

MARK HEWITT

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Adviser/Teacher/Education Consultant

EDUCATION

- 2015 - 2017 **MSc** Queen's University Belfast
Educational Leadership [Distinction]
- 2005 - 2006 **PDM** University of Cambridge
Professional Development Module:
School Improvement Professionals
- 1988 - 1989 **PGCE** Queen's University Belfast (QUB)
Computer Studies and Maths [Distinction]
- 1981 - 1983 **BSc** University of Ulster, Coleraine
BSc Computer Science [2.2]
60% Computer Science, 40% Maths

CPD/COURSES (in attendance)

- The Principal, maximising impact
Michael Fullan -2014
- Leading in a Culture of Change
Michael Fullan -2004
- NAEIAC School Improvement
Professional training - 2009
- Assessment for Learning in STEM
teaching Future Learn online -2016
- Singapore - School Improvement
International study visit -2017
- Introduction to 'R' QUB -2017

WORK EXPERIENCE

- 2005 - 2018 **Advisor:** School Improvement, Data and Maths
Member: Project Management Board, C2K
School Improvement Service, Education
Authority
- 2004 -2005 **Teacher:** Mathematics
Aquinas Grammar School, Belfast
- 2002 - 2004 **Advisor:** Mathematics, ICT
Belfast Education & Library Board
- 1990 - 2002 **Teacher:** Mathematics, Computer Studies, ICT
Ashfield Girls' High School, Belfast
- 1987 - 1988 **Programmer:** Cobol
Royal Insurance, Liverpool

RELEVANT EXPERIENCE

- Modelled classes to teachers and
Heads of Departments
- Developed pedagogical skills and
knowledge across the country
- Coached and trained teachers on a
number of time bound projects
- Supported schools and departments in
self-evaluation processes
- Strong knowledge of PISA and TALIS
- Built teacher capacity to improve
outcomes for students

INTERESTS

- extremely competent in numerous software packages including
Excel and PowerPoint and programmer in Visual Basic
- keen cyclist, swimmer and run a website on educational data
- have travelled to Malaysia, Singapore (twice), Canada and
various parts of Europe
- avid reader – equally for pleasure and work related purposes

RESEARCH INTERESTS

- Dialogic Teaching and 'oracy'
- Bruner and social-constructivism
- Knight and Fullan on System Leaders
- unfamiliar problems and inference
- relational reasoning in mathematics
- students' spatial reasoning
- value added school performance

REFERENCES

Work School Personal

*Omitted under Data
Protection*

ABOUT ME

DOB: 11 November 1964

Nationality: British

Location: Northern Ireland

Car: Clean driving license

EXPERIENCE AND KNOWLEDGE

Organised professional development courses, conferences and sessions for:

- Heads, leaders and governors of schools on the use of data, planning and self-evaluation
- School leaders on managing change
- Professional Learning Communities and clusters of schools developing conceptual approaches
- teachers on Thinking Skills and Personal Capabilities
- individual schools on pedagogical issues including: effective questioning, formative assessment, effective feedback, collaborative work, evidence-based teaching, underachievement etc.
- Heads of Mathematics and teachers on maths approaches including **Improving Learning in Mathematics, Cognitive Acceleration in Mathematics Education** and Jo Boaler's work
- Beginning Teachers

Advised and supported various services external to and within the Education Authority. For example:

- collaborated with partner professionals in Education Ministries and other bodies such as inspection services
- held meetings with the Minister of Education and Permanent Secretary about teachers CPD
- advised the Teachers Council (NI) on pedagogical issues relevant to teachers' CPD
- presented the keynote speech at a STEM conference for schools and business
- held sessions for work colleagues in the Education Authority on data for evaluation, the **Singaporean** education system and **Pisa 2015**
- lectured PGCE students on the application of mathematics
- lectured QUB MEd students on the work of Stanford Professor of Mathematics Jo Boaler
- authored educational papers on issues relating to mathematics and performance in schools

Developed the capacity of Mathematical leaders through coaching and mentoring methods on:

- Department of Education policies: **Every School a Good School** and **Count, Read: Succeed** and OECD research such as **PISA**
- planning and evaluation of schools and departments that are in formal measures
- school improvement and self-evaluation including data use, observation and classroom practice etc.
- collaborative tools including Fronter: a VLE, interactive white boards and tablets
- models of mathematical teaching and conceptual development utilising the work of Sharma, Hejn, Boaler and Haylock
- using a range of standardised tests including Progress Test in English/Maths, CAT₄, PASS and data tracking systems
- action research and improvement cycles, informed by educationalists such as Wiliam, Hargreaves and Fullan.

SKILLS

- **Problem solving and tenacity** through updating research, pedagogy and technology
- **Written and verbal communication** course evaluation feedback is always very positive
- **Self-motivation and ability to take the initiative** changing circumstances in education
- **Ability to work well under pressure** working to deadlines for a variety of clientele
- **ICT** programming, statistical and presentational software
- **Quick learner** keen to learn more and improve - typically through school and service colleagues
- **Able to take on responsibility** taking the lead on major maths programmes across Northern Ireland
- **Strong organisational skills, with attention to detail** through organising CPD events
- **Evaluative and outcomes focussed** administer a website focussing on performance outcomes
- **Teamwork and interpersonal** building networks of practitioners (external) and collaborating with colleagues in teams in the School Improvement Service (internal)
- **Resilient** adapted to changing roles through developing vision and maintaining collegiality

CAREER SUMMARY TO DATE

