



## Professional Learning and Development Accreditation

### Personal Profile

First name and Surname	Ruth Snowden
Your iwi	Te Rarawa, Ngāti Whātua, Ngārauru-kītahi, Kaitahu
Personal statement	 <p>I am part of the Professional Learning and Development facilitation team for Te Puna Wānanga based at the University of Auckland. My specialist areas of expertise encompass the qualities, skills and knowledge relevant to teaching te reo Māori in English-medium and Māori-medium settings. These include: planning, implementing and assessing quality te reo Māori teaching and learning programmes for Years 1 – 13; Te Reo Matatini for Years 1 – 11; the co-construction of school wide te reo Māori programmes; NCEA Levels 1 – 3 Te Reo Māori and Te Reo Rangatira Level 1.</p>

### Professional Learning and Development Overview

My role involves delivering specialist programmes to support the diverse needs of teachers, leadership teams and principals in primary, secondary and kura. My work in English-medium schools focuses on building teacher capability to plan, implement and assess te reo Māori programmes in dual medium settings, English-medium classrooms and at NCEA Levels 1 – 3. To ensure connections are made with te reo Māori as a literacy element I encourage teachers to engage with Te Reo Matatini (tuhituhi, pānui, kōrero) as components of a literacy strategy. As a facilitator for Te Reo o te Kaiako in Māori-medium, I work in collaboration with kaiako to develop and implement strategies to strengthen their own Māori language proficiency.

I trained as a classroom teacher specialising in bilingual education. I have taught in both English-medium and Māori-medium contexts. My experiences have allowed me to deepen my own knowledge and understanding of The New Zealand Curriculum, Te Marautanga o Aotearoa, National Standards, Ngā Whanaketanga Reo Māori, Te Aho Arataki Marau mō te Ako i Te Reo Māori Kura Auraki: Curriculum Guidelines for Teaching and learning Te Reo Māori in English-medium Schools: Years 1-13, He Ara Ake i te Reo Matatini, NCEA Te Reo Māori Levels 1 – 3 and NCEA Te Reo Rangatira Level 1. I am currently enrolled in Post Graduate study at Te Ara Poutama, AUT. I have made a commitment to begin a programme of work that will culminate in a Masters thesis about Māori language written in the medium of te reo Māori. My work in schools allows me to pursue my passion while making a personal and professional contribution to the revitalisation of te reo Māori.

### Professional Information

#### Academic history

Education qualification - **2010: Bachelor of Teaching Bilingual Education**

Professional qualifications -**2008: Te Taura Whiri – Level Finder, Level 4**

### Professional learning and development specialist expertise:

- *Leading change*
- *Culturally responsive pedagogies*
- *Classroom observations*
- *Te Reo Matatini (pānui, tuhituhi, kōrero)*
- *In-depth te reo Māori curriculum and assessment knowledge*
- *Course planning te reo Māori NCEA Levels 1 – 3*
- *Course planning NCEA Te Reo Rangatira Level 1*
- *Educational Social Networks*
- *Digital learning technologies*
- *Models of inquiry linked to The New Zealand Curriculum and Te Marautanga o Aotearoa*
- *Communication, teaching and facilitation skills*
- *Assessment for learning te reo Māori NCEA Levels 1 – 3*
- *Assessment for learning Te Reo Rangatira*
- *Building evaluative capability in teachers and leaders for te reo Māori*
- *Kapa Haka exponent*

### Summary of examples of practice

I have worked in English-medium primary schools with Senior Leaders and classroom teachers to support the redrafting or creation of quality school-wide te reo Māori programmes personalised to meet the needs of the students and the school community. All programmes have been aligned to the Te Reo Māori Curriculum Guidelines, include assessment tools to monitor shift in student achievement related to learning te reo Māori and provide a 'bank' of Ministry funded resources accessible in hard copy and on digital learning devices. Semi-specialist teachers in bilingual classrooms have been introduced to a number of tools and activities to enable them to determine their own proficiency. I have created a literacy learning te reo Māori progression based on *He Ara Ako i te Reo Matatini*. This will ensure teachers will make the connection between literacy learning components (Te Reo Matatini) and te reo Māori itself. I have modelled the use of this tool with teachers so that they can see where they themselves sit on the learning progression. This in turn allows them to be able to use the assessment tool with their own students.

In the Secondary School context I delivered a workshop to support specialist classroom teachers of te reo Māori, Years 9 –13. The purpose of the workshop was to introduce teachers to Second Language Pedagogy (SLP) and Second Language Acquisition (SLA) techniques and strategies. Teachers were guided through professional readings about SLP, they participated SLA techniques e.g. task based learning activities, communicative language activities and finally created a simple assessment tool they could use for formative assessment to gauge student achievement.

### Referees

#### Reference One

Referee Name	Robin Curry, Principal of Te Papapa School
Contact Number	(09) 6345252
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#### Reference Two

Referee Name	Rewa Paewai, Project Manager Te Puna Wananga.
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