



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	Sally Roberts
Your iwi (optional)	
Personal statement (optional)	<p>I am currently employed by Tātai Angitu e³@Massey as a facilitator for professional learning in early childhood centres.</p> <p>I have wide experience working in all areas of early childhood; I am up to date with current research, Ministry and ERO requirements.</p> <p>I have a collaborative, relationship-focussed approach, ensuring that learning is co-constructed, acknowledging and supporting different learning styles.</p> <p>I have an interest in and facilitation experience in building collaborative partnerships with teachers across early childhood services and beginning school to enable positive and successful transition between education sectors. This experience has provided me with a sound knowledge of the New Zealand Curriculum Framework and its links to Te Whāriki (ECE curriculum), allowing the opportunity for connected learning opportunities to be a part of the transition process.</p>

Professional Learning and Development Overview

- Professional learning for Early Childhood services through workshops and in centre work.
- Teaching as Inquiry
- Curriculum planning and assessment
- Coaching and Mentoring
- Leadership

Professional Information

- 2006 Bachelor of Education Massey University
- 2005 Higher Diploma of Teaching Massey University
- Kindergarten diploma

- I provide professional development to early childhood centres in the Ministry funded SELO 1 contract. Support is provided in areas identified by the Ministry such as planning and assessment, self-review, philosophy review, performance management, governance and management, teaching practice.
- I provide professional development to early childhood centres in the Ministry funded SELO 3 contracts which currently has a focus on leadership, infants and toddlers, literacy and numeracy. As part of this contract, in my role as a facilitator I conceptualise, plan and implement programmes and support teachers/teams to develop a question of inquiry around their teaching practice. The programme provides workshops and in centre support which allows the individual needs of services to be met.
- Language, culture and identity are fore fronted through all professional learning.
- Evaluation and reflection are a strong component of the programmes provided for centres, strengthening teacher practice.
- I work with other centres as part of small consultancy contracts with Massey, which currently includes a Kindergarten Association.
- I have knowledge of and experience using ECE documents and can support centres to ensure that they keep up to date with current research, Ministry or ERO requirements. These documents or research are used to develop quality indicators as part of their inquiry.

Current PLD work

Facilitator working with Early Childhood services working in the Ministry funded SELO 1 and 3 contracts.

Facilitator working with other Massey University small consultancy contracts with early childhood centres.

Past PLD work

Senior teacher in a Kindergarten Association providing professional support and guidance to teachers for 9 years.

Appraiser for student teachers for Massey University and Te Rito Maioha.

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

- Programme writing and development – I have developed workshops for teachers and teams based on the SELO 3 programmes of literacy, maths, leadership and infants and toddlers. These programmes include practical reflective activities and group discussion so that the teams involved can share ideas and work toward best practice.
- I have developed and shared power point presentations and readings to teams when requested on planning and assessment, self-review and teaching portfolios.
- I was involved in the pilot-mentoring project with NZ Teachers Council, NZ Kindergartens and Te Tari Puna o Aotearoa.
- Conference presentations – NZEALS conference April 2012 Abstract- “Building creative and caring

communities of learners through the integration of practitioner research and professional learning” - co presented with colleagues. This research looked at the development of the scholarship scheme, which supported teachers working in Ruahine Kindergartens to critique and research their practice.

- Publications – 1998. Early Education Magazine – “Listening to Children Think” – following involvement in research in my Kindergarten with Dr. Barbara Jordan – looking at scaffolding children’s learning as part of her PhD study.

Summary of examples of practice

- Assessment, Planning and Evaluation – The Practicing Teacher Criteria 6 states: conceptualise, plan and implement an appropriate learning programme. As I work with teachers across the early childhood sector I have been able to support teaching teams to gain a deeper understanding of this process through investigating how our early childhood curriculum Te Whāriki supports learning outcomes for children. I also use Kei Tua o te Pae, Tātaiako, readings and research to provide provocations and higher level thinking to support teachers to think critically about ways to provide a responsive curriculum. Planning, assessment and evaluation needs to build on children’s learning dispositions, provide opportunities for funds of knowledge to be shared, where language, culture and identity is recognised, family contributions are valued and inclusive practice is evident. I support teaching teams to develop their skills and knowledge so that a progression of learning is evident in children’s assessment.
- Performance Management – some centres that I have worked with are requiring support to understand the process outlined by the Education Council. I have been able to support teachers to develop teaching portfolios clearly linked to the Practicing Teacher Criteria with evidence of self-assessment, goal setting, reflections and feedback. Clear guidelines have been established with management to ensure a robust appraisal process is in place to ensure regular discussions, observations of practice and feedback takes place.
- Leadership – The Practicing Teacher criteria 5 states: show leadership that contributes to effective teaching and learning. I have worked with many teachers and managers to support them with their leadership knowledge and skills. The leadership programme I have facilitated as part of the SELO 3 programme is a mix of workshops, readings and individual support in centre. The content of the workshops delivered are based on the needs of the group. I have provided research and readings on leadership styles, team building, open to learning conversations, communication styles, coaching and mentoring. Clusters as part of the workshops allowed participants to share ideas and progress with their question of inquiry developed as part of the programme. He Pou Tātaki is used as the guiding document when developing their inquiry focus and quality indicators.

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	Heke Niu
Contact Number	063627096
Contact email address	heken@shannon.school.nz

Referee Two

Referee Name	Hilary Hirst
Contact Number	063745880
Contact email address	dvkecentralkgtn@xtra.co.nz

