





Professional Learning and Development Accreditation

Personal Profile

<p>Loti Hensman</p>	
 	<p>I believe mathematics education for all is exciting and creative.</p> <p>I commit to facilitate in a way that</p> <ul style="list-style-type: none"> • supports teachers to further develop their content and pedagogical content knowledge • make deep connections with whānau, relevant and challenging learning opportunities are co-constructed, • supports understanding of what it means to provide equitable educational outcomes for all ākonga • ensures student empowerment • demonstrates moral purpose • supports my personal growth as a sincere Te Tiriti o Waitangi partner.

Professional Learning and Development Overview

<p>My areas of specialist professional learning and development in relation to quality teaching practices include</p> <ul style="list-style-type: none"> • supporting school leaders and teachers in the gathering and analysis of purposeful data, to strengthen targets in relation to the New Zealand Curriculum (NZC) and to promote ownership school-wide of student learning and achievement • improved use of data at the classroom level to meet individual student needs, informing teacher practice • strong subject specific (mathematics) content and pedagogical content knowledge • linking mathematics across other areas of the curriculum, including technology, science, the arts, digital technology • modelling effective pedagogy across all primary school levels • understanding diversity and being culturally responsive • building positive relationships with leaders and teachers to support and affirm during challenges to beliefs, values and practices that impact on student outcomes • facilitating professional learning conversations with leaders and teachers to challenge and promote reflection through inquiry into teaching and learning practices, through the teacher inquiry model • collaborative planning with leaders to ensure tailored professional learning and development (PLD) to meet the needs of the school and individual teachers and learning groups • provision of focussed PLD learning opportunities through staff meetings, workshops, and in-class support • the promotion and development of mathematics inquiry communities to improve access to curriculum and raise student achievement • supporting schools to develop whānau engagement • personal upskilling through conferences, seminars, reading and research to question, test, and build my facilitation practice

Professional Information

Qualifications		
Registered teacher practising certificate: 197907		expiry: 11/03/2021
2021	He Papa Tikanga	Te Wānanga o Aotearoa
2019	Key Competencies in a Digital World	The University of Waikato
2015	Masters Paper: Mathematics Inquiry Communities: Raising Student Achievement	Massey University
2005	Bachelor of Education (Tchg)	Victoria University
1977	Trained Teacher Certificate	Palmerston North Teachers' College

Experiences		
2019	A Day with Jo Boaler	The University of Waikato
2017	Future Focussed Learning	Barbara Bray (USA)
2017	PLD with Professor Shelley Dole	USC, Australia
2014	Taught Primary School Mathematics paper	Massey University
2013	Taught Early Years Mathematics paper	Massey University
2011	Co-presented at Mathematics Association of Australia (MAV) conference	Massey University

Conference presentations	
<ul style="list-style-type: none"> Developed and presented at regional conferences and symposia: <ul style="list-style-type: none"> <i>Does the task have rigour?</i> <i>The best resource you didn't know you had</i> <i>Making maths accessible to every learner</i> <i>Place Value</i> <i>Using children's literature to teach mathematics</i> Practicum visits for student teachers, observing, reporting, supporting, mentoring 	

Summary of examples of practice

<p>Strengthening Relationships and Culturally responsive practice: Working with principal and teachers in a semi-rural school to support accelerating of learning in Mathematics, focussing on building strong relational trust in order to challenge practices, beliefs and values of teachers; content knowledge and pedagogical content knowledge. This required commitment from me to learn about and understand the community, the challenges facing students and teachers on a day to day basis, the richness the students brought with them; to give time in an unhurried way for further learning to take place, to model pedagogy which supports high expectations, participation, and communication, creativity, empowerment, and ownership of learning. We walked the learning road together and learned much from each other and those around us.</p> <p>Working with school leader to develop sustainability In a rural school which had been involved in ALiM for a number of years: Working with the ALiM teacher to support and encourage teacher learning in effective pedagogy in mathematics, flexible grouping, acceleration practices, growth mindset messages, and the sharing of these ideas and practices through their PLG and across the school; encouraging and supporting leader.</p>

Referees

Referee Name	Lyn Pohe, Principal, Omahu School, Hastings
Contact Number	(06) 8797974
Contact email address	principal@omahu.school.nz

Referee Name	Wendy Beauchamp, Deputy Principal, Maraekakaho School, Hastings
Contact Number	027 3144620
Contact email address	wendyb@mkk.school.nz