

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Pip Newick
Personal statement	<p>I have worked in, and been dedicated to, education for more than thirty years – as a tertiary administrator, teacher, leader, in-service and pre-service teacher educator. My most recent experience as a school learning support coordinator and leader of learning has regrounded me, adding another dimension to my practice as a facilitator.</p> <p>I have always been committed to ensuring that students have access to meaningful, authentic and relevant learning through a focus on quality learning and teaching and effective leadership.</p> <p>My belief in the importance of agency and the value of strengths-based approaches to both student and adult learning underpin my work. I set high standards for myself, strive for excellence, and take pride in my reputation as someone who listens, asks questions and has an ability to establish and maintain strong, trusting relationships.</p>

My Professional Learning and Development Practice

<p>My approach to facilitating professional learning and development is underpinned by <i>coaching and mentoring practices</i> which support <i>learner agency</i>, build on <i>existing strengths</i> and take account of schools' unique <i>culture and context</i>. My focus is on the development of <i>internal capability and capacity</i> through <i>ongoing inquiry</i> that constantly evaluates the impact of practice on student outcomes and achievement.</p> <p>Areas of Expertise</p> <p>Leadership of and for learning Working collaboratively to develop <i>leadership capability and capacity</i>, ensuring <i>cohesion and alignment</i> between policy, processes, systems and practices at student, teacher and leadership levels.</p> <p>Curriculum Supporting schools to develop and implement a <i>localised, integrated and conceptual</i> curriculum which will provide authentic and meaningful learning opportunities explicitly targeting the specific needs of their students.</p> <p>Pedagogy and assessment Supporting leaders and teachers to build evaluative capability; using information about student learning, at all levels of the assessment system, to ensure targeted teaching, that actively involves students in monitoring and evaluating their own learning and which is underpinned by <i>bicultural and culturally responsive practices</i>.</p> <p>Learning support – supporting schools to review current provisions in light of the principles of <i>inclusion</i> to ensure an integrated network of learning support which recognises the whole child, combines targeted learning support with other services, such as counselling and social work, and tracks and monitors progress.</p>

Professional Information

Ongoing learning	
Member of <i>Schools That Deliver</i> leadership network	February 2014 – October 2018
Te Whaingā o te Ao Tikanga, <i>Te Kaupae 3</i>	Te Wananga o Aotearoa, 2018
Master of Education (paper): <i>Developing Educational Leadership: Coaching and Mentoring</i>	The University of Waikato, 2009
Qualifications	
Registered Teacher	1998 - present
Diploma of Teaching	The University of Waikato, 1998
Bachelor of Arts (in History and French)	University of Otago, 1980

Experience in the delivery of professional learning and development

I have extensive facilitation, leadership and project management experience in a wide range of contexts and settings. These include:

- school leader of learning and learning support coordinator, facilitation of school-wide developments and associated professional learning in relation to: school-based curriculum, assessment and reporting, effective pedagogy, inquiry and learning support;
- coaching and mentoring of individual teachers and teaching teams to support learning and teaching that meets the educational, social and emotional needs of students;
- building and sustaining leadership capability through coaching and inquiry as a member of the *Leadership and Assessment team* and school leader;
- design and facilitation of workshops in relation to appraisal, culturally responsive pedagogy, leadership, assessment, moderation and inquiry;
- NZC curriculum design and implementation;
- design, delivery and evaluation of *Monitoring and Reporting in Relation to National Standards* PLD workshops;
- project design, implementation and leadership of the *Tokoroa Schooling Improvement Initiative (TAI)*, including ongoing monitoring and evaluation of impact in relation to project outcomes;
- as project coordinator for *INSTEP (In-Service Teacher Education Practice Project)*;
- development of assessment capability as a member of the *Assess to Learn, Putaruru Joint Schools' Initiative, Leadership and Assessment*, and *TAI* facilitation teams;
- design and delivery of targeted professional learning in schools and *PENZ* workshop facilitation, as a private consultant;
- provision of curriculum support in health and physical education and learning languages;
- tertiary teaching in *Health and Physical Education Curriculum, Professional Practice* and *Social Issues in Education*.

Example of Practice (Summary)

Leadership of and for learning

This example of my practice in an urban intermediate school is based initially on my work as a *leadership and assessment* facilitator which had a specific focus on supporting the development of effective school leadership; cohesion and alignment of school assessment processes and practices; enhanced teacher knowledge and practice; and improved student learning and achievement.

In working collaboratively with the senior and middle leadership teams as well as teachers I used a range of skills and approaches including:

- taking time to understand the unique context of the school and current challenges which included a recent ERO review critical of the senior leadership team;
- the use of specific key questions to help the principal and senior leaders to clarify the key issues, establish priorities and agree on 'ways of working';
- the use of appreciative facilitation skills to support all participants to collectively identify shared goals, agree on the desired outcomes and plan for achieving these;
- acknowledging the school's existing expertise and the wisdom already 'in the room' and positioning myself as a facilitator rather than expert;
- highlighting the importance of agency for all involved in the development of leadership and assessment capability;
- coaching leaders to coach teachers;
- promoting the use of student voice as an alternative lens through which to view what is happening in the classroom and across the school;
- promoting the use of dialogue and discussion as 'doing';
- supporting participants to consider the impact of language and languaging.

My appointment to a leadership role at this school, allowed me to continue this work from 'within' and extend the scope of my support into other areas such as the development of a localised, school-based curriculum and provision of an integrated network of learning support.

Referees

Referee One

Referee Name	Louisa Barham
Contact Number	(07) 855 7596 or 027 482 0322
Contact email address	lbarham@peachgrove.school.nz

Referee Two

Referee Name	Jane Rutherford
Contact Number	(07) 843 6544
Contact email address	