



Professional Learning and Development Accreditation

The following summary of practice provides a personal profile and a summary of your expertise.

Personal Profile

First name and Surname	Saunil Hagler
Your iwi (optional)	N/A
Personal statement (optional)	<p>In my current role, I support educational organisations to implement effective and efficient eLearning systems using Google Apps for Education and associated digital technologies. I worked for a considerable amount of time as a teacher across a wide range of curriculum levels and subject areas, ranging from all curriculum areas at primary through to specialising in the sciences at secondary up to university entrance. After a role as a school's eLearning coordinator -- during which I also pursued postgraduate qualifications into eLearning -- I entered the private sector as an eLearning specialist, supporting schools to use technology effectively as part of new pedagogical frameworks. I am also a Google Certified Trainer.</p> <p>Most of my work with schools involves me working with communities of learning nationwide to raise awareness about, and support schools to implement, the Google Apps for Education solution. Specifically, I help them to develop effective and efficient eLearning systems by deploying and managing the Google Apps for Education.</p> <p>I also work closely with several large well-known NZ education trusts, assisting them to negotiating effective device solutions to help make new and emerging technologies accessible for all their students, no matter their challenges. This is a very rewarding part of my work.</p> <p>Throughout the year, I present at numerous large education conferences, including Interface and ULearn.</p>

Professional Learning and Development Overview

Developing effective eLearning systems and processes, along with digital fluency, using Google Apps for Education and other new and emerging web 2.0 tools, as part of new pedagogical frameworks.

Specifically, presentations and workshops focused on:

1. Introduction to effective eLearning using Google Apps for Education and other web 2.0 tools
2. Google Apps 101 – Covering Gmail, Google Calendar, Google Drive, and Chrome apps and extensions.
3. Developing Online Learning Communities Using Google Sites and other web 2.0 tools
4. Using Google Classroom and Other Web 2.0 Tools to Manage Effective Workflow
5. Using Blogger, Google Sites and Other Web 2.0 Tools to Portfolio Learning (and Teaching!)

Professional Information

1. Google Certified Trainer
 - a. Gained in 2015
 - b. Renewed into 2016
2. Postgraduate Diploma of Education, endorsed in eLearning
 - a. **Graduated with distinction** from Massey University in April 2015
3. Graduate Diploma in Teaching (Secondary)
 - a. Graduated in 2003, followed by 10 years of classroom teaching across both primary and secondary curriculums, as well as 2 years as eLearning Coordinator at a school.

Please state your experience in the delivery of professional learning and development in relation to your professional learning and development expertise

1. eLearning Coordinator at Albany Junior High School

- a. Delivered PLD workshops for teachers on the use of Google Apps for Education and associated digital technologies to develop effective eLearning systems and processes.
- b. Developed eLearning systems and processes using new and emerging technologies for student and teachers to employ in an integrated fashion as part of the teaching and learning process.
- c. Established and implemented new pedagogical approaches to shift practice through evidence-based approaches to implementing change, such as the TPACK Framework (reflection against the Technological, Pedagogical and Content Knowledge Framework).
- d. Established and implemented strategies for increasing student access to new and emerging technologies, such as a school-wide BYOD programme in combination with

effective school investment in technology upgrades, and analysis and implementation of new web 2.0 tools to give students access to these tools when they are required.

2. Digital Learning Specialist at Cyclone

My work as a Digital Learning Specialist draws on my experience as a classroom teacher, eLearning Coordinator, and my postgraduate studies into eLearning.

In this role, I support numerous schools through meetings, presentations and workshops on the following:

- a. Using new and emerging technologies, especially cloud-based web 2.0 technologies, to develop effective eLearning systems and processes.
- b. Developing teacher and student digital fluency to enable the effective use of new and emerging technologies effectively in context.
- c. Developing device solutions that work – effective BYOD solutions and technology investment programmes for schools

3. Google Education Business Development Manager

In my other role at Cyclone, I am funded by Google to support schools to implement the Google Education solution effectively. This includes but is not limited to:

- a. Supporting schools to understand Chromebooks as device solutions
- b. Setting up Google Apps for Education for their school – technical support focused on establishing effective eLearning experience for learners and teachers.
- c. Developing effective eLearning systems (complements my role as a Digital Learning Specialist).

This is a nationwide role, so much of my support is done online through Google Hangouts and other web 2.0 tools.

- Conference presentations

I present regularly at InterfaceXpo and ULearn. This year (2016) I presented at Interface on how schools can fine tune their use of Google Apps for Education. At the 2016 ULearn, I will be presenting on that again, as well as running a workshop on developing digital learning communities using Google Sites.

Summary of examples of practice

Saunil has worked with schools across all levels of the curriculum, from primary through secondary, to design and implement effective, integrated eLearning systems and processes that allow learners and teachers to embrace new and emerging digital technologies in the learning environment. His area of expertise is Google Apps for Education and related technologies, and using these to establish digital content and learning management systems that give students anywhere, anytime access to learning opportunities, along with tools that allow learners to create new knowledge in exciting ways, while connecting meaningfully to their wider community.

Specifically, Saunil has supported schools to:

1. Establish catalogues of exciting new applications which make available to learners, teachers and whanau new and exciting ways to engage with the learning process. Learners can create meaning like never before and share this to their community in ways that lead to increased social engagement and ultimately positive social change. Both teachers and learners can increasingly use more accessible media such as video to engage in meaningful dialogue around learning and give and receive feedback that has more impact on the learning process.
2. Develop eLearning systems and processes that allow for modernised learning environments, such as digital learning sites that coordinate content otherwise not be easily accessed by learners, while also allowing learners to feed back their learning to their wider community of practice. And classroom workflow tools that help students – and teachers as well -- stay organised and in control of the learning process.
3. Develop digital fluency within learners, teachers and whanau that empower them to use technology meaningfully in ever increasing independence. Stakeholders in the learning process are supported to develop skills and knowledge specific to particular digital tools essential for modern learning, as well as generic skills and knowledge that are transferable to new digital tools, many of which are yet to be invented. This empowers those stakeholders to be more in control of technology, more in control of their part in the learning process, and ultimately more in control of their future.

Saunil's approach is always aligned to evidence-based frameworks, such as the MoE's e-Learning Planning Framework, and the TPACK (Technological, Pedagogical, and Content Knowledge) Framework, which allows those involved in the PLD process to ensure a holistic development of their use of technology in the teaching and learning process.

Referees

The following two referees can attest to the information supplied. These referees represent principals or tumuaki that were involved in the summary example of practice provided in this document.

Reference One

Referee Name	Jocelyn UASIKE Principal of St Joseph's School (Pukekohe)
Contact Number	09 238 7745
Contact email address	jocelynu@stjosephs.co.nz

Reference Two

Referee Name	Hamish WADSWORTH Head of eLearning at Te Puna School
Contact Number	075525715
Contact email address	hamishw@tepuna.school.nz