



Professional Learning and Development Accreditation

Personal Profile

<p>First name and Surname</p>	<p>Leane Carlson</p>
 	<p>I have been involved in education for over 34 years. I have worked in New Zealand and internationally as a teacher, Deputy Principal, Principal and Regional Coordinator. My particular passion is student engagement in learning, building connection and support for students who are challenging, and creating effective school leadership. I have engaging facilitation skills that support students and adult learners to experience authentic and relevant learning experiences in a wide range of contexts.</p> <p>After returning from an overseas principal position, I have moved into the Restorative Practice field, which gives me the opportunity to lead and support principals and staff in increasing relational strategies to 'keep the small things small' to increase student engagement in learning, which in turn raises achievement.</p>

Professional Learning and Development Overview

<p>I offer the following skills and expertise:</p> <p>Facilitation skills</p> <ul style="list-style-type: none"> • Establishing sound relationships with participating schools • Communicating regularly with schools • Supporting schools/leaders to work collaboratively to set and work to achieve shared goals • Building and maintaining relationships based on shared professional goals • Coaching and mentoring of colleagues and clients • Ensuring a collegial but rigorous approach to the work • Ensuring the design and delivery of the programme is focused on developing and establishing and culturally responsive practices • Building capability and capacity so schools can sustainably continue moving forward <p>Monitoring, and Evaluation</p> <ul style="list-style-type: none"> • Identifying school progress and needs through data analysis • Planning a programme working with the appointed school Restorative Practice team to meet their needs • Providing necessary data and information to complete reporting requirements, and monitor progress • Quality verbal and written recording of progress • Provide regular feedback to schools on their Restorative journey.
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Professional Information

<p>Qualifications</p>		
<p>2009</p>	<p>Masters of Educational Leadership</p>	<p>Auckland University of Technology</p>
<p>2002</p>	<p>Bachelor of Teaching and Learning</p>	<p>Christchurch College of Education</p>
<p>2001</p>	<p>Post Graduate Diploma of Education Management</p>	<p>Auckland College of Education</p>
<p>2001</p>	<p>Higher Diploma of Teaching</p>	<p>Auckland College of Education</p>
<p>1979-1981</p>	<p>Diploma of Teaching</p>	<p>Hamilton Teachers College</p>
<p>Experience in the delivery of professional learning and development:</p>		

Linkedin <https://nz.linkedin.com/in/leane-carlson-229329a>

Facilitation

- Facilitated PLD as Principal for numerous initiatives in the Abu Dhabi Educational Reform Project such as:
 - Raising Achievement,
 - Leading Learning with 21st Century Skills,
 - Professional Learning Communities,
 - Leading Change for School improvement
 - Data-driven Decision Making
 - Assessment for Learning
 - Multiple intelligences and Learning Styles
 - Strategies to Promote Student Engagement
- Led PLD in Kuwait for initiatives such as:
 - Inquiry Based Learning
 - Student-centered Learning
 - Differentiation through Process, Product, Content, Environment, Readiness
- Worked with Boards of Trustees to write, monitor and complete Strategic Plans
- Cluster leader for 'Rock on' Police Pilot attendance/truancy programme, facilitating learning with other schools and the Police
- Facilitated PLD across all sectors of education including Pre-school, Primary, Intermediate and Secondary
- Worked with schools in both rural and urban areas, multicultural, low, medium and high decile
- Conducted full formal appraisal process over many years, and facilitated training for Middle Managers in appraisal
- Departmental leader, leading curriculum learning at different schools for Health and Physical Education, Science, English, Inquiry, Mathematics, Technology, Social Sciences and Inquiry

Summary of examples of practice

When working as a facilitator I use appreciative facilitation skills to support participants to develop shared goals and agreed outcomes. Some key questions posed include:

- What are our expectations of each other in this work, how will we work together and hold each other to account?
- What do we all understand about managing these changes?
- How robust and reliable is our data and can we use it to draw sound conclusions?
- Is what we are proposing to do going to support our agreed goals?

I work with others using a range of skills such as:

- the use of graphic organizers to enable clarity and organization of information;
- ensuring that discussions are active, respectful and culturally responsive;
- supporting schools to tell their story so everyone understands context;
- holding space for discussion to take place so that all voices are heard and valued;
- ensuring the expertise within the group is identified and acknowledged; and
- celebrating success along the way.

Referees

Referee Name	Kathryn Hodson
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Referee Name	Sheridan Gray
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