






## Professional Learning and Development Accreditation

### Personal Profile

<p><b>Ruth Foulkes</b></p>	
 <p>Te Whai Toi Tangata Institute of Professional Learning THE UNIVERSITY OF WAIKATO</p>   <p>THE UNIVERSITY OF <b>WAIKATO</b> <i>Te Whare Wānanga o Waikato</i></p>	<p>My whole life has been about education - a lifetime of learning and teaching and every year my hunger to learn grows. My enthusiasm is about enabling every individual to strive towards their goal, to be ambitious, successful and not afraid to give it a go. The key to learning is risk taking and the associated skills to cognitively process what happens as we take risks. I believe learning is a basic human right and we all have a responsibility to each other. The journey of learning can be a personal and social one, how much richer it will be if we are open to challenge and share our growth with others.</p>

### Professional Learning and Development Overview

My areas of specialist professional learning and development expertise in relation to quality teaching practices include:

**Assessment for learning.** By knowing and understanding the strengths of our ākongā we are well positioned to find a way forward for their growth in a way that is both appreciative and holistic.

**Development of Localised Curriculum.** Developing a local curriculum is about finding and growing rich learning opportunities based in and around the questions, wondering and direction of growth, valued and aspired to by those within the local community. Strong authentic relationships, Collaboration and coherent pathways help to map the journey.

**Cultural competency.** We cannot truly and fully work within the capacity of cultural understanding, empathy, humility and intelligence, until we have genuinely and relentlessly explored our own tūrangawaewae.

**Coordinating learning support.** Inclusive education is a basic human right. Those coordinating and leading inclusive education in schools require not only specialist knowledge but leadership qualities and the ability to make strong and trusting relationships with whānau, students, providers and a variety of agencies with an holistic focus on the wellbeing and education of the ākongā.

**Literacy:** Junior literacy, reading, writing, visual, oral language, literacy across the curriculum.

**Learner agency:** Deliberate teaching of Learner agency through our choice of language (Learning talk), our expectations and our belief and trust in those with whom we work.

**Teaching as inquiry:** Being reflectively dynamic, responsive and proactive.

Teaching as Inquiry: challenges teachers to be reflective and responsive in their practice with a focus on targeting students for acceleration

**Relationship building:** Professional relationship and Learner relationships: Embracing the concept of ako acknowledges humility in that we are all learners.

**Leadership building:** Establishing a clear platform based on our own beliefs and practices appropriate for the needs and setting.

**Coaching and mentoring:** Building strong professional relationship to challenge thinking and purpose, develop goals and action plans, problem solve and seek multiple possibilities for individuals and teams/groups.

**Pedagogical knowledge and capability:** Effective classroom practice based on teaching as inquiry, focused on accelerating priority students within a well-supported sustainable system of self-review.

**Facilitating change** Relationship building, System review, Understanding learner progression, Evaluative capability, Collaborative inquiry, Assessment for learning practice, Cultural awareness

**Curriculum, assessment and reporting specialising in literacy.** Based on national documentation, and Best Evidence synthesis work.

## Professional Information

### Qualifications

Registered teacher practising certificate: 250996		expiry: 25/8/2022
2018	Master of Arts in Art Therapy	Whitecliff College of Arts and Design
2016	Post Graduate paper	University of Waikato
2012	NAPP	University of Waikato
2007	Reading Recovery Inservice course	University of Waikato
1995	Master of Arts (Education)	University of Leicester
1987	Post Graduate Certificate in Education	University of Leicester
1986	Bachelor of Arts (Hons)	University of Leicester

### Experiences

2015 – present	Facilitator	Te Whai Toi Tangata, University of Waikato
2005-2014	Teacher, Leader	MOE, NZ
1993-2005	Curriculum Lead, Senior Leader	Northamptonshire County Council (NCC)
1991-1993	Teacher	Basseterre Ministry of Education, St Kitts.
1987 - 1991	Teacher	Northamptonshire County Council (NCC)

### Experience in the delivery of professional learning and development in relation to my expertise:

- developing evidence-based literacy plans for improvement as a basis for inquiry into effective practices
- collaboratively developing context based methodology for PLD
- providing PLD in reading, writing, assessment practices, literacy as a tool for learning and literacy across the curriculum, year 1 to year 8
- supporting and challenging schools as they seek to improve outcomes for learners through strengthening assessment and teaching practice
- responsive facilitation as: mentor, facilitator, coach, literacy expert, co-learner, leader and lead learner
- using a range of delivery methods both face to face and digitally, staff meetings, leadership meetings, in-class modelling, leading reflective dialogue, in-class observation, practice analysis conversations, and monitoring meetings
- PLD across a range of settings: practice leadership of PLD and Programmes for Students at regional level, in-school facilitation and mentoring for individual schools, clusters of schools and networks
- working with principals, middle leaders, teachers and students across educational contexts: large and medium urban contributing schools, full primaries, small rural schools, schools with high percentages of Māori learners, large intermediates, colleges (year 7 and 8 students)

### Other relevant experience and interest

- Creator of Gracefully Connected website – a free creative resource for teachers, students, parents and carers
- Board member at rural primary as staff rep for many years
- Board member at large college, currently Chairperson
- Narrative coaching

### Conference presentations:

- The art of inquiry teaching symposium:  
<http://www.waikato.ac.nz/professionallearning/news-events/the-art-of-inquiry-teaching-kath-murdoch-and-invited-presenters>

- The literacy symposium: Passport to possibilities:  
<http://www.waikato.ac.nz/professionallearning/news-events/literacy-symposium-passport-to-possibilities>

**Publications:**

Heterarchical coaching for continuing teacher professional learning and development: a transversal analysis of agency. (2016) Charteris, Smardon, Foulkes, Bewley.

<https://www.tandfonline.com/doi/full/10.1080/09518398.2016.1265688>

A Living Quilt: The Journey of a Cohort of Emerging Arts Therapists in Aotearoa *Creative Arts Educ Ther* (2018) 4(2):118–130 DOI: 10.15212/CAET/2018/4/19

## Summary of examples of practice

An example of practice: My PLD work was in a Year 1-8 school. The work centred on the goal of accelerating student achievement in literacy across the curriculum

**Actions**

- Supporting the establishment of a range of reliable data for analysis
- Supporting and mentoring the school in establishing a teaching and learning programme based on data analysis
- Collaborating and coaching the teaching staff to implement this plan
- Collaborating on constructing a professional learning and development programme for teachers to meet this goal.
- Facilitating this learning programme.

**My Role**

- To support, mentor, coach, collaborate and challenge with deliberate acts of facilitation.
- To ask questions, have powerful and important conversations, in regard to supporting continuing focussed and rigorous decision making and action for positive student outcomes.
- To look for and analyse evidence of PLD work impact.
- To baseline reliable data and credible moderated OTJ's gathered and used in planning for students and teachers
- To model good leadership and teaching practice.
- To make a significant increase in practical pedagogical and content knowledge of literacy best practices using data to inform teaching and learning for accelerated student progress and achievement.
- To support establishment of sustainable systems for continued progress

**Impact**

- Increased teacher confidence, capability and capacity.
- Improved leadership capability.
- Reliable data collection, analysis, and formative use.
- Increased student achievement in all areas.
- Improved systems for self-review and reflection.
- Greater learner agency and self-esteem.
- Shift from ongoing support (LSM) to 3 year cycle of review.

## Referees

Referee Name	Kay Cleaver
Contact Number	07-855 7763
Contact email address	<a href="mailto:principal@bankwood.school.nz">principal@bankwood.school.nz</a>

Referee Name	Andrew Chesswas
Contact Number	022 308 2745
Contact email address	<i>principal@terracechb.school.nz</i>