



Professional Learning and Development Accreditation

Personal Profile

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| First name and Surname |  Bradley THOMAS |
| Personal statement | <p>E koekoe te tūi E ketekete te kākā E kūkū te kereru</p> <p><i>The tui chatters the parrot gabbles, the wood pigeon coos</i></p> <p>By appreciating all our voices, our different songs, we make good music for the future</p> |

Professional Learning and Development Overview

I am an experienced facilitator with specialisation in:

- learning with digital technology
- Google Apps for Education deployment and curriculum integration
- primary and secondary literacy.

Professional Information

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

- **2016:** Google Certified Teacher (Level 1)
- **2000:** Postgraduate Diploma of Teaching, Massey University
- **1999:** Master of Arts, University of Auckland
- **1994:** Bachelor of Arts, University of Auckland

Publications:

Created and edited learning with digital technology content for several TKI (Ministry of Education) multimedia sites; for example:

- [Future-focused Learning Examples](#)
- enabling e-Learning; e.g. [Literacy](#), [Multi modal literacy](#), [Involving the community](#), [Teaching as inquiry](#), [Integrating digital technologies into the curriculum](#) and [Using Google Apps for future-focused schools](#).

Conference presentations

- **2015:** uLearn
- **2015:** Google Apps for Education Summit

Professional membership

- Professional Learning Association New Zealand Te Māngai Whakangungu Kaiako o Aotearoa (PLANZ)

Summary of examples of practice

From 2012 to 2016, I have facilitated professional development around integrating pedagogy and technology to build digital fluency that accelerates educational change and student outcomes. From 2012 to 2013, this was known as blended e-learning, and from 2014 to 2016 this has been renamed learning with digital technologies.

My experience is in working in-depth with a wide range of urban and rural primary and secondary schools as well as communities of schools across the wider Auckland and Northland areas. In my practice, I use the spiral of

inquiry to structure professional development and to guide the change management needed to facilitate real change in systems and practices.

I strive to build relational trust with schools in order to develop highly effective professional development that is open, robust and reflective. I do this through developing professional learning communities that focus on the individual needs of the teachers and the students involved. My facilitation provides practical support, using leadership and teacher inquiry, data analysis, teacher and student voice, and co-constructed practice analysis. Teachers engage in the learning, engage with data, and reflect on the impact of their inquiries, so they are informed how they might change their practice in order to enhance student outcomes.

I am particularly passionate about working with teachers and school leaders to integrate digital technology into literacy learning and the opportunities that digital fluency offers teachers to develop culturally responsive practices that engage and enhance outcomes for Māori and Pasifika students.

Referees

Referee One

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| Referee Name | Mike O'REILLY |
| Contact Number | 021 620115 |
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Referee Two

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| Referee Name | Kristen WALSHAM |
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