



## WENDY HOLLEY-BOEN

CONCISE CURRICULUM VITAE

✉ w.holley-boen@massey.ac.nz

☎ 021 024 24525

🌐 <http://www.massey.ac.nz/massey/expertise/profile.cfm?stref=226001>

### QUALIFICATIONS

2018 PhD (Education)

1994 BA Psychology

1998 MSc School Psychology

### PROFESSIONAL EXPERIENCE

- Member of Learning Support Network for SENCo team
- Member of the Centre for Equity Through Education, Massey University.
- Member of COHHS Teaching & Learning Committee (2018 - present)
- Member of the University Doctoral Research Committee (2016 - 2017)
- Coordinator of Wellbeing & Networks: Specialist Teaching Programme
- Contributor to the Resource Teachers Learning and Behaviour programme
- Coordinator of the following **courses**:
  - 249.286 Equity & Diversity in Education
  - 249.770 Mentoring & Supervision in Specialist Teaching
  - 249.755 Practicum in Learning and Behaviour Diversity
  - 249.750 Practicum in Autism Spectrum Disorder
- At OSU, past course coordinator of courses in MA Counselling and BA Human Development & Family Sciences programmes
- Incredible Years: Parent Facilitator (2006 - 2012)

### PROFESSIONAL MEMBERSHIP / STAKEHOLDER RELATIONSHIPS

- Registered Educational Psychologist
- Strong relationships with stakeholders nationally (RTL Cluster managers; ST students across endorsements)
- Continued involvement in professional associations (e.g. current member of EARLI)
- Provider of PLD to educational organisations including RTL clusters

### RELEVANT PUBLICATIONS

- Armstrong, H., MacArthur, J., & Holley-Boen, W. (2018). Space, voice, audience and influence: Article 12 as a lens to consider Mandy's school experience. In J. Berman & J. MacArthur (Eds.), *Student perspectives on school: Informing inclusive practice* (pp. 55-70). Leiden, The Netherlands: Brill Sense.
- Holley-Boen, W. (2018). Practising fiercely: Fulfilment through stance, supports and stamina. A participatory narrative inquiry of specialist teachers' practice in Aotearoa. *Kairaranga*, 19(2), 9-18.
- Holley-Boen, W. (2018). Teacher-student partnerships in a study of specialist teachers' fulfilment. *Teaching and Learning Together in Higher Education*, 1(25), 1-9.
- Holley-Boen, W., Graham, C., & Harre, P. (2018). Whaikōrero akonga: Voices of teachers as learners. In J. Berman & J. MacArthur (Eds.), *Student perspectives on school: Informing inclusive practice* (pp. 227-242). Leiden, The Netherlands: Brill Sense.
- Holley-Boen, W. (2017). *Practising fiercely: Fulfilment through stance, supports and stamina. A participatory narrative inquiry of specialist teachers' practice in Aotearoa New Zealand*. (Unpublished Doctor of Philosophy in Education thesis, Massey University, Auckland, New Zealand). Retrieved from <http://hdl.handle.net/10179/13419>
- Kearney, A., Mentis, M., & Holley-Boen, W. (2017). Informal, non-formal, and formal networking: Ensuring autonomy and flexibility for special needs coordinators. *New Zealand Journal of Teachers' Work*, 14(2), 114-135. doi:10.24135/teacherswork.v14i2.234
- Lamb, E., & Holley-Boen, W. (2016). School support for siblings of patients with cancer. *New Zealand Journal of Counselling*, 36(2), 16-34.
- Mentis, M., Holley-Boen, W., Butler, P., Kearney, A., Budd, J., Riley, T., MacArthur, J., Dharan, V., & Bevan-Brown, J. (2016). Webbing a professional identity through networked interprofessional communities of practice. *Teaching and Teacher Education*, 60, 66-75. doi:10.1016/j.tate.2016.08.008
- Porter-Samuels, T., & Holley-Boen, W. (2019). Culturally responsive relational practice at the chalk face: A journey to authenticity. *Kairaranga*, 20(1), 33-45.