

Summary of Practice

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Lotitia HENSMAN
	Mathematics Education for both children and adults is an exciting area to work in as a facilitator; carrying responsibility and moral purpose. Supporting teachers to further develop content and pedagogical content knowledge and to make better connections with whānau in order to provide better learning opportunities for all ākonga, is challenging and rewarding work. Assisting teachers to excel in teaching and a strong desire to see students empowered to learn is what motivates me and inspires me to keep learning. As Avis Glaze (Ontario) once said: “ <i>The kids can’t wait</i> ”.

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">• strong subject specific (mathematics) content and pedagogical content knowledge• modelling effective pedagogy across the primary school levels• understanding diversity and being culturally responsive• building positive relationships with leaders and teachers so they feel affirmed and /or supported during challenges to beliefs, values and practices that impact on student outcomes• supporting school leaders and teachers in the collection and analysis of purposeful data, to strengthen targets in relation to the New Zealand curriculum and national standards, and to claim school-wide ownership of student learning and achievement• improved use of data at the classroom level to meet individual student needs and inform teacher practice• facilitating professional learning conversations with leaders and teachers to challenge and promote reflection and inquiry into teaching and learning practices through the teacher inquiry model• tailoring professional learning and development (PLD) to meet the needs of the school and individual teachers• provision of focussed PLD learning opportunities through staff meetings, workshops, and in-class support• the promotion and development of mathematical inquiry communities to raise student achievement• supporting schools to develop whānau engagement• personal upskilling through conferences, seminars, readings and research to question, test, and build my practice
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Professional Information

<p>Qualifications: Registered teacher practising certificate: 197907 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</p>
<p>As a mathematics facilitator, I have been supporting schools in their professional learning and development since 2009. My experiences include supporting leaders and teachers to make shifts in thinking and practice for equitable outcomes for all students, through culturally responsive PLD. While working with leaders and teachers, the aim is to deepen their content and pedagogical content knowledge to enable greater effectiveness in the mathematics and statistics learning area. This is both challenging and rewarding as we experience the rigour needed to make transformational change. I have also been involved in the Accelerated Learning in Mathematics (ALiM) programme. I have also developed and presented workshops both as a course (“<i>Stepping Up the Mathematics Learning</i>”) and for regional mathematics symposia to further support mathematics teaching and learning in our schools. During my time as mathematics facilitator at Massey University I was afforded the opportunity to teach two papers in pre-service degrees: <i>Mathematics in the Early Years</i>, and <i>Foundations of Mathematics</i> providing me with deeper learning and insight to the need for cross-sector communication and collaboration for smoother transitions for our ākonga.</p>

Programme writing and development

- Assisted in the development and moderation of illustrations in the New Zealand National Standards
- Proficient writer and presenter of workshops

Conference and symposia presentations

- 2016 Regional Symposia workshops: *Does the task have rigour?* and *The Best Resource You Didn't Know you Had*
- 2015 NZEI Teacher Aide support workshops HB: *Teacher Aides Making a Difference: Being Equipped to Support Learners of Mathematics*
- 2015 Sole Charge and Rural Teaching Principals' Conference: Workshop: *Making Mathematics Accessible to Every Learner*
- 2013 Sole Charge and Rural Teaching Principals' Conference: Workshops: *Place Value; Using Children's Literature to Teach Mathematics*
- 2011 Mathematics Association of Victoria (MAV) Australia conference: workshop presenter

Publications

- Created examples for National Standards which are published on NZ Maths website

Memberships

- Mathematics Leadership Community (HB)

Summary of examples of practice

Building Mathematical Inquiry Communities

My PLD work in an urban primary school focussed on developing mathematical inquiry communities.

There was a need to

- build relationships and collaborate with leaders and teachers
- challenge current practices, beliefs and values of teachers
- support teachers and leaders to strengthen content knowledge and pedagogical content knowledge in order to empower students

Teachers were motivated and continued to work on this between visits; progress was evident. Student discourse had been introduced and this empowered the students to share their mathematical ideas, make explanations and justify their thinking. Every student became a participant in a developing mathematical inquiry community.

Slowing down to speed up

In a semi-rural school, the leadership team had used their student achievement data to find areas in the mathematics programme that needed strengthening and I was asked to provide PLD that would boost teacher content and pedagogical content knowledge in order to improve learning opportunities for students. A well-intended sense of urgency was diverting teacher focus to coverage and performance rather than learning. Through intensive learning days, modelling, observations, feedback and subsequent discussions, the teachers came to see they were limiting opportunities for learning by moving too quickly and failing to adequately explore mathematical concepts and ideas. The teachers were challenged to think differently about their teaching and this had a positive impact in the classroom.

Referees

Referee Name	Maurice REHU Principal, Richmond School, Napier
Contact Number	(06) 8437828 027 3635020
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Referee Name	Carwyn CAFFELL Principal, Bainesse School, Manawatu
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