






Professional Learning and Development Accreditation

Personal Profile

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| <p>Christine (Chris) Henderson</p> | |
|    | <p style="text-align: center;">Mā pango mā whero ka oti te mahi. By black and red together the work is done.</p> <p>As the National Leader of the Accelerating Learning in Literacy (ALL) project and a facilitator of Professional Learning and Development I remain committed to collaboratively working with teachers and leaders in schools to bring about changes in practice for the benefit of all of our students in Aotearoa.</p> <p>Working from an appreciative inquiry stance within a school/s acknowledges the existing expertise of the educational professionals, the students' and their families/whānau within the school community.</p> <p>Timely, authentic, planned Professional Learning and Development (PLD) contributes to ensuring all students in Aotearoa New Zealand are successful learners.</p> <p><i>'Equity means success for every child in every setting.'</i> Harris, 2019</p> <p><i>'Every word, every minute counts. Playing to the last minute is the responsibility of being an educator.'</i> Hargreaves 2015</p> |

Professional Learning and Development Overview

Effective PLD takes account of what the school is trying to achieve and maps out a way to build greater capacity to allow this to happen.

Characteristics in developing leaders', teachers' and students' capability in their school include:

- Recognising the unique setting the PLD is taking place in and being responsive to this.
- Using a range of 'smart tools' to generate baseline data and on-going self-review.
- Identifying leaders and teachers learning needs and supporting these through iterative cycles of inquiry aligned to the co-constructed PLD plan.
- Placing cultural and linguistic responsive practice at the heart of PLD to ensure student identities/languages/cultures are valued and integral to teaching and learning.
- Acknowledging family and whānau have an important part to play in their children's learning
- Focussing on the role of leaders to contribute to effective teaching practice, accelerating student learning and building strong consistent teaching across the school.
- Building in-depth knowledge among school staff of student learning pathways, explicit teaching and understanding the progressions of learning in different learning areas.
- Using resources, research, and readings, to support high quality planning and teaching practices.
- Understanding that the integration of literacy learning within learning areas is how students can successfully access the NZC learning areas and key competencies.

Professional Information

| Qualifications | | |
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| Registered teacher practising certificate: 124386 | | expiry: 11/12/2023 |
| 2009 | Master of Teaching and Learning | University of Canterbury |
| 1999 | Bachelor of Education | Christchurch College of Education |
| 1974 | Trained Teacher's Certificate | Christchurch College of Education |

| Experiences | | |
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| 2019 – 2020 | Acting Director | UC Education Plus |
| 2013-2021 | National Leader: Accelerating Learning in Literacy | UC Education Plus |
| 2012-2016 | Programme Leader: Literacy, Language, Learning, Te Waipounamu | UC Education Plus |
| 2011-2012 | Moderator: Literacy on-line | Cognition Education |
| 2008 | Regional Facilitator: Instep project | UC Education Plus |
| 2007-2011 | Facilitator: Enhancing High Standards in schools; Pegasus schooling improvement cluster Years 1-10, West Coast Literacy Project, Home/School partnership | UC Education Plus |

| Memberships, papers, presentations | |
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| Conference presentations – AERA co-authored paper presentations include: | |
| <ul style="list-style-type: none"> Fickel, L.H., Henderson, C. & Price, G. (2013). Centering language, culture and identity at the nexus of professional learning and practice. San Francisco, CA, USA: American Education Research Association annual meeting (AERA), 27 Apr – 1 May 2013. Fickel, L.H., Bonisch, A., Henderson, C. & Price, G. (2015). Culturally responsive PLD for capacity building and innovation in literacy practices that support diverse learners: Literacy leadership development. Chicago, Illinois, USA: AERA Annual meeting April 16-20, 2015. | |
| Publications | |
| <ul style="list-style-type: none"> Letitia Hochstrasser Fickel, Christine Henderson & Gaylene Price (2017) Language, culture and identity at the nexus of professional learning, Educational Research, 59:4, 391-407, DOI: 10.1080/00131881.2017.1373029 A series of NZ Education Gazette articles about Accelerating Learning in Literacy | |
| Special interest areas – reading, writing, oral language, acceleration interventions, leadership, the early years at school, localised curriculum, teaching, learning and assessment that makes a difference to learning. | |
| Networks of expertise - Life member Canterbury Literacy Association, Life member Canterbury Junior School Leaders Association, NZEALs/AERA/ACEL member | |
| Awards - Canterbury Junior School Leaders research award | |

Summary of examples of practice

| Facilitator practice in in-depth literacy PLD |
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| <ul style="list-style-type: none"> Recognition and appreciation of context, existing knowledge and processes in schools and developing trusting relationships with the staff and students. Collaboratively collect, collate, analyse, interpret data for a co-constructed PLD plan. Challenging beliefs and deficit theorising while addressing inequities within schooling Focus on culturally and linguistically responsive practice and engaging family/whānau and probing teacher and leader beliefs and assumptions and their impact on student expectations and outcomes. Building on leadership capability to enhance self-review, effective teaching practice, acceleration of student learning and consistency of practice across the school. Developing oral language capability, constructing and sharing pathways of progress for students to improve knowledge of reading and writing progressions. Supporting teachers to develop differentiated learning plans to meet varied student literacy needs. Demonstrating, observing, coaching, using readings, research, on line resources to increase knowledge of effective teaching. |

- Building students literacy capacity to ensure access to the NZC learning areas.
- Support and build the settings collaborative practices

National Leader: ALL/Literacy Team leader – leading the professional learning of facilitators and mentors

- Leadership across NZ of the ALL project work.
- Honouring the bi-cultural nature of NZ, knowing appropriate tikanga and use of te reo.
- Contribute to PLD/ALL knowledge generation by supporting collaborative inquiry and building evaluative capability.
- Acknowledging, appreciating and harnessing the capacity of everyone contributing to ALL/PLD.
- A firm focus on family/whānau and the importance of their involvement in their child's learning.
- Researching topics of interest over the years to report to MoE .
- Building leadership capability within all areas of work.
- Extensive reporting to the MoE showing improved teacher capability and student outcomes.

Referees

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| Referee Name | Vicki McIntyre (Principal Hinds School) |
| Contact Number | 03 303 7208 |
| Contact email address | vicki@hinds.school.nz |

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| Referee Name | Murray Overton Principal/Chris Heenan Deputy Principal Kaiapoi Borough School |
| Contact Number | 03 327 7231 |
| Contact email address | principal@kbs.school.nz chris.h@kbs.school.nz |