

Summary of Practice

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Leigh HYNES
 	My roles as assistant, deputy and acting principal of a secondary school over a period of 12 years, have taught me to understand the multifaceted challenges facing leaders and teachers in a time of change. It is a priority to prepare our teachers and learners to be digitally fluent. I moved into facilitation to help build better outcomes for learners across New Zealand by empowering leaders, teachers, and learners to succeed in their learning, particularly in using digital technologies, alongside empowering them to become confident, connected, actively involved lifelong learners. My webinars, blogs and YouTube tutorials are followed and acknowledged both nationally and internationally, and I enjoy a strong educational social media presence and reputation as a lifelong learner.

Professional Learning and Development Overview

Using digital technologies to transform learning: Moving beyond substitution to redefining learning practices

Change management: through self-review, action and evaluation practices, school communities are supported to design their vision statement, strategic and action plans for the integration of digital technologies for learning.

Pedagogical development: teachers build their capability in 21st century pedagogy through exposure to new, exciting ways of learning using digital technologies.

Coaching and Mentoring: enabling leaders and teachers to build on their practice through goal setting and the inquiry process.

Future focused teaching and learning: Exploring themes to widen good practice

Teaching as Inquiry: Embedding professional inquiry into practice

E-portfolio Development: Reporting against the professional teaching criteria to provide evidence for registration.

Accelerated learning for all learners: Applying the principles of UDL to curriculum development to give all individuals opportunity to learn.

Digital Citizenship: Building the skills and attitudes to be able to operate safely in an online environment

Professional Information

Qualifications: Bachelor of Science (Otago), Post Graduate Diploma of Science with Credit (Otago), Graduate Diploma of Information Technology for Educators *with Distinction* (Wintec), Master of Education in e-learning papers: From Policy to Practice, (2015) and currently, Using The Internet for Learning (2016) (University of Waikato).

Networks: I have a strong social network education presence using Twitter @leighhynes, LinkedIn Leigh Hynes, Facebook and my blog "Hynessight". Active member of the Virtual Learning Network, POND, Flipped Learning, Virtual Professional Learning and Development, and Ethos educational communities.

Leadership:

2016 Leader of the Central North Learning with Digital Technologies Team.

2014-15 Deputy leader of the Central North Learning with Digital Technologies Team

Leadership work in the facilitator role has involved responsibilities for coordinating and managing the team as well as continuing facilitation work, liaising with school leaders and teachers, and Ministry of Education personnel.

Experience in the delivery of professional learning and development:

From 2013 – 2016, I have worked for the University of Waikato as a digital technologies facilitator, helping to build capability for using digital technologies in the classroom, across a wide range of school communities from "sole charge country" to large urban secondary schools and clusters. Some of my ways of working are:

- leading whole staff PLD meetings, workshops, co-construction and discussion opportunities for future focused teaching and learning
- working in variety of contexts (eg one to one or groups of teachers) on building capability using a wide range of digital tools for accelerated learning, using teaching as inquiry as the framework
- open to learning conversations with leaders to identify barriers and enablers for professional growth across the school
- strategic planning - building vision, goals and action plans for e-learning

- building and embedding cultural competency practice using *Tātaiako*, supported by digital technologies
- exploring future-focused teaching and learning practices
- supporting collaborative practices with digital technology tools.

Summary of examples of practice

Special Interest Areas

- flipping the learning through the use of video
- using e-portfolios in education for showcasing, learning and accountability
- using a variety of collaborative tools eg Google Apps

Presentations And Workshops

- ULearn conferences in 2013, 2014, 2016,
- Google Apps for Education conferences in 2014, 2015, 2016.

Regional Workshops And Expos

- Gisborne TeachExpo, 2015
- Napier Maths Symposia 2014
- IPL workshops Gisborne, Hamilton
- Leading Google Apps workshops in Taupo and schools
- University of Waikato WCElfest workshop 2015
- Beginning teachers' workshops (PCTs) 2014, 2015, 2016
- Educamp - Hawkes Bay, Hamilton, Tauranga 2013 -2016
- Eportfolios for PTCs EastBay REAP 2016

Certifications

Certified Google Apps for Education Trainer (qualified 2014) and a wide variety of digital platforms including Apple IO's (ipads and phones), Moodle, Microsoft and Google.

Strengths

Collaborative inquiry and practices involving digital technologies, flipping, e-portfolios, leadership development

Webinars

I have led two nation-wide, online webinars for teachers in the last four years, one on Flipped Learning for the VPLD and the other on e-portfolios for enabling E-Learning.

Tutorials

Youtube channel including "Creating an e-portfolio Against the Practising Teacher Criteria" is widely viewed by teachers.

Other Committees

Member of University of Waikato ICT Advisory Committee to the Dean of Faculty of Education.

Example 1: Managing Complex Change – Building Capability for Using Digital Technologies for Learning

Context This first example of my work was in an urban, single sex, mid-sized secondary school, high percentage of Māori learners, with the usual mix of trailblazers and resistant staff adding to the complexity of ongoing leadership challenges.

Focus "How can learning with digital technologies support the achievement, engagement, well - being and understanding of our Māori students?" which suited the context of the school with 58% of the students being Māori, and the prior learning from Te Kotahitanga PLD.

My Acts of Facilitation

1. building relationships with leadership and staff
2. enabling non-judgmental self-review, using the e-learning planning framework, and ongoing reflections
3. co-constructing an action plan
4. modelling cultural competencies (*Tātaiako*) in all aspects of the professional development
5. collaborative practices with committee
6. sharing examples widely of "what works" in learning with digital technologies
7. modelling and supporting teaching as inquiry as a process of professional development
8. sharing a vision of future focused learning
9. building professional development models
10. embedding sustainable practices eg through networking
11. facilitating "story hui" - a process for reporting on outcomes of inquiry.

Outcomes

1. co-construction of the e-learning strategic plan
2. leadership growth through inquiry
3. growth of staff wide capability in using digital technologies in learning
4. cross-curricular professional development, de-siloing the faculty culture
5. highly successful digital technology days, showcasing their inquiries into using digital technologies
6. celebration of achievement and growth in professional practice
7. in addition this reported by teachers in "story hui "

For Learners

Improved engagement, evidenced by improved attendance, enthusiasm, completion of work, adherence to deadlines, on task behaviour, sustained attention to work, less wasted time, voluntary work, requests for feedback, more work being done, 24/7 access to learning

- **More multi-level teaching and learning**, individualized and personalized learning
- **Very cultural elements** evident in blogs, improving wellbeing of students
- **Higher quality achievement** (more excellences)
- **More collaboration between students**, ease of access, feedback and crafting essays

For Teachers

- **Ease of management** smoother, timelier feedback of assessment
- **Ease of monitoring progress** Ability to see trends across the class learning and therefore modify, and adapt
- **Ease of personalising or individualising** learning by modifying context
- **Collaboration** between colleagues and cross curriculum
- **More work beyond the classroom**

Post Script: The 2016 1 year ERO review stated *“An extensive curriculum successfully supports success for high numbers of students. A relentless, strategic focus has raised Māori student achievement over time. The new senior leadership team is managing change and raising professional capability through collaboration. The school is well placed to continue to raise achievement and sustain school improvement.”*

Example 2. Building Cultural Competency

Context: In a small town, Catholic, primary school of 200 students, with 28% Māori

Focus: One of the school goals was to improve achievement in Māori boys’ writing. I worked to build cultural competency of the teachers, using the *MASAM (Māori Achieving Success As Māori)* framework.

My Acts of Facilitation

1. focusing on the bicultural heritage of our nation, and how European systems had been imposed onto Māori who are the tangata whenua of New Zealand
2. modelling the use of whakataukī, - *He iti matakahi ka hinga te tōtara* – a small wedge fells the mighty totara, set the scene
3. initiating discussion by comparing the visible evidence of the Catholic context of their school to what evidence their Māori learners would see in their classrooms and behaviours
4. empowering the staff to co-construct a rubric using the cultural competency framework.

Outcomes:

1. staff members discussed and collaboratively filled in descriptors on the framework on what deficit thinking around each of the competencies would look like in their school, building a rubric which moved right through to evidence of highly responsive cultural competencies
2. from there, they were able to self-assess and make a commitment to moving toward highly responsive on the rubric
3. the principal made this an ongoing work in further staff meetings
4. the rubric was completed by and shared with board and parents for further development and use in developing cultural located-ness of the staff and school
5. the principal reported that this was invaluable professional development.

Referees

Referee Name	Jan Kumar (managing complex change)
Contact Number	0274630004 or (06)8686092
Contact email address	jan.kumar@gghs.school.nz

Referee Name	Jenny McKenzie (building cultural competency)
Contact Number	07-885 1006 or
Contact email address	principal@stmarysput.school.nz