups and senior leadership team.
- assist with review, reflection and evaluation of progress in relation to the goals and targets set for this work.

In my opinion the consistent and effective use of professional learning groups that use both individual and collective inquiry to improve targeted student achievement has assisted the school as it transitions into a new phase.

Example Four: Secondary School

Achievement data for Māori students had been considerably lower in comparison with non-Māori and this had been a trend for a number of years. There was a belief held by some senior leaders that quite a number of staff were deficit theorising with regards to Māori student achievement.

After a number of meetings which involved the unpacking of Ministry of Education(MOE) documents – *Ka Hikitia, Tātaiako, Tū Rangatira, Hautū*

My tasks in relation to the above were to;

- develop workshops for school leaders that enhance knowledge and understanding, promote dialogue and the sharing of thinking and ideas with regards to cultural responsiveness.
- provide in school follow up to support next step actions developed as a result of the workshops
- initiate and facilitate scoping meetings with Principal and senior leaders.
- deliver whole school and lead team workshops on Maori achieving Success as Maori
- provide readings and resources that support schools to link current school practice with theory and research.
- facilitate reflective dialogue sessions to embed, spread and sustain the strategies being implemented
- assist with review, reflection and evaluation of progress in relation to the goals and targets set for this work.

In my opinion the utilisation of the MOE documents enabled principals and teachers to reflect deeply on the impact of their pre-conceptions on the way they viewed their Māori students. Ongoing discussions supported teachers to develop a greater conceptualisation of what Māori achieving success as Māori might look like within their school and their context.

Referees

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