

## **eLearning Case Study**

### **Summary of Advice for other schools**

#### **Leadership and developing an ICT Vision**

- Ensure that leaders have high expectations and model good practice. Promote a consistent message about the use of ICT relentlessly
- Link projects and initiatives together focussed on the Annual Plan goals. Do not have a separate goal focussed on the use of ICT.
- Retain a strong curriculum focus
- Encourage teachers to start small. Set achievable fortnightly goals. Support the risk takers, they are life long learners and they lead and influence others by proving a model and giving support to reluctant teachers
- The key long term challenge is to move from the opt-in stage by keen staff to integrating ICT in everyday learning to building pressure for all teachers to integrate ICT in the curriculum so that ICT becomes an integral part of the school's everyday learning culture
- Stop “growing like topsy” approaches to using technology and prepare a comprehensive plan to embed ICT in all functions of the school. The plan needs to clearly state the vision for what you want to do and why, the key strategies that are to be used. Make sure the plan is realistic, allowing for different rates of change by teachers but ensuring that new standards, expectations and processes are developed
- Create a critical mass of teachers embedding ICT in student learning as a base for moving to create the expected culture that all teachers will embed ICT in their teaching practice.

#### **Learning, teaching, assessment and reporting enabled by ICT**

- Always focus on learning and improving learning. Using computers to transform learning is more important than computer to student ratios
- Keep asking the questions- “Will ICT assist to fulfil school goals”, “What works well?” and “What needs improving?”
- Celebrate successes with students publishing work digitally using digital projectors, multi media and using a memory stick to show work to parents
- Retain an open mind and have a positive approach to problem solving.

#### **ICT Professional learning**

- ICT can be a catalyst for changes to teaching and learning in classrooms. Professional learning is the key to enabling this change. Create time for teachers to engage in professional learning
- Encourage everyone in the school to be reflective. Teachers and students need to make mistakes to improve. Students and teachers need to think, tinker and take risks. Support teachers by providing time for teachers to reflect – visit other classrooms, other schools and distance themselves from their own classroom to think.

- Encourage everyone to work in teams, develop shared beliefs and values and to reflect on outcomes. Establish a coaching model – encourage teams to focus on developing their own skills and then sharing with and supporting the rest of the staff.
- Realign resources to support teachers. Foster and support champions for curriculum and pedagogy change. Create new ways for teachers to collaborate and share. Ensure that professional learning opportunities are focussed on actual classroom practice with opportunities for staff to observe each others' practice
- Create “sand pit” projects for teachers to experiment with the use of new approaches and technologies to embed ICT in student learning. If the “sand pit” projects are successful, plan and support processes to scale up the approach across the school
- Document what you learn – tie the goals into the Annual Implementation Plan

### **Learning spaces and places and developing Learning Communities**

- Create teams of teachers, pods of computers and knock down walls to encourage team teaching
- Arrange for groups of students to use a computer (rather than a 1:1 ratio), this approach facilitates collaboration and builds skills.
- Share with parents the exciting things happening in your school and assure them you are still teaching basic skills and more. The potential is unlimited.
- Encourage staff to share successes and the not so successful aspects of initiatives to improve learning.

### **Infrastructure and technical support**

- Introduce new hardware, software and peripherals in the context of the ways they can be used in the classrooms, show people how to use them, give them sandpit time to use them and then share how they used them in their classrooms.
- Support the person (s) providing technical support. It is a thankless task continuously solving problems.
- Be flexible and open to try new hardware and software but retain balance between experimenting and standard operating systems
- Take time to trial and review new devices/technologies before buying.
- Ensure that staff in the school control the technologies (maintain the network and hardware, apply upgrades).
- Ensure the ICT infrastructure is robust. Standardise ICT infrastructure and hardware and review technical support arrangements. Buy quality hardware and replace equipment on a three to four year cycle