

Vita

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CAREER OBJECTIVE

My career objective is to study early literacy development in preschool children and beginning readers. This research is aimed at the prediction and prevention of literacy difficulties at the beginning of learning literacy instruction. Specifically I aim to study the development of preschool literacy skills such as the role of own-name knowledge and alphabet knowledge. I also aim to study the strategies that beginning readers and spellers use when beginning literacy instruction. I also desire to teach this knowledge to undergraduate and graduate students so that they are motivated to undertake research of their own in the development of children, and in wider applications.

EDUCATIONAL QUALIFICATIONS:

PhD, Phonological awareness and Reading, 2007, University of Auckland, New Zealand
MA with 1st Class Honours, Psychology, 1999, University of Auckland, New Zealand
BA, Psychology and Anthropology, 1997, Victoria University of Wellington, New Zealand

Scholarships and Funding

1998	University of Auckland Masters Scholarship	\$ 5,000.00
2002-2004	University of Auckland Doctoral Scholarship - stipend	\$60,000.00
2003-2004	University of Auckland Graduate Research Fund	\$ 2,500.00
2004	Royal Society of New Zealand Travel Grant	\$ 1,000.00
2004	University of Auckland Psychology Dept Travel Grant	\$ 168.00
2007	Massey University Research Fund (with AP C. McLachlan) Phonological awareness: Can it be enhanced in the ECE setting?	\$12,800.00

PROFESSIONAL SOCIETIES:

Member	New Zealand Association for Research in Education
Member	Society for the Scientific Study of Reading
Member	International Reading Association
Member	Australasian Human Development Association

COMMUNITY AND PROFESSIONAL SERVICE

2008-2009	Massey University College of Education Assessment Committee
2008	Organiser of informal meeting for teaching and writing staff for the implementation of the new BEd(Primary)/Grad Dip degree
2007-2008	Massey University College of Education Examinations Committee
2007-2009	Hokowhitu Children's Centre Management Committee

TEACHING:

TEACHING PHILOSOPHY

I believe that students should come away from a taught university paper being able to understand the scientific bases of practical applications. I am motivated and driven to create and foster research students who wish to contribute to the research and theory building that are the foundations of literacy teaching. To be able to aid and mentor students to conduct research in the area of literacy development and education is something that I value. Imparting this knowledge to students in undergraduate papers is also very important to me as it is these students who I hope to motivate enough to carry on to graduate levels. I believe that it is also important to embrace technology and I am keen to develop web-based teaching applications.

UNDERGRADUATE TEACHING

Massey University

Literacy for diverse learners – Stage 3, *Writer and Lecturer*, 2009

This is a new paper being developed for teaching in 2010. This paper builds on the previous papers in this degree by focusing on assessment and using assessment as the starting point for teaching literacy learners of diverse abilities and with diverse needs. This is a team written, and team taught, paper.

Effective teaching of reading – Stage 2, *Lecturer*, 2009

This was a new paper in 2009, written and developed by myself and another colleague. The paper follows on from Foundations of Literacy Teaching and incorporates the theory and research that supports reading instruction using the five pillar approach (alphabeticity, phonemics, fluency, vocabulary, and comprehension). It also covers the assessment of these aspects of reading instruction, as well as approaches to reading instruction within the classroom. The approaches were broadly set out as whole-class teaching, small-group teaching, and individual-level teaching, which included allowing for diversity. My role as lecturer included writing substantial parts of the course, lecturing and teaching for those areas, tutorial classes, and assistance with the online learning management system

Foundations of literacy teaching – Stage 1, *Course co-ordinator and lecturer*, 2008-2009

This was a new paper in 2008 and was developed and written within a team of reading and language teaching staff. This paper lays the foundation for a four-year strand within a new Bachelor of Education (teaching) degree. The paper provides an introduction to aspects of language that includes phonology, semantics and pragmatics, syntax, and morphology. It also provides an introduction to the understanding of emergent literacy to lay the foundation for understanding children's literacy learning. There are two modes, internal and extramural with a large web-based component to the course. My role as co-ordinator included managing the writing of the paper; managing the teaching of the paper for internal students, on two different campuses; moderating assessments; a large proportion of the lecturing to internal students including the preparation of lecture materials for the second campus; and managing the online learning management system for all students which included monitoring the learning of extramural students.

Reading Curriculum – Stage 2, *Course co-ordinator and lecturer*, 2007-2008

This course is the only reading education paper in the teaching education (primary) degree. This course has two modes, an internal mode and an extramural mode that is web-supported. The internal mode is a workshop/lecture style of teaching with practical components. The contribution included a re-writing of the study guide that

was a large component of the course. Wrote and presented lectures to students; set and graded assignments; wrote and graded the end of year exam. For extramural students the work required online assistance using the WebCT learning management system and pastoral care.

University of Auckland

Individual, Social and Applied Psychology – Stage 1, *Lecturer*, 2006

This entry level course included a large block on developmental psychology. Wrote and presented lectures on the physical, cognitive, and social development with an emphasis on preschool children and children up to adolescence. The contribution to this paper included setting examination questions and providing moderation for the grading of the set exam questions. This is a large paper with 1000 students enrolled and encompasses three streams of lectures.

Cognitive Development in Childhood – Stage 3, *Lecturer*, 2006

Lectured on the development of memory in early childhood and the influences on children's explicit memory. Also lectured on the development of children's strategy use and problem solving abilities with an emphasis on memory and school cognition. Set two tutorial classes, one on memory and one on strategy use. Wrote and graded two questions in the end of semester exam.

Cognitive Development in Childhood – Stage 3, *Course co-ordinator and lecturer*, 2005

A lecture and tutorial course aimed at demonstrating the theoretical and practical aspects of cognitive development from birth to adolescence. Co-ordinated lecturing staff and managed the two tutors who ran the tutorials and marked two class assignments. Also provided student pastoral care; wrote and presented lectures; developed and set essay and lab report class assignments; wrote and graded the end of semester exam.

Cognitive Development in Childhood – Stage 3, *Lecturer*, 2004

Contributed to half of this lecture and tutorial class. This contribution included the management of tutors for four tutorials and the marking of one lab report assignment. Also provided student pastoral care; wrote and presented lectures; developed and set a lab report class assignment, wrote and graded half of the end of semester exam.

Cognitive Development in Childhood – Stage 3, *Guest lecturer*, 2003

Lectured on the development of phonological awareness, the measurement of phonological awareness, and the role of phonological awareness in childhood.

Cognitive Development in Childhood - Stage 3, *Tutor*, 1999-2003

Provided the tutorial component of this course by running the set tutorials and generating class discussions on the lecture topics. In addition to the set tutorials students were provided with additional instruction on essay and lab report writing. Graded essays and lab reports.

Introduction to Psychology - Stage 1, *Tutor*, 2000-2003

Assisted in the running of the laboratory and tutorial component of this course. Grading of weekly class assignments was the core of the laboratory component. This was supplemented by the grading of the developmental psychology section in the end of semester exams.

POSTGRADUATE TEACHING

Massey University

Foundations of Literacy Education – Postgraduate diploma/Master's level, *Co-ordinator*,

2009-2010, This paper was originally developed by Distinguished Professor Bill Tunmer. The paper examines the structure of language and its relationship to the acquisition and development of literacy skills. It is firmly grounded in research and theory, enabling students to make research-based decisions about teaching and learning needs within literacy. It is the foundation paper in a set of four that comprise the literacy education specialty.

Studies in Curriculum (Reading) – Postgraduate diploma, *Lecturer*, 2007-2009

A full course for postgraduates who wish to complete teacher training (primary) in one year.

University of Auckland

Reading Acquisition – Honour's level, *Guest lecturer*, 2006

Presented a two hour seminar on phonological awareness, and the acquisition of phonological awareness, with an emphasis on preschool children. This seminar also covered the development of preschool literacy skills including alphabet acquisition.

Psychology and Education in Speech Language Therapy – Master's level, *Lecturer*, 2005

Wrote and presented two four hour lectures to this postgraduate class for students studying speech language therapy and speech science. The first lecture was on the development of reading and spelling during childhood and the models of reading and spelling acquisition. The second lecture was on reading and spelling difficulties and included the explanation for them by models of reading and spelling, as well as remedial practices for children with such difficulties. These four hour lectures also included an hour of tutorial and hands on practice with assessment tools. The teaching of these lectures also included the development and grading of two critique assignments and the setting and grading of two end of semester exam questions

Psychology and Education in Speech Language Therapy – Master's level, *Guest lecturer*, 2003-2004

Wrote and presented a lecture and tutorial on the development of phonological awareness in children with normal reading acquisition. This included the assessment of phonological awareness and the hands-on use of such measurement tools.

Psychology of Reading – Master's level, *Guest lecturer*, 2003

Wrote and presented a lecture on preschool literacy skills and phonological awareness.

RESEARCH STUDENTS SUPERVISED

Carol Johnson, MEd research report, "Helping children with reading difficulties: Can we do more," 2007.

Louise Vaughn, MEdPsych research report, "The influence of teacher education and experience on reading development knowledge", 2008.

RESEARCH SPECIALTIES / CAREER:

Research Interests:

I have broad research interests in the development of phonological awareness, preschool literacy and the strategies used by readers and spellers when learning words.

Current Research:

My research has been focussed on the development of phonological awareness in children and its relationship with reading and spelling ability. My PhD thesis examined the precursors to different levels of phonological awareness and the influence of different types of reading and spelling instruction on PA and on word-learning. As a result of this research I have developed an interest in the development of preschool literacy skills, the alphabet and own-name knowledge in particular. My future research will examine the development of alphabet skill in preschool children and in beginning readers. In addition I will examine the development of other early literacy skills such as own name recognition and spelling. I also intend to study the development of phonological awareness in more depth, especially the possibly changing nature of phonological awareness from preschool to children in the first two years of formal schooling.

Research Publications and Presentations:

PAPERS

Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. *Own names, letters, and phonological awareness*. Manuscript in preparation.

Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. *Word-learning in preschool children: Is spelling or reading easier?* Manuscript in preparation.

Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. *Developing Literacy Knowledge in Preschool: The role of phonological awareness and alphabet knowledge.* Manuscript in preparation.

McLachlan, C. & Arrow, A. *Phonological awareness: Can it be enhanced in the early childhood setting?* In review.

Tunmer, W. E., Nicholson, T., Greaney, K. T., Prochnow, J. E., Chapman, J. W., & Arrow, A. W. (2008). *Cognitive science meets the New Zealand literacy strategy: Why the reading achievement gap still won't go away and what can be done about it.* In review

REVIEWS

Arrow, A. & Greaney, K. T. (2008). Review of Supplementary Spelling Assessments. *Kairaranga*, 9, 59-60.

OTHER

Arrow, A. (2007). *Potential precursors to the development of phonological awareness in preschool children.* Unpublished doctoral dissertation, University of Auckland, New Zealand.

INVITED TALKS

Arrow, A. (2009, January). *Increasing the early literacy knowledge of preschool children through literacy professional development with early childhood educators.* Invited presentation at Dyslexia Conference 2009, Massey University, Wellington.

Arrow, A. & Prochnow, J. (2007, October). *Experimental research: Using numbers and quantitative research.* Workshop presented at Massey University College of Education Post-graduate Research Symposium.

CONFERENCE TALKS

McLachlan, C. & Arrow, A. (2008, November). *Knowledge of letters and sounds: Preliminary analyses of whether they can be enhanced in two early childhood settings.* New Zealand Association of Research in Education, Palmerston North, New Zealand.

McLachlan, C. & Arrow, A. (2008, January). *Phonological awareness: Can it be enhanced in the early childhood setting?* Australian Research in Early Childhood Education Conference, Melbourne, Australia.

Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. (2007, July). *Developing literacy knowledge in preschool: The role of phonological awareness and alphabet knowledge.* Australasian Human Development Association Biennial Conference, Sydney, Australia.

Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. (2004, June). *Instructional effects on the reading, spelling, and phonological awareness of beginning readers.* Society for Scientific Studies in Reading, Amsterdam, The Netherlands. (Poster)

Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. (2003, June). *"That's my name": Possible precursors to reading development.* Society for Scientific Studies in Reading, Boulder, CO. (Poster)

- Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. (2003, July). *What helps beginning readers and spellers learn: A short-term training program with preschoolers*. Australasian Human Development Association Biennial Conference, Auckland, NZ.
- Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. (2003, December). *Rhymes and phonemes: Phonological awareness in preschoolers*. Joint meeting of the New Zealand Association for Research in Education and the Australian Association for Research in Education, Auckland, NZ.
- Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. (2002, December). *I know my name is B E N: What reading and spelling skills do preschoolers have?* New Zealand Association for Research in Education Annual Conference, Palmerston North, NZ.
- Arrow, A. (2001, November). *The types of mistakes made by 6-year-old children in spelling words they can't read*. Waikato Management School Annual Student Research Conference, Hamilton, NZ.
- Arrow, A., Fletcher-Flinn, C. M., & Nicholson, T. (2001, December). *Instructional method and phonological awareness development*. New Zealand Association for Research in Education Annual Conference, Christchurch, NZ.
- Fletcher-Flinn, C. M., & Arrow, A. (1999, December). *The effect of teaching on phonological unit size in reading*. Joint meeting of the Australian Association for Education and the New Zealand Association for Research in Education, Melbourne, Australia.
- Arrow, A., & Fletcher-Flinn, C. M. (1997, December). *The development of phonological processing: A cross-sectional approach*. New Zealand Association of Research in Education Annual Conference, Auckland, NZ.
- Bolik, F. M., Johnston, R. S., Fletcher-Flinn, C. M., Arrow, A., & Rixx-Trot, R. (1997, September). *A comparative study of levels of phonological recoding under different instructional regimes*. British Psychological Society Developmental Section Conference, Loughborough, UK.

UNIVERSITY TALKS

- Arrow, A. (2004, February). *The cognitive development of literacy skills in preschoolers*. The University of Auckland Psychology Department In-house presentations.
- Arrow, A. (2006, February). *Learning about words: What children do when learning to read and spell*. The University of Auckland Psychology Department In-house presentations.
- Arrow, A. (2006, May). *Phonological awareness: What is it and how do you get it?* The University of Auckland Psychology Department Forum series.

Additional research experience:

- 2001 University of Auckland, Research Assistant, *Interview techniques and children's recall*. Principal investigator: G. Priestley.
Participated in the event intervention for this study. Also conducted reliability checking for the scored data. This required checking of audio-taped and video-taped cues.
- 2000 University of Auckland, Research Assistant, *An evaluation of programmes for children with Autistic Spectrum Disorder (ASD) in Auckland*. Principal investigators: D. Moore, R. Godfrey, & C. M. Fletcher-Flinn.

Conducted video-taped data-collection of children with ASD in their homes, kindergartens, and schools. Conducted an interview with the guardian of one participant.

1999-2001.1 Research Assistant, *Trans-tasman reading project*. Principal investigators: G. B. Thompson, M. F. McKay, & C. M. Fletcher-Flinn.

Recruited schools and participants and collected data. This involved conducting reading tests and reading and spelling training. Also collated the data.