



Professional Learning and Development Accreditation

A summary of practice providing a personal profile and a summary of expertise.

Personal Profile

First name and Surname	Mikhal (Mike) Stone
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Professional Learning and Development Overview

Please describe the area(s) of specialist professional learning and development expertise you have in relation to quality teaching practices

- Expertise in practice effective for diverse students and for less able students
- Change management skills
- Deep curriculum and assessment knowledge in the sciences especially science and biology
- NCEA assessment practices
- Subject-specific literacy
- Nature of Science (NoS) and science capabilities
- Curriculum planning
- Collaborative expertise (using the expertise of others to build something together) and building relational trust
- Communication, teaching and facilitation skills individually and in in small and large groups
- Collecting student voice and teacher voice
- Building sector communication networks
- Able to analyse and use data to inform PLD planning

Professional Information

Relevant Qualifications:

- 2015:** Masters of Professional Studies, University of Auckland
- 1980:** Diploma in Teaching (Secondary), Auckland College of Education
- 1979:** Bachelor of Science, Massey University

Experience in the delivery of PLD:

I have worked as a facilitator since 2006 and worked on a number of contracts:

- The Team Solutions contract 2006 – 2011
- Secondary Student Achievement contract 2012 – 2016
- The Science 1 and Science 2 contracts 2012-2016. These covered Nature of Science and less able L1 science learners respectively.

All this work with secondary science teachers has involved:

- Facilitating regional workshops on junior Science, NZC, EPIC, senior Biology, Chemistry, Physics & Science, Code of Practice, NCEA, Beginning Teachers, Differentiation, HoDs, Scholarship, Science Fair, Science Investigations, Nature of Science (NoS), less able learners
- Facilitating in-school PLD with departments, HoDs and teachers on junior Science, NZC, senior Biology, Chemistry, Physics & Science, NCEA, Differentiation, Scholarship, NoS, less able learners, raising Maori & Pasifika achievement
- Creating, maintaining and using a database (of now over 1000 science teachers)
- Facilitating cluster meetings focussed on pedagogy and assessment in the sciences
- Presenting workshops at SciCon & BioLive conferences (details below)
- Working in-depth with schools – this means meeting regularly with the HoD and staff, observing in class & at department meetings, providing PLD based on the school's focus and identified areas of concern within the department

Other involvements:

- **Conference presentations** 2006 to 2016 – workshops at Biolive, SciCon or the Waikato science symposium:
Assessing Junior science, Contexts of relevance for Maori & Pasifika students, Literacy in Science
Nature of Science, Raising Pasifika achievement, Science Capabilities, Science Literacy, various topics in science or biology (Plant & Animal diversity, Microbes), Differentiation
- **Special interest areas** that you have been particularly active in
Nature of Science and scientific literacy (understanding the science in the world around us)
Literacy in Science (the use of science language in reading, speaking and writing)
- **Memberships of networks of expertise**
On the executive of the Biology Educators Association (BEANZ) where I represent the Auckland region and help co-ordinate our national PLD program for biology teachers.
- **Awards**
Llife member of Auckland Science Teachers' Association for my work with science teachers.

Summary of examples of practice

I worked with the biology department of a large, urban high school to raise Pasifika achievement and engagement. This involved collecting student voice, analysing data and then providing a series of workshops to meet the identified needs. I used the Pasifika Principles tool to focus on aspects of effective pedagogy for Pasifika students in the context of the subject. Key focus included curriculum planning, knowing the learner, using student feedback to inform planning, writing for NCEA, a Pasifika context. This required expertise in science and change management skills, working with an HoF and a small department.

Over 4 years I worked with different teachers of less able students, initially at Level 1, but in later years at Level 2 and Level 3, to support those teachers to gain success for their less able students using achievement standards rather than unit standards. Key focus included knowing the learner, using contexts, writing assessment tasks, developing literacy skills, effective pedagogy. This required expertise in science, challenging deficit thinking, helping teachers develop their own teaching inquiry, co-constructing, modelling and assessment practices. In this PLD I worked with both large workshop groups and one-on-one with classroom teachers as well as planning and presenting in collaboration with science colleagues.

In the 2016 National Workshops we explored culturally responsive pedagogy, including effective pedagogy for Maori and Pasifika students and relevant science contexts. This required being flexible enough to change the workshop structure in response to the different needs in the room as well as using the expertise the teachers bring to the table in a collaborative way.

Referees**Reference One**

Referee Name	Fiona LAMBERTON ,Assistant Principal, Auckland Girls Grammar
Contact Number	09 307 4180
Contact email address	flamberton@aggs.school.nz

Reference Two

Referee Name	Alison WALLER, teacher, Opotiki College
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