

Professional Learning and Development Accreditation

Personal Profile

Name:	Gayle McIlraith
Personal statement	I am an experienced facilitator and project leader who is committed to supporting leaders and teachers to engage in collaborative inquiry, that is evidence based, research informed and seeks ways to incorporate 21 st century skills into enhancing learning for all students. Pursuing effective teacher and leader practice that accelerates outcomes for students is a driver within the contexts of reading, writing, literacy across the curriculum and science.

Professional Learning and Development Overview

- In-depth knowledge of assessment and The New Zealand Curriculum
- Building teacher and leader evaluative capability
- Collaborative Inquiry and use of evidence and research to challenge current assumptions and theories of practice
- Reading, writing and literacy across the curriculum
- Leading coherent change at all system levels
- Developing cultural and linguistic responsiveness and relational pedagogies
- Mediation, coaching and mentoring
- Data analysis and interpretation of data to inform learning
- Modern learning pedagogies including digital fluency
- Knowledge of National Standards and Progress and Consistency Tool

Professional Information

Educational qualifications

2007 Master in Educational Administration (Massey University)

1992 Advanced Diploma of Teaching (Auckland College of Education)

Professional Qualifications

1997 Certificate in Human Resource Management (University of Auckland)

1998 Trained Mediator: Mediate Direct (The Mediation Training Centre)

2015 Open to Learning Conversations: Advanced Practitioner (University of Auckland)

Research interests

Gayle has a strong research interest in effective facilitator practice, supporting organisations to operate in competitive funding environments and effective feedback methods and has conducted multiple studies on these topics. Gayle is currently working towards completing a Post Graduate Certificate in Applied Practice (Digital and Collaborative Learning, through MindLab, Unitec).

Publications

Parfitt, J. and McIlraith, G. (2009). *Preparing a professional development organisation to operate in a contestable funding environment by identifying effective facilitator practice*. University of Auckland.

McIlraith, G. (2006). *Digital Appraisal in Action: An Evaluation of 360 degree Feedback*. A report prepared in partial fulfilment of the requirements for the degree of Masters of Educational Administration

Conference presentations

2015 New Zealand Literacy Association (Wellington): Use of video: a lever for critical inquiry and a deep analysis of practice

2010: The International Conference of Education, Economy and Society (Paris)

2009: New Zealand Association for Research in Education (Rotorua) INSTEP – Learning about Practice: a dynamic inquiry paper prepared for NZARE, 2009.

Experience in the delivery of professional learning and development in relation to your professional learning and development expertise:

Programme writing and development
 Project co-director of the Literacy and English Language Learning in Years 1-8 contract and developed a number of programmes: e.g. Introduction to National Standards; Overall Teacher Judgement workshops; Currently a writer of the training modules for the Ministry of Education.

Special interest areas - Use of digital technology to enhance learning; success for all: inclusive education and science within the context of literacy, national standards and PACT, leading learning.

Membership New Zealand Institute of Management (NZIM); The Literacy Network; NZ Teachers (Primary) Facebook group; Mind Lab google+ community; Blogger.com.

Awards – 2010: The University of Auckland General Staff Excellence Award as part of the team delivering National Standards in the Auckland and Northland region.

Summary of examples of practice

Gayle is seen as a very effective facilitator and a skilled communicator who brings a wealth of experience to her facilitation work in schools with leaders, teachers and students and clusters. She is **adaptive and consultative** with the ability to transfer research and new learning into practice, with a particular emphasis on modern learning pedagogies and 21st century skills.

As a facilitator, Gayle is committed to supporting teachers and leaders **to build their evaluative capability**. She is able to convey messages in a clear and considered way that challenges yet also supports teachers and leaders to reflect on her messages. Gayle is a champion of supporting teachers to look at and understand evidence of learning through encouraging teachers in the use of video to analyse practice and purposeful collection of student voice to determine levels of student agency.

Gayle is strongly focused on the **use of collaborative inquiry to build relational trust** as a way of creating coherence and alignment between the strategic direction, goals and targets set by the leadership team and effective teaching and learning that accelerates the achievement of all students.

As a facilitator she brings a deep knowledge **of Effective Literacy Practice, the Literacy Learning Progressions, English Language Learning Progressions, National Standards and the Progress and Consistency Tool** to build teacher and leader pedagogical content knowledge

Gayle believes in the use of qualitative and quantitative data to track, monitor and evaluate student progress and achievement and to set the strategic direction, vision and annual target and drive the focus to address achievement challenges in schools and clusters.

She understands the theories behind key resource documents Ka Hikitia- Accelerating Success, Tātaiako and the Measurable Gains Framework. She is practiced in supporting teachers and leaders to develop the **cultural competencies necessary to develop culturally responsive practices** that enhance effective teaching and learning.

Referees

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Referee Name	Deidre Alderson
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