State Government Victoria

Department of Education and Early Childhood Development

Every child, every opportunity

Contents

About this guide

This guide is designed to support Victorian Government schools to make eLearning planning an integral part of their School Strategic Plan and Annual Implementation Plan. It will help each school develop an eLearning Plan that will improve outcomes through the integration of information and communication technologies (ICT) across all aspects of school activity.
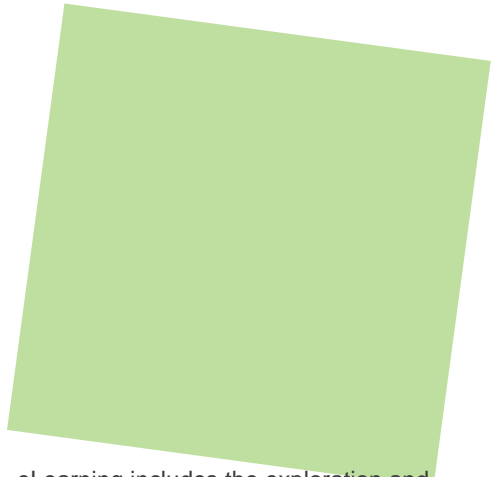
eLearning includes the exploration and use of diverse ICT strategies and tools to expand teaching and learning possibilities in ways that lead to improved student learning outcomes.

There needs to be cohesion across all elements of eLearning planning to ensure that infrastructure and resources are used to reconceptualise teaching and learning, in order to maximise the benefits of the digital age. Successful eLearning implementation occurs only when eLearning is an integral part of a school's vision for learning.
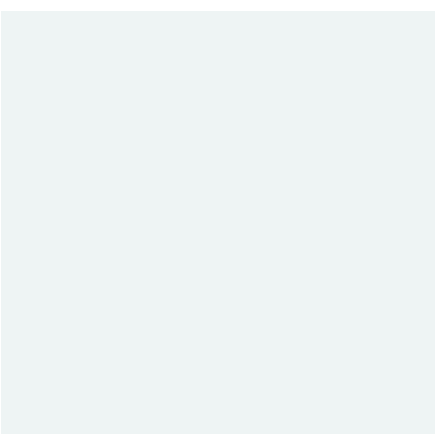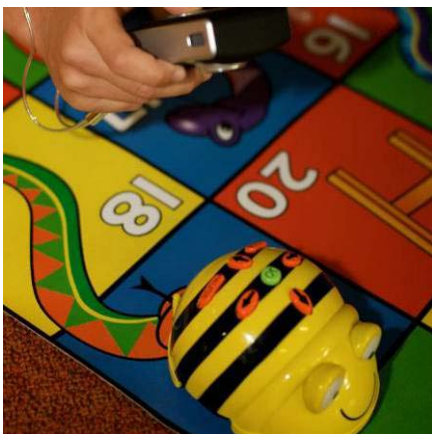
Why plan for eLearning?

21st century learning demands new pedagogical and technological approaches to using ICT for learning. It is the responsibility of teachers and school leaders to prepare students for the demands of an ever-changing world, through facilitating learning in a technology-rich environment, where students and teachers don't just learn about technology, they use it to achieve powerful learning and teaching and improve student learning outcomes.
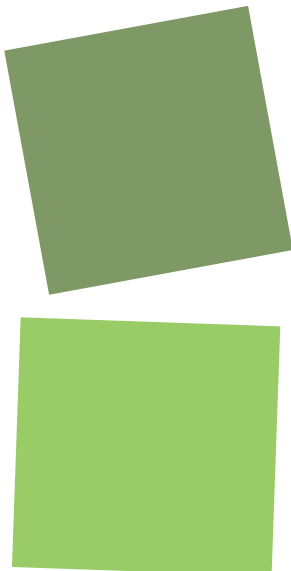
Empowering students to fully engage in a 21st century learning environment.

Today's students think, learn and live in an increasingly online world. New technologies and virtual environments allow important parts of their personal and social life to be digitised, shared and linked to global communities. Students may have more access to technology at home than at school. Outside of school they may regularly contribute to online forums, interact with and seek help from peers and find innovative methods of solving problems, managing their time and expressing themselves. Often this happens all at once using multiple applications, devices and interfaces.

A transformative school recognises and further develops these capabilities. It revises its curriculum and learning programs to include opportunities for students to work autonomously and concurrently in a dynamic and challenging environment. There are opportunities for students to use their own ICT devices to tap into powerful and personal learning networks.

Students have access to more information and communication tools than ever before in human history. Such access calls for a new literacy: digital/ICT literacy. This requires students to be aware, wary and discriminating. They need to be empowered users who make informed choices about the information they seek, the products they want to create and the tools they use.

The challenge for schools is to create engaging and supportive learning environments and opportunities that stimulate, extend and deepen student learning, and incorporate seamless use of the technologies students use so ubiquitously in their daily lives.

A school's eLearning Plan needs to take into account the emerging digital/ICT literacies of today's and tomorrow's students, and to develop appropriate and targeted strategies to support improved learning and teaching.

Digitally literate learners:

- want to be connected

- are discriminating

- are empowered and critically literate

- are information seekers and navigators

- understand they are part of a global community and that learning is unrestricted by classroom walls

- are demanding of content, teaching quality and access to resources

- think, analyse and construct knowledge

- constantly communicate virtually.

(**dk2**[1], 2008)

---

[1]http://www.dk2.com.au

DEECD initiatives

A number of Victorian Government initiatives create a new ICT landscape for schools. eLearning planning supports these by bringing into focus the role of ICT. It complements the Department of Education and Early Childhood Development's (DEECD) **School Strategic Planning Guidelines – 2008**[1] and feeds into the **School ICT Progression Strategy (SIPS)**[2] The eLearning planning framework parallels the Effective Schools Model and supports schools as they prepare for implementation of the Ultranet.

The role of eLearning planning in some of these initiatives is elaborated on here.
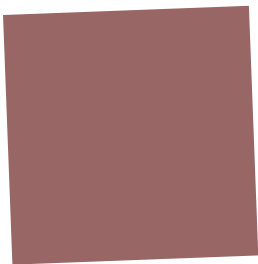
Victorian Essential Learning Standards

The Victorian Essential Learning Standards (VELS) has identified ICT as a key interdisciplinary domain that 'focuses on providing students with the tools to transform their learning and to enrich their learning environment' **(VELS, Victorian Curriculum and Assessment Authority [VCAA])**[3].

eLearning planning supports the impact of the ICT domain of VELS across all areas of the curriculum.

It enables a cohesive, whole school approach to planning for the integration of ICT into learning and teaching. This empowers teachers and students to transform how learning occurs and to enrich learning environments in schools, improving student learning outcomes.

School ICT Progression Strategy

The School ICT Progression Strategy (SIPS) initiative is an integral part of the Technical Support to Schools Program (TSSP) specifically designed to provide enhanced support in the area of ICT infrastructure to school leadership teams, ICT staff and technicians.

SIPS will deliver a standardised approach to ICT infrastructure for all schools and will support the roll-out of the Ultranet. SIPS recommends an eLearning Plan as a fundamental basis for infrastructure planning in each school, including the development of a School ICT Inventory and a School ICT Infrastructure Roadmap and School Strategic Plan.

ePotential: ICT Capabilities Resource

The **ePotential ICT Capabilities Resource**[4] provides schools with an ICT Capabilities Framework, an online survey, planning tools and a bank of resources to support the development of teachers' ICT capabilities within learning and teaching contexts.

ePotential supports the eLearning Plan by providing indicative benchmark data that informs the professional learning needs of staff. Analysing ePotential survey results can assist teachers to identify ICT professional learning goals.

The results can also indicate information about the use or non-use of ICT resources.

[1] http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/SSP_2008-gdl-v1.00-20080129.pdf

[2] https://www.eduweb.vic.gov.au/techroom/tssp/sips/

[3] http://vels.vcaa.vic.edu.au/essential/interdisciplinary/ict/index.html

[4] http://epotential.education.vic.gov.au

DEECD initiatives (Continued)

The Ultranet

The **Ultranet**[1] is a student-centred electronic learning environment that supports high-quality learning and teaching, connects students, teachers and parents and enables efficient knowledge transfer. It will establish a schools environment for the future that improves the educational outcomes of all Victorians.

The Ultranet enables DEECD to better support Victorian Government schools and enhance active partnerships with parents and help to improve student learning, support the work of teachers.

The Ultranet will be available for all Victorian government schools in Term 3 2010.

Objectives of the Ultranet:

- improve responsiveness to individual learning needs

- provide better information to parents, the school system and Government

- improve efficiency of the learning environment and school administration

- adopt an enterprise approach to intranet development

- exploit previous ICT investments.

Key benefits of the Ultranet to the community:

- establish a school environment for the future

- improve the educational outcomes of Victorians

- reduce the administrative burden on teachers and school leaders

- reduce the future cost of education

- improve educational opportunities for regional, rural and remote Victorians.

[1]http://www.education.vic.gov.au/management/ultranet/
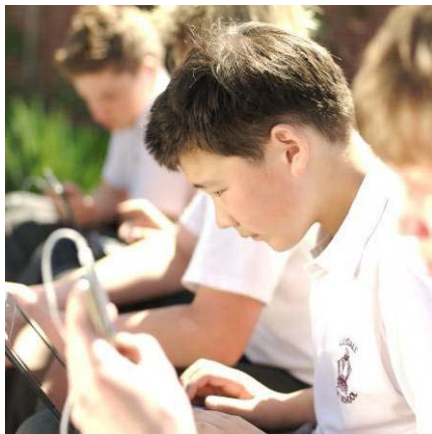
Australian Government initiatives

Digital Education Revolution

The emphasis on 21st century learning is reflected in recent Commonwealth Government initiatives relating to technology in education.

'The Digital Education Revolution is a major part of the Commonwealth Government's Education Revolution. $1 billion is being committed over four years with the aim to contribute sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training, jobs of the future and to live and work in a digital world.'
(http://wps.pearsoned.com.au/au_hss_finger_translearn_1/56/14383/3682213.cw/-/3682229/index.html)

One aspect of the Digital Education Revolution is the **National Secondary Schools Computer Fund (NSSCF).** Schools seeking funding for this initiative are asked to adhere to State Government education jurisdictional procurement guidelines, which include providing evidence of either an existing or a developing ICT Strategic Plan. The eLearning Planning Guide supports schools to create and update such a plan. It provides a sound basis from which schools can articulate clear and workable goals, and also enables schools to take advantage of opportunities available through the Australian Government's **Digital Education Revolution initiative.**

MCEETYA Framework

The DEECD eLearning planning framework is aligned to Digital education – **Making change happen** is a framework for strategic planning and reflection published in 2008 by the Curriculum Corporation for the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). It details the ICT-based characteristics and attributes of developing, accomplished and leading schools.

http://www.education.vic.gov.au/management/ictsupportservices/nsscf.htm

http://www.digitaleducationrevolution.gov.au/

http://icttaskforce.edna.edu.au/icttaskforce/webdav/site/icttaskforcesite/users/root/public/Digital_education_full.pdf

eLearning Planning & the Effective Schools Model

The Effective Schools Model outlines the characteristics that help make a school effective. Victorian schools can use this model to evaluate and guide their improvement.

Effective Schools Model: focus on eLearning

The diagram shows the relationship between the Effective Schools Model and eLearning planning, highlighting the ways in which ICT enables improved practice.

'To achieve the vision of the Blueprint for Government Schools, the Victorian Government must build an excellent government school system, rather than a system with some excellent government schools. An excellent school system is one that is made up of effective schools that are continuously improving.'
(DEECD Blueprint for Government Schools – Effective School[1])

Figure 1: Effective Schools Model

Professional leadership
eLearning leadership builds an eLearning culture, as it strategically plans for, implements, monitors and evaluates the integration of ICT for improved learning, teaching and administration.

Stimulating and secure learning environment
ICT, used effectively, promotes diverse, flexible, interactive, quality learning and teaching within a safe online environment.

Focus on teaching and learning
ICT is used strategically to improve learning and teaching, and it is supported by effective professional learning.

Learning Communities
ICT facilitates collaboration within the school community, and the growth of effective learning communities within and beyond the school.

Purposeful teaching
ICT is used to enhance effective teacher practice, to engage learners and to contextualise teaching to meet the needs of individual learners.

Accountability
ICT enhances accountability across the school, improving communication between parents, teachers and students.

Shared vision and goals
Effective schools have a clear and shared understanding of how ICT can improve student learning outcomes, which is reflected in the school's vision and goals.

High expectations of all learners
ICT, used effectively, can challenge schools to transform learning and teaching, enhance learning opportunities and improve learning outcomes for all.

eLearning Planning

eLearning Planning is integral to the School Strategic Plan and will support all schools to continue to improve their use of ICT for learning and teaching

Figure 2. Model for developing an eLearning Plan
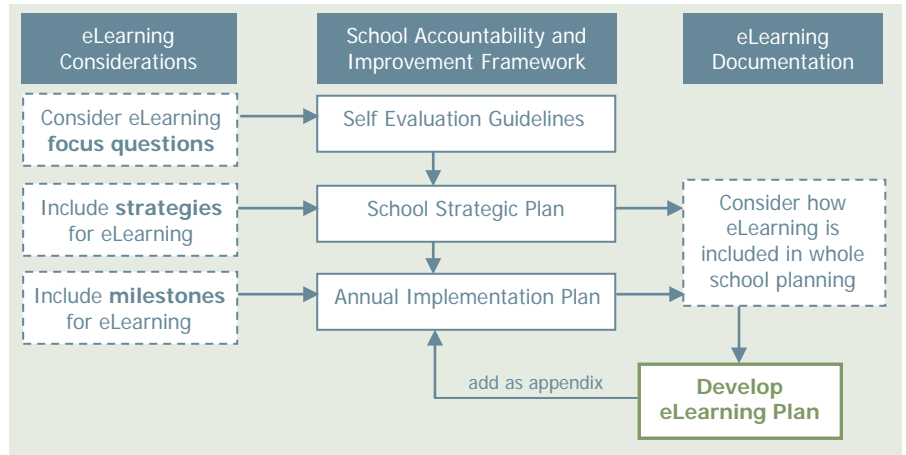
Figure 3. School Strategic Plan Model
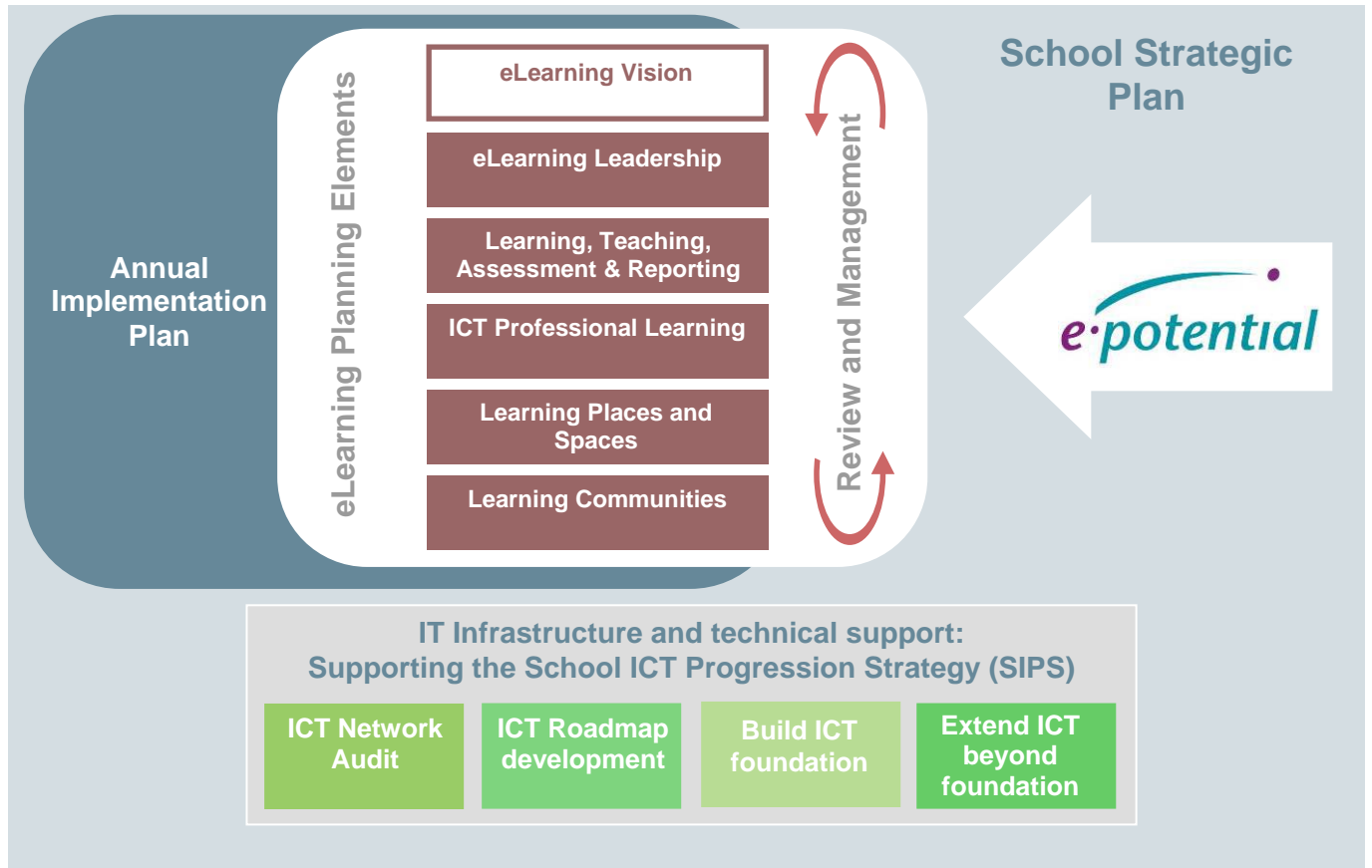
Developing your eLearning Plan
eLearning Vision

'A critical factor in the effective use of ICT is the existence of a school-level e-strategy that addresses future development and sustainability and includes some means of monitoring progress against identified milestones. While innovations often begin within a key stage or subject department, they require a whole school commitment if they are to become embedded in the daily experience of pupils, providing continuity and coherence across the years. While champions can, and often do, lead the way, new developments need leadership and strategic planning to ensure sustained changes in practice.'
(The Impact of ICT in Schools: A Landscape Review, Becta, 2007)

'21st century schooling – Innovative new models of schooling that utilise technologies in the redesign of organizational structures and curriculum are required. Education systems are investing in schools as learning communities with strong partnerships between students, teachers, families and the wider community ... Innovative and effective use of ICT is transforming pedagogies, empowering teachers and support staff to focus on student-centered active and interactive learning.'
(Contemporary Learning: Learning in an Online World, MCEETYA, 2005, p. 6)

An eLearning vision will provide an eLearning direction for your school. The vision should describe a desired outcome that inspires and energises you, and helps create a compelling picture of your school and community in the future, how it looks and how ICT enables improvement.
An eLearning vision needs to emerge from your School Strategic Plan, in particular from the school profile (purpose, values and context) and strategic intent.

Make sure that your vision is a clear and succinct statement that is easily understood and owned by all members of your school community: teachers and non-teaching staff, students and parents.

Many schools have already experienced great improvements through using eLearning. Large-scale connectivity and infrastructure projects have been highly successful in networking schools and connecting them to the internet. But, the focus is now shifting – from broadband, technical architecture and access, to the appropriate use of technology to support pedagogy, school improvement and transformation. Transformation of learning and teaching requires more than provision of the tools – it requires ongoing support, professional learning, research, leadership and guidance.

Consider the following to help you create and modify your vision statement.

How will learning and teaching change, and how will ICT support this change?

What type of learning environments will you see?

How will learning take place?

What will your students' expectations of learning be?

What will your students know, value, and be able to do when they leave your school?

Does your eLearning vision stem from the School Strategic Plan, and does it create a picture of what ICT can enable in your school?

Is the eLearning vision a strong and succinct statement that is easily understood by all members of the school community?

How will your eLearning vision support a whole school approach to the use of ICT?

(Suggestions from **Archdiocese of Canberra and Goulburn Education Office website**[1], accessed March 2008)

Sample Vision	
'To inspire and empower our school's learning community to envision and implement innovative eLearning strategies and technologies to improve student engagement, experience and achievement.' (Victorian Secondary School)	'ICT will be a fundamental component of teaching and learning, where state of the art technology and professional learning will equip teachers with transformative skills and develop students that are innovative and confident users of ICT in an ever changing digital world.' (Victorian Primary school)

[1] http://www.ceo.cg.catholic.edu.au/divisions/ict/strategic/index.htm

The eLearning Planning Matrix

The eLearning Planning Matrix is a detailed framework that enables schools to identify where they are in relation to the elements of eLearning practice. The eLearning Planning Matrix can assist schools to:

- identify their current strengths
- set priorities for improvement
- plan development strategies.

You can use the matrix to identify your current practice. This can occur at staff or other meetings, with teachers in small groups, or with a leadership team or committee.

The eLearning Planning Matrix describes four phases of development across five eLearning elements.

Matrix overview

Each of the five elements is divided into sub-elements that highlight the features that contribute to each element. The matrix also contains indicators for each sub-element across the four phases of development: Foundation, Emergent, Innovative and Transformative.

Figure 4. Phase progression of the eLearning Planning Matrix

Foundation	Emergent	Innovative	Transformative
Beginning the eLearning journey.	Established practices and resources support eLearning implementation.	eLearning innovation is embedded in the school culture.	eLearning transforms learning and teaching and is evident through wider school change.
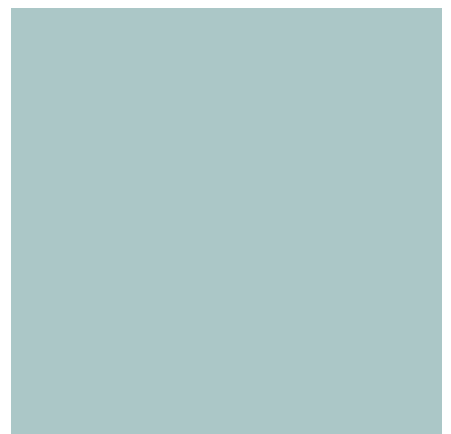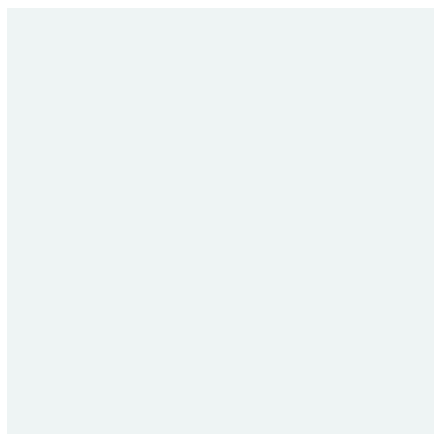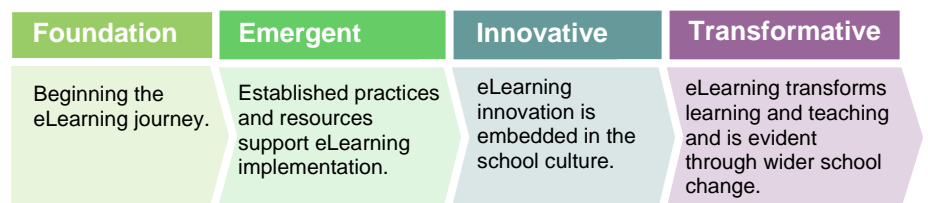
Table 1. Elements of the eLearning Planning Matrix

Elements	Sub-elements
eLearning Leadership refers to the ways in which school leadership established the ICT vision for the school and supports all aspects of implementation and change management. Schools develop an eLearning Plan that is linked to a shared eLearning vision and school priorities. They distribute and share responsibility for leading eLearning, secure the school community's commitment to the eLearning vision and facilitate all aspects of ICT implementation so that it supports individual, team and whole school improvement across the school. eLearning leadership encompasses the way schools use the whole of school ePotential ICT Capabilities Survey results and other performance data, including student learning outcomes, to inform the eLearning Plan.	▪ **eLearning Leadership**
Learning, Teaching, Assessment and Reporting refers to how schools lead, enable and support the use of ICT to transform learning and teaching, extending learning opportunities and improving learning outcomes. It refers to curriculum leadership that supports teachers to recognise and integrate a variety of rich uses of ICT in curriculum planning and delivery that is underpinned by statewide student learning initiatives. It includes how schools use ICT for improved, more timely and relevant assessment, collecting, communicating and collating student assessment data to inform curriculum design and to report on student progress. It includes how schools use digital environments to provide access to digital resources for improved curriculum planning and how schools use ICT to deliver curriculum, extending and differentiating student learning opportunities and supporting students to manage and direct their own learning. Schools need to build a culture of ethical, safe and responsible use of ICT.	▪ **Curriculum Planning** ▪ **Curriculum Delivery** ▪ **Applying Student ICT Capabilities** ▪ **ICT Safe and Ethical Behaviours** ▪ **Assessment and Reporting** ▪ **Reporting to Parents**
ICT Professional Learning refers to how schools plan, implement and evaluate effective ICT professional learning that contributes to improved teacher ICT capabilities. Schools develop structures and conditions to support teachers to improve their ICT capabilities, to integrate ICT into learning and teaching effectively and support teachers through the process of change. It refers to how schools develop collaborative, reflective, inquiry-based ICT professional learning models and cultures aligned to the school's vision and goals. Schools plan and implement effective professional learning focused on and embedded in teachers' ICT practice. It is underpinned by whole school performance data, especially by the ePotential Teacher ICT Capabilities Survey, which helps identify ICT professional learning needs.	▪ **Teacher ICT Capabilities** ▪ **Learning and Teaching** ▪ **Support and Cultural Change**
Learning Places and Spaces refers to how schools design, maintain and update IT infrastructure, learning places, spaces and resources, to maximise learning opportunities. The learning environments support the diverse and changing needs of learners, while responding to new and emerging technologies that enhance learning. It refers to the provision of eLearning in safe and secure, learner centered, flexible learning spaces and connected digital environments, including virtual learning environments that allow learners to have access to learning resources and support when they are not at school. It is concerned with equitable learner access to ICT, and with enabling the seamless integration of ICT into effective learning and teaching. In addition, it refers to how schools plan for and resource the changing ICT needs of the whole school community, including support for learners through more efficient and effective administration and student information processes.	▪ **Access** ▪ **Physical Layout**
Learning Communities refers to how schools use ICT to extend learning beyond the school, and support and connect students, staff and families to local and global learning communities. Schools can use ICT and virtual environments to enable communication, interaction and collaboration focused on purposeful learning among learners, teachers, experts, and other local and global learning communities, and how schools develop collaborative cultures and protocols, so that learners can operate effectively in connected digital environments in the wider school community and beyond. It also refers to the way ICT is used to engage learners in authentic learning activities that connect with knowledge networks, partnerships and real-world communities of practice beyond schools, enriching learning environments and improving learner outcomes.	▪ **ICT-Enabled Learning Communities**

Using the eLearning Planning Matrix to develop the eLearning Plan

Use the eLearning Planning Matrix to identify current strengths, to set priorities for improvement and to plan coordinated development strategies.

Figure 5. Steps to developing an eLearning Plan

1.
Identify the vision

2.
Highlight current practice within matrix

3.
Analyse matrix and set priorities

4.
Develop key strategies

5.
Complete implementation plan

6.
Evaluation, review and management

7.
IT infrastructure and technical support: SIPS

1. Identify your eLearning vision.

What is the focus of eLearning in your school? How does this relate to your school's goals as described in your annual implementation plan's strategic intent?

2. Highlight your current practice

Every phase of each sub-element has indicators. For every sub-element, highlight the indicators that best describe your current practice. This will assist you to get a clear picture of where your school is currently, and it will also help you choose new targets for improvement. Your school may need to highlight a range of indicators across two or three phases to adequately describe your current practice.

3. Analyse and set priorities.

Use the completed matrix to pinpoint and prioritise sub-elements you would like to target with specific strategies. Ideally this analysis and prioritisation should be done as a consultative, iterative process involving teachers and other key stakeholders. Targeted sub-elements should be selected to align with your eLearning vision.

4. Use the eLearning Planning Template to help you identify the strategies/actions you want to focus on.

5. Complete the eLearning Plan

6. Evaluation, review and management

7. IT infrastructure and technical support: SIPS

Element

Sub-element

Indicators for Emergent phase

eLearning Planning Template

The eLearning Planning Template is used in conjunction with the eLearning Planning Matrix to outline existing and target practice, what you need to do, how you will do it, who will be responsible and when it will be done.

School eLearning Vision:
Identify/revise an eLearning vision.

Elements:
The aspects of eLearning planning.

Sub-elements:
Sub-elements to consider.

Current practice:
Review the eLearning Planning Matrix. Use the indicators to identify the school's current practice for each of the sub-elements highlighted. You can cut and paste your chosen indicator directly from the matrix into this field.

Target practice:
Review the eLearning Planning Matrix. Use the indicators to identify the school's target practice (desired outcomes) for each of the sub-elements highlighted. You can cut and paste your chosen indicators directly from the next relevant phase of the matrix into this field.

Actions – What?
What specific actions/activities will you undertake?

Resources and budge – How?
What resources and budget will be required?

Responsibilities – Who?
Who will be responsible for implementing, facilitating and/or monitoring each of the actions identified?

Timeline – When?
What are the estimated timelines for achieving your actions? These timelines need to be achievable, but also monitored and modified during implementation, if necessary.

Success measure:
How will you know you have been successful? What will be indicators of success?

Table 2: Sample of eLearning Planning

School eLearning Vision								

Element	Sub-element	Current practice	Target practice	Actions What?	Resources and budget How?	Responsibilities Who?	Timeline When?	Success measure
eLearning Leadership	▪ eLearning leadership							
Learning, Teaching, Assessment and Reporting	▪ Curriculum Planning ▪ Curriculum Delivery ▪ Student ICT Capabilities ▪ ICT Safe and Ethical Behaviours ▪ Assessment and Reporting ▪ Reporting to Parents							
ICT Professional Learning	▪ Teacher ICT Capabilities ▪ Learning and Teaching ▪ Support and Cultural Change							
Learning Places and Spaces	▪ Access ▪ Physical Layout							
Learning Communities	▪ ICT-Enabled Learning Communities							

Unpacking the elements
eLearning Leadership

eLearning Leadership sub-element:

- **eLearning Leadership**

eLearning Leadership refers to the ways in which school leadership establishes the ICT vision for the school and supports all aspects of implementation and change management by:

- establishing and fostering a shared eLearning vision

- developing an eLearning Plan linked to a shared eLearning vision and school priorities

- distributing and sharing responsibility for leading eLearning

- securing the school community's commitment to the eLearning Vision

- facilitating all aspects of ICT implementation so that it supports individual, team and whole school improvement across the school

- encompassing data such as the ePotential ICT Capabilities Survey results and other performance data, including student learning outcomes, to inform the eLearning Plan.

To bring your school's plan to fruition:

'Effective leaders will enthuse, guide and encourage their colleagues on a journey towards a goal. They must have (and be able to articulate) some idea about where they are going and what they are trying to achieve. They will also be ready to review and amend their ideas as the journey progresses ...'
(Jenny Scribbins, **Demonstrating Transformation**[1], Ferl, UK)

Today's school leaders need to be tech-savvy. Only those leaders who are informed, discriminating, creative and transformative will be successful in achieving systemic change in their learning organisation. A leader's critical and discriminating role is to appreciate how the effective and appropriate use of eLearning can transform when, where and how learning takes place. Effective leaders embrace the role of eLearning in facilitating innovation and excellence, engagement and deep, powerful learning. They are advocates and highly effective change agents, who can work as catalysts for school improvement and who understand how to make a school eLearning vision a reality.

Possible focus questions:
How is leadership of eLearning distributed and managed across the school?
Is your vision shared by key stakeholders across your school community?
How does leading the implementation of eLearning support individual, team, and whole school change to use ICT to its full potential?

'Leadership is critical. All of the successful CeLL schools have leaders who are committed to the effective use of ICT by teachers to improve student learning in the school.'
(CeLL Schools, Victoria, 2007)

[1]http://ferl.becta.org.uk/display.cfm?resid=6997

eLearning Leadership Resources

Notes:

DEECD School Accountability and Improvement Framework

DEECD strategic planning documentation includes focus questions and resources to assist schools to develop eLearning strategies and milestones.

http://www.education.vic.gov.au/management/schoolimprovement/default.htm

MCEETYA Leadership Strategy

The Leadership Strategy highlights issues in the development and application of school-based and systemic leadership to support the seamless integration of ICT in the 21st century learning environments.

http://www.mceetya.edu.au/verve/_resources/Leadership_Strategy.pdf

MCEETYA Contemporary Learning Statement

Published in 2005, this document describes contemporary learning in a national context.

http://www.mceetya.edu.au/verve/_resources/Contemp_Learning_Final.pdf

Becta UK Leadership Gateway

This site contains advice and services to support school leaders and senior managers on the strategic management of ICT within schools.

http://schools.becta.org.uk/index.php?section=lv

EdNA's Gateway for Principals and Leaders

An Australian-based collection of discussion lists, school planning, research, polices and professional associations.

http://www.edna.edu.au/edna/browse/0,20399,20439

ISTE/CEO Forum: STaR Chart

The CEO Forum's Interactive School Technology and Readiness (STaR) Chart is a self-assessment tool designed to provide schools with the information they need to better integrate technology into their educational process.

http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart

Making a difference with technology for learning: evidence for school leaders

http://publications.becta.org.uk/display.cfm?resID=25961

What the research says about strategic leadership and management of ICT in schools

http://partners.becta.org.uk/upload-dir/downloads/page_documents/research/wtrs_stratleaders.pdf

Leadspace

http://www.leadspace.govt.nz

Learning, Teaching, Assessment and Reporting

Learning, Teaching, Assessment and Reporting refers to how schools lead, enable and support the use of ICT to transform learning and teaching, extending learning opportunities and improving learning outcomes by:

- supporting teachers to recognise and integrate a variety of rich uses of ICT in curriculum planning and delivery that is underpinned by statewide student learning initiatives

- using ICT for improved, more timely and relevant assessment

- collecting, communicating and collating student assessment data to inform curriculum design and to report on student progress

- using digital environments to provide access to digital resources for improved curriculum planning

- using ICT to deliver curriculum, extending and differentiating student learning opportunities and supporting students to manage and direct their own learning

- building a culture of ethical, safe and responsible use of ICT.

'Getting beyond engagement to the use of ICT to improve learning is hard work that takes effort and time. Teachers will need to invest in and be supported to use ICT, not just to enhance student engagement but for purposeful teaching as well.'
(CeLL Schools, Victoria, 2007)

'ICT is more likely to become an integral part of teaching and learning activities when teachers take their laptops to class. If teaching and learning is the focus of the school, then teachers must be encouraged and supported to use technologies in class. This shifts the focus from individual research and administration to the integration of ICT with the work that students do.'
(CeLL Schools, Victoria, 2007)

eLearning can support schools to develop a more personalised teaching and learning approach. ICT is a key tool to support purposeful teaching.
(CeLL Schools, Victoria, 2007)

'21st century schooling: Curriculum is focused on relevance, understanding, rigour and depth, engaging all students in authentic learning. ICT capabilities are integral to improved learning outcomes that enable young people to engage effectively with and work in an increasingly complex world ...
Innovative and effective use of ICT is transforming pedagogies, empowering teachers and support staff to focus on student-centred active and interactive learning.'
(Contemporary Learning: Learning in an Online World, MCEETYA, 2005, pp.5–6)

Learning, Teaching, Assessment and Reporting (Continued)

'... continuous ... professional development empowers teachers and supports staff to critically integrate ICT in learning and teaching by:

- Focusing on learning improvement and school transformation

- Addressing the multiple, interactive dimensions of ICT use

- Listening to and empowering students

- Providing tools to evaluate integration of ICT in learning

- Improving personal learning plan efficiency

- Developing collaborative networks.'

(MCEETYA Contemporary Learning: Learning in an Online World 2005/6, p. 7)

Possible focus questions:

Curriculum Planning

What new ways of learning and teaching are developing, where the integration of ICT adds value, and makes a difference to students and their learning?

Are a variety of ICT tools and resources used to engage students in learning activities across all VELS domains and other curriculum frameworks?

How is ICT used to integrate curriculum planning, delivery and assessment and reporting?

Curriculum Delivery

How is ICT contributing to personalising learning?

How do students influence and manage their own learning and contribute to creating content?

How does ICT support students to become more aware of who they are as learners?

What opportunities do students have to work together, to collaborate, share, communicate and also work independently?

Student ICT Capabilities

How are students supported to use and develop their ICT capabilities for effective learning?

What are students' expectations for the use of ICT in the curriculum?

ICT Safe and Ethical Behaviours

How does your school assure ethical use and support safe practices in the use of ICT at school and at home?

Assessment and Reporting

How is ICT used to support assessment for, as and of learning?

How is ICT used to store and access student work for reflection, assessment and reporting purposes?

How is ICT used to manage and communicate student information, assessment and reporting?

How is ICT used to support a variety of types of assessment, including peer and self-assessment?

Reporting to Parents

How is ICT used to improve reporting to parents?

Learning, Teaching, Assessment and Reporting Resources

Notes:

ePotential ICT Capabilities Survey
Find where you are on the continuum and explore the resources, including teacher and student work samples, getting started advice and professional learning resources.
http://epotential.education.vic.gov.au

ICT eLearning Showcase
Provides examples of the potential of ICT to enable powerful teaching and learning
http://epotential.education.vic.gov.au/showcase /

ICT Domain Page
Contains links to: Victorian Essential Learning Standards; ICT-related learning and teaching support materials such as publications, websites and other online resources; ICT assessment maps and sample tasks; professional learning support, including links to ICT teachers' associations; and identifies current research in the area of ICT education.
http://www.education.vic.gov.au/studentlearning/teachingresources/ict/default.htm

DEECD Kahootz and Digital Content and Creation Resources
Digilearn online portal of digital learning resources:
https://www.eduweb.vic.gov.au/dlr
Kahootz: **http://www.actf.com.au/learning_centre/kahootz.htm**

Connect
Connect provides schools and families with access to relevant, informative and exciting online educational resources from around the world. Connect is an evolution of the Victorian Education Channel.
http://www.education.vic.gov.au/connect

Global Teacher
http://globalteacher.org.au/

DEECD Software for Education Program (S4E)
The S4E Program makes available software titles widely used in Victorian educational institutions at significantly reduced prices.
http://www.education.vic.gov.au/management/ictsupportservices/software/s4e/default.htm

ICT ethics: ePotential
http://epotential.education.vic.gov.au/continuum.php

Literature review of E-assessment
http://www.futurelab.org.uk/research/reviews/10_01.htm

MCEETYA Pedagogy Strategy: Learning in an Online World
Published in 2005, this document outlines pedagogy enabled by ICT.
http://www.mceetya.edu.au/verve/_resources/ICT_LearningOnlineWorld-PedagogyStrategy.pdf

Using wikis to assess collaborative achievement
http://www.futurelab.org.uk/resources/publications_reports_articles/web_articles/Web_Article464

ICT Professional Learning

ICT Professional Learning sub-elements:

- **Teacher ICT Capabilities – developing ICT skills**

- **Learning and Teaching – developing an understanding of how ICT can enable improved teaching and learning**

- **Support and cultural change**

ICT Professional Learning refers to how schools plan, implement and evaluate effective ICT professional learning that contributes to improved teacher ICT capabilities by:

- developing structures and conditions to support teachers to improve their ICT capabilities

- supporting teachers to integrate ICT into learning and teaching effectively

- supporting teachers through the process of change

- developing collaborative, reflective, inquiry-based ICT professional learning models and cultures aligned to the school's vision and goals

- planning and implementing effective professional learning focused on, and embedded in, teachers' ICT practice

- using whole school performance data, especially the ePotential Teacher ICT Capabilities Survey, which helps identify the ICT professional learning needs.

'Professional learning is not just about finding out about the ICT tools and developing competencies in using them. It focuses on being able to transfer new skills to changed pedagogical practice and improvements in the classroom.' (Peter Cole, Professional Development: a Great Way to Avoid Change, IARTV Seminar Series, December 2004, No. 140, p. 4)

ePotential is an ICT capabilities resource developed by DEECD for the identification and support of ICT capabilities in learning and teaching. It includes a survey for teachers to identify their ICT capabilities and immediate online reporting for teachers, principals, regional directors and professional learning leaders. A bank of resources includes samples of student work, digital stories, online planning tools and an interactive journal. Principals and school leaders can benchmark their school against the state and region, find target areas for professional learning planning and view reporting to see if selected ICT initiatives are making a difference.

A school can use ePotential to regularly review all teachers' needs and develop an appropriate ICT professional learning plan to align the school goals and needs of its teachers, providing opportunities for 'just-in-time' not 'just-in-case' professional learning.

ICT Professional Learning (Continued)

'Sustained use of ICT in the classroom requires that teachers are appropriately skilled and have access to support that meets their immediate teaching needs. Greater use of ICT to better effect in class depends on providing teachers with the capacity needed to do this.'
(CeLL Schools, Victoria, 2007)

Possible focus questions:
Teacher ICT Capabilities
How does professional learning support teachers to develop their ICT skills?
Learning and Teaching
How does ICT Professional Learning influence curriculum planning and teaching practice?
How prepared and capable are teachers to activate new ways of learning and teaching using ICT?
How does ICT support students to become more aware of who they are as learners?
What opportunities do students have to work together, to collaborate, share, communicate and also work independently?
Support and Cultural Change
How is eLearning prioritised in the development of teacher and school Professional Learning Plans?
How is the ePotential ICT Capabilities Survey results used to inform ICT Professional Learning planning?
Are there a range of strategies/activities used to support ICT Professional Learning?

'Teachers' ICT confidence and competence is improved when they are provided with material they can 'play with' on their own machines. The chance to explore and learn from mistakes enhances teachers' willingness to use ICT.'
(CeLL Schools, Victoria, 2007)

Examples of 21st century learning environments:

- A classroom incorporating flexible and self-directed use of emerging technologies.

- Any place offering anywhere, anytime access to online learning.

- A 'learning hub' that allows for both physical and virtual classrooms.

- School creating authentic, real-life opportunities for learning through partnerships with community groups, education providers and industry

- A learning management system to structure, deliver and assess online curriculum activities.

ICT Professional Learning Resources

Notes:

DEECD's Information and Communication Technology Domain Professional Learning
http://www.education.vic.gov.au/studentlearning/teachingresources/ict/proflearn.htm

ePotential ICT Capabilities Resource
ePotential is a suite of online tools and resources to measure, develop and report on teacher ICT capabilities.
http://epotential.education.vic.gov.au/

Becta Professional Learning Portal
http://schools.becta.org.uk/index.php?section=pd

MCEETYA Pedagogy Strategy : Learning in an online world
This document focuses on ICT as an enabler of good pedagogy. It highlights issues for consideration when planning for integration of ICT in the learning environment.
http://www.mceetya.edu.au/verve/_resources/pedagogy_strategy_file.pdf

Microsoft Learn IT Teach IT CD-ROM and Making a Difference Research Guide
Every school has been provided with a CD-ROM resource containing a wide range of teaching resources and effective eLearning research.

Learning Places and Spaces

The Learning Places and Spaces sub-elements are:

- **Access**

- **Physical Layout**

Learning Places and Spaces refers to how schools design, maintain and update IT infrastructure, learning places, spaces and resources, to maximise learning opportunities by:

- providing eLearning in safe, secure, learner-centred, flexible learning spaces and connected digital environments

- exploring virtual learning environments and providing access to learning resources outside of school hours

- planning and resourcing equitable learner access to ICT

- enabling the seamless integration of ICT into effective learning and teaching by planning for and resourcing the changing ICT needs of the whole school community, including support for learners through more efficient and effective administration and student information processes

- supporting the diverse and changing needs of learners, while responding to new and emerging technologies that enhance learning.

'Imagine a space that was configured not as a classroom, but as a meeting room. This space could be used by children or adults for general learning purposes … as the teacher approaches the room, a Bluetooth detector switches on screens that show important words in English and French, the learning outcomes for the lesson, and a looping photo-show of pictures of Paris … the children arrange the furniture for dialogue and choose a topic they have not yet covered from the playlist on their iPod. During the lesson, each child records

their own conversation. The teacher moves around the room, randomly joining in with conversations and facilitating the students' learning … Two hours later the same room is being used for a drama lesson … [later] for yoga …'
(Sean McDougall, One tablet or two? Opportunities for Change in Educational Provision in the Next 20 years, Nesta Futurelab, 2006, p. 4)

Possible focus questions:
Access
What types of access to ICT are available for learning?
How could accessibility to ICT for all students in all classrooms be improved?
Physical Layout
How do the physical layouts create learning environments, □aximizing the use of ICT for diverse learning and teaching opportunities?

'A broader range of teachers will adopt ICT in their teaching approaches when they have access to a range of ideas, activities and teaching materials they can share and use.'
(CeLL Schools, Victoria, 2007)

'Share, share and share some more. Sharing what works and what does not work is a major contributor to learning for all.'
(CeLL Schools, Victoria, 2007)

Learning Places and Spaces Resources

ePotential: Classroom Organisation

http://epotential.education.vic.gov.au/continuum.php

DEECD: Building Futures

http://www.education.vic.gov.au/about/directions/buildingfutures/default.htm

Glen Waverley Secondary College: Spaces for Learning QTVR

http://www.gwsc.vic.edu.au/index.cfm?top=302

Pedagogy and Space
This innovative research program analyses the physical organisation of the classroom to maximise effective pedagogy.

http://epotential.education.vic.gov.au/showcase/index.php?showcase_id=57

Futurelab Showcase: Space Mission: Ice Moon

http://www.futurelab.org.uk/showcase/space_mission/index.htm

Emerging technologies for learning

http://publications.becta.org.uk/display.cfm?resID=25940&page=1835

FutureLab Spaces, Places and Future Learning: Conference Presentations

http://www.futurelab.org.uk/events/learning_spaces/presentations.htm

Future TV: involving learners in creating their own learning environment

http://www.futurelab.org.uk/research/innovations/tv_insight_paper_01.htm

Learning with Handheld Technologies: Futurelab Booklet

http://www.futurelab.org.uk/research/handbooks/05_01.htm

What if – Reimagining Learning Spaces: Futurelab Research

http://www.futurelab.org.uk/research/opening_education/learning_spaces_01.htm

What the research says about virtual learning environments in teaching and learning
http://publications.becta.org.uk/display.cfm?resID=25797&page=1835

Learning Communities

Learning Communities sub-element:

- **ICT-Enabled Learning Communities**

Notes:

....

....

....

....

....

....

....

....

....

....

Learning Communities refers to how schools use ICT to extend learning beyond the school to support and connect students, staff and families to local and global learning communities by:

- planning for and using ICT and virtual environments to enable communication, interaction and collaboration focused on purposeful learning, among learners, teachers, experts, and other local and global learning communities

- developing collaborative cultures and protocols, so that learners can operate effectively in connected, digital environments in the wider school community and beyond

- engaging learners in authentic learning activities that connect with knowledge networks, partnerships and real-world communities of practice beyond schools, enriching learning environments and improving learner outcomes.

Possible focus questions:

ICT-Enabled Learning Communities

How do your teachers and students use ICT to engage, interact and deepen students' learning through collaboration with local and global communities?

How do your teachers use ICT to support each other in the use of digital resources and curriculum planning?

How does ICT support relationships between the school and home?

How does ICT enable community interactions?

Resources

DEECD – Ultranet

http://www.education.vic.gov.au/management/ultranet/default.htm

Developing School Partnerships

http://schools.becta.org.uk/index.php?section=oe&catcode=ss_es_par_02

Engaging Parents and Families with eLearning

http://schools.becta.org.uk/index.php?section=oe&catcode=ss_es_fam_02

Engaging the Community with eLearning

http://schools.becta.org.uk/index.php?section=oe&catcode=ss_es_co_02

Towards New Learning Networks: Futurelab booklet

http://www.futurelab.org.uk/research/opening_education/learning_networks_01.htm

Evaluation, Review and Management

Routinely review the eLearning Plan and ensure it is being managed effectively.

Evaluation and review of the eLearning Plan will address the success, or otherwise, of the strategies you identify to enable the school to reach its eLearning vision.

Your eLearning Plan and SIPS Roadmap provide you with a framework which you can use to monitor and review infrastructure, budget, facilities, staffing, professional learning, and the strategic support required to achieve your eLearning vision.

Schools need to set review cycle timelines in line with their School Strategic Plan and annual implementation plans.

The following questions can help you evaluate each key eLearning Strategy:

Possible focus questions:
Are we achieving what we set out to achieve?
How well are we achieving it?
Are our resource utilisation and time frames on track?
Have there been any environmental, political or cultural changes that will have an impact on the strategic direction of the school?
Does our chosen strategy still work with our strategic focus?
Consistent, recurring evaluation of your eLearning Strategy will support the success of your school's eLearning Plan.

Resources

DEECD School Accountability and Improvement Framework
DEECD strategic planning documentation includes focus questions and resources to assist schools to develop eLearning strategies and milestones.

http://www.education.vic.gov.au/management/schoolimprovement/default.htm

School ICT Progression Strategy (SIPS)

https://www.eduweb.vic.gov.au/techroom/tssp/sips/

Making the most of your investment in ICT

http://foi.becta.org.uk/display.cfm?cfid=1476190&cftoken=29154&resID=35818

Managing ICT costs in schools: report

http://publications.becta.org.uk/display.cfm?resID=25942

MCEETYA, Total Cost of Ownership and Open Source Software

http://www.mceetya.edu.au/verve/_resources/total_cost_op.pdf

IT infrastructure and technical support:
Supporting the School ICT Progression Strategy (SIPS)

The capacity of your school community to adopt its eLearning Strategy depends on the reliability and availability of an appropriate technical environment. Adequate budgeting, resourcing and maintenance are essential for success.

Notes:

....

....

....

....

....

....

....

....

....

....

....

Planning for IT infrastructure and technical support is different from planning for eLearning. IT infrastructure and technical support underpins a school's eLearning vision; it is not meant to drive it.

> **Possible focus questions:**
>
> Are your technology systems and solutions robust and pervasive enough to support effective digital learning and teaching?
>
> What digital tools and resources do students and staff have access to, for learning anywhere and anytime?

Technical specialists and the Leadership Team within your school are likely to be considering the process for preparation of your School ICT Progression Strategy. Your eLearning Plan is an essential requisite within this process as shown in the chart.

Figure 6. SIPS Model

In the development of the ICT Roadmap, schools will be required to refer to the key strategies or eLearning focus from their eLearning Plan, and resource the requirements that are identified in the eLearning Plan. Resource planning within the ICT Roadmap will consider not only the equipment but also the infrastructure and services, including the maintenance required to support the strategy in the long term.

Prioritisation in your eLearning Plan needs to be flexible, because the changing availability and cost of IT infrastructure and equipment might have an impact on the feasibility of implementing some aspects of your eLearning Plan.

Resources

Technical Support to Schools Program
Links to documentation for the School ICT Inventory, School ICT Infrastructure Roadmap, and Network Guidelines and Models for Schools.

https://www.eduweb.vic.gov.au/techroom/