

# 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	Caron Watson
Your iwi (optional)	
Personal statement (optional)	I am a Team Solutions literacy facilitator working with schools in the Central South region. I have a strong focus on supporting schools to accelerate student achievement and improve their analysis of students' needs to design effective programmes.

## Professional Learning and Development Overview

<p>Culturally responsive pedagogies Professional Learning Communities National Standards, making overall teacher judgments and understanding the Progress and Consistency tool The Writing Process</p>	<p>Teacher Observation and Practice Analysis Conversations ELL Student Learning Accelerated Learning Analysis and interpretation of qualitative and quantitative data</p>
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## Professional Information

<p><b>2009:</b> Certification in Religious Education, Leadership Level, National Centre for Religious Studies, New Zealand <b>2007:</b> Graduate Diploma in Arts in Teaching English to Speakers of Other Languages, Victoria University, Wellington <b>1994:</b> Advanced Diploma in Teaching, Wellington College of Education <b>1980:</b> Trained Teachers Certificate, College of Education, Christchurch <b>1979:</b> Diploma of Teaching, College of Education, Christchurch</p>
<p>As the Literacy Leader and Deputy Principal with Acting Principal experience, of a multi-cultural school, my work was informed and characterised by culturally responsive pedagogy to lift student achievement outcomes. My knowledge and skills for teaching English Language Learners has enabled me to provide quality teaching programmes that meet the needs of the learners.</p> <p>I have particular strengths in using Inquiry Learning to promote deep student learning across the curriculum, enabling students to find and follow their passions at all levels of the curriculum. I also have expertise in developing Reciprocal Reading programmes, training both teachers and students in implementing and evaluating their success.</p> <p>My work as a mentor in Programmes for Students: Accelerated Learning in Literacy, has involved myself in challenging teachers to inquire into their theory and practice for teaching, and to supporting them to refine these to meet the needs of their students.</p> <p>I have worked with leaders to establish effective Supplementary Inquiry teams to examine student work and practices to support greater student achievement, and changes to school-wide practice.</p>
<p>I have been a Board of Trustees member, both as an elected parent representative, Proprietors representative and as the staff representative for 15 years at two schools.</p>

## Summary of examples of practice

### Developing Teacher Knowledge and Capability

During the scoping phase of working with schools it sometimes becomes evident that many teachers do not have a clear understanding of effective literacy practices that would engage students in quality learning. The five lens of Effective Literacy Practice form the framework for the observation of teacher practice through Practice Analysis Conversations (PAC). Initially I engage in classroom observations with the literacy leaders to observe teacher practice in reading and writing to seek evidence and test assumptions. By strengthening teacher knowledge and capability there is an improvement in student outcomes in literacy.

### Accelerating Literacy Learning

As a mentor for ALL (accelerating literacy learning): an intervention programme for target students, I have supported and encouraged literacy leaders and teachers to develop an intervention process that meets the needs of the students within their own unique school context.

By adopting an evaluative inquiry stance I keep to the forefront the primary focus of the intervention: accelerating student progress, ultimately leading to school wide change. Central to this is the inquiry process. I position my discussions with literacy leaders and teachers around theory and use the levers for change from Best Evidence Synthesis (BES) to focus the intervention outcomes.

Throughout the intervention I observe teachers practice and give support to develop deeper knowledge of effective practice that leads to student acceleration.

### Student Led Inquiry

I have worked in schools to help set up student led inquiry process and then assisted with planning a unit of work for students. Time has been spent on surfacing and engaging theories and beliefs of teachers, as there needs to be a mindshift and a change of practice if student led inquiry is to be sustainable practice. This has included changes in thinking as I learn more about student led inquiry and the theories that sit underneath the practice.

A major feature of my support is planning collaboratively with teachers to design units of work linked to the New Zealand Curriculum and the learning objectives to be covered. This has included the literacy that underpins the inquiry and what is required at the different levels. This is required to cater for the differentiated learning in multiple class levels. It was also to develop a common language that supports collaborative inquiry.

## Referees

Referee Name	Vivienne Dalgleish
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Referee Name	Ruth O'Neill
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