

# **Sabbatical Report**

## **David Olivier, Principal of St Peter's College Palmerston North**

### **Acknowledgements**

- To the Board of Trustees of St Peter's College for supporting and granting me the sabbatical time and funding to undertake this research.
- Ministry of Education for funding the sabbatical leave.
- To all the Principals, Senior Leaders, staff and technicians of all the schools I visited who so readily gave of their time and expertise.
- The Senior Leadership team of St Peter's College who so ably shouldered the extra load during my sabbatical leave.
- To my colleagues at the ICP Conference in Toronto, especially Grant Montgomery and Paul Pickard from Bayside Secondary School in Ontario, for sharing their knowledge and school practices in the innovative use of ICT at their schools.

### **Purpose**

1. To explore the ways lead schools in New Zealand are using ICT to improve the Teaching and Learning with regards to the New Curriculum, with special reference to how these schools are improving student achievement as a result of the use of ICT.
2. As part of the visits to schools, I will also look at how they are using ICT to give substance to changing pedagogy that will assist staff and students with more collaborative learning that can lead to students becoming more independent in their learning over time.
3. To attend the International Confederation of Principals Conference in Toronto, Canada. Conference theme is "Leading Student Achievement: an International Odyssey" My focus in terms of the majority of the workshops attended revolved around the use of ICT and Leadership of Change in a school context.

### **Personal Aims**

- The driving force behind this sabbatical was to improve my knowledge and understanding of how ICT at St Peter's College can move along the phases of the ICT implementation continuum used by Derek Wenmoth from *Addition > Incorporation > Integration > Assimilation*.
- To use the other lead schools as a benchmark for where our ICT strategic thinking is leading the College, the strong connections to the curriculum and how we can make the best use of their experience to the benefit of our students.
- To make our College a place for 21 Century learning and to drive the journey we began some two years ago even faster to help meet their needs and the needs of our staff.

### **Introduction**

With the changes that have occurred in the New Zealand Curriculum, we as schools have been challenged to make changes to our pedagogical approaches in the classroom to meet the

needs of the 21<sup>st</sup> Century Students that we teach, to improve their engagement and improve their achievement levels.

One of those challenges revolves around the use of ICT in our schools and the additional challenges to provide and use these technologies in a way that they become integrated and assimilated into everything we do.

Yet currently in our secondary schools in New Zealand we have staff with an average age of 48 years, who have not grown up with the technological nous of the students we teach and mostly trained as teachers before such technologies were available. We also have employed in our schools teachers that are part of the “Millennial generation, born in the middle 1980’s to the early 2000’s, who have grown up and trained with these technologies, and are very tech savvy.” (Lynne Schrum and Barbara B Levin, 2009)

Our challenge therefore is to provide an ICT infrastructure and professional development that will meet the needs of these three groups within our schools that will enable them all to meet the exciting challenges that the New Zealand curriculum has put in front of us.

These following questions from Heidi Jacobs are becoming the catch all questions for me as a principal of my school in relation to our schools curriculum and the use of technology;

*“Can you honestly say that your school’s curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today? ....? Or is the use of technology an “event”?”*

*Is your curriculum replacing older methodologies with new tools for communicating and sharing? Are we expecting to think the same about teaching when the act of teaching is shifting dramatically as a result of technology tools and access to information?”* (Jacobs, 2010)

We are being challenged by the New Zealand Curriculum to change the way we teach and more importantly to change the way we teach 21<sup>st</sup> Century Learners in our schools today for their future, using their tools of choice! I was challenged by a student at St Peter’s College 18 months prior to the sabbatical with the question “If the college is developing technology to help us with our learning, why are we not allowed to use our mobile phones in the school” Both of these challenges have led to a significant change in the way that we are approaching teaching and learning in the College. It also resulted in us drafting a separate ICT Vision ( Appendix 2) for in the College closely linked to our overall College Vision that is the driver for educational change in our school.

## **Methodology**

I visited 7 schools in total and sent them a pre-visit questionnaire to complete (See appendices). I interviewed the principals, acting principals, senior leadership team members and technicians to get a better understanding of what they are doing in their schools and the connections to the curriculum.

I also attended the International Confederation of Principals Conference in Toronto, Canada where I met the two leaders of the ICT changes at Bayview Secondary School. They were presenters at the conference and were looking for “like minded schools” to collaborate internationally on similar changes to those that we are implementing at St Peter’s College.

## **Summary of School Visits**

### **1. Mission Heights School**

#### **a. Vision**

New School of 1000 students build on the Whanau Block design for the 21 Century learners with a Junior and Middle school on one campus build.

#### **b. Students**

Students are able to bring their own mobile phones to use in the school as cameras or recording etc. Students use the desktop computers around the classrooms with sufficient access for all in the Whanau blocks.

The school makes use of a filtering system that controls what the students can access, but also downloads suitable materials that they can access through the learning management system. They use Moodle 2 as their Learning Management system and the staff and students use the system all day to access all sorts of teaching and learning resources.

There has been no specific look into how the high use of ICT has influenced student achievement or levels of engagement to date as the school started from a new school perspective with all new students. While visiting the students were very engaged in the use of the ICT tools in all the teaching blocks I visited and saw this as a normal everyday occurrence.

#### **c. New Curriculum Connections**

School Curriculum was designed as part of the new building programme to start the school off with a curriculum that used the new NZ Curriculum from the start. 21 Century learning environment was used in the building design.

#### **d. Infrastructure**

Ultra-Thin Client system with 600 desktop computers connected with some fat client high spec computers for high end graphics work, 12 servers in server room, serving the entire campus. Because of thin-client infrastructure, students’ access cards allow them very easy and fast access to any computer in the school by simply inserting their card and starting where they left off, no matter where they are located in the school. Each class has mimeo board (E-Beam) with short throw projectors and wireless keyboard and mouse for students to use anywhere in the classroom

Use open source software on the school system to keep costs down and anytime that they can source form the net they do.

Two technicians on the staff who design and run all the infrastructure and software systems employed on the servers.

#### **e. Staff, Parents/Community**

School uses the net as a source of teaching and learning materials and do not purchase textbooks saving huge sums of money and teachers therefore need to be tech and net savvy. However there is constant staff PD on the use of the new software and hardware linked to improving the teaching and learning in the classroom. Staff PD is seen as a key to on-going success and improvement in the use of ICT as a day to day teaching tool.

Use is made of Online Reporting to parents with parents having access to the school system. Staff students and parents have a three way learning conference instead of parent evenings. Use a Learner advisor system for looking after the students reporting with each staff members having approximately 18 students each and reaching a 98% parent attendance at the conferences.

## **2. Albany Senior High**

### ***a. Vision***

Vision was developed by the BOT, SLT and the wider community prior to the opening of the school. The School was planned, designed and built for 21<sup>st</sup> Century students and developed prior to opening to use the new NZ Curriculum as its foundation. They do not have a separate ICT vision as this is a clear and substantial part of their overall vision. School is designed to hold 1100 students and at the current visit time was catering for just over 600 Year 11 to 13 students.

### ***b. Students***

Students are able to use whichever IT tools are their preferences such as iPods, netbooks, I-pads, laptops or smartphones and they have anywhere anytime access to the net and school resources. They access the resources and the net through a school wide wireless system. There is a filtering system in place but students are able to access Facebook, U-tube and Twitter when they need them.

There has been no specific work done to see if the use of ICT has led to higher student achievement or engagement that can be linked back to hard data. This is the environment that the students are in from day one and has been the learning expectation form the start of the school.

The staff and students feel that there is a high level of engagement with the learning and the level of independent learning is growing greater with each year as the students' progress through the year levels.

### ***c. New Curriculum Connections***

Teaching as Inquiry is the school wide pedagogical approach and the use of ICT is seen as a normal part of how things are done at the college. Students make use of the E-portfolio system to keep a record of their work to enable this to be shared with the parents through a parent portal.

They have designed a full day program called "Impact Projects". This is a highly structured project based learning that occurs every Wednesday and allows students to go deeper into their specialist subject and follow their passion. They dedicate a whole

day to this project learning. This allows students to take charge of their own learning in consultation with their specialist teachers and mentors both in and outside the school.

**d. Infrastructure**

The school was designed to have open plan classrooms that have fully integrated ICT systems throughout with High Speed Fibre to the gate. There is a school wide wireless infrastructure that allows anywhere anytime access for the whole teaching and learning community. Albany is an open source school and uses the cloud to store most of their needs and therefore have very little in the way of school servers. There are some 220 (Fat client) high spec computers throughout the school that compliments the students own devices.

Moodle is the choice of Learning Management System and they use a hosted solution through Wellington to meet all their needs.

They operate on a 5 day timetable structure with periods of 100 minutes each. They have a Tutorial system in place with each staff member responsible for 16 students spread across all three year levels. The tutorial teacher is responsible for all aspects of those students progress and reporting to the parents.

**e. Staff, Parents/Community**

Prior to the school opening there was wide community consultation on the access to the system and the parents were asked what they wanted to see. They wanted to see actual examples of the work as well as the hard data of their NCEA achievement. The e-portfolio that parents can access uses an open source parent portal that parents can log into from anywhere to gain access to their child's information around achievement. There is a strong relationship between the individual parent and the tutor teachers

### **3. Kristin College**

**a. Vision**

The school has a single vision that incorporates the use of digital technologies and was developed by the BOT, SLT and wider community. The school has been open for some 35 years and has developed its current ICT capabilities through the use of 10 year plans. The school has a three school in one model all on the same campus

**b. Students**

The students are expected to use the laptop scheme that is used in the middle school and the school offers a comprehensive package, supported by key strategic partners to allow this to happen. Senior students are able to bring their own laptops for use in the school and have the schools systems loaded.

Staff feel there has been a significant increase in student engagement with the increased use of ICT in the classrooms, but there has been no specific hard data gathered to see if this is indeed the case.

**c. *New Curriculum Connections***

The senior school operates in the NCEA structure as well as in the IB structure and students have the choice as to which they want to follow in the senior school.

**d. *Infrastructure***

There has been significant investment in the ICT infrastructure in the school for the past 15 years.

First class is used by students and staff as a collaboration tool and they also use Google as a further collaboration environment. Make significant use of open source software but have also used some proprietor software. There is a separate Director of IT Services who is responsible for the onsite ICT facilities and the 10 technical staff who work for the college. These staff are responsible for developing school software as well as technical maintenance.

They make use of their own filtering and security system that allows the technical staff to maintain security and control what students are able to access on the net.

**e. *Staff, Parents/Community***

Parents are able to access the school reports and assessments through a parent portal as well as many other services that are available in the school. Each parent has their own single sign on package that allows the individual parent to view the information. There are still some paper reporting to parents across the three schools but this has been reduced in recent times with the introduction of the portal.

One key feature identified in respect to the successful integration of the use of ICT in the classroom has been the on-going and substantial need for staff professional development. The use of lead teachers to assist other has been significant as well as the use of just in time PD from the technical staff.

#### **4. Wellington Girls High**

**a. *Vision***

School has a Vision developed by the Leadership team, BOT and staff and will soon be revamped to go through to 2015. The College is about to embark on the development of a new ICT Vision and there will remain strong links to the Wellington Loop of 7 schools, which remain a strategic partnership for the College. There has also been significant MOE funding for the loop over the years and this has been used extensively in the funding of Professional development of the staff across the loop.

**b. *Students***

Currently the school does not have anywhere- anytime access across the school for the students and students are currently unable to use mobile telephones or iPods. As part of the new strategic vision the College will start to work on a school wide wireless access for students and staff and to expand on the limited wireless range currently in place.

Currently the College uses “Websense” as its school internet filtering system.

**c. *New Curriculum Connections***

There has been an Inquiry focus in the school for some years and the ICT focus has integrated into this Inquiry process over the years. The staff have done some significant work on the Key Competencies and these are now seen as “embedded in what the staff do”

With the use of Google Docs in the College there has been an improvement in the collaboration levels between the students and the staff.

**d. *Infrastructure***

There is a strong feeling that the College would benefit from a new SNUP upgrade that will allow more doors for access to be opened up throughout the school.

The College has recently changed over to the Moodle Learning Management System with some difficulties in terms of getting access to the resources and documents that were stored in the “First Class” Software. This has been temporarily overcome with an innovative move by the students to create a school wide student group on Facebook for the sharing of resources and documents until the Moodle system is fully operational.

Currently all the school data and resources are stored onsite with the use of a school based server. With the recent move to the Use of Google documents environment there has been some storage on the Cloud. As part of the Wellington Loop schools they have had high speed fibre to the gate for some years.

**e. *Staff, Parents/Community***

Parents currently have access to results and attendance data through the school portal. One of the key factors that they feel need to be tackled by all schools is the on-going provision of staff professional development in the use of ICT. The school has made a significant investment in terms of time and money over the past number of years that has paid good dividends for both staff and students.

**5. Wellington High School**

**a. *Vision***

The Vision is a single vision with the ICT strategies incorporated into it but forming a significant part of the Vision. They are possibly looking into creating a specific ICT vision that will sit inside their main vision. The School is part of the Wellington loop of 7 schools co-operating on the use of ICT throughout the cluster and have been part of this loop for the past 7 years. This has had a significant impact on staff PD with schools co-operating across the cluster.

**b. *Students***

Students can use their smartphones, netbooks or laptops on the system, but they have experienced some issues in terms of connectivity with some of the android devices. They have a netbook programme that runs in the year 9 and 10 classes which the

students provide and those who cannot afford the devices are provided with assistance through a grant. Staff have needed to develop key strategies for the use of the netbooks in the classroom to prevent extended use of sites such as U-tube. To date the school have not done any specific tracking to see if these classes have any higher engagement in class. The School currently uses “Websense” as a filter and simply add sites from direct teacher request when needed.

**c. *New Curriculum Connections***

The school has a “Tukatahi” programme that uses an integrated approach in 9 and 10 for English, Maths, and Social Studies for some of the classes. The teachers use a collaborative approach to the topic planning and these classes and teachers were freed up on the Timetable to allow them to collaborate together. This is proving to be reasonably successful in creating a collaborative and inquiry learning environment.

The school switched over to the Google environment some years ago and this has allowed across school collaboration for staff, students and parents. There has also been the use of blogging in some of the practical subjects to allow the boys in particular to use this as a means of writing their notes and thoughts on the way to achieving standards

**d. *Infrastructure***

The Wi-Fi structure is currently being changed to the “Ruckus” system as a result of issues of control being a problem with the older system that was in use. Ruckus seems to be the better pathway for the school to let all the kids onto the system and to have a better control. They have used Moodle as their LMS for the past few years and have done extensive PD with the staff to make this very user friendly for staff and students alike. The student management system is Kamar and they made the switch to this system some years ago.

The school uses a combination of open source software as well as propriety software and have had high speed fibre to the gate since becoming part of the Wellington loop some 7 years ago. They are currently undergoing a SNUP and these changes should have a significant impact on their system.

**e. *Staff, Parents/Community***

The school has developed a “Learning Conversation” model for parent teacher liaison in year 9-11 and will extend this to year 12 in 2012. This has increased the attendance of their parents quite dramatically and the conversations are led by the students, guided by the teachers with input from the parents.

The staff appraisal programme is strongly linked to the Vision of the school and staff professional development forms an integral part of this appraisal system. The school has staff professional development sessions every Tuesday morning and makes use of lead teachers and learning groups to drive the staff learning. This staff learning has become an integral part of the successful introduction of E-learning over the past number of years.



## **6. Nayland College and Nelson Loop**

### **a. *Vision***

ICT has been a part of the overall Vision and strategic plan, but they are just starting to develop and E Learning/ICT strategic plan that will stand alone, but connected to the overall vision. Currently Nayland College have their own Maths and Science websites that are used all around the world as testimony to their previous work with ICT.

The School has recently made the decision to go down the E Learning path with selected classes as this is what they see as the future for the school. In the class each student will have their own device with all core subjects also using Moodle and Google for collaboration. They followed the ideas that came out of Wellington College as an example of introducing the devices to selected classes.

### **b. *Students***

With the introduction of E-Learning being so new to the school there has been no direct tracking of the impact of its introduction on the engagement levels of the students or the impact on their achievement levels. Currently the school uses TMG (Microsoft product) as a “threat management gateway” and is able to track all incoming and outgoing traffic. They have also recently added “Watchdog” as part of the system and tend to block Facebook for part of the day during lessons.

Currently students have a limited access to a Wireless network in the college and they are planning to expand the system school wide using the “Ruckus” system. As a result some of the classes are trialling the use of handheld devices in the classroom with the view to increasing this usage in the future.

### **c. *New Curriculum Connections***

Over the previous 18 months the College has been developing curriculum pathways and they have developed an Inquiry learning and E-Learning focus for the next few years and will commence staff PD in the new year, 2012.

### **d. *Infrastructure***

The College has recently become a Google School and have also developed their Moodle infrastructure as a means to collaborate across the College.

The College is SQL based and uses largely Microsoft products. The successes have revolved around the introduction of the Windows 7 software with Server 2008, a recent SNUP was completed and these have seen an incredible increase in the speed across the network.

The College makes little use of Open Source software and stores most of its data on school based servers with approximately 10% on the cloud. They have had high speed fibre to the gate since the establishment of the Nelson loop some years ago.

### **e. *Staff, Parents/Community***

The parents make use of the KAMAR portal as well as other access through the web to access the student work and data. They are looking to substantially increase the

staff PD in the areas of the two curriculum foci that they have selected i.e. Inquiry Learning and E-Learning.

## **7. Bayside Secondary College (Canada)**

The information regarding Bayside was gained over the course of the ICP Principal's Conference in Toronto by way of attendance at a workshop and the personal discussions over several days with the two presenters Grant Montgomery and Paul Pickard. Both of them were responsible for the implementation of their School's ICT vision from the start.

The focus of the plan was "School improvement through the integration of ICT" into the teaching and learning programmes within their school. (Grant Montgomery and Paul Pickard, 2011)<sup>1</sup>

Their Vision was the "Development of a 21<sup>st</sup> Century Learning Environment" They also wanted to track the engagement levels of their students and to see if there would be any discernable improvement in the students achievement over time.

They used as a foundation for the Vision Michael Fullan's **3P's**: **P**recision, **P**ersonalisation and **P**rofessional Development of the staff.

They posed the question "What are the building blocks for developing a more engaging learning environment in the 21<sup>st</sup> Century to tune teenagers into learning?" as the means to building and implementation plan for the Vision. The factors that follow in summary form are from the presentation.

### **a. Vision**

They developed a vision for the College based on a set of Key Competencies that they believed were essential for 21<sup>st</sup> Century Learners. They then looked at how they could implement these into the classroom environment through:

### **b. Professional Development Focus**

- Differentiated Instruction
- Book "Grown Up Digital" by Don Tapscott
- Google, Apple and other Innovators outside education
- Learning in the 21st Century
- Conferences: Quest 2010, EOSDN

### **c. Infrastructure Changes introduced were**

- Updated Computers
- Smartboards
- Mini-Labs
- Upgraded LAN
- Classroom computers
- Upgraded WAN
- Dept. Office Computers
- Clickers

---

<sup>1</sup> All of the work that follows was taken from the conference notes provided by Grant Montgomery and Paul Pickard and is their work that is acknowledged throughout.

- Wireless
  - BYOD (Smartphones, Netbooks, Tablets)
- d. Curriculum Changes in selected classes**, some examples are:
- Project based Learning in Design
  - Flipping the Classroom
  - English Integrated Units
- e. Collaboration**
- In classroom
  - Sharepoints with staff
  - Use of Twitter and other networks
  - Staff teaching teams
- f. Student data Monitoring**, The monitored the effect on particular benchmarks which were:
- Attendance
  - Suspensions
  - Achievement levels
  - Staff and students discussions
  - Student Perceptual data

This data they have tracked over a two year period with some significant positive changes in some of the areas.

This was the first school that had decided on some form of tracking benchmarks and used the data to see if they were having any impact on their students' achievement and engagement in the classroom. The attendance data showed dramatic changes and the improvement in achievement levels has also shown good improvement. They are still continuing to track the data and monitor progress of their students.

## **Challenges and Lessons Learnt over the Sabbatical period**

Included in this section there are some challenges identified for us in the secondary school sector as well as the lessons learnt from the schools visits or the readings that were done during the course of the sabbatical. Many of these challenges and lessons are not too hard to find by looking within our own schools and looking at the schools who are paving the way with the use of new technology in their schools here in New Zealand.

1. **Leadership from the top**: In all the schools visited there was always a principal or senior leadership team member who was driving the need for technological change within the school. It was also clear that the changes that were being driven were clearly linked to the schools shared vision and implementation plan. There was always a commitment of time energy and resources given by the principals who were the lead drivers of these changes in the schools and without this commitment the changes were not sustainable.

None of the changes in the schools occurred overnight and often did not always follow the exact path that was initially envisioned. However because of the commitment to their

overall vision the change was sustainable over time and in the most part was proving to be successful.

In all the schools extensive use was made of the lead teacher concept where staff with the expertise and passion for the technology were deployed to create their own teams to teach the staff and lead the changes within the schools. Often these staff were given extra time and resourcing to accomplish the job. Their role was clearly linked to the need for high order professional development in ICT and pedagogical change. This importance in professional development always needed to be sustained over several years and generally the leaders and lead teachers claimed that they would like to have spent far more time on this PD.

2. ***Professional Development in ICT:*** One clear lesson stands out from all the schools that were visited with regards to Professional Development (PD) was that to be successful the change leaders had to do the PD **with** the staff and not **to** the staff. Doing the PD with the staff means working with them to find out all of their needs and putting the resources in place that meet their needs, not simply what you believe is needed. Michael Fullan calls this gaining “shared ownership”. He goes on to say that the best people to provide staff with the PD are their peers, hence the need for lead teachers. “Top –down change doesn’t work- people resist when leaders try to tighten things up...The best way to tighten things up is to get peers to do it” (Fullan, Motion Leadership: The Skinny on Becoming Change Savvy, 2010)

Many of the teaching staff in New Zealand are from the baby boomer era and are digital immigrants. Their need for ICT PD is often far higher than the Millennial teachers (born in early to late 1980’s) who were trained and grew up using technology. It is often these millennial teachers who are used as the lead teachers in the schools. You can have as much technology in each classroom as you like, but without the knowledge and practice in how to use them effectively in the classroom they are useless adornments. Use of the lead teachers who know not only how to use the technology, but how to integrate it into the classroom pedagogy successfully are vital to the success of achieving a schools shared vision of technology. Most of the schools visited have stated that they underestimated the amount of PD time and budget resources that were needed to get the staff to be proficient practitioners in the classroom.

3. ***Anywhere-Any Time Access:*** Students in our schools today are the most tech savvy students in the history of New Zealand education. This will continue to increase with each year, yet in many secondary colleges throughout the country we limit their access to the types of technology that they already have and use on an hour to hour basis. Most of our schools still ban the use of mobile phones within the school day and especially in the classroom. For many of the students this is their window to the world and their technological tool of choice. Many possess smartphones that can connect to the internet yet we require them to look things up in a textbook or write notes into books. This is

effectively asking them to “power down” and can lead to dis-engagement in the classroom.

In most of the schools visited the students had some limited or full wireless internet access. Most allowed the use of the student’s choice of device and many allowed the students to “bring your own device” (BYOD). The BYOD system allowed schools to focus their spending on the infrastructure within the school rather than continually trying to provide more and more updated hardware for them to use.

In some of these schools students were allowed to use their mobile smart phones to access the school wireless network to do research. There was therefore a strong need to have the entire school wireless that allowed anywhere –anytime access for all students and staff. Most of the schools had tried and tested a variety of wireless systems and had settled on the choice that best suited their needs. There was one system, “Ruckus” or smart Wi-Fi, that seemed more prevalent than others and some of the schools had changed from their existing system to this system because it gave them more control of the setup for their school. It is crucial therefore to investigate the system that will best suit your needs and ask around the schools that have already gone down this road.

4. ***Good technical staff:*** Another good lesson learnt from the schools is the need to have an experienced technician on staff to manage the day to day running of the school systems and hardware. None of the schools visited had a teacher doing this job, but rather had a well-qualified technician or in some cases several technicians. Most of the schools also had a senior leadership team member who was tasked with the oversight role for the implementation of the ICT across the school including the use of ICT in the classroom

It was also deemed essential to have a clear ICT vision or strategy as part of your overall vision that is understood and followed by all in terms of resourcing and purchasing. It became apparent that there was a need to guard against different agendas within the school to insure that the best spend was made for the benefit of all the students and staff and not a select few.

5. ***Identifying and Developing benchmarks:*** Within each school it will become important to develop mechanisms for tracking the changes to engagement and student achievement that may result from the changes to pedagogy in the classroom and the increased access and use of technology. Only one schools visited had devised a set of criteria to track the improvement levels in achievement and engagement of students, based largely on what they were hoping to achieve from their vision.

One lesson became very apparent early on in all the schools that were visited and this is that the majority of the staff who are using ICT to high degree have a high tolerance for risk taking in themselves and the students they teach. It is the innovation and belief that most things are possible in a technological world if you are prepared to not be constrained by what you have to teach and when you have to assess it. In the real innovative schools they have radically changed the way most teachers would view teaching and learning, from the structures in the school to the pedagogy that is found in the classrooms. You have all excited

me by what I saw in your schools and have challenged me to strive to carve our own innovations in what we do in our school in the future. Thank you once again to the participating schools and their dedicated staff.

## Appendices

### Appendix 1

## Questions for School Visits

### ..... High School/College

#### Vision

1. Do you have a separate ICT Vision?
2. Was there a core part of what you thought your vision for E-learning was going to be which has significantly changed?
3. Have you used any strategic partnerships to develop your ICT capabilities for your school?

#### Students

1. Has there been any clear connection to Improving students Achievement/outcomes as a result of more use of ICT by staff and students?
2. Have you seen evidence of more independent learning as a consequence of the use of ICT as a teaching and learning focus?
3. What controls/filters, if any, do you have regarding student access to the net?
4. What other ICT tools are the students allowed to use at or bring to school?
5. Do the students have anywhere - anytime access to the net?
6. How do you address the ethical issues, e.g. authenticity, and the use of the net?

#### New Curriculum Connections

1. Have you made any school wide pedagogical approach to teaching and learning as a focus for the teachers?
2. How does your use of ICT (or "e-learning") make connection to the implementation of the new Curriculum?
3. How are your teachers approaching their classroom teaching in a significantly different way
4. How are you able to facilitate shared learning within your school community with specific focus on ICT?
5. What new and different ways of learning have you been able to open up for your students in your school's interpretation of the NZ Curriculum

#### Infrastructure

1. What lessons have you learnt, in terms of ICT infrastructure or implementation that you would not do again or do differently?
2. What software programmes are the foundation of your systems including your Learning Management System

3. Do you source and use a lot of Free/'Open Source' software?
4. Do you compute on the cloud or are most of your applications based on school servers?
5. Do you currently have High Speed Fibre to your gate?
6. Do you have any different timetabling structures that are innovative and in your opinion are benefiting your students and the staff?

## **Parents and Community**

1. What access do your community have to the school's ICT infrastructure?
2. Have the community been asked what they want access to, and how they'd prefer to engage with the information (portal, email, LMS with parent login etc.)?

## **Staff**

1. How does your Vision and teaching and learning focus link to your appraisal system?
2. How much of your Staff PD time have you needed to allocate to new ICT pedagogy?



## Appendix 2



**ST PETER'S COLLEGE**  
PALMERSTON NORTH, NEW ZEALAND

eLearning Development Team



# eLearning Vision 2015

## Contents

1. Overview
  - 1.1. Introduction
2. Vision
  - 2.1. St Peter's College eLearning Vision
  - 2.2. Key Pillars
3. Strategic Objectives
4. Goals

~  
"Would you tell me please, which way I ought to go from here?"  
"That depends a good deal on where you want to get to," said the Cat.  
"I don't much care where-" said Alice  
"Then it doesn't much matter which way you go," said the Cat.  
~

- *from Alice's Adventures in Wonderland*

## 1. Overview

### 1.1. Introduction

The Digital Learning team have put together this document to introduce our vision for 2011-2015. It was developed on the basis that it fits within the overall St Peter's College Vision, as outlined in the 2010-2015 strategic plan and objectives, specifically to address the eLearning aspects within the objectives described in that plan.

As a living document, this vision will be adopted by the Board and will provide a guiding spirit to the systems and policies that will be put in place as a result of the adoption of this plan that will shape the direction of eLearning within our school, resulting in St Peter's being recognised as a leader in education and provide a world class learning environment that will benefit the students and community that is St Peter's College.

## 2. Vision

### 2.1. St Peter's College eLearning Vision

***"We Integrate technology in the St Peter's community to Enable and Enhance empowered, self-managing, lifelong learners"***

### 2.2. Key Pillars

The following Key Pillars were identified by the Digital Learning Team, building on [ICT] visioning sessions from the previous year and with some input from stakeholders, with specific emphasis on focusing on where eLearning may be leveraged to help deliver the overall strategic objectives of the St Peters Charter.

- **Integrate** digital technology into teaching and learning opportunities within the St Peter's curriculum for all students and staff.
- **Enable** anytime, anywhere access to relevant digital content and tools for all community members.
- **Enhance** teaching, learning and relationships across the whole community.

### 3. Strategic Objectives

Each of the strategic objectives listed below have a series of different goals for the three target areas that collectively form the implementation for the eLearning plan. These in turn feed into the main St Peters College strategic objectives and plan.

**Objective e1:** Provide access to web applications (Google, Myportfolio and Moodle) that allow teaching and learning in a digital environment.

**Objective e2:** Provide a community portal to allow access to SPC student data (SMS and LMS) and learning-in-progress (Portfolio).

**Objective e3:** Establish distributed (centrally controlled) school-wide wireless internet coverage that is robust, reliable and sustainable to serve the needs of the future.

**Objective e4:** Identify courses/learning areas that require specialist technology and find ways to provide that technology.

**Objective e5:** Identifying strategic partners that can assist with hardware provision for the community.

### 4. Goals

There are three identified Target Areas that will assist in the integration of eLearning technology. Goals for each target area are identified with resources, timelines and expected outcomes to enable us to measure our progress to ensure we meet our objectives. This document will be updated as goals are achieved. Goals are listed in no particular order, and will be prioritised as necessary depending on resources and time required.

#### Goals - Curriculum and Learning

e.g. 1. Provide digital environments and tools that support student-student, student-staff, staff-staff, student-home-staff collaboration (e1)

#### Goals - Teacher Professional Learning and Leadership

e.g. 1. Teachers are given consistent and on-going eLearning support and training in the use and integration of digital technology to their curriculum and learning areas (e1 - e5)

#### Goals - Hardware and Software Infrastructure

e.g. 1. Provide on site technical support to improve connectivity and sustain a high percentage of 'up-time' for network and web-based learning.

## Bibliography

- Fullan, M. (2010). *Motion Leadership: The Skinny on Becoming Change Savvy*. Thousand Oaks, California: Corwin.
- Fullan, M. (2011). *Change Leader: Learning to Do What Matters Most*. San Francisco: Jossey-Bass.
- Gilbert, I. (2011). *Why do I need a Teacher when I've got Google?* London: Routledge.
- Grant Montgomery and Paul Pickard. (2011). Tuning Teenagers into Learning: A Unique Approach to Integrating IT. *International Confederation of Principals Conference*, (pp. 1-29). Toronto.
- Jacobs, H. H. (2010). *Curriculum 21: Essential Education for a Changing World*. Alexandria: ASCD Publications.
- Lynne Schrum and Barbara B Levin. (2009). *Leading 21st Century School: Harnessing Technology for Engagement and Achievement*. Thousand Oaks California: Corwin.
- Research New Zealand. (November 2011). *ICT in Schools Report 2011*. 2020 Communications Trust.