



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	Dr Alison Davis
Your iwi (optional)	
Personal statement (optional)	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

I am the Director of Vision Education, a professional company providing mentoring, support and PLD in the areas of literacy, assessment, inquiry and school self- review. In this capacity I have been involved in four large schooling improvement projects, the PEN project (Huntly/Ngaruawahia 2003-2008; the Papakura Achievement Initiative 2008-2011; the Literacy Professional Development Project (2011-2016, Programmes for Students: Accelerating Literacy Learning 2012-2016).

I am also a member of the Teacher Led Innovation Fund selection and monitoring panel (2015-current)

Effective Literacy Practice: As a literacy leader/facilitator an integral part of my role is to develop and strengthen effective literacy practice across schools. In order to do so, I hold strong content knowledge and experience in many aspects of literacy practice, research and development.

Professional Information

Please provide qualifications/academic study/areas of original research/current research interests (as applicable) relevant to the area(s) of professional learning and development expertise you have.

PHD Auckland University 2006

Thesis- Characteristics associated with raising the reading comprehension achievement of underachieving students years 4-9

MA Ed Admin (1st class honours) Massey University 2002

Research – Using formative assessment to raise achievement in writing

Bright Futures Scholar 2003-2005

Areas of original research/current research interests

Raising literacy achievement for Priority learners, Maori Achievement, Pasifika Achievement, ELL and SWSN

Reading comprehension

Writing achievement

Oral language

Cross curricula reading and writing and oral language

Vocabulary development

Fluency – reading writing and oral language

Boys achievement literacy

Supporting at risk learners

Schooling improvement and change

Supporting schools to develop curriculum achievement plans/raising achievement plans

Formative assessment practices

Metacognitive approaches to teaching and learning

Programme writing and development

I was a member of the core writing team of 5 who developed each of the following Ministry of Education resources

Effective Practice years 1-4

Effective Practice years 5-8

Learning through talk – Oral language 1-3

Learning through talk – Oral language 4-8

Literacy learning progressions and exemplars

National standards literacy content and exemplars

Consultant to PACT tool exemplar development

Conference presentations – recent summary –please note that not all presentations have been listed 2016

New Zealand Literacy Association 2016 – key note address and Dame Marie Clay memorial inaugural speech

Australian Literacy Educators conference 2016 – workshop presentation

Sunshine Coast Australian Literacy Educators Conference 2016 key note address

PETAA eight workshop series

2015

Australian literacy Educators conference presentation

Wanganui literacy symposium key note address

Central Plateau REAP Oral language key note and workshop

Hawkes Bay Literacy Association keynote and workshops

Dunedin schools cluster – writing workshop series

Tasmania ALEA key note address and supporting workshops

South West Sydney literacy conference keynote

2014

Australian literacy Educators conference presentation

New Zealand Literacy Association conference presentations

Canberra Reading Institute PALS key note address

Australian Literacy Educators conference keynote Hobart

2013 and previous

I have spoken at multiple conferences including:

Australian Council for Education seminar series – schooling improvement

Abu Dhabi Education Council Teachers conference – 3 day keynote and workshop series

Australian literacy association keynote and/or workshops – 2011-2012-2013

International Literacy Association presentations 2012-2013-2014

Catholic Education Office primary conference keynote Perth 2012

AERA presentations 2006 and 2008

New Zealand Literacy Symposiums – 2007 and 2009

RELC Singapore 2007

I have also spoken at AP/DP leadership workshops and have run many TODs throughout NZ and Aus

Publications

I am the author of **9 teaching resources** as follows:

- Davis, A.J. (2007). Teaching Reading Comprehension. Wellington: Learning Media
- Davis, A.J. (2011). Building Comprehension Strategies. Melbourne: Eleanor Curtain Publishing
- Davis, A.J. (2012). Strategies for Comprehension: Module 1 (reading age 7-8 ½)
- Davis, A.J. (2012). Strategies for Comprehension: Module 2 (reading age 8-9 ½)
- Davis, A.J. (2012). Strategies for Comprehension: Module 3 (reading age 9-10 ½)
- Davis, A.J. (2012). Strategies for Comprehension: Module 4 (reading age 10-11½)
- Davis, A.J. (2013). Strategies for Comprehension: Module 5 (reading age 11-13 ½)
- Davis, A.J. (2013). Effective Writing Instruction. Melbourne: Eleanor Curtain Publishing
- Davis, A.J. (2016). Teaching Reading Comprehension (2nd ed). Melbourne: Eleanor Curtain Publishing

I was also contracted to write the Oxford Junior literacy series teacher notes for early reading 2015

Recent own personal professional development

Attendance at national and international literacy and assessment conferences

Member of ALEA, ILA and Learning Forward professional organisations

Attendance at MOE national and regional hui – NZ literacy and schooling improvement strategy

For additional information please contact Alison directly at davis.vision@xtra.co.nz

Summary of examples of practice

Mentoring individual teachers/ teaching teams and leaders to raise achievement in reading comprehension In this work I have supported teachers to gather, analysis and use assessment information from a range of sources (including formative assessment) to plan for a mix of teaching approaches and resources (fiction and information text) with a focus on acceleration of reading and improved motivation and engagement. This work is led by research in to what we know “good” readers know, use, select and combine as they seek meaning from text and includes developing teacher expertise, in relation to student need in the areas of decoding, fluency, vocabulary acquisition and development, strategies to comprehend continuous and non- continuous text written for a variety of purposes and in a variety of forms. Central to this work has been development of metacognitive teaching approaches that embed teacher demonstration, teacher think aloud, student demonstration, student think aloud, peer learning, co-construction of tasks and learning goals, self- monitoring, evaluation and self- report. Together we have reviewed and fine -tuned past practices – including the use of guided and shared reading approaches, reviewing multi strategy approaches that include (but are not limited to) reciprocal and paired reading, strengthening links between reading and writing and focusing on skills, knowledge, competencies and aptitudes to read to meet the varying needs and requirements of the New Zealand Curriculum. Integral to this work has been supporting teachers to engage, consult and work alongside parents and whanau through meetings focused on shared learning, blogs, emails, class websites and open invitations to visit and work alongside classroom teaching. Opportunities to support teacher learning vary depending on teacher need, school PLD plan and prioritised goals but may include a mix of the following: demonstration, co-planning and co-teaching, observations with feedback, coaching, mentoring, collaborative inquiry projects, provision of professional readings appropriate to work programme, 1-1 visits, workshops and use of digital technologies including blogging, google docs, drop box, skype and video conference.

Leading and developing cluster wide inquiry to raise achievement in writing for priority students

In this inquiry a group of year 5-6 teachers across a number of schools within a cluster had identified writing achievement as an area of priority, in particular boys’ achievement in years 5-6. Given the nature of inquiry, the goal was to inquire in to the specific needs of participating students, scanning and focusing on the existing situation, developing a hunch, taking action, reflecting on effectiveness of changed practice on student writing and scanning again in light of changes and in order to continue the cycle of inquiry. After in depth analysis (including student achievement data, student self- report, teacher self -report, teacher observation and whanau consultation) we met to collaboratively design a 25 week initiative focused on accelerating writing – the focus of which was writing to meet the demands of the curriculum. My role was to design this programme of work, mentor teachers and leaders and provide support through a wide range of activities including co-planning and co-teaching, coaching, observation and feedback, demonstration, workshops in response to data and shifts in teaching practice, providing supportive research and evaluation.

Leading school wide and classroom inquiry

Central to my work has been a focus on teaching as inquiry, This work has included 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 schools to lead rigorous approaches to teaching as inquiry. This has been 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.

Focusing 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.

Supporting school literacy leaders to lead literacy initiatives across their school and cluster

In this work programme I lead a series of 3 professional development sessions per term for principals and literacy leaders across the clusters in which the Vision Education team work. This is in conjunction with in school mentoring and support provided through a variety of professional learning activities focused on teaching and leading as inquiry that include (but are not exclusive to) professional readings, book study,

mentoring, demonstration of practice, observation and feedback. Participants draw on their own school needs analysis, student achievement data and professional learning needs of staff to determine the content of these sessions. Sessions are collaboratively planned, interactive and practical. Areas of investigation have included- metacognitive teaching approaches, inquiry in to motivation and engagement of learners (and school and class practices to enable), junior reading approaches, supporting students below and well below national standards – reading, supporting students below and well below national standards – writing, recent research in to effective teaching and learning (with a literacy, inquiry and/or assessment focus), culturally responsive pedagogies (literacy), inclusive education, and use of digital technologies. Within this I have also supported school leaders with tailored workshops and professional meetings focusing on specific year groups – for example junior reading, junior writing, first year of school, intermediate literacy practices, acceleration for priority students.

School self- review

Supporting and mentoring schools 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.

Supporting schools 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

Leading the vision Education team of literacy facilitators

Over the last 12 years I have led a team of dedicated professionals who work within school communities in the Auckland and North Waikato area to provide centrally funded professional learning in literacy. This role includes providing PLD, support and mentoring for Vision Team members, planning to support schools, appraisal of Vision team and resource development.

Referees

Where possible, at least one of your referees should be a principal or tumuaki directly related to your example of practice. Where this is not practical, for example in a secondary schooling scenario where you have been working with a middle leader or deputy principal, you can supply a more appropriate reference. Both referees supplied below should come from a school, kura, or community of learning where you have provided services.

By supplying this information you're confirming that the referees listed below are aware and consent to their details being available on the accreditation list.

Referee One

Referee Name	Karen Mose
Contact Number	(09) 255 0404 Extension 707
Contact email address	kmose@southerncross.school.nz

Referee Two

Referee Name	Dr Deanna Johnstone
Contact Number	(09)2754921 027 281 7625
Contact email address	deannaj@ngaiwi.school.nz