

Professional Learning and Development Profile

HELEN WALLS



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Region: Wellington

Priorities:

Local curriculum design; assessment for learning

Specialisations:

English, Literacy and Communication, New Entrants (foundational learning)

Key Words:

Writing, assessment for learning, handwriting, spelling, structured literacy, feedback, peer assessment

Personal Statement:

Helen specialised in the teaching of writing, structured literacy, school-wide data analysis, formative assessment and feedback.

Professional Learning and Development Overview:

Helen is a professional learning facilitator and educational researcher with 18 years' experience working in schools. Helen assists schools to plan effective programmes - closely aligned with student needs. She is passionate about supporting teachers, sharing evidence-based methods that will engage with every student.

Professional Information:

Qualifications

- Doctor of Education, Victoria University of Wellington
- Diploma of Teaching, the New Zealand Graduate School of Education
- Bachelor of Arts/Bachelor of Music, Victoria University of Wellington

Professional learning and development experience and expertise

Helen has worked with schools in Wellington and Auckland and presented a number of online and face-to-face workshops. She has spoken at national conferences and published with *The Australian Journal of Learning Difficulties*.

Summary of Examples of Practice:

With many years of experience working in schools, Helen understands the pressures of the classroom and strives to be a supportive mentor to teachers. She uses discussion, workshop activities and in-class modelling to develop teachers' knowledge of literacy development and best practice methods. During recent work with a lower decile school, Helen assisted the leadership team to use data to identify PLD priorities. She assisted teachers to use practical formative assessment strategies to identify student needs. She modelled teaching methods, observed teachers as they began to adopt the new methods, and facilitated ongoing reflection on the impacts these methods had on student achievement.

Referees:

<i>Referee Name:</i>	Rhys McKinley
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