

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Irene Andersen
Personal statement	

Professional Learning and Development Practice

Local Curriculum design Subject specific literacy Assessment for learning Leading change Coaching and developing middle leaders Models of inquiry linked to NZ Curriculum Analysis of quantitative and qualitative data Training middle leaders in conducting classroom observations

Professional Information

<p>2014: Doctor of Education, University of Auckland</p> <p>1996: Master of Philosophy in English, (Hons), University of Auckland</p> <p>1990: Bachelor of Education, Massey University</p> <p>1976: Trained Teachers Certificate, Palmerston North Teachers' College</p>
<p>Experience in the delivery of professional learning and development</p> <p>Irene has worked as a facilitator since 2005 within various contracts held by Evaluation Associates and the University of Auckland. This has included:</p> <ul style="list-style-type: none">●Co-project director <i>Strengthening Local Curriculum Design</i> contract 2019●Facilitator Developing Communities of Learning course 2016-17●Facilitator Teacher Education Refresh programme 2015-18●Lead literacy facilitator Secondary Student Achievement contract

Auckland/Northland/Central North 2012-16

- Lead facilitator Secondary Student Achievement contract Auckland/Northland 2012-16
- Lead facilitator Secondary Literacy Project in Auckland/Northland 2009-11
- Secondary assessment for learning facilitator Auckland/Northland 2005-8

Programme writing and development

Irene was lead writer of MOE *Local Curriculum Strategic Planning Guide* (Primary & Secondary) 2020.

Moore, W. & Andersen, I. (2020). *Insights from Learners in lockdown*. Auckland, Evaluation Associates Ltd.

Irene was employed by Auckland University for 10 weeks to write asTTle Level 4, 5 and 6 reading items (2003).

Conference presentation:

Irene co-presented a symposium: *Feedback that leads to change in teacher practice* at the International Congress for School Effectiveness and Improvement Conference (2011) in Kuala Lumpur.

Examples of Practice (Summary)

Summary of examples of practice

Local Curriculum review in a decile 1 intermediate school

The principal contracted Irene to conduct a curriculum review, with a view to strengthening the school's local curriculum. Irene reviewed the school strategic and curriculum plans, and she observed the enactment of the plans in classroom planning, teaching and learning. Irene also interviewed teachers and conducted focus groups with parents and students. As a result of the review, the school requested Irene's support to help teachers implement changes in teaching to the appropriate levels of the curriculum and scaffold learning to accelerate student achievement. At the beginning of the year students said the level of their learning was too easy; after the intervention they said that learning was more challenging and pitched at the right level.

Improving year 7-8 writing literacy in a decile 2 area school.

This short term intervention involved Irene working with year 7-8 teachers to improve the teaching of writing over two terms. Earlier observations indicated that teachers at this level did not make the purpose of writing clear or scaffold the writing process well. Facilitation included how to make the purpose of writing clear to students, using a common acronym, observing teachers teaching writing, and using an annotation strategy to edit student work. At the end of the intervention students interviewed were able to give clear reasons as to why writing was important in their learning area of focus. They stated that their teachers helped them write by supporting them with scaffolds, providing clear explanations and working with students individually. Writing data (e-asTTle tests) showed that 66% students made accelerated progress during the intervention.

Coaching new middle leaders

Irene was contracted to support two new middle leaders to develop their leadership. The PLD was two pronged and consisted of individual and group meetings. During the individual meetings the middle leaders raised problems of practice that related specifically to leading their departments at that time. The group meetings were responsive to generalisable issues raised in the individual meetings and also examined topics like the principles of middle leadership, and conducting difficult conversations. When surveyed, both middle leaders rated the value of the PLD very highly. They commented:

This PLD contributed to the development of my confidence and capability as a new middle leader.

Irene is a skilled facilitator, able to read a situation and ask targeted questions to reveal new insights. The resources and guidance she provided was of a very high standard.

Referees

Referee One

Referee Name	Christine Pili Associate Principal Tangaroa College
Contact Number	022 089 1163
Contact email address	christinep@tangaroa.school.nz

Referee Two

Referee Name	Di Cavallo Deputy Principal Hobsonville Point Secondary School
Contact Number	021 202 8935
Contact email address	di@hobsonvillepoint.school.nz