

## 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	David Seaman
Personal statement (optional)	I believe that an effective inquiry at leader, teacher and student level is essential to success in schools. This has been a focus of my work, as has implementation of formative practice and effective use of data in schools. I support the growth of leadership through understanding change processes and strategic planning with students at the centre. I believe this is key to professional learning leading to improved leader and teacher confidence.

### Professional Learning and Development Overview

<p>Areas of specialist professional learning and development:</p> <ul style="list-style-type: none"> <li>• Leadership, formative practice and assessment including data analysis and interpretation</li> <li>• Teaching as inquiry through practice analysis and spirals of inquiry.</li> <li>• Leadership development and growth</li> <li>• Curriculum design using NZC.</li> <li>• Building leadership capacity</li> <li>• Building relational trust</li> <li>• Change leadership</li> </ul>
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### Professional Information

<p>2012: Master Paper <i>Adaptive Expertise</i>, University of Auckland.          2010: Open to Learn training.          2009: Presenter -“Curriculum development in mainstream schools guided by Te Mauratanga and the New Zealand Curriculum” NZARE Conference.          2003: Bachelor of Teaching and Learning (BTchIn) Primary, University of Canterbury          2003: Diploma of Educational Leadership and Management.          1997: Speld trained.          1972: Dip Tching, Auckland College of Education.</p>
<p>Experience in the delivery of professional learning and development:</p> <ul style="list-style-type: none"> <li>• I have been a facilitator in the Leadership and Assessment contract. Prior to this I worked as a facilitator in the Leadership and Management contract. This work involved supporting leaders in schools, with management and administration matters, staffing and curriculum implementation and development.</li> <li>• I have delivered PLD support in schools throughout the Northland in the time with Team Solutions. I hold strong belief that small and remote schools have equal opportunity when it comes to professional learning.</li> <li>• I am focused on effective inquiry at leader, teacher and student level, which is essential to success in schools. My work has involved the implementation of formative practice and effective use of data in schools.</li> </ul>
<p>Special interest areas:</p> <ul style="list-style-type: none"> <li>• Curriculum design and development: Conference presentations:“Curriculum development in mainstream schools guided by Te Mauratanga and the New Zealand Curriculum” at the NZARE Conference.</li> <li>• Professional learning blog with and for LD facilitators nationally.</li> <li>• Leadership development.</li> </ul>

## Summary of examples of practice

### **Relationships where all parties were valued and appreciated (ako) Responsiveness to and inclusive of the needs of Maori Learners and their whanau and iwi:**

Through scoping conversations and initial observations the leader and I worked collaboratively to establish the focus of the PLD. This focus was through reading. This also involved surfacing and engaging the staff's beliefs, attitudes and levels of understanding. This in turn led to co-constructing an approach to the P.L.D. that would best support the improvement of teaching and learning using the pedagogy of formative practice while aligning with the culture of the school. The approach I used was responsive to and inclusive of the needs of Maori Learners and their whanau and iwi by listening openly and respectfully to meet the needs within the setting I was working in.

I focused on building strong relational trust in order to make change to teacher/ leader practice and accelerate students learning. This required me to: "respect and value the diverse identities, languages and cultures of the school community and drawing on its funds of knowledge to make connections to students' lives outside the school. These approaches promoted participation in reciprocal, learning-centered relationships with teachers and the school.

### **The integrity, uniqueness, specialness of the kura, school or Community of learning:**

I challenged and supported leaders and teachers to work towards achieving shared goals, targets and priorities. This involved professional development to understand teaching as inquiry, formative assessment and use of data as a team. This led to teachers and leaders individually adapting practice with the intention to accelerate student achievement.

## Referees

The following two referees can attest to the information supplied. These referees represent principals or tumaki that were involved in the summary example of practice provided in this document.

### **Reference One**

Referee Name	Kathryn CAREY. Principal Pompallier School Kaitaia.
Contact Number	09 4082650
Contact email address	principal@pompallierprimary.school.nz

### **Reference Two**

Referee Name	Maraea HERBERT
Contact Number	09 4095338
Contact email address	maraeaherbert@xtra.co.nz