Ultra-fast Broadband in schools

learning WITHOUT LIMITS

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

## Developing an eProfile for your school

The eLearning profile is composed of three dimensions:

- Digital capacity
- Teaching and learning practices
- Collaboration beyond the school gate.

Your eProfile will depict the level of agreement you have with whether each of the following statements is an accurate representation of your school.

1. My school has the necessary digital capacity to promote 21st century learning in an increasingly networked world. This includes the necessary infrastructure and devices; the capability of students and teachers and a supportive school culture.
2. Our teachers and students are using digital technologies in the classroom in ways that promote student outcomes and enrich the learning experience of students.
3. Our teachers and students are using digital technologies in ways, that extend the learning environment beyond the classroom through collaboration and networking with others.

To assist you in determining your eprofile, the following pages include a series of statements for each dimension. Please work through each of these and plot your eLearning profile on the graph by scoring out of 6 for each dimension. Shade in the resultant triangle.
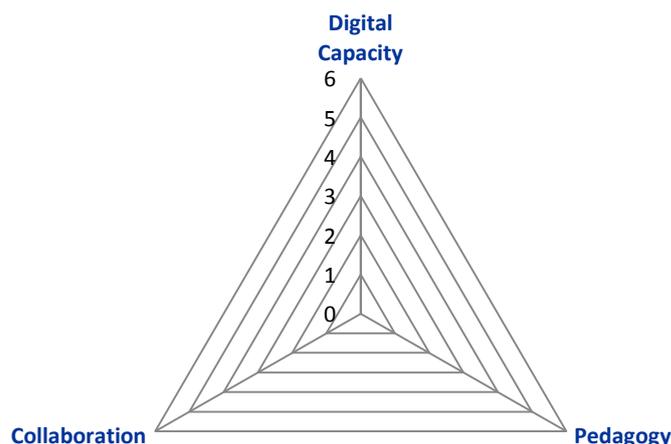
What is this telling you about your school? What is needed to move towards your vision of teaching and learning in the 21st century? A good reference point is the eLearning Planning Framework available on www.elearning.tki.org.nz/professional-learning.

1.0   Digital capacity

The digital capacity dimension is comprised of a series of measures related to:

- the digital infrastructure that students and staff have access to; and
- the capability (confidence and expertise) of students and staff to utilise that infrastructure; and
- the culture of the school including the support of the school community for eLearning.

The following statements reflect a desired level of digital capacity if your school is fully engaged in a networked world. Rate your school on each, using the following scale:

a = this is really not true in my school and we have a long way to go before it is.

*b = we are moving closer to this but we still have a long way to go*

c = we are well on the way to achieving this

d = this is true of my school

Descriptor: Digital Capacity	Rating
1. All our teachers have access to the digital technologies they need for effective teaching and learning in the 21st century (e.g. personal devices, presentation devices, network access in the classroom)	
2. All our students have access to the digital technologies they need to achieve to their potential in all areas of their schooling (e.g. regular 1:1 device access, reliable Internet access, storage capacity)	
3. The speed and reliability of our network is sufficient to meet heavy demand times and activities	
4. We have a wireless solution that enables our staff and students to access the network anywhere in the school	
5. All our students have the necessary capability to use digital technologies to **enhance their learning experiences within the classroom**	
6. All our students have the necessary capability to use digital technologies to **extend their learning experiences beyond the classroom**	
7. All our teachers have the necessary capability to integrate digital technologies into their **professional practice** (presenting to students, accessing and creating resources etc)	
8. All our teachers have the necessary confidence **to facilitate opportunities for students** to use a range of digital technologies in their learning experiences	
9. All our teachers have the necessary confidence **to learn how to use new digital technologies and learning applications** to support the learning of their students	
10. The necessary technical support is available in our school to ensure reliable access	
11. eLearning is an integral part of our school wide planning	
12. Our Board understands the importance of eLearning to achieve our school wide vision	
13. Parents and whānau understand the importance of eLearning to achieve our school wide vision	
14. Teachers understand the importance of eLearning to achieve our school wide vision	
15. Our teachers regularly try new ideas and practices in their teaching	

Now give your school a score on the following continuum where:

- *1 = this is not at all true of my school and we are a long way from being here (mostly a)*
- *2, 3 = predominantly a or b while 4,5 is predominantly c or d.*
- *6 = this is an accurate representation of my school (mostly d)*

1	2	3	4	5	6
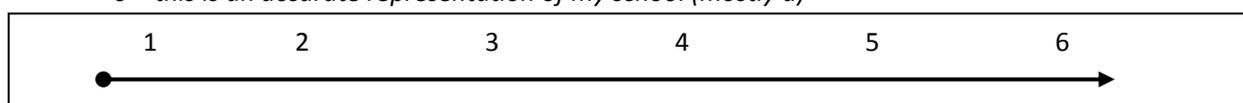
2.0   Teaching and learning in the classroom

The teaching and learning dimension is determined by considering a range of measures related to the use of digital technologies in the classroom to facilitate student learning outcomes. These measures range from basic uses of computers and the Internet through to the facilitation of broad learning outcomes for students. Again use the following scale to rate your school on each item.

> *a = true less than 25% of the time and people.*
>
> *b = true between 26% and 50% of the time and people.*
>
> *c = true between 51% and 75% of the time and people.*
>
> *d = true more than 75% of the time and people.*

Descriptor: Digital technologies are used by our staff and/or students to	Rating
1. Access information and resources from the Internet (e.g. document files, images, web pages)	
2. Access multimedia resource and activities from the Internet (e.g. video clips, digital learning objects, game-based activities)	
3. Create artefacts using digital devices (e.g. documents, videos, presentations)	
4. Share artefacts such as resources and lesson plans with others using the Internet	
5. Integrate different media to create appropriate products	
6. Increase motivation for and engagement in curriculum tasks by students	
7. Enable students to develop core competencies in specific curriculum areas	
8. Demonstrate what students have learned	
9. Enable students to actively construct their own knowledge in collaboration with others	
10. Plan and/or manage curriculum projects	
11. Enable students to develop a deep understanding of a topic of interest relevant to the curriculum area being studied	
12. Enable students to actively construct knowledge that integrates curriculum areas	
13. Enable students to participate in independent learning through access to education at a time and place of their choosing	
14. Enable students to acquire awareness of the global implications of technology on society	
15. Enable students to acquire the knowledge, skills, abilities and attitudes to deal with ongoing technological change	
16. Enable students to understand and participate in the changing knowledge economy	
17. Enable students to critically evaluate their own and society's values	
18. Enable students to engage in diverse learning opportunities	
19. Enable students to gain cultural awareness	

Now determine how closely your school resembles the overall state described using the continuum below:

- *1 = This is true for very few of the classrooms in my school and very few of these things happen very often, if at all (mostly a).*
- *2, 3 = predominantly a or b while 4,5 is predominantly c or d.*
- *6 = These things all happen in all of the classrooms in my school on a very regular basis (mostly d).*

1	2	3	4	5	6

3.0   Collaboration for learning in a networked age

This dimension is comprised of a series of measures related to:

- the extent to which teachers and students collaborate with those outside the school gate; and
- the extent to which the school works with the wider community to support student learning.

Rank your school on each of the following statements using the following scale:

a = this is really not true in my school and we have a long way to go before it is.

b = we are moving closer to this but we still have a long way to go

c = we are well on the way to achieving this

d = this is true of my school

Descriptor: Digital technologies are used by our staff and/or students to	Rating
1. Share artefacts they have created with the wider community utilising the Internet through tools such as wikis, blogs and ePortfolios	
2. Create artefacts in a collaborative/interactive online environment using co-authoring, collaborative applications (e.g. Google docs, voice thread,wikispaces)	
3. Interact with others in the wider community such as experts and other students through tools such as video or desk top conferencing (simulating face-face communication)	
4. Interact with others in a virtual community using gaming and/or social networking applications including virtual field trips and online interactive games	
5. Access external experts to support their learning through tools such as email and other messaging tools (asynchronous)	
6. Enable parents and whānau to actively participate in their child's learning through interactive tools	
7. Work closely with the wider community and other organisations to ensure we are able to meet the needs of our students	
8. Enable parents and whānau to access records of learning for their students	
9. Work collaboratively with students from other schools	

Again place your school on the following continuum where:

- *1 = This is not an accurate representation of my school; we still have a long way to go on this dimension (mostly a).*
- *2, 3 = predominantly a or b while 4,5 is predominantly c or d.*
- *6 = These things all happen in all of the classrooms in my school on a very regular basis (mostly d).*

1	2	3	4	5	6
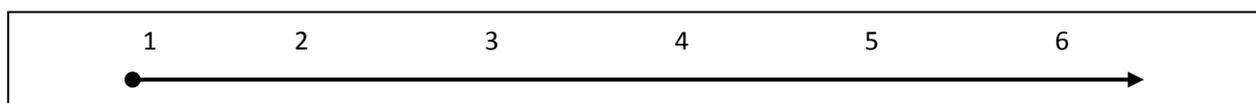
Now transfer all three scores to the triangle on the first page to get an eProfile for your school.