



Personal Profile

Name	Gaylene Price
Personal statement	<p><i>We must be the change we wish to see in the world. Mahatma Ghandi</i></p> <p>I am the National Leader of Accelerating Learning in Literacy (ALL) and a Literacy facilitator with a specialism in additional language learning and English language learners (ELLs).</p> <p>After a varied background of 30 years of teaching, lecturing, mentoring, and facilitating I remain in Education because I believe in the choices and aspirations it provides for students. Success in speaking, reading and writing enables students to access learning for life. I respond to challenges and ensure that leaders and teachers pursue equity for all students in their care.</p> <p>Our University of Canterbury Literacy/ELLs team has had high levels of success over a number of years supporting schools to accelerate student outcomes.</p>

Professional Learning and Development Overview

My professional learning and development expertise includes:

- Increasing the number of students in schools who are ‘at’ and ‘above’ the National Standards in Reading and Writing and identifying achievement patterns and trends across schools and regions
- Supporting schools to be responsive to changing **cultural and linguistic diversity** and supporting school leaders to pursue equity of outcomes for Māori students, Pasifika students and English language learners
- Using **data collection, data collation and data analysis** of assessment tools, National Standards requirements and OTJ in order to problem-solve schools’ achievement challenges
- Using an appreciative approach to scope school strengths and needs and to co-construct with school leaders a **relevant and aligned PLD action plan**
- Establishing genuine ‘**teaching as inquiry**’, including sharing and accountability processes to promote collaboration and critique between teachers
- Building culturally and linguistically responsive practices, linked to ‘Practising Teacher Criteria’ and **promoting additional language learning opportunities** so that teaching practice and ESOL programmes are relevant, effective and aligned to the school curriculum
- Supporting school systems and procedures: drawing on family ‘funds of knowledge’ for greater impact and using *The English Language Learning progressions* for monitoring and reporting
- **Coaching and mentoring teacher practice:** providing opportunities for modelling and observation, demonstrating scaffolding and differentiation of teaching and supporting leaders to be literacy mentors and coaches of their own teams
- **Examining school interventions** to support resourcing choices for Tier 1, Tier 2 and Tier 3
- Drawing on the most up to date research, acting as a conduit to balance the practical and theoretical
- Building teachers’ and leaders’ **literacy pedagogical content knowledge** and knowledge of the New Zealand Curriculum so that literacy teaching planning motivates and excites teachers and students. Schools will be able to answer; *What is Literacy? How do we teach it most effectively? How do we ensure school-wide consistency of teacher practice?*
- Using key MoE resources in **describing the progressions of literacy** so schools can develop example ‘pathways of progress’ with and for students
- Embedding an explicit focus on oral language, vocabulary and grammar into literacy teaching programmes which benefit all students and boost achievement in reading and writing
- Developing school-wide goals and long-term aims that reflect a culture of ‘improvement for all’ so that schools can answer effectively, ‘What works for whom?’

Professional Information

Qualifications

MTchgLn (University of Canterbury), PGDipSLT (Massey University), PGDipSocResMeth (University of Surrey, UK), BA (University of Canterbury), DipTchg(Primary) (Christchurch College of Education)

Master's thesis title: *Scaffolding teacher learning: Examining teacher practice and the professional development process of teachers with culturally and linguistically diverse (CLD) learners.*

Conferences and papers presented

- Fickel, L., Henderson, C., Price, G & Bonisch, A. (2015). *Culturally responsive PLD for capacity-building and innovations in literacy practices that support diverse learners*. Paper presented to American Educational Research Association (AERA); Chicago, USA
- Fickel, L., Henderson, C., & Price, G (2015) *Inquiring into PLD facilitator practice to support culturally responsive literacy pedagogy* A research paper in response to MoE Milestone Reporting
- Fickel, L., Henderson, C., & Price, G (2014) *PLD facilitated support to engage teachers in linking family and whānau to classroom literacy pedagogy*. Peer-reviewed paper in response to MoE Milestone Reporting
- Fickel, L., Henderson, C., & Price, G (2013) *Centering Language, Culture, and Identity at the Nexus of Professional Learning and Practice*. Paper presented to American Educational Research Association (AERA); San Francisco, USA
- Price, G. (2011) *Culturally Responsive Teaching: What is it? What does it look like in a New Zealand mainstream primary classroom?* Workshop presented at London International Conference on Education (LICE); London, UK

Current research interests

Bilingualism and additional language acquisition – Culturally and linguistically responsive pedagogies – Literacy teaching and learning – Understanding how texts work – Intervention design

Experience in the delivery of professional learning and development

- I have had over 30 years experience which has included: Classroom teacher in NZ and UK, specialist ESOL teacher in UK, writer and developer of pre-service and in-service workshops, writer and developer of online modules of learning, moderator of ESOL online community and leader of ESOL professional learning in Te Waipounamu. I have qualifications in additional language learning as well as many years in the field teaching literacy in multicultural settings.
- In my current role(s) I bring 10 years of experience as a facilitator for in-depth literacy/ELLs professional learning and development and 3 years as National Leader of Accelerating Learning in Literacy (ALL). I have the evaluative and personal characteristics to work with leaders to identify the achievement challenge in schools (and communities of schools) and to co-construct a professional learning and development plan which is responsiveness, manageable and aligned to current policy expectations.

Specialist knowledge and expertise

- Consultant adviser and creator for MoE DVD 'Making Language and Learning Work3' which exemplifies teaching practice and units of work in years 4-8 See: <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Making-language-and-learning-work/DVD-3>
- Member of an advisory group and policy consultant for dual text resources for Pasifika languages
- Co-wrote four online, self-access learning modules 'Using The English Language Learning Progressions' for the MoE See: <http://esolonline.tki.org.nz/ESOL-Online/Student-needs/English-Language-Learning-Progressions/ELLP-professional-support-modules>
- Co-wrote the ELLs module for National Standards See: <http://nzcurriculum.tki.org.nz/National-Standards/Professional-development/Professional-learning-modules/English-language-learners>
- Co-developed online material for schools new to having ELLs See: <http://esolonline.tki.org.nz/ESOL-Online/Getting-started>
- Moderated for two years the *Primary ESOLonline* professional learning community mailing list
- Co-writer of 'Selections' teachers' notes, an ELL reading resource produced for teachers See: <http://www.education.govt.nz/school/student-support/esol-resources/#Readingresources>
- Contributed to a series of *NZ Education Gazette* articles about Accelerating Learning in Literacy
- Presentations to school cluster groups including EHSAS and ESOL professional learning groups

- Home school partnership facilitator and trainer
- Member of Progress and Achievement Consistency Tool (PACT) experts advisory group
- Member of the Early Years Reading Advisory Group for the Ready to Read series
- Training of UC literacy facilitators in additional language pedagogies and resourcing including a presentation 'Being Linguistically Responsive' to the UC and UO facilitators (2016)
- Delivery of regional workshops: Using the English Language Learning Progressions, Creating pathways of progress for priority learners in writing, Connecting the child to the world through literature, Acceleration: What is it? What does it look like in schools? and Leading Literacy

Summary of examples of practice

Provider of professional learning and development for schools with culturally and linguistically diverse students; including English language learners (ELLs).

The focus of this role is on improving the success and achievement of students who speak a language other than English at home. In New Zealand increasing numbers of students are in this group; Pasifika students, New Zealand-born second-generation migrant students, new migrant students and students from refugee backgrounds. This means building English fluency for the Curriculum, while valuing and promoting learners' identities and languages. I support teachers and leaders to achieve culturally and linguistically responsive, scaffolded and differentiated teaching. The *English Language Learning Progressions* are used to assess, analyse, monitor and report students' achievement. A range of resources, strategies and approaches are also used to write school procedures and develop appropriate ESOL programmes.

National Leader in Accelerating Learning in Literacy (ALL) designing and embedding effective, short-term literacy teaching interventions in schools.

The focus of this role is on improving student achievement, particularly those students Below or Well-Below National Standards in Reading and Writing. As a National Leader, I contribute to the development of literacy theory and understanding, identifying patterns and trends, so schools can continue to build their teaching actions from a strong base of literacy knowledge and expertise. As a mentor, I support schools to create 'pathways of progress' for student acceleration drawing on key documents to design an effective teaching pathway and programme. Critique of school-wide intervention options also occurs.

Facilitator for in-depth Literacy – providing a multi-layered approach to school-based literacy professional learning in a range of school communities and contexts.

The focus of this role is on improving student achievement, leadership and teacher capability across a range of school contexts and settings. Following scoping and analysis of assessment data a PLD action plan is co-constructed to fit the needs of students, teachers and leaders at each school. Our team has developed a range of 'smart tools' that enable a comprehensive qualitative and quantitative analysis of school practices and processes to occur. Right from the start the focus is on long-term improvement and sustainability of effective teaching and leadership practices. Our team has worked with substantial data sets of teachers and students and I am skilled at writing for contractual reporting requirements to ensure projects meet any accountability and quality assurance standards.

Referees

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

Referee Name	Margie ASKIN-JARDEN
Contact Number	(03) 348 5700
Contact email address	margie.askin-jarden@riccartonprimary.school.nz

Referee Name	Sue FISHER
Contact Number	(03) 352 9354
Contact email address	principal@bishopdale.school.nz