

# Professional Learning and Development Accreditation

## Personal Profile

First name and Surname	Antoinette Cassrels (Toni)
Personal statement (optional)	<p>Toni is a team leader at Team Solutions in the University of Auckland's Faculty of Education and Social Work. Previously she held a range of middle leadership roles in the primary sector and taught in a Maori bilingual unit. Toni lectured in Maths education at the Auckland College of Education part time before moving into facilitating professional learning in a range of schools and kura. She is passionate about achieving excellent and equitable outcomes for all students. Toni believes in developing students' teachers' and leaders' learning power capability while holding onto and building on their values, traditions and cultural capital. She maintains that success for students, teachers and leaders depends greatly on how they work alongside and relate to each other in many different settings.</p>

## Professional Learning and Development Overview

<p>Collaborative leadership Leading change pedagogies Building evaluative capability conversations Analysis and interpretation of qualitative and quantitative data Assessment for learning, Literacy, Mathematics National Standards-making interim and overall teacher judgments</p>	<p>Coaching and mentoring Culturally responsive  Practice analysis  Building relational trust Modern learning practices Growth mindset</p>
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## Professional Information

<p><b>Academic Qualifications:</b> 2012: Masters Paper Adaptive Expertise, University of Auckland 2007: Bachelor of Education (Honours), University of Auckland 2003: Bachelor of Education, Auckland College of Education 1993: Level 1 Maori, Auckland Institute of Technology 1976: Dip Tchg, Auckland College of Education</p> <p><b>Research Interests:</b> Participant in Rae Siliata's research on effective PLD facilitation for linguistically and culturally responsive teaching and learning. A collaborative project with the Consortium for Professional Learning (CPL), Professor Helen Timperley, Dr. Deidre Le Fevre, Dr. Fiona Ell, Mrs. Kaye Twyford, Dr. Sarah Mayo.</p> <p>Toni is a highly experienced and sought after educator who has worked in teacher professional learning and development since 2001. She has facilitated the Mathematics, Assessment for Learning and Leadership and Assessment contracts and presented National Standards workshops nationally.</p>
<p><b>Conference Presenter:</b> 2014 &amp; 2015: National presenter for Overall Teacher Judgment workshops 2012 &amp; 2013: National hui for Consortium for Professional Learning, Auckland 2010: National presenter for National Standards Workshops, South Island. Auckland 2009: International Conference on Co-operative Education, Vancouver 2006 &amp; 2007: National Assessment Conference, Wellington 2006: National Assessment Conference, Palmerston North 2003 &amp; 2004: International Mathematics Conference (MAV), Melbourne</p>

## Summary of examples of practice

Toni sets her work in continuous cycles of collaborative inquiry to support teacher and leader agency so they learn from one another and build relational trust knowing there is the pedagogical content knowledge expertise within the group. Leaders demonstrate mentorship when they share the significance of their learning with the team. This reciprocity or Ako increases respect and builds social capital that in turn means leaders have more influence with their teachers. Toni's work reflects the core Maori concepts of ako, manaakitanga, whanaungatanga and wananga valuing mentoring through tuakana/teina relationships and where learning is interactive and challenging.

In building adaptive expertise or the attitude and aptitude to recognize the opportunity and necessity for innovation or change Toni builds a school's capacity to improve and self evaluate. Continuously reflecting and responding to outcomes to create new ways of working to improve outcomes for all requires metacognition and develops self -regulation. It means enjoying exploring the unknown and thinking in different kinds of ways, questioning assumptions, and being open minded and willing to learn and change.

Toni coaches leaders to mentor teachers while they work with teachers so inquiry becomes central to teachers' professional learning. She creates the conditions required for leaders to have the conversations required for meaningful inquiry resulting in enhanced student learning and achievement and middle leaders becoming professional leaders of learning. Toni builds leaders' assessment capability to have evidence-based discussions about teacher practice and student progress and achievement through teachers' videos and their reflections. She coaches leaders to mentor teachers through using reflective questions, open ended questions and to explore reasons for the evidence presented and therefore maintain a sense of urgency required to accelerate progress.

Toni encourages leaders to think and act for themselves and communicates that professional learning is personalised to their needs, that it involves pressure with support and therefore demands their best thinking. The expectation is always that the learner will be metacognitive.

Teachers and leaders explore issues and determine solutions through shared inquiry, reflection and dialogue to build collective evaluative capacity. At a systems level this means teachers and leaders examining beliefs and assumptions about how people learn and opportunities for knowledge building to improve student learning. This is done through deprivatisation of practice during practice analysis conversations where practice is deconstructed to determine its effectiveness. Conversations require willingness for both parties to be open to scrutinising their decision-making. Instructional, organisational and evaluative teacher and leader capability is built so schools can identify how they should improve and how to meaningfully refine and sustain the changes in order to accelerate student progress.

Toni's deep knowledge of The New Zealand Curriculum, Assessment Literacy, Assessment for Learning, Mathematics and Literacy enables her to develop a school's professional learning culture where inquiry and collaboration become a habit of mind. This is evident in teachers and leaders demonstrating adaptive expertise to meet their learners' needs.

*"Toni's questioning and probing has made me think deeply about my actions as the Educational Leader at my school. This has helped me to develop clearer understandings of the needs of my students, staff and community and to develop a strong and workable vision of positive change."* (Principal)

## Referees

### Reference One

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### Reference Two

Referee Name	Diana TREGOWARTH
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