



Professional Learning and Development Accreditation

The following summary of practice provides a personal profile and a summary of your expertise.

Personal Profile

First name and Surname	Christine Braid
Your iwi (optional)	
Personal statement (optional)	<p>I am an educator with a range of experience both in teaching and in professional learning and development. I have particular interest and expertise in how children learn to read and write and the teaching practices that enable children to become proficient as readers and writers. I continue my own learning by engaging in ongoing study and I keep up to date with research and readings. I am always reflecting on how my new learning influences my practice.</p> <p>In working in primary and tertiary education settings, I endeavour to assist teachers to examine their teaching practice and its relationship to their students' learning and to use evidence based research. The examination of practice, data, and research is used to create an ongoing cycle of inquiry into teaching and its impact on outcomes for students.</p> <p>I have a long-standing and on-going focus on social justice, with a view to ensure that all children have the chance to learn and achieve desired outcomes.</p> <p>I endeavour to place a learner's cultural background as part of the professional learning development, knowing that it is vital that each person has their cultural knowledge upheld and valued. I endeavour to be guided by these principles as I work alongside educators and children as we all contribute to the kaupapa of learning together for best outcomes.</p> <p>Nā tō rourou, nā taku rourou, ka ora ai te iwi With your foodbasket and my foodbasket, the people will thrive.</p>

Professional Learning and Development Overview

I am an educator with over 30 years of experience in the area of education, including classroom teaching, specialist reading teaching, initial teacher education, and adviser to teachers in the area of literacy.

My specialist expertise is in literacy, particularly in children's development as readers and writers. My work with leaders and teachers focuses on the vital role of teacher content knowledge combined with pedagogical knowledge to ensure success for all students.

My PLD approach focuses on who the students are academically to ensure an ethic of care for student success (manākitanga) and on who the students are culturally to build a relationship for learning (whanaungatanga). PLD also has a focus on teacher effectiveness by building on and increasing teacher capability, especially the knowledge and practice necessary for academic and cultural success for all students.

My specialist areas include:

- Literacy
 - Children's literacy development
 - How we learn to read and write
 - The place and practice of teaching spelling
 - Effective classroom approaches to literacy learning
- Children's literature
- Differentiated teaching
- Teaching inquiry and reflection on practice and programmes

Professional Information

Qualifications:

PhD in progress –Massey

2012: M.Ed (Hons)-Massey

2006: Certificate in Te Ara Reo Māori (Wānanga o Aotearoa)

2002: Diploma of Children's Literature

1992: Reading Recovery Training

1982: B.Ed- Massey

1982: DipTchg

1983: Trained Teacher Certificate

1983-current: Registered Teacher

Areas of original research:

- small group discussion to develop comprehension, using picture books as texts with Year 5

- and 6 children
- Children's literature: using novels for theme development; using picturebooks for discussion and thinking
- Differentiated approach to teaching reading and spelling

Current research (for PhD):

- Teaching for equitable outcomes in literacy for all students in the first year of schooling
- Coding tool for analysis of teaching practice in small group instructional reading with Year 1 students

Experience in the delivery of professional learning and development in the area of reading and writing:

2015, 2016: Initial Teacher Education MTchLn: Literacy teaching and classroom supervision

2012-2016: Contracts with schools in literacy PLD

2000-2011: Literacy adviser Massey University/ MoE, including literacy team co-ordinator 2004-2009

1997-1999; 2012-2014: Initial Teacher Education

1982-1997: Classroom teaching

Please outline any of the following that are applicable (note this list is not exhaustive):

- PLD delivery:
 - I have worked with many different schools over my years as facilitator of PLD (2000-2016), with a focus on outcomes for priority students
 - I have worked alongside school leadership and teachers in many whole school, long-term developments, using school data and a teaching as inquiry model, and being responsive to each school's and each teacher's needs
 - I have had the privilege of working alongside schools, teachers, and children of many different cultures as is indicative of Aotearoa, New Zealand. I endeavour to honour the culture of the people I am working with, with a particular emphasis on our bi-cultural partnership with tangata whenua of Aotearoa.
 - I have crafted and delivered many workshops with the aim of developing teacher content knowledge and pedagogy in a range of literacy topics
- Personal professional development
 - Cultural self review as part of a PLD team (2008)
 - Part of a team that examined bi-cultural practice for our institution, with an emphasis on learning more about Māori cultural practices and ways of being (2006-2008)
 - Personal cultural self review (ongoing) including participating in learning and using te reo Māori, incorporating cultural practices such as mihimihi, whakatauki, waiata, karakia, and understanding important principles of kaupapa.
- Programme writing and development:
 - Writing, co-writing and delivery of Massey ITE papers for MTchLn and 254.162 Introduction to Literacy and Numeracy (2014-2016)
 - Writing of resources for professional learning and development workshops and series:
 - *From Reader to Robber to Writer: Writing inspired by literature* (a Massey printery resource as materials for a one day workshop)
 - *From Curiosity to Discover: Fostering Science for Primary Classrooms* (a Massey printery resource for a 3 workshop series)
 - *Supporting Early Literacy Development* (a Massey Printery resource for a 4

- o workshop series)
- o Writing of a range of workshop series, delivered over 2000-2016 for example:
 - Howick Literacy Cluster presentations (2015, 2016) Examining the teaching of reading and writing
 - Linton Country Cluster (2014): Teaching practice for improvement in student writing outcomes
 - Early Years Centres cluster (Taranaki) 2012 (Wananga
 - A large variety of Massey University Centre for Educational Development workshops 2000-2011
- Conference presentations:
 - o 1998 NZATE: Visual Language in children's picturebooks
 - o 2002 NZRA: Classroom use of sophisticated picturebook
 - o 2007 NZRA: the amazing power of picturebooks for developing comprehension
 - o 2009, 2010, 2011, 2012: Sole Charge Principals Conference: Examining classroom practices in the teaching of reading and writing
 - o 2011: LIANZA conference: Using the library as a resource in supporting teachers with the National Standards
 - o 2012 CLESOL: Using picturebooks to support ELL
 - o 2012 NZRA: Using picturebooks for thinking and discussion
 - o 2012 ECE Symposium: Supporting Early Literacy Development
 - o 2013 ICOT: Wonderfuel: Look, notice, wonder and wonder some more
- Publications:
 - o Braid, C. & Finch, B. (2015). "Ah I know why..." Children developing understandings through engaging with a picture book. *Literacy (UKLA)*, 49, 3, 115-122.
 - o Braid, C. (2008). *How do I look: Layers of meaning in the picturebook*. Palmerston North, New Zealand: Massey University.
 - o Moss, J. (2008). Interview with Christine Braid, Author of *How do I look?* *Reading Forum*, 24, 3, 15-16
 - o Braid, C. (2005). The incredible potential of picturebooks. *Reading Forum*, 20, 1, 14-18.
 - o Braid, C. (2000). Life, the universe, and everything: themes in children's literature. *Talespinner 2000*.

Special interest areas:

- Children's literature;
- Manawatu Reading/Literacy Association
- Memberships of networks of expertise, boards, committees etc. applicable to the professional learning and development you are offering:
 - o Children's Literature Association (1995-2000);
 - o Reading Association membership and committee
 - o National Materials Development writing group (2002)

Summary of examples of practice

Exemplification of practice

Facilitator approach

I facilitate teacher learning in school settings as whole school developments, team developments, and with individual teachers in classroom settings. I work collaboratively with school leadership to ensure the professional learning and development is focused on the school's particular needs. I ensure the development guides teachers to use current research to inquire into their own classroom practice in relation to their student achievement. The inquiry involves teachers in using the research and their student data to set goals of practice to enhance their students' learning.

I work within the context of the school's setting but also in the wider context of Aotearoa, New Zealand. In this I endeavour to act as a bi-cultural citizen, to be aware of cultural practices that are important to the school and to the country, and to challenge and support teachers to enable students to express themselves from their own cultural perspective.

I use student data with the teachers in order to examine what each learner needs. The ongoing analysis of student data forms an important part of the teacher inquiry process.

I enjoy working alongside teachers as they inquire into their own practice and as they explore new ideas that help them continue to reflect on their practice.

Specific examples of practice

1. School-based professional support
2. Research project
3. Initial Teacher Education

1. School-based professional support

The PLD involved a teacher inquiry process using the student writing data, identifying needs in relation to desired outcomes for students, examining research that addresses the issues identified, selecting aspects of research to apply to practice, and reflecting on and evaluating the changes to practice in regards to impact on students' learning.

Key facilitator skills the development exemplifies are:

- School-wide and class-based examination of student data to establish the specific focus of learning and the focus students;
- Each teacher examined their class writing to identify students and the elements of writing that needed more focused teaching attention;
- Guiding teachers to explore current research on teaching of writing
- Assisting teachers to use research information alongside knowledge of their students to identify and implement specific teaching practice;
- Using an ongoing teacher as inquiry process, including reflecting on video of their own practice and critiquing in relation to aims;
- Aligning the development with the appropriate context for the classroom (bi-lingual context, bi-cultural context; multi-cultural context);
- Use of student outcomes data to evaluate the impact of the teacher inquiry and the PLD;
- Enabling the leader to guide the team in such practice once the facilitation is complete.

I value the opportunity to work alongside leaders and their teams to examine and implement practice that will

improve literacy outcomes for learners.

2. Research Project

I am involved as co-facilitator of Professional Learning and Development workshops in a 3 year long project. (2015-2018). A foundational aspect of the Project is examining factors of underachievement traditionally seen in literacy statistics and to address this underachievement. Statistics show that Māori students are overrepresented in literacy underachievement and I see my role in the Project as part of a commitment to ensure all children experience literacy success to contribute to their overall success. I value the opportunity to be part of efforts to improve literacy outcomes in a way that brings more equitable outcomes.

The Project involves:

Collaborative practice: I work alongside teachers to help them add to their teacher knowledge and examine their practice. Teachers work alongside other teachers who have the same challenges of practice that they do.

Evidence-based teaching: Current research is examined for its impact on student learning. I aim to assist teachers to adapt their current practice as necessary in order to incorporate the practice that will have a positive impact for their students.

Data based decision making: I guide the teachers to use their student achievement data alongside increased teacher knowledge of how children develop as readers and writers and research of successful practices. The teachers utilise these aspects of data, knowledge and research to continue to inquiring into their practice.

Differentiated teaching approach: the key practice emphasised is that different students need different teaching approaches and instructional strategies. As part of the inquiry into practice, teachers are guided to differentiate their teaching for student success.

Sustainability: the teachers are guided in examining research articles and insisting on an evidence-based approach to teaching. The ongoing use of student data and reflection on a teacher's own practice are examples of ways teachers can sustain their practice once the intervention is complete.

Key facilitator skills:

- Planning and delivery of teacher workshops
- Using a range of specific data about students' progress as readers and writers
- Using teacher data on knowledge and practice to refine the workshop content and delivery
- Use a large body of international research to identify teaching practices that have been shown to result in improved outcomes, particularly for priority learners.

3. Initial teacher education (ITE) at tertiary level

I have been involved in ITE from 1997-2000 and from 2012-present.

Key skills for this role:

- Planning and delivery of literacy content and pedagogy that forms the basis of successful literacy teaching;
- Supporting student teachers in their academic learning;
- Supporting student teachers in implementing their academic learning into their teaching practice;
- Guiding the student teachers to implement a teaching as inquiry focus in all their practice;
- Collaborate with partner schools to assist the student teachers in their practice;
- Promote a bi-cultural awareness essential to the classroom and to citizenship in Aoteroa, New

Zealand.

I value the opportunity to support the learning of these teachers who are at the beginning of their teaching career. I realise how important it is that they have access to content that reflects current international research studies and that they learn to search for and apply a robust inquiry process to their own practice.

Referees

Where possible, at least one of your referees should be a principal or tumuaki directly related to your example of practice. Where this is not practical, for example in a secondary schooling scenario where you have been working with a middle leader or deputy principal, you can supply a more appropriate reference. Both referees supplied below should come from a school, kura, or community of learning where you have provided services.

By supplying this information you're confirming that the referees listed below are aware and consent to their details being available on the accreditation list.

Referee One

Referee Name	Shona Oliver principal/Tumuaki
Contact Number	06 359 3337
Contact email address	soliver@centralnormal.school.nz

Referee Two

Referee Name	Helena Baker Principal/Tumuaki
Contact Number	06 358 1563
Contact email address	principal@takaro.school.nz