



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Jude (Judith) Parkes
Personal statement	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.

Professional Learning and Development Overview

- Literacy – reading, writing and oral language
- Improving achievement for priority students
- English Language Learning
- Mentoring
- School self- review

Professional Information

Qualifications/academic study/areas of original research/current research interests

- Graduate Diploma in Teaching English to Speakers of Other Languages (TESSOL)

Experience in the delivery of professional learning and development in relation to professional learning and development expertise

- **2008** Trained as an **ELA (English Language Assistant) facilitator** under the guidance of Jannie van Hees (Contracted by MOE).

- **2009 Contracted by MOE as facilitator** of of English Language Assistants (ELA) programme, contract held by Baverstock Oaks School (40 participants) (Lead facilitator)

- **2009- present day Director of a Private Institute in South Korea** Specialising in English Tuition to 5-16 year olds (curriculum design, employment of staff, staff PLD, and parent PLD)

- **2010 Contracted by MOE as facilitator** of English Language Assistants (ELA) programme, contract held by Fruitvale Primary School (40 participants)

- **2012 Contracted by MOE as facilitator** of English Language Assistants (ELA) programme, contract held by Southern Cross Junior Campus (50 participants)

- **From 2013 onwards** I have been a facilitator at Vision for Education – Literacy PLD providers. I have the responsibility within the team for English Language Learners, which also involves providing ELL PLD and updates for members of our team.

- **2008 Contracted by MOE** to co-write, with Sylvia Insley, staff facilitation notes for ELLP (English Literacy Learning Progressions)

- **2010** Ran workshop at the Auckland ESOL Conference – Making it work in the classroom

- **2015 ALLs** (Accelerated Literacy Learning) Presentation – English Language Learners

Specific reference made to ELL strategies (reading, writing, vocabulary, listening and speaking, thinking and metacognition) and ELL Principles

- **2016 ALLs** (Accelerated Literacy Learning) Presentation – English Language Learning

Best Practice for ELLs and ELL strategies to accelerate students learning (Direct links made to MOE resources – ELLP, SELLIPS, ELIP)

Summary of examples of practice

Literacy Content and Pedagogical Knowledge:

Together we (the key stakeholders and I):

- **Conduct a thorough needs analysis** (gathering and analysing of data and voice of students, teachers, leaders and community). Supporting all stakeholders to use the inquiry cycle to undertake a literacy needs analysis (Phase One), design and implement a Professional Learning and Development plan (Phase Two) that collaboratively guides subsequent PLD goals and direction.
- **Set evidence based goals and gain goal commitment.** The collation of evidence forms base line data of teacher and leader practice and, along with student/whanau and community data, is used to directly inform the content, delivery methods and critical foci of professional development and learning within the school, and, as appropriate, to support cluster participation.
- **Supporting schools to select, gather and use appropriate tools for assessment.** Understand and actively analyse and critique student data to base discussion and decision-making on, and to inform instruction. 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
- **Actively analyse the impact of teaching on student learning.** Identify needs/strengths of students/teachers and design explicit learning/teaching to meet their needs. Teachers knowing, understanding, articulating, inquiring in to practice and explicitly providing instruction, using a range of approaches, strategies and opportunities that improve student outcomes for all learners.
- **Meet the needs of Maori and Pasifika,** within the school through cultural responsive pedagogy that rejects deficit theorising and leads to raised achievement of Maori, Pasifika and students from diverse cultural backgrounds. Embedding key cultural competencies (Tataiako and Ka Hikitia) and values across schools literacy learning areas and Improving leadership and school capacity.
- **Hold high expectations, model and monitor learning and teaching that fosters cultural responsiveness and accelerated student achievement.** Engagement in open to learning conversations where there is a clear purpose and an open, honest, factual conversation where both parties are actively listening. and there is co-constructing of goals with measurable outcomes.
- **Build a research-based understanding of how students learn, including engagement and cultural responsiveness** by developing and utilising knowledge of current research on teaching, learning and leadership.
- **Develop pedagogical content knowledge** around what good readers/writers do by acknowledging best practice and identifying next steps to improve the effectiveness of practice.
- **Deepen knowledge of literacy learning and effective practice / instruction** that aligns with the NZ Curriculum, Reading and Writing Standards Years 1-8, the Literacy Learning Progressions in Years 1-8 and English Language Learning Progressions.
- **Understand the importance of, and actively foster school-home connections** by developing strong partnerships and communities of learners. Ensuring teaching programmes incorporate relevant community and family funds of knowledge.
- **Inquire into teaching, leadership practices to accelerate learning for selected students/teachers** by holding professional conversations where teachers reflect, share practice and analyze student shift, gain new insights from colleagues, and plan further changes. Ensure judgements concerning the effectiveness of practice are focussed on agreed outcomes for students.
- **Focus on acceleration for priority learners.** 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.
- **Lead school wide and classroom inquiry.** Central to my work has been a focus on teaching as inquiry, which includes an inquiry focus in to the learning needs of students, drawing on student voice, student achievement

data, parent and whanau voice and teacher practice data to support and enable schools to lead rigorous approaches to teaching as inquiry. This will be within an implementation cycle 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/open to learning conversations, demonstration and goal setting.

- **Listen and adjust PLD content and delivery in response to school voice** (teachers and leaders) by providing opportunities for, and to act on leader, teacher and student feedback.
- **Review systems** to ensure longitudinal tracking, on-going monitoring and reporting capacity to improve student outcomes by supporting and mentoring to self-review literacy achievement, programmes and approaches. This includes, but is not limited to, the use of such tools as the Measurable Gains frameworks, The Real Evaluation Rubrics, the Te Ruia tool, along with supporting schools to develop and review their own systems.

English Language Learners

Together we (the key stakeholders and I):

- **Foster positive home school relationships.** This includes, but it not limited to, (a) supporting parents to understand schools reporting of students progress in relation to NS and ELLP (b) providing parents with the skills/ideas/resources to support children at home with reading, writing, listening and speaking (c) unpacking of ELLP (what the stages look like – reading, writing, listening and speaking – where students are now and their next steps to move forward) (d) sharing with schools/parents MOE resources to support parents/students.
- **Work and support Learning Assistants (LA) / English Language Assistants (ELAs)** working with students who have been identified as SWSN, ELLs or requiring extra support. Workshops provide participants with a number of practical activities to be used in classrooms or withdrawal situations, building upon acknowledging existing knowledge and skills, and expanding practice with further approaches to support learning of all (Think/pair/share, Wait Time, Thumbs Up, Scaffolding, Expanded/Elaborative language, Oracy, Vocabulary, Sequencing, Writing, Reading, Self Assessment). I was trained and worked as an ELA Facilitator before undertaking my current Literacy Facilitation role.
- **Conduct a needs Analysis of ESOL teachers/teachers/students**, scrutinising data and evidence gathered, alignment of classroom teachers assessments against ELLP (English Literacy Learning Progressions) and NS, ESOL Policy writing/critiquing, students ELL workbooks (content and coverage, linking to ELL teacher planning), ELL student files, reporting procedures (to parents / from ELL teachers to classroom teachers), PLD for all teachers around best ELL practices.
- **Develop teachers / leaders abilities** to understand and actively analyse and critique student data to base discussion and decision-making on and to inform instruction. Increased accuracy in alignment of ELLP and OTJ assessments
- **Build a strong knowledge** of English Language Learning and ELL tools, strategies and approaches. Workshops reinforcing best practice for ELL with strong links made MOE ELL Resources (ELLP. SELLIPS, ELIP, Connected, Choices), ESOL online for ELL principles, teaching strategies – reading, writing, listening and speaking, metacognition. I co-wrote the staff notes that sit alongside the ELLP booklets. This is an undervalued document within many of our schools and many still see ELLP as a resource to support the means of funding for our ELLs rather that a resource for learning and teaching.
- **Unpack evidence based ESOL instruction** to develop strong pedagogical content, knowledge and practices that impact of student outcomes. We will build theoretically informed knowledge and practice where teachers will flexibly retrieve, organise and apply ELL tools, strategies and approaches.
- **Explicitly demonstrate to teachers how to include students as active participants** in the process of learning.
- **Actively support teachers to analyse** the impact of their own teaching on ELLs learning. Teachers knowing, understanding, articulating, inquiring in to practice and explicitly providing instruction, using a range of approaches, strategies and opportunities that improve student outcomes for all learners.
- **Review** ESOL policies, programmes, systems to ensure longitudinal tracking, on-going monitoring and reporting capacity to improve student outcomes.

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	Karen MOSE
Contact Number	(09) 255 0404 Extension 707
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Reference Two

Referee Name	Viki Holley
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