Professional Learning and Development Accreditation

Personal Profile

Jan-Marie Kellow

I am a teacher and facilitator who is passionate about the way digital technologies and inquiry-based learning can make a difference for students. I enjoy working with schools to support them in making their vision for their students and community become reality.

Professional Learning and Development Overview

I am experienced in supporting schools and individual teachers to improve outcomes and accelerate progress for all students. I have worked with teachers using a 'Teaching as Inquiry' approach to challenge them to examine their practice and ensure they have the skills, attitudes and understandings to improve student achievement, engagement and key competencies. I work with schools to establish their needs to effectively tailor the PLD. I have worked extensively with schools to develop capabilities to ensure sustainability and to embed change. My areas of specialist professional learning and development include:

Digital Technologies Curriculum Areas

- Developing staff confidence and capability staff on the new Digital Technology curriculum areas.
- Supporting staff to develop their understanding of the progress outcomes and terminology in the new areas and how the new areas fit within the Technology area strands.
- Exploring ways the new areas can be integrated into existing curriculum areas and authentic contexts.
- Assisting schools to update their local curriculum to incorporate the new areas.

Digital Fluency

- Assisting schools to use a range of digital technologies in pedagogically-sound ways to support evidence-based, innovative learning practices.
- Supporting development of systems and procedures to safely and effectively implement the use of digital technologies throughout the school.
- Aiding development of ubiquity, agency, and connectedness, where students learn, create, share and collaborate.
- Ensuring teachers have the skills, attitudes and understandings to support students to develop the necessary technology skills and critical thinking and information literacy skills.
- Assisting schools to use digital technologies to support a UDL approach that ensures all students have equitable access to learning.

Localised Curriculum

- Supporting schools integrating the new Digital Technologies areas into their local curriculum but also expanding to look at the entire local curriculum.
- Supporting schools to explore how the Treaty of Waitangi underpins the local curriculum and all teaching and learning.

- Working with schools to identify their student and teacher learning needs as well as the needs and goals of whānau and the community.
- Supporting schools in using identified needs, along with information from relevant research, to inform the development of appropriate and meaningful local goals and aspirations for learners.

Assessment

- Supporting schools looking at how digital tools support holistic assessment practices
- Assisting schools to use this data for critical analysis of current practices and policies, as well as to challenge assumptions and beliefs about student learning.
- Facilitate development of a shared drive for change with a strong focus on accelerated achievement for all students.
- Exploring the principles of aromatawai and ako and how learners can take control of their learning and be part of the assessment process.

Literacy

- Exploring how digital tools can support all aspects of literacy, including, but not limited to, oral language and structured literacy.
- Support in developing learner agency in literacy.
- Assisting teachers to examine the research for evidence-based strategies in literacy.
- Exploring authentic contexts for literacy.

Inquiry-based Learning

- Supporting schools with implementation of an inquiry-based approach for teachers and students, including constructivist, personalised. authentic learning and increased student agency.
- Guiding the development of an inquiring disposition throughout the school.

Future-focused Learning

- Guiding schools to develop coherent, flexible and robust systems to support research-based innovative approaches to teaching and learning.
- Supporting schools to implement the future-focused themes of Personalising Learning, Equity, Developing Thinking Skills and Acquiring New Knowledge, Changed Teacher Roles and Developing New Partnerships Within and Beyond the Classroom (Reference: 21st Century Learning Reference Group (2014) Future-focused learning in connected communities).

Professional Information

Qualifications

Registered teacher practising certificate: 128578   expiry: 03/04/2024

2016	Google Certified Educator, L1	
2006	Postgraduate Diploma in Education (Educational Leadership) (Distinction)	University of Waikato
2006	Postgraduate Cert. in Information Technology in Education (GCITE)	WINTEC
1998	Advanced Diploma in Teaching	Massey University
1995	Diploma in Teaching (ECE)	NZQA
1991	Certificate in Adult Teaching	WINTEC
1978	Diploma in Teaching (Primary)	Auckland Teachers' College

Experiences

2013 – present	Digital Technology Facilitator	Te Whai Toi Tangata, University of Waikato
2007-2013	Educational consultant	
2005-2008	Facilitator and Co-Project Manager	Kopu Digital Opportunities Project
1998 – 2007	Deputy Principal	Opoutere School

- Facilitating PLD in the areas of Learning with Digital Technologies, Digital Fluency, Inquiry-based Learning, Assessment, Local Curriculum, Literacy and Future-Focused Learning.

Publications
- Kellow, J.M. (2010). e-learning and inquiry. In V. Ham & D. Wenmouth (Eds.): e-learnings: Implementing a National Strategy in Education, 1998 – 2010 (pp.190 -194). Christchurch, New Zealand: CORE Education Ltd.
- Kellow, J.M. (2007, April). Inquiry learning in an ICT-rich environment. In Ham, V (Ed.): Computers in New Zealand schools, 19(1), 24-31

Awards
- Ministry of Education e-fellowship 2006
- Microsoft NZ Innovative teacher of the year 2007

Conference presentations
  Presented at numerous conferences including:
- ULearn and Google Summits
- 'Inquiry learning in an ICT-rich environment' paper presented at Microsoft Innovative Teacher conferences: (Asia-Pacific) Cambodia & (World) Finland.

Online Presence:
- Twitter https://twitter.com/jkellow
- Websites: http://jmksportfolio.weebly.com/my-websites.html

Programme writing and development:
- Co-developed an online course on 'ICT-Infused Inquiry' (GDITE) Wintec Hamilton
- Co-developed various online courses including "Key Competencies in a Digital World".

Summary of examples of practice

My work with a cluster of urban primary schools on a Learning with Digital Technologies contract had the following areas of focus:

- strategic planning
- review of technology and infrastructure needs
- developing culturally responsive practice, especially for Pasifika students
- improving engagement and achievement in Mathematics and Literacy

The impact of this work showed:

- improved engagement in learning
- gains in achievement in Mathematics and Literacy
- increased teacher and student confidence and capability to use digital technologies to support learning.
- increased capabilities of school leaders to assist use of digital technologies to support learning.
- improved capabilities of teachers to use a 'Teaching as Inquiry' cycle to improve outcomes for students.
- improved pedagogical knowledge of teachers, especially in relation to Mathematics and Literacy.
- improved links between home and school.

Referees

Referee Name	Amanda Nasilasila
Contact Number	07 825 5827
Contact email address	*Principal@waitetuna.school.nz*

Referee Name	Materoa Collins
Contact Number	07-856 5399
Contact email address	*mcollins@kns.ac.nz*