



Rewa Paewai

PROJECT DIRECTOR | PROFESSIONAL EXPERT

0275 880 661



r.paewai@auckland.ac.nz



One Tree Hill, Auckland, 1061



EDUCATION

**MASTER OF EDUCATION,
FIRST CLASS HONOURS** –
University of Auckland |
Auckland | 2014

**POST GRADUATE DIPLOMA
IN EDUCATION WITH
DISTINCTION** – University of
Auckland | Auckland | 2010

**GRADUATE DIPLOMA OF
TEACHING** – Auckland
Teacher Training College |
Auckland | 1979

BACHELOR OF ARTS –
Waikato University |
Hamilton | 1978

SKILLS

People Management

Leadership

Conflict Resolution

Emotional Intelligence

Professionalism

Building Rapport

ACADEMIC AWARDS

Recipient University of Auckland

Doctoral Scholarship | 2015

University Graduate Scholar | 2014

PROFESSIONAL PROFILE

I am a dedicated educational leader and researcher, who has worked in a variety of environments enabling a wide set of skills to support any number of professional settings. Timely focus on meeting internal and external client expectations in addition to proactive communication and diligence ensures I am a valuable member of the organisation.

EXPERIENCE

PROJECT DIRECTOR

Te Reo Māori English Medium and Māori Medium PLD | Te Puna Wānanga: UoA | 2012–2018

Scope: Managing/Delivering Professional Learning and Development contracts for the Ministry of Education

- **My role** focused on providing effective, quality leadership in order to build and maintain facilitator capability to in turn support teacher learning and development and ultimately improve student outcomes.
- **Key to the role** was maintaining a high degree of attention to detail and practicing good communication skills.
- **My duties** included overseeing teams of PLD facilitators, coordinating and overseeing their work in schools, liaising with school leaders and also Ministry personnel in order to ensure that the desired outcomes of the project were achieved.

Key Duties:

- Facilitating the delivery of projects to the specified standards and expectations, ensuring all requirements are met and outcomes achieved.
- Employing personnel with the pre-requisite capabilities, knowledge and commitment to the project.
- Setting the vision and goals, working together in a supportive manner to achieve those goals.
- Providing guidance and knowledge of effective learning approaches, co-ordinating resources and services to provide the required support to schools, principals/leaders and teachers.
- Operating a high-trust model, communicating and modelling high expectations.
- Working with leaders of practice to build a culture of continuous learning and improvement.
- Building internal and external learning networks, communities and learning spaces.
- Developing needs analysis/scoping tools and PLD evaluation tools to evaluate delivery progress.
- Regularly gathering and evaluating evidence in order to monitor programme delivery outcomes.
- Identifying and assessing risk, and putting in place measures to mitigate risk.
- Liaising with, meeting and communicating regularly with regional and national Ministry personnel to update and provide feedback on progress and developments in the sector.
- Writing and delivering milestones on time.
- Maintaining constructive relationships with all stakeholders.
- Continually reflecting on opportunities for innovation.
- Effectively managing project budget and resource allocation within contract price and timeframes.

INTERESTS

Protection and Preservation
of Native Forest and Birds)

Cycling
Yoga
Travel

REFERENCES

Available Upon Request

EARLY EXPERIENCE SUMMARY

LEAD DEVELOPER/ADVISOR

Learning Progressions | Te Puna Wānanga: UoA | 2017

Scope: Developing Learning Progressions on behalf of the Ministry of Education, for use in Māori medium schools.

- **My role** focused on: researching, planning and developing a Learning Progression for Ngā Reo (Languages). The design and purpose of the Progressions were to: strengthen teachers' pedagogical and content knowledge, assist teachers to make quality and consistent judgements, and ensure learners receive targeted assistance and high-quality learning support.
- **Key to the role** were: knowledge of Te Marautanga o Aotearoa, Learning Progressions and curriculum resource development, Te Reo Māori, and Second Language Acquisition principles.
- **Key duties** included: lead writer for the initial proposal, coordinating and writing 3 milestones reports, liaising with AUS project coordinators, working collaboratively with others to develop learning progressions (and for consistency), researching, offering and debating theories and ideas about the function and design of Learning Progressions.

NATIONAL LEAD

Te Reo Māori English Medium PLD | Te Puna Wānanga: UoA | 2013 – 2017

Scope: Overseeing the delivery of TRM Em PLD in English medium and bi-lingual schools, nationally.

- **My role** focused on: co-ordinating and monitoring the national delivery of TRM Em PLD, providing quality assurance, feedback and expertise to the Ministry of Education, and building facilitator expertise.
- **Key to the role** were: knowledge of high-quality facilitation practices, Te Aho Arataki Marau (Te Reo Māori Curriculum), te reo Māori resources and second language acquisition, communication and networking skills, building relationships and engendering trust and willingness to collaborate.
- **Key duties** included:
 - Liaising with National and Regional Ministry of Education staff (providing background information about schools and their te reo Māori needs).
 - Co-ordinating the national allocation of schools to TRM Em PLD providers i.e. Auckland UniServices, Waikato and Te Tapuae o Rehua (Canterbury consortium).
 - Ensuring high quality delivery of TRM Em PLD nationally.
 - Reviewing and responding to milestone reports on behalf of the Ministry of Education. Providing an oral and a written report (3 per year) to Ministry of Education about progress/the state of PLD services, identifying risk and advising on measures to mitigate risk/areas for improvement and a way forward.
 - Developing the Building Blocks (needs analysis tool) for the delivery and evaluation of TRM Em PLD.
 - Co-ordinating a series of national hui to build the PLD capability of reo Māori facilitators.

NATIONAL COORDINATOR

Te Reo Māori PLD | Te Puna Wānanga: UoA | 2007 – 2011

Scope: Building and upskilling teams of facilitators to deliver PLD throughout NZ/Te Reo Māori Curriculum and resource development.

- **My role** focused on: supporting and working with the Ministry of Education Advisor for te reo Māori to develop te reo Māori resources and PLD capacity as part of the new learning area, Learning Languages. knowledge of high-quality facilitation practices, curriculum and resource development, team building and knowledge building skills, digital resource communication and networking skills
- **Key duties** included: building teams of te reo Māori facilitators (nationally) to deliver PLD to schools, supporting the design and development Te Aho Arataki Marau mō te Ako i Te Reo Māori/the Curriculum Guidelines for Teaching Māori language, Years 1-13) and the resources: He Reo Komanawa, Ka Mau te Wehi, He Reo Tupu He Reo Ora and the Te Reo Māori English medium online hub.

PROFESSIONAL EXPERT: MĀORI

Te Reo Māori PLD | Team Solutions | 2002 – 2006 | Te Puna Wānanga | 2016 - 2019

Scope: I have PLD facilitator expertise in the following areas:

Te reo Māori English-medium: providing TRM Eng medium PLD services to schools and teachers (Y1-13).

- Key duties include: Conducting a needs analysis and co-constructing the focus of TRM PLD; delivering PLD (whole-staff); in-class modelling and observation; providing feedback and feed forward
- Key knowledge includes: Knowledge of Te Aho Arataki Marau/the Curriculum Guidelines for te reo Māori, Programme planning; Te Reo Māori teaching resources; Second Language Acquisition; Assessment (formative and summative) of te reo Māori; and, NCEA.

Te Kotahitanga/Culturally Responsive pedagogy, providing in-depth PLD to teachers about culturally responsive pedagogy for improving Māori learner achievement. In this role I was trained in the effective teacher profile, in-class observations, providing feedback and feed forward, shadow coaching, overseeing co-construction hui and data collection.

Atol (Assessment to Learn), providing in-depth PLD to teachers.