

Professional Learning and Development Profile

TRUDY FRANCIS

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 Region: Taranaki-Whanganui-Manawatū

Priorities:

Cultural capability; local curriculum design; assessment for learning, aromatawai

Specialisations:

Community engagement; key competencies (including social and emotional learning); leadership; literacy and communication; leading for change

Key Words:

Backward by design UBD; inquiry; assessment; coaching; professional growth cycles; agency

Personal Statement:

My professional goal is to empower as many children as I can, so they dream their dreams, set and achieve challenging goals and experience success. Teachers also need to feel empowered. I see coaching as a way to do this by helping people to succeed and develop their talents (Berg & Karlsen, 2007). By reimagining how we work with each other we have the capacity to reimagine and transform curriculum.

I personalise my approach and focus on building trusted relationships to deliver outcomes that are specifically developed with you. I strive to know you - your past, your present and your future aspirations.

Professional Learning and Development Overview:

Trudy has worked as an educational coach in over 50 schools around New Zealand since 2007. Every project is personalised and the professional goals and objectives are co-constructed to reflect this. Teachers with leadership aspirations and the desire to deepen their pedagogical and curriculum understandings are trained as coaches – working in collaboration with each other and Trudy. The Lead Teachers and Trudy support all staff as they form coaching partnerships and learn to use coaching strategies. An inclusive approach ensures that the professional learning is embedded and sustainable.

Trudy's experience as a coach is focused on the following outcomes:

- creating and sustaining a culture in which students are more likely to be intrinsically motivated;
- environment and curriculum are adapted to achieve the vision and goals of the community;
- *teachers expand their capacity to create the results they truly desire;*
- *new and expansive patterns of thinking are nurtured and coached in systematic ways; and*
- *The New Zealand Curriculum vision is discernable in the lives of our students.*

Areas of Expertise:

- *Coaching Leadership – Principals, middle leaders, lead teachers and teachers.*
- *Creating innovative curriculum to achieve the aspirations and goals of the school.*
- *Systems thinking and teacher inquiry – able to transform how people work to achieve challenging goals.*
- *The key competencies – 10 years of experience developing and using innovative approaches to develop future focused capability in students.*
- *A key competency approach to literacy – cutting edge and innovative – building on the foundations of effective practice to genuinely achieve different results.*
- *Integration and inquiry – using a backward by design methodology to develop deep understandings about big ideas. The key competencies and transformative assessment practices are at the heart of this model and approach.*
- *Empowering approaches to assessment – adapting what we do to put the student at the centre and to train them to interpret data and set challenging goals.*

Professional Information:

Qualifications

- 2011 Postgraduate Diploma of Teaching and Learning (Distinction), Massey University
- 2000 Bachelor of Teaching, Massey University

Leadership roles

- 2006-2010 Extending High Standards Across Schools - Facilitator
- 2005-2007 Assistant Principal
- 2003-2005 Syndicate/Team Leader

Professional Learning and Development experience and expertise

- As Educational Coach and Director of C21 Learning Limited from July 2007 to present, I have worked in over 50 schools on contracts lasting between two to four years.

Conferences

- Learning Network (Auckland)
- Inspired Learning (Palmerston North)
- Spectrum Education (New Zealand and Australia)
- Habits of Mind Boot Camp

Workshops

- Coaching Leadership (workshop series)
- A Key Competency Approach to Literacy (oral, visual, reading and writing)
- Habits of Mind
- Integrating the Curriculum and Inquiry
- Creating Unique School-based Curriculum
- Pedagogy Matrices and Teacher Inquiry, eg Leadership Matrix, Across Curriculum Capability Matrix, Literacy and Mathematics Matrices, Integration Matrix, Key Competencies and Habits of Mind Matrices, Agentive Learners - ILE/MLE
- Empowering Assessment - reimagine and transform to develop assessment capable teachers and children

Programme writing and development

- Professional learning journals for literacy - writing; focusing on thinking; focusing on managing self; integration; and coaching leadership

Publications

- Articles in *Education Gazette*, *Teachers Matter*

Awards

- Pro-Vice Chancellor Award Bachelor's Degree and Postgraduate Diploma - Distinction

Summary of Examples of Practice:

Example 1: Literacy – a key competency approach to improving outcomes for all students

This approach begins by creating an environment in which the culture, identity, and language of the student is valued – promoting conditions for optimal motivation. An holistic approach that encourages young people to explore and express who they are, helping them to make sense of the world they live in. Weaving in explicit development of the key competencies within literacy develops a can-do attitude of the learner. Making thinking more visible helps them emulate how people think and work in the real world. This approach complements what we know about effective literacy practice, but it will also challenge some of our taken for granted ways of doing things.

Example 2: Key Competencies

Developing intelligent patterns of behaviour is learnable. Drawing from Harvard University research into visible thinking, Costa's research into the habits of mind, Dweck's growth mindsets and Hipkins, Bolsad, Boyd & McDowall's New Zealand research into the key competencies we explore how to develop capability with colleagues and within children across the curriculum. The approach involves explicit and deliberate teaching of thinking behaviours, skills and strategies in multiple contexts so that young people become skilful thinkers, problem posers and solvers. Teachers learn how to co-construct understandings with young people – making complex ideas more visible; they are coached in a variety of ways e.g., collaborative workshops and inquiry to deepen understandings about the key competencies, in-class demonstrations and using Jugyuu Kenkyuu as an approach for co-planning, teaching, observations and evaluative feedback.

Example 3: Integrating the Curriculum and Inquiry

Regardless of your inquiry model, it can be developed further to place the key competencies and empowering forms of assessment at the centre of it. We use an approach that will help learners develop deep understandings about big ideas and at the same time they can uncover and work through wicked problems, developing their capability (Hipkins et al, 2014). Using a backward design approach helps teachers identify the desired results, determine assessment evidence and plan learning experiences and instruction (Wiggins and McTighe, 2005).

Example 4: Coaching Leadership

Regardless of the context and content of the professional learning initiative, we need an effective approach to solve the knowing–doing gap. This gap falls between the useful ideas that people come up with and the implementation of them in projects (Pfeffer & Sutton, 2000, cited in Berg & Karlsen, 2007). Coaching focuses on building the Tātaiako Competencies – whanaungatanga, tangata whenuatanga, manaakitanga, and ako. It is about building reciprocal partnerships where people share their knowledge and expertise with each other. The benefits of this approach include: engagement, job satisfaction, morale, collaboration, and leadership, a sense of organisational community, retention of staff and adaptability to change. Teacher learning focuses on deep and enduring ideas. Each teacher is trained as a coach, developing his or her skills to become more effective at critical reflection, collaborative inquiry, and providing evaluative feedback. Teachers make noticeable progress and students benefit from the changes the teachers make.

Referees:

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