

Heather Bell – Curriculum Vitae



E: heatherbell@korimakoed.com
W: <https://www.korimakoed.com/>

Ko Ben Nevis tōku maunga
Ko Loch Eil tōku awa
Ko Rakaia tōku waka
Ko Celt tōku iwi
Ko Kotarani tōku hapū
He uri au no te whānau Bell
Ko Heather tōku ingoa

Education

- Master of Education (Hons) Facilitating a blended learning community: A collaborative approach to professional learning. Massey University
- Diploma in Technology Education (PG). Massey University
- Diploma of Teaching. Auckland College of Education

EDUCANZ Registration: 110863 Full. Valid to Dec 2023.

Recent Professional Development

- Curriculum Refresh workshops
- Senco Common Language Matrix development
- National PLD Provider Conference (2019) - MoE priorities, competent facilitation, cohesive provision of PLD, Ann Milne
- Curriculum Progress Tools workshop
- Decolonisation Hui - Tipene Heperi (Ngāti Kahungunu)
- Appraisal - Teachers' Council. Moving on with Code and Standards (2019)
- Attestation - MoE PLD Provider workshops (2018) - Developing appraisal process for providers
- RTLB Workshop (2018)
- Foetal Alcohol Workshop (2018)
- ORS funding application writing workshop (2018)
- [GROWTH Coaching for Leadership](#) (2017)
- Incredible Years Teacher Group Leader (2017)
- [The Power of Peer Coaching](#) (2017)
- [Play Based Learning](#) (2017)
- [Introduction to Indigenous Pacific Knowledge and Competency](#) (2016)

Work History

Senco Napier Intermediate School

- 2022 (Relief)

Korimako Education - PLD Consultant / Education Facilitator in schools ([Korimako Education](#))

- 2019 - present - MoE Approved Provider Panel, Accredited Facilitator ACC461
 - Project Based Learning
 - Covid-19 Distance Teaching PLD (MoE)
 - Digital Technology - new strands



- o Digital Fluency
- o School Wide Inquiry (Māori senior secondary boys)
- o Student Inquiry
- o Teacher Appraisal
- o Principal Appraisal
- 2018
 - o Principal Appraisal
 - o Digital Technology - new strands
- 2016 - 2018
 - o Cluster work in Stratford schools using Coaching and Spirals of Inquiry to develop teacher practice
 - o Narrative Assessment - Inclusive Schools
 - o Education for Sustainability

Senco - Napier Intermediate School

- 2018 (3 terms - 0.4 relieving) - worked with multiple agencies (MoE, RTLB, SWIS, etc), special schools, whanau and staff to ensure best practice for students with additional needs

Massey University Tātai Angitu - Facilitator and Project Leader

2003 – 2017

- Project Leader for the national Incredible Years Workforce Development Project
- Learning Facilitator (mainly primary sector). Inclusive Schools, Senco Support, eLearning, Teacher Inquiry, Effective Assessment and developing learning communities.
- Led successful proposal writing for national MoE and MFAT projects

Earlier Work History

- **Ministry of Education, National Office, Wellington - Senior Curriculum Advisor**

2005 – 2006 (secondment). Responsible for the National oversight of the Technology Learning area for the compulsory education sector and part of the team writing the content of this learning area.

- **Hastings Intermediate School**
 - o Team Leader (Technology)
 - o Classroom Teacher (HoD Science, Maths)

Strengths:

- Cultural Responsiveness
 - o Currently working in three local Māori schools, two of which are bilingual
 - o Intensive learning 2019-20 through working alongside a special character school as it develops its school-based curriculum and Developing Men of Valour graduate profile. Students generally had not been able to learn as Māori in mainstream contexts and whanau wanted a Māori-based education for their taiohi.
 - o Mentoring a Teach First teacher at this school as she does her Masters research. She is challenging the normal mainstream education system in how we educate Māori males. Using contemporary Kaupapa Māori Pedagogy will be a key focus of this work.
- Inclusive Education:
 - o Rich background in both inclusive and special education – have facilitated in mainstream and special school contexts
 - o Cross regional Senco and Support Staff workshops for several years
 - o Senco for a large school
 - o Empathy with teachers and with children with additional learning needs



- o High degree of competency in qualitative assessment strategies such Narrative Assessment (worked with Prof Missy Morton)
- Coaching:
 - o Trained as a leadership coach using the GROWTH learning model, the NZ Coaching and Mentoring skills model and have worked with IYT Peer Coaches.
 - o Trained IYT Facilitator
- Collaboration:
 - o Developing large CoL collaborative learning communities through a blend of face to face and online approaches
 - o Working with multiple sectors to bring strengths together - my Senco PLD workshops included people from RTLB, MoE, hospital specialists, Ed Psychs, IYT facilitators, etc. as presenters.
 - o Worked with multiple levels of Tokelau education system, MFAT and Massey researchers and facilitators during the schooling improvement project
- Pasifika:
 - o Wrote successful schooling improvement project proposal for work in Tokelau (MFAT)
 - o In-depth remote and on atoll work for Tokelau project
- Whole school teacher inquiry
 - o secondary, intermediate, cluster of primary schools, early childhood centres
 - o Teaching as Inquiry / Spirals of Inquiry underpins all work
- Digital / eLearning:
 - o New digital tech strands (MoE priority area)
 - o Digital Fluency (MoE priority area)
 - o Facilitated MindLab training (2016)
- Research:
 - o Published articles;
 - Mac Callum, K. & Bell, H. (2016). [Improving Teaching Practice in Early Childhood Supported by Mobile Technology](#) In D. Parsons (Ed.), Mobile and blended learning innovations for improved learning outcomes (pp. 85-101). IGI Global book series Advances in Mobile and Distance Learning (AMD L). Hershey, PA: Information Science Reference.
 - Mac Callum, K., & Bell, H. (2015). Smart devices for supporting inquiry and conversations in early childhood education. He Kupu, 4(1). Retrieved May 28, 2016, from <http://www.hekupu.ac.nz/index.php?type=issue&issue=21>
 - Bell, H. (2013). iPads supporting good teaching practice. New Zealand Education Gazette, May. Retrieved June 4, 2016, from <https://www.massey.ac.nz/massey/fms/SIU/websites/ced/iPads%20Gazette%20Article.pdf?E0DF053966CC7A8FFE23C77A9F5EB78C>
 - Bell, H. (2009) Facilitating a blended learning community: A collaborative approach to professional learning. Unpublished Masters thesis. Massey University, Palmerston North
 - Bell, H. (2008) The challenges of shifting responsibility for learning. In R. Bourke, A. Lawrence, A. McGee, J. O'Neill & J. Curzon (Eds.) *Talk about learning: Working alongside teachers*. Palmerston North: Pearson Education

Referees:

Wendy Gray - Principal, Napier Intermediate School

wgray@nis.school.nz

Casey Tapara - Principal, Te Aratika Academy

casey.tapara@tearatika.school.nz

