

Summary of Practice

Professional Learning and Development Accreditation

Personal Profile

First name and surname	 <p>James Hopkins</p> 
Personal statement	<p>As a highly reflective and creative professional James has a desire for quality teaching and leadership. He strives to facilitate purposeful opportunities, promoting student agency. James believes students and teachers should be exposed to meaningful experiences with real and visible outcomes. As a thought leader, James has a deep understanding of creating sustainability within change. He builds relationships on positivity, presence and listening striving to foster a creative work environment in which colleagues and learners are unafraid to take risks. Mentorship and critical reflection are skills James values highly. He believes that first place we must seek understanding is within ourselves.</p>

Professional Learning and Development Overview

James works with leaders and teachers in schools to support them to create an understanding of how to underpin and strengthen good pedagogy using 1:1 technologies. He does this through a combination of facilitation, consultation and modeling that is responsive and flexible to the environment.

James also works with clusters of schools to facilitate shared understandings of cluster vision with school leaders through participation in professional learning groups, leaders' groups, facilitated conversations and workshops. He uses an inclusive approach that enables equal voice across school leaders and facilitates open conversations between leaders while challenging them to consider the ways in which their actions are aligned to the cluster vision. James helps leaders to sustain transformation by ensuring coherence of knowledge and understandings between leaders, middle leaders and teachers. He uses a clear framework to help others to understand what is going well, what is not going well and what they need help with.

Other aspects of James' expertise includes work directly with students and trusts to support coherent vision enactment and to share the impact of the work of cluster leaders, teachers and students. This involves translating chalk face practice and data into usable and understandable information that can be used to engage the community and support ongoing operation.

Professional Information

Qualifications and current research interests:

BA Primary Education (Hons)
Current Google Certified Educator

Areas of specialist professional learning and development expertise

- teaching across age groups and planning for a variety of learners
- strategic planning and direction
- visioning and cluster coherence
- change through distributed leadership
- visible teaching and learning through the use of student and professional blogs and interactive learning portals with collaborative planning strategies for visible teaching



- strategies to promote inquiry based teaching and learning and highly reflective practice
- managing visibility through workflow tools such as Hapara Teacher Dashboard
- assessment data analysis and curriculum planning
- managing Google domains
- building websites and education-based apps.

Experience in the delivery of professional learning and development

Facilitation and consultancy for CORE Education

Other experience

Senior teacher, senior leadership and e-learning coordination

Borough funded ICT specialist teacher (UK)

Presentations

- GAFE Summit 2016: Google Drawing: The tool for nearly every task
- Changing Spaces (Auckland): Using multiple intelligences and the seven principles to design your ILE
- ULearn 2015: Developing student voice with reluctant writers
- BYOD 2015: Using social media to build your professional learning network
- BYOD 2015: Jumping into N4L’s Pond

Publications

Innovate My School: <http://www.innovatemyschool.com/ideas/using-blogs-to-make-learning-visible>

Innovate My School: <http://www.innovatemyschool.com/ideas/to-the-moon-and-back-with-google-expeditions>

Core Education blog- <http://blog.core-ed.org/blog/author/james-hopkins>

Ako Hiko professional learning blog: <http://akohiko.blogspot.co.nz/2016/06/my-chromebook-and-plug.html/>

Summary of examples of practice

James works with leaders and teachers in schools to support them to create an understanding of how to underpin and strengthen good pedagogy using 1:1 technologies. He does this using a combination of facilitation, consultation and modeling that is responsive and flexible to the environment.

James also works with clusters of schools to facilitate shared understandings of cluster vision with new and existing school leaders through participation in professional learning groups, leaders groups, facilitated conversations and workshops. He uses an inclusive approach that enables equal voice across school leaders and facilitates open conversations between leaders while also challenging them to consider the ways in which their actions are aligned to the cluster vision. James helps cluster leaders to sustain transformation and evolution of practice by ensuring coherence of knowledge and understandings between leaders, middle leaders and teachers across a cluster. He uses a clear framework to help others to understand what is going well, what is not going well and where help is needed.

Other aspects of James’ expertise and experience include work directly with students and trusts to support coherent vision inaction and to share the impact of the work of cluster leaders, teachers and students. This involves translating chalk face practice and data into usable and understandable information that can be used to engage the community and support ongoing operation.

Referees

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