

Professional Learning and Development Accreditation

Name	  <p>Marshall Diggs MEd – Leadership</p>
Personal Statement	<p>Marshall is the co-founder and managing director of <u>Growth Culture</u>, a specialist consulting company that provides leadership, pedagogy, innovation and curriculum solutions to schools and education institutions.</p> <p>As a principal and senior leader for many years, Marshall has the skills and experience to take school leaders and teaching teams to new places, with particular strength in translating theory into practice. Marshall has a unique blend of technical skills, leadership experience and expertise, and is a dynamic and intelligent communicator. More..</p> <p>Marshall provides expert support and targeted professional learning, delivering future-focussed outcomes for clients. Marshall has particular expertise in:</p> <ul style="list-style-type: none"> • Leadership – Building Great Teams • Change Leadership • Effective Pedagogy (Innovative) • Collaborative Teaching Practices • Literacy – Cracking the Code in Boys Literacy • Innovative/Flexible Learning Theory into Practice • Visible Learning • Teacher and Student Efficacy • Mentoring, Coaching and the Facilitation of Leadership Teams

Professional Learning and Evidence-Based Practice

<p>Marshall's passion, experience and expertise are infused to develop a <i>growth culture</i> that promotes collective teacher efficacy, an inquiry mindset and reflective practitioners. This is achieved through a range of developed resources and strategies that are backed by a wealth of evidence-based research and his vast experience across the myriad of educational contexts.</p> <p>Marshall is an experienced educational leader who is well-versed in culturally responsive and relational pedagogy, and modern educational research and theory and how this translates into practice.</p> <p>Marshall has a Master's degree in School Leadership (M.Ed – School Leadership). He is now committed to achieving his PhD in Leadership.</p>
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Professional Information

Qualifications:

- BTchLn | Bachelor of Teaching and Learning
- Master's in Education – endorsed in Leadership
- Doctorate in Educational Leadership is a further study area with a focus on change-management, culture and innovation.
- Teacher Registration: 227777 (Full)

Key Experience:

Marshall has been delivering professional learning for educators since 2010.

Highlights include:

- A wide variety of conference presentations in NZ and other countries.
- Principal – school-based curriculum, collaborative teaching, strategic planning.
- Consultant – Growth Culture Limited. Educational consulting company 2017 – present.

Marshall is an experienced conference presenter:

- Cracking the Code – Boys in Literacy (2017) Auckland | Wellington | Christchurch | Dunedin
- Team Leaders TOOLBOX (2018) Auckland | Tauranga | Christchurch | Dunedin
- INNOVATION Summit (2018) Auckland | Wellington | Christchurch
- Empowered PEDAGOGY – Tipu Maia Community of Learning | Canterbury

Examples of Practice (Summary)

COLLABORATIVE TEACHING PRACTICES – Keys to Collaboration

This involves Marshall working closely with middle-management/team leaders. Marshall works closely with a school CSL or individual schools' DP/AP to develop a facilitation plan to lift staff effectiveness and to develop skills and dispositions to working and winning in a Collaborative Teaching Environment.

This work includes:

- conducting an extensive sweep of the learning environment, feedback for teachers, facilitated staff meetings, dialogue with leadership/team leaders;
- skill building various teams within the staff;
- constructing a strategic plan for the board and school to implement;
- tailored individualised PGP (Personal Growth Plans) for practitioners;
- identification of risks and strategies for overcoming these;
- ongoing critical friend for the leadership team as they move towards a more flexible, collaborative teaching and learning environment and culture.

Outcomes from this work include:

- increased confidence in staff to work collaboratively to facilitate student learning;
- clear goals and next steps for the leadership to further support staff;
- better designed school systems that increase transparency and effectiveness;
- Collective Teacher Efficacy (CTE). Empowering teachers (staff) to believe that they can collectively accomplish great things and make a positive difference.

At all times, Marshall endeavours to ensure his own practice and that any PLD he is engaged in is culturally responsive and firmly connected to the context. Marshall has worked across the ECE, primary and secondary sectors, and this has also included working within the states, integrated and independent systems with principals, senior and middle leaders, teachers, and BOTs.

PEDAGOGY

This has involved Marshall working closely alongside the principal and leadership teams to devise a long-term programme of works (implementation plan) that involves:

- creating a shared understanding of evidenced-based practice, effect-size, and best practice teaching and learning strategies. For example, Visible Learning, Formative Assessment and Student Agency;
- Universal Design for Learning, which also includes 21st Century Learning Design, various inquiry learning models, and the SAMR Model;
- student engagement strategies – differentiation of practices;
- constructing a strategic plan for boards and schools to implement;
- Spiral of Inquiry (Timperley, Kaser, & Halbert, 2014) to strengthen teacher pedagogy whilst incorporating innovative learning environment strategies. Teachers are empowered with strategies and resources to create immediate change.

Outcomes from this work include:

- clear and actionable plans for teachers and leadership teams to implement;
- increased confidence of staff as effective practitioners to enhance learning and develop individualised learning strategies and pathways;
- increased student engagement and student achievement;
- an ongoing critical friend for the leadership team as they move towards more flexible, collaborative teaching and learning practices.

Marshall is an X-factor educator. He is passionate and committed to enabling teachers to find the keys to unlock and unleashing each student potential. Marshall has had teaching and leadership experience within a range of unique educational settings: mainstream, Montessori, independent, alternative education, and special character contexts, which he is able to synthesise alongside evidenced-based research to formulate 'effective pedagogy' that is context-specific to improving student outcomes.

LITERACY

This has involved Marshall working with both Kura and Kāhui Ako to assist teachers/schools in improving literacy levels and their teaching and learning practices.

This work includes:

- collaborating with leadership teams to identify what shift in teaching practice is required and shape how deliberate professional learning will impact on leaders and teachers;
- providing practical, meaningful and highly engaging strategies that are steeped in current research;
- the use of the Spiral of Inquiry (Timperley, Kaser, & Halbert, 2014) to strengthen teacher pedagogy. Teachers are empowered with strategies and resources to create immediate change;
- providing research and resources such as ELP and BES as frameworks to critically reflect against.

Outcomes from this work include:

- embedding 'teaching as inquiry' to create a shift in teacher practice;
- using pedagogical knowledge to co-construct localised curriculums, alongside the Literacy Progressions;
- increasing teacher capability and capacity;
- a clearer understanding of tools to enable e-asTTle to work, for teachers;
- increasing the confidence of staff as effective practitioners to enhance learning and develop individualised learning strategies and pathways.

LEADERSHIP

This has involved Marshall working with teachers, team leaders, SLTs, principals, and boards.

This work includes:

- Strength Finders Assessments and Facilitation;
- coaching and mentoring First-time Principals, senior leaders, HoDs, team leaders and middle management;
- collaboration with leadership teams to identify what shift in practice is required and to shape how deliberate professional learning will impact on leaders and teachers;
- Leadership as Inquiry - improving and supporting leaders to understand and embed a robust inquiry process into their learning which is directly linked to the needs of their school community and students. This includes establishing priorities, developing strategies based on evidence, understanding and applying the learning, and reflecting and evaluating the impact of any changes.

Outcomes from this work include:

- leadership capability and capacity to develop and apply specific skills in a variety of contexts;
- dispositional and skill development to enable leaders to effectively lead change;
- best practice and change models, enabling leaders to effectively lead change and embrace adaptive challenges that influence organisational culture;
- Collective Teacher Efficacy (CTE). A unified group of teachers who believe that they can collectively accomplish great things and make a positive difference.

Marshall is passionate about growing and sustaining effective leadership practices through developing the capacity of individuals and schools in skills such as coaching, team building, interpersonal/relational trust, networking, and all core organisational requirements and understandings. He has recent practical and evidential experience in leading a school through times of change and in utilising the above skills to enhance student engagement and achievement.

Leadership and leadership learning is all about change. Marshall's strengths-based approach to leadership or group development enhances the quality of learning experiences, enables leader agency to contribute to performance improvement, and creates changes that are sustainable and transferable. To ensure maximum leverage is achieved through any change process, Marshall uses a strong evidence-informed approach.

Referees

Referee One

Referee Name	Scot KINLEY Principal - Bromley School
Contact Number	m. 021 288 2400 w. (03) 389 7716
Contact email address	e. principal@bromley.school.nz

Referee Two

Referee Name	Dave BELL Principal – Bellevue School Formerly Dave was the foundation Head of Primary at Bethlehem College
Contact Number	m. 021 123 4567 w. (07) 576 5916
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