



Professional Learning and Development Accreditation

Personal Profile

First name and Surname	 Lynne Thomas
Personal statement (optional)	I lead professional learning and apply evidence-based facilitation, lead school-wide review for strategic planning, and support teachers and leaders to inquire into their practice, targeting priority learners.

Professional Learning and Development Overview

I am an experienced facilitator in the primary and intermediate sectors. My area of expertise is collaborative learning and teaching with digital technologies. I work in a responsive way with leadership and teachers to identify issues and then design and provide professional development opportunities to build capacity and capability to improve student achievement. I am a competent communicator and pride myself on my ability to build strong relationships with all stakeholders, manage expectations and work collaboratively. I consider myself a flexible and resilient person who is open to new ideas and changing circumstances, with a 'can do' attitude.

Professional Information

<p>Qualifications</p> <ul style="list-style-type: none"> • 2013: Professional learning and development paper (PROF540-13C (BLK)), University of Waikato. • 2007: Bachelor of Education, University of Auckland • 1998: Diploma of Education Technology (ICT), University of Technology, Auckland • 1990: Diploma of Teaching (Primary), Auckland College of Education, Auckland
<p>Professional learning and development</p> <p>I have worked in the education sector for 25 years. I have experience as a classroom teacher in primary schools, having held a senior management position. I have worked extensively in ICT advisory and facilitation roles with leadership and teachers to implement change. My strengths are in thinking strategically about the effective use of digital technologies integrated into the classroom/literacy programme to engage and accelerate learning. I am skilled in building productive relationships to lead school-wide review and sustainable change, and am responsive which means I make professional learning relevant to the school setting and the way they do things.</p> <p>In the area of project management, I led a 3-year government initiative in ICT professional development with a cluster of schools to improve the confidence and capability of ICT use. I was the ICT Professional Development (ICTPD) cluster facilitator. This involved working collaboratively with the project director, cluster principals and lead teachers to deliver a professional development programme. Action plans were developed and implemented that focused on the identified needs of each school. The PLD included putting coaching and mentoring skills in place to increase the capability of teachers to effectively use a range of relevant ICT resources and tools.</p>
<p>Conference presentations</p> <ul style="list-style-type: none"> • 2016: LEOTC Symposium, LEOTC and digital technologies – Explore how to integrate digital technologies for a better learning experience before, during and after school visits. • ULearn15 education conference: '5 + a Day the eLe@rning way' (investigating the use of Daily 5 to create self-directed learners in a junior setting, to include digital technologies), Auckland

- Cognition keynote address at the Pakuranga LCN cluster: 'How might we change our pedagogy for our learners, in order to be creative, collaborative & future focused?'
- Digital Horizons conference: 'Using Google Forms in your classroom', Whangarei
- **2015:** Connected Educator Month: Introductory hands-on workshop on using Google Classroom
- ULearn14 education conference: 'Teaching as inquiry: Implement an e-learning intervention that will support a shift in teacher practice and improve student learning outcomes' Hamilton
- **2009:** Exploring ICT in Education: 'Digital Story Telling', Qatar

Professional memberships

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

Summary of examples of practice

In the example of practice described in my portfolio, I:

- created a shared understanding and clear purpose for future-focused learning, including digital technologies
- determined the need for change and the elements of effective learning and teaching to support this vision for future-focused learning
- set up sustainable systems to improve learning with digital technologies and collaboration across the school
- grew leadership capability to lead and sustain change.
- built professional relationships within the school, by having an e-team who were able to share knowledge, and work as leaders within their rōpū to mentor teachers and support teacher inquiries
- embedded the teaching as inquiry model to shift teacher practice and raise the achievement of target students
- used the teaching as inquiry and professional learning group (PLG) models to get teachers talking collaboratively about student learning
- facilitated the implementation of an eLearning action plan with common goals
- built capability through collaboration
- created a community of learners
- used blogging as a way to connect with the school community.

"Once again I would like to thank you for your fantastic assistance over the past 2 years. We have made some big changes for the better and the benefits from the teaching as inquiry and PLG model have made us rethink the way we approach performance management." (Principal)

"An approachable facilitator who catered for our specific needs and the level we are at." (Principal)

"We got clarity with our vision, she gave us a purpose." (Principal)

Referees

Referee One

Referee Name	Jonathan RAMSEY
Contact Number	09 376 1091
Contact email address	jonathan@richmondroad.school.nz

Referee Two

Referee Name	Chris HERLIHY
Contact Number	09 528 6325
Contact email address	chrish@glentaylor.school.nz