

DR JANNIE VAN HEES

- 2011 **Doctor of Education**, Faculty of Education, University of Auckland
2003 **M A Applied Linguistics** (with distinction) - Victoria University, Wellington
1994 **Graduate** - Levels 1-3 **Systemic Functional Linguistics** Summer School
1985 **Diploma in Teaching** - Faculty of Education, University of Auckland (formerly Auckland College of Education)
1984 **Diploma in Teaching English as a Second Language** (with distinction) - Victoria University
1972 **New Zealand Certificate in Science** (Biochemistry and Microbiology) – Auckland University of Technology (formerly Auckland Technical Institute)



RESEARCH AND PROFESSIONAL INTERESTS

Socio-linguistic-cultural theory and practice has shaped my strong interest in addressing the on-entry and persistent language gaps of many learners attending low socio-economic schools (in New Zealand), and learners who are learning in and through English as an additional language. It has developed my commitment to the role of practitioner-researcher and working closely with teachers in the realities of classroom practice.

Classroom interactional and expressive patterns, developing orally rich dialogic classrooms so cognitive and linguistic expansion of learners can occur, reading mileage and depth, vocabulary expansion and crafted writing, are core attentions in my work. Through in-depth development of teachers' evidence-based and pedagogical knowledge, optimizing conditions for students' quality and quantity of language use and acquisition can become a reality.

As Project Director, trainer and facilitator, I have developed and been responsible for a number of Ministry of Education national professional development programmes, including *The Home-School Partnership Programme*, *English Language Assistants' Professional Development Programme*, and *Bi-lingual Assessments and Training*. Resource and programme development has been a passionate part of my work over many years. Applied classroom resources include *The All-ready Language Packs*, a wide range of curriculum-based digital resources with language in abundance to the fore, multiple language-curriculum hands-on packs, and the *Baseline English* language resource and programme.

I was awarded a NZCER Beeby Fellowship in 2005 resulting in my book, *Expanding oral language in the classroom* (van Hees, J. 2007). *What every primary teacher should know about vocabulary* (van Hees, J. & Nation, P. [2017. NZCER]) is my most recent publication, which captures my strong focus on learners' vocabulary knowledge as being central to their meaning-making power.

CURRENT and RECENT PEDAGOGICAL WORK

My educational expertise is the result of years of experience as a classroom teacher and teacher educator, nationally and internationally. At the heart of all my work is language, central to self, and fullness of meaning making and participation so that all learners and families, diverse culturally and linguistically, can access and participate fully in education and society. Cultural responsive pedagogy is the lens through which word power, meaning power and text power transforms learners as knowers and enables a strong sense of involvement, engagement and agency to develop.

My work in schools, with teachers and school communities, is in large part contextualized in Pasifika and diverse cultural and linguistic communities, with the majority of the families, low-income households. This presents them with challenges on a day-to-day basis that can impact on the schooling outcomes of the children of the families. They are also endowed with immense cultural and language riches. It is privileging and an honour to be involved with school staffs, learners, their families and other people in these school communities and local area, and to create pathways of enablement. I learn so much by being involved.

Example contexts that are current (2018):

- Engaged as language expert in the Manaiakalani COL (Community of Learning) – 11 schools within the Pt England, Glen Innes, Panmure area
- PLD provider in Wesley Primary; St Joseph’s Catholic School, Onehunga; Chaucer School; Bermaphore Primary; Holy Cross, Miramar – all schools with high Pasifika learner numbers and other ethnicities’ diversity
- PLD provide in Kelston Intermediate – pre-dominantly Pasifika and Maori learners and families
- Project Director of the English Language Assistants Professional Development programme with 15 participating schools, all of whom have significant numbers of second language learners receiving MoE ESOL funding, a high of whom are Pasifika learners
- In partnership with Chaucer and Pt England Primary providing parent/family sessions about oral language and growing children’s vocabulary, concepts and language complexity by providing language in abundance
- A team member of *Talking Matters* - a campaign focused on families and babies and toddlers engaged in quality talk and interaction
- PLD provider in Maori communities – Ngataki and Te Hapua Primary Schools – 2016 and on-going

PASIFIKA LEARNERS and WORK IN the PACIFIC

Work in the Pacific

Two major educational pieces of my work in the Pacific have been a) my role as education consultant in Niue (2015-2017), and b) two years on the outer island of Atiu, the Cook Islands (1980-81), as a Volunteer Service Abroad teacher and education trainer and resource developer

The two years I spent on Atiu were life changing – personally and professionally. Living on such a small island taught me so much about island life, about Cook Islanders and Pasifika cultural ways and beliefs, and about living a simple life within a microcosm society. It has shaped my thinking and being since, and given me a deep-level appreciation for peoples of the Pacific.

Between my time on Atiu and my consultancy work in Niue, I have been privileged to travel and stay for an extended period in Papua New Guinea, and enjoyed visits for shorter periods to Fiji, Tahiti and Vanuatu. My time in Papua New Guinea in particular was life affecting. Three months living in a remote village on the coast of this amazing country and travelling into the highlands, opened my eyes to a vastly different cultural context than the South Pacific.

My consultancy work on Niue has spanned over three years (2015 – 2017), with a total of seven one or two week visits during this period. Major focuses have been optimizing language acquisition conditions for learners at ECE, primary and high school levels, bilingualism and maintenance of Vagahau Niuean, and communicating with families about educational and language learning matters. I have worked intensely with teachers in the classroom and learning centres, conducted a series of workshops and staff meetings, focused strongly on language across the curriculum across all levels of schooling, and supported the development of high quality teaching materials. Reports, meetings and conference presentations have also been at governmental and policy levels. I have worked intensely with members of the Education Department on a variety of programme, policy and resource production matters.

Major pedagogical – language focuses

Language across the curriculum, and integrated language and content learning, are core to the pedagogical stance of my work. The affordance language capability offers learners, where jointly constructed semantic waves of knowledge building through the lens of language, opens up text as semiotic powerhouses. In scaffolding teachers to implement transformational pedagogy where language in abundance stimulates and expand learners' cognitive power, needs to be broken down into bite-size pieces. In my work, some particular focuses include:

EXPANDING ORAL LANGUAGE IN THE CLASSROOM

A comprehensive programme focused on expanding the quality and quantity of learners' expression in the classroom and enhancing learners' language acquisition potential.

- Exploring key principles and notions
- Assessing expressive and participatory student behaviours
- Exploring methodologies, approaches and strategies, supported with classroom examples
- Applying / implementing / modelling relevant to current classes and curriculum focuses

A core reference text underpinning this focus is: van Hees, J. (2007) *Expanding oral language in the classroom*. Wellington: NZ: NZCER.

THE INTENSIVE ORAL LANGUAGE – New Entrant and Year 1-2 classes

An exciting programme proven to expand five and six year students' vocabulary and oral expression, and to transition them effectively into reading and writing. The programme consists of three rotational sessions with small groups of children (1/3 of the class in each group) moving from one session to the next – 'live/hands-on; dialogic reading; and photo conversations with collaborative paragraph co-construction – oral and written. All three sessions are focused on one topic, with each rotation deepening the previous. Children are scaffolded to become highly expressive and engaged participants and learners.

Implementation training and preparation takes three full workshop days, which includes exploring underpinning principles, modelling and discussing effective delivery of each rotational session, and fully preparing needed materials. The programme is then ready to go. In the initial implementation phase, some in-school visits are recommended.

LANGUAGE in ABUNDANCE

Recognising that knowledge building relies to the largest extent on language as the semiotic tool, it is important that teachers have the knowledge and skills pedagogically to enact pedagogically so learners' capability learn and uptake through language.

Pedagogy that focuses on language in abundance pays attention to explicitly involving learners in texts, spoken and written, that surf learners into language complexity, wave by wave. By so doing, learners cognitive capabilities are expanded, their knowledge reservoirs are filled more deeply and fully, and their vocabulary and language comprehension and expression shifts upwards and out as a result.

Teachers and school leaders are given the knowledge and pedagogical support to implement teaching and learning that take learners to higher levels of capabilities. In the short and long term, learners are enabled through language when language in abundance is provided optimally.

LANGUAGE ASSESSMENT

Assessing learners' language capability meaningfully so insights are informing, is an on-going challenge for teachers. A PD focus on language assessment offers an opportunity to examine specific aspects of language assessment, or to explore the full range of spoken and written language assessment tools, strategies and analytics from which specific and appropriate 'assessment takes' might be selected.

Language assessment PD may include:

- oral language, comprehension and expression – in English and/or in a language other than English
- reading fluency and comprehension
- vocabulary assessment
 - o high frequency vocabulary knowledge of learners – receptive and productive, for early years learners and older learners at primary and high school levels
 - o low frequency knowledge/analysis – spoken and in writing
 - o text vocabulary analysis – teacher selected material and learner produced texts
- writing analysis – grammar, text organization, vocabulary, content analysis – of learner texts and other available classroom and learning texts

Accompanying this PD is a focus on pedagogy that addresses the insights gained from formative and summative evidence and data/information gathering.

VOCABULARY EXPANSION

A comprehensive programme focused on exponentially expanding students' vocabulary resources in all curriculum areas, and creating a school-wide word powerful culture and pedagogy.

- Exploring key understandings and inclusions

- Exploring methodologies, approaches and strategies, supported with prepared classroom examples
- Applying / implementing / modelling relevant to current classes and curriculum focuses
- Linking to families and homes – a vocabulary home-school partnerships

CRAFTING WRITERS AND WRITING

A comprehensive programme focused on providing teachers with linguistic knowledge and tools, and core methodologies, approaches and strategies to craft writing in the classroom and students as crafted writers.

- Analysis and assessing students' writing samples
- Core attentions: - preparing for writing - crafting effective sentences and paragraphs - on-going editing - text types and text processes
- the grammar of writing - vocabulary expansion and selection
- Core approaches:
- co-construction - re-construction - de-construction - self-generating

GRAMMAR KNOWLEDGE for teachers

Major Focus:

- Deepening teachers' understandings of English grammar, theoretically and applied
- Grammar in the classroom: analysing classroom contexts and texts, with the intention to understand and use more effectively as teachers / as students
 - The determinants of text grammar – topic and register
 - Rethinking genre and text types – visual, oral and print
 - From simple to more complex text
 - Comparing the grammar of spoken and written texts
 - Exploring the concept of 'correct' English
 - Unpacking and building 'rich' text examples

The above discussed alongside actual applied classroom examples.

NB: A specific emphasis could be identified e.g. a focus on written text, or oral text.

BASELINE ENGLISH (SELF-PACING BOXES) RESOURCE AND PROGRAMME

Oral expression, a sound knowledge of high frequency vocabulary, depth and breadth of low frequency vocabulary, alongside phonological awareness and reading fluency, are pre-requisites to developing as a readers and writers. In the *Baseline English resource and programme*, gaps in these 'basics' are carefully and systematically scaffolded whereby each student's unique developmental English language learning pathway is followed and developed.

A training programme for teachers and language assistants (three full-day workshops) prepares them to implement the programme optimally. When used effectively, this resource and programme truly 'enables' students expressively and in literacy, as well as lifting their confidence, fluency and level of focus and engagement.

BEYOND NEW ZEALAND

OVERSEAS COUNTRIES LIVED and WORKED IN FOR EXTENDED PERIODS OF TIME:

Niue – Educational consultant – 2015-2017

Australia - ANZAC Fellowship -1992-1993

China, MERT Teaching Team (NZ Government) – 1989 – 6 months contract

The Cook Islands - Volunteer Service Abroad – two years service – 1980-81

Papua New Guinea - on mission station, Suain - 1998
The Philippines - working in orphanages and with Manila's poorest of the poor – 1989-90
Japan - English language teaching - 1989
England - varied work experiences
The Netherlands - electron microscopist - 3 years – 1973-76

OVERSEAS TRAVELS / LONG TERM / EXTENSIVE STAYS - INCLUDE:

The Pacific Region: Niue, Australia, Fiji, The Cook Islands, Papua New Guinea, Vanuatu
Asia: Hong Kong, China, Japan, Philippines
Europe: extended travels throughout central Europe; long term stays in Italy, the Netherlands, Great Britain
West Indies: Jamaica
Africa: Morocco

LANGUAGES KNOWN:

Fully fluent and literate – Dutch (first language) and English
Intermediate level: French, German, Maori, Afrikaans
Beginner: Mandarin, Italian, Cook Island Maori
Surface level knowledge of many languages – Europe, Pacific and Asia

FURTHER LINKS:

<https://www.nzcer.org.nz/dr-jannie-van-hees>

<http://www.education.auckland.ac.nz/people/j-vanhees>

SELECTED PUBLICATIONS:

Doctor of Education thesis:

van Hees, J. (2011). *Oral expression of five and six year olds in low-socio economic schools*. The University of Auckland. ResearchSpace@Auckland

Books:

van Hees, J. (2017). *What every primary teacher should know about vocabulary*. Wellington, New Zealand: NZCER.

van Hees, J. (2007). *Expanding oral language in the classroom*. Wellington, New Zealand: NZCER.

Book chapters:

van Hees, J. (2014). Collective gifting and sharing of vocabulary. In A. Coxhead (Ed.) *New ways in teaching vocabulary, revised*. p. 16. Alexandria, Virginia: TESOL Inc.

van Hees, J. (2014). Vocabulary deepening: From literal to metaphorical. In A. Coxhead (Ed.) *New ways in teaching vocabulary, revised*. p. 16. Alexandria, Virginia: TESOL Inc.

van Hees, J. (2011). From policy to practice: Empowering minority language speakers in New Zealand. In C. Helot & A. de Mejia (Eds.). *Empowering teachers across cultures*, pp. 159-178. Frankfurt: Peter Lang.

van Hees, J. (2009). Expanding expression – expanding cognition: An investigation. In M. Sinclair (Ed.). *A journey of discovery: Facilitating the initiation and application of schooling research*, pp. 85-102. Wellington, New Zealand: Cognition Institute.

Journal - Research Article:

van Hees, J. (2011) The expressive realities of five and six year old students in year 1 and 2 classes in low socioeconomic schools. *SET 2011(3):47-54* 2011.

van Hees, J. A., Hattie, J. A., & Keown, L. (2013). *Interactional and discourse patterns in Year 1 and 2 classrooms in low socioeconomic schools*. Manuscript submitted for publication, Learning, Development and Professional Practice, University of Auckland, New Zealand.

Other - Articles and Pamphlets:

van Hees, J. (In press). *Pedagogical scaffolding: Resourcing children's amazing capacity to learn and uptake language*. Wellington, New Zealand: NZCER.

- van Hees, J. (2015). Conversational classrooms: Cognitively and expressively engaged learners. *Education Aotearoa, Oct, 2015*.
- van Hees, J. (2015). Oral language – To think, shape, convey ideas. *Education Aotearoa, Jan, 2015*.
- van Hees, J., & Meek, N. (2012). Talking with children pamphlet. *Learning Auckland: Auckland Council*.
- van Hees, J. (2012). *Clear communication for all kids*. Education Review. 30 Apr 2012.
- Backler, K. (2011). Talking the talk. *Te Kuaka (3), Faculty of Education, University of Auckland*.

Ministry of Education publications:

- van Hees, J., & Nicholls, H. (2008). *English language learning progressions*. Wellington, New Zealand: Learning Media.
- van Hees, J. (2007). *Bilingual Assessment Guidelines*. Wellington, Ministry of Education.
- van Hees, J. (2004). Partnerships at the interface: Classroom, whānau and community-based language and learning, for linguistically and culturally diverse learners. In *Language Acquisition Research*, pp. 81-113. An Occasional Publication. Wellington: Research Division, Ministry of Education.
- van Hees, J. (2000). *The Home-School Partnership manual and resources*. Wellington: Learning Media.
- van Hees, J. (1999). *The ESOL Guidelines*. Wellington: Learning Media