



Personal Profile

Name	Petronella Townsend
Personal statement	I am firmly committed to a quality state education system for all and inspired by a wider vision of a world where tolerance, inter-cultural dialogue and respect for diversity are essential. I am inclusive and adaptable and work collaboratively to build strong teams. I enjoy learning and sharing teaching and learning approaches/strategies which facilitate learning and make it enjoyable. I am bi-lingual and bring experience and strengths in working with students from diverse cultural and linguistic backgrounds, exploring ways to identify and develop their strengths and abilities and those of their teachers.

Professional Learning and Development Overview

Skills to support collaboration - able to:

build and maintain trusting relationships within and across schools; create operating protocols for working together across a school/CoL within the framework of the NZC and assist in reaching a consensus; ensure that each child is seen within her/his own school and his/her identity acknowledged and valued; design an action plan using a range of data and utilising tools e.g. self-review tool, to scope specific needs and strengths in class and school(s) contexts; integrate current theory with current classroom practice to move schools towards best practice, initiating change when appropriate; and recognise and foster teacher/ leader expertise and empower teachers to use and share new knowledge within/across schools to build sustainable practice.

Ability to help develop an Achievement Challenge by:

supporting senior managers and teachers to analyse a range of data (not solely summative achievement data) as evidence to inform teaching and learning decisions, particularly for priority learners; ensuring PLD responses are flexible and adapted according to needs and circumstances and identified through selecting appropriate tools; consulting and supporting leaders and teachers to critically reflect on data gathered and build enhanced understandings; and enabling genuine two-way communication, and ensuring inclusive and authentic, culturally responsive practice.

Professional Information

Qualifications - Master of Education (Hons), Post Graduate Diploma Second Language Teaching, Post Graduate Diploma in Education, Bachelor of Arts, Diploma of Teaching, Trained Teachers Certificate, LTL (Learning Through Language) PLD Trained tutor. Teacher Practising Certificate number: 181528

Current position - University of Canterbury – Professional Learning & Development: English Language Learners and Home School Partnerships, Northern Region (Auckland and Northland) Secondary Schools Facilitator, Te Tapuae o Rehua Consortium, UC Education *Plus*.

School Sector Experience

I have been teaching secondary school students from diverse backgrounds for over 20 years. This has included roles as: teacher of Social Studies and History and English, HOD English, HOD ELLs - with responsibility for Refugee background students, migrants and International students, and leader of cross curricular PLD, 'Learning through Language'.

My experience in the delivery of PLD includes: Department of Education – English/ESOL PLD Advisor Northern Region, co-ordinator of ESOL resources, **University of Auckland**, Team Solutions; **University of Canterbury**, UC Education *Plus*, as a Secondary School facilitator in the following areas: ELLs (English Language Learners), Migrants, International students, and Refugee background students and Home School Partnerships.

This has involved working across learning areas, schools and with whole staff, parents and individual teachers using an evidence based, teaching as inquiry approach, promoting pedagogy through cultural responsiveness. I have also worked in the Intermediate sector, in particular using the ELLP for ELLs in relation to National Standards.

Publications

'The Same but Different, ESOL in the Mainstream'

Presentations

'Exploring the academic vocabulary knowledge of students in NZ secondary schools' CLESOL 2016

'Investigation into the well-being of HOD/ TiC of English Language Learners (ELLs) in Auckland secondary schools', CLESOL 2015

Workshops

'Literacy Pathways in NCEA at Level 1 and 2', 'Literacy with focus on ELLs', 'Learning Through Language in Science, Mathematics, English, Social Sciences' MOE DVD, 'ELLP' (English Language Learning Progressions) courses for senior management in Primary/Intermediate, 'Assessment and Placement for ELLs', 'A Thematic Approach to course Planning and Assessment', 'Placement and Effective Academic Pathways for International Students', 'Innovative Teaching for diverse groups of ELLs 2015'.

Summary of examples of practice

Literacy with a focus on English Language Learners (ELLs) (including migrants, international students, students from refugee backgrounds, NZ born learners and those from Kura Kaupapa and bilingual education settings).

Support leaders and teachers across and within learning areas to: apply the NZC vision and principles to meet the English literacy needs of all learners; accelerate English language acquisition of ELLs and foster/promote the bilingual / multilingual strengths of ELLs; enhance culturally responsive practices for targeted students and raise Pasifika student achievement; and use digital tools within learning areas to support better engagement, and learning outcomes for priority learners.

Inclusive Education – culturally and linguistically responsive practice

Develop knowledge of ELLs (Pasifika, Asian, European, Refugee) multicultural and multilingual contexts and explore complex and shifting identities.

Use data and student/whānau voice to know students and acknowledge individual ethnicities and cultural backgrounds. Understand and give effect to the Treaty Of Waitangi. Value students' home languages and support development of these. Work with leaders and teachers to understand Pasifika education journeys and pathways and incorporate MoE resources into practice.

Teaching as Inquiry

Develop in-depth understanding of Teaching as Inquiry/Spiral as Inquiry framework, (Timperley, Halbert and Kaser; the NZC). Facilitating and engaging teachers and leaders in the unpacking and implementation of the Teaching as Inquiry process. Facilitating learning in relation to reflective practice with a focus on continuous improvement of quality teaching and improved student outcomes. Seeking teacher/school feedback about the quality and effectiveness of PLD. Using student/teacher feedback to inform the inquiry process.

Home school partnerships

Support parents, families/ whānau/ aiga, school leaders, communities, organisations, teachers, and Boards with the purpose of raising student achievement by: enabling genuine two/three-way communication; empowering through enhanced understandings; celebrating cultural and linguistic diversity; and responding in linguistically and culturally responsive ways.

Referees

The following two referees can attest to the information supplied. These referees represent principals/tumuaki that were involved in the summary example of practice provided in this document.

Reference One

Referee Name	Peter UYS
Contact Number	(09) 274 5782
Contact email address	puys@sehc.school.nz

Reference Two

Referee Name	Morag HUTCHINSON
Contact Number	(09) 817 8173
Contact email address	morag.hutchinson@greenbayhigh.school.nz