



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Nicola Leete 
Your iwi (optional)	
Personal statement (optional)	I am committed to providing equitable opportunities for all students to accelerate their achievement. I design and deliver professional development that is evidence based and tailored to meet the unique needs of each school and Community of Learning Kāhui Ako.

Professional Learning and Development Overview

<p>Please describe the area(s) of specialist professional learning and development expertise you have in relation to quality teaching practices.</p> <p>Creating inclusive learning environments in which all students' needs are met, is at the heart of my practice. I am experienced in working alongside students, teachers, leaders and whānau to improve outcomes for all students. Taking a positive and practical approach, I facilitate PLD that supports teachers to build their repertoire of teaching strategies. Utilising my strong data collection and analysis skills, I work with school leaders to identify at risk students, monitor and respond to their progress. I specialise in designing and implementing a range of evidence based tier one to three interventions to meet students' diverse needs.</p> <p><i>"Nicola was highly professional in the process she followed. She ensured the consultation process was non-intrusive, efficient and ethically sound. Post analysing data, Nicola used her knowledge of special education and current school practices to develop meaningful and realistic options for us to consider that focused on raising student achievement and the professional capacity of staff."</i></p>

Professional Information

<p>Qualifications/academic study/areas of original research/current research interests Year: Qualification, Institution (and country if outside New Zealand) 2016: Master of Education (Inclusive and Special Education) (First Class Honours), University of Canterbury. 2006: Graduate Teaching Diploma, New Zealand Graduate School of Education. 2004: Admitted to the High Court of New Zealand as a Barrister and Solicitor. 2003: Bachelor of Laws (First Class Honours), Bachelor of Arts (English)</p>
<p>Programme writing and development 2012 and 2017: NZQA Development of Legal Studies Unit Standards and Assessment Support Materials</p>
<p>Presentations 2017: St Margaret's College presentation to staff on differentiation followed by delivery of workshop on differentiated assessment practices.</p>

Deputy Principal 'Nicola presented a highly informative 90 minute presentation with in-depth information based on current pedagogy supported with a significant resource for future use. There was a challenge to provide an engaging, relevant presentation for such a wide range of teachers, and Nicola ensured she included information for teachers of all year levels. The fact filled session was followed up with a smaller workshop looking at differentiation of NCEA assessment tasks, with a practical, open discussion opportunity for those involved.'

2017: St Bede's College presentation to staff on study skills with a specific focus on strategies to support students with learning difficulties.

Teacher 'Thank you for your very informative and useful presentation today. It's great to have some new revision strategies to use with my students.'

2017: Presentation to students on the Secondary Teachers' Post Graduate course, University of Canterbury.

Special interest areas

Inclusive Education

Special Education

Peer mediated interventions

Response to Intervention

Assessment for Learning

Literacy

Teacher coaching and mentoring

Special Assessment Conditions

Law and Education: Policy development and review

Awards

2017: University of Canterbury Distinction Prize for Outstanding Achievement in Postgraduate Studies.

Summary of examples of practice

Changing Assessment Practices

The area of focus of PLD was on developing teachers' assessment practices with the goal of:

- providing equitable access to assessment for all students.
- increasing the validity and reliability of assessments.

After reviewing the school's assessment practices, I ran workshops which focused on supporting teachers to:

- understand their students' diverse learning needs.
- develop flexible and varied assessment options which are valid and reliable.
- adapt existing assessments to provide equitable access for SAC students.
- use Universal Design principles to design assessments.
- understand the inextricable link between teaching, learning and assessment.

Teachers were challenged to critically reflect on their attitudes towards assessment and to explore alternative modes of assessment and gathering evidence over time. As a result, students have been able to demonstrate their skills and knowledge in more diverse ways which recognise their varied strengths and cultural backgrounds.

Behavioural Intervention

The focus of the PLD was on strengthening a teacher's behaviour management skills to improve the learning environment. I worked in collaboration with the teacher to implement Prevent – Teach – Reinforce (PTR), a school-based model of individualised positive behaviour support. The PTR model was chosen because it provides a standardised way of tackling challenging behaviour in schools and it has been

shown to be both effective and feasible. Through one-to-one interactions and professional conversations, I coached and mentored the teacher through the five steps in the PTR model. Although this was a tier 3 behaviour intervention which was specifically aimed at improving one student's behaviour, results showed the impact was felt more widely among all students in the class.

Referees

Referee One

Referee Name	Justin Boyle
Contact Number	03 375 0647
Contact email address	jboyle@stbedes.school.nz

Referee Two

Referee Name	Nola Kilpatrick
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