

GLENDOWIE PRIMARY SCHOOL

ICT Strategic Plan 2011 - 2013

Vision

To create an evolving digital learning culture that promotes collaboration, innovation and connection, and opportunities to take action in the wider community.

ICT Strategic Plan 2011 – 2013

Connectivity: Improving access

Infrastructure, Systems and Standards

- A sustainable and effective ICT infrastructure that meets our e-learning and e-administration needs
- An ICT infrastructure that enables the library to link learners with information and with each other within the virtual learning community.
- Access to timely and effective ICT support
- Access to reliable, high-speed Internet Connection
- Access to a dedicated educational network
- Appropriate security and privacy mechanisms are in place for services and resources

Learning Management System (LMS)

- An effective platform for access to resources, online collaboration and celebrate success

Administration and Support systems

- Student management and information systems that deliver improved education outcomes

Family, Whanau & Community participation

- Increased understanding of the importance of ICT and information literacy by our families and the wider community
- Increased community participation in school ICT activities and the use of ICT facilities

Content: Learning resources & Curriculum Materials

- Online learning environments (OLE) are widely used to support effective learning and teaching
- Relevant and engaging educational contexts are provided through the use of ICT and high quality digital content
- Knowledge and availability of high-quality software for learning is provided
- Teacher-developed digital content and resources are made available for use across the educational sector

Confidence and Capability: Increasing information literacy skills and competencies

Teachers

- Teachers have the confidence and capability to effectively integrate e-learning into their professional practice.
- Teachers use online communities of practice to strengthen collegial support, professional dialogue, and reflective practice.
- A clear understanding of literacy's related to e-learning and their relationship to the key competencies

Students

- Senior Students have the confidence and capability to effectively support their younger peers with e- learning

Leadership

- Leaders have the confidence and capability to effectively lead and manage e-learning development
- The Board of Trustees and the wider school community's understanding of the role of e-learning in schools of the future is strengthened
- The school leaders and Board of Trustees understand the need for and have implemented appropriate cyber securities and safety policies in the school.

Evidence-Based Practice

- Increased knowledge and understanding of the effectiveness of e-learning and emerging technologies on educational outcomes and school change.

ICT Strategic Plan 2011 - 2013

Specific Goal	Strategies	Responsibility	Time frame	Budget Implications
Connectivity: Improving access				
Infrastructure, Systems and Standards				
Outcome: A sustainable and effective ICT infrastructure that meets our e-learning and e-administration needs				
<ul style="list-style-type: none"> • An ICT infrastructure that reflects best practice and is sustainable • Maintain contemporary school network standards; • Increase confidence and competence in the use of ICT by teachers and management in their professional lives • Maintain national compatibility standards for the main systems and software in our school. 	<ol style="list-style-type: none"> 1. Budgetary allocation for a reliable infrastructure including hardware and technical support 2. Strategies must be achievable within the skill-set of current staff 3. Develop an ICT handbook that includes explicit statements about asset replacement programme 4. Review the way we supply hardware e.g. leasing versus owning 5. Explore diverse avenues for acquiring resources 6. Budget allocation includes PD 7. Wherever possible use mainstream systems and software 8. Continue to support the Laptops for Teachers (TELA) and Principals schemes. 	<ol style="list-style-type: none"> 1. Principal & BOT 2. Technician, ICT leaders 3. ICT leader; Office Manager 4. Principal, ICT leader 5. Principal, BOT, ICT leader, technician 6. Principal & BOT 7. Technician, ICT leader 8. ICT leader 	<ol style="list-style-type: none"> 1. Amend budget 2011—ongoing 2. Ongoing 3. Dec 2011—ongoing 4-5. April 2011 6. Amend budget 2011 7-8. Ongoing 	<ul style="list-style-type: none"> • Budget allocation that reflects the growing demands of infrastructure hardware and maintenance • Leasing versus owning • Professional development for ICT leaders in managing network systems and for teachers in their use

Outcome: An ICT infrastructure that enables the library to link learners with information and with each other within the virtual learning community.

<ul style="list-style-type: none"> • Reliable integration and interoperability between the library system and LMS • An infrastructure to coordinate the way library, teacher resources and web-based resources are managed 	<ol style="list-style-type: none"> 1. Continued use of SCIS for cataloguing 2. Develop web-based library search (WebOPAC) including teacher resources and TKI's Learning Objects with access through LMS 3. Promote use of EPIC database 	<ol style="list-style-type: none"> 1. Librarian 2. ICT leader; Librarian; Library assistants; Technician 3. ICT leader; Librarian; ICT Team 	<ol style="list-style-type: none"> 1. Ongoing 2. 2011/12 3. Ongoing 	<ul style="list-style-type: none"> • Budget allocation for SCIS licensing • MUSAC library upgrades and time to set up by Technician • Adequate Library Staffing allocation for entering data and keeping WebOPAC up to date • Staff and student training in WebOPAC
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Outcome: Access to timely and effective ICT support				
Users get timely and effective support	<ol style="list-style-type: none"> 1. Seek advice and support from MOE 2. Empower and encourage users to have an understanding of the systems they are working on through PD for staff 3. Continued use of Outlook to “task” problems to technician 4. Make use of internal expertise. Establish an ICT team, representative of all year levels. Have known team of “experts” in software applications and resources that staff can turn to when needs arise 5. Look at appropriate staffing allocation in ICT to ensure that staff are adequately supported 6. Regularly visit other schools and attend conferences to find out possible best practise 7. Establish a local network of schools for support 8. Hours of technical support grows in a manner that reflects increased network and demands 	<ol style="list-style-type: none"> 1. ICT Team 2. Principal; BOT; Management; Resource providers e.g. Interactive Whiteboard companies; Interactive Whiteboard Facilitator; ICT leader; ICT Team 3. ICT Leader 4. ICT Leader, ICT team and staff with ICT expertise 5. ICT Leader 6. Principal & BOT 7. ICT Leader & ICT Team 8. ICT Leader 9. Principal & BOT 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 4. Establish Tm1 2011 & Ongoing 5. Term 2 2011 and ongoing 6. 2012 7. Ongoing 8. Term 2 2011 9. End of each year – possible proposal to BOT for budget consideration for the following year 	<ul style="list-style-type: none"> •Budget for PD •Budget for ICT staffing including units for teachers in charge of special resources such as interactive whiteboards •Budget for technical support
Outcome: Access to reliable, high-speed Internet Connection				
Make the best use of broadband that we can	<ol style="list-style-type: none"> 1. Regularly review broadband provider and plan we are on 	<ol style="list-style-type: none"> 1. Accounts Manager, Principal, ICT Leader; Technician 	<ol style="list-style-type: none"> 1. Ongoing 	Possible increase in costs with change of plan if school wide broadband demands increase

Outcome: Access to a dedicated educational network				
Continue to provide a readily accessible educational network	<ol style="list-style-type: none"> 1. More access points as needs arise 2. Create a stable wireless network with more stations 	<ol style="list-style-type: none"> 1. ICT Leader & technician 2. Technician 	<ol style="list-style-type: none"> 1. Ongoing 2. 2011 & ongoing 	Budget considerations for wireless access points
Outcome: Appropriate security and privacy mechanisms are in place for services and resources				
To create a safe and secure web environment for users	<ol style="list-style-type: none"> 1. Make use of Ministry resources in educating students about cyber-safety e.g. Hector the Dolphin 2. Plan for regular review of the Internet Safety Policy & procedures for students and teachers. Outline this in the ICT handbook 3. Update Internet Safety Policy and procedures if necessary to align them with changes in ICT infrastructure 4. Create different levels of securities and passwords. Continue individual log-ins for Intermediate students 5. Use Watchdog to monitor and control sites being accessed 6. Back-up all data regularly 	<ol style="list-style-type: none"> 1. ICT Leader, teachers 2. ICT leader 3. ICT leader 4. Technician, (in liaison with ICT leader) 5. ICT Leader & Technician 6. Technician 	<ol style="list-style-type: none"> 1. Ongoing 2. Feb 2011 then annually 3. As required 4. Ongoing 5. Ongoing 6. Ongoing 	Budget consideration – <ul style="list-style-type: none"> • security software for the future should Ministry funding decrease • back up hardware

Learning Management System (LMS)				
Outcome: An effective platform for access to resources, online collaboration and celebrate success				
<ul style="list-style-type: none"> • Increased use of LMS by teachers and students • Year group and Class pages updated regularly • Interaction with the wider community through LMS online 	<ol style="list-style-type: none"> 1. Upskill teachers on adding resources and editing the Year and Class pages 2. Develop a forum on LMS for teacher collaboration 3. Teacher and student training on the potential of LMS for sharing work with wider community 4. Create Student IT Teams to be responsible for keeping LMS pages updated 5. Deliberate planing for student learning to be shared on LMS when planning U.O.I 6. Opportunities to share examples of work posted on LMS at staff/syndicate meetings 7. Give access to families to LMS Year pages(a) online moving to Class pages(b) in the future 	<ol style="list-style-type: none"> 1. ICT team & LMS provider 2. ICT Team 3. ICT team, teachers, LMS provider 4. ICT Team, Management, teachers 5. Management & teachers 6. Management 7. ICT team, Technician, LMS provider, Management, teachers 	<ol style="list-style-type: none"> 1. 2011 & ongoing 2. ongoing 3. ongoing 4 – 5. 2011 & ongoing 6. ongoing 7a. 2011 7b. 2012 	<ul style="list-style-type: none"> • Budget allocation for LMS • Possible budget allocation for staff development and training • Budget allocation and/or time for IT Leader and technician to set up family access codes • Possible professional development sessions with the LMS provider • Possible hosting of LMS off site in the future as demands on access grows

Administration and Support systems				
Outcome: Student management and information systems that deliver improved education outcomes				
Use student management and assessment systems to inform professional practice	<ol style="list-style-type: none"> 1. Investigate possible upgrade to e-AsTTle. 2. Professional development in e-AsTTle 3. Redesign reports in Classroom Manager , in line with National Standards; PYP and New Zealand Curriculum 4. Provide PD for Student Manager and Classroom Manager 5. Investigate using online attendance register 	<ol style="list-style-type: none"> 1. ICT leader; ICT Team & Management 2. ICT leader & ICT Team 3. Management 4. Principal & BOT 5. Principal & Management 	<ol style="list-style-type: none"> 1. 2011-2012 2. As required 3. Feb 2011 4. Ongoing 5. 2012 	<ul style="list-style-type: none"> • Budget allocation for Student Manager and Classroom Manager upgrades and software licenses • Budget allocation and/or time for IT leader and technician to install updates and troubleshoot • Professional development for asTTle , MUSAC, SMS, (Student Manager System) as needs arise
Family, Whanau & Community participation				
Outcome: Increased understanding of the importance of ICT and information literacy by our families and the wider community.				
<ul style="list-style-type: none"> • Provide information for parents about how they can support their children’s learning through ICT. • Celebrate good practice and success stories of ICT use with our families and community. 	<ol style="list-style-type: none"> 1. Pass on relevant information about cyber safety e.g. ministry pamphlets and hector the dolphin 2. Share success stories through newsletters and on LMS 3. Regularly share and celebrate student’s use of ICT at assemblies and Exhibition. Consider: Video; podcasts; ICT Room open before school; portfolios 4. Give families access through LMS to enable greater collaboration between home and school 	<ol style="list-style-type: none"> 1. ICT leader 2. All staff 3. ICT team; Teachers; Year 8 teachers 4. ICT leader; Technician; LMS Provider 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 4. Ongoing 5. 2011- 2012 	<ul style="list-style-type: none"> • Budget allocation for LMS • AV equipment and resources to use for assemblies and whole school presentations

Outcome: Increased community participation in school ICT activities and the use of ICT facilities.				
Increase use of web-based information by the community	<ol style="list-style-type: none"> 1. Give families access to LMS and student pages. 2. Ensure school website is kept up-to-date 3. Consider notifying absentees by email or SMS 4. Newsletter online or consider email 5. School calendar online 6. Give parents and students access to school approved websites via LMS 7. Consider homework tasks online 	<ol style="list-style-type: none"> 1. ICT leader; technician; LMS Provider 2. ICT leader; technician & Office staff 3. Principal; Management 4. Management & office staff 5. Management & office staff 6 - 7. ICT leader and teachers 	<ol style="list-style-type: none"> 1. 2011 2. Ongoing 3. 2012 4. Ongoing 5. Ongoing 6. 2011 & Ongoing 7. 2011 - 2012 	<ul style="list-style-type: none"> • Continued training in LMS and time for staff to implement changes

Content: Learning resources & Curriculum Materials

Outcome: Online learning environments (OLE) are widely used to support effective learning and teaching

<p>Use online learning environments to contribute to teaching and learning</p>	<ol style="list-style-type: none"> 1. Update ICT handbook to include password and access information for OLE and make available in teacher planning folder 2. Budget for hardware to support online learning e.g. data projectors; webcams; cameras; interactive whiteboards; increase number of desktops; laptops and netbooks; wireless access points; laptop trolleys 3. Professional development through staff and syndicate meetings and mini PD sessions to include sharing OLE experiences 4. Establish a teacher forum for discussion of OLE on the LMS 5. Ensure equality of access and timetabling across all year levels and classes by monitoring usage of ICT Suite 	<ol style="list-style-type: none"> 1. ICT Leader, ICT team 2. ICT leader; Interactive Whiteboard Facilitator; Principal & BOT 3. ICT leader, ICT Team. 4. ICT Leader 5. ICT Leader 	<ol style="list-style-type: none"> 6. Feb 2011 and annually 7. Annual Budget review 8. Ongoing 9. Ongoing 10. June 2011 	<p>Possible budget considerations</p> <ul style="list-style-type: none"> • Data Projectors in all classrooms • Interactive Whiteboards in each classroom • More desktops, laptops and netbooks for in class/whole class student use • More wireless access points • Multiple Laptop trolleys • More AV equipment
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Outcome: Relevant and engaging educational contexts are provided through the use of ICT and high quality digital content				
High quality learning programmes supported through the use of digital media	<ol style="list-style-type: none"> 1. Make use of Resources provided by the Ministry through TKI, EPIC, National library and other cultural and heritage organisations 2. ICT is planned for in authentic and deliberate ways to enhance units of Inquiry (UOI) and provide opportunities for taking action – locally and globally. Planning sheets include using ICTs 3. Visit other schools and attend conferences to investigate how e-learning is being using to enhance inquiry and the PYP programme 4. Provide PD through staff meetings on current trends, research and resources available 5. Promote collaboration between classes, teachers and communities e.g. through blogs and wikis 	<ol style="list-style-type: none"> 1. Teachers 2. ICT Leader, Management, teachers 3. Principal, management, ICT Leader 4. ICT Leader, ICT team, Management 5. Teachers 	<ol style="list-style-type: none"> 1. Ongoing 2. 2011 3. Ongoing 4. Ongoing 5. Ongoing 	<ul style="list-style-type: none"> • Budget allocation to release staff to visit other schools • Professional development through attendance at U-Learn I.C.T Conference
Outcome: Knowledge and availability of high-quality software for learning is provided				
Increased awareness and use of quality software for learning resources	<ol style="list-style-type: none"> 1. Share current research and trends in software with staff. Publish links to websites and articles on the LMS and encourage networking with other schools 2. Provide platforms for sharing between staff and time for staff to become familiar with new software with PD from providers if necessary 3. Catalogue software in Teacher Resource Library 4. Identify gaps in current software (e.g. ESOL, dyslexia, reading special needs, maths higher ability, German, Te Reo Maori) and make provision for purchases in relevant buying plans and curriculum areas 	<ol style="list-style-type: none"> 1. ICT Team 2. ICT Leader; ICT team Management 3. Librarian; ICT leader 4. Staff in charge of relevant budgets 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Begin June 2011 – ongoing 4. ongoing 	<ul style="list-style-type: none"> • Make provision for software purchases in relevant budgets • Professional Development with new software if required

Outcome: Teacher-developed digital content and resources are made available for use across the educational sector				
Increase the number of digital resources and information to support teachers	<ol style="list-style-type: none"> 1. Deliberate planning for teachers to add resources on IB Online Curriculum Forum 2. Increased access to web-based and collaborative tools that support content development and publishing by teachers 	<ol style="list-style-type: none"> 1. PYP Coordinators 2. ICT Leader; teachers; Management 	June 2011	Possible release for teachers to publish content to the web
Confidence and Capability: Increasing information literacy skills and competencies				
Teachers				
Outcome: Teachers have the confidence and capability to effectively integrate e-learning into their professional practice.				
<ul style="list-style-type: none"> • E-learning is highly visible across the school and is used by all teachers. 	<ol style="list-style-type: none"> 1. Provide PD to relevant parties on new technologies as they are introduced to the school 2. To provide support to teachers with planning, resources and team teaching 	<ol style="list-style-type: none"> 1. ICT Leader, ICT team, Technician and resource providers 2. ICT Leader; ICT Team 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. 	Professional Development as needs arise
Outcome: Teachers use online communities of practice to strengthen collegial support, professional dialogue, and reflective practice.				
· Increase teacher awareness and use of online communities that support the exchange of pedagogical knowledge and information	<ol style="list-style-type: none"> 1. Identify staff members already making use of online communities for sharing pedagogical knowledge and information 2. Investigate and demonstrate online communities supported by the Ministry (TKI etc) and the IB, (OCC—the online curriculum centre) and the ICT professional development community. 3. Develop a sharing page on LMS 	<ol style="list-style-type: none"> 1. ICT leader 2. ICT leader, ICT team, teachers 3. ICT team 	<ol style="list-style-type: none"> 1. 2011 2. 2011-2012 3. 2011 	

Outcome: A clear understanding of literacy's related to e-learning and their relationship to the key competencies				
· Greater understanding, agreement on, and support of the literacy's, their relationships, and their contribution to the key competencies of the national curriculum.	1. Provide opportunities to reflect on multiple literacy's (ICT literacy, information literacy, digital literacy, and so on) and the key competencies of the national curriculum. e.g through readings, LMS or meetings	1. ICT leader, ICT Team, management	1. 2011 & ongoing	
Students				
Outcome: Senior Students have the confidence and capability to effectively support their younger peers with e- learning				
Senior students have the opportunity to help facilitate e-learning with other students	1. Enhance student leadership in ICT by developing a student group that can support teachers and students with setting up and assisting with resources and establish a school culture of peer tutoring	1. Term 2 2011 - ongoing	1. ICT Leader teachers	
Leadership				
Outcome: Leaders have the confidence and capability to effectively lead and manage e-learning development				
To provide opportunities for teachers to become ICT leaders in the school	<ol style="list-style-type: none"> 1. Opportunities for ICT leader for admin training as needed 2. Establish a ICT team with representatives from across year levels 3. Meet together regularly to look at current pedagogy in ICT and develop skills they can then draw upon when planing and using ICT with their year group or syndicate. Discuss opportunities to raise the profile of ICT in the school. 4. ICT leader to sit in on planning days when possible to support teachers with ICT in UOI 	<ol style="list-style-type: none"> 1. Technician; LMS Provider 2. ICT Leader 3. ICT Team 4. ICT Leader 	<ol style="list-style-type: none"> 1. 2011 & ongoing 2. June 2011 & ongoing 3. Ongoing 	Possible release for ICT leader for training

Outcome: The Board of Trustees and the wider school community's understanding of the role of e-learning in schools of the future is strengthened				
Increased understanding by boards of Trustees, parents and the wider community of the role and contribution of e-learning to living and learning in the 21 st century	<ol style="list-style-type: none"> 1. Annual reports to the Board 2. Board support of plans and budgets 3. Board is made aware of the e-learning action plans for schools 	<ol style="list-style-type: none"> 1. ICT Leader 2. BOT 3. ICT leader, Principal 	1 – 3 Ongoing	
Outcome: The school leaders and Board of Trustees understand the need for and have implemented appropriate cyber securities and safety policies in the school.				
There are clear guidelines, policies and procedures within the school to manage cyber safety (ICT handbook)	<ol style="list-style-type: none"> 1. Make use of Ministry Internet Safety Group to provide resources about cyber safety to the school sector. 	<ol style="list-style-type: none"> 1. ICT Leader, Principal, BOT 	1. Ongoing	
Evidence-Based Practice				
Outcome: Increased knowledge and understanding of the effectiveness of e-learning and emerging technologies on educational outcomes and school change.				
Research and evaluation from all key programmes and from international research is used to inform ongoing e-learning policy, activities and investment	<ol style="list-style-type: none"> 1. Consider an ICT goal being included in appraisal annually 2. Promote and support research and reflection at staff meetings, Board meetings and through participation in online communities of practice 	<ol style="list-style-type: none"> 1. Management 2. ICT Leader, teachers, Management, Principal, BOT 	1-2 Ongoing	