

# eLearning Plan Cheltenham Secondary College 2009 – 2010 (24 October 2008)

Authors: Stephen Digby & Michelle Roberts

## School eLearning Vision

Learning Technologies will improve Teaching & Learning by providing high levels of use and effective application of ICT.

Element	Key Strategy/ Focus	Current Practice	Target Practice	Actions What?	Resources/ Budget	Responsibilities Who?	Timeline When?	Achievement Milestone
-eLearning Leadership	- <b>Research</b> , collect data (e.g. ePotential Survey Results), <b>Consult</b> widely (teachers, parents, administrators), <b>Manage</b> decision-making, <b>Implement</b> (budget, purchase install, document, <b>Support</b> and promote effective educational use	- Focus on responsiveness to need of drive change towards management targets	- ICT use wherever possible for improved teaching efficiency and effectiveness	- Appoint ICT Leaders for 2009 - Plans for increased ICT use in all KLA's	- Time release for ICT leader(s) - Tech support software	- ICT Leader(s) - Leadership Team	Ongoing	- Leadership team use ICT use wherever possible for improved teaching efficiency and effectiveness and have implemented a plan to achieve this with their team
- Learning, Teaching, Assessment & Reporting	- Increase the quality of learning activities utilising learning technology equipment		- Students and staff show high level of educationally effective use of ICT in their practice.	- Document Curriculum practice - Promote quality activities through PD internally	- Time release for ICT leader(s) - Leadership Team focus	- ICT Leader(s) - Leadership Team	Ongoing	- Ongoing – all curriculum docs contain appropriate use of ICT
	- Set goals for specific ICT use in classrooms	- ICT use in classrooms is: - often ad hoc, - not often clearly mandated by school curriculum programs. - often of low intellectual challenge - not always directly linked to general classroom program	- Specific ICT use integrated into documented curriculum plans to encourage compliance and consistency by all teachers - All curriculum documents shared online. Students and parents encouraged to help with feedback to teachers re compliance with plans (incl. ICT component).	- Mandate online documentation of all work requirement due dates (e.g. "Homework") in all subjects through Info Net. - Info net 24/7 access - All unit outlines on info Net - All T & L resources on info Net - All homework and due dates published on the info Net		- Curriculum Coordinator - ICT Leader(s)	- Course Outlines online: from start of 2009: All year levels - Work requirement dates and details online (incl. Homework): From start of Sem 2, 2009 - All VCE & Yr8; From start of 2010 - All year levels	- All curriculum materials up to date and online

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	- Reporting on ICT achievement	- VELs reported in some areas and some subjects only	- all subjects report on all dimensions of VELs ICT	- mandate ICT VELs reporting in increasing numbers of subjects and dimensions		- Curriculum committee	- Report on 2 dimensions in selected subjects by end of 2009	- Reporting occurs at end of 2009
	- ICT Leadership and UltraNet preparation	- Leadership team shows relatively low level of personal involvement and commitment to personal or classroom ICT use	- Leaders within the school model and formally sharing best practice ICT us - Leadership team leads and assists teachers by ensuring that information is available online, clearly organised and up-to-date - Staff manual is a reliable and trusted information resource for all staff	- Specific targets for Leadership team e.g. online communication with their staff; maintenance of accurate online curriculum documentation for students and parents within their KLA	- Leadership time priority - Leadership time PD	- Admin mandate, surveillance and feedback  - Leadership Team  - ICT Leaders	- Year 1	- Leadership group demonstrates exemplary personal use of ICT and plans for wider implementation in their teams
	- ICT Ethics and laws	- Information re. ethics and legal requirements is provided to all staff and students through the InfoNet in variety of ways	- Students and staff are aware of ethics and laws that govern ICT use	- Regularly add to school bullying screen savers - Promote existing online bullying anonymous reporting - Display additional copyright notices (paper and online) - Promote responsible use advice re. all aspects of ICT - Develop explicit activities to encourage teachers to integrate into programs	- ICT Leader time - Staff PD time - Creation of on-line questionnaire for staff	- ICT Leaders  - All Staff	- Year 1	- ICT ethics materials promoted to staff and students - On-line questionnaire completed by all staff

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	- ePortfolios:	- Online ePortfolios created for all students - Little current use - No integration into any teaching program	Students develop ePortfolios throughout their time at school for reflection and planning tool as well as multipurpose multimedia personal record of school experiences - Allocate the teaching of this to specific year levels and subjects - Extend to cover a wider range of years and subjects	- planned activities in targeted subjects and year levels. - Professional Learning for staff	- Current infrastructure supports extensive develop with no extra hardware software or staffing cost	- Curric Coord - All Teachers	- Year 1: build into year 7 L2L program; year 8 Learning Futures and year 9 english - Encourage use by all teachers at any year level - Encourage use by students at their own initiative	- ePortfolios online (complete) - ePortfolio development embedded in courses
	- Explore and experiment with new technologies: - <b>Hand held technologies</b>	- Hand held technologies allowed at school (phone, ipod etc) - Use is at discretion of teachers - Most teachers view as something to be tolerated rather than opportunity to enhance experience	- students specifically encouraged to use held technologies to improve their education - some courses involve specific activities that encourage effective use of these technologies - some school resource delivery can be accessed with these technologies e.g “podcasts” or “vodcasts”	- Explore use of hand held technologies to support learning and teaching - Professional Learning for staff	- TPL Release	- WOL - Curric Coords - AP T&L	- Year 1: TPL	- Handheld technology use embedded in selected courses - Report of trials made to leadership and school council
	- Explore and experiment with new technologies: - <b>IWB</b>	- IWB’s installed in some locations. - Staff use slowly developing esp where staff have consistent access - HW and software issues (reliability, experimenting with fixed computers etc)	- selected locations have IWB capabilities for teacher directed lessons/ demonstrations - teachers utilise effectively for selected lessons to maximise student learning speed and effectiveness - lessons capitalise on IWB capability for student involvement	- Support “early adopters” teachers by preferential TT in IWB rooms - Encourage exemplar use by Leadership team, “early adopters” etc - Professional Learning for staff	- TT priority - Funds for up to an additional 10 IWB over next 2 yrs	- LT helpers - Leadership team - Curric Coords - AP T&L	- Year 1-3	- IWB use embedded in selected courses with access - Regular IWB use at staff meetings

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	<ul style="list-style-type: none"> <li>Explore and experiment with new communication options:</li> <li><b>Blogs</b></li> <li><b>Podcasts</b></li> </ul>	<ul style="list-style-type: none"> <li>Blog and podcasts capabilities installed within InfoNet</li> <li>Use of podcasts very low</li> </ul>	<ul style="list-style-type: none"> <li>Blogs etc utilised where they deliver curriculum objectives more efficiently and/or effectively</li> </ul>	<ul style="list-style-type: none"> <li>encourage experimentation among teachers</li> <li>Professional Learning for staff</li> </ul>	<ul style="list-style-type: none"> <li>ICT Leaders</li> <li>Leadership Group</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Group</li> </ul>	<ul style="list-style-type: none"> <li>Year 2</li> </ul>	<ul style="list-style-type: none"> <li>Selected use of new communication options as appropriate for courses</li> <li>Demonstrations of potential uses at staff meetings</li> </ul>
	<ul style="list-style-type: none"> <li>Embed ICT courseware into course documentation and practice</li> </ul>	<ul style="list-style-type: none"> <li>Only small proportion of quality ICT resources built into classroom programs (e.g. National Digital Learning Objects).</li> <li>Use highly variable</li> </ul>	<ul style="list-style-type: none"> <li>Increase use of high quality resources already available within the IntraNet</li> <li>embed their use in course documentation to ensure all develop ability to deliver and all students experience</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum documentation specifically linking to these resources</li> <li>Actively promote available resources</li> </ul>	<ul style="list-style-type: none"> <li>Clerical support to library/ ICT to build these resource links (similar to successful process used in LF)</li> </ul>	<ul style="list-style-type: none"> <li>ICT Leader(s)</li> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Year 1</li> </ul>	<ul style="list-style-type: none"> <li>ICT curriculum materials utilised by all teachers in courses where their use is documented</li> </ul>
	<ul style="list-style-type: none"> <li>Improve communication with students parents re. work progress and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Communication by diary note, ad hoc phone calls and some use of email</li> </ul>	<ul style="list-style-type: none"> <li>predictable and increased communication by teachers using digital systems with increased responsibility on students and parents to <b>collect</b> communications cf. current practice where teacher has responsibility to <b>deliver</b></li> </ul>	<ul style="list-style-type: none"> <li>Look for ways to early adopt any "UltraNet" modules related to continuous optional online reporting.</li> </ul>	<ul style="list-style-type: none"> <li>ICT Leaders</li> <li>Tech support</li> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Year 2</li> </ul>	<ul style="list-style-type: none"> <li>Communication systems in place</li> <li>Email loop involving students, parents and teachers</li> </ul>
	<ul style="list-style-type: none"> <li>KLA implementation of ICT plan</li> </ul>	<ul style="list-style-type: none"> <li>ICT component of course plans is sometimes not specifically considered</li> </ul>	<ul style="list-style-type: none"> <li>KLA's develop an action plan for the implementation of the ICT plan</li> <li>KLA specific outline of best ICT practice</li> <li>KLA specific outline of PD, hardware and software needs</li> <li>Competency matrix</li> <li>Identify experts to facilitate coaching within KLA</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team reviews courses in their responsibility area for documented inclusion of ICT where access is possible and use would improve outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Year 1</li> </ul>	<ul style="list-style-type: none"> <li>Courses reviewed and ICT use specifically embedded as appropriate</li> </ul>

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<b>ICT Professional Learning</b>	<ul style="list-style-type: none"> <li>- PD Time build ICT frequently and formally into staff time allocations</li> </ul>	<ul style="list-style-type: none"> <li>- Needed: more PD build ICT into school program (voluntary PD attendance is low)</li> <li>- more room stability in staff loads (staff exposed to large range of diverse equipment for very short time with little incentive to use in planned program)</li> </ul>	<ul style="list-style-type: none"> <li>- All staff use ICT to support and extend their teaching program to the extent documented in their programs and stated on their Perf dev plans.</li> <li>- PD component Embedded within meeting structure</li> <li>- Focussed on specific classroom strategies</li> <li>- Utilises early adopters within staff as well as external presenters &amp; content</li> </ul>	<ul style="list-style-type: none"> <li>- Competency Matrix designed</li> <li>- Inclusion in P&amp;D Plans</li> <li>- Coaches/ xperts identified and promoted within staff</li> <li>- Meeting calendar has component of PD mandated</li> <li>- Staff TT in same area to maximise continuous staff access to resources for skill development</li> </ul>	<ul style="list-style-type: none"> <li>- Staff Meeting Time</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership Team</li> <li>- All staff</li> </ul>	<ul style="list-style-type: none"> <li>- Year 1</li> </ul>	<ul style="list-style-type: none"> <li>- PD activities regularly built into published meeting agenda</li> <li>- ICT activities</li> <li>- Competency matrix completed through all staff completing the epotential survey and target areas for improvement and ‘in house’ experts identified</li> </ul>
	<ul style="list-style-type: none"> <li>- PD encouraged in variety of formats that meet staff needs</li> <li>- Create opportunities for sharing practice/ materials/ expertise/ experiences among staff</li> </ul>	<ul style="list-style-type: none"> <li>- PD offered in voluntary extra classes including lunchtimes</li> <li>- Most effective on-site PD done with individuals and small groups</li> <li>- Some formal outside PD</li> </ul>	<ul style="list-style-type: none"> <li>- look at PD goals in staff plans and respond to emerging needs (e.g. Vista etc) and trends (e.g. podcasts)</li> </ul>	<ul style="list-style-type: none"> <li>- PD responsive to identified staff needs</li> </ul>	<ul style="list-style-type: none"> <li>- PD Time</li> </ul>	<ul style="list-style-type: none"> <li>- PD Coordinator</li> <li>- ICT Leader(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Year 1</li> </ul>	<ul style="list-style-type: none"> <li>- Staff responses indicate PD is responsive to needs</li> </ul>
	<ul style="list-style-type: none"> <li>- Shared experience between the L2L federation schools</li> </ul>	<ul style="list-style-type: none"> <li>- Limited PD’s run in cooperation with local schools with significant ICT use</li> </ul>	<ul style="list-style-type: none"> <li>- Shared experiences across schools</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage staff to maintain contact/ attend shared PD sessions etc with local schools on more regular basis</li> </ul>	<ul style="list-style-type: none"> <li>- Time release. Early finish. Funding.</li> </ul>	<ul style="list-style-type: none"> <li>- PD Coordinator</li> <li>- ICT Leader(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Year 1</li> </ul>	<ul style="list-style-type: none"> <li>- Interschool PD involvement occurs</li> </ul>

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	- Increase continuous openness and feedback into staff PD planning through use of UltraNet features	- PD centrally planned based on “averaged” staff priorities and sometimes grouped across schools - Individual staff feel that PD does not meet the needs of their core teaching role	- PD needs identified as they arise - Programs developed as soon as the need arises	- Allow staff and students to vote on specific options in elearning plan actions? - Allow student and staff comment online re. aspects of plan actions ? - Mandated agenda item in all KLA, staff and leadership meetings relating best practice sharing strategies	- Use of InfoNet forums, choices and questionnaires	- ICT manager - PD manager	- 2009	- Staff responses indicate PD is responsive to needs
<b>- Learning Places and Spaces</b>			- Groups of teachers have near exclusive use of well resourced rooms with responsibility to integrate the use of resources into programs	- Change timetable priorities.	- Support from school leadership	- School leadership	- 2009	- Timetable achieves room stability for teacher teams
	- Improve access to ICT resources - Increase number, quality, spread and access to ICT resources (e.g. computers) - Spend Rudd money (NCSSF) effectively within uncertainties of Masterplan		- Rudd money provides highest quality and level of access to Yr 9-12 students - Frees local funds to improve access to Yr7 students	- Rudd committee formed. - Money expended. Staff trained and supported	- Leadership time - Rudd money - Tech time	- ICT and leadership team	- By Dec 1 and then by mid-2010	- Improved access for students and improved uptake by teachers
<b>- Learning Communities</b>	- UltraNet Preparation – Infrastructure development	- InfoNet (moodle) used to provide as much information and curriculum integration as possible	- Integrate all information systems to maximise effectiveness of information support to teachers - minimise duplication of data and effort	- Seek TT product that can provide web based interface and data integration - Seek Electronic Attendance product that can integrate with the mandated product “CASES” as well as the TT product. - Integrate Markbook reporting software with TT	- ICT Leaders	- ICT Leaders - PCO’s	- Year 3	- UltraNet installation with integrated information systems

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-	- Investigate digital excellence program	- Assessment of ICT domains left to individual KLA and program assessment approaches	- ICT assessment covers all aspects of school program without unbalancing the emphasis within current programs	- Investigate tools that can provide overview of all aspects of ICT achievement to reduce need for individual teachers to assess same issues separately	- Funds for purchase of materials	- ICT Leaders	- Year 1	- Decision to buy or not
-	- Communication with other school and cultures	- Communication limited to school exchanges and OS trips	- Increased communication with a range of other communities assisted by ICT	- Investigate membership of supervised contact systems with school in other states/ countries etc.	- ICT Leaders	- ICT Leaders	- Year 1	- Communication with other schools built into one or more programs
-	School Calendars	- School calendar exists within InfoNet	- School calendars converted to Outlook based calendars to integrate within staff MS outlook on personal notebooks	- ICT staff convert calendar and set up software systems to integrate school, staff and other group calendars	- ICT staff time	- ICT staff	- Jan 2009	- School calendars in targeted with all staff personal notebook calendars