

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Jenny Thompson
Personal statement	Jenny is an experienced facilitator and regional team leader in Auckland and Tai Tokerau who delivers high quality reading, writing, literacy across the curriculum and leadership PLD in a wide range of contexts. She is passionate about systemic change to ensure equitable outcomes for all students, driven by a desire to see underachieving students achieve success in their learning.

Professional Learning and Development Overview

<ul style="list-style-type: none"> • Vision and strategic leadership • Developing culturally responsive and relational pedagogies • Building leadership and teacher capability and capacity including coaching and mentoring • Strong reading and writing pedagogical content and progressional knowledge • Linking reading and writing theory to practice • Analysis and interpretation of qualitative and quantitative data • Building evaluative capability in teachers and leaders 	<ul style="list-style-type: none"> • Leading coherent change at all system levels • Deep curriculum and assessment knowledge • Self review systems and processes • Collaborative expertise and rigorous inquiry • Builds relationships of trust, respect and challenge • Facilitating clusters of learners focused on reading and writing • Modern learning pedagogies including digital fluency • Communication, teaching and facilitation skills
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Professional Information

<p><u>Educational Qualifications</u></p> <p>2012: Postgraduate paper Developing Professional Expertise, University of Auckland 2010: Master of Education (First Class Honours), University of Auckland 2008: Post Graduate Diploma in Educational Administration, Massey University 1980: Bachelor of Arts, Victoria University of Wellington</p> <p><u>Professional Qualifications</u></p> <p>1981: Diploma in Teaching, Victoria University of Wellington 1979: Trained Teachers Certificate, Wellington Teachers College</p> <p><u>Research interests</u></p> <p>Jenny's research interests are centered on leadership, teaching and facilitation. Her paper on using <i>The New Zealand Curriculum</i> as a focus for teaching and learning has been published. Jenny also participated in the recent research on what enables adaptive expertise in facilitation.</p> <p><u>Publications</u></p> <p>Thompson, J., Lee, K. (2010). Using Sustainability and Enterprise Education as a Focus for Teaching and Learning. <i>The International Journal of Environmental, Cultural, Economic and Social Sustainability</i>, Volume 6, Issue 2, pp.241-248. Participant in research on developing adaptive expertise: The practice of effective facilitators. Le Fevre, D.M., Ell, F., Timperley, H., Twyford, K., & Mayo, S.</p>
<p><u>Conferences and Courses</u></p> <p>2010 – 2016: Delivery of wide range of Literacy workshops to leaders and teachers 2014 & 2015: National presenter for Overall Teacher Judgement workshops 2010: Presenter - International Reading Association World Congress on Reading, Auckland 2008: Presenter at Extending High Standards Across Schools conference, Wellington</p>

Presenter at Assessment for Learning conference, Palmerston North

2010-2016: Team Solutions and CPL Professional Development including work with University of Auckland Researchers.

- Open to Learning conversations
- Inclusive education
- Spiral of Inquiry
- Culturally responsive pedagogy
- Acts of facilitation that make a difference
- Adaptive expertise

Summary of examples of practice

Jenny brings to her facilitation work in schools and clusters of learning, effective school leadership experience, deep literacy knowledge and strong assessment literacy and data analysis skills. A strategic thinker and effective communicator, who facilitates with enthusiasm and humour, she has an ability to encourage critical thinking, questioning, inquiry and reflection.

Alongside the ability to **build relational trust and work collaboratively with all stakeholders**, she is skilled in **creating coherence and alignment of teaching and learning to schools' visions and strategic plans**, ensuring clarity and focus of the professional learning.

As a facilitator she has collaborated with leaders and teachers to build learning communities where **collaborative and evidenced based** inquiry is the lynch pin for shifting student outcomes. All her facilitation work is supported with the **use of data and evidence to focus the inquiry**, inform discussions and support self-review. Providing learning opportunities, where **leaders and teachers surface their assumptions and engage their prior understandings** reduces the enactment gap (Le Fevre, 2010) and issues of over-assimilation (Timperley, 2011).

Jenny focuses on the building of **deep pedagogical content knowledge in reading, writing and literacy across the curriculum**. This develops teachers' and leaders' capability to **accelerate learning for underachieving students** while supporting them to understand and enable students to meet the required standards. Alongside this ability, she supports leaders to **develop effective systems, processes and strong self-review mechanisms ensuring sustainability** over time from the professional learning and development.

Jenny supports the exploration and use of **relevant and culturally responsive and relational pedagogies**, which shift the achievement of priority learners.

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	Chris Cooper	Principal Glenfield
Contact Number	+64 9 441 8730	
Contact email address	chrisc@glenfield.school.nz	

Reference Two

Referee Name	Wayne Bainbridge	Principal Matipo
Contact Number	+64 9 834 6909	
Contact email address	principal@matipo.school.nz	