




## Professional Learning and Development Profile

### ANJELA WEBSTER

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#### Priorities:

Digital fluency; local curriculum design

#### Specialisations:

Technology; Social Sciences; Hauora; Key Competencies; Literacy and Communication

#### Key Words:

Digital fluency; digital technology; technology; hauora; wellbeing; key competencies; positive psychology; social and emotional learning; media literacy; critical literacies; digital safety; digital resilience and wellbeing.

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#### Personal Statement:

In a world where change and disruption is happening at pace, knowledge and skills are critical in today's digital world where we work, learn, live, play and connect. It can be tricky with emerging complexities, challenges and needs for everyone, whether at work, school, home or wherever we are.

After completing my MEd(Hons) in this space, I spent five years with Netsafe as an Education Advisor, however, schools and kura sought bespoke solutions and different support and services. In response, I founded Generation Online with the purpose of providing outstanding wrap-around support and training at the crossroads where digital fluency, critical literacies, digital resilience, safety and hauora connect.

This is a unique focus, borne of a deep commitment to help young people and others harness the best of the online world, while confidently and safely navigating the complexities and challenges that accompany this same space.

My values are informed by the whakatauki: Tangata ako ana i te kāenga, te tūrangā ki te marae, tau ana  
- *A person nurtured in the community contributes strongly to society.*

#### Professional Learning and Development Overview:

Generation Online focuses on MoE priority areas and the intersections between **digital fluency**, **critical literacies** and **hauora** where the student is at the centre.

#### Whole School Approach | Leaders

- Reviewing current approaches, considering what's needed and planning for next steps in:
  - digital technology, capacity and capability;
  - digital safety, security, citizenship and wellbeing;
  - critical literacies in online contexts;
  - policies and procedures.

- Unpacking legislative and regulatory requirements around key digital aspects such as Privacy Law, Harmful Digital Communications Act, Copyright Law, etc.
- Explore online incident management and check preparedness.
- Review relevant policies and procedures.
- Enquiry around kaiako digital needs and ākonga needs.
- Increase ākonga engagement and achievement through use of digital tools.
- Explore ways to partner with whānau in supporting their young people.
- Implementing digital technology capacity and capability improvement.

#### *Kaiako Focus | Supporting kaiako with PLD, tools and resources that they can use in the classroom*

- Developing and implementing a whole-school wellbeing and hauora approach underpinned by age/stage and sociocultural aspects.
- Providing and co-designing resources that foster kōrero and enquiry in:
  - digital safety and cyber security;
  - resilience and wellbeing;
  - critical literacies.

#### *Digital Fluency - Digital Technology Curriculum*

- Exploring and using creation tools.
- Confidently using and choosing presentation tools.
- Computational thinking unplugged and earlier years coding.
- Developing research and media literacy skills.
- Developing a strategic whole-school plan of implementation and progression.

#### *Local Curriculum*

- Weaving key aspects of digital literacies, key competencies and hauora into learning and inquiry specific to the context of the school or kura.

#### *Critical Literacies and Key Competencies*

- Building literacy and thinking skills that support young people to navigate, challenge and engage with online content and contexts in safe and positive ways.

#### *Hauora | Wellbeing | Health and PE - Relationships and Sexuality*

- Embedding evidence-based principles of wellbeing and resilience into programmes that relate to aspects of online engagement, from:
  - time spent online;
  - how online functionalities interact with our brain;
  - compulsive behaviours;
  - attention challenges;
  - body image;
  - identifying and challenging harmful messaging in online content and those influencers who arise and attract large followings with harmful rhetoric;
  - safety online;
  - sharing content;
  - relating to others online;
  - managing social conflict and bullying;
  - navigating risks and harmful incidents.

Generation Online works face-to-face and online in PLD sessions with leaders, kaiako and ākonga of schools and kura, along with whānau, organisations and groups.

We create engaging resources that support kaiako in their work with ākonga in knowledge creation, skills, values and attitudes that support positive, powerful and safe engagement online.

### Professional Information:

#### Qualifications

- Masters of Education (Honours), University of Waikato
- Bachelor of Education, Massey University
- Diploma in Positive Psychology and Wellbeing, Langley, Australia
- Post Graduate Certificate in Digital Technologies in Learning, Massey University
- Technical Certificate of Credit and Diploma of Teaching, Auckland College of Education

#### Research/publishing/presentations

- [Generation Online](#) - articles and resources
- Springer Teacher Education Encyclopaedia (2019) '[Cybersafety, Advice for Teachers](#)'
- Co-authored '[From Literacy to Fluency to Citizenship: Digital Citizenship in Education](#)', Netsafe
- MEd(Hons) Thesis: [Preteens' concepts and development of privacy and the relationship to decisions and actions undertaken in online social environments and with digital devices](#)

#### Professional learning and development experience and expertise

With a love of learning and acquiring new qualifications relevant to the changing landscape and a background in education, teaching and leadership roles across preschool, primary, intermediate and secondary levels, along with five years as an Education Adviser with Netsafe - my current role is informed by both experience and research and critically, the needs of schools or kura. With an evidence-based approach underpinning mahi, I bridge research and everyday practice in the classroom to support desired outcomes.

### Summary of Examples of Practice:

*Example 1: Three large secondary schools that included an all boys' and all girls' school*

#### Local curriculum | Developing critical literacies, digital resilience, safety and wellbeing

Working in a number of secondary schools under Local Curriculum, Digital Fluency and Hauora priorities, I supported the development of resources and upskilled leaders, pastoral teams and educators to cultivate a positive online culture using digital technology for learning and teaching.

With the complexities involved today in engagement online and how challenges and incidents can evolve and spill over into schools and kura, whole-school approaches were introduced to build collectively with ākonga, whānau and the wider community, ways to support the wellbeing, safety and development of critical literacies of learners.

*Example 2: Primary School, Years 1-8*

- **Digital Technology Curriculum - Hangarau Matihiko | Digital fluency, strategic, pragmatic, embedded, inclusive, accessible**

Working in a Year 1-8 school, I supported the principal, kaiako and ākonga to upskill, explore and master different digital tools and digital/computational knowledge to support digital fluency through inquiry learning, teaching and leading.

Integration of digital technology and the key aspects of the Digital Technology Curriculum (DTC) and Hangarau Matihiko need to be founded on a vision and intention of a whole-school approach that is contextual to the culture, needs and interests of the school. We collectively developed a strategic plan for coverage, progression and use that worked best for them.

- **Choosing how digital fluency will be implemented and what digital tools and approaches to computational thinking are a best fit:**

Scoping leaders' and educators' confidence and use of tools and concepts is a prerequisite in all mahi I undertake. Working from insights and data and not from assumptions is crucial to the success of any PLD programme of work, so we work with needs and interests foremost.

In this school, PLD covered a range of digital tools and platforms including Google tools, Canva, iMovie, iPad tools, Minecraft, Book Creator, Seesaw and activities in unplugged contexts for computational thinking and Botley 2.0 - The Coding Robot for junior classes.

Ensuring educators have resources to support them, confidence and scope of use to embed concepts and digital tools into curriculum areas and an opportunity to continue their own PLD journey after the contract is complete, is critical to the longevity and development of DTC principles and practice for all involved and importantly, students' learning opportunities and success.

*Example 3: Bespoke Resource Project for Te Pū Tiaki Mana Taonga Association for Educators Outside of the Classroom*

I was asked to create an online and printed guide for educators working in culture and heritage organisations across Aotearoa who work face-to-face and online with students. The 'toolkit' comprised of key aspects relating to professional safety online, legislative and regulative aspects and considerations of safety and privacy practices when working with students. This was followed up with a webinar and is a resource available to these educators in their library of professional learning. The resource is engaging, visually appealing, taking complex ideas and making them accessible to all.

*Example 4: Subject Matter Expert for Life Education 'Nurturing Healthy Minds' webinar series with a focus on Digital Resilience*

I was asked to be a subject matter expert in Life Education's webinar that focused on Digital Resilience. The webinar looked at what digital resilience is, what the current landscape is online and how complexities and challenges are evolving for different groups and ages. I discussed age and stage, developmental implications and offered pragmatic approaches and links to my own resources and other great sites useful in the classroom. I looked at schools' values, key competencies and Te Whare Tapa Whā as an holistic model to approach learning and teaching from.

**Referees:**

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