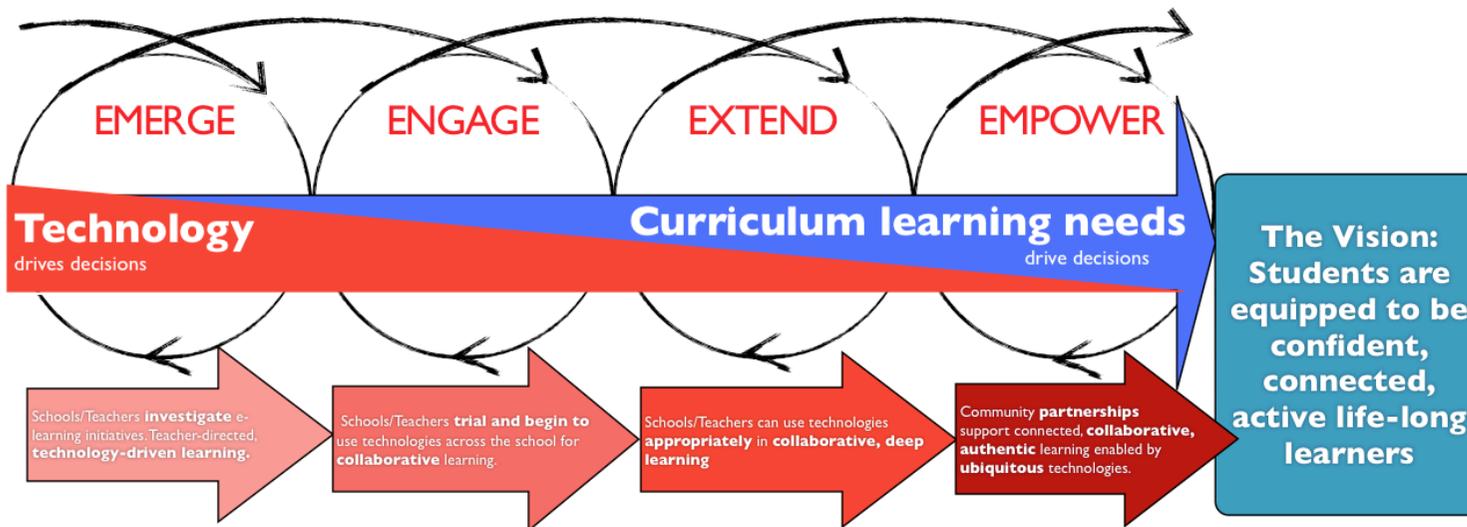
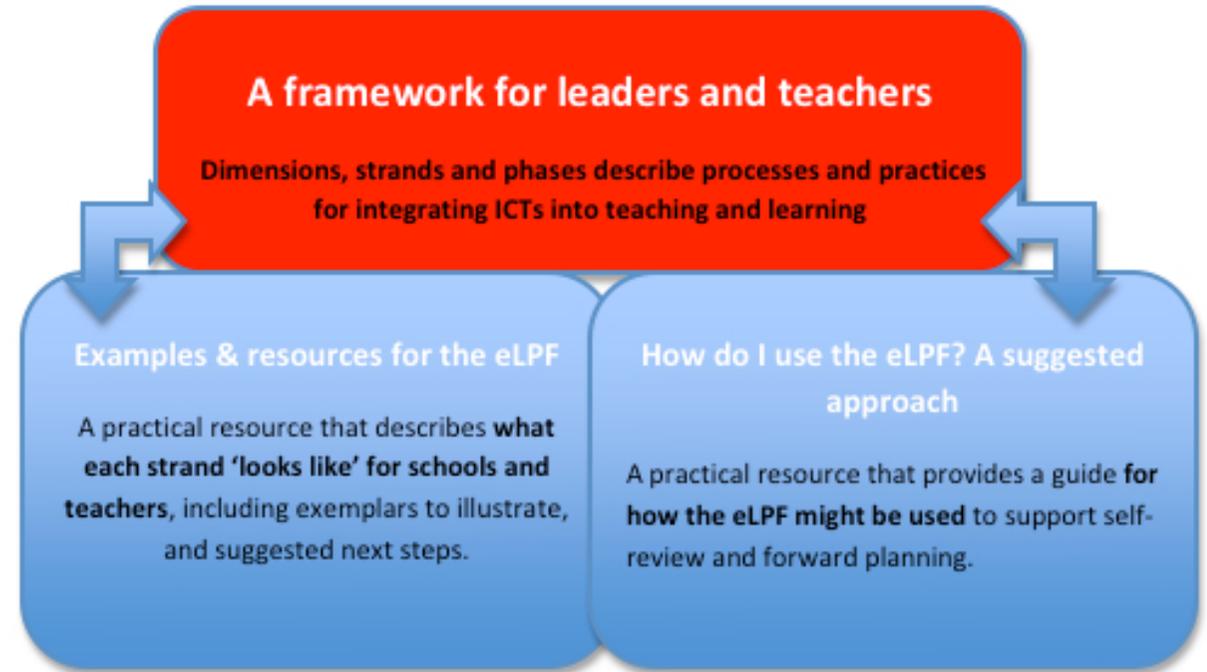


The e-Learning Planning Framework

The e-Learning Planning Framework is a tool to help **schools** and **teachers** measure their e-learning capability. It can support regular self-review and subsequent improvement of e-learning skills and knowledge, **in ways that** reflect our **bi-cultural** heritage.

The e-Learning Planning Framework will provide [see right]:

- a **'road map'** that enables schools/teachers to identify where they are, the practical steps they can take to improve their practice, and connects them to relevant information or services to support them in doing this. The framework provides processes and practices that internationally have been shown to be critical factors in lifting schools' e-learning capability.
- **Examples and resources** to illustrate what the framework might look like in practice.
- A **suggested guide** to how to use the framework for self-review.



The diagram [left] shows the phases of schools' and teachers' growing e-learning capability to enable staff and students to **learn with and through technologies, within their own school, cluster and network.**

Schools and teachers may progress through some or all of the four phases, *Emerging* through to *Empowering*. Increasingly, decisions will be **driven by learning needs**, rather than the technology.

The four phases

<h3>Emerging</h3> <p>WHOLE SCHOOL: Your processes and practices investigate, raise awareness and plan for growing your ability to use technologies for learning.</p> <p>TEACHER: You find out about technologies, and supplement teacher-directed, lower-order (surface) approaches of teaching.</p>	<h3>Engaging</h3> <p>WHOLE SCHOOL: Your processes and practices establish and connect planning across the school; you trial initiatives.</p> <p>TEACHER: You trial and begin to use technologies appropriately to support higher-order (deep), collaborative teaching and learning.</p>	<h3>Extending</h3> <p>WHOLE SCHOOL: Your processes and practices effectively align across school, community and wider networks. The use of technologies is refined and appropriate to meet all learners' needs.</p> <p>TEACHER: You begin to collaborate with students to use technologies appropriately to support authentic, higher order, co-constructed learning.</p>	<h3>Empowering</h3> <p>WHOLE SCHOOL: Your school, community and networks work in partnerships to reflect and plan. Technology use is ubiquitous, virtual, open and equitable, enhancing authentic, co-constructed learning within and beyond the school community.</p> <p>TEACHER: You work collaboratively alongside students to create personalised, higher-order, real-world learning.</p>
<p>Pre-emerging phase</p> <p>This framework assumes that schools are already engaged in school-wide strategic planning, aligned to their charter, curriculum, vision and professional learning processes. The use of technologies may be part of these processes. When using this framework as a self-review tool, some schools may find that several elements are not currently in place to be able to 'map' themselves at the emerging phase. In such cases, schools may wish to seek external facilitated support to help evaluate their current position and plan next steps.</p> <p>Characteristics of a pre-emerging school might include: Adequate infrastructure, organisational systems, leadership with teacher skills/knowledge/understanding and engaging with the wider community, are yet to be aligned to school-wide strategic planning.</p>			

(Adapted from [Hall & Hord, 1987](#); Mishra & Koehler, 2006; [Moertsch \(1998\)](#); and Timperley, 2007)

The five dimensions

Leadership and strategic direction	Leaders investigate the potential of technologies.	Leaders trial e-learning initiatives, and begin to align them to curriculum planning.	Deliberate leadership aligns the use of technologies with curriculum needs.	Leadership sustains and innovates the use of technologies as part of overt focus on learning.
Professional learning	Professional learning raises awareness and grows knowledge of technologies.	Professional learning increasingly focuses on using technologies for learning.	Professional learning explores ways to enhance evidence-based learning using appropriate technologies.	Professional learning is blended, sustained and extends student-centred learning through ubiquitous technologies.
Teaching and Learning	Technologies supplement teacher-directed activities.	Technologies begin to meet needs and support higher-order, collaborative learning.	Learning activities integrate technologies appropriately to support authentic, higher-order, collaborative learning.	Student-centred, authentic, higher-order, collaborative teaching and learning is enhanced by ubiquitous technologies.
Technologies and Infrastructure	Technologies and infrastructure needs are investigated to support the physical environment.	Technologies and infrastructure to meet identified needs are trialed, within the physical environment.	Equitable, well-managed technologies and infrastructure support needs across an increasingly online environment.	Equitable, open access to reliable technologies and infrastructure that meet all needs is sustained across an online environment.
Beyond the classroom	Opportunities are identified to work with the community using technologies, and to address their impact.	Activities are trialed to deliberately extend community relationships using technologies, and to explore their impact	Communities are deliberately engaged through appropriate technologies, and are responding to their impact.	Blended communications enhance the way partnerships actively engage in sustained response to the impact of technologies.



Leadership and strategic direction

This dimension describes the aspects required to effectively lead the way learning is enhanced **with and through technologies in ways that** reflect our **bi-cultural** heritage. Leaders are: the Principal, Senior Management Team, nominated leaders, emerging leaders, and students.

⇒ Refer to the *Suggested guide on how to use the framework* for information on the evidence you might use to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
e-Learning integrated into school vision	<ul style="list-style-type: none"> ● VISION: The school vision refers to e-learning and the potential of technologies to enable and support learning. ● CONSULTATION: The Principal, staff, students and BoTs investigate how e-learning can enhance the school's vision. 	<ul style="list-style-type: none"> ● VISION: School vision describes how technologies will support the school's curriculum. ● CONSULTATION: The Principal, staff, students and BoTs understand and are consulted in the vision development. 	<ul style="list-style-type: none"> ● VISION: School vision articulates how technologies will enhance teaching and learning. It aligns to policy, curriculum, and appraisal. ● CONSULTATION: The Principal, staff, students, BoTs and the wider community are all deliberately involved in vision development. 	<ul style="list-style-type: none"> ● VISION: School vision integrates e-learning throughout. There is an on-going cycle of review. ● CONSULTATION: The community's needs drive the vision. The community, including the students, is fully engaged in its on-going development.
Leadership of e-learning	<ul style="list-style-type: none"> ● RESPONSIBILITY: Individual personnel, including the Principal, are assigned roles for leading e-learning. ● FOCUS: Leaders investigate opportunities to work with and through technologies for learning. 	<ul style="list-style-type: none"> ● RESPONSIBILITY: Principal, senior management and school personnel, which may include students, have responsibility for leadership of e-learning. ● FOCUS: Leaders focus on how technologies respond to short-term needs. 	<ul style="list-style-type: none"> ● RESPONSIBILITY: Principal, senior management and staff, including students, deliberately mentor all community members to use technologies to extend and enhance teaching and learning. ● FOCUS: Leaders focus on how technologies respond to short/medium-term learning needs. 	<ul style="list-style-type: none"> ● RESPONSIBILITY: Principal, leaders and students model active leadership and mentor others to develop imaginative practices to enhance and negotiate the school curriculum. ● FOCUS: Leadership capability at all levels focuses on using technologies to enhance the school curriculum. This is driven by students' learning needs.
e-learning integrated into strategic direction and policy	<ul style="list-style-type: none"> ● PLAN: The strategic plan includes reference to technologies, with the focus largely on resourcing. ● PROCESS: A process to achieve e-learning goals is described. ● DIGITAL CITIZENSHIP: There is reference to the importance of cybersafety and digital citizenship policy/practices 	<ul style="list-style-type: none"> ● PLAN: The strategic plan has some alignment to e-learning in the school's vision. Students' learning needs may inform the plan. ● PROCESS: Processes and roles to achieve e-learning goals are described. ● DIGITAL CITIZENSHIP: There is reference to how cybersafety and digital citizenship policy/practices will be developed. 	<ul style="list-style-type: none"> ● PLAN: The strategic plan aligns to the vision and refers to how technologies will support learning. Students' learning needs will inform the plan. ● PROCESS: Processes and systems to achieve e-learning goals are integrated at all levels. ● DIGITAL CITIZENSHIP: A plan is being implemented to deliberately foster cybersafety and digital citizenship policy/practices 	<ul style="list-style-type: none"> ● PLAN: The strategic plan addresses sustainability of e-learning driven by all students' needs. ● PROCESS: Processes and systems to achieve e-learning goals are driven by evidence-based curriculum needs and are central to improvements. ● DIGITAL CITIZENSHIP: The plan clearly shows how cybersafety and digital citizenship policy/practices are integrated and modeled.



Professional learning

This dimension describes the aspects required for teachers and schools to build their e-learning capability within their school community and virtual network, **in ways that** reflect our **bi-cultural** heritage. This includes: alignment to vision, strategy, teaching and learning; an open, sharing culture; building relationships and mentoring; change management; active inquiry and appraisal.

⇒ Refer to the *Suggested guide on how to use the framework* for information on the evidence you might draw on to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
Sustaining a professional e-learning community	<ul style="list-style-type: none"> ▪ CULTURE: There are examples of a supportive learning community exploring technologies (such as voluntary mentoring) amongst teachers/teams. ▪ FOCUS: The sharing of learning, when it occurs, largely focuses on technology skills. 	<ul style="list-style-type: none"> ▪ CULTURE: A supportive culture for whole-school e-learning is developing. Mentors emerge as strong voices. ▪ FOCUS: Teachers/teaching teams trial, reflect on and share examples of e-learning pedagogy in action. 	<ul style="list-style-type: none"> ▪ CULTURE: The professional learning culture is open, safe and collaborative, ensures that learning communities (leaders, teachers, support staff) are mentored, and relevant to the school strategy. ▪ FOCUS: School staff, students and the community respond to and reflect on the impact of e-learning on identified learning needs. 	<ul style="list-style-type: none"> ▪ CULTURE: A blended, inclusive, reciprocal professional learning culture is focused on student achievement with and through technologies. ▪ FOCUS: The school and community share imaginative e-learning understandings and practices that respond to learning needs and trends.
Professional inquiry into e-learning	<ul style="list-style-type: none"> ● REFLECTION: Opportunities are provided to review teachers' e-learning needs. No clear alignment between vision, strategic plan and professional e-learning goals. ● FOCUS: The focus is on growing teachers' technical skills rather than pedagogical skills. ● ACTIVITIES: Professional learning activities are occasional. 	<ul style="list-style-type: none"> ● REFLECTION: There is a system in place to review teachers' e-learning needs, with activities aligned to school focus ● FOCUS: Teachers investigate the way technology can support learning - and teachers' role in this process. This may focus on discrete learning areas. ● ACTIVITIES: Professional learning is part of a whole school goal and may be informed by student learning. 	<ul style="list-style-type: none"> ● REFLECTION: Professional e-learning needs are identified through a system of review and appraisal that is aligned to the strategic plan and vision. ● FOCUS: Teachers overtly inquire into how technology can be used appropriately to enable the personalised, authentic involvement in learning. ● ACTIVITIES: Professional learning is aligned to individuals' and school/community needs and strategy, and focuses on supporting effective teaching and learning. 	<ul style="list-style-type: none"> ● REFLECTION: On-going, sustained cycles of monitoring and evaluation are deliberately aligned to teaching and learning needs. ● FOCUS: Teachers and leaders see themselves as learners, inquiring into imaginative ways to use technology to extend and personalise a student-centred model of learning. ● ACTIVITIES: Professional learning activities model and share imaginative practices that focus on how effective teaching and learning can be enhanced with and through technologies.



Technologies and Infrastructure

This dimension describes the aspects of technology required to support learning and administration **in ways that** reflect our **bi-cultural** heritage. This includes: resourcing; access; hardware; software; virtual networks; administration and data management; connectivity.

⇒ Refer to the *Suggested guide on how to use the framework* for information on the evidence you might draw on to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
Tools and technologies	<ul style="list-style-type: none"> ● RESOURCING: Some infrastructural/technology developments are investigated to provide reliable and equitable access to resources for administrative and learning purposes. ● ENVIRONMENT: Technology is added to the physical environment to enhance learning and administration. Online learning platforms to provide student and community access to resources, and to connect to wider networks, are investigated. ● ADMINISTRATION: Technologies are used across the school for some administrative and management purposes. 	<ul style="list-style-type: none"> ● RESOURCING: Adequate resources, networks and systems are tried to provide reliable and equitable access to resources for administrative and learning purposes. ● ENVIRONMENT: Technology is part of the physical environment of the school to enhance learning and administration. Online learning platforms provide student and community access to resources, and to connect to wider networks. ● ADMINISTRATION: Technologies are co-ordinated to meet administrative and management needs within the school/network. 	<ul style="list-style-type: none"> ● RESOURCING: All teachers, students, leaders, administrators have equitable access to a reliable infrastructure and resources, (in terms of both quality and quantity) to achieve the school vision. ● ENVIRONMENT: A safe, networked system, combining physical and virtual environments is in development, responding to students' and whole school community needs. The network supports flexible and responsive learning and assessment beyond the norms of the school building or day. ● ADMINISTRATION: Networked technologies are co-ordinated in a managed learning system to improve organisational efficiency within the school/network. 	<ul style="list-style-type: none"> ● RESOURCING: Robust, adaptable infrastructure is effectively managed, maintained and evaluated to sustain equitable, open access for all. ● ENVIRONMENT: A safe, flexible and responsive environment allows the whole school to learn within and across a virtual network. Students appropriate technologies. The infrastructure is ubiquitous and integrated. ● ADMINISTRATION: Efficient networked technologies enable effective management and organisational systems across the school/network.
Technical support & procurement	Specific technical areas of need are identified, and roles and responsibilities have been assigned to personnel to address these.	Technical support responds to short-term infrastructure needs, and a flexible budget is in place with some alignment to school strategic plan.	Pro-active, skilled technical support provides appropriate procurement and maintenance of infrastructure to support equitable, open access to a reliable, infrastructure for the school community.	School-wide systems are in place for the sustainable maintenance and development of a reliable infrastructure for the school community/network . Technical support is equitable, open and responds to the needs of all community members.



Teaching and Learning

The aspects of teaching and learning in the New Zealand curriculum that can be enhanced **with and through technologies**, in ways that reflect our **bi-cultural** heritage.
 ⇒ Refer to the *Suggested guide on how to use the framework* for information on the evidence you might draw on to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
e-Learning within the whole school curriculum	<ul style="list-style-type: none"> PLAN: School leadership and staff identify the importance of e-learning in the wider school curriculum plan. Implementation tends to be within discrete learning areas/individual teams. 	<ul style="list-style-type: none"> PLAN: School leadership work with the school staff to establish a cohesive curriculum that includes appropriate e-learning resources. Implementation tends to be across most learning areas with some cross-curricular alignment. 	<ul style="list-style-type: none"> PLAN: School staff and community negotiate a cohesive curriculum that integrates appropriate e-learning resources. Implementation reflects widespread cross-curricular alignment and may extend to networks beyond the school. 	<ul style="list-style-type: none"> PLAN: Staff, students and the wider community own a negotiated curriculum in which technologies are assimilated with clear alignment to the vision and strategy.
Digital citizenship <i>Key Competencies, Values, digital literacy skills, and cybersafety.</i>	<ul style="list-style-type: none"> Principal and teachers are aware that Digital Citizenship defines the Key Competencies and Values in a digital environment, as well as digital literacy skills and cybersafe practices. Individual teachers occasionally explore digital citizenship. 	<ul style="list-style-type: none"> Principal and teachers trial digital citizenship practices in teaching and learning and there is a growing awareness amongst students. 	<ul style="list-style-type: none"> All staff and students collaborate in learning activities that routinely and deliberately explore and foster digital citizenship practices in real-world contexts. 	<ul style="list-style-type: none"> All staff, students and the wider community model responsible behaviours as successful digital citizens, in real-world contexts.
Learning areas <i>How technologies are used to help students engage with curriculum content in ways that reflect our bi-cultural heritage.</i>	<ul style="list-style-type: none"> TEACHERS: Teachers begin to use technologies, often based on their own preferences, to help students understand the content in learning area(s). IMPACT: Students experience technologies as a supplement or 'one-off' activity, focused on surface rather than deep learning within the school/network. 	<ul style="list-style-type: none"> TEACHERS: Teachers trial technologies to deliberately help diverse students understand the content in learning area(s). IMPACT: Students begin to use technologies to support higher-order, authentic learning within the school/network. 	<ul style="list-style-type: none"> TEACHER: Teachers select technologies appropriately to help students understand and apply higher-order, authentic thinking in learning area(s) content. IMPACT: Students select and use appropriate technologies to explore, create and communicate higher-order, authentic learning. 	<ul style="list-style-type: none"> TEACHER: Learning programmes are negotiated with students to provide choice and personalization. Higher-order, authentic learning experiences explore content in learning area(s), enhanced by technologies. IMPACT: Students construct their own learning goals, independently select and use appropriate technologies to co-construct effective higher-order, authentic learning.

<p>Pedagogy</p> <p>How technologies are used to enhance effective teaching approaches, particularly ako, in ways that reflect our bi-cultural heritage.</p>	<ul style="list-style-type: none"> ● TEACHER: The use of technologies may be a supplement or ‘one-off’ activity to support teacher-centred, didactic ways of teaching. ● IMPACT: Students use technologies as part of task completion or isolated skill-building. They respond to activities rather than collaborate or use prior knowledge. 	<ul style="list-style-type: none"> ● TEACHER: Teachers trial technologies to support collaborative, inquiry-focused approach that reflects the principles of ako. ● IMPACT: Students begin to use technologies to support collaborative, inquiry-focused approach. 	<ul style="list-style-type: none"> ● TEACHER: Teachers select technologies appropriately to enable a collaborative, inquiry-focused approach that reflects the principles of ako. ● IMPACT: Students engage successfully in collaborative authentic, learning experiences, enhanced and supported appropriately by technologies. 	<ul style="list-style-type: none"> ● TEACHER: Pedagogy assimilates technology into blended, student-centred, collaborative learning experiences, based on evidence-based inquiry that reflects the principles of ako. ● IMPACT: Students independently and actively participate in authentic, culturally meaningful learning and are becoming safe, responsible digital citizens.
<p>Assessment</p> <p>How technologies are used to monitor, review and evaluate the impact of teaching on student achievement in ways that reflect our bi-cultural heritage.</p>	<ul style="list-style-type: none"> ● TEACHER: Leaders and teachers investigate the way technologies can support traditional assessment practices across the curriculum. ● IMPACT: Students are assessed by teachers, often using paper-based methods and supplemented by technologies. Assessment is largely summative using traditional methods. 	<ul style="list-style-type: none"> ● TEACHER: Technologies are trialed to enable students to critically reflect on and manage their own learning. ● IMPACT: Students occasionally use technologies to produce and share aspects of their learning. 	<ul style="list-style-type: none"> ● TEACHER: Technologies are used appropriately to enable students to critically reflect on and manage their own learning, as well as sharing progress with the wider community. ● IMPACT: Students begin to use technologies appropriately in an on-going way to develop and share their learning, curate aspects of their work, and engage in self and peer-based reflection. 	<ul style="list-style-type: none"> ● TEACHER CAPABILITY: Technologies are assimilated as part of evidence-based inquiry, providing ubiquitous access to learning, to engage whānau/family and connect to wider networks. ● IMPACT: Students use technologies appropriately, in a continuous cycle, to support the way they set their learning goals, manage life-long portfolios and work towards becoming self-regulated learners.



Beyond the classroom

How e-learning can be used to **collaborate with** wider networks (local, national, international communities) to students' learning, and **empower** school communities (by upskilling and educating whānau/iwi in effective use and impact).

⇒ Refer to the *Suggested guide on how to use the framework* for information on the evidence you might draw on to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
Engagement with the community - and wider networks - through and about technologies.	<ul style="list-style-type: none"> ENGAGE THROUGH TECHNOLOGIES: Principal and school leaders identify opportunities for whānau/iwi, and community engagement, through the use of technologies SUPPORT and EMPOWER: Principal and school leaders identify the importance of engaging with whānau/iwi and wider communities about the impact of technologies on learning, cybersafety and digital citizenship. 	<ul style="list-style-type: none"> ENGAGE THROUGH TECHNOLOGIES: Principal and teachers trial technologies to engage whānau/iwi and wider communities to improve student achievement, through culturally inclusive practices that meet the needs of Māori and other ethnicities. SUPPORT and EMPOWER: Principal and teachers trial deliberate engagement with whānau/iwi and wider communities to share and discuss ideas about the impact of technologies, on learning, cybersafety and digital citizenship. 	<ul style="list-style-type: none"> ENGAGE THROUGH TECHNOLOGIES: Principal, school leaders and teachers strategically integrate technologies to actively engage whānau/iwi, and wider communities to improve all learners' achievement, through blended, culturally inclusive practices. SUPPORT and EMPOWER: Principal and teachers foster informed, effective partnerships with whānau/iwi and the wider communities to respond to the impact of technologies, particularly digital citizenship and cybersafety. 	<ul style="list-style-type: none"> ENGAGE THROUGH TECHNOLOGIES: Partnerships with whānau/iwi and wider networks are enhanced by the use of technologies to improve all learners' achievement, through blended, culturally inclusive and sustainable practices. SUPPORT and EMPOWER: Community members are actively working in partnership to plan and respond to the impact of technologies, particularly digital citizenship and cybersafety.