



Professional Learning and Development Accreditation

The following summary of practice provides a personal profile and a summary of your expertise.

Personal Profile

First name and Surname	Tamara Yuill Proctor
Your iwi (optional)	
Personal statement (optional)	My philosophy on education is based on 'student centred leadership'. It is not only important that we create life-long learners but a community of learners who strive to build and create knowledge that can be applied today and in the ever changing future. Teachers and students can learn from each other and knowledge that is shared and developed is beneficial to the community as a whole. I believe in students and teachers striving to reach their potential and set goals that are challenging, achievable but also have an element of aspiration. Education is an opportunity to learn what we don't know, develop and build on what we do know and to reach outside of our comfort zone by setting aspirational goals or simply by trying something new.

Professional Learning and Development Overview

Please describe the area(s) of specialist professional learning and development expertise you have in relation to quality teaching practices.

Curriculum design and integration of technology to enhance teaching and learning programs. Teacher inquiry and the appraisal process. Mentoring of teachers with specific goals centred on integration of technology and creating programs that are relevant and future focussed. Student centred leadership approach.

Professional Information

Please provide qualifications/academic study/areas of original research/current research interests (as applicable) relevant to the area(s) of professional learning and development expertise you have.

2016 Educational Doctorate, University of Otago (current).

Focus will be on: Effective Curriculum Design which is future focussed and culturally inclusive.

2013 Masters in Teaching, University of Otago

Focus of study was on the integration of ICT into teaching and learning with several inquiries focused on raising achievement using tools such as Moodle. Key research was on Knowledge Building at NCEA which is the first research undertaken using a national assessment framework, Knowledge Building Principles and

Knowledge Forum.

2004 Graduate Diploma of Teaching and Learning, Christchurch College of Education

1997 BA History. Canterbury University

Please state your experience in the delivery of professional learning and development in relation to your professional learning and development expertise.

Programme writing and development

As Head of English I create and oversee the learning programs from Year 9-13 at St Andrew's College
Writing of learning programmes and internal assessments throughout teaching career
Writing of tasks for NCEA internal assessments.

Conference/Workshops/PD presentations

Yuill Proctor, T. (2016) Knowledge Building Theory. NZ Brain Institute
Yuill Proctor, T. (2015) OneNote as a teacher planner. TeachMeet May
Yuill Proctor, T. (2015) OneNote as a teacher planner. VLN webinar
PLG facilitator St Andrew's College

Yuill Proctor, T. (2015) Knowledge Building with Year 10 a Case Study. Ulearn 15
Yuill Proctor, T. (2015) Creating NCEA task with Year 10 using Knowledge. International Knowledge Building Symposium
Yuill Proctor, T. (2015) Creative Writing with technology. Burnside Cluster Unconference
VPLD Hui: Creative Writing with technology

Yuill Proctor, T. (2014) Integration of technology into English ☺. Keynote address at the Otago/Southland H.O.D English day
Yuill Proctor, T. (2014) Year 13 Program, Visual Assessments. Christchurch Festival of Education: Teacher Inquiry NZATE Conference
Yuill Proctor, T. (2014) Visual language assessments. English Teachers Conference.
Avonside Girl's High School: OneNote and Moodle
Education Perfect Conference Brisbane
VPLD Hui: Modern Learning Practice in the Virtual World

2013

English Teachers Conference: Web tools and technology in the English classroom
St Andrew's College: OneNote, Knowledge Building, Moodle
PLG leader as part of the VPLD on integrating ICT into teaching & Learning
Avonside Girls High School: teacher inquiry

2012

Ulearn: Panel discussion on Knowledge Building
St Andrew's College Professional Development presentations
Burwood Primary School: 1 day workshop on Google docs, Gmail

2011

Avonside Girls' High School: Web 2.0 tools in the classroom
Moodle in the English Department

2010

Southern ICPD cluster day for English teachers
Google Apps for in-house PD
The new literacy standards for in-house PD
Literacy across the curriculum

Publications

2013 TRLI Research published: Designing Knowledge Building Communities in Secondary Schools. <http://www.tlri.org.nz/tlri-research/research-completed/school-sector/designing-knowledge-building-communities-secondary>

Lai, K. W. Bennett, C., Bolton, C., Campbell, M., Kelly, S., Proctor, T.Y., Pullar, K., Sudlow, D., & Zaloum, T. (2012). Designing knowledge-building communities in New Zealand secondary schools: Some preliminary reflections. Computers in New Zealand Schools: Learning, teaching, technology, Vol. 24, No. 3, pp. 278 – 307. <http://www.otago.ac.nz/cdelt/otago063713.pdf>

Special interest areas that you have been particularly active in e.g. inclusive education

Virtual Learning Network and Virtual Learning Professional Development: Mentoring teachers, ICT to enhance teaching programs: <http://virtualicteltpd.ning.com/page/about>

Memberships of networks of expertise, boards, committees etc. applicable to the professional learning and development you are offering

Board Member of Knowledge Building New Zealand <http://kbnz.net/>
NZATE member

Awards

ISEA research grant (TSB) to research Flexible Learning Environments:
<http://modernlearningenvironments.blogspot.co.nz/>

Microsoft Innovator Expert: <https://www.educatornetwork.com/Sites/Educators/Expert>

Summary of examples of practice

Teacher Inquiry: Creative Writing

The aim of the inquiry was to use data analysis to raise achievement of all students in Creative Writing at Level 1 NCEA.

Data from Level 1 internal assessments in 2014 demonstrated that the Creative Writing standards for learners could be enhanced. In particular, the analysis demonstrates that we were slightly below average in comparison with other decile 10 schools for excellence achievement. As a result, a targeted teacher inquiry ran for a term with a focus of enriching creating writing to raise achievement.

After discussion with teachers, and a commit to raise achievement, as the PLD leader I ran a series of learning hui with teachers focusing on the standards, unpacking exemplars, and focusing on our learning experiences. This process was very specific with the aim of ensuring teachers understood the standard and were clear about the qualities of the exemplars. To encourage creativity, a resident writer worked alongside staff to enrich the PLD. Apirana Taylor performed his work with students

2016 Professional Learning Groups (PLG)

Facilitator

As a facilitator of a professional learning group my role was to support six staff, including two support staff, through their first structured teacher inquiry. Initially we explored the teaching as inquiry process, understanding the elements of inquiry and unpacking how to use evidence to make decisions about practice.

The staff moved through the inquiry process together, first of all identifying their puzzle of practice, and data that would provide evidence of teaching and learning. We spent some time discussing the nature of data, how we can collect it and what needs to happen to make meaning from data. Teachers and support staff collected and analysed data and implemented changes in practice in response.

Teaching as Inquiry was introduced as part of the appraisal process, so both teachers and support staff needed to be scaffolder through their first inquiry to conclusion and next steps. This inquiry was then used for appraisal and to identify the next focus for learning.

Leadership: HOD Department

Head of Department for English in a Secondary School, 13 staff, 1000 students from year 9-13, leadership of teaching and learning. Assisting with the curriculum alignment in English for Year 7-10

Leadership Practice example: Key goal was to make department meetings meaningful and focussed on the teachers and learners. This required taking administration out of the meetings, and focussing on the learner and teacher.

Referees

Where possible, at least one of your referees should be a principal or tumuaki directly related to your example of practice. Where this is not practical, for example in a secondary schooling scenario where you have been working with a middle leader or deputy principal, you can supply a more appropriate reference. Both referees supplied below should come from a school, kura, or community of learning where you have provided services.

By supplying this information you're confirming that the referees listed below are aware and consent to their details being available on the accreditation list.

Referee One

Referee Name	Roland Burrows
Contact Number	039402000
Contact email address	rbw@stac.school.nz

Referee Two

Referee Name	Dean McKenzie
Contact Number	039402000
Contact email address	dmz@stac.school.nz