

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Cath Runga
Personal statement	I work alongside others to make a difference for learners, teachers and leaders. I develop effective working relationships to enable a collaborative and focused approach to implementing change.

Professional Learning and Development Overview

Literacy content knowledge and pedagogy – Years 1-10.

Literacy assessment tools; instructional approaches; effective teaching practices; reading, writing and oral language content knowledge; reading and writing standards; PaCT; culturally responsive pedagogies; acceleration strategies.

Collaborative literacy leadership

Developing a learning culture; effecting change; implementation of inquiry models; developing leadership capability; practice analysis conversations; open to learning conversations; establishing and setting goals and targets; coaching and mentoring models; developing evaluative capability; ensuring coherence and sustainability.

Learner agency

Content knowledge and pedagogy that supports students to have agency in their learning; enabling student, teacher and leader agency.

Professional Information

Academic history

2016: Post Graduate Diploma Education (Distinction), University of Auckland

1984: Bachelor of Education, University of Waikato

1984: Diploma of Teaching, Hamilton Teachers College

1983: Trained Teachers Certificate, Hamilton Teachers College

Conferences and courses

2016 Open to learning - Introduction and Advanced - Centre for educational leadership; Mindful Authentic Leadership, Brendan Spillane - Learning Network

2006 - 2016 Learning media, Team Solutions and CPL professional development- inclusive education, culturally responsive pedagogies, Spiral of inquiry, PaCT and the Aspect framework, Change leadership, Acts of facilitation, Practice analysis conversations.

I began facilitating in 2006 and have facilitated within a range of school contexts including Learning and change networks. Throughout my involvement in professional learning projects, I have demonstrated my ability to develop the capability of leaders and teachers to collaboratively inquire into the impact of their practice to accelerate student learning and achievement.

I have a deep knowledge of literacy learning progression, teaching and learning. I have a proven record in effecting change and building relationships that enable a collaborative focus on making a difference for priority learners. I have considerable experience designing and presenting literacy and leadership workshops for a wide range of audiences across New Zealand. I have been a writer for the School Journal teacher support materials, writing illustrations, and am co-author of a resource for facilitators. I have a particular strength in the development of coherent inquiry-driven processes, ensuring equity for priority learners and the active involvement of students in their learning.

Programme writing and development

As an independent education consultant for 4 years, I designed professional learning and development tailored to the needs of individual schools and clusters. PLD design is co-constructed and responsive to needs analysis and reflective of evidence-based practices. PLD programmes include monitoring, self-review and reporting to the BOT.

Conference and workshop presenter**2016** Progress and Consistency Tool (PaCT)**2015** Overall teacher judgments (OTJs)**2009 - 2014** Range of Literacy and Leadership workshops; National Standards workshops - Reading and Writing; Rural principals' conference – Rotorua

- **Publications**

Co-author: "CPL: Acts of facilitation that make a difference." (2013) CPL & Univ. of Auckland collaboration.**Summary of examples of practice**

Within professional learning contexts, I strive to develop and maintain effective working relationships with the people I work with. I support leaders through a range of leadership learning that empowers them to enact change within their school contexts. Inquiry models support a focus of learning and change. Smart tools evaluate the impact of teacher and leader learning, transfer to practice, and shifts in student achievement. I support leadership learning by modelling, coaching and mentoring leaders. Professional readings and BES leadership tools support reflection and critique of leadership capability and growth.

Scoping what is working well and what isn't, supports clarity to the PLD focus. Scoping includes observations; practice analysis conversations; articulation and challenge of habitual practices and beliefs; and the analysis of school wide and classroom data. Scoping information drives the action plan and supports the identification of goals linked to student achievement targets, identified needs and teacher learning processes. Evaluative capability develops through meetings focused on understanding the purpose and scope of assessments, data to inform planning and teaching, identification of target students and achievement meetings to monitor the impact of modified practices.

Using evidence gained during scoping, I support teachers through a range of professional learning and development processes - professional readings, modelling or coaching practice, literacy content knowledge and professional conversations. I challenge teachers to articulate their learning, evaluate the impact of their teaching identify next steps and co-construct accelerative practices. Through collaborative knowledge-building at staff / team meetings, schools develop a shared language to talk about and evaluate their practice.

Referees**Referee One**

Referee Name	Jane PORTMAN
Contact Number	06 274 8283 027 555 6500
Contact email address	principal@manaia.school.nz

Referee Two

Referee Name	Rose MARTIN
Contact Number	06 385 8483 027 246 4408
Contact email address	rmartin@ohakune.school.nz