



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	Kerry Upson
Personal statement (optional)	Kerry is a facilitator of literacy, English language learning and Accelerating Literacy Learning at Team Solutions in the University of Auckland's Faculty of Education and Social Work. Her strong ability to build learning-focused relationships, based on trust and respect, ensure positive changes in leadership, teaching practice and in learning outcomes for students.

Professional Learning and Development Overview

- Reading and writing pedagogical content and progressional knowledge
- Literacy across the curriculum
- Building leadership capability and capacity including coaching and mentoring
- Analysis and interpretation of qualitative and quantitative data
- Building evaluative capability in teachers and leaders
- Deep curriculum and assessment knowledge in literacy
- Collaborative inquiry
- Practice analysis conversations that support teacher self-review
- TESSOL pedagogy
- Language acquisition
- Culturally responsive pedagogies

Professional Information

Academic history:

2011: Certificate in Teaching English as an Additional Language, Massey University

2007: Bachelor of Education (Teaching), University of Auckland

1978: Diploma of Teaching, Auckland Teachers' College

Scholarships:

2010, 2011: TESSOL, Ministry of Education

Research Interests: Currently Kerry is inquiring into the English language needs of students who have transitioned from Māori-medium to English-medium learning environments

Conferences and courses:

2016: Workshop presenter – New Zealand Literacy Conference

2015 & 2016: Delivered various literacy workshops and clusters for teachers and leaders

Summary of examples of practice

Kerry works collaboratively with school leaders using her deep knowledge of literacy, strength in assessment practices and the analysis and interpretation of data to inform her practice. She supports leaders to create cohesion between *The New Zealand Curriculum*, schools' visions and strategic plans, while supporting them to build their evaluative capability.

Building relational trust, and having a deep respect for context, existing knowledge and strengths, underpins Kerry's approach as a facilitator and mentor working within schools. She challenges teachers and leaders to build culturally responsive and engaging contexts for learning. With a strong sense of Ako, she positions herself as a learner alongside leaders, teachers and students as she focuses on success for Māori learners.

Kerry brings to this role extensive school leadership, mentoring, coaching and facilitation experience. She works alongside leaders to strengthen their ability to observe and evaluate classroom practice, to mentor classroom teachers in the analysis of their practice and to become leaders of teacher learning and development. Leaders are supported to build collaborative inquiry models.

Her support of teachers and leaders assists them to unpack learning pathways for students to ensure they meet the National Standards, strengthen planning to ensure that teaching and learning programmes are based on student needs, build greater clarity around expectations in reading and writing and to build their pedagogical content knowledge.

Kerry mentors teachers and leaders to build understanding of effective strategies for accelerating learning for target students. She develops teacher knowledge around reading and writing processes and strategies and mentors teachers to inquire into their practice by promoting the use of *The New Zealand Curriculum*, *Tātaiako*, *Cultural Competencies for Teachers of Māori Learners* and *The Principles of Effective Teaching and Learning for English Language Learners* while engaging in practice analysis conversations.

Kerry is highly skilled and experienced in meeting the needs of English language learners and supports educators in a wide range of schools in developing inclusive practices that ensure success for all learners.

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	Lyndsay Whitehead Principal, Matakohe School
Contact Number	09 431 7139
Contact email address	lyndsaywhitehead07@gmail.com

Reference Two

Referee Name	Jamie McQueen Principal, Whangaruru School
Contact Number	09 433 6520
Contact email address	principal@whangaruru.school.nz