

Professional Learning and Development Profile

BELINDA BLICK-DUGGAN



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Region: Auckland

Priorities:

Local curriculum design, assessment for learning

Specialisations:

English, Literacy, Communication

Key Words:

Handwriting, spelling, structured literacy, assessment for learning, writing

Personal Statement:

I am the leading New Zealand facilitator specialising in the teaching of handwriting. Evidence-based research guides all my practice; I am committed to supporting teachers to further develop their knowledge and skills to raise literacy achievement.

Professional Learning and Development Overview:

I am a professional learning facilitator and educational researcher with over 20 years' experience working in schools in New Zealand and around the world. My bespoke approach to professional development is focused on meeting educators where they are - modelling practice, observing, supporting content knowledge, workshops and formative feedback.

Professional Information:

Qualifications

- Postgraduate Diploma in Education, University of Auckland (2013)
- Bachelor of Education (Teaching), Auckland College of Education (1999)

PLD experience and expertise:

- facilitating online/in-person handwriting, sentence and punctuation professional development workshops for educators throughout New Zealand;
- facilitating in-person handwriting professional development in schools using a range of methods - modelling, co-teaching and observing;
- determining current knowledge of teachers and providing support to address any gaps;

- development of handwriting video tutorials to guide teacher practice;
- strengthening leadership and teacher capability; and
- providing relevant, up-to-date curriculum and assessment knowledge and teaching experience in writing, which is culturally responsive and evidence-based, in order to support teachers to increase student achievement, particularly for priority learners.

Summary of Examples of Practice:

'Our teachers have really enjoyed focusing on whole class lessons of handwriting since your modelling! Awesome! Thank you!!!'

Deputy Principal, Botany Downs School

'After doing your PD a few weeks ago, we have begun cursive in my year 3 class with awesome results. I had a couple of tamariki ask me when they could start doing cursive and I always thought it was for older children. But, after hearing you speak and my tamariki wanting to challenge themselves to do it, we have been giving it a go. They much prefer the cursive lessons to the print ones.'

Teacher, Tauraroa School

'Thanks for the scope and sequence, videos and explanations; they're really helpful.... My Year 2 students are so proud of their work and it's great to see them being challenged (and rising to it!) Thanks again - we're loving cursive!'

Teacher, Tauriko School

'Before I met Belinda I wasn't sure if I had what it takes to be a good classroom teacher. Belinda's PLD transformed my teaching programme and most importantly, my self-worth. Her methods were very practical, interactive and I saw measurable results - fast. I was able to implement Belinda's ideas and add my own flavour. The students found the lessons fun and memorable too, which in turn meant their achievement was lifted. Thank you, Belinda, for your amazing work and support!'

Teacher, St Cuthbert's College

'The four hours that I spent with Belinda on a workshop during Level 1 were worth every minute. The focus of getting children to identify simple, compound, complex sentences, which may seem like a simple exercise, opened up so many teaching and learning opportunities for me. Belinda is extremely knowledgeable, resourceful and her teaching points made the achievement goals of the writing process an achievable reality. Belinda also made the course pertinent to me as she took me through the expectations of the New Zealand Curriculum - me being a newbie to the New Zealand classroom.'

Teacher, St Mary's School, Ellerslie

'Belinda has been hugely beneficial in my growth of teaching writing. I have had the opportunity to observe her teach, co-teach with her and have her observe me teach writing. It has been the best professional development I have had in all areas of the curriculum during my teaching training course and my first year and a half of teaching.'

Teacher, St Thomas's School

Referees:

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