

Professional Learning and Development Profile

JEAN ANNAN



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Region: Auckland

Priorities:

Local curriculum design

Key Words:

Positive psychology, systemic wellbeing.

Personal Statement:

My knowledge of school systems and teaching comes from various perspectives, theoretical and practice. My experience includes roles as a teacher, leader, psychologist, supervisor, researcher and facilitator. I have facilitated, supervised or examined hundreds of projects and inquiries relating to the wellbeing and learning of children and young people. Recently, I facilitated the establishment of professional networks such as those in the Learning and Change Network, Children's Teams and TLIF projects. Through these various initiatives, my facilitation has been framed by models I developed as well as those chosen by participants to align their inquiries with specific contexts, for example, Te Whare Tapa Whā for inquiries with Māori. As a psychologist and researcher, I engage in my own continuing professional development, ensuring that my work and that of those around me is guided by the latest knowledge. I am inspired by the principle that psychological knowledge and processes of analysis are most useful in the hands of teachers who interact with students on an everyday basis.

Professional Learning and Development Overview:

My areas of expertise lend me to focus on key areas of professional learning and development. These include fostering the social and emotional well-being of students through accessing up-to-date knowledge and engagement in supported professional activity to create safe learning environments. My expertise also includes support for network development through situated activity and facilitation of the systematic information processing involved in collaborative projects. Through all facilitation and professional development work, I am mindful of the principles of the Treaty of Waitangi. Professional learning and development areas are elaborated further on next page and illustrated at the end of this document.

Professional Information:

Qualifications

- 2005 Doctor of Philosophy, Massey University, Auckland
- 1991 Diploma of Educational Psychology, University of Auckland
- 1991 Master of Arts (Honours), University of Auckland
- 1987 Bachelor of Arts, University of Auckland

Awards

- The New Zealand Psychological Society, Dame Marie Clay Award, awarded for 'valuable contributions to educational and developmental psychology through original research, dissemination of research and best practice' (2013).

Research and continuing education

- Educational Psychology, Professional Supervision and Mentoring, Neuropsychology for the classroom

Areas of expertise

1. Strengthening social and emotional dimensions of learning environments

Building teacher capability to support all students, including those requiring higher levels of assistance, to experience safe and secure school environments that are conducive to learning, wellbeing and whanaungatanga. Capability building includes:

- a) Acquiring up-to-date knowledge of children's neurological and social/emotional development
- b) Learning about the influence of optimal and challenging environments on brain development, learning and relationships
- c) Considering the implications of children's neurological, social and emotional development for learning environments
- d) Designing and implementing teaching practices to support social and emotional health for all students' learning and relationships.
- e) Contextualised designing of safe learning environments

2. Networking and development of Communities of Practice

Facilitating the collaborative development of networks of schools and agencies/ Wananga. The development of communities of practice centres very much on partnership, participation and protection in a culture care and shared learning/ako. My work in this area is supported by extensive knowledge gained through lead roles in research and teaching about networks of supervisory practice and experience in the development of professional networks of practice, for example the facilitation of interagency communities of practice.

Networks are bound together by their mutual interest in particular challenges and the relationships among members. These challenges, the foci of projects, and networking relationships are established and strengthened in the context of ako and shared activity. My role in facilitating the establishment of networks involves working alongside schools' leaders and teachers as they build their networks through collaborative projects. The various phases of the facilitation/community building activity include, but are not limited to, the following:

- a) Establishing an initial core group (small steering group of people with a variety of roles, e.g. students, school leaders, teachers, parents), manaakitanga observed from the outset
- b) Professional Learning about Communities of Practice
- c) Making decisions about who will be involved (usually voluntary in the early stages)

- d) Identifying the shared focus of the activity or project, such as the achievement challenge which determines the purpose of the activity (The process sounds straightforward but this is not always the case!)
- e) Deciding on shared activity and means to measure/appreciate progress
- f) Gathering information from within and outside of the Community of Practice to inform understanding
- g) Designing changes and tracking progress

Building networking relationships and shared practices through collaborative activity helps networks to 'get the ball rolling'. It is not unusual for new, off-shoot projects and shared professional activity to emerge once there is a sense of whanaungatanga building during or after the initial network-building project. A major advantage of facilitated network or community development is that the knowledge remains within the group, avoiding ongoing facilitator dependence.

3. Project conceptualisation and data analysis

I have extensive experience in developing, facilitating and overseeing the application of open models of analysis in diverse, complex and dynamic learning environments. I work alongside groups of participants as they make decisions about the way inquiries will be conducted in their particular cultural contexts and how they will collect, manage and make sense of the large amounts of disparate data that often presents in multiple forms. Facilitation of systematic information-processing systems allows professionals and others to make sense of data using their own sense-making processes and tools in order to discover new solutions, not previously foreseen. The broad phases of the project facilitation process are largely open and negotiable in nature but sufficiently systematic to provide support and a sense of direction from the outset. A broad set of sequenced phases is shown below:

- a) Identify and articulate achievement challenges
- b) Gather and analyse data
- c) Determine data-supported planning directions and implementation
- d) Draw conclusions about the effectiveness of practices.
- e) Document the project
- f) Disseminate new learning and/or extend the project/practices further.

Professional learning and development experience

- As a private practitioner I provided facilitator/researcher support for TLIF funded projects (eg Seaview, Waikowhai, West Coast) and facilitated the development of professional networks (eg Children's Teams of MSD).
- As the Strategy Development Adviser/Facilitator, Learning and Change Network Strategy (LCN), I facilitated Learning and Change Networks (eg van Asch Deaf Education Centre, BLENNZ, Auckland Intermediate Schools) and contributed to ongoing LCN design, facilitating professional development and documentation of process.
- As Senior Lecturer at Massey University I developed and taught the postgraduate Educational Psychology Programme, supervision/mentoring courses and co-ordinated Educational Psychology internships.
- As Psychologist/Team Leader at SES, I provided psychologist support for students with additional education needs, and lead the service and traumatic incident teams.

Professional publications, presentations and affiliations

1. Recent publications (2013-2016)

- Annan, J. (2016). *Student agency in interactive learning environments*. Retrieved from www.positivelypsychology.co.nz
- Annan, J. (2013). *Documentaries of Five Learning and Change Networks*. Retrieved from <http://www.education.auckland.ac.nz/en/about/learning-and-change-networks/lcn-publicationsresources.html>
- Annan, J., Annan, B., & Wootton, M. (2016). Annan, J., Annan, B., & Wootton, M. (2016). *Active learning through Infinity Maps*. Retrieved from www.infinitylearn.org
- Annan, J., & Carpenter, R. (2015). Learning and Change networks. *Kairaranga*, 16(2), 8-17.
- Annan, J., Annan, B., Wootton, M., & Burton, R. (2014). Facilitated networks of learning. *Centre for Strategic Education Seminar Series No 237*, September.
- Annan, J., & Carpenter, R. (2014). Learning and Change networks: Connecting students with learning. *Education Gazette*, October 28, p3.
- Annan, J., & Mentis, M. (2013). Shifting perspectives to shape inclusive practices. In Centre of Excellence for Research in *Inclusive Education, Inclusive Education: Perspectives on professional practice*. Auckland: Dunmore Publishing.
- Annan, J., & Ryba, K. (2013). Networks of professional supervision. *School Psychology Quarterly* 28(2), 170-182.
- France, K.G., Annan, J., Tarren-Sweeney, M., & Whitcombe-Dobbs, S. (2016). Psychological practice with children, families and the agencies that care for them. In J. Rucklidge, W. Waitoki, J. Feather and N. Robertson *Professional practice of Psychology in Aotearoa New Zealand* (pp. 503-524), Wellington: New Zealand Psychological Society.
- Jesson, R., Annan, J., Sneddon, P., & McNaughton, S. (2014). The educational challenge of poverty. In V. M. Carpenter, & S. Osborne (Eds.), *Twelve Thousand Hours: Education and Poverty in Aotearoa New Zealand* (pp. 253-259), Palmerston North: Dunmore

2. Recent presentations (2015/2016)

- Annan, J. (2016). *Assessing and supporting student agency in interactive environments*. Paper presented at the 9th Educational Psychology Forum, Massey University, Albany, Auckland.
- Annan, J. (2015). *Learning and Change: The role of authentic data and learning connections in raising student achievement*, Educational Psychology Forum, Christchurch, November.
- Annan, J. (2016). Learning and Change: Raising achievement by extending the overlap between school and home identities. Presentation at the Equity Through Education Symposium, Massey University, Albany, March.
- Annan, J., Mulcahy, B., & McGibbon, O. (2016). *Learning and Change: A centre-wide, holistic framework to enhance engagement and well-being of deaf and hard-of-hearing students in inclusive settings*. Paper presented at the 28th Australian and New Zealand Conference for the Educators of the Deaf, Christchurch, New Zealand, July.

3. Current and recent editorial boards

Editorial board member of:

- *Kairaranga*, New Zealand journal of professional practice
- *The Australian Educational and Developmental Psychologist*
- *School Psychology Quarterly*, school psychology journal of the American Psychological Association (2011-2016)

4. Recent research and professional development

- *Student Agency* - interactive conceptualisation of agency. See article on Positively Psychology website, <http://positivelypsychology.co.nz/>
- *Brain-based learning* - completed course for *Certificate of Neuropsychotherapy Practice* (Mediros, 2016).

Summary of Examples of Practice:

Strengthening social and emotional dimensions of learning environments

The development of student wellbeing in psychologically safe learning environments. This work foregrounds culturally familiar contexts of learning, positive approaches to wellbeing and neuro-psychologically informed leadership and practice.

Example: Seaview TLIF project, Lower Hutt. My work involved the facilitation of and research support for team members in a project aimed to increase student and teacher agency and subsequently achievement of students who were achieving below National Standard. The teachers created new practices based on students' views of their sense of agency and learning preferences along with new information contributed through professional learning about student agency and wellbeing. The project resulted in increases in students' sense of connection with others and substantial gains in writing across the group with many students reaching the National Standard after one.

Networking and Development of Communities of Practice

Facilitation of the establishment of Communities of Practice to create professional networks. My work involves working with leaders and those who are keen to create learning relationships and networks. The ultimate goal is to establish functional networks that serve as contexts for exchange of professional and cultural information within the group and for accessing and disseminating new information from outside of the community. Building on the diversity of facilitated groups can encourage dialogue and the development of relational trust; the Community of Practice becomes the vehicle to establishing a sustainable professional network.

Example: Horowhenua-Otaki Children's Team Community of Practice. My work involved meeting with the Children's Team (CT), initially with the CT director and lead professionals from multiple agencies, to clarify priority areas for development. These priorities were approved by their local governance group. I worked alongside the CT director and volunteer Lead Professionals to facilitate the conceptualisation and establishment of a snowballing model of a Community of Practice. The expectation was that the Community of Practice would grow and as it gathered momentum, would involve greater numbers of professionals and community members. The vision of this core group of the CT was a multi-agency children's workforce approach that involved ownership by everyone taking part, cultural responsiveness and strategic resourcing of support for children considered to be vulnerable. The core group invited agency staff including managers and professionals, members of local iwi, school personnel and others with multiple roles across the community to a hui to discuss the key aspects of the Children's Action Plan and its implications for individuals and groups. This hui, held in a local school, provided opportunities for differences in understanding to be aired and resolved and for new relationships to form. Subsequent meetings resulted in improved clarity, increasing numbers of people actively involved in the new children's workforce approach and steps toward the local vision.

Project Conceptualisation and Data Analysis

I have extensive experience in the development, application and facilitation of large collaborative inquiry processes. I have developed Situational Analysis (Annan, 2005) which supports collaborative, positively focused and data-supported inquiry in complex, dynamic multi-participant environments. I have also much experience facilitating projects in which participants have selected to use models that are specifically aligned with local perspectives. These include models such as Te Whare Tapa Whā, Appreciative Inquiry and Spiral of Inquiry. A key aspect of all inquiry is the focusing process in which participants are supported to identify mutually understood challenges. Subsequent work involves facilitating the gathering and making sense of large amounts of disparate data and using this data to drive new practices.

Example: van Asch Deaf Education Centre Learning and Change Network. I have facilitated systematic data processing in the van Asch Learning and Change (LCN) project through three phases. The first phase involved strong facilitation within this multi-region organisation. During this phase, we collaboratively selected the achievement challenge, defined the parameters of the project, identified those who would take part, designed data gathering methods, iteratively analysed data as it was collected, identified priority principles to guide practice in the regional schools, supported implementation and helped review and report the project. In the second phase, schools leaders took the primary facilitation role, my role being to work alongside the leaders as they progressed through the project. In the third phase, my role was minimal, involving initial support for two resource teachers who had been selected to work across regional offices to strengthen the ecological networked model that had resulted from the LCN activity.

Referees:

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