

Professional Learning and Development Accreditation

Personal Profile

First name and surname	Dr Wendy Moore
Personal statement	Wendy has an intense commitment to teacher and student learning. She is skilled at assisting others in their learning journey and enabling them to continue professional growth with integrity and respect. Teaching is not her job, it is her passion; her job is to get better at it and help others on the same path.

Professional learning and development overview

Wendy is a highly experienced facilitator of adult learning. She lives in Auckland and is available for work nationwide. Her areas of particular expertise are:

- Leadership and effective appraisal
- Developing active learners – assessment for learning
- Induction and mentoring processes and practices and skills
- Leading adult learning
- Collaborative inquiry
- Curriculum development pedagogy and practices
- Evaluative capability

Professional information

Qualifications / academic study and research

Wendy holds the following qualifications: Doctor of Education (EdD), Master of Educational Management (MEdM), Bachelor of Education (BEd) and Diploma of Teaching (DipTchg).

Wendy's doctoral research focused on the experiences of first-time mentors within New Zealand primary schools, their understanding of this role and the challenges surrounding being a novice mentor. In 2016 Wendy trained in Practising Advanced Open-to-learning Leadership with Viviane Robinson.

Professional learning and development experience

Wendy works as an education consultant for Evaluation Associates. In this role she works with schools in the areas of leadership, assessment and supporting the development of communities of learning. She also works in the area of programme evaluation.

Prior to joining Evaluation Associates, Wendy was the Bachelor of Education (primary) degree programme leader and practicum leader at the School of Education, AUT. She was also a senior lecturer within this programme. She has a lengthy history of working with teachers to support their professional development and lectured for over 10 years on professional inquiry and practice. These experiences mean she has excellent knowledge of the New Zealand Curriculum and a seamless understanding of effective pedagogy and practices from initial teacher education through to school leadership.

Wendy has long had an active interest in developing teachers' professional abilities and it was on this that her doctorate research was founded. Her skills in the area of induction and mentoring practices have been recognised by school leaders who have regularly asked her to provide professional learning for staff working with student and early-career teachers. A priority for Wendy has always been to build clear connections between educational theory and the realities of classroom experiences, focussing on effective teaching and learning strategies with a strong understanding of assessment for learning practices being at the heart of this.

Wendy has supported a wide range of leaders to develop their leadership skills. Leaders appreciate her first-hand experience as a leader herself and her ability to promote effective relationships with high expectations. Her passion is whanaungatanga – she supports schools with practical ways to ensure whanau, students and staff are involved in decision making and have a strong voice in the school.

Wendy is highly experienced in appraisal pedagogy and practice and provides workshops for leaders on teacher appraisal, focusing on the pedagogy and practices of effective appraisal. Leaders have reported that these workshops have been highly successful and have prompted much thinking around changing processes within their schools.

Other experience / expertise

In her role as Bachelor of Education programme leader Wendy developed professional inquiry and practice papers, connected to student teaching experiences and developing in complexity for years 1, 2 and 3 of the Bachelor of Education (primary) degree. Wendy was integral in introducing and ensuring establishment of an ePortfolio system which was used both in the primary practicum requirements and across the programme.

Wendy has published papers and presented at a range of conferences nationally and internationally. In 2013 she won the outstanding early researcher award at the BERA conference in Manchester, UK and in 2012 she won the Vice Chancellor's academic staff doctoral study award.

Summary of examples of practice

In the school example of practice Wendy worked in a medium sized year 1-8 school that had had significant staff turnover. The PLD came about through the principal's desire to ensure consistency of practice across classrooms, particularly assessment for learning practices. The first step of the PLD process included observing in classrooms, interviewing students, reviewing current practice using teacher and leadership capability matrices and analysing student achievement data. As a result of this evaluation three key foci were co-constructed: 1) deepening assessment for learning practices in the classroom; 2) analysing and using a range of data to better inform teaching and learning; 3) using data more effectively at the school wide level to understand and respond to trends, patterns and needs. These foci framed an action plan which was reviewed regularly throughout the PLD.

During the PLD Wendy supported the leaders' and teachers' learning in the following ways:

- Regular cycles of classroom observations (including teachers videoing their practice), interviewing of students and providing feedback through practice analysis conversations, resulting in individual goal setting for each teacher
- Coaching individual teachers' inquiries
- Supporting teachers to analyse data and to select and respond to the needs of target students including using Excel to consider data in multiple ways
- Facilitating a range of staff meetings which included the following topics: teaching as inquiry; ensuring clarity of learning; self and peer assessment; examining data to influence teaching and learning; collaboration and open to learning conversations.
- Mentoring school leaders to lead the change process in the school
- Supporting the development of distributive leadership and the growth of new leaders within the staff
- Assisting leaders to review and plan next steps

Wendy worked alongside the leadership team and teachers as a facilitator and critical friend, asking the challenging questions and scaffolding the learning to ensure success for the learners of the school. The strong relational trust built with the staff allowed practice to be questioned and analysed with the focus on children's achievement as paramount.

In her previous work in Initial Teacher Education, Wendy developed and taught a large number of papers including: reading, the arts, health and physical education, professional inquiry and practice, inclusive education, programme planning, assessment and evaluation and educational theory (Masters level). Wendy was passionate about keeping up-to-date with the latest developments across primary education in New Zealand and ensuring that these were integrated into the course papers. She was well regarded for her in-depth knowledge and experience of quality assurance processes and, in her role as programme leader, was responsible for student, paper and programme data analysis. Wendy's experience in leadership ensured genuine professional relationships were valued and built with colleagues and student teachers but also with staff in the wide range of primary schools she worked with. Wendy had responsibility for pastoral care of students and is proud of the high retention rates that she achieved in the programme because of the depth of these relationships. High standards and clear expectations and processes were fundamental reasons for the student teachers of this programme being highly sought after for teaching positions.

Reference One

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