



Professional Learning and Development Accreditation

The following summary of practice provides a personal profile and a summary of expertise.

Personal Profile

First name and Surname	Jennifer MacDonald
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Professional Learning and Development Overview

<p>Area(s) of specialist professional learning and development expertise in relation to quality teaching practices.</p> <ul style="list-style-type: none"> - Leading change - Collaborative expertise and building relational trust - Senior secondary curriculum planning and review - Deep curriculum and assessment knowledge in English - NCEA assessment practices - Course planning - Analysis and interpretation of qualitative and quantitative data - Literacy practice – cross curricular and subject specific - Models of inquiry linked to The New Zealand Curriculum - Classroom observations and practice - Analysis conversations that support teacher development
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Professional Information

<p>2016: Post Graduate Diploma in Educational Leadership, University of Auckland (Current study; paper completed in Educational leadership)</p> <p>2014: DipTESSOL (2009 - 2012), in second language acquisition, information literacy, assessment, materials design and critical literacy, University of Auckland,</p> <p>1984: Diploma of Teaching, Auckland Secondary Teachers' College – Epsom Campus</p> <p>1983: Bachelor of Arts in English and history of art. Minor subjects: education, psychology and sociology, University of Auckland</p>
<p>Jenny MacDonald joined Team Solutions on the Secondary Student Achievement contract in an English and Literacy role in mid-2014. She worked with schools in the Auckland and central North Island regions in 2014 and since 2015 she has worked with schools in Auckland and Tai Tokerau regions as an English facilitator. This involves working with schools to build middle leadership capability with the focus on raising student achievement.</p>
<p>Programme writing and development</p> <p>Jenny supports middle leaders in developing effective programmes of work that meet the learning needs of all tamariki; that are culturally inclusive; value their cultural capital and which provide future pathways in line with learners' goals and aspirations.</p>
<p>Conference presentations</p> <p>2015 – SAATE and AATEL presentations: Reciprocal Teaching and Unfamiliar Texts</p> <p>2015 – 2016: NZATE (NZ) Conference: Reciprocal Teaching and Unfamiliar Texts; Teaching for Creativity</p> <p>2016: NATE (UK) Conference: Teaching for Creativity - using frameworks that support creative and critical thinking</p>
<p>Publications</p>

2015-2016: Articles in national English newsletters (Term 3, 2015; Term 3, 2016)

Special interest areas that you have been particularly active in e.g. inclusive education

Since late 2015 Jenny has been working on a collaborative action research project between Team Solutions, Auckland Art Gallery and a decile 1 South Auckland School. This focuses on the creative process using creative and critical thinking frameworks.

Memberships of networks of expertise, boards, committees etc. applicable to the professional learning and development you are offering

Jenny is involved in various professional groups: regional English Association groups SAATE (South Auckland), AATEL (Central Auckland) and TTATE (Tai Tokerau). Jenny is on the 2017 NZATE conference planning committee.

Awards

Woolf Fisher Fellowship 2013 - exploring the use of digital devices in Australian schools.

Summary of examples of practice

As a professional learning facilitator, Jenny focuses on the development of relational trust in order to have open to learning conversations that support critique of belief and inquiry into practice. By building teacher capability and school capacity all learners can then be supported in their achievement and be engaged in rich learning experiences. Working within the bicultural context of Aotearoa New Zealand Jenny acknowledges the importance of validating the education setting's language, identity and culture as well as the knowledge and experience of practice that teaching professionals bring to their context.

Jenny has deep curriculum and assessment knowledge in English and literacy, demonstrated in her work with schools and through workshops facilitated on a range of topics from reciprocal teaching, unfamiliar texts, information literacy, creative frameworks and Polyfest as a context for learning and assessment. She has also co-facilitated English national workshops 2014-2015.

Jenny works one-on-one with middle leaders and whole departments but also collectively with other facilitators, middle leader groups and whole staff as a means to support and develop professional practices that will positively impact on student achievement. This includes coaching and mentoring middle leaders in their role of leading learning and best practice within their department via inquiry; supporting schools in the review and development of programmes of work that are responsive to the needs, interests and culture of learners; supporting the development of collective and individual sense making of student achievement by tracking and monitoring student achievement data, qualitative and quantitative data analysis, and the timely teacher response to that data.

Referees

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

Referee Name	Ngaire ASHMORE - Principal, Tangaroa College
Contact Number	(09) 274 5764
Contact email address	NgaireA@tangaroa.school.nz
Referee Name	Peter MATHIAS – Associate Principal, Pukekohe High School
Contact Number	(09) 238 6089
Contact email address	PMathias@pukekohehigh.school.nz