



Professional Learning and Development Accreditation

The following summary of practice provides a personal profile and a summary of your expertise. This information will help schools, kura and Kāhui Ako choose a facilitator who best meets their needs.

Your Personal Profile

First name and Surname	Emma Nahna
Personal statement 	<p><i>“Literacy floats on a sea of talk”</i> stated James Britton in 1970. There has since been an avalanche of educational and psychological research which scientifically authenticates this beautifully worded sentiment. My work specialises in oral language (foundational learning skills) and literacy acquisition.</p>

Your Professional Learning and Development Practice

My driving passion is ensuring all children have excellent oral language and literacy skills to engage with learning across the curriculum, explore and affirm culture, develop effective social communication skills and relationships, and reach their full potential in terms of educational and social outcomes. I have specialist knowledge in the areas of oral language (foundational learning) and phonological awareness, and how these directly link to literacy development and learning across all areas of the curriculum. I aspire to support schools, kura and Kāhui Ako to work together to specify student outcome targets they want to improve, respond to the identified needs, guide them through new learning, and evaluate the impact of their changes. I have a particular strength in translating research to practice in an accessible way for leaders and teachers, enabling them to apply valid evidence findings to school processes and classroom actions. I build genuine, respectful, and positive working relationships, and draw on the vast knowledge and experience teachers and leaders bring to the PLD process to build upon – challenging and shaping thinking and practice.

Areas of expertise:

- Improving achievement for all children, particularly priority learners, through inquiry processes.
- Oral language:
 - listening, attention, and understanding (comprehension)
 - expressive language (speaking and writing)
- Literacy acquisition – reducing disparity in achievement, particularly for at-risk learners.
- Evidence-based practice in oral language and literacy.

Teachers are the interface between children and the New Zealand Curriculum. Oral language is the medium through which students and teachers learn through all strands of the curriculum, interact with their own and other cultures, and form relationships. Oral language is not a subject area on its own, but forms the bedrock of learning in all subjects (pāngarau/math, pūtaiao/science, art etc) and therefore oral language support must be skilfully and seamlessly woven into each learning experience. It is an inextricable thread in all teaching and learning moments. Teachers must be able to identify oral language needs, scaffold interactions, and to design authentic learning experiences which meet the needs of all diverse learners. Strong oral language skills must be fostered in order for students to become independent learners who are literate, able to use metacognitive strategies, utilise verbal reasoning skills, participate in inquiry-based learning, demonstrate learner agency, and achieve across the curriculum. Raising students’ oral language levels directly impacts on their learning and achievement in all National Priority Areas (pāngarau/math, pūtaiao/science, te reo matatini (pānui, tuhituhi, korero)/reading and writing, and digital fluency). School-wide and Kāhui Ako focus on the spoken language underpinnings of literacy and all learning will improve achievement for all diverse students across the curriculum.

Literacy is a language-based skill where spoken language is translated to and from print. In the Simple View of Reading (originally presented by Gough & Tunmer, 1986) Decoding × Language Comprehension = Reading Comprehension. Both **Decoding**: phonological awareness, phoneme-grapheme correspondence; and **Language Comprehension**: vocabulary, syntax, morphology, inferencing, etc; are functions of spoken language.

I use a collaborative, culturally responsive, practical learning process to equip leadership and practitioners with:

- Valid tools for the assessment of oral language as it applies to literacy and learning, enabling evaluation of learning and teaching needs to inform planning. This is supplemented by an understanding of developmental trajectories to facilitate the formation of appropriate goals / next steps to move students onwards and upwards. Leadership to be supported to interpret data for evaluation and monitoring of outcomes.
- The ability to differentiate teaching practices for diverse learners within a single lesson (principles of inclusion): for example, English language learners, those new to Māori immersion settings, children with speech, language and communication difficulties, composite classes, as well as to extend accelerated learners. The ability to differentiate the structure of authentic learning tasks, and the delivery of information for all learners is one aspect of good Universal Design for Learning. This can be achieved with a strong knowledge of how language and information is processed and understood, and the use of evidence-based strategies to support comprehension of spoken and written language.
- A deep understanding of a framework of interrelated oral language processes and skills, and explicit knowledge of how these oral language factors relate to, and form the basis of literacy and learning. The key competencies of the curriculum - thinking; using language, symbols and texts; managing self; relating to others, and participating and contributing – all rely heavily on the ability to understand and use language.
- A solid understanding of the relevant educational and psychological research which informs quality, effective teaching practices / pedagogy in oral language and literacy.
- Strategies to affirm and build upon the culture and language of children, their whānau and the wider community through learning experiences.

Professional Information

Qualification:

Bachelor of Speech Pathology (Hons Class I) (The University of Newcastle, Australia 2005)
Please see www.talktree.co.nz for full CV.

I am a Speech and Language Therapist with over thirteen years' experience. Since 2010, overseas and in New Zealand I have delivered professional development for teachers (ECE, primary and secondary level) and presented as an invited speaker on oral language, literacy, and special education needs. I have delivered over 400 hours of direct teacher professional learning through workshops and courses, and I have spent hundreds of hours working alongside teachers in classrooms modelling, coaching, shaping practice through reflection and feedback.

Conference presentations:

- **2017** Presenter at NZ Speech Language Therapists Association Professional Development Symposium on professional development in oral language for teachers & schools.
- **2016** Presented breakout workshop on Oral Language in the Classroom at the CORE Education uLearn Conference (Rotorua).

Memberships:

- Member of New Zealand Speech & Language Therapists' Association (NZSTA) (2005 – present)
- Founder of the *New Zealand Speech, Language and Literacy Special Interest Group* (2018 – present)
- Member of the *Talking Trouble Aotearoa Special Interest Group*– The focus of all the activities of TTANZ are the speech, language and communication needs of children, adolescents and adults who are involved with care and protection, justice, mental health or behaviour services. (2016 – present)

Publications:

- Communication Matters (quarterly magazine of the NZSTA) article (May 2018)

Example of Practice (Summary)

I worked with a cluster of schools in a rural area in 2017 to provide professional learning and development (PLD) to 19 teachers in the region. The purpose of the PLD was to reduce disparity between, and raise achievement across all diverse learners in the areas of oral language and literacy. The participating schools and kura ranged from deciles 1 to 5 (average 2.7), and comprised a high proportion of Māori students – between 54% and 100% Māori (average 70.4%).

Describe how your example made an impact on or contributed to outcomes for leaders/teachers/students.

I worked alongside leadership and teachers to co-design PLD which would assist them to focus on, and improve students oral language and literacy achievement. After initial data gathering, analysis and planning was complete, five collaborative group learning sessions were delivered (20 hours), with teacher coaching and feedback between sessions.

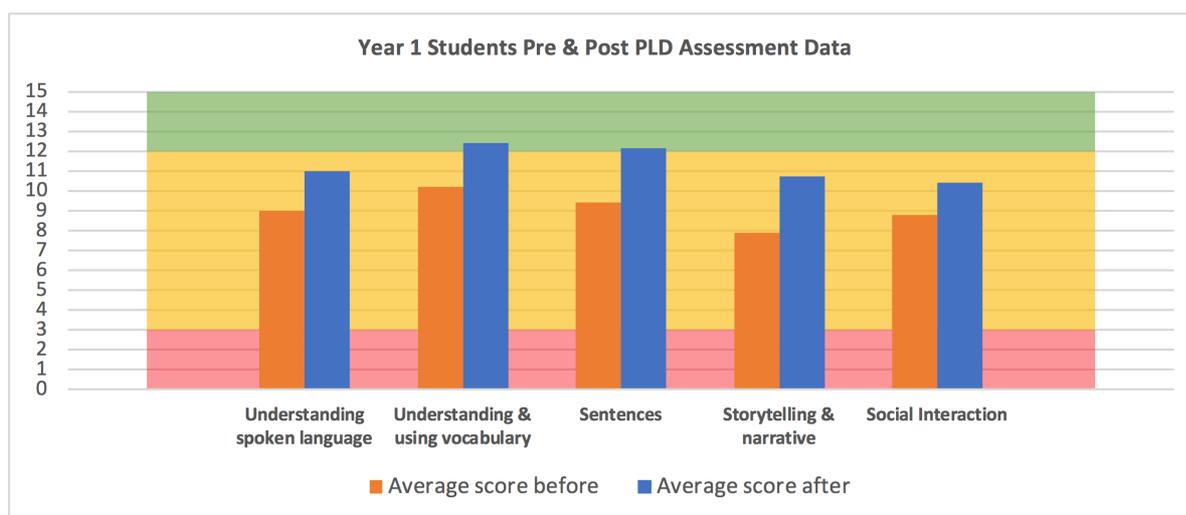
What was the outcome for leaders/teachers/students?

Leader outcomes: The leadership group were supported to hone the focus of their inquiry to enable more specific evaluation, monitoring, and adjustment of strategies to raise student achievement. I worked with them to build their evaluative capability (wider scanning, evaluative tool selection, data analysis) to facilitate ongoing improvement, independent of my input once withdrawn.

Teacher outcomes: Teachers were armed with strengthened knowledge of oral language development (theoretical underpinnings) and skills which increased their capacity to support all / diverse learners – second language learners (English or te reo Māori), at-risk learner groups, learners with special education needs, gifted and talented - to access learning across the curriculum. Facilitation drew on existing knowledge, skills and beliefs as a foundation to question, reshape thinking, and build new learning upon. There was a strong focus on using knowledge of developmental progression, and data from sensitive formative assessment to inform planning for diverse student needs, which will ensure ongoing focus on, and improvement in outcomes. Teachers developed their ability to select and apply a range of supportive strategies to improve students' oral language to achieve higher outcomes for all students in learning and literacy.

Student outcomes:

Over the course of the PLD (one term), all students in the sample assessed improved in oral language to varying degrees. **81% of students assessed moved up from yellow (support needed) to green (age appropriate) in one area, and 50% of students assessed moved up from yellow to green in two or more areas.** Average improvements as measured using the TalkBoost Tracker are summarised in the graph and table below.



- **GREEN** score ranges indicate working at age expectations (universal good practice recommended, no additional support needed).
- **YELLOW** score ranges indicate working towards age expectations (targeted support recommended).
- **RED** score ranges indicate working below age expectations (specialist assessment / intensive support recommended).

	Understanding spoken language	Understanding & using vocabulary	Sentences	Storytelling & narrative	Social Interaction
Average score before	9.0	10.2	9.4	7.9	8.8
Average score after	11.0	12.4	12.1	10.7	10.4
% increase in average scores	22.2%	21.8%	29.2%	35.6%	18.5%

Reflection from a teacher involved:

“The PLD content and tasks challenged me to think carefully about and use what I had learnt in a practical way and I could see the immediate benefits for my students. Many of us already used aspects of the PLD but maybe not consistently. Our results with just one aspect of the PLD - which was encouraging children to 'look and attend' have been outstanding. We are looking forward to seeing the continued progress of our students. I believe this PLD has put what I already knew about communicating into a solid framework so that we could quickly identify where the gaps are for specific students who were not accelerating at the rate that we wanted with reading and writing. I have been teaching for a considerable number of years and have attended many courses about oral language, but I would state that this has been outstanding PLD because of the framework and the in-depth study of each area of communication.”

Referees

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 – leader of PLD example of practice described above

Referee Name	Lesley Burkett RTL B Practice Leader, Cluster 17 Taumarunui High School
Contact Number	07 895 7179 ext 604 02777 416 54
Contact email address	lesley.burkett@taumarunuihighschool.co.nz

Referee Two

Referee Name	Susan Johnson Deputy Principal Hukanui School, Hamilton
Contact Number	021 2211 960
Contact email address	susanj@hukanui.school.nz

Referee Three

Referee Name	Suzanne Wright Principal Oteawa School
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Contact email address	principal@otewaschool.com