

Summary of Practice

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Helen Anne BARKER
  	<p>I believe Professional Learning and Development (PLD) needs to be useful and practical while supporting and challenging our educational professionals. As a facilitator I bring energy and enthusiasm to Science, which is my area of expertise. I have a strong interest in supporting teachers to develop confidence and capability in teaching science at primary school. Development of a collaborative partnership encourages the growth of teacher confidence and supports the development of reflection, which enhances the teaching of science. I am conscientious and work to tailor my work to best suit the needs of the school. I identify as a lifelong learner and seek out opportunities to learn in both formal and informal settings and to challenge my own understanding and beliefs. Within my work, I reflect on and critique my thinking and actions to grow my understanding of teachers, schools, family, whānau and communities to identify ways of supporting improved outcomes for all.</p> <p><i>Naku te rourou nau te rourou ka ora ai te iwi.</i> With your basket and my basket the people will live</p>

Professional Learning and Development Overview

My area of specialist professional learning and development expertise includes

Science: I have specialist knowledge of the area of science education, particularly programmes that have a clear focus on the nature of science. I support schools to collaboratively design graduate profiles and implementation plans that align with their own school vision.

Bicultural ways of working: I have an on-going interest in and engagement with the development of ways to support educational success for Māori. I encourage teachers to see science as one lens through which to view the world and this can sit alongside a cultural lens in a mutually beneficial way. This is an important perspective to develop. The partnership between pakeha and Māori is part of an ongoing conversation for New Zealand society.

Cross curricular integration: I support schools to identify integrated ways of working that support student achievement and engagement.

Professional learning and development in teaching is not just an extension of the learning that was started in pre-teacher education programmes but an opportunity to explore the synergies and conflicts with one's current practice. As such any professional learning and development is an intensely personal journey which needs to be sensitively managed to acknowledge the strengths and knowledge that all parties bring to the partnership.

Professional Information

Qualifications

Registered teacher practising certificate: 221586	Expiry: 25 May 2018
2016 Master of Education (studying) three papers completed Education for Sustainability, The future of education in Aotearoa New Zealand, Research Methods	University of Waikato
2013 Level 2 Te Reo Māori	Te Wānanga o Aotearoa
2003 Reading Recovery trained	University of Waikato
2000 Bachelor of Teaching (3 year degree)	University of Waikato
1994 NZ Playcentre Federation Certificate	NZ Playcentre Association
1983 Bachelor of Science (Zoology and Psychology majors)	University of Auckland

Positions held		
2014- current	Project Leader for Te Toi Tupu Primary science PLD project	Institute of Professional Learning, Te Whai Toi Tangata, Faculty of Education, University of Waikato
2012- current	Te Toi Tupu Primary Science PLD facilitator	University of Waikato
2012- 2013	Science Learning Hub promoter and facilitator	Faculty of Education, University of Waikato
2008 – 2012	Associate Principal	Thames South School
2005 – 2008	Senior Teacher	Thames South School
2000 - 2005	Teacher	Thames South School
Awards and professional presentations		
<ul style="list-style-type: none"> • 2016 presented workshop to Scicon (NZ Science Educators' Conference) • 2016 presented Institute of Professional Learning workshops, <i>How to fit in Science when the focus is on: Literacy? How to fit in Science when to focus is on: Maths?</i> • 2016 presented workshop at Hamilton Mathematics Symposium • 2015 presented workshop at Hamilton Mathematics Symposium • 2013 presented workshop to Conasta (Australian Science Educators' Conference) • 2000 admission to Golden Key Society • Impact stories published on the Te Toi Tupu website • http://www.tetoitupu.org/science-primary-schools-developing-teacher-confidence-and-capability • http://www.tetoitupu.org/importance-scientific-thinking • http://www.tetoitupu.org/nurturing-scientific-literacy-citizens 		
Membership of Networks of Learning		
<ul style="list-style-type: none"> • Professional Learning Group at Institute of Professional Learning, Te Whai Toi Tangata, University of Waikato. • Working on my Masters of Education with a specialisation in Science Education. 		
Experience in professional learning and development delivery in relation to your professional learning and development expertise		
<ul style="list-style-type: none"> • Science facilitator since 2013 and project leader since 2014 • Experienced primary teacher and school middle leader • Presentations at New Zealand and Australian science educators' conferences. • Presented workshops in Kura Kaupapa (in English) • Worked in rumaki classes (in a mixture of English and te reo) 		

Summary of examples of practice

<p>In engaging with schools to support teacher professional learning and development I have several areas of focus</p> <ul style="list-style-type: none"> • the clear identification of current teacher understandings • utilising workshops as opportunities for teachers to grow their subject and pedagogical understanding and knowledge through careful tailoring • in-class facilitator modelling to enable teachers to understand the goal of science education, and to see it within the classroom setting • development of cross-curricular coherence that demonstrated, discussed and supported through modelling, workshoping and discussions • identification of useful collegial partnerships beyond the school to support leaders, teachers and students • the examination of student data to identify next steps for teaching and learning; methods of assessment and goals of assessment are discussed • the use of digital tools to enable participation and engagement of both teachers and students in different ways. <p>Engagement with science can be viewed as a form of cultural border crossing and it is important to build links to cultural understandings which value multiple world views.</p> <p>In summary, although many leaders and teachers may be unaware of the goal of science in the New Zealand curriculum, work with schools must value the connections with and understanding of their students which teachers and leaders possess. Utilising this in-house expertise along with a scaffolded approach to teaching and learning in science, will yield rewards. The focus on the nature of science is seen as enabling students to “participate as critical, informed, and responsible citizens in a society in which science plays a significant role.” (Ministry of Education, 2007, p.17) References: Ministry of Education. (2007). <i>The New Zealand Curriculum</i>. Wellington, New Zealand: Learning Media.</p>
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Referees

Referee Name	Anna YATES
Contact Number	Ph 078664096
Contact email address	principal@tererenga.school.nz

Referee Name	Dee LUCKIN
Contact Number	06 7583165
Contact email address	principal@sjb.school.nz