



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Robyn Headifen
Personal statement (optional)	Robyn is passionate about improving the educational outcomes for all students. Her particular interest is around breaking down the barriers that surround mathematics and statistics.

Professional Learning and Development Overview

Robyn has expertise in the following areas:

- *Reflecting on data:* Practical and skilled data analysis, interpretation and reporting that helps middle leaders meet school goals while ensuring the best outcomes for their students
- *Pathway Planning and Assessment as Learning:* Proven evidence of supporting schools to develop pathways for students that includes natural and authentic NCEA assessment
- *Supporting teaching as inquiry* to ensure teachers are focused on what is most important
- *Developing collaborative practice:* Influences the way people work by developing a culture of collaboration both face to face, through workshops and online through social media
- *Improving pedagogy in mathematics and statistics* through deep curriculum, assessment knowledge and the use of technology.

Professional Information

Academic History

2016: Studying towards Masters in Educational Leadership, University of Auckland

1980: Diploma in Teaching, Auckland College of Education

1979: Bachelor of Science, University of Auckland

Conferences & Presentations

2014-2016: Co-designed and presented national mathematics and statistics workshops

2015: "For data's sake" and "Learners in the driving seat"; NZAMT14 conference, Auckland

"Inference pain points", Auckland Statistics day and "Mining for gold", Auckland Mathematics day

"The water cooler effect", Bay of Plenty Maths Conference

2014: "The eyes have it", Auckland Statistics day

"Encouraging communication through geometry", Auckland Mathematics day

"At the edge", Bay of Plenty Maths Conference

Robyn has been the secondary mathematics and statistics facilitator at Team Solutions (Faculty of Education, The University of Auckland) since January 2014. In this role Robyn

- Supports middle leaders and teachers in strengthening the pedagogy of mathematics and statistics
- Works with teams of middle leaders to improve outcomes for all students
- Guides schools with their data analysis for continuous improvement
- Presents workshops at conferences, subject association days, for regional clusters and groups of teachers
- Models integration of digital technology to enhance learning
- Shares her expertise to improve NCEA assessment in mathematics and statistics
- Facilitates the implementation of teaching as Inquiry

Professional Associations

- Executive member of Auckland Mathematics Association
- Member of Statistics Education Committee
- Member of NZ Association of Mathematics Teachers

Summary of examples of practice

Using data to improve whole school achievement for priority students.

In schools Robyn has guided senior leaders, middle leaders and teachers in analysing their students' learning data to identify trends and patterns and unlock the stories behind the data to ensure that all groups of students are making progress.

Robyn has also worked with other facilitators and middle leader teams, to surface beliefs and assumptions about their students through looking at data. This process has helped build trust within the group and develop collective responsibility for achievement across year levels which has resulted in improved outcomes for students.

Tracking and monitoring within departments

Robyn coaches middle leaders in the use of their student achievement data to inform programme planning, act as an early warning system in the senior school for students at risk of not gaining NCEA. Student voice is also collected within departments to improve teacher practice, and help ensure lessons are engaging and contextually and culturally appropriate.

Course & pathway planning to better meet the needs of Maori and Pasifika students in diverse school settings.

In two schools, after evaluating the mathematics programmes offered to students, Robyn has challenged the middle leaders to have higher expectations of their students and shift their learning programmes from being constructed around the numeracy unit standards (for which they had the majority of their cohorts enrolled in) to programmes that used achievement standards to assess the student learning. Robyn analysed achievement data, disaggregated by ethnicity and gender, and collected student voice to inform discussions. This has resulted in improved outcomes for the students at Level 1 NCEA and created pathways for further study in mathematics and statistics.

Developing teaching as inquiry

Robyn has coached a middle leader, who was not confident in this area, through leading inquiry in their department. She co-constructed a literacy inquiry with input from the literacy leader in the school. She mentored the middle leader throughout the inquiry process, acting as a critical friend and suggesting strategies to use to engage students and accelerate their learning.

Robyn has also worked in a school with a team of facilitators where they worked together with middle leaders as the middle leaders developed their own inquiries around the use of data to inform changes needed in their departments.

In another school Robyn was invited by the senior leadership to introduce the spiral of inquiry to the whole staff.

Improving pedagogy in mathematics and statistics

Across all Robyn's in-depth schools and schools in the wider Auckland region, she has promoted best practice in mathematics education. Robyn is skilled in developing and delivering workshops to a diverse audience with content that is relevant to teachers needs and with strategies and resources that can be implemented immediately.

Robyn promotes collaboration amongst teachers through social media platforms to build the knowledge and skills of all teachers for the benefit of students. She has set up a Facebook group for New Zealand maths teachers to share ideas and support each other.

Wherever possible Robyn models the use of digital tools such as socarative, kahoots, shared google folders and padlets that can be successfully used to engage and enhance learning for students. Robyn also write a monthly blog on a topical issue for maths teachers.

Regular national and local newsletters, emails and blog posts also help keep teachers informed of current information to improve practice and student outcomes.

Reference One

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Reference Two

<i>Referee Name</i>	<i>Ronnie Walia, Head of Learning Mathematics and NZQA Principals Nominee, Tuakau College.</i>
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