Professional Learning and Development Accreditation

The following summary of practice provides a personal profile and a summary of your expertise. This information will help schools, kura and Kāhui Ako choose a facilitator who best meets their needs.

Your Personal Profile

First name and Surname	Tracey Pacheco
Your iwi (optional)	
Personal statement	Engage, enhance and deepen learning is my non negotiable mantra. If the Digital learning does not do these things, it is not worth doing. I have a Primary School background, being a classroom teacher for many years. I then moved into ESOL teaching before settling into my consultancy practice of Blend - Blended e-learning and inquiry. All my experience has grounded me in what is most important within a classroom - that deep learning is happening. I use digital technologies to engage students initially and then as a tool to activate prior knowledge and then to make and create meaning by allowing them to engage in independent critical thinking. My greatest reward now, is seeing teachers light up when they realise that digital technology is not another thing to do or a keep busy tool, it is about really using it as a teaching tool to get down and deep into learning.

Your Professional Learning and Development Practice

I work with primary schools on projects that predominately involve e-learning facilitation - our focus is to engage, enhance and deepen learning using digital technologies. This specialist area is broad scoped including but not limited to e-learning reviews, development of strategic e-learning plans, facilitation of small group and staff workshops and targeted PLD based on action plans, in-class support and model teaching to support PLD, curriculum integration and reflection. Digital tools I have worked with are across all modalities, G-suite, Chrome Apps, Web tools, iPad Apps, Blogs, LMS, Digital portfolios etc.

Coupled with this, most projects will also involve curriculum design for effective delivery of deeper higher order learning experiences. Development of a guided inquiry model is key to integrating the e-learning competencies effectively. They both fuel each other, using digital tools to deepen the learning and achieve e-learning competencies. I have developed inquiry models with senior staff, that fit the school 's vision and goals. I then move on to facilitating the model within the school to affect educational change through changing pedagogical practice with teachers to understand what deep inquiry can look like. I am constantly working with teams to plan using the model each term, modelling quality teaching practices to follow through the inquiry process and gathering data to reflect and feedback on it's effectiveness each term.

I also look at Community Engagement Strategic Planning. I have helped schools develop an engagement strategy to connect with major community stakeholders such as BOTs, parents, family and the wider community. This often involves social media, websites, online newsletter platforms, surveys, ePortfolio platforms and apps. In the last 6 years I have created 8 school websites,

New Zealand Government

Professional Information

Please provide qualifications/academic study/areas of original research/current research interests (as applicable) relevant to the area(s) of professional learning and development expertise you have.

BCom in Marketing and International Business

Post Graduate Diploma in Teaching

Post Graduate Diploma in Teaching English as a Second language (Some papers)

Current research interests - change management, Learning with digital technologies, modern learning environments, leadership, self-directed learning, inquiry as teaching, guided inquiry.

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

6 years as founder of Blend - Blended e-learning and inquiry consultancy.

Worked with 8 primary schools delivering some or all components of my PLD scope. Developed long standing relationships with many of the schools and entering 3rd years with some schools.

Please refer to my PLD practice, or examples of practice for more detailed information of the components of my practice. Multiple workshops, staff meetings, planning facilitations, in-class modelling and support as well as back end development of infrastructure to support digital technologies in schools.

Please visit my professional website at http://pachecotracey.wixsite.com/blend

Please outline any of the following that are applicable (note this list is not exhaustive):

- Guided inquiry models, Strategic e-learning plans, website creations as parent, student community portals.

- Innovative Learning Environments and Teacher Change Project (ILETC), Learning Environments Applied Research Network (LEaRN

Examples of Practice (Summary)

E-learning Review and Developing Strategic e-learning plans

I have conducted a number of e-learning reviews with primary schools. A complete school wide e-learning review, focusses on how technology is being used across all levels, perceptions of technology use in the classroom and a review of the infrastructure to support learning with digital technologies.

This included administration of the ELPF survey and collation and interpretation of the data. Formative data collection through visiting classrooms and looking at technology in action, talking with teachers regarding their e-learning approach and conducting focus groups with students to get their voice and perspective on e-learning.

Utilising all this data, a report summary and presentation is given to senior staff including suggestions for e-learning strategic actions based on strengths and gaps found during the review. With a key driver as effectively aligning processes and practices this e-learning review is the start to effect educational change.

Following this is the development of the strategic e-learning action plan which now has clear direction and goals aligned to the vision and goals of the school.

Actioning the Strategic e-learning Plan - Facilitating e-learning and quality teaching

Facilitating e-learning comes in variety of forms. My experiences with the PLD process is that is is most effective when staff meetings, hands on workshops are followed up with in-class support with the facilitator. I have been in countless classrooms following workshops, modelling effective e-learning practice, providing feedback and feedforward to teachers and this is created the greatest impact and pedagogical change. Teachers begin to see the potential of the digital tool, they see real learning happening that is aligned with the curriculum and they see student engagement. This means confidence and digital fluency grows, we gain momentum as we all move towards the same goal together and change becomes embedded practice. I have planned and delivered multiple workshops, staff meetings which have covered areas of iPad Apps across the curriculum, Web tools to enhance and deepen learning, Blogging, G-suite, Hapara and Seesaw and other digital portfolios and LMS.

Developing robust guided inquiry models that integrate curriculum and learning with Digital technologies

What does deep learning actually look like for your school? Providing PLD that allows schools to audit their thinking on what deep learning is and how we can be inclusive in providing all students opportunities to access this, is essential to changing pedagogies and beliefs around e-learning and inquiry. I provide workshops that guide them through a thinking process that activates prior knowledge and then builds on it , allowing them opportunities to apply and analyse their information, synthesis it and make a difference to the world around them. I plan constantly with teams ensuring effective use of the model and the integration of e-learning. This provides opportunity for reflection, assessment so that it becomes moulded to the school and its vision.

Together all the above work together to gain synergy towards the Goal of empowering e-learning - Together with the school and community we regularly plan, review, and evaluate. Technology use is "anytime, anywhere", virtual, open, and equitable. It enhances needs-based, co-constructed learning within and beyond the school community. In the classroom, technologies make new ways of learning possible. It is collaborative, personalised, higher-order, and embedded in the real world.

Referees

Where possible, at least one of your referees should be a principal or tumuaki directly related to your example of practice. Where this is not practical, for example in a secondary schooling scenario where you have been working with a middle leader or deputy principal, you can supply a more appropriate reference. Both referees supplied below should come from a school, kura, or community of learning where you have provided services.

By supplying this information you're confirming that the referees listed below are aware and consent to their details being available on the accreditation list.

Referee One

Referee Name	Maree STAVERT
Contact Number	09-817 0032
Contact email address	example@google.co.nz

Referee Two

Referee Name	Anne LEITCH
Contact Number	09-416 8619
Contact email address	example@google.co.nz