


Professional Learning and Development Accreditation

Personal Profile

First name and Surname	 Linda Cheeseman
Personal statement (optional)	<p>Ko te ahurei o te tamaiti arahia o tatou mahi <i>Let the uniqueness of the child guide our work.</i></p> <p><i>The culture of a child cannot enter the classroom until it has first entered the consciousness of the teacher...</i> Basil Bernstein (2015)</p> <p>The essence of my mahi is to value the culture, identity and thinking of tamariki, whanau, teachers and the community I have the privilege to work with.</p>

Professional Learning and Development Overview

I am skilled in designing, delivering, monitoring, and evaluating tailored professional development which builds the capacity of teachers and school leaders to enhance learning and accelerate student achievement. I ground my work on research to ensure that my practice is evidence-based, sustainable and supports the achievement of each and every student.

Building leadership capacity

- Through coaching and mentoring
- Analysis and use of data to inform decision making
- Supporting school leadership teams to plan and effect change to sustainable practices
- Leadership and teacher inquiry

Building teacher capacity

- Mathematics content knowledge and pedagogical development
- Effective formative and summative assessment
- Relationship based learning to embed culturally responsive practice
- Empowering student agency through discourse practices

Curriculum evaluation and development

- Data-informed curriculum design
- Curriculum development, evaluation and review

Professional Information

Professional learning and development experience

- **2005:** Masters of Education, Auckland University,
- **2005:** Thesis investigating the implementation and outcomes of the Numeracy Project PLD
- **1993:** Bachelor of Education, Massey University

[Relationships Based Learning \(RBL\) with Culture Counts](#) –towards accreditation to facilitate *Culture Counts*.

I have worked as a teacher in primary education for fifteen years and as a lecturer in mathematics education for four years. For the past eight years I have supported school leaders and teachers as a professional learning and development consultant.

Conference presentations

- Teachers: [Te Toi Tupu](#) Mathematics Teachers Regional Symposia; Primary Maths Association teacher conferences ([PMA](#)); Mathematics Association of Victoria ([MAV](#)) teachers conference; New Zealand Association of Mathematics Teachers ([NZAMT](#))
- Research: Mathematics Education Research Group of Australasia; Psychology of Mathematics Education

Publications

- Published Reports in the Proceedings of the 29th 30th 31st annual conferences of the Mathematics Education Research Group of Australasia ([MERGA](#))

Special interest areas

- Adult education, inclusive culturally responsive pedagogy, culture of collaboration, heterogeneous student groupings, growth mindsets, student agency, whanau connections, and student acceleration programmes.

Memberships of networks of expertise, boards, committees etc.

- Primary Maths Association ([PMA](#)), Professional Learning Groups with Te Toi Tupu colleagues,
- Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa (PLANZ)

Summary of examples of practice

Building leadership capacity in mathematics through facilitating mathematical leadership communities [MLC].

My facilitation role in MLC network meetings provided a forum for lead teachers to discuss current research and to share mathematical teaching ideas across schools. To achieve this I built strong working relationships and created a safe 'non-threatening' environment where the teachers felt comfortable to discuss opinions, experiences and concerns relating to their leadership role in their respective schools.

Building leadership capacity to disaggregate and analyse data.

I worked alongside the leadership team of a large multiethnic urban school to carry out fine grained strengths/needs analysis to identify and monitor priority learners working below achievement standards. We co-constructed a professional learning action plan to increase achievement of all students by supporting teachers to track their priority learners and accelerate achievement through inclusive practice.

Coaching and mentoring to change teacher practice to culturally responsive practice.

I supported leaders and teachers in a large urban intermediate school to develop their pedagogical content knowledge by delivering content workshops, modelling the pedagogy, collaborative planning, and co-teaching. I built strong respectful relationships with the staff by valuing and building on from the expertise and ideas that each teacher had to offer. Team leaders co-lead the PLD to sustain new practice.

Referees

Referee One

Referee Name	Paul SHEPHERD
Contact Number	09 435 0343 021 558 471
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Referee Two

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