



Professional Learning and Development Accreditation

Personal Profile

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| First name and Surname |  Jacque Allen |
| Personal statement (optional) | I am an experienced facilitator who is passionate about working with leaders and teachers around innovative learning practice within flexible learning spaces, collaborative teaching practice, and using digital technologies to enable learner agency. |

Professional Learning and Development Overview

I am a confident facilitator, in both the primary and secondary settings including innovative learning within flexible environments, collaborative teaching and learning with digital technologies. I am able to work with senior leadership teams (including BOTs and whanau) to design and deliver professional development that creates effective shift in teaching practice by building leader and teacher capacity. Working in all settings the goal is to create sustainability across a school or cluster of schools. My work is based on research and reflects the diversity and context of the schools I work with. I ensure my practice is focused on student achievement using strong pedagogical knowledge of learning and teaching and using student data to identify and measure change. I do this by collaborating with the schools to reach clearly identified outcomes. [More about my professional learning](#)

Professional Information

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| <p>Qualifications/academic study/areas of original research/current research interests</p> <ul style="list-style-type: none"> • 2014: Masters of Management, 'Sustaining Value in eCommunities', Business School, University of Auckland • 2004: Graduate Diploma in Business, Information Systems, Business School, University of Auckland • 1991: Diploma of Teaching (Primary), Auckland College of Education <p>More qualifications...</p> |
| <p>Professional learning and development experience</p> <p>I have worked in the education sector for over 25 years, in both primary and secondary schools and with a wide range of culturally diverse learners. I have both taught and held management roles. Over half of my career has been facilitating and consulting with leaders and teachers in primary and secondary contexts, in both state and independent sectors, in the areas of learning with digital technologies and innovative learning, collaborative teaching, flexible learning spaces, learner agency and curriculum re-design for 21st- century learners. I am presently working with Cognition Education in both the Ministry of Education Learning with Digital Technology national contract and in consulting work with schools and organisations that sit outside the education sector.</p> |
| <p>Community work:</p> <ul style="list-style-type: none"> • Member of Ellerslie School Board of Trustees • MOTAT Educational Reference Group • National Committee Member, Association for Learning Environments (NZ) A4LE • Host of the Secondary Teaching (NZ) <p>Conference presentations (2016)</p> <ul style="list-style-type: none"> • Innovative Learning: pedagogy, practice and environment, ULearn16 Education Conference, Rotorua |

- Chair: Privacy and Cyber Safety in Schools, Educational Law Conference, Auckland
- Collaborative learning with Google Drawing, Google Apps for Education Conference, Auckland
- Co-hosting EduCamp Auckland, Aorere College, Auckland

[More presentations...](#) [Publications...](#)

Professional membership

- Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa (PLANZ)

Summary of examples of practice

I co-construct with leadership teams a plan of action for professional development to shift teaching practice within and across schools. Together we create structures and processes around the development of an implementation plan following the teaching as inquiry model. The creation and implementation of this plan is critical for change. Gathering voice, analysis of data, planning documentation, and designing specific and intentional professional development are all part of this model, as well as continually reflecting and evaluating throughout the process of delivery and constantly being responsive to the needs of all learners. I have developed a facilitation process that I share with leadership teams as part of my collaborative way of working as a facilitator. This process involves a cyclic approach that incorporates a focusing of concerns and opportunities, gathering of stakeholder voice (including BOT, whānau and the wider community), identification and documentation of shared goals, professional development strategies, identifying roles and responsibilities, the inclusion of the teaching as inquiry model, implementation of professional learning for leaders and teachers, and an evaluation process. [More...](#)

Leadership development

- Support leadership teams (schools or clusters) to gather voice, co-construct implementation plans, and implement and effect change
- Collaborate with leadership teams to identify what shift in teaching practice is required and shape how deliberate professional learning will impact on leaders and teachers

Teacher capacity building

- Embedding 'teaching as inquiry' to create a shift in teacher practice around the use of flexible spaces
- Use pedagogical knowledge to co-construct learning with digital technologies and build teacher e-capability

Referees

Referee One

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| Referee Name | Lisa HARLAND |
| Contact Number | 09 269 0069 |
| Contact email address | Lisah@reremoana.school.nz |

Referee Two

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| Referee Name | Michael MAHER |
| Contact Number | 09 528 3938 |
| Contact email address | mmaher@stthomas.school.nz |