



## Professional Learning and Development Accreditation

### Personal Profile

First name and Surname	Irene Andersen
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### Professional Learning and Development Overview

<p>Subject specific literacy          Leading change          Coaching and developing middle leaders          Communication, teaching and facilitation skills          Models of inquiry linked to NZ Curriculum          Analysis of quantitative and qualitative data          Assessment for learning          Training middle leaders in conducting classroom observations</p>
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### Professional Information

<p><b>2014:</b> Doctor of Education, University of Auckland  <b>1996:</b> Master of Philosophy in English, (Hons), University of Auckland  <b>1990:</b> Bachelor of Education, Massey University  <b>1976:</b> Trained Teachers Certificate, Palmerston North Teachers' College</p>
<p><b>Experience in the delivery of professional learning and development</b>          Irene has worked as a facilitator since 2005 within various contracts held by the University of Auckland. This has involved:</p> <ul style="list-style-type: none"> <li>• Secondary assessment for learning facilitator Auckland/Northland 2005-8</li> <li>• Lead facilitator Secondary Literacy Project in Auckland/Northland 2009-11</li> <li>• Lead facilitator Secondary Student Achievement contract Auckland/Northland 2012-16</li> <li>• Lead literacy facilitator Secondary Student Achievement contract Auckland/Northland/Central North 2012-16</li> <li>• Facilitator Teacher Education Refresh programme 2015-16</li> <li>• Facilitator Developing Communities of Learning course 2016</li> </ul>
<p><b>Programme writing and development</b>          Irene was employed by Auckland University for 10 weeks to write asTTle Level 4, 5 and 6 reading items (2003)</p> <p><b>Conference presentation:</b>          Irene co-presented a symposium: <i>Feedback that leads to change in teacher practice</i> at the International Congress for School Effectiveness and Improvement Conference (2011) in Kuala Lumpur.</p> <p><b>Special interest area:</b>          As a member of the national literacy co-ordination team for the Secondary Student Achievement contract (2012-16), Irene co-wrote newsletters each term, designed and presented national workshops each year, and co-ordinated the subject specific literacy work of subject and literacy facilitators.</p>

## Summary of examples of practice

### **Improving year 11 writing literacy in a decile 1 secondary school**

Senior leadership asked Irene to work with middle leaders to improve writing for NCEA throughout the school. Irene facilitated PLD with 18 middle leaders from every learning area. She initially helped the middle leaders analyse writing data to establish what to focus on. In PLD discussions it emerged that many departments were using an acronym to help students write. Because the acronyms were similar, Irene encouraged the middle leaders to agree on a common acronym. As a result of using the common acronym across learning areas to scaffold students' writing, a higher percentage of students gained credits in specific NCEA standards than the previous year. Additionally, middle leaders became more skilled and confident in leading PLD in the types of writing required for success in their learning area.

### **A cluster aimed at improving year 9 and 10 writing in Te Reo Pakeha across 3 kura**

Two kaiako who were teaching Te Reo Pakeha in kura requested support because their context was different from English teachers in mainstream secondary schools. Irene approached MOE about the possibility of funding a kura literacy cluster. A hui was held with tumuaki from interested kura, kaumatua from the Faculty of Education, MOE advisors and Team Solutions facilitators. Because the kura were participating in another MOE contract, it was agreed to focus on year 9 and 10 writing. Irene organized 8 wananga over a year. Kaiako were taught how to construct culturally appropriate writing tests, how to mark and moderate and analyse the results. Irene then taught kaiako a range of strategies to improve student writing. She also observed the kaiako and gave them feedback. In time kaiako became confident to share their skills and ideas about teaching writing. On average, the year 9 and 10 students made accelerated progress in writing during the year of the intervention.

### **Leading the Teacher Education Refresh programme**

Irene has co-facilitated the Teacher Education Refresh programme since October 2015. An important component of the course is to increase the participants' digital fluency. Irene has addressed this through modeling the use of digital tools to improve learning in her facilitation. Irene has observed many participants using the same digital tools and improving them in their classroom teaching. Another aspect of the Teacher Education Refresh course is that participants need to become very familiar with the NZ Curriculum. Irene leads the participants through an exploration of the NZ Curriculum document by employing a range of different activities. Participants always rate this aspect of the course very highly in terms of what they learned and how they learned.

### **Coaching middle leaders in leading teaching as inquiry**

In two schools Irene has coached middle leaders in how to lead teaching as inquiry in a cross-curricular intervention. This has involved training the middle leaders in the teaching as inquiry cycle, how to conduct open to learning conversations with non-compliant teachers, keeping a tight focus on students at risk of not achieving, and tracking and monitoring student progress. In each school there is evidence that the coaching has been successful. In one school every teacher has progressed their teaching as inquiry focus. In the second school, the middle leaders' focus on tracking has resulted in a greatly improved number of credits achieved in NCEA compared with the same time last year.

## Referees

### **Referee One**

Referee Name	Steven HARGREAVES
Contact Number	09 237 0224
Contact email address	SteveH@wesley.school.nz

### **Referee Two**

Referee Name	Ngaire ASHMORE
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