

Professional Learning and Development Profile

KEN KILPIN

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 Region: Taranaki-Whanganui-Manawatū

Priorities:

Local curriculum design; assessment for learning

Specialisations:

English, literacy and communication, NCEA English, NCEA literacy

Key Words:

Reading, Writing, Collaborative Inquiry, Literacy Teaching and Learning, Transitions, Literacy Programme Design, Secondary English Learning Programme Design and Delivery

Personal Statement:

I bring over 30 years' experience in secondary and tertiary education sectors across a number of roles. I have a comprehensive overview of school operations, classroom teaching and learning, and ways to effectively consolidate and extend teacher capacity to respond to contemporary educational environments. I am committed to enhancing the professional knowledge and efficacy of teachers by developing, demonstrating and embedding pedagogically grounded ideas, approaches and concepts made real as instructional programmes and strategies.

I challenge teachers to alter existing teacher dominant/student passive instructional approaches to methods that promote students' potential to be confident and independent learners, capable of high levels of achievement in secondary and tertiary environments.

By nurturing and sustaining quality professional relationships in bicultural and multicultural settings in tertiary and secondary sectors, I assist learning institutions to focus on the future possibilities and implications of teaching in a 21st Century environment through academic honesty, information literacy, critical and creative thinking, concepts-focussed learning, learning support and assessment.

Finally, I am a strong supporter of a high quality public education system that supports its educators to be highly effective, responsive and self-reflective practitioners, who aim to give their students the skills, knowledge and attributes, and seeks to ameliorate the negative effects of class, poverty and location.

Professional Learning and Development Overview:

Specialist expertise in:

- English Learning Area: Year 9 – 13 English teacher and Head of Department, Initial Teacher Education (Secondary) senior tutor in English. Skills in Junior English programme and task design, NCEA course design and instructional approaches, and the relationship between English (as language and literature) and academic literacy (deliberately teaching students to think, read, and write critically with, through and about text).
- Adolescent Literacy instruction within subject content areas: Facilitator/advisor in developing teacher expertise to embed literacy centred instruction into secondary school subject content (disciplinary) learning. This emphasises content learning through applying instructional reading and writing approaches to process and synthesise information and build knowledge, and making visible teachers' metacognitive disciplinary literacy skills.
- Academic and Information Literacy Research: applied research into teaching and learning of academic and information literacy skills in senior high school NCEA subject instruction, the readiness of students to transition successfully to further tertiary learning, and the centrality of these skills to academic achievement in both settings.
- Planning, co-ordination and delivery of professional development programmes. This ranges from single school short-term interventions to medium and long-term regional cluster and national professional development projects.

Professional Information:

Qualifications:

- Masters in Education (Honours), Massey University
- Bachelor of Social Sciences, University of Waikato
- Graduate Diploma in Teaching (Distinction), Christchurch Teachers' College
- Full teacher registration

Professional experience:

1. Employed in New Zealand secondary school system as English teacher, Head of Department, Curriculum Leader and Assistant Principal, (1979 – 1981, 1985 – 2003).
2. Secondary sector professional learning and development in English, Adolescent Literacy, New Zealand Curriculum (2004 - present). In particular:
 - Mid-central North Island secondary English Adviser 2004 - 2006
 - Regional co-ordinator and advisor for Secondary School Literacy Initiative (2004-2005) and Secondary Literacy Project (2006-2011). Member of Secondary Literacy Project national leadership group.
 - English, adolescent literacy, curriculum change and teacher pedagogy PLD facilitator mid-central region secondary schools (2011- present)
3. Co-ordinator and senior tutor of pre-service English courses, and contributor to general education papers in the Graduate Diploma in Teaching and Masters in Teaching and Learning qualifications. (Secondary) (2012 – present)
4. Applied research experience: co-leader of successful Teaching and Learning Research Initiative (2013-14) "Smoothing the path to transition", a secondary/tertiary collaborative investigation into the literacy skills students require for a successful transition to tertiary study and the extent to which teacher practice in both sectors supports their instruction.

Programme design:

- NCEA Levels 1-3 programme design and delivery in English and adviser of same to other learning areas.
- Junior English programme design and adviser of same to other learning areas.
- Full year Teaching of English and Teaching Senior English programmes, and Adolescent Literacy Modules for Graduate Diploma in Teaching Initial Teacher Education (ITE) qualification.

Conference presentations:

- Emerson, L. & Kilpin K. (2014) Developing Academic Literacies: the key to transitions. A presentation to Ako Aotearoa National Conference, Wellington, NZ, 1st July 2014
- Emerson, L., Feekery, A.J., & Kilpin, K.G. (2014). Developing academic literacies. A presentation to the AKO Aotearoa Colloquium, Wellington, NZ, 10-11 July 2014.
- Kilpin, K. Emerson, L. & Feekery, A. (2014). Literacy in the Transition to Tertiary Study. A presentation to the New Zealand Association of English Teachers' (NZATE) conference, Rotorua NZ, July 2014.
- Kilpin, K. & Taylor, R. (2012). Adolescent literacy in an initial teacher environment. A paper presented at the NZARE Conference, Kite Ao Marama – Leading the Way: Inspiration and innovation in educational research. Hamilton NZ, November 28.

Publications:

- Taylor, R. & Kilpin, K. (2015). Subject-specific literacy: Reappraising the role of reading and writing in New Zealand geography classrooms. In J. Morgan, M. Taylor & L. Richards (Eds.). *Geography in Focus: Teaching and learning secondary school geography in issues based classrooms*. Wellington: NZCER Press.
- Emerson, L., Kilpin, K. & Feekery, A. (2015): *Smoothing the Path to Transition. Summary Report. An evaluation of the Teaching and Research Initiative project 'Enabling academic literacy: Smoothing the transition to tertiary learning.'* Available from <http://www.tlri.org.nz/tlri-research/researchcompleted/school-sector/enabling-academic-literacy-smoothing-transition>
- Emerson, L., Kilpin, K., & Feekery, A. (2015). Let's talk about Literacy: Preparing students for the transition to tertiary learning. set 1 2015. Wellington: NZCER, pp. 3 – 8.
- Emerson, L., Kilpin, K., & Feekery, A. (2014). Starting the conversation: Student transition from secondary to academic literacy. *Curriculum Matters 10*. Wellington: NZCER Press pp 94 – 112
- Kilpin, K., Emerson, L., & Feekery A. (2014). Information Literacy and the transition to tertiary. *English in Aotearoa*, 83, 13-19.
- Taylor, R., & Kilpin, K. (2013). Secondary school literacy in the social sciences: An argument for disciplinary literacy. *New Zealand Journal of Educational Studies*, 48(2), 130-142

Summary of Examples of Practice:*Academic and facilitator expertise:*

I bring to my work extensive experience in secondary school teaching, underpinned by important and relevant theories of learning and how these translate as learning strategies in secondary school teacher practice. I integrate these broader perspectives into my more specialised expertise with adolescent/ disciplinary literacy pedagogic content knowledge (LPCK), and its application to teacher planning, task and programme design, and their alignment to the New Zealand Curriculum. In particular my PLD work in schools emphasises the important role reading and writing of challenging text plays in building students' disciplinary content knowledge, information processing and communication skills.

This experience, theoretical and applied knowledge, and LPCK expertise extends to leadership and co-ordination roles for academic and information literacy research collaborations between secondary schools and Massey University. These have broadened my range of academic and facilitator expertise from supporting underachieving and poorly literate students in Years 9 – 11, to enriching academic experiences at senior levels, and an appreciation of the demands of tertiary learning for which students must be better prepared.

Bicultural commitment:

I have strategically focused on lower decile schools represents or schools with higher numbers of Māori on their roll. These are schools where culture counts in teacher-student relationships and frames the instructional decisions teachers make for effective learning. My work supports teachers to develop forms of practice that challenge their own and others' deficit thinking, and strategically orients them towards teaching as a dynamic process of text engagement, critical thinking, and knowledge building. Six secondary schools participated in a recent and successful research collaboration all of which were medium to low decile, where Māori were significantly, and in one case, wholly represented on the roll. This exemplifies my personal belief and support of public schooling generally, and my commitment to PLD actions that implement government aspirations to raise the achievement of Māori students in particular and lower achieving students generally.

Data analysis:

I use qualitative and quantitative student achievement data extensively using a range of national assessment tools, in particular NCEA, e-assTle and PATs. I use data analysis to contribute to quality school governance and leadership, deepen teacher and student understandings of the value good data has for planning, making adaptations to teacher practice, and giving students insights into their own progress. My research collaborations have broaden my expertise to include the use of different qualitative data types. My PLD work is now informed by applied expertise of different methods to collect, analyse and evaluate a wide range of data types.

Relationships:

I am able to work collaboratively with educators from different backgrounds and commit to strong long term professional relationships have which carried into subsequent PLD within and beyond the school gates. Schools volunteer to participate in collaborative research or invite me to return to update and sustain earlier project work, reflecting the work's authentic and credible qualities, the integrity of my practice, and the resilient relationships I establish. Equally, in my tertiary work, I enjoy strong long term relationships with academic colleagues instantiated in research collaborations, journal article and chapter writing, invitations to address conferences and workshops, and to contribute to academic course work.

Inter-sector expertise:

I have the knowledge, skills and experience to operate in and between secondary and tertiary sectors, which gives me valuable insights into their shared interests and the gaps between them. I know how secondary schools work, and the multiple variables that influence teachers' professional identities and perspectives. Equally, I am very familiar with the expectations and demands of tertiary education and students require for ongoing academic growth and success. These experiences have added further dimensions to my work in terms of scope, nature and settings of PLD I can offer, and educators it involves.

Project and contract leadership:

I am skilled at PLD and collaborative research project co-ordination and contract delivery, within which I strategically plan and implement programmes, apply forms of reflective critical inquiry and evaluation to my work, informed by authentic and ethically gathered data, and reflected in regular milestone on-schedule reporting, oral and written newsletters, and where relevant, co-authored article writing for teacher publications, formal presentations, and end-of-project evaluation reports.

Referees:

<i>Referee Name:</i>	Debi Marshall-Lobb
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<i>Referee Name:</i>	Dr Kevin Shore
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