






Professional Learning and Development Accreditation

Personal Profile

<p>Vivienne Russell</p>	
  	<p>My ability to build positive relationships, within an affirmative and responsive approach to change, underpin the ways in which I personalise the process of teaching and learning. My experience and expertise in a range of roles and educational settings reflect a commitment to transformative change with improved outcomes for all learners.</p>

Professional Learning and Development Overview

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

Leadership and teacher capability

- supporting schools in a range of educational contexts as they review and develop their local curriculum
- highly inclusive practice within an appreciative and responsive approach to school wide change
- creating high levels of coherence evidenced as the co-construction and delivery of parallel pathways of learning for school leaders, Learning Support Coordinators and teachers aligned to the realisation of strategic goals.

Pedagogical knowledge and capability

- personalised approach to inquiry and to differentiated teaching and learning for key stakeholders
- knowledge and experience within a range of educational contexts

Culturally responsive practice

- approved facilitator Cultural Capability
- building shared understandings of cultural perspectives of giftedness and talent and responsive practice
- *Culture Counts plus: Relationships-Based Learning* in a tertiary setting
- building cultural capability which values and realises potential aligned to the aspirations of tangata whenua.

Inclusive practice:

- extensive experience and knowledge of current best practice which removes barriers to success
- recent experience in a school in a middle leadership role
- creating change to better identify and meet the special needs of students, including Te Tiriti led approaches, through specialised learning for Learning Support Coordinators, school leaders and teachers

Professional Information

Qualifications

Registered teacher practising certificate: 147353		expiry: 04/06/2023
2013	Master of Education (First Class Hons) Thesis: <i>A programme for Gifted Māori in an English-medium secondary school</i>	University of Auckland
2011	PGDip Education	University of Auckland
1990	Bachelor of Education	University of Waikato
1989	Diploma of Teaching	University of Waikato

Experiences

2016- current	Facilitator	Te Whai Toi Tangata, University of Waikato
2015 - 2016	Director of Enhanced Learning	St Peter's School, Cambridge
2012 - 2014	Facilitator of Professional Learning	Cognition Education
2011	Facilitator of Professional Learning	Team Solutions, University of Auckland
1993 – 2011	HOF, Learning Support/ Gifted and Talented	Rutherford College

Experience in the delivery of Professional Learning and Development: [Linkedin Profile](#).

I have worked in a range of educational contexts and settings including large urban secondary schools and small country primary schools, regional networks and in-depth work in schools. I have provided a collaborative and responsive approach when supporting senior and middle leaders, teachers, provisionally certificated secondary teachers, Learning Support Coordinators, Learning Assistants, students and whānau as they create change and improve outcomes for learners.

Programme writing and development:

- In my roles as Head of Department of both gifted and talented education and of learning support I created and implemented innovative change in secondary schools.

Conference presentations:

- National and International presentations including World Council for Gifted Children Conference, Warwick University, (2007)
- Asia Pacific Conference(s) on Giftedness in Singapore (2008) and Sydney (2010). Topics included personalised learning, curriculum integration and gifted Māori in secondary school settings

Publications:

- Russell, V., & Riley, T. (2011). Personalising learning in secondary schools: Gifted education leading the way. *APEX*, 16(1). Available online from <http://www.giftedchildren.org.nz/apex/>

Special interest areas:

Mobilising student, parent and whānau voice and agency within a more culturally responsive, inclusive and personalised approach to teaching and learning:

- contract with the Ministry of Education through the Talent Development Initiative to pilot a programme of personalised learning for gifted students in the senior secondary school. This initiative was also a three-year research project led by Professor Roger Moltzen and Associate Professor Tracy Riley [Education Counts](#)
- innovative and responsive practice when identifying and meeting the emergent needs of Learning Support Coordinators and those in specialist roles as they realise the aims of the Learning Support Action Plan.
- Involved in the review and refresh of the tki website for gifted education <https://gifted.tki.org.nz/>
- Support for provisionally certificated teachers in secondary schools, including responsive PLD in localised school contexts, and with a focus on teacher wellbeing, self-efficacy and effective practice

Awards:

- 2010: National and Regional NEiTA Awards for Excellence in Educational Leadership.

Summary of examples of practice

Personalised Support for Provisionally Certificated Teachers. Viv works alongside school leaders in secondary schools to identify the needs of provisionally certificated teachers and to co-construct and deliver personalised pathways of learning for teachers to meet identified needs. In this highly responsive and personalised approach the wellbeing of beginning teachers is prioritised alongside teacher self-efficacy, positive teacher identity formation and effective practice.

Responsive professional learning. Viv is able to create safe learning environments built on high trust, mana-enhancing relationships and a PLD design that is relationships-based learning. Working closely with senior leaders and kaiako, Viv facilitated the co-construction, delivery and self-review of parallel learning pathways for key stakeholders as they created, led and delivered strategic and transformational change. For example, this learning promoted tino rangatiratanga, with transformational change evidenced as kaiako creating and delivering a culturally responsive localised curriculum, Te Ao, for all Year 9 and 10 ākonga, including the revitalisation of te reo Māori.

Referees

Referee Name	Saskia Van Waaijenburg
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Referee Name	Sharon Moller
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