

Professional Learning and Development Accreditation

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

Personal Profile

First name and Surname	Nicki Sturgeon
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Professional Learning and Development Overview

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| <ul style="list-style-type: none"> • Extensive knowledge of, and understanding of, NZ Curriculum • School Strategic & Annual Planning • Evaluation Methodology and Design • Analysis of leaders and classroom practices • Consulting and working with other agencies • In-depth data analysis and interpretation of a range of evidence | <ul style="list-style-type: none"> • Collaborative leadership, including mentoring and coaching • Student Achievement Tools and Formative Assessment Practices • National Standards, making OTJ's across the curriculum and understanding of the Progress and Consistency Tool (PaCT) • Teaching as Inquiry to guide school improvement • Open to Learning Conversations/Practices |
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Professional Information

2008	Postgraduate Diploma in Evaluation (Massey University)
1991	Bachelor of Education (Otago University)
1990	Diploma of Teaching (Dunedin College of Education)

As a Team Solutions Literacy Facilitator working with the Consortium for Professional Learning (CPL). I am responsible for the planning and delivery of professional development that leads to improved student learning and accelerated achievement against The New Zealand Curriculum, National Standards in reading and writing and the English Language Learning Progressions, particularly target and priority students.

I have particular strengths in mentoring and/or coaching school leaders in the implementation of Practice Analysis Conversations (PAC), Open-to-Learning Conversations, the use of teaching as inquiry, strategic and annual planning, data analysis and curriculum delivery and design.

As a mentor for the Accelerated Literacy Learning programme for students I work alongside school leaders and teachers to guide them in the design and evaluation of programmes for students that as explicitly planned to accelerate literacy learning for underachieving students.

I have worked within education since 1991 with my most recent experience as a principal tasked with leading a school through a period of significant change. During this time I was heavily involved in the development, and implementation of a School Cluster Strategic Plan to raise student achievement. I was also a member of Advisory Groups, including for the RTLB Service and National Standards

Prior to that I worked as a Review Officer for the Education Review Office (ERO) where the key focus was in conducting in-depth analysis and interpretation of a range of evidence; facilitating synthesis of key review findings using consensus decision-making; and communicating key findings to stakeholders and co-constructing recommendations.

Summary of examples of practice

Building Leadership Capability: I utilise deliberate acts of facilitation, alongside *The Best Evidence Synthesis* to provide opportunities for school leaders to engage with theory and beliefs and explore the concepts of risk, change and providing direction to guide school improvement.

Strategic and Annual Planning: I have successfully guided school leadership teams to build knowledge and capability to undertake full charter review and re-development; strategic direction, annual planning and specific plans designed to raise achievement for priority students.

Developing Teacher Knowledge and Capability: Using evidence critically and adopting an evaluative inquiry stance is the foundation for determining the knowledge base and capability of teachers. I utilise Practice Analysis Conversation and student achievement data alongside key guiding curriculum framework documents to build individual and collective knowledge and capability of effective teaching (literacy) pedagogy.

Evaluation Theory and Methodology: I have a Post Graduate Diploma in Evaluation. Through this, and my experience as a Review Office for The Education Review Officer I developed knowledge and skills in evaluation theory and methodology.

Moderation Practices: Knowledge and experience in moderation processes and practices using e-asTTle writing samples and in making Overall Teacher Judgements (OTJ's) against *The National Standards*. I also have experience in utilising The Progress and Consistency Tool (PaCT).

Accelerating Literacy Learning: Mentoring school leaders in the design and evaluation of programmes for students that as explicitly planned to accelerate literacy learning for underachieving students.

The New Zealand Curriculum Review and Design: Deep knowledge and understanding of *The New Zealand Curriculum* in its entirety, including what 'giving effect to' the curriculum means.

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	Carolyn WESTON
Contact Number	027 354 3650
Contact email address	korokio@moturoa.school.nz

Reference Two

Referee Name	Kathryn Pick
Contact Number	027 1707166
Contact email address	principal@eltham.school.nz