

eLearning Plan for Bendigo Senior Secondary College (BSSC)

Mission / Vision: BSSC will be a world leader in incorporating eLearning strategies to engage and empower all learners, preparing them to become digitally literate, flexible and socially aware of their future with the skills to contribute responsibly as members of a global eCommunity.

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Total eLearning Funding Required: \$3,789,000 [2008-2011 – See Section 5 of the School ICT Infrastructure Roadmap and Strategic Plan]

Area	Current Practice	Target Practice	Strategy for Development / Resources	Role	Measurement
eLearning Leadership	<ul style="list-style-type: none"> ▪ A shared eLearning vision is developed by a team. ▪ The eLearning plan is consistent with the vision and identifies clear short and long term targets, responsibilities and resources. ▪ Responsibility for strategic eLearning Leadership is assigned to a defined team or individual ▪ A leadership team or individual plans eLearning activities and resource allocation 	<ul style="list-style-type: none"> ▪ The eLearning vision is realised within all areas of learning, teaching and admin across the School Community ▪ The school eLearning plan supports a culture of continuous innovation engaging students in ways previously not possible and establishing targets for anywhere, anytime access across the School Community. ▪ Strategic eLearning leadership is inherent and distributed across the school community. ▪ An eLearning culture is embedded across the School Community. eLearning Activity is intrinsic in all learning and teaching 	<ul style="list-style-type: none"> ▪ The school will resource eLearning Leadership by creating a management structure, and special responsibility positions to promote eLearning. ▪ Professional Development time will be allocated for the development of ICT and eLearning skills and knowledge. ▪ Resources as indicated for “Student eLearning Capability” and “Learning, Teaching, Assessment and Reporting” will be available to the eLearning Leadership group to explore and utilise. ▪ Innovative and new technologies will be sought, explored and trialled where appropriate to further develop this groups skills and understanding. ▪ Staff will use SharePoint as a resource for sharing resources. 	<ul style="list-style-type: none"> ▪ Learning & Teaching Development Manager; ▪ ICT Infrastructure Co-ordinator ▪ Catalyst Co-ordinator ▪ Innovations Team ▪ Leadership Team ▪ Network Administrator 	<ul style="list-style-type: none"> ▪ Current ePotential Survey Results: 56% Foundation; 31% Emergent; 8% Innovative & 5% Transformative ▪ A decrease in % in Foundation and Emergent and an increase in Innovative and Transformative would suggest improvement. ▪ By end 2008 25% of staff to be classified as Innovative / Transformative ▪ By end 2009 50% of staff to be classified as Innovative / Transformative ▪ By end 2010 75% of staff to be classified as Innovative / Transformative
Student eLearning Capability	<ul style="list-style-type: none"> ▪ Recognition of student ICT Capabilities is informal. ▪ Students have growing expectations for the use of ICT and are able to apply it in contexts that increase their engagement / motivation. 	<ul style="list-style-type: none"> ▪ Student ICT Capabilities reflect best practice, incorporate self and peer assessment, collection of evidence and provide feedback and setting of targets. Evidence of ICT Capability is used to inform planning for learning and teaching. ▪ Formal and informal accreditation programs are used by the school to acknowledge student ICT Capabilities ▪ Students have high expectations of the use of ICT, confidently applying it to learn new things in new ways. 	<ul style="list-style-type: none"> ▪ To increase access to computer resources to students with focus on arrangements which allow for: <ol style="list-style-type: none"> 1. Greater access to ratios of 1 Computer to 2 Student (or ratios that provide greater access to computers) to classes. 2. Provide for greater access to computers for students performing self study (ie 1 to 1 computing in areas appropriate for self study such as the library). 3. Provide greater access to functional pods of computers (typically 5 or more computers) in appropriate locations throughout the school. 4. Provide access to at least 1 computer in each learning space which will typically be connected to AV equipment. 5. Ensure all computers are connected to network, online services (Ultranet) and the Internet. 6. Ensure significant uptime and quality of service (ie Bandwidth) to all computer ▪ An increase in the number of notebooks 	<ul style="list-style-type: none"> ▪ Learning & Teaching Development Manager; ▪ ICT Infrastructure Co-ordinator ▪ Catalyst Co-ordinator ▪ Innovations Team ▪ Leadership Team ▪ Learning & Teaching Leaders ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Staff Computer Use Survey ▪ Student Log-on / Access Data ▪ Students are regularly accessing and using a range of ICTs in their learning. ▪ Students regularly use ICT to present / share their work with others.

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			<p>available for student access will assist with points 1 & 2 above.</p> <ul style="list-style-type: none"> ▪ To provide students with new and innovative ICT resources such as iPods, PDAs, Mobile Phone Technologies which enable students to interface with data and information in new ways. ▪ Review software available to students and increase the amount of freeware available. ▪ Classes / Learning Areas run at least one Learning Activity that lets students choose their own type of technology. ▪ Students have ready access to a range of ICT tools to enhance their learning, both inside and outside of scheduled class time. 		
Learning, Teaching, Assessment and Reporting	<p>Learning & Teaching</p> <ul style="list-style-type: none"> ▪ Students are provided some opportunities in some curriculum areas to use ICT. ICT is mainly used to support existing teaching and learning practices. ▪ Students are able to work alone and with others in the application of ICT ▪ Content is largely teacher created using multiple modes of delivery. ▪ Learning Management Systems allow for the selection and creation of scaffolding around digital learning resources, to suit a range of learning styles and purposes. <p>Assessment & Reporting</p> <ul style="list-style-type: none"> ▪ ICT is used for summative assessment with some activity around formative assessment ▪ Students store work electronically for self review and editing ▪ Staff and parents use ICT to create efficiencies in the facilitation of feedback on 	<p>Learning & Teaching</p> <ul style="list-style-type: none"> ▪ ICT is fully integrated across all areas of the curriculum to enhance new ways of learning and teaching ▪ ICT is fully integrated to enable personalised and powerful learning. Staff and students share in the creation of content, learning together in a flexible learning environment. Dynamic Personal Learning Plans assist students in achieving goals and making connections across the school community. ▪ Learning Management Systems allow any anywhere anytime access for the selection, creation, editing or re-purposing and publishing of digital learning resources to suit the individual needs of learners. <p>Assessment & Reporting</p> <ul style="list-style-type: none"> ▪ ICT is routinely used to enhance assessment and reporting and the summative, formative and collaborative levels. ▪ Teachers and students use digital portfolios for feedback and reflection and to showcase evidence of learning in all curriculum areas across the school community ▪ A secure integrated student information system provides ubiquitous access to all aspects 	<p>Learning & Teaching</p> <ul style="list-style-type: none"> ▪ Ensure access to the network, online services (Ultranet) and the Internet for all staff for content creation and access and monitoring, assessment and reporting tools. ▪ Provide Servers and services which will allow for appropriate content creation, access and management of electronic data and communications. ▪ Provide appropriate AV tools (ie Data Projectors, Electronic Whiteboards) which allow for the interaction with content. ▪ Staff incorporate The Le@rning Federation learning objects into their teaching where appropriate. ▪ Catalyst Co-ordinator and Peer Coaches to work with staff in developing skills in incorporating ICT into learning and teaching practice. <p>Assessment & Reporting</p> <ul style="list-style-type: none"> ▪ Ensure access to the network, online services (Ultranet) and the Internet for all staff for content creation and access and monitoring, assessment and reporting tools. ▪ Development and use of Web2.0 products (wikis, blogs, podcasts) as assessment tools. ▪ Catalyst Co-ordinator and Peer Coaches to work with staff in developing skills in incorporating ICT into assessment practice. 	<ul style="list-style-type: none"> ▪ Learning & Teaching Development Manager; ▪ ICT Infrastructure Co-ordinator ▪ Catalyst Co-ordinator ▪ Innovations Team ▪ Leadership Team ▪ Learning & Teaching Leaders ▪ Classroom Teachers 	<p>Learning & Teaching</p> <ul style="list-style-type: none"> ▪ Current ePotential Survey Results: 2% Foundation; 37% Emergent; 45% Innovative & 15% Transformative ▪ A decrease in % in Foundation and Emergent and an increase in Innovative and Transformative would suggest improvement. ▪ By end of 2008 75% of staff to be classified as Innovative / Transformative ▪ By end 2009 40% of staff to be classified as Innovative / 40% Transformative ▪ By end 2010 20% of staff to be classified as Innovative / 70% Transformative <p>Assessment & Reporting</p> <ul style="list-style-type: none"> ▪ Current ePotential Survey Results: 18% Foundation; 53% Emergent; 23% Innovative & 6% Transformative ▪ A decrease in % in Foundation and Emergent and an increase in Innovative and Transformative would suggest improvement. ▪ By end of 2008 75% of staff to be classified as Innovative / Transformative ▪ By end 2009 40% of staff to be classified as Innovative / 40% Transformative ▪ By end 2010 20% of staff to be classified as Innovative / 70%

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	assessment, reporting and student information where appropriate.	related to student learning including learning pathways, assessment, reporting and student wellbeing information			Transformative
ICT Professional Learning	<ul style="list-style-type: none"> eLearning is included by all staff in their PLP/ Staff participate in the ePotential ICT Capabilities Survey. Staff are supported to identify ICT professional learning needs and link with relevant networks and resources. ICT Professional Learning is used to develop skills of staff ICT Professional Learning is related to improving learning and teaching. New ideas are trialled within the classroom. Examples of innovative practice are shared across the school. 	<ul style="list-style-type: none"> eLearning is a high priority of which the impact is reflected in all aspects of school community activity. This is further evident in improved results through whole of school data collection and analysis ie – ePotential ICT Capabilities Resource Staff are supported to develop and lead ICT professional learning programs including “Just in Time”. Staff are encouraged to contribute to and lead ICT professional learning networks. ICT Professional learning via discourse, modelling, coaching and formal programs supports improved learning, teaching and school direction. Innovation and the use of emerging technologies is supported and evaluated to inform professional learning, curriculum and school planning and is shared across the school community and with other schools. 	<ul style="list-style-type: none"> Intensive ICT PD Program to be implemented. Supported by allowing time Access to explore new technologies Staff to undertake Action Research to extend personal development in use of ICT through the Catalyst Action Research and Peer Coaching Model Staff set one P&D goal to be ICT based. Majority of PD becomes focussed on learning with ICT ICT Skill based PD also delivered Need for staff to listen to experts in the integration of ICT into the curriculum ICT Professional Reading through Catalyst Role Teachers of English, Visual Arts or Science join a Curriculum community from the Curriculum Corporation supporting the development of ICT. Teachers become active, supportive and enthusiastic contributors/leaders in online and face to face professional learning communities such as ATOM, ACCE, the e-Potential Professional Conversations, EdNA, the Becta ICT Research Network, or Becta Schools, advocating the innovative pedagogies underpinning ICT use. Implement and lead a supportive ICT-focused peer-coaching/mentoring program. 	<ul style="list-style-type: none"> Learning & Teaching Development Manager; ICT Infrastructure Co-ordinator Catalyst Co-ordinator Innovations Team Leadership Team Learning & Teaching Leaders Classroom Teachers 	<ul style="list-style-type: none"> Current ePotential Survey Results: 16% Foundation; 47% Emergent; 22% Innovative & 14% Transformative A decrease in % in Foundation and Emergent and an increase in Innovative and Transformative would suggest improvement. By end of 2008 50% of staff to be classified as Innovative / Transformative By end 2009 40% of staff to be classified as Innovative / 30% Transformative By end 2010 90% of staff to be classified as Innovative / Transformative
Learning Places and Spaces	<ul style="list-style-type: none"> Access to ICT resources inflexible within the school with multiple fixed access points for students to choose to access ICT The physical learning environment is based on traditional and fixed classroom layout. Some individualised learning is supported through the provision of web-based and other emerging technologies. 	<ul style="list-style-type: none"> Flexible anywhere anytime access for students, teachers and parents suits individual styles and needs. 24/7 learning environment not bound by time and space, adapts to all learning styles and needs and is supported by personalised timetable, curriculum and physical spaces. Web2.0, synchronous, mobile and other emerging technologies enable students to learn new things in new ways not previously possible. Standards based Learning 	<ul style="list-style-type: none"> Learning spaces should allow for various sized groups and ratios of computers. Increase the number of locations where students can access computers on a 1 to 1 basis for self study. May occur through space modification and/or availability of notebooks which students can access. Increase the number of computer pod arrangements where groups can break out of classes to access ICT resources. Wireless network allows students to access internet across college in non-traditional learning spaces. Establish and sustain student autonomy in using ICT allowing them to explore and 	<ul style="list-style-type: none"> Learning & Teaching Development Manager; ICT Infrastructure Co-ordinator Catalyst Co-ordinator Innovations Team Leadership Team Learning & Teaching 	<ul style="list-style-type: none"> Current ePotential Survey Results: 5% Foundation; 33% Emergent; 40% Innovative & 21% Transformative A decrease in % in Foundation and Emergent and an increase in Innovative and Transformative would suggest improvement. By end of 2008 75% of staff to be classified as Innovative / Transformative

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	<ul style="list-style-type: none"> ▪ Learning Content Management Systems enable access, creation, use and re-purposing of reviewed digital learning resources across the school. ▪ Staff and students adhere to the protocols for safe and ethical use of ICT 	<p>Content Management Systems provide opportunities for personalisation through access, creation, use and repurposing of quality assured digital learning resources within and beyond the school.</p> <ul style="list-style-type: none"> ▪ Staff, students and the wider school community adhere to the protocols for safe and ethical use of ICT. 	<p>expand their interests and take on the role of experts who train and support other staff and students in the use of available and new software and hardware.</p>	<ul style="list-style-type: none"> ▪ Leaders ▪ Classroom Teachers 	
Learning Communities	<ul style="list-style-type: none"> ▪ ICT for Learning occurs largely within the classroom and students independently use ICT. There is some connection to global communities. ▪ Teachers independently source and use digital learning resources to support curriculum. ▪ Teams of teachers develop curriculum programs integrating ICT and resources within the school ▪ Teachers report to parents on student learning outcomes through traditional means. ▪ ICT is used to support some community based communication and collaboration. 	<ul style="list-style-type: none"> ▪ Staff and students initiate and lead local and global communities of practice to transform learning and teaching across the school community and beyond. ▪ Standards based systems support teachers to develop, re-purpose and share digital learning resources across the school community. Embedded collaborative tools further support the creation of community based discourse around best practice for integration into learning and teaching. ▪ Teachers lead in the development of flagship programs through partnerships with experts and industry, creating opportunities for students to learn new things in new ways across school communities. ▪ Parents play a pivotal role in student learning through the use of ICT based collaborative technologies, information resources, data and reporting systems. ▪ Web2.0, synchronous, mobile and other emerging technologies are used to create online communities that would not otherwise be possible to transform student learning. 	<ul style="list-style-type: none"> ▪ Staff and students become members of learning communities through Ultrahnet ▪ Staff and students incorporate social networking sites in their learning. ▪ Programs such as Skype used to bring the outside world into the classroom. ▪ Students are made aware of internet protocols when acting as members of social networking sites. ▪ Staff and students work on a number of collaborative projects with other schools within Australia and the rest of the world. ▪ Teachers regularly contribute their resources to share on the Ultrahnet. 	<ul style="list-style-type: none"> ▪ Learning & Teaching Development Manager; ▪ ICT Infrastructure Co-ordinator ▪ Catalyst Co-ordinator ▪ Innovations Team ▪ Leadership Team ▪ Learning & Teaching Leaders ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Current ePotential Survey Results: 56% Foundation; 31% Emergent; 8% Innovative & 5% Transformative ▪ A decrease in % in Foundation and Emergent and an increase in Innovative and Transformative would suggest improvement. ▪ By end of 2008 25% of staff to be classified in Innovative / Transformative ▪ By end 2009 50% of staff to be classified as Innovative / Transformative ▪ By end 2010 75% of staff to be classified as Innovative / Transformative