Leigh Hynes - Ruapehu College - 10 week ePortfolio Sabbatical July - September 2012
Purpose: To investigate the use of e-portfolios in a selection of schools and develop a plan for the implementation of the best use of e-portfolios for students and teachers.

Acknowledgements: In summary, I have used the sabbatical to develop and consolidate ideas that I had about eportfolios. I have also used the time to upskill in the use of the portfolios and make resources which could be used by other schools as well as my own. It has been a very productive and rewarding time which has heightened my desire to learn more about the ever expanding world of e-learning. I thank the PPTA and MOE for successful negotiation towards and making these awards available for the first time in 2012. The VPLD community, particularly Hazel Owen, Rachel Roberts, Conor Bolton and Clarrie Yates, has also given me so much support and professional development in understanding this topic. Thanks also to all the principals and other leaders in the schools involved for allowing me access to your schools and staff. Also thanks to the ministry and the administrators of the sabbatical, and finally a big thank you to my principal, Josephine Mikaere and the Ruapehu College Board of Trustees for allowing me the time to complete the sabbatical.

The following report contains many links to work that I either completed or used in my sabbatical.

Report back on my sabbatical following the week by week proposal format that was outlined in my application for it.
   Week 1: Research the use of portfolios and e-portfolios using the internet and the expertise available to me through the VPLD group – I researched the why and how (models and frameworks) to build my background knowledge of eportfolios before the sabbatical started. I continued to upskill by studying a paper on eportfolios for the first semester of 2012 through Wintec[1]. During and after the course, I recorded many of my findings in the tertiary version of MyPortfolio[2] and tentatively started using Myportfolio (the school version) for my own appraisal and for teaching and learning practices and also to deliver staff pd an example of which can be seen on this link. I researched what kind of eportfolios there were and how they were used and made a group in the VPLD subgroup of the VLN [3]called E-portfolios for the ordinary teacher . I contributed to the VPLD website[4], to encourage other teachers to reflect on the use of portfolios. There are currently 30 plus members of this group from schools and interested parties, across New Zealand.
   (Note: The group gives resources and has attracted some very worthwhile conversations around eportfolios. The link to this

[1] http://www.wintec.ac.nz/courses/graduate-diploma/information-technology-education.aspx
[2] http://myportfolio.ac.nz/user/leighhynes/eportfolios
[3] http://www.vln.school.nz/
[4] http://virtualicteltpd.ning.com/

group is here but if you want to access it you may need to join the VPLD (virtual professional learning development) community first. It is a very worthwhile community to belong to, with many useful groups and skills among the members, so I do encourage all teachers to join up if they wish to develop their e-learning capabilities.)

Week 2: Reflect on what models of portfolios suit our school and its Inquiry learning model.

After I gathered enough skills and knowledge to use Myportfolio,[5] I decided that this would be the best for our school to adopt as it was free (hosting funded by the MOE) and there was support available on the site, and also some free professional development available for school leaders until the end of 2013. The free hosting seems to be going to be continued beyond this time, or at a minimal cost to schools and teachers, and even if the hosting funding did stop down the line, the pages can be exported using the Leap2 facility. The software is Mahara and this means that other hosts can be used if the MOE decided to withdraw hosting through Catalyst as well.

Another reason that I chose Myportfolio is that the sharing of pages would be wider than those portfolios offered for example in Knowledgenet and Ultranet, and that transferring eportfolios between schools when students move schools would seem to be easier.I feel that Myportfolio is well suited to reflect an inquiry model of teaching, allowing a student to access many different multimedia resources relevant to their individual needs and giving opportunity for choice being pivotal to the inquiry methods.The capability for the students to edit their work and add reflections and evaluations completes the enquiry cycle.

I did consider Google sites as another eportfolio possibility and still consider that this has real advantages over Myportfolio in that it does not have to be hosted in a local server. It is free unless you are going over the data allowance that Google allows. (5GB).

Week 3: Visit local primary (feeder) schools to review their systems. How do they or could they, use e-portfolios to support inquiry in conjunction with a learning management system?   I recorded the results of my investigations in the table below. There was no significant use of eportfolios in our local feeder schools. I did however, find that the local preschool, Nancy Winter Early Childhood Centre, had experimented with the use of Educa - an e-portfolio system for preschoolers but they found that limitations in the functionality of the programme determined that they would cease their trial until something more suitable was found or they would think about adapting the way they used eportfolios. I offered my time to help them explore Myportfolio. In addition, a new principal started at Waiouru school in July 2012 and she has expertise in the use of

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[5] http://myportfolio.school.nz/

eportfolios (worked with eportfolio guru, Nick Rate!!!!) so this looks like it will be a real possibility for development in our local schools.

Week 4: Visit Volcanics Cluster schools to review their systems (as in 3 above) and the possibilities that we would be able to pick up on. After phoning principals or senior management in these schools I realised that limited use of eportfolios was evident, as listed on the table above. A real dearth of use of eportfolios in most schools, including some limited realisation of their potential, and also the professional development required for teachers to implement, has just not happened beyond the very rudimentary use of it in some schools. I have to ask if the government is committed to prepare teachers and students for using ITC's in schools and workplaces and also, what preparation for IT is happening in our teachers' colleges of education? Just in the small amount of time I had with a few provisionally registered teachers in a school, they realised the potential of Myportfolio, and were quick to pick up editing capabilities.

I constructed with a summary table of where our local feeder schools (for Ruapehu College) were at. (I started construction at the end of 2011, and added information as I received it) and then added information from the Volcanics Cluster of schools. Other schools in New Zealand, which were hoped would serve as examples of best practice, were added at the bottom of this table. I sent links to schools so that they could comment if my information was incorrect or needed further discussion. If there is no information that was because I had no response from the school even after repeated contact was made.

RC and Local Feeder Schools	Decile	%Maori students	No of students	No of teachers	eportfolios in use during 2011	eportfolios in use 2012	Number of staff using eportfolios	Comments\ UFB? LMS?
Ruapehu College	3	70%	178	20 FTTE	basic training for some in Myportfolio, by end of 2011 PRTs	Yes, for appraisal, PRT mentoring and student use of MOD portfolios in each subject to reflect biannually, looking to homework for reflection	2-3 limited in 2011 all staff in 2012.	Kamar 2nd rollout of UFB, Moodle
Orautoha	6N	85%	13	1.03	Mahara and Myportfolio	"eportfolio"	0	Isolated school.

					looked at only, found difficult to access			"Schoolmaster" 2011 but may be using ETAP or MUSAC next year 2012
Ngamatea	6	0%	4	1.3 (2 days release)	students have contributed to blog on enviroschools site	not planned, but is keen to do pd	0	Isolated school. "Schoolmaster", (now called Assembly online) has own LMSystem attached
Ohakune	5	37%	286	12	none	no plans	1 (personal blog)	MUSAC, classroom manager, has no eportfolio as far as they know.
Raetihi	1A	90%	120	7.5	none	planning to use	0	eTap, online has its own LMS attached including blog opportunity

Te Kura Kaupapa	1	100%	27		none	would like to know more	0	e-tap, no LMS
Waiouru	8	43	85	5	none	New Principal in July 2012 who plans to use Edublog for 2013 class blogs first , and then individual portfolios. She has started the school on google apps and so possibility for google sites exists for portfolios	0	At present using Musac which includes an lms but are not using the lms.
VOLCANICS SCHOOLS	Decile	% Maori students	Number of students	No of teachers	eportfolio in 2011	eportfolios in 2012	Number of staff using	SMS and LMS
Tokoroa	2	59%	520	44	none	none	0	Kamar Ultranet
Forest View	3	50%	530	42.5	none	interested in putting staff pd and appraisal on e-portfolios, building infrastructure at the moment	0	Kamar Moodle
Putaruru	3	47	395	33	none	interested in 2013, maybe appraisals in Myportfolio	0	MUSAC Knowledge net
Reporoa	6	38	400	33		Using MP as a repository for staff appraisal documents and journalling, records of meetings for PRTs	all satff required to do so by Pr	Kamar Knowlwdge net

Tauhara	5	27	620	46	none	none ?		Kamar Ultranet
Tongariro	2	82	480	37	none	none ?		Kamar Moodle
Mangakino								
Rangitahi	1A	99	101	13	staff appraisal in Web Diary on Knowledgenet, inquiry group strategies also	restructuring going on for school, so developments on the back burner at the moment. No students using eportfolios	most staff	Kamar Knowledge net
Whakatane HS	4	50%	750	60	Pr has had pd on Myportfolio - wants to use Myportfolio for appraisal	Some staff have "dabbled" with Myportfolio, interest is there	a few	Kamar Moodle
Rotorua Girls	3	70	761	55	some for literacy	interest for Myportfolio - going to visit Opotiki for ideas	staff in charge of literacy portfolios	Kamar Moodle
Trident	5	45	1200	80	last year ?	Principals BOP were given pd in June on Myportfolio Using for PRT portfolios, and SCT and Japanese teachers are leading staff, some staff are using for appraisal. Development underway	PRTs Japanese	Kamar moodle

Other NZ Schools	Decile	%age Maori students	No of students	No of teachers	Use of eportfolios in 2011	eportfolios in 2012	No of staff using	SMS and LMS
Albany Senior School Years 11 to 13 only	10	2%	750		Myportfolio- school is 3 years old	Myportfolio see notes below table ● Impact Project ● Some teachers use as LMS some careers linking planned ● Some teachers using for pd (interventions in a teach as inquiry model) ● blogging linked to Myportfolio	about 20% at different times	Kamar Moodle (NB Koha library management system)
Ormiston Senior School years 11 to 13 only	10	8-9% also 17% Pasifika	200	26	Some - school is only 2 years old	Myportfolio used in Art, as an LMS and for student feedback	1 or 2	Kamar Google sites for LMS
Diocesan (Epsom)	10	6%	1700 Year 1 to	150	Infrastructure in place.	Infrastructure in place. UFB and every student has a laptop	No evidence	SMS is Synergetic

			13		School is well established.	(year 7 and up) while year 4 and up have ipads. Parents pay 20 to cover purchase of apps so not too expensive. Google apps are used in junior (year 6 or less) so Google blogging in junior school. Myportfolio available to senior school but no evidence of it being used. A photography, art and design student told me that she stores only her design portfolio on Adobe Photoshop but possibly only using that software. No other evidence seen or reported.		(cloud) LMS is Moodle in senior school, google apps in jnr school
Overseas schools								
Discovery Canyon, Colorado Springs USA	N/A - from elementary school up to high school 22% minorities	N/A	2400 K1 to K12	?	IB portfolios	IB Portfolios are used.	IB staff	Moodle (called Alec)
eAchieve Waukesha Wisc. USA	N/A - high school students, diverse student population	N/A	850	24	No schoolwide development	No portfolios are being used across the school but they are investigating their use, have been focusing on the curriculum	No evidence	Blackboard

Week 5 and 6: Visit other secondary schools throughout NZ with same purposes in 3 above and reflecting. Again a dearth of eportfolio use was encountered in schools. Although infrastructure is in place, many teachers have not taken up the e-portfolio concept. Whether this is from lack of professional development or time constraints, I do not know. At Albany Senior School, the best evidence of best practice was seen.

Albany Senior School[6]

 Mark Osborne is a DP at this school which is just two years old. He showed me some really good use of Myportfolio in action. Apart from his own use and that with his students, I was also introduced to other uses. A Health teacher was observed using Myportfolio as a LMS for delivery of her course through a collection of pages and students referred to this work and submitted their own assessments in Myportfolio pages. The capacity to have a deadline using administrative tools in Myportfolio is an added advantage. The pages submitted are frozen for moderation purposes and if resubmissions are necessary,(and thence further student work required) then a copy of the page may be taken for the moderation. Myportfolio is used extensively in Spanish classes where Voice threads and evidential videos are used along with other media as evidence. Student and teachers make use of phone apps - Maharadroid for Android and Portfolio-Up for iphone - to upload photographs and videos instantly to their content files, where they can extract relevant pictures or videos for their own purpose built pages.

Albany also require all students to carry out an Impact Assignment which many students (but not all) report back on using Myportfolio.   The project criteria are that it must benefit the student and the community but other than that, is open. The Myportfolio pages that the students create, are added to their portfolios and can be used positively to build an online identity useful for their present and for the future. Myportfolio links for the project are sent to the parents and to the tutor after a few weeks for this project. Students have identified their goals in their project. The impact project runs every Wednesday for the first three terms and there are two per year. (No impact project in term 4 due to impending exams.)

Many Albany staff members also use Myportfolio to report on the "Teaching As Inquiry "appraisal requirement using

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[6] http://www.ashs.school.nz/

Myportfolio. This use of Myportfolio is not compulsory (although the Teaching as Inquiry is) but it does help many staff work in groups, focus on their goals and present the evidence required each term for their findings on the interventions that they have carried out.

Some other teachers who I spoke to from different schools were using other software for e-portfolios in other ways. One teacher in charge of pd was using One Note as an appraisal tool in which she recorded all pd, meetings and reflections on pd. This can be shared with other staff in the cloud. Another was using Myportfolio as a learning management system and this then lead on to using it for NZQA assessment, much in the same way that Albany used it. Another teacher was trialling using Myportfolio as teacher registration tool. There are numerous examples on Myportfolio of different templates for this. It can easily be adapted for the professional standards as well. Another teacher was using Myportfolio as a place for reflective practice in the "teaching as inquiry" cycle.

Week 7 and 8: Travel overseas. I visited two schools in the USA. I spoke at length to the principals of both schools and to some of the staff members of one. This one was Discovery Canyon[7] in Colorado Springs where I had been introduced to April Gudenrath, an English teacher who had adopted flipped learning in all her classes. The whole English department has adopted the use of flipped learning and other teachers in different departments were following suit when they saw the level of engagement and positive flow on from the use. The school is an International Baccalaureate school [8]and as such the participants use an eportfolio associated with IB. The students I met were motivated and interested in their achievement and how it could enhance their futures. I did not opportunity to look at the portfolios themselves but the teacher expressed the same positive comments about the use of the portfolios that I had learned about in New Zealand.

The other school I visited was e-Achieve[9] in Wisconsin, a successful virtual school with 850 students. This is a relatively young school and the principal, Rick Nettesheim, explained to me that they had focused on developing a

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[7] http://www.asd20.org/education/components/sectionlist/default.php?sectionid=753

[8] http://www.google.com/url?q=http%3A%2F%2Fwww.ibo.org%2F&sa=D&sntz=1&usg=AFQjCNH9G4un0ZHNrwg7hpduRiDpzmZ2GQ

[9] http://www.google.com/url?q=http%3A%2F%2Fwww.eachieve.com%2F&sa=D&sntz=1&usg=AFQjCNG5dWiSPYQPIyZXCPiWOKb7qyHtIw

meaningful curriculum and enhancing higher order thinking skills through effective pedagogy in the first 8 years of the school's existence and they were very interested in eportfolios but had not adopted any particular type. They planned to look into this shortly, as once again they could see the benefits. His staff are competent virtual teachers, all of whom must undergo 30 hours of professional training to become certified virtual teachers in Wisconsin. At the time that I called, eportfolios had not been set as a priority by the school, but were about to be implemented.

Week 9: Make a plan on how Ruapehu College will use e-portfolios. There are a number of questions to be answered. Is the vision of our school reflected in our practice? Is our staff ready to adopt the e-portfolios? What are effective pedagogical practices when using e-portfolios so as to provide the best outcomes for our students? What should be stored in students' e-portfolios and why? Would the community see the relevance and importance of our students using e-portfolios?
 Here are some of the ideas that I decided could easily be implemented in my school. At the time of writing this report, I will need to get agreement from the BOT and Senior Management team to proceed further.

○ Using Myportfolio as a tool for appraisal and professional development, not just for recording but also to show the teacher journey and for accountability for the appraiser and appraisee. I initiated staff to our appraisal process on Myportfolio in my school[10] in 2012 and I have since worked on improving the documentation of appraisal process using a collection of pages based on the RUIA tool resources.[11] Note that for the purposes of reflecting on my own appraisal, I also have used a format based on the professional standards of teachers. It can be viewed here.[12]

○ Mountain of Difference Portfolio[13] - this template I have already started in my school as a way of *showcasing the students best work* in each subject. In this portfolio I have asked students to think about the level of thinking that was involved in their chosen piece of best work. I also have asked them to comment on the other key competencies.   I have not yet made the links available to homes and this is one thing that I would like to set up in my school, using the BES[14] as a basis for my decision. Comments from parents and teachers can then be added on how the homework task was perceived by parents.

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[10] http://myportfolio.school.nz/user/lhynes/appraisal

[11] http://appraisal.ruia.educationalleaders.govt.nz/

[12] **http://myportfolio.school.nz/view/view.php?t=zgtxXbWVUu8RNHGIaFsS**

[13] http://myportfolio.school.nz/user/lhynes/mountain-of-difference-portfolio-original

[14] BES = Best Evidence Synthesis - School Leadership and Student Outcomes
http://www.educationcounts.govt.nz/__data/assets/pdf_file/0015/60180/BES-Leadership-Web.pdf

- ○ **Homework** sprung to mind as being a way to connect home, student and teacher. One of the ideas I had was to make a homework page which could be copied onto a collection for each student in each subject and send the link to the parents at the beginning of the year. This way parents could be involved in positive interactions from the beginning. Research in the BES [15] School Leadership and Student Outcomes pages 154 - 159 showed that involving parents in a positive way with homework, using the TIPS approach could be one of the most effective ways to make links with whanau and communities (that may not otherwise want to be involved with school.) This does not mean that the parent does the homework but has an active role in assessing the homework or contributing to the homework process.
- ○ **Using the portfolio as a logbook.** Recording learning outcomes in the portfolio which serve as a reference point for revision would be a great way for students to keep records that the dog does not eat.
- ○ **Career pathway planners** for students and teachers.
- ○ **Using the eportfolio as a LMS and for assessment purposes.** The portfolio enables inquiry learning to be developed so easily. A group of pages is used to set the scene, ensuring that there is choice on what can be studied. The students can then develop their own set of responses and as happens at Albany Senior High, the page can be locked for marking through administrative methods. Here is an example from Heather McClure[16] , an inspirational member of the VPLD group, on how Myportfolio can be used as an LMS - this one for NCEA Level 1 Geography.

Week 10: Set up a framework for our school (s) to be able to implement eportfolios in their school. The vision for elearning in our school is a living document, but it is a well established mantra that as a school we are preparing our students for the 21st Century skills that they will use in everyday life and in the workplace. What is perhaps lacking has been a more comprehensive process by which we will reach this outcome. My goal was to establish a framework for the implementation of eportfolios in my school. The framework could be utilized by any teachers and students in the teaching and learning arena, and will be used to plan further pd for our staff. I also planned to distribute information to all feeder schools and Volcanics Community schools. On investigation, the donkey work has already been done by Nick Rate as shown in this slideshare presentation[17]. This comprehensive guide through the steps is invaluable. In reality, it is not a sequential process but more of an overall guide to ensure that you have covered all the bases. These

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[15] BES = Best Evidence Synthesis - School Leadership and Student Outcomes
http://www.educationcounts.govt.nz/__data/assets/pdf_file/0015/60180/BES-Leadership-Web.pdf

[16] **http://myportfolio.school.nz/view/view.php?t=zqwPvZCrRTajm4J6pK9G**

[17] http://www.slideshare.net/nickrate/core-education-breakfast-seminar-eportfolios

are the ten steps he outlines.
http://blog.core-ed.org/blog/2011/04/nick-rates-10-step-process-for-effective-development-of-e-portfolios.html [18] I do not plan to reinvent the wheel here, but have developed a survey form to help schools check their progress toward implementation of eportfolios.
 Here are the steps in a survey form, that I have developed, so that can be used by our schools. The results of this survey can be analysed and graphed for visual impact using the google spreadsheet.

Implications - my opinion on the status of eportfolios in our schools

There are any number of talented teachers around our New Zealand schools. They have the ability and the drive to empower our students to be able to establish positive on-line presences using eportfolios which can be used in many diverse ways but particularly to help them in showcasing their work, showing progression in their development and for accountability purposes.

After spending time in different schools during term 3, 2012 , I seriously doubt that staff have been given the time and resourcing to be able to develop the skills to use and teach students how to use eportfolios (a subject which does need many staff to undergo professional development to be able to implement) except in a very limited way. The MOE must step up and provide more professional development for our teachers if we are to move ahead in using digital technology as tools within our education systems.

A paper delivered at the 2012 ISTE [19] conference in San Diego, Technology, Coaching and Community[20], Beglau,M. Hare,J. Foltos,L. Gann,K. James,J. Jobe,H. Knight,J. Smith,B. (2012) begins "Effective use of technology is essential for learning and teaching in a global, digital age."   It goes on to quote from the US National Technology Plan, 2010,[21] that "technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to improve the education system at all levels".

During my research I observed old fashioned teaching methods in some schools where the infrastructure for use of technology is extremely well developed., (teacher "in charge" delivering from the whiteboard, no *ako* going on there)

In our local schools there is a real dearth of eportfolios (with the exception of the knowledge of the new Waiouru principal) and even where there is knowledge, there is no practice, or very limited practice. Uploading of documents to the eportfolio, and requiring staff to upload compulsory Word documents is not best practice but strangely is seen as so in some schools. In addition, other schools that I

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[18] http://blog.core-ed.org/blog/2011/04/nick-rates-10-step-process-for-effective-development-of-e-portfolios.html

[19] https://www.iste.org/

[20] Beglau, Monica et al. "Technology, Coaching, and Community."

[21] http://www.ed.gov/technology/netp-2010

visited around New Zealand have not yet taken up the opportunity to develop their eportfolios even though the infrastructure and software is available to them.

Best practice can be seen at Albany Senior School in Albany, Auckland. Strangely enough, there, the pace of professional development is set by wish for self-development and improvement and observing what other staff members do, and this phenomenon is what I found in the USA as well. Staff wishing to grow their own portfolios or "flip" did so and there was no pressure, but as other staff saw successes from their colleagues, they, too, wanted to evolve their practice. This ad hoc approach may be regarded as beneficial by some. It gives rise to much creativity by those who implement their use and those who are shown how to use them. I certainly applaud the progress these teachers have made. The problem is that all - teachers and students - need to have these opportunities to have a rich education in the use of eportfolios.

  Note: **Myportfolio** is government funded at least till the end of 2013, and as it must be hosted, some more commitment to professional development by the government needs to be promulgated because administrators and teachers need to rationalise their time commitments. No-one wants to spend hours and hours of work preparing resources using one lot of software only to find that the support is withdrawn and transfer to other systems is necessary.