

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Julie Beattie
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Professional Learning and Development Overview

Julie can support teachers with building knowledge of literacy learning progressions and how to plan curriculum based literacy learning for years 1-8. She has a passion for junior literacy, with a belief that setting a strong literacy foundation in the first two years of school enables students to become independent lifelong learners.

In many primary and intermediate schools, Julie has gained experience of working alongside leaders to build their leadership skills, strengthening their data literacy and problem solving to achieve enhanced teaching and learning in literacy. She has also led workshops on accelerating literacy learning and providing fit for purpose interventions for underachieving learners.

Julie also has experience of working with cluster groups at both leadership and teacher level. During her teaching career she has developed a deep knowledge of effective teaching through her experiences in a range of culturally diverse schools teaching at different year levels and decile ratings. Her current facilitation work in schools continues to build her expertise.

Professional Information

2016: Studying towards Masters of Education, University of Auckland
2015 <u>Research Interest</u> : Participant in Rae Siliata's research on effective facilitation for linguistically and culturally responsive teaching and learning. A collaborative project with the Consortium of Professional Learning (CPL), Professor Helen Timperley, Dr. Deidre Le Fevre, Dr. Fiona Ell, Mrs Kaye Twyford, Dr. Sarah Mayo
1987: Reading Recovery Diploma
1982: Advanced Diploma of Teaching, Waikato University
Specialist areas <ul style="list-style-type: none">• Building evaluative capability in leaders and teachers• Analysis and interpretation of qualitative and quantitative data• Culturally and linguistically responsive practices• Literacy progressions from years 1 -10• Practice analysis conversations that support teacher inquiry• Literacy practice across the curriculum• Developing accelerative learning interventions

Courses and presentations

2016 Progress and Consistency Tool workshops, Junior Literacy Workshops, ALL workshops

2015 Overall Teacher Judgement workshops, New Zealand Literacy Association (Wellington)

2014 completed Advanced Practitioner Open-to-Learning Conversations, University of Auckland

Summary of examples of practice

Julie is a skilful, innovative facilitator who thinks deeply about the contexts of the professionals she works with; be it a single teacher, a syndicate of teachers', the staff of a school, a group of school leaders or a diverse range of participants drawn together within a self-selected professional learning environment. Dependent on the make-up of the group she is engaging with, she modifies the learning processes to reflect the group and leverage off the strengths they offer. She endeavours to facilitate thinking in a manner that links theory to practice, through interactive activities that engage participants so they consider the reasoning behind their actions through practical activities and can justify why they lead learning in the way they do. She has an ability to take colleagues beneath the superficial.

Her portfolio describes how she has worked in a range of contexts. One example describes her journey with a cluster of schools that began with a desire to moderate for consistent writing assessment data. But over a number of years it evolved into a professional learning community where principals and literacy leaders were led to reflect collectively about how they were leading literacy learning in their schools.

The second example describes her ability to design programmes to guide large-scale professional learning programmes, involving workshop delivery coupled with in-school mentoring support that both challenges and supports leaders to grow their own capability and in turn accelerate the progress of underachieving students.

Her final example describes her work in an individual school where she worked alongside an effective leadership team to empower their staff to shift the effectiveness of their literacy teaching. She achieved this by introducing a model that focuses on evidence based decision-making, actioned through strong school-wide systems and processes, linked to a teaching as inquiry framework that is cohesively implemented throughout the school year.

Referees

Referee One

Referee Name	Michele Whiting
Contact Number	04 235 9570
Contact email address	michele@corinna.school.nz

Referee Two

Referee Name	Sally Barrett
Contact Number	04 472 4779
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