

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Donna Tupaea-Petero
Iwi affiliation	Ngati Tipa Waikato, Ngati Pikiāo, Te Arawa
Personal statement	I am committed to strengthening the capacity of school leaders, teachers and their communities so that all students, particularly those currently disadvantaged within our education system, to realise their potential and enjoy equity, excellence and educational success. I bring extensive experience in activating kaupapa Māori and mātauranga Māori responses to develop effective educational practices, which span culturally responsive and relational pedagogy, whānau, hapu and iwi engagement, leadership, literacy practices, curriculum design, assessment, and analysis and review processes.

Professional Learning and Development Overview

- Treaty of Waitangi imperatives in education and bicultural partnerships in Aotearoa New Zealand
- Developing educationally powerful relationships between schools, whānau and communities
- Culturally responsive and relational pedagogy and practices
- Mātauranga Māori approaches to effective educational practice
- Leading reform for equitable change using strategic planning and systems management
- Activating critical theories in supporting schools to surface, challenge and disrupt inequities
- Using evidence to surface and challenge current assumptions and theories of practice
- Classroom observations that support teacher self-review processes
- Development of expertise in school based professional development
- Developing collaborative expertise and learning contexts for school leaders and teachers

Professional Information

Academic History:

2016: Completing a Master of Professional Studies in Education, University of Auckland

2010: Master of Maori Visual Arts, Massey University

1994: Diploma in Secondary Teaching, Auckland College of Education

1993: Bachelor of Fine Arts, University of Auckland

Research Interests:

My research interests have focused on the visual arts, the impact of historical and contemporary development in visual arts education for Māori students and contemporary Māori arts practice. I am currently completing a Master of Professional Studies degree examining levers for success in both a mātauranga Māori approach and a conventional NCEA approach in mainstream senior secondary school contexts.

Professional Experience:

2014 – present: Kia Eke Panuku Facilitator

2014: Strategic Change Leadership Team (School)

2010 – 2014: Specialist Classroom Teacher

2006-2014: Te Kotahitanga Facilitator

Conference Presentations:

2015: National Association of Secondary Deputy and Assistant Principals, Auckland

2014: Aotearoa New Zealand Association of Art Educators (ANZAAE), Auckland

2014: ANZAAE Conference Convener, Auckland

Summary of examples of practice

Brokering Relationships – Educationally powerful engagement with whānau, hapū and iwi

As the facilitator I employed the context of a critical cycle of learning (Ako) and my extensive knowledge of kaupapa Māori and mātauranga Māori approaches to support a principal in brokering opportunities for educationally powerful relationships between the school, whānau, hapū and iwi. Meaningful engagement was initiated through the tribal institution of Poukai, allowing the principal to actively apply concepts of *kanohi kitea* – having a visible presence and becoming a familiar face on local marae. Strategies of support allowed the principal to overcome initial feelings of discomfort, make connections with local kaumatua and theorise his own learning and growth.

Disrupting the status quo to bring about transformative change

An essential part of leading reform for equitable and transformative change is the ability to activate critical theories to engage in conversations that surface, challenge and disrupt inequities. In my role as facilitator I was able to support a principal and his strategic change team create a safe space for all participants to engage openly in critical conversations, to respectfully challenge existing systems and structures that were working to maintain the status quo, and to engage in a critical cycle of learning. I utilised evidence as a lens through which participants could critically reflect on the implications of their current practice for Māori learners, and the current inequity between Māori and Pākehā students in their school. This process allowed the school to identify barriers and consider planned actions to deepen both the ownership and spread of work, which focussed specifically on generating transformative change and improved outcomes for Māori students.

Development of expertise in school based professional development

In utilising Kia Eke Panuku digital resources such as ebooks, case studies and question frameworks to reinforce effective teacher practice, I supported a strategic change leadership team to develop effective and collaborative ways of working towards a more responsive and sustainable model of professional development delivery. This process allowed for coherency and a more meaningful approach to professional learning, teacher critical self-reflection and inquiry and school-wide attestation systems. As a result of this, staff buy-in and participation has been overwhelmingly positive.

Referees

Referee Name	Robert Solomone
Contact Number	027 2743336
Contact email address	r.solomone@alfristoncollege.school.nz

Referee Name	Chris Betty
Contact Number	027 4520538
Contact email address	C.Betty@tuakaucollege.com