

# Professional Learning and Development Accreditation

## Personal Profile

First name and Surname	Andrea Piters
Personal statement (optional)	I am a Literacy Facilitator in schools throughout the lower North Island, with focus on accelerating student achievement, and building greater teacher, leader, and school capability to analyse needs and respond effectively.

## Professional Learning and Development Overview

<i>Data analysis using Excel</i> <i>Teacher Observation</i> <i>Practice Analysis Conversations</i> <i>The Writing Process</i> <i>Literacy Leadership</i>	<i>Professional Learning Communities</i> <i>Accelerated Learning</i> <i>National Standards and OTJs</i> <i>Moderation systems and processes</i> <i>Literacy across the curriculum</i>
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## Professional Information

<b>2006</b> Master of Education, Victoria University of Wellington, Wellington <b>1995</b> Diploma in the Education of Students with Special Teaching Needs, College of Education, Wellington College of Central Queensland, Queensland Brisbane College of Advanced Education, Queensland	<b>1989</b> Bachelor of Education, University <b>1987</b> Diploma of Teaching (Primary),
<p>During my career, I have had many varied roles in teaching – classroom teacher, special education teacher, and reading recovery teacher. I have also been an on-line lecturer in English for the Graduate Diploma of Teaching students, and taught the Bachelor Upgrade course on-line at Victoria University of Wellington.</p> <p>My deep knowledge of literacy, and expertise in the writing process, enables me to guide schools through inquiry, building strong literacy connections across the curriculum. I am passionate about children’s voices being heard through their writing and creating energy to make children’s writing come alive!                  In my role as mentor for teachers and schools in Programmes for Students: Accelerated Learning in</p> <p>Literacy, I have worked with groups of teachers and leaders in many different schools with a focus on raising the achievement of students in both reading and writing. My role has been to observe and help teachers analyse their teaching practice and data, build pedagogical content knowledge, and to identify practices that are effective in accelerating student learning to inform whole-school decisions and practices.</p> <p><b>2015</b> New Zealand Literacy Association Conference - Presentation: Less is more – the magic of the mini-lesson  <b>2016</b> Article published in the New Zealand Literacy Association’s Forum Journal: <i>Less is more – the magic of the mini-lesson</i></p>	

## Summary of examples of practice

<p><a href="#">Example One Building Leadership Capability: Focus on using the evidence to make appropriate decisions and set clear and measurable goals for improvement</a></p> <p>Effective leadership of teacher learning and development is pivotal to raising student achievement. Promoting and supporting leadership development is a strong focus of my facilitation.</p> <p>In my work with one particular school, I referenced the Leadership Dimensions Matrices from the work of Viviane Robinson to support the leader to reflect on her capabilities, and form goals to develop her leadership. Dimension 4: Leading teacher learning and development is supported by research as having twice as much impact on student learning than any of the other four dimensions. Therefore, my facilitation has been focussed on supporting the leader to develop her capabilities in this dimension.</p> <p>As the facilitator it was vital that I model the processes of seeking and using reliable evidence, and interpreting it meaningfully. I modelled how to create a data wall with photographs of students, a practice promoted by Michael Fullan. The literacy leader then created a data wall using school data. Our conversations became richer as we spoke about these students – collectively and individually – and formed a picture of their strengths and needs in relation to the New Zealand Curriculum. Knowledge of the learners served as a reminder that we are teaching students, not simply content, and that to do that well we needed to lever off what students already did well and were interested in learning. In this school, the high percentage of Maori students underachieving in comparison to National Standards</p>
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meant that an understanding of cultural competencies was essential to our work, and ensuring a Maori world view in our work.

Our focus then turned to building teacher capability for analysing samples of student writing to inform teaching decisions, and build rigour into teacher decision making. We co-constructed the design of staff workshops to model and guide teachers through analyses of student writing using the e-asTTle writing rubrics. The leader and I were able to provide moderation of analyses, and an expectation of evidence checked against exemplars.

I am continuing to support this leader as we maintain and build momentum for the professional learning and development of all staff members. In particular, I am continuing to have conversations that navigate perceptions of risk for the leader as she works with teachers to analyse their practices, and co-construct future practices to be more effective. Modelling the qualities of relational trust is vital to surfacing to this process. It ensures facilitator and leader understanding of these beliefs, and co-constructing and supporting changing beliefs and practice.

#### [Example Two Establishing and embedding Monitoring Meetings](#)

Monitoring meetings are an effective way to identify student achievement toward agreed expectations. In each of my in-depth and Accelerated Learning in Literacy (ALL) schools in 2016, I have supported schools' inquiries into the progress of underachieving students and teaching practices that create acceleration.

This has been achieved by deepening knowledge of how to effectively monitor student progress, including setting goals and 'signs of success' toward those goals, both for students and teachers. In this way, teachers are planning with a clear line of sight to student achievement. I have introduced professional readings, and supported conversations to deepen knowledge, identify student progress, as well as to know the impact of teaching. In this way I am modelling the inquiry and knowledge building process for professional learning.

#### [Example Three Observations of teacher practice and Practice Analysis Conversations](#)

Practice Analysis Conversations (PACs) provide a useful framework to support teachers to analyse their practice and its impact on student achievement. As part of my usual work I observe teacher practice and introduce PACs. PACs are grounded in widely recognised theories of learning to promote a deep foundation of knowledge in the context of a conceptual framework. PACs enable teachers to develop a high capacity for self-reflection and adaptive practice, self-regulating their learning.

Genuine and respectful inquiry into teacher theory and practice is vital to successful observations and PACs, and I believe I demonstrate these values in my work by collaborating with teachers. My conversations are characterised by values such as mutual respect, inquiry, integrity, and maximising valid information

## Referees

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