




Professional Learning and Development Accreditation

Personal Profile

First name and Surname	 Lucie Cheeseman
Personal statement (optional)	<p>I believe that every child deserves the opportunity to become an empowered, engaged, connected, lifelong learner motivated to achieve their personal best. I believe this can be achieved by supporting well trained, inquiring and reflective teachers and leaders who have what's best for the children at the heart of all decision making.</p> <p><i>"When conducting appraisals with staff this year teachers consistently reflected that the biggest impact and game changer in their practice was working in collaboration with Lucie."</i> (Deputy Principal)</p>

Professional Learning and Development Overview

I am skilled in designing, delivering, monitoring and evaluating tailored and personalised professional development that builds the capacity of all teachers and school leaders. I work with a diverse range of students, teachers, senior management teams, families/whānau and wider communities to enhance student learning and accelerate achievement. I base my work on research to ensure that my practice is evidence based, sustainable and supports the achievement of all students.

Teacher capacity building

- Mathematics content knowledge and pedagogical development
- Effective formative and summative assessment
- Culturally responsive and inclusive practice
- Embedding teaching as inquiry
- Empowering student agency through discourse practices
- Learning with digital technologies to enhance learning and achievement

Curriculum evaluation and development

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

Leadership development

- Building leadership capacity through coaching and mentoring
- Supporting school leadership teams to strategically plan for and effect change, and to develop sustainable practices
- Analysis and use of data to inform decision making
- Evidence-based decision making underpinned by current research

Enhancing systems and practices

- System and process evaluation
- Change management

Professional Information

Qualifications/academic study/areas of original research/current research interests

- **1999:** Bachelor of Education in English (Hons), University of Oxford, UK

Programme writing and development

- I am skilled in workshop writing and development and resource creation.
- I have been involved in the writing and evaluation of assessment tools for the New Zealand Ministry of Education.

Conference presentations

- **2014 – 2016:** Programmes for Students training and impact days
- **2002 – 2016:** More than 20 different Maths Lead Teacher symposia

- **2013:** Auckland Principals Association
- **2012:** New Zealand Primary Association for Mathematics

Special interest areas

I have a special interest in acceleration programmes in mathematics, curriculum leadership, developing student agency, growth mindsets, student discourse, whānau connections, data analysis to inform decision making, and supporting schools to develop personalised, curriculum design.

Professional membership

- Association of Teachers of Mathematics
- National Centre of Excellence in the Teaching of Mathematics
- Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa (PLANZ)

Summary of examples of practice

When beginning work with this school I implemented a comprehensive fine-grained scoping process, which involved collecting and disaggregating student achievement data, conducting classroom observations, and collecting student, teacher and leader voice. This information was then used to co-construct, with leadership, the personalised professional development plan that would drive us forward and accelerate student achievement.

From the scoping process, I identified the need to develop teachers' knowledge and understanding of the teaching as inquiry process in order to support them to become more responsive and personalised to individual student needs. I also focused on improving teachers' subject content knowledge in mathematics, as well as knowledge and understanding of the learning progressions from levels 1–5 of the Mathematics curriculum. I attended to teachers' and students' negative perceptions of mathematics and some deficit thinking and widespread low expectations about students' abilities. This was done by working alongside all teachers in their classroom setting, initiating a variety of approaches such as modelling, co-planning and co-teaching. Through this in-depth and personalised support, I transitioned teachers to a more student-centred approach where the culture, identity and language of all ākonga was recognised, celebrated and used as the basis for all teaching and learning.

In order to develop sustainable practices, it was critical that I helped build a layer of middle leadership. I established a mathematics curriculum team and adopted a coaching and mentoring system that upskilled these leaders to support their colleagues. They shadowed the in-class work I did and began to feel empowered to initiate co-planning sessions with teams. This began to foster collective responsibility for all learners, with the students at the heart of all decision making.

As a result of this PLD, the staff have transitioned to a more student-centred approach, they collaborate and support one another with their inquiries, and are embracing the notion that inquiry is a way of being rather than a programme. Teacher voice, recently collected, illustrates teachers have become inquiring, reflective practitioners who consistently strive to initiate the very best of all ākonga. Student achievement data for priority learners is greatly improved and student voice now indicates motivated, self-regulated, enthusiastic learners that see purpose and relevance in the learning they are immersed in.

Referees

Referee One

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Referee Two

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