



## Professional Learning and Development Accreditation

The following summary of practice provides a personal profile and a summary of your expertise.

### Personal Profile

First name and Surname	Doreen Jukes
Personal statement (optional)	<p><i>I am committed to raising achievement for all students. My mantra is success breeds success, and I believe that if we engage our students at their point of need using their interests and strengths, affirming their culture and language we can climb the mountains together.</i></p> <p>As a member of the Vision Education team I have proven commitment to supporting and collaborating with schools to provide the best possible educational outcomes for all students. My work specialises in literacy acquisition, development and achievement utilising students' culture, language and identity</p>

### Professional Learning and Development Overview

As a literacy facilitator, I work together with teachers and management teams to raise student achievement, through developing effective teacher practice and pedagogical content knowledge, strengthening culturally responsive practices, curriculum design, assessment and leadership.

Working as a mentor with a cluster of schools involved in the Programme for Students; Accelerating Learning in Literacy, I support schools to design productive inquiries, develop sustainable practices, conduct self-reviews and develop Curriculum and Assessment Plans.

### Professional Information

Educational qualifications: B.Ed, Dip.Tchg

Involvement in current research includes:

- 2013 – to date -providing inquiry based research support to schools through the delivery of PLD as part of the Vision Education team (as also evidenced in team milestone reports to MOE)
- 2014-to date – providing inquiry based research support to schools through the mentoring of Accelerating Learning in Literacy as part of the Vision Education team ( evidenced ALL milestone reports to MOE)
- 'Raising Achievement in Writing' Dr Alison Davis 2015-2016

2013-2016- In depth school Professional Learning and Development in Literacy

2014-2016 Programs for students: Accelerating Learning in Literacy

Coming from a background of extensive experience across the primary sector and more recently school leadership, I was seconded to the Vision for Education Team after engaging in an in-depth leadership course with Dr Alison Davis.

As a lead facilitator, I work with leadership teams and teachers to design fit for purpose Professional Learning Development plans, taking into consideration the special nature of a school and tailor it to the needs of leaders, teachers and students.

I offer expertise in-

- **Delivering Culturally responsive pedagogy:**
  - Supporting school to unpack key documents: KaHikitea, Taataiako, and the Pasifika Education Plan
  - Affirming students culture language and identity in inclusive environments
  - Activating authentic educationally powerful relationships with families/ whanau and the local community
- **Analysing data:** using data to identify trends and patterns in student achievement to inform teaching practice
- **Providing Interactive Workshops:** where teachers are supported to actively engage in collegial discussions and learning experiences
- **Co-planning and Co-teaching:** where teachers and facilitator collaboratively plan and teach a lesson. This approach supports teachers to trial strategies by putting theory into action in a supportive environment. It also allows for the gradual release of responsibility from facilitator to the teacher.
- **Coaching:** Supporting teachers and leaders to set quality goals and work towards them
- **Practice Analysis:** Supporting teachers and leaders to connect their espoused theory to their theory of action, set personal goals and inquire into the impact of their practice on valued student outcomes.
- **Supporting teachers to develop Teacher as Inquiry:** through an iterative inquiry process teachers are supported to inquire into the impact of their practice on student achievement
- **Using digital technologies** to enhance learning and strengthen learning communities.

Through my work in Accelerating Learning in Literacy (ALL), I have had the privilege of presenting to leadership teams and teacher at regional Evaluation and Planning days on topics that include:

- Teaching as Inquiry: What make a successful Intervention? / Designing a successful intervention
- Designing Pathways for Accelerated Learning
- Developing a 'Curriculum and Achievement Plan.'
- Using Self Review tools (Ruia Tool, Measurable Gains Framework)
- Planning for and Monitoring Acceleration (use of student data)
- Activating the 'Four Key Leavers of Change' (Effective pedagogy for valued outcomes for diverse (all) learners, activating educationally powerful connections, leadership and conditions for continuous improvement, productive inquiry and knowledge building for professional and policy learning).

## Summary of examples of practice

I am a member of the Vision Education team, working with Dr Alison Davis and a strong team of dedicated facilitators. From the onset of working with a school/kura, it is important for me to understand their unique features and special characteristics, as well as identify existing strengths along with current challenges. By using the kete of SMART tools (developed by either the school or by Vision Education), an in-depth collaborative assessment can be made to determine the needs, strengths, capabilities and aspirations of students, teachers, leaders, parents, and whanau. Student data is disaggregated and interrogated looking for trends and patterns. Student voice is gathered to determine how they see themselves as learners. A community focus group, of parents and whanau, is established to determine how they see their involvement in the school. This information can then be used to inform collaborative discussions determining the direction, focus and explicit goals for Professional Learning and Development tailored to the need of the school.

Throughout my work I am committed to ensuring that culturally responsive practices are woven into everything I do. As literacy facilitator, an integral part of my role is to ensure that development and strengthening of effective literacy practice throughout the school. By using a variety of strategies (coaching, co-planning and co-teaching, modelling, interactive workshops and analysis of practice) I support schools to...

### **Lead school wide and teacher inquiry practices**

Central to my work is a focus on teaching as inquiry. This work involves an in-depth inquiry into the learning needs of students, drawing on student voice, student achievement data, parent and whanau voice and teacher practice data to support schools to lead rigorous teaching as inquiry iterations.

These inquiries are implemented within constant cycles of practice and review; grounded in relevant research and drawing on a range of teacher professional learning approaches e.g. mentoring, co-planning, co-teaching, observations with feedback, practice analysis, demonstration and goal setting at both teacher and leadership levels.

### **Strengthen Leadership**

- Support leaders to conduct self-review using the Te Ruia tool or the appropriate Measurable Gains frameworks to strengthen educationally powerful connections (including parent/whanau/family engagement), along with supporting schools to develop and review their own systems
- Promote collective responsibility for student achievement
- Engage in professional learning conversations focussing on improved outcomes for all students
- Support leaders to be actively involved in improving the defendability, reliability and validity of National Standards and OTJs
- Develop systems to support teachers in setting and monitor professional learning goals
- Develop/refine systems and processes to support ELL and SWSN within the school and review the effectiveness of supplementary interventions

### **Develop Curriculum and Achievement Plans (CaAP)**

Support schools to develop and CaAP using their school curriculum and achievement plans while outlining the expected academic improvements, (from one year to the next) as described by achievement signposts (National Standards, Literacy Learning Progressions, OTJs) and assessed through a variety of national assessments (Observation Survey, e-asTTle, PTA, STAR).

### **Support school to select, gather and use appropriate tools for assessment**

This includes expertise and experience with e-asTTle (reading and writing), PAT, STAR, ELLP, Observation survey, running records, Pact tool, literacy learning progressions and national standards

### **Strengthen Literacy Content and Pedagogical Knowledge:**

- Develop student agency and metacognitive learners
- Strengthen teacher pedagogical knowledge of what, Good Readers and Writers do
- Develop knowledge and practice of effective writing/ reading programme
- Use a variety of strategies to strengthen the acquisition of vocabulary
- Strengthen the use of differentiated learning opportunities to ensure success for all

### **Develop and refine formative assessment by**

Enhancing teachers understanding and use of,

- effective reading and writing strategies by using direct acts of teaching
- Literacy Learning Progressions to set goals, monitor achievement and determine the next learning steps
- appropriate learning focus, co-construct success criteria and strengthen self and peer assessment strategies
- timely and effective feedback and feed forward to support and accelerate learning
- Develop students' awareness of their literacy strengths and needs along with their next steps. This includes being able to discuss these with peers, the teacher and family/whanau

#### **Accelerate learning in literacy**

As an experienced facilitator I am able to support schools to evaluate, determine and design teaching approaches and opportunities to accelerate the reading/writing/oral language achievement of all learners, including Maori, Pasifika, ELL and SWSN as well as...

- Establish inquiries into the impact of teacher practice on student achievement
- Identify a target group of priority students (Maori, Pasifika, ELL or SWSN)
- Monitor and value student's voice
- Establish a learning pathway

#### **Strengthen Early Literacy Practices**

- Strengthen early literacy programs, making direct links to students' culture, oral language and the knowledge they bring with them to school.
- Strengthen whanau engagement by supporting teachers to engage with parents/whanau to discuss student's achievement goals and collaborated on how parents and whanau can support the learning from home
- Develop systems for the close monitoring and tracking of emerging writers and early readers

#### **Support English Language Learners**

- Review systems and policy for their ELLs
- Use of ELLP to assess, monitor and track, and report student progress while using SELLIPS and ELLP
- Strengthen the use of effective strategies for supporting English Language Learners

#### **Use of digital technologies**

Throughout the PLD schools are supported to and inquire into the use digital technologies to

- enhance and promote learning within quality reading and writing programs
- to strengthen parent / whanau and community engagement

It is my great delight to work with schools to design innovative inquiries that accelerate the learning of students who are at risk of underachieving. By completing self-reviews and engaging the four key levers of change (BES), schools have been successful in accelerating the achievement of literacy learning and overtime have made school wide system change to ensure optimal learning conditions for all student.

## **Referees**

The following two referees can attest to the information supplied. These referees represent principals or tumaki that were involved in the summary example of practice provided in this document.

### **Reference One**

Referee Name	Dr Deanna Johnston
Contact Number	027 281 7625
Contact email address	deannaj@ngaiwi.school.nz

### **Reference Two**

Referee Name	Catherine Rivers
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