



# Joy Allcock

## EDUCATION

Completed  
**Master of Education** with  
first class honours at  
Massey University  
1996–2000

Postgraduate training in  
**family therapy** at the  
Family Centre, Lower Hutt, NZ  
1980–1991

Postgraduate training in  
**family therapy** in the UK  
1978–1980

Completed **Tutor  
Training Certificate**  
1976–1978

Completed NZ Diploma in  
**Occupational Therapy**  
1969–1972

## EXPERIENCE

2024 Presented at the Literacy Research Association Conference.

Presented at the University of Southern California Break Through Leadership Institute 2024 Keynote — *‘From Language To Literacy’ the Shine Literacy Story.*

2022 Presented online at the Disruptive Literacy Global Summit — *Improving literacy outcomes: Challenges and solutions.*

2021 Invited to present the *Shine* Project at the World Literacy Summit, Oxford, UK. Presented via recorded video because of disruption caused by the Covid-19 pandemic.

2015– Became a director of Code-Ed Publishing, a company established to publish literacy resources developed from the evidence gained from the trials and research studies conducted over nearly 20 years.

## PUBLICATIONS

- *Key Foundations At Home*, Code-Ed Publishing, 2025
- *The Code Is the Key 2*, Code-Ed Publishing, 2025
- *The Code Is the Key 1*, Code-Ed Publishing, 2024
- *Elevate & Evaluate*, Code-Ed Publishing, 2023
- *Key Foundations*, Code-Ed Publishing, 2022
- *Sort Out Your Syllables*, Code-Ed Publishing, 2020
- *Catch Up Your Code*, Code-Ed Publishing, 2019
- *Spell-It: An explicit approach to teaching spelling*, MultiLit Pty Ltd, 2014
- Developed and published a range of supplementary resources to enhance the teaching of literacy skills, MJA Publishing; Universal Children’s Audio; Pixelhouse, 2002–2013
- *Sounds Like Fun*, MJA Publishing, 2013
- *Word-Level Readers*, Gilt Edge Publishing, 2008  
Developed the concept for this series of phoneme-grapheme decodable readers. Author of 22 of the 64 titles, editor and author of teacher support notes for all.
- *The Best Tree Fort Ever*, Reed Publishing, 2006  
(Nominated for the NZ Post Book Award)
- Contributed to *Effective Literacy Practice in Years 5 to 8*, Learning Media, 2006
- Contributed to *Effective Literacy Practice in Years 1 to 4*, Learning Media, 2003
- *Switch on to Spelling*, MJA Publishing, 2003, 2008; Heinemann Education, 2006
- *The Code Breaker’s Guide to English*, MJA Publishing, 2003, 2008; Heinemann Education, 2006
- *Spelling Under Scrutiny*, MJA Publishing, 2000, 2009



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## AWARDS AND HONOURS

Awarded **Brian Street Award**  
at the 74th LRA Conference  
in Atlanta for groundbreaking  
contributions to literacy  
education and research.  
2024

Awarded mayoral **Certificate  
of Recognition** for commitment  
to developing successful new  
solutions for education  
in Porirua City  
2015

Presenter at the **International  
Reading Association 57th  
Annual Convention**, Chicago  
2012

Finalist in the **Copyright  
Licensing NZ Educational  
Publishing Awards** for  
*Spelling Under Scrutiny*  
2010

Presented a workshop at the  
**ACEL/ASCD principals'**  
conference in Sydney, Australia  
2007

Presented various workshops to  
teachers in Hong Kong,  
China, Singapore, Malaysia,  
and Thailand  
2005–2009

Won **Best Emerging  
Business Award**, from  
Porirua Business Awards  
2005

Accepted into the **Business  
Incubator** run by Business  
Porirua and New Zealand  
Trade and Enterprise  
2003

- 2014–2019 Led the *Shine* Literacy Project which evaluated the impact of using a speech-to-sound-to-print approach to teach literacy in the first two years at school. The research was designed and evaluated by Prof. James Chapman, Massey University. Most *Shine* schools continued to work together until 2019, to take this successful approach to students in years 3-8.
- 2010–2012 Ran a pilot project with Titahi Bay School which showed that a change in the instructional approach to teaching literacy in the first three years at school can raise both reading and writing achievement. 30% more students were achieving at or above expectations for reading and writing at the end of this three-year project. The results of this project were published in the *Education Gazette* (Ministry of Education publication).
- 2009–2011 Worked with Dr. Alison Davis on a Ministry of Education professional development initiative with 10 schools in South Auckland.
- 2008 Awarded a marketing grant for developing an export business from New Zealand Trade and Enterprise.
- 2006 Invited by the Ministry of Education to be a contributing author to *Effective Literacy Practice in Years 5 to 8* (Learning Media), writing the chapter on teaching spelling.
- 2005 Invited by the Ministry of Education to become a member of the National Literacy Reference Group which met annually for several years, to discuss and advise on literacy instruction in New Zealand.
- 2003 Invited by the Ministry of Education to be a contributing author to *Effective Literacy Practice in Years 1 to 4* (Learning Media), writing the chapter on teaching spelling.
- 2001–2004 Coordinated a successful literacy enhancement project at two schools for students from Year 7 to 13 in a low socioeconomic community. At the end of this three-year project, 42.6% of Year 11 College students achieved NCEA Level 1 passes, compared with 13.6% achieving a pass before the initiative.
- 2000– Facilitator of professional development in schools and Education Centres throughout New Zealand and internationally, working with preschool, primary, secondary and adult literacy teachers/tutors.
- 2000 Founded own publishing company, MJA Publishing Ltd.  
Published first book for teaching spelling called *Spelling Under Scrutiny* (developed from the trial at Paremata School).



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www.JoyAllcock.com

*1999–2001* Managed a successful three-year trial of sound-field systems at Windley School (situated in a low socioeconomic community) funded by the Ministry of Education Innovations Initiative. As a result of this trial, other research was carried out around NZ and these sound-field systems are now used in thousands of classrooms, enhancing the learning environment and students' literacy success by improving acoustic conditions.

*1997* Undertook the first trial of a sound-field acoustic system in a NZ classroom. Carried out the first NZ research into the effects of using this system on childrens' behaviour and achievement.

*1994–1999* Worked at Paremata School part-time as a special-needs guidance therapist.

Undertook a research project examining the link between developmental readiness to learn and academic success in five and six-year-olds. This involved developmental screening of 5 year-olds at school entry. Resources were funded by the Wellington Institute of Educational Research. The work was carried out on a voluntary basis for Special Education Services, who oversaw the project.

Undertook assessments of approximately 150 children with learning difficulties from schools in the Porirua area, using the Miller Assessment for Preschoolers. Worked with teachers to develop programmes to meet the learning needs of these children.

Evaluated approximately 400 writing samples to identify spelling errors and areas for instruction. Developed an approach for teaching spelling consistently from school entry to year 8 for teachers at Paremata School.

*1992–1993* Part time family grief counsellor at the Mary Potter Hospice, Wellington.

*1980–1991* Stay-at-home mother with 4 children. Helped establish a preschool and daycare centre in a local rural community. Member of the Board of Trustees at own children's school for 4 years.

*1978–1980* Worked as occupational therapist with children who had chronic and terminal illnesses.

*1976–1978* Tutor at the NZ School of Occupational Therapy (Central Institute of Technology).

*1972–1975* Worked in child and adolescent psychiatry, as a community occupational therapist, in drug and alcohol rehabilitation, and in general hospitals in NZ and the UK.