






Professional Learning and Development Accreditation

Personal Profile

<p>Helen <u>Anne</u> Barker</p>	
<p>Pākehā</p>	
  	<p>I believe that Professional Learning and Development (PLD) is essential to supporting teachers as reflective practitioners. Teachers need time and opportunity to explore their knowledge and beliefs about education in order to continue their professional lives as lifelong learners. My role is to provide a safe environment in which to explore new ideas and ways of working that acknowledges the strengths that all teachers bring but also offers puzzles of practice to prompt questioning and trialling of new ideas and ways of working.</p> <p>I am an enthusiastic, curious learner and bring courage and conscientiousness to my professional work. I believe that schools are more than just principals, teachers and students. My challenge is to build understanding of the school within its context including the parents caregivers, whanau, community and iwi, and to then explore ways of supporting connections that will support improved outcomes for students.</p> <p style="text-align: center;"><i>Naku te rourou, nau te rourou ka ora ai te iwi.</i></p> <p style="text-align: center;"><i>With your food basket and with my basket the people will live.</i></p>

Professional Learning and Development Overview

<p>My area of specialist professional learning and development expertise includes;</p> <p>Cultural capability: I believe that a deep and authentic commitment to Te Tiriti o Waitangi and to tangata whenua in Aotearoa is an absolute pre-requisite for all educators in our country. As educators we need to seek to learn about the varying perspectives, and engage in co-inquiry into the impact of our own personal dispositions on all of our interactions with others. This is an important perspective to develop. The partnership between pakeha and Māori is part of an ongoing conversation for New Zealand society.</p> <p>Science: I have specialist knowledge of the area of science education, in the context of the New Zealand curriculum. I support schools to collaboratively design graduate profiles and implementation plans that align with their own school vision.</p> <p>Localised curricula/ Cross curricular integration: I support schools to identify integrated ways of working that support student achievement and engagement. When this is completed in authentic local contexts, it can contribute to increased student agency and self-knowledge. Professional learning and development in teaching is not just an extension of the learning that was started in pre-teacher education programmes but an opportunity to explore the synergies and conflicts with one’s current practice. As such any professional learning and development is an intensely personal journey which needs to be thoughtfully managed to acknowledge the strengths and knowledge that all parties bring to the partnership.</p>
--

Professional Information

Qualifications		
Registered teacher practising certificate: 221586		expiry: 25/05/2021
2019	Master of Education	University of Waikato
2013	Level 2 Te Reo Māori	Te Wānanga o Aotearoa
2003	Reading Recovery Training	University of Waikato
2000	Bachelor of Teaching	University of Waikato
1994	NZ Playcentre Federation Certificate	NZ Playcentre Association
1983	Bachelor of Science (Zoology, Psychology majors)	University of Auckland

Experiences		
2017 – current	Accredited senior facilitator	Te Whai Toi Tangata, University of Waikato
2014-2017	Project leader for Te Toi Tupu Primary Science PLD project	Te Whai Toi Tangata, University of Waikato
2012-2014	Primary Science facilitator for Te Toi Tupu	Te Whai Toi Tangata, University of Waikato
2012-2013	Science Learning Hub promoter	Science Learning Hub, University of Waikato
2008-2012	Associate Principal	Thames South School
2005-2008	Senior Teacher	Thames South School

Summary of examples of practice

<p>In engaging with schools to support teacher professional learning and development I believe it is important to:</p> <ul style="list-style-type: none">• Value the knowledge, experience and skills that are brought to the learning partnership,• Provide experiences that support teachers to develop subject and pedagogical knowledge and understanding,• Provide opportunities for teachers to observe teaching in their contexts,• Engage with principals and teachers to reflect on strengths and opportunities of current practice and engage with possibilities of new ideas and practice,• Share with principals and teachers the range of resources available to support teaching and learning in their contexts,• Consider what structures, systems and practices will support teachers and schools to implement and make the professional learning sustainable over time. <p>In summary, although many leaders and teachers may be unaware of the goal of science in the New Zealand curriculum, facilitator work with schools must value the connections with and understanding of their students that teachers and leaders possess. Utilising this in-house expertise along with a scaffolded approach to teaching and learning, will yield positive outcomes for both teachers and students.</p>

Referees

Referee Name	Brent Harper
Contact Number	078244859
Contact email address	principal@whitikahu.school.nz

Referee Name	Suzanne Wright
Contact Number	078730859
Contact email address	principal@otewa.school.nz