



## Professional Learning and Development Accreditation

### Personal Profile

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| First name and Surname | <b>Karen Lethbridge</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Personal statement     | Karen currently works as a Leadership and Assessment facilitator for Team Solutions in the Faculty of Education and Social Work at the University of Auckland. She is based in the Manawatu /Whanganui area for the Central South Region. Karen has had varying leadership roles in her career and taught across all levels in her role as a primary teacher. Her former facilitation roles have been in Assessment for Learning and Literacy. |

### Professional Learning and Development Overview

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| <ul style="list-style-type: none"> <li>• New Zealand Curriculum and development</li> <li>• Literacy</li> <li>• Assessment for Learning</li> <li>• Spirals of Inquiry</li> </ul> | <ul style="list-style-type: none"> <li>• Empowering leaders and teachers to cater to the cultural and linguistic diversity of their students</li> <li>• Teacher observation and Practice Analysis</li> <li>• Integrated Curriculum</li> <li>• Student voice to give agency</li> </ul> |
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### Professional Information

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| <p><b>Academic history and research interests</b><br/> <b>2016</b> Completing B.Ed. 1979 Diploma of Teaching. Palmerston North Teachers College.<br/> Recent Professional Development:<br/> <b>2016 Consultation</b> and Collaboration in Inclusive Education, Massey University<br/> <b>2015:</b> Dylan William <i>Assessment for Learning</i> Brisbane<br/> <b>2014:</b> Advanced Open to Learning UACEL<br/> <b>2015:</b> The Consortium of Professional Learning research into PLD facilitation for linguistically and culturally responsive teaching and learning, facilitated by Rae Si'ilata, University of Auckland. This collaborative CPL project involved working alongside Professor Helen Timperley, Dr. Deidre LeFevre, Dr. Fiona Eil, Kaye Twyford, and Dr. Sarah Mayo.</p> |
| <p><b>Experience as a facilitator</b><br/> 2013 – 2016: Leadership and Assessment Facilitator for Team Solutions<br/> 2011 – 2013: Leadership and Assessment Facilitator for Team Solutions<br/> 2009-2010: 'In school Facilitator'<br/> 2008 -2009 Assessment for Learning and Literacy Facilitator for Massey University.<br/> 2004-2008 Assessment for Learning – (various release point ages while still in school)<br/> <b>Programme writing and development:</b><br/> Collaborated with CPL facilitators to write and deliver cross regional workshops on Overall Teacher Judgements, Moderation processes and Induction and Mentor Teachers' Programmes.</p>                                                                                                                        |

## Summary of examples of practice

Through scoping conversations Karen works collaboratively with schools to establish a plan for improvement that supports their intended outcomes. She enables schools' to strengthen their use of data to identify areas for improvement. Karen works with leaders and teachers to utilise student data at individual, class and school level and develop robust systems for tracking and monitoring student progress.

Karen is responsive to the needs of the school. She maintains a school wide focus on improving teacher practice and accelerating student progress and achievement through Teaching as Inquiry, Practice Analysis Conversations and Formative Assessment practices. She uses her strengths in Literacy to support these processes. Assessment for learning strategies include, learning focused relationships, clear learning goals, co constructing success criteria, providing explicit feedback and involving students in active reflection about their learning. She guides schools to use the Literacy Learning Progressions and National Standards effectively. She enables schools to develop processes and systems to make valid and reliable overall teacher judgements and engage in effective moderation.

Karen guides leaders and teachers to build relational trust through Practice Analysis Conversations. This is a three-step process focusing on the relationship between teacher practice and students learning .A pre observation conversation surfaces co-constructed clear explicit criteria to be observed. The post observation conversation uses evidence to analyse and co-construct a shared understanding of the next steps identified for teachers. Technology to capture practice is powerful in supporting analysis and reflection at all stages.

Karen's strengths include a deep understanding of the New Zealand Curriculum and an Integrated Curriculum approach. She is able to work with teachers to develop inclusive and culturally responsive practices that promote improved outcomes for a range of diverse students.

" Karen has built strong supportive relationships with all staff. She has worked with the whole staff and individuals, talking, modeling and scaffolding new learning. She has ensured reflective practice is part of the development and has always been positive in all feedback and feed forward. Karen has worked closely with me to keep the PD focused and meeting the needs of the staff. She has also given me the opportunity to develop leadership skills. Karen is knowledgeable and passionate about teaching and learning and this commands respect from staff and myself." *Principal*

" ...We achieved significant shift in our focus areas with returning very high effect sizes two years in a row. She has an intuitive ability to identify areas of need and put appropriate support in place - support that sees staff develop and grow in their practice. Karen is our school's most valued critical friend and her visits are welcomed, as her questioning always requires a deep dig into assumptions, practice and any pre-supposed justifications. She keeps research informed decisions at the fore and has developed this understanding across our staff. Karen has been a significant influence on our school as we have turned education around for the good of our students - a rise in student achievement, teacher capability and roll have been positive experiences for our School, all of which Karen's facilitation has had a part to play in." *Principal*

## Referees

### Referee One

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| Referee Name          | Katherine Ellery              |
| Contact Number        | 06 344 4537                   |
| Contact email address | kellery@castlecliff.school.nz |

### Referee Two

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| Referee Name          | Raylene Franks                |
| Contact Number        | 06 329 7859                   |
| Contact email address | principal@glenoroua.school.nz |