Professional Learning and Development Profile
MARTIN HUGHES

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Priorities:

Local curriculum design; digital fluency

Specialisations:

Technology; key competencies (including social and emotional learning); leading for change; science

Key Words:

Digital technologies; Google training; Apple training; change management; digital fluency; digital citizneship; school transformation; time saving; BYOD; professional learning; differentiated learning; strategic planning; appraisal

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Personal Statement:

Over the last 14 years, I have worked full time in New Zealand schools as a teacher, facilitator, innovator and leader of change. I love creating and providing professional learning programmes for schools that are meaningful, memorable and motivating. The highlight of my job, without a doubt, is witnessing the development of school staff, particularly those who may present as less confident, with a history of using ICT that has previously been disappointing and confusing for them. I also work very effectively with more confident staff, challenging and coaching them to further develop the effectiveness of their classroom practice.

Although my main focus is often on the effective and creative use of ICT in general and Google/Apple training in particular, I have a relentless focus on making things simple for people, so that they can do an even better job regardless of their role, and so that they can feel even better about themselves and their effectiveness as they learn and develop. I continue to be a tireless advocate for the needs of students and their families, support staff, teachers and school leaders, so that communities of learning can flourish and learners can be the very best that they can be.

More details, including testimonials from school leaders are available at www.3ml.nz/col

Professional Learning and Development Overview:

During the last 7-8 years, my focus has been on the following areas:

- change management strategies for schools that motivate and engage everyone, ensuring 100% uptake in PLD programmes;
- design and implementation of school-wide strategies such as SAMR, inquiry learning, digital citizenship, improved appraisal and other school-wide processes;

- ensuring "joined-up" decision making and resource allocation that prioritises educational outcomes at all times;
- Google/Apple/Microsoft training for all school staff, differentiated by role and confidence level;
- strategic planning to link school goals and national goals with development of teacher practice and collaboration within and between schools;
- developing best practice around school use of cloud-based and mobile technologies;
- developing and implementing timesaving strategies across and between schools;
- optimising the use of all technologies within and between schools;
- supporting and optimising BYOD goals, strategies and classroom practices;
- overhauling and streamlining school administration and special needs referral systems and processes;
- technical/systems/PD audits to support schools make the best decisions around these high value and high stakes areas; and
- developing best practice around school use of cloud-based and mobile technologies coaching strategies.

Professional Information:

- I am a fully qualified and well established classroom teacher with leadership experience.
- Google and Apple Trainer certified
- Well read and practiced in areas of change management, strategic alignment and timesaving within organisations and sharing and develoing strategies that motivate adults to learn effectively (andragogy).
- Well practiced in engaging with and motivating reluctant and less or more confident learners.
- Relentless focus on making desirable behaviours in schools around effective teaching, learning and leadership easy - for example, I prioritise differentiation, feedback and scaffolding in my teaching practice with school staff and I always share strategies with teachers, to make it easier for them, in turn, to further develop and implement these strategies with their students.
- I have led two clusters of schools over a six year period and been employed by several large commercial providers of PLD during the last five years.
- I have worked in many schools within NZ and beyond, delivering professional learning programmes and experiences that are meaningful, memorable and motivating.
- Wherever possible, I have worked with schools to develop other leaders (some with little, some without), so that the work I have initiated becomes less dependent on me and more "owned" and sustainable within the school. This, for me, is what "professional development" is really about.
- I regularly present at national conferences, including Ulearn, Mlearn, Educamp events, Farnet, etc.
- I have been a keynote speaker at Interface, ACSNZ and Mlearn conferences.
- I have worked with teachers to develop programmes of learning and innovative learning expereinces for students and other teachers.
- I have written for *Interface* magazine.
- I have worked with communities around best practice for parenting with regards to young people's screen time and device usage.

Summary of Examples of Practice:

Case Study – Large primary school (650 students)

Goal 1 - Create and deliver a professional learning programme for all staff as they moved to Google Apps for Education (GAFE).

I trained teachers on using Gmail, shared folders and calendars etc effectively to allow a significantly increased focus on core business. We made sure that everything worked for every person, all the time, on every device and location.

75% of staff said that their confidence with using ICT and GAFE had improved significantly.
83% of staff said that their day-to-day management of documents and folders had significantly improved

Goal 2 - Leadership development

The Senior Leadership team became even more focused on active collaboration and focused on the core business of teaching and learning. Their day-to-day management of the school was enhanced significantly by adopting GAFE and developing new ways of collaborating and communicating. We disbanded the ICT committee and replaced with a Learning to Learn group, whose focus was on change management, leadership development, timesaving and enhanced pedagogy.

Goal 3 - Time saving across the school to allow uptake of PLD priorities

Staff consultation and data gathering to show that within eight months, the school saved about $10,000 and 3500 hours. Success criteria included time saved, money saved, increased collaboration and reduction in double handling and a tighter focus on learning and teaching instead of administration. Immediately following the training programme:

17% of staff were saving upwards of 15 minutes per day
17% of staff were saving upwards of 10 minutes per day
58% of staff were saving upwards of 5 minutes per day

Goal 4 - Reviewed BYOD decision making and classroom use and expectations

We altered the choice and allocation of student devices and made sure that all devices were customised to the age/stage specific needs of students. Developed strategies within the school where a high degree of differentiation, in regard to the selection and deployment of iOS and Chrome store Apps was realised. Intervened to optimise the WiFI network so that it became much more useable for students and teachers.

Goal 5 - Revitalised Inquiry learning programme

I trained teachers how to use Apps like Google Classroom, making explicit links between pedagogical practice, student outcomes and the effective and creative use of technologies. Teachers were clearly able to make links between the realisation of wider national and school goals and the effective and creative use of ICT in general and GAFE in particular.

Goal 6 - Made links to other school PLD programmes, processes and goals

Blended GAFE training with learning as inquiry, appreciative inquiry, leadership, digital citizenship, teacher appraisal and introduced the SAMR model to the school. Planned and delivered a teacher only day that provided hands-on workshops for teachers that provided practical and highly differentiated pathways for everyone.

Goal 7 - Transformed day-to-day practice of administration team

I trained the Administration team to enable them to manage email, calendars and community/whānau communication much more effectively. I also worked with this team and the Principal to significantly enhance the quality of the school newsletter, while massively reducing the time taken to create and distribute it.

Goal 8 – I developed change management strategies and leaders to implement these

Created a Learning to Learn team - I shared relevant TED talks, books, readings and worked with team - adopted vocabulary of change management eg vital behaviours, improvement not change. I worked with the team to develop a vision that guided us through the implementation of GAFE and training processes.

Goal 9 – Sought feedback and comments from Principal and staff throughout the process

Here are some comments from the Principal:

"Martin has visited the school on a number of occasions and we have developed a great working relationship with him. He knows us and how to meet our needs. We like his humour and positive approach."

"He related very well to our least confident staff and our most recent survey indicated the LEAST confident staff are making the shift in using technology to manage their time more effectively."

"On Martin's advice we set up a Learning2Learn Team of our most confident staff. They are driving the challenge forward."

"Martin makes explicit links between pedagogy and technology very well as he has the IT knowledge and a teaching background."

"Martin has good communication skills. He always carries through on what he says he is going to do."

"Martin is totally solution focussed."

"Martin has responded positively to all our staff, whatever their IT capacity and moved us all along the digital landscape."

Referees:

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