



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Dianna Craker
Personal statement (optional)	<p>Dianna is a facilitator for Team Solutions at the University of Auckland, Faculty of Education and Social Work. She is based in the Wellington region and works with primary schools throughout the lower North Island.</p> <p>She previously held teaching and leadership positions in New Zealand and in London, where she was employed as a teaching and learning consultant and Reading Recovery tutor. In London she worked with clusters of inner-city schools, using innovative approaches to address literacy underachievement.</p> <p>Dianna works with teachers and leaders to develop high quality learning programmes that are responsive to the needs of diverse learners. Accelerating the progress of priority students and supporting schools to engage whānau in student learning are central to her work. She is committed to excellence and equitable outcomes in education.</p>

Professional Learning and Development Overview

<ul style="list-style-type: none"> • Junior Literacy • Building leader and teacher capabilities • Teacher observation and practice analysis conversations • Developing inquiry mindsets • Assessment for learning • Using data to inform and guide learners and teachers • Accelerating progress of priority students • Culturally responsive pedagogy • National Standards-making interim and final overall teacher judgments

Professional Information

<p><u>Qualifications:</u> 2009: MA in Literacy Learning and Literacy Difficulties, University of London 2006: Reading Recovery Teacher Leader, Institute of Education, University of London 1994: Advanced Diploma of Teaching, Wellington College of Education 1989: Higher Diploma of Teaching, Wellington College of Education 1975: Diploma of Teaching, Wellington College of Education</p> <p><u>Research Interests:</u></p> <ul style="list-style-type: none"> • Dianna's MA research focused on changes in the oral language of English Additional Language Speakers during the course of their Reading Recovery lesson series. • She also participated in research into Professional Learning and Development facilitation for linguistically and culturally responsive teaching and learning.
<p>While employed as teaching and learning consultant in London, Dianna developed materials for the National Literacy Strategy to support the implementation of guided reading and early literacy programmes.</p>

Summary of examples of practice

Dianna is skilled in the facilitation of professional learning that is responsive to school needs. She works closely with teachers and leaders to build professional relationships based on mutual trust and respect. Dianna uses an inquiry and knowledge building process to help schools achieve their desired outcomes.

Dianna uses her knowledge of the New Zealand Curriculum and culturally responsive practice to help schools evaluate the learning experiences they provide for Māori and Pasifika students. She uses professional readings and student/whānau voice to create shared understanding of the relationship between culturally responsive practice and educational success.

She works alongside school leaders to review and strengthen assessment processes, practices and systems. This includes analysing data to identify trends and patterns, target students and planning programmes to raise achievement. Dianna guides schools through the process of anniversary reporting and making robust overall teacher judgements.

Dianna coaches leaders to develop practice analysis conversation cycles (PAC) during which videoed lessons are analysed by teachers. The PAC process enables teachers to reflect on their ability to identify appropriate learning foci, communicate these clearly and provide feedback to affirm and promote new learning. Assessment for learning rubrics are used by teachers to set explicit goals for themselves and monitor their progress towards those goals.

Dianna uses her extensive knowledge of language and literacy acquisition to support teachers who are challenged by the diverse needs of their students. She builds knowledge and understanding of the relationship between oral language, reading and writing and enables teachers to synthesise the theory and practice of assessment for learning with effective pedagogy.

Referees

The following two referees can attest to the information supplied. These referees represent principals or tumaki that were involved in the summary example of practice provided in this document.

Reference One

Referee Name	Tom SHEEHAN
Contact Number	06 327 7945
Contact email address	<i>tom@stmatthewsmarton.school.nz</i>

Reference Two

Referee Name	Vanessa HENDRY
Contact Number	04 237 7460
Contact email address	<i><u>principal@porirua.school.nz</u></i>