



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	Craig Lauridsen
Personal statement	<p>I love the challenge of finding effective and creative ways of communicating ideas. I have worked in the graphic design industry for over 20 years and in the last ten have developed a stop motion business and resources that are used in schools around the world.</p> <p>Furthermore, I am an experienced trainer, flexible and adaptable, always looking for opportunities to develop people to do their best. I am future focussed and love finding ways to incorporate relevant technology to improve learning and shift student achievement.</p> <p>My role as PLD facilitator allows me to work with the next generation and their teachers to help them bring focus and purpose to their 21st Century Learning. <i>“Craig engages our students with problem solving, thinking and participation - producing active learners with confidence.”</i> M.B, Principal, Wellington.</p> <p>If I have spare time I love building and doing things with a hammer.</p> <p>I am married and a father of 6 children.</p>

Your Professional Learning and Development Practice

Please describe the area(s) of specialist professional learning and development expertise you have in relation to quality teaching practices.

- Promoted and delivered teacher *Professional Learning and Development* (PLD) workshops to primary, intermediate and secondary schools and kura around New Zealand on stop motion animation.
- Worked in graphic design industry focussing on communication of information.
- Staff Trainer in the public sector in wide range of commercial topics.

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.

- Apple Certificate in Motion Graphics
- Certification in Staff Training
- Train the Trainers Certificate at Karori Campus
- Diploma in Insurance Studies.

Written and delivered training instruction in these topics:

- Adobe Acrobat and PDF (1500 graphic designers in NZ and Australia)
- Photoshop and InDesign for Community Education Centre
- Microsoft Word
- Miscellaneous insurance topics.

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

Over the past five years I have promoted and delivered 62 PLD iPad Animation (stop motion) workshops to teachers around New Zealand (from Invercargill to Whangarei). These workshops are developed from the material in my three published books on creating stop motion movies. These books are the result of extensive research and personal experience creating stories using animation.

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

- *Programme writing and development*
 - a. Stop Motion Animation workshop for teachers – PLD
 - b. Introduction to coding lessons (Coding Unplugged)
 - c. iPad video workshops including interviews, inquiry projects, acted movies, movie trailers, interactive video resources for school production and live TV news show for school assembly.
- *Conference presentations*
- *Publications*
 - a. *Stop Motion Handbook* (www.stop-motion-handbook.com) – this has been the leading worldwide seller for the best Mac stop motion software – iStopMotion
 - b. *iPad Animation* (www.ipadanimation.net) – comprehensive iPad instruction in creating stop motion
 - c. *Creating a Stop Motion Story* (www.ipadanimation.net) – step-by-step instructions (lesson plans) for creating stop motion on the iPad.
 - d. *Coding Unplugged – Learn how to code without devices or internet*
- *Special interest areas that you have been particularly active in e.g. inclusive education*
I believe in equitable access to learning and often accept opportunities work with less privileged people to offer my skills and to learn from them. For example:
 - *Stop motion animation workshops for students with challenges in the English language such as deaf children and those with dyslexia*
 - *In January 2018 I taught coding to a very poor (untouchable caste) school in India using the coding lessons (Coding Unplugged).*
- *Memberships of networks of expertise, boards, committees etc. applicable to the professional learning and development you are offering*
- *Awards.*

Examples of Practice (Summary)

*In this section, please translate the examples which you have detailed in your portfolio document into examples of practice. These examples should show schools, kura and Kāhui Ako how you used your skills and expertise to impact on a professional environment. **The examples you give should not differ from those in your portfolio.***

Supporting teachers to develop rich learning experiences for all students through the effective integration of digital technologies and adoption of modern learning practices, such as:

Coding

I teach coding, particularly the early introduction with a view to get all students, all ages, all cultures, interested and motivated by the possibilities for their futures.

Leadership in the Client School knew the importance of digital technology but were unsure the approach to take to introduce coding to their students. The teachers had no coding experience except for the Math concepts. One teacher was concerned students would know more than them. They had 90 students and 10 iPads.

I proposed that we offer unplugged coding lessons as there were significant benefits to work with their resources and meet the school requirements:

- This solved the biggest hurdle as it allowed lessons to start immediately without a big budget spend on devices. Without devices, we could offer the lessons at scale with the current teacher/student ratios. 90 children could learn at the same time. The lessons used familiar tools, pencil, paper and games, for a broad range of activity topics such as navigation, treasure hunts, cooking, pattern recognition and weaving.
- Each lesson used pictures and symbols with minimal words, providing equitable access to the widest range of students regardless of their language and culture. This is one strategy towards demonstrating cultural awareness so that all students had an equal opportunity to learn.

The lessons were tailored week by week with teacher mentoring, feedback and observation.

After the first block of lessons assessments showed an average of 68% (three quarters of the students achieved over 50%). This is a significant improvement in achievement over the 23% average mark before the lessons.

Teachers report that coding sessions grow both their own and their students' knowledge and skill with digital literacy and are a core competency. *"I felt coding would be boring, but it was fun and challenging at the same time. I did it and I am proud!"* S, student.

All teachers are now confidently teaching coding and helping students to make connections between coding, Maths and Technology in the NZC. *"Mathematical thinking and reasoning is strongly developed without the distraction of an animated outcome."* D.P, Wellington.

iPad Video

I have worked in the graphic design industry for many years where ascertaining and communicating the key points was always vital. This translates to well to the classroom where information is key to any project or presentation.

A Client School wanted to integrate video as an alternative and viable output from student inquiry projects. They wanted to achieve English curriculum goals of 'integrating sources of information with developing confidence to express ideas' using visual language. Leadership were concerned that while they regarded themselves as a 21st Century Learning environment the medium chosen by most students to present information was a poster from a Google search.

I have taught many variations of video for information and communication topics, as every PDL requirement is different. These include presentation of factual information, interviews, performances and narrations, acted movies, movie trailers, persuasive language, advertising, PowerPoint slides, productions, TV news show and more.

The common skills to learn for video are:

- Interviewing skills (open/ closed, multiple depth questions, appropriate courtesy and cultural awareness)

- Presentation skills (confidence speaking to camera, posture, breathing etc)
- Competent use of the iPad for video recording including image and sound quality, and editing video resources for purpose.

PaCT data shows that engagement in video production increases student achievements in areas such as Speaking and Presenting.

Students learn visual literacy with a deeper understanding of how digital media can influence others, ways of organising ideas and making targeted choices.

iPad video teaches technology. Many students already have some experience either recording or editing video content but their results are often of a poor standard due to lack of understanding of technique and their digital audience. Teachers report that iPad video sessions grow student knowledge and skill with digital literacy.

iPad video builds personal confidence. If we value students, we also need to help them communicate their ideas. Video is an excellent confidence builder for speaking clearly whether in public or on a screen.

iPad video produces digital content creators. When students use productive apps, the joy of creating meaningful and innovative content replaces media consumption.

iPad teaches communication skills. Most video projects involve several tiers of communication. Members of the recording team need to understand their roles, people who are interviewed need to be briefed respectfully, and ultimately the editing needs to produce a final video that presents information in a way that communicates to its audience.

Stop Motion Animation

I have extensive experience working with both teachers and children in stop motion animation. I have worked for ten years with children (www.newtownmovieschool.co.nz), and for three years in a variety of school classrooms.

I have also developed material for teacher PLD (www.ipadanimation.net) and have facilitated these workshops around New Zealand over the last five years. I have observed the creation of hundreds of animations and in particular how students have responded to instructions. My approach has been refined to a point now where every person (teacher and student) is guaranteed first time success.

I also customise the content for school PLD. This is focussed, hands-on and interactive learning that enables teachers to effectively integrate this digital fluency subject with the NZC. *“Quite simply, it was the best PD that I’ve done in a long time. My colleague said the same.” P.S, Northland.*

Animation is a high visual means of communication and story telling. There are significant advantages for Te Reo and other visually rich cultures. Because the story is developed orally there are benefits for students who are ESOL or contend with dyslexia. Students who are deaf also demonstrate strong visual language.

Students learn to work effectively in small groups. As they often have different roles in a group (one or two animating and one recording pictures) they learn to communicate when relating to others.

Creative thinking and idea generation is at the core of stop motion. This includes several stages of expressing ideas into action including story, sound and picture animation. It is well suited for the classroom as ‘scenes’ are created on a desk enabling teacher supervision of many groups in the same space. Stop motion is a creative process relevant for every learner. It develops literacy, numeracy, art and drama, and engages technical competency with use of devices and apps.

I have published two books to support my stop motion animation: *iPad Animation* is a 270-page book of comprehensive instruction and examples in creating stop motion on the iPad. *Creating a Stop Motion Story* is step-by-step lesson plans for developing story and animating in stop motion on the iPad (see www.ipadanimation.net for details).

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	Mark Brown (Principal, Newtown School)
Contact Number	027 24 78 422, 04 389 6667
Contact email address	markb@newtown.school.nz

Referee Two

Referee Name	Simon Pearse (Technology teacher, Waipawa School)
Contact Number	021 173 8043
Contact email address	spearse@waipawa.school.nz