


Professional Learning and Development Accreditation

Personal Profile

First name and Surname	 <p>Dianne Ogle</p>
Personal statement (optional)	<p>Nau te rourou naaku te rourou ka ora ai te iwi</p> <p>I have high expectations of all and believe strongly in the power of collaboration. I build respectful relationships with all ākonga and believe that by working together we can make a difference.</p>

Professional Learning and Development Overview

I have expertise in designing, delivering, monitoring and evaluating tailored professional development that builds the [evaluative and adaptive capacity](#) of teachers and school leaders. Tailored facilitation of professional development opportunities I provide includes focus on:

Capacity building

- Mathematics content knowledge and pedagogical content knowledge
- Evaluative capability – using data to make decisions about what works for student achievement, resource allocation
- Developing culturally responsive practice placing identify, language and culture at the centre of decision making

Curriculum and evaluation and development

- Data informed curriculum design
- Curriculum review
- Curriculum development

Leadership

- Coaching and mentoring middle leader building evaluative capability; Developing school leadership teams' capability to plan for and effect change
- Evidence-based/data-informed decision making using data, relevant research and current thinking
- Growth mindsets in leaders and teachers

Collaborative Inquiry

- Teaching as inquiry
- Data informed decision making, technical expertise using student management systems.
- Change management.

Professional Information

Qualifications/academic study/ areas of original research/current research interests

- **2016:** Master of Education (Professional Learning – pending) Dissertation Topic: Data-informed leadership in Primary Mathematics, University of Waikato
- **2009:** Postgraduate Diploma – Education, University of Auckland
- **1999:** Bachelor of Education, Massey University
- **1985:** Diploma of Teaching, Auckland College of Education

Professional learning and development experience

I have been a facilitator in Tai Tokerau since 2009 providing professional learning and development to a diverse range of schools in Mathematics. I have provided support to schools in effective mathematics teaching and learning, data analysis and innovative practices to raise student achievement. I have presented mathematics workshops aimed at developing teachers' content knowledge and pedagogical content knowledge. I have successfully mentored teachers in accelerating learning in mathematics. I have worked effectively with Mathematics Leadership Communities providing leadership support and guidance to mathematics lead teachers. I was the Lead Facilitator for an ICT contract (2002- 2004). I provided mentorship and guidance to middle leaders in the nine schools in the ICT cluster. I delivered workshops on effective pedagogy and the appropriate use of digital technologies. During this time I was teaching a digital classroom using networked computers and an electronic whiteboard. I hosted visits from other schools. I am able to provide support in innovative learning environments and future focused education.

Research interest

- Data-informed leadership, data analysis

Professional Memberships

- National Council of Teachers of Mathematics (NCTM) (USA) since 2012
- Association for Supervision and Curriculum Development, ASCD since 2006
- Association of Teachers of Mathematics (ATM)
- Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa (PLANZ)

Conference Presentations

- **2013:** New Zealand Association of Mathematics Teachers (NZAMT), *Power to the question*
- **2015:** *The basics of ratio*
- Team Solutions Lead Teacher Symposia, University of Auckland
- Te Toi Tupu Symposia for Mathematics Curriculum Leaders
- New Zealand Ministry of Education Programmes for Students training and impact days

Summary of examples of practice

Guided by current research on effective pedagogy in mathematics and an analysis of school data showing less than 70% of students achieving at or above expected levels, an action plan was co-constructed in order to raise the achievement of all students and in particular, those identified as priority students.

Through collaborative inquiry using the teaching as inquiry cycle and co-teaching, reasons for particular actions and what that meant for learning were discussed. My co-teaching was based on cognitive coaching and reflected the practice analysis conversations the schools used in literacy.

As a result of co-teaching sessions student achievement improved and teachers' mathematics content knowledge deepened. Identifying priority learners and target students meant that teachers developed both evaluative and adaptive capability during the inquiry process.

A thorough examination of the school documentation revealed areas of misalignment with the school curriculum and the NZC. A revised document and an assessment map were developed. A curriculum and achievement plan was written that provided guidance for teachers on when students needed extra support.

At the conclusion of the professional learning student achievement at the school had improved to 89% of students at or above National Standards. The leadership team was able, through analysis of school wide data, to turn data into information, which they used to plan targeted actions that would lead to improve outcomes for students who needed further support.

Referees

Referee Name	Craig McKERNAN
Contact Number	09 437 1039
Contact email address	principal@sfx.school.nz

Referee Name	Sally WILSON
Contact Number	09 435 1482
Contact email address	principal@kamoprimary.school.nz