

**Table 1. Elements of the eLearning Planning Matrix**

Elements	Sub-elements
<p><b>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.</b> 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.</p>	<ul style="list-style-type: none"> <li>▪ eLearning Leadership</li> </ul>
<p><b>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.</b> 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.</p>	<ul style="list-style-type: none"> <li>▪ Curriculum Planning</li> <li>▪ Curriculum Delivery</li> <li>▪ Applying Student ICT Capabilities</li> <li>▪ ICT Safe and Ethical Behaviours</li> <li>▪ Assessment and Reporting</li> <li>▪ Reporting to Parents</li> </ul>
<p><b>ICT Professional Learning refers to how schools plan, implement and evaluate effective ICT professional learning that contributes to improved teacher ICT capabilities.</b> 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.</p> <p>It is underpinned by whole school performance data, especially by the ePotential Teacher ICT Capabilities Survey, which helps identify ICT professional learning needs.</p>	<ul style="list-style-type: none"> <li>▪ Teacher ICT Capabilities</li> <li>▪ Learning and Teaching</li> <li>▪ Support and Cultural Change</li> </ul>
<p><b>Learning Places and Spaces refers to how schools design, maintain and update IT infrastructure, learning places, spaces and resources, to maximise learning opportunities.</b> The learning environments support the diverse and changing needs of learners, while responding to new and emerging technologies that enhance learning.</p> <p>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.</p> <p>It is concerned with equitable learner access to ICT, and with enabling the seamless integration of ICT into effective learning and teaching.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Physical Layout</li> </ul>
<p><b>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.</b> 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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>▪ ICT-Enabled Learning Communities</li> </ul>