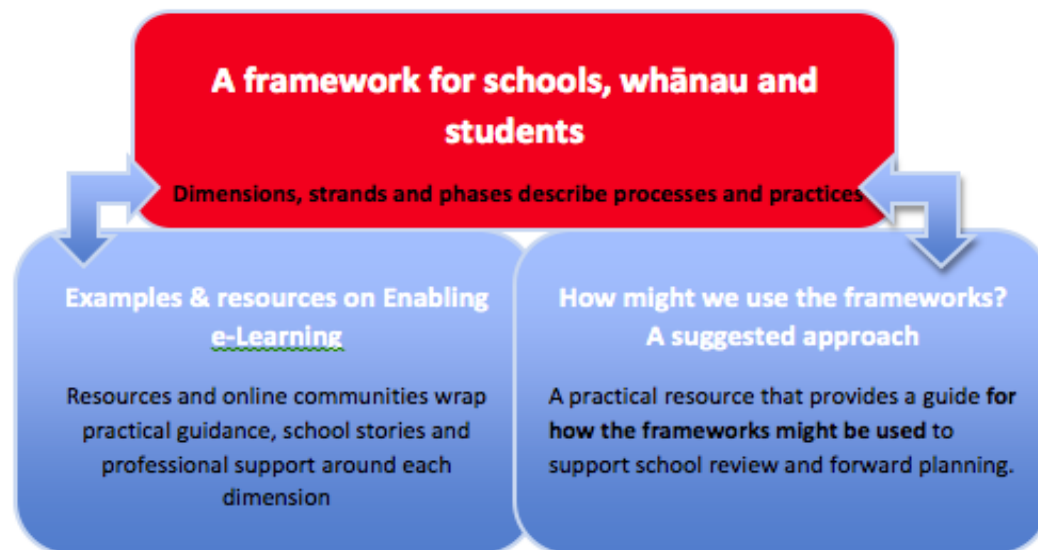


The e-Learning Planning Framework (English-medium)

The e-Learning Planning Framework is a tool to help schools and teachers measure their e-learning capability. It supports 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 provides:

- **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 (<https://elearning.tki.org.nz>)
- **A suggested guide to how to use the framework for self-review** (<https://elearning.tki.org.nz/Professional-learning/e-Learning-Planning-Framework>).

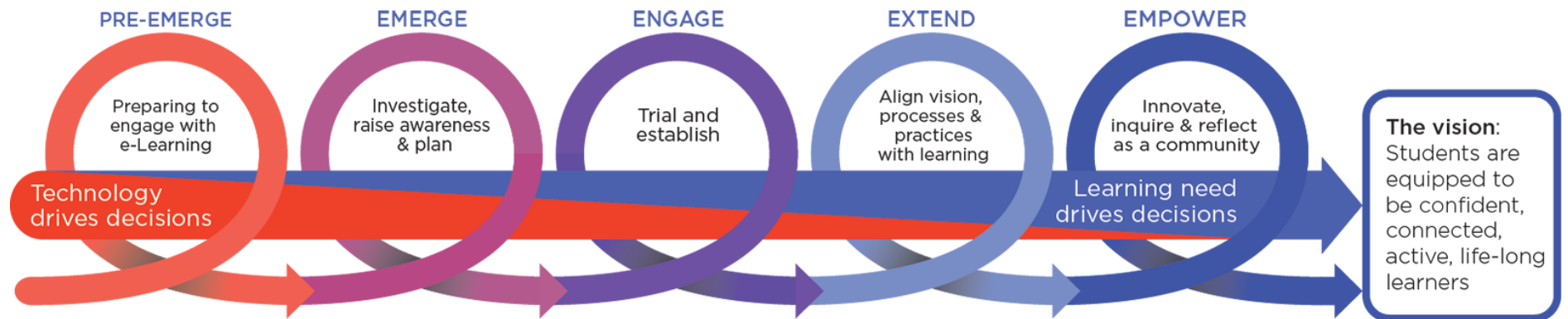
The five phases

For more information on the phases of the framework, go to: <https://elearning.tki.org.nz/Professional-learning/e-Learning-Planning-Framework>

Pre-emerging	Emerging	Engaging	Extending	Empowering
<p>WHOLE SCHOOL: You need to put in place deliberate actions to plan for or, integrate e-learning across the school.</p> <p>TEACHER: You need to build awareness of how digital technologies can enable effective learning or what might be possible.</p>	<p>WHOLE SCHOOL: You investigate, raise awareness and plan for growing your ability to use digital technologies for learning.</p> <p>TEACHER: You find out about digital technologies, and supplement teacher-directed, lower-order (surface) approaches of teaching.</p>	<p>WHOLE SCHOOL: You establish and connect planning across the school; you trial initiatives.</p> <p>TEACHER: You trial and begin to use digital technologies appropriately to support higher-order (deep), collaborative teaching and learning.</p>	<p>WHOLE SCHOOL: You effectively align across school, community and wider networks. The use of digital technologies is refined and appropriate to meet all learners' needs.</p> <p>TEACHER: You begin to collaborate with students to use digital technologies appropriately to support authentic, higher order, co-constructed learning.</p>	<p>WHOLE SCHOOL: Your school, community and networks work in partnerships to reflect and plan. Technology use is ubiquitous, virtual, accessible 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>

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

Moving through the five phases to grow e-learning capability



The diagram shows the phases schools, teachers and learners' work through to grow e-learning capability to **learn with and through digital technologies, within their own community, cluster and network.**

Schools and learners may progress through some or all of the phases, *Emerging* through to *Empowering*.

Increasingly, evidence of learning needs, rather than the technology, will drive decisions.

The five dimensions

	Pre-emerging	Emerging	Engaging	Extending	Empowering
Beyond the classroom	The school community has yet to consider how to engage with the community/whānau/iwi with or about digital technologies.	Opportunities are identified to work with the community using digital technologies, and to address their impact.	Activities are trialled to deliberately extend community relationships using digital technologies, and to explore their impact.	Communities are deliberately engaged through appropriate digital technologies, and are responding to their impact.	Blended communications enhance the way partnerships actively engage in sustained response to the impact of digital technologies.
Learning and Teaching	Digital technologies are not yet used for learning.	Digital technologies supplement or substitute teacher-directed activities.	Digital technologies begin to meet needs, develop digital literacy, and support higher-order, collaborative learning.	Learning activities integrate digital technologies appropriately to develop digital literacy and support authentic, higher-order, collaborative learning.	Student-centred, authentic, higher-order, collaborative learning, and digital literacy, is enhanced by ubiquitous digital technologies.
Professional learning	Professional learning is not yet focused on raising e-learning capabilities and digital literacy.	Professional learning raises awareness and grows knowledge of digital technologies and digital literacy.	Professional learning increasingly focuses on digital literacy and using digital technologies for learning.	Professional learning explores ways to enhance evidence-based learning, including digital literacy, using appropriate digital technologies.	Professional learning is blended, sustained and extends student-centred learning through ubiquitous digital technologies.
Leadership and strategic direction	Leaders have not yet begun to explore a vision or strategic plan for e-learning or digital literacy.	Leaders investigate the potential of digital technologies for learning and developing digital literacy.	Leaders trial e-learning and digital literacy initiatives and begin to align them to curriculum planning.	Deliberate leadership aligns digital literacy and the use of digital technologies with curriculum needs.	Leadership sustains and innovates the growth of digital literacy and use of digital technologies as part of overt focus on learning.
Technologies and Infrastructure	Strategic approaches for the management and procurement of digital technologies for learning need to be put in place.	Digital technologies and infrastructure needs are investigated to support the physical environment.	Digital technologies and infrastructure to meet identified needs are trialled, within the physical environment.	Equitable, well-managed digital technologies and infrastructure support needs across an increasingly online environment.	Equitable access to reliable digital technologies and infrastructure that meet all needs is sustained across an online environment.

eLPF Framework | Beyond the Classroom

In this dimension, you review how you engage with your community – and wider networks – with and about digital technologies.

For supporting resources, refer to: <https://elearning.tki.org.nz/Beyond-the-classroom>

Progression Focus		Pre-emerging	Emerging	Engaging	Extending	Empowering
Use digital technologies to engage with whānau/iwi and community, in culturally responsive ways.	School	In our school we do not yet use digital technologies to engage with whānau/iwi and the wider community.	In our school we are identifying opportunities to use digital technologies to engage with whānau/iwi and the wider community.	In our school we are trialling ways to use digital technologies to engage with whānau/iwi and the wider community.	In our school we integrate the use of digital technologies to engage with whānau/iwi and the wider community.	USE TECHNOLOGIES WITH WHĀNAU: Our school and our whānau/iwi/community engage with each other effectively using digital technologies.
	Personal	I do not yet use digital technologies to engage with whānau /iwi and the wider community.	I identify and use some ways to use digital technologies to engage with whānau /iwi and the wider community.	I use digital technologies to engage with whānau /iwi and the wider community.	I fully integrate the use of digital technologies to engage with whānau /iwi and the wider community.	USE TECHNOLOGIES WITH WHĀNAU: (My role): The whānau/iwi of my students and I engage with each other effectively using digital technologies.
	Whānau	In our school, we do not yet communicate using digital technologies.	In our school, information is shared with us using digital technologies.	In our school, we work together to plan for and use digital technologies to share information.	In our school, we often use digital technologies to communicate information about learning.	USE TECHNOLOGIES WITH WHĀNAU: In our school, digital technologies are used well to share learning information with us.
	Student/ ākonga	My school does not yet use digital technologies to communicate with me or my whānau about my learning.	My school is planning to use digital technologies to communicate with me and my whānau about my learning.	My school is beginning to use digital technologies to communicate with me and my whānau about my learning.	My school regularly uses digital technologies to communicate with me and my whānau about my learning.	ENGAGE WITH WHĀNAU My school uses digital technologies well to talk to me and my whānau about my learning.
Engage with whānau/iwi and	School	In our school we are not yet engaging with whānau/iwi and the wider community to help	In our school we are identifying opportunities to engage with whānau/iwi and	In our school we are trialling ways to engage with whānau/iwi and the wider	In our school we have established processes to engage with whānau/iwi and	ENGAGE TO SUPPORT LEARNING: Our school regularly reviews how we

community to help students learn effectively and safely online.		students learn effectively and safely online.	the wider community to help students learn effectively and safely online.	community to help students learn effectively and safely online.	the wider community to help students learn effectively and safely online.	engage with whānau/iwi to help students learn effectively and safely online.
	Personal	I am not yet engaging with whānau /iwi and the wider community about helping students learn effectively and safely online.	I am planning to engage with whānau /iwi and the wider community about helping students learn effectively and safely online.	I am trialling ways of engaging with whānau /iwi and the wider community about helping students learn effectively and safely online.	I have established processes for engaging with whānau/iwi and the wider community to help students learn effectively and safely online.	ENGAGE TO SUPPORT LEARNING: (My role): I routinely engage with whānau /iwi to help students learn effectively and safely online.
	Whānau	Our school has not yet engaged with us about helping students learn effectively and safely online.	Our school has occasionally engaged with us about helping students learn effectively and safely online.	Our school is trialling different ways to engage with us about helping students learn effectively and safely online.	Our school has clear processes to engage with us about helping students learn effectively and safely online.	ENGAGE TO SUPPORT LEARNING: Our school effectively engages with us about how to help students learn effectively and safely online.
	Student/ākonga	My school has not yet talked to my whānau/family about being safe and responsible online.	My school sometimes talks with my whānau/family about being safe and responsible online.	My school regularly talks to my whānau/family about being safe and responsible online.	My school works with my whānau/family to help me be safe and responsible online.	ENGAGE TO SUPPORT LEARNING: My school and my whānau/family work together to help me be safe and responsible online.
Find ways to make digital technologies & digital literacy available to support home-school partnerships	School	In our school we do not yet make digital technologies and digital literacy learning opportunities available for our school community.	In our school we are identifying opportunities to make digital technologies and digital literacy learning available for our school community.	In our school we are trialling ways to make digital technologies and digital literacy learning available for our school community.	In our school we have established ways to make digital technologies and digital literacy learning available for our school community.	COMMUNITY ACCESS: Our school routinely makes digital technologies and digital literacy learning opportunities available for our wider school community.
	Personal	I do not yet make digital technologies and digital literacy learning opportunities available for our school community.	I am planning to make digital technologies and digital literacy learning available for our school community.	I am trialling making digital technologies and digital literacy learning available for our school community.	I encourage and support our school community to access the school's digital technologies and digital literacy learning.	COMMUNITY ACCESS (My role): I am routinely involved in making sure digital technologies and digital literacy learning are available for our whole school community.
	Whānau	In our school, we are not yet aware that access to digital technologies and digital	In our school, there are plans to provide access to digital technologies and digital literacy learning for whānau.	In our school, we have occasional access to digital technologies and digital	In our school, we have regular access to digital technologies and digital literacy learning is available for whānau.	COMMUNITY ACCESS In our school, we have access to digital technologies and

		literacy learning is available for whānau.		literacy learning is available for whānau.		digital literacy learning so we can support our children.
	Student/ ākonga	I do not yet know if my whānau and I can use digital technologies for learning outside school.	There are plans in place so my whānau and I can use digital technologies for learning outside school.	At my school, my whānau and I have occasional access to digital technologies and digital literacy learning outside school.	At my school, my whānau and I have regular access to digital technologies and digital literacy learning outside school.	COMMUNITY ACCESS At my school, my whānau and I can use digital technologies for learning in and beyond school.
Our school community uses digital technologies to connect for learning, locally and globally	School	In our school we do not yet use digital technologies to make connections (locally, nationally, internationally) for learning.	In our school we are identifying ways to use digital technologies to make connections (locally, nationally, internationally) for learning.	In our school we are trialling ways to use digital technologies to make connections (locally, nationally, internationally) as a planned part of learning programmes.	In our school we often use digital technologies to make connections (locally, nationally, internationally) as a planned part of our learning programmes.	CONNECTIONS: Our school community routinely uses digital technologies to connect for learning, locally and globally
	Personal	I do not yet use digital technologies to make connections (locally, nationally, internationally) for learning.	I am exploring ways to use digital technologies to make connections (locally, nationally, internationally) for learning.	I am beginning to use digital technologies to make connections (locally, nationally, internationally) occasionally for learning.	I often use digital technologies to make connections (locally, nationally, internationally) for learning.	CONNECTIONS (My role): I routinely reflect on how my students use digital technologies to make connections (locally, nationally, internationally) for learning.
	Whānau	In our school, students do not yet use digital technologies to make connections (locally, nationally, internationally) for learning.	In our school, they are looking for ways to use digital technologies to make connections (locally, nationally, internationally) for learning.	In our school, students use digital technologies occasionally to make connections (locally, nationally, internationally) for learning.	In our school, students regularly use digital technologies occasionally to make connections (locally, nationally, internationally) for learning.	CONNECTIONS: In our school, students regularly use digital technologies to make connections (locally, nationally, internationally) for learning.
	Student/ ākonga	In our school, we do not yet use digital technologies to connect with others (locally, nationally, internationally) for learning.	In our school, we are looking for ways to use digital technologies to connect with others (locally, nationally, internationally) for learning.	In our school, we use digital technologies occasionally to make connections (locally, nationally, internationally) for learning.	In our school, we use digital technologies often to make connections (locally, nationally, internationally) for learning.	In our school, we regularly use digital technologies to make connections (locally, nationally, internationally) for learning.

eLPF Framework | Learning and Teaching

In this dimension, you review how the New Zealand curriculum is enabled by digital technologies, in ways that reflect our bi-cultural heritage. This includes e-learning within the whole school curriculum, digital literacies, learning areas, pedagogy, and assessment.

For supporting resources refer to: <https://elearning.tki.org.nz/Teaching>

Progression Focus		Pre-emerging	Emerging	Engaging	Extending	Empowering
Embeddedness of e-learning across the curriculum	School	In our school technology is rarely planned for or used in classroom teaching and learning practices.	In our school technology is sometimes used. It is evident in teachers' planning, but not always in practice.	In our school technology is usually used and there are clear links between teachers' planning and practice.	In our school technology is largely embedded in needs-driven planning and practice.	EMBEDDING E-LEARNING: Our school regularly reviews the way technology is embedded in effective learning and teaching.
	Personal	I rarely use technology in my classroom/role.	I occasionally plan for and use technology in my classroom/role.	I usually use technology in my classroom/role and there are clear links from my planning to the programme in action.	I often integrate technology into my practice in response to students' needs.	EMBEDDING E-LEARNING (My role): I embed technology effectively in needs-driven planning and practice.
	Whānau	In our school, I am not yet sure how digital technologies support learning.	In our school, students sometimes use digital technologies.	In our school, students usually use digital technologies in ways that support learning.	In our school, students regularly use digital technologies in ways that support learning.	EMBEDDING E-LEARNING In our school, digital technologies are woven through the learning programmes in ways that we think are meaningful.
	Student/ākonga	In our school, we are not yet using digital technologies for learning.	In our school, we sometimes use digital technologies.	In our school, we usually use digital technologies in ways that support our learning.	In our school, we regularly use digital technologies in ways that support our learning.	EMBEDDING E-LEARNING In our school, we use digital technologies as part of our learning nearly all the time.
A clear focus on student achievement	School	In our school, raising student achievement and engagement is not yet a	In our school we are investigating the ways e-learning can positively	In our school we are trialling ways e-learning can positively impact student achievement and we are	In our school there are clearly defined and understood practices to ensure e-learning pedagogy	FOCUS ON ACHIEVEMENT: Our school regularly reviews e-learning policies and practices to make sure the

		focus for e-learning policies and practices.	impact on student achievement.	refining programmes as a result.	has a positive impact on student achievement and engagement.	focus is on student achievement.
	Personal	I am not yet focusing on e-learning as a strategy for improving student achievement and engagement.	I am investigating the ways e-learning can positively impact student achievement and engagement.	I am trialling ways e-learning can positively impact student achievement and engagement.	I follow clearly defined school practices to ensure my e-learning pedagogy has a positive impact on student achievement and engagement.	FOCUS ON ACHIEVEMENT (My role): I regularly refine the way I use digital technologies to stay focused on student achievement.
	Whānau	In our school, we are not yet aware of how digital technologies are used to enable student achievement and engagement.	In our school, we are aware that plans are underway for digital technologies to be used to enable student achievement and engagement.	In our school, trials are underway to use digital technologies to enable student achievement and engagement.	In our school, it is clear that digital technologies are enabling student achievement and engagement.	FOCUS ON ACHIEVEMENT In our school, the use of digital technologies supports the learning and achievement of our students well.
	Student/ ākonga	In my school, digital technologies are not yet used to help me to engage and achieve.	In my school, plans are underway for digital technologies to help me to engage and achieve.	In my school, I sometimes use digital technologies to help me engage and achieve.	In my school, the use of digital technologies is regularly part of my learning and I can see the improvements in my achievement.	FOCUS ON ACHIEVEMENT: In my school, my learning is improved because of the way we use digital technologies.
Digital literacy embedded in the curriculum	School	In our school, we are not yet focusing on ways to guide our learners to access, evaluate and use digital information.	In our school, we are investigating ways to guide learners to access, critically evaluate and use digital information.	In our school, we are beginning to design learning that guides students to access, critically evaluate and use digital information.	In our school, we often guide students so they can access, critically evaluate and use digital information, usually as part of the curriculum.	DIGITAL LITERACY: In our school, the curriculum supports students to become capable and discerning users of digital information.
	Personal	I am not yet focusing on ways to support my learners so they can access, evaluate and use digital information.	I am investigating ways to support my learners so they can access, critically evaluate and use digital information.	I am beginning to design learning that guides students to access, critically evaluate and use digital information.	I often guide students so they can access, critically evaluate and use digital information, usually as part of the curriculum.	DIGITAL LITERACY: My curriculum programmes guide students to become capable and critical users of digital information.
	Whānau	Our school is not yet supporting our learners to	Our school is investigating ways to support learners to	Our school is beginning to design learning that guides	Our school often guides students to find, judge and	DIGITAL LITERACY: In our school, teachers regularly

		find, judge and use digital information.	find, critically evaluate and use digital information.	students to find, judge and use digital information.	use digital information, usually as part of the curriculum.	guide students to find, judge and use digital information.
	Student/ ākonga	My school is not yet helping me to find, judge and use information online.	My school is beginning to look at ways to help me find, judge and use information online.	Sometimes, in class, we learn how to find, judge and use information online.	We often explore how to find, judge and use digital information, usually as part of our class programmes.	DIGITAL LITERACY: I regularly learn how to find, judge and use digital information. This is part of our class programmes.
Safe, responsible use of digital technologies	School	In our school, the use of digital technologies is not always safe or responsible.	In our school, there is growing awareness of how to use digital technologies safely and responsibly.	In our school, we are trialling ways to support safe, responsible use of digital technologies, sometimes as part of the curriculum.	In our school, the safe and responsible use of digital technologies is woven deliberately through our curriculum programmes.	SAFE, RESPONSIBLE USE: In our school, the safe and responsible use of digital technologies is embedded in our curriculum programmes.
	Personal	In my classroom, the use of digital technologies is not always safe or responsibly.	I am beginning to understand how to help my students use digital technologies safely and responsibly.	In my classroom, I am trialling ways to support safe, responsible use of digital technologies, sometimes as part of the curriculum.	In my classroom, the safe and responsible use of digital technologies is woven deliberately through my curriculum programmes.	SAFE, RESPONSIBLE USE: In my classroom, safe and responsible use of digital technologies is embedded across my curriculum programmes.
	Whānau	In our school, we are not sure whether students are supported to behave safely and responsibly online.	In our school, we believe students are supported to behave safely and responsibly online as issues arise.	Our school has a planned approach that guides students to behave safely and responsibly online.	Our school routinely guides students to behave safely and responsibly online as part of the learning programmes.	SAFE, RESPONSIBLE USE: At our school, safe and responsible use of digital technologies is deliberately included in curriculum programmes.
	Student/ ākonga	My school does not yet help me learn how to be safe and responsible online.	In our school, we talk about how to be safe and responsible online when problems arise.	In my school, I am learning how to be safe and responsible online as part of some of my class work.	In my school, we regularly explore ways to be safe and responsible online as a part of our class programmes	SAFE, RESPONSIBLE USE: In my school, we explore ways to be safe and responsible online as part of our learning.
Using e-learning to understand curriculum learning areas	School	In our school students rarely use digital technologies to explore curriculum learning areas.	In our school students are beginning to use digital technologies to understand curriculum learning areas.	In our school students are beginning to use digital technologies to support higher order thinking in curriculum learning areas.	In our school students regularly use digital technologies to support higher order thinking in learning areas in ways that	LEARNING AREAS: In our school, we regularly inquire into the way higher order learning, enabled by digital

					meet their needs and strengths.	technologies, meets learners' needs.
	Personal	I rarely use digital technologies to support learners across the curriculum learning areas.	I am beginning to use digital technologies to support learners across the curriculum learning areas.	I am beginning to use digital technologies to support learners across the curriculum learning areas and with higher order thinking skills.	I am beginning to use digital technologies so learners can engage in authentic, higher order exploration of learning areas to meet their learning needs.	LEARNING AREAS (My role): I reflect on the way my learners develop higher-order understanding of the curriculum through effective use of digital technologies.
Control & choice	School	In our school digital technologies, when they are used, are managed by the teacher.	In our school digital technologies are managed by the teacher with limited student choice.	In our school students manage digital technologies as part of assigned tasks and with clear choices given by the teacher.	In our school teachers and students negotiate the way digital technologies are used to meet learning needs appropriately.	CONTROL AND CHOICE: In our school, decisions about appropriate use of digital technologies are made collaboratively with students.
	Personal	I organise all the e-learning activities in my classroom.	I manage the use of digital technologies in my classroom, giving limited student choice.	I manage digital technologies jointly with the students, but within assigned tasks and with clear choices given by me.	I work with my students to negotiate the way digital technologies are used to meet their learning needs appropriately.	CONTROL AND CHOICE (My role): I collaborate with my students regarding the appropriate selection and use of digital technologies for learning.
	Whānau	In our school, we are not sure who manages learning involving digital technologies.	In our school, learning involving digital technologies is managed by the teacher.	In our school, students manage learning involving digital technologies with clear choices given by the teacher.	In our school, students and teachers are beginning to work together to make decisions about the use of digital technologies for learning.	CONTROL AND CHOICE: In our school, students and teachers work together to make decisions about the use of digital technologies for learning.
	Student/ ākonga	I hardly ever have activities involving digital technologies.	In my school, activities involving digital technologies are managed by the teacher.	In my school, activities involving digital technologies are part of tasks given to us by the teacher, and offer some choices.	In my school, teachers and students often decide together how digital technologies can be used to support our learning.	CONTROL AND CHOICE: In my school, I can work with my teacher to choose how I use digital technologies as part of my learning.
Culturally responsive practice/s	School	In our school digital technologies are not yet used to support culturally responsive practices.	In our school digital technologies are being explored to support	In our school digital technologies are being trialled to support culturally responsive practice.	In our school digital technologies are embedded in learning and reflect	CULTURAL RESPONSIVENESS: In our school we work with the wider community, whānau/iwi to ensure

			culturally responsive practices.		culturally responsive practice.	learning with digital technologies is culturally responsive.
	Personal	I am not yet using digital technologies to support culturally responsive practices in my classroom.	I am exploring ways of using digital technologies to support culturally responsive practices.	I am trialling ways of using digital technologies support culturally responsive practices.	In my classroom digital technologies are embedded in learning and reflect culturally responsive practice.	CULTURAL RESPONSIVENESS (My role): I regularly reflect on my use of digital technologies to ensure I am being culturally responsive.
	Whānau	In our school, I am not sure if the use of digital technologies is culturally responsive.	In our school, they are talking to us about how to use digital technologies in ways that are culturally responsive.	In our school, they are trialling ways to use digital technologies in ways that are culturally responsive.	In our school digital technologies are part of culturally responsive learning.	CULTURAL RESPONSIVENESS: Our school works with us to make sure learning with digital technologies is culturally responsive.
	Student/ākonga	I do not feel that my language, culture and background are part of the learning in my school.	I sometimes feel that my language, culture and background are part of the learning in my school.	I often that my language, culture and background are part of the learning in my school.	I always feel that my language, culture and background are part of the learning in my school.	CULTURAL RESPONSIVENESS (My role): My teachers make sure they know me well so that my language, culture and background are part of the learning in my school.
Addressing the specific needs of learners	School	In our school we are not yet addressing the specific needs of learners through e-learning.	In our school we are exploring how to address the specific needs of learners through e-learning.	In our school we are trialling ways to address the specific needs of learners through e-learning.	In our school we have embedded practices to address the specific needs of learners through e-learning.	SPECIFIC LEARNERS' NEEDS: In our school we review how well e-learning creates inclusive pathways for all learners.
	Personal	I am not yet addressing the specific needs of learners through digital technologies.	I am exploring how to address the specific needs of learners through digital technologies.	I am trialling ways to address the specific needs of learners through digital technologies.	I have inclusive e-learning practices that address the specific needs of learners.	SPECIFIC LEARNERS' NEEDS (My role): I regularly review the way I use digital technologies so that it is inclusive of all learners.
	Whānau	In our school, we are not sure whether the specific needs of learners are	In our school, they are exploring ways to address the specific needs of learners	In our school, they are trialling ways to address the specific needs of learners	In our school, they regularly use digital technologies to	SPECIFIC LEARNERS' NEEDS: In our school, we work with teachers to make sure

		addressed through the use of digital technologies.	through the use of digital technologies.	through the use of digital technologies.	address the specific needs of groups or individual learners.	technologies are used to support the needs of our learners.
	Student/ ākonga	My teacher hardly ever uses digital technologies in ways that meet my strengths and needs.	My teacher sometimes uses digital technologies in ways that meet my strengths and needs.	My teacher often uses digital technologies in ways that meet my strengths and needs.	My teacher regularly uses digital technologies in ways that meet my strengths and needs.	My teacher always uses digital technologies in ways that meet my strengths and needs.
Assessment	School	In our school assessment practices are largely summative and paper-based.	In our school assessment practices to gather and manage data use a combination of paper and digital technologies.	In our school we are trialling assessment practices that use digital technologies to collect, collate and analyse data. Some learners use digital technologies to archive and share progress of their learning.	In our school assessment practices engage students in on-going self and peer reflection using digital technologies appropriately. There is some involvement from the wider community.	ASSESSMENT: In our school, e-learning is part of effective cycles of reflection and assessment, involving the wider community.
	Personal	I have assessment practices, which are largely summative and paper-based.	I use assessment practices to gather and manage data using a combination of paper and digital technologies.	I have assessment practices that include the use of digital technologies to collect, collate and analyse data. Some learners use digital technologies to archive and share progress of their learning.	I have assessment practices that involve learners engaging in on-going self and peer reflection using digital and non-digital technologies, and they receive some feedback from beyond the classroom.	ASSESSMENT (My role): My learners' reflections and assessments use digital technologies so that whānau/peers can be involved in the learning.
	Whānau	In our school, learners are usually assessed using 'tests' that are paper based.	In our school, assessment tasks occasionally combine paper and the use of digital technologies.	In our school, assessment tasks sometimes use digital technologies to offer choice and to enable progress to be shared with us.	In our school, assessment tasks often use digital technologies so students have choice, can collaborate and share learning with us.	ASSESSMENT: In our school, assessment uses digital technologies to support learners to review and share their progress throughout their time in school.
	Student/ ākonga	In my classroom we do mostly tests on paper	In my school, our tests/assessments are a combination of paper and digital technologies.	In my school, we sometimes use digital technologies as part of assessment, and we can save and share our learning with others.	In my school, assessments use digital technologies so we have choices, can collaborate and share our learning easily with others.	ASSESSMENT: In my school, we use digital technologies so I can store, review and share how well I am doing throughout my time at school.

eLPF Framework | Professional learning

In this dimension, you review how teachers are building their e-learning capability within the school community and virtual networks, **in ways that** reflect our **bi-cultural** heritage. This includes how far the school is sustaining a professional e-learning community and supporting professional inquiry into e-learning.

For supporting resources refer to: <https://elearning.tki.org.nz/Professional-learning>

Progression Focus		Pre-emerging	Emerging	Engaging	Extending	Empowering
Collaboration and sharing	School	In our school we are not yet collaborating for professional learning activities to explore e-learning.	In our school a few individual staff occasionally collaborate in professional learning activities that explore e-learning.	In our school some staff regularly collaborate in professional learning activities that explore e-learning.	In our school most staff collaborate in professional learning activities that explore e-learning.	COLLABORATION: Our school is a supportive professional community that explores e-learning together.
	Personal	I am not yet collaborating in professional learning about e-learning, or share my practice with others.	I occasionally collaborate and share e-learning practices colleagues.	I often collaborate with colleagues about e-learning-related professional learning activities.	I am a member of an active e-learning professional learning community that meets regularly, face-to-face or online.	COLLABORATION (My role): I take an active role in e-learning professional learning by sharing my practice widely with others.
Professional learning model	School	In our school we are not yet using digital technologies in our professional learning.	In our school we only use digital technologies when our professional learning is about those technologies.	In our school we sometimes use digital technologies to support our professional learning in a variety of areas.	In our school we regularly use a range of digital technologies, both online and face-to-face, to support our professional learning in a variety of areas.	PROFESSIONAL LEARNING MODEL: In our school all our professional learning activities offer an effective blend of online and face-to-face methods.
	Personal	I am not yet using digital technologies for any part of my professional learning.	I only use new digital technologies in my professional learning when it is about those technologies.	I sometimes use a few digital technologies to support my professional learning.	I regularly use a range of digital technologies to support my professional learning.	PROFESSIONAL LEARNING MODEL (My role): My e-learning professional learning uses an effective combination of online and face-to-face networks.

Opportunity for e-learning professional learning	School	In our school we do not yet have professional learning opportunities about e-learning.	In our school there are few opportunities for professional learning activities about e-learning and they tend to be occasional and ad hoc.	In our school there have been some opportunities for professional learning about e-learning.	In our school there are regular opportunities for professional learning about e-learning.	PROFESSIONAL LEARNING OPPORTUNITIES: In our school, there are many opportunities for professional learning about e-learning.
	Personal	I have undertaken little or no professional learning about e-learning.	I have undertaken some discrete and occasional professional learning about e-learning.	I have been part of a regular programme of professional learning activities about e-learning.	I have sometimes initiated a programme of professional learning activities about e-learning.	PROFESSIONAL LEARNING OPPORTUNITIES (My role): I am frequently offered, and have opportunities to lead, a wide range of e-learning professional learning.
Focus of e-learning professional learning	School	In our school professional learning activities are not yet focused on e-learning or digital literacy.	In our school professional learning activities about e-learning and digital literacy are focused on increasing the staff's technical skills.	In our school professional learning activities about e-learning are focused on using digital technologies to support learning, including digital literacy, in the classroom.	In our school professional learning activities about e-learning are focused on effective ways to use digital technologies to support specific learning needs, and develop digital literacy.	FOCUS OF PROFESSIONAL LEARNING: In our school, we develop the skills and understandings to use digital technologies to meet learners' needs and develop digital literacy.
	Personal	I do not yet have the digital literacy skills or understanding to use digital technologies with classes.	I am exploring the digital literacy skills or understanding I need to use digital technologies with my learners.	I am developing the digital literacy skills and understanding so I can align my use of digital technologies with learners' needs and strengths..	I have enough digital literacy skills and understanding to use technologies to meet most of my students' learning needs.	FOCUS OF PROFESSIONAL LEARNING (My role): I have a confident understanding of digital literacy and I use digital technologies appropriately to meet my learners' needs.

eLPF Framework | Leadership

In this dimension, you review the way e-learning is integrated into school vision, the leadership of e-learning and how e-learning integrated into strategic direction and policy.

For supporting resources, refer to: <https://elearning.tki.org.nz/Leadership>

Progression Focus		Pre-emerging	Emerging	Engaging	Extending	Empowering
Vision statements and beliefs	School	In our school our vision statement does not yet refer directly to e-learning.	In our school there is a vision statement that refers to the potential of e-learning for student learning and achievement.	In our school there is a vision statement that describes how e-learning will enhance student learning and achievement.	In our school there is a vision statement and curriculum focused rationale for e-learning that is understood by staff.	VISION: In our school the staff is actively involved in the review of our vision and rationale for e-learning.
	Personal	I am not yet aware of any formal vision for e-learning in our school.	I have had little or no input into the school vision for e-learning.	I have had some input into the school vision for e-learning.	I understand and have participated in the development of the school vision for e-learning.	VISION (My role): I contribute to the development and review of our e-learning vision.
Engagement with whānau	School	In our school whānau/iwi have not yet been consulted or informed about our vision for e-learning.	In our school we are exploring ways to engage purposefully with whānau/iwi about our vision for e-learning.	In our school we are trialling ways to engage purposefully with whānau/iwi about our vision for e-learning.	In our school there are structures and processes so we can engage purposefully with whānau/iwi about our vision for e-learning.	ENGAGEMENT WITH WHĀNAU: Our school regularly engages with whānau/iwi about our vision for e-learning.
	Personal	I have not yet consulted or informed whānau/iwi about e-learning.	I am investigating ways to engage more purposefully engage with whānau/iwi about e-learning.	I am trialling ways to purposefully engage purposefully with whānau/iwi about e-learning.	I follow school structures and processes to engage purposefully with whānau/iwi about e-learning.	ENGAGEMENT WITH WHĀNAU (My role): I engage with whānau/iwi about e-learning.
	Whānau	In our school, I am not sure if the vision includes the way digital technologies can be used.	In our school, we have been informed that the vision includes the way digital technologies can be used.	In our school, we have been invited to give feedback on the vision for how digital technologies can be used.	In our school, we have been involved in the development of the vision for how digital technologies can be used.	VISION: In our school, we are fully engaged in developing the vision for how digital technologies can be used for learning

	Student/ ākonga	In our school, I am not sure what I will be able to know, do and be when I leave.	In our school, we are beginning to talk about what we will know, do and be when we leave.	In our school, we are actively involved in what we think is important for us to know, do and be.	In our school, we have been invited to share our ideas about what we think is important for us to know, do and be.	VISION: In our school, we have all worked together to develop ideas about what is important for us to know, do and be.
Focus of leadership	School	In our school, leadership does not yet actively lead, mentor or support staff to design e-learning or develop digital literacy.	In our school leadership is investigating the potential of e-learning, including digital literacy.	In our school leadership is actively leading curriculum-focused e-learning, including digital literacy, resulting in improvements.	In our school leadership is actively supporting staff/students in e-learning, including digital literacy, resulting in significant change.	FOCUS OF LEADERSHIP: In our school, the leadership effectively mentors staff's e-learning and digital literacy development.
	Personal	I am not yet aware of any e-learning leadership or ongoing refining of e-learning and digital literacy in our school.	I am minimally involved in investigating the potential of e-learning and digital literacy.	I am part of the school leadership, which is raising awareness of the potential of e-learning and digital literacy among staff.	I am providing e-learning leadership in our school. I mentor and actively support staff/students in e-learning and digital literacy development and implementation.	FOCUS OF LEADERSHIP: (My role): I provide e-learning leadership by mentoring staff to develop their e-learning and digital literacy.
e-Learning Leadership	School	In our school our staff is not yet involved or engaged in e-learning. The building of e-learning leadership capacity needs attention.	In our school some specific individual leadership roles are assigned for e-learning.	In our school there are leadership roles for e-learning that extend beyond individuals to include different groups.	In our school, leadership ensures that a wide range of staff is actively involved in e-learning strategic and action planning.	E-LEARNING LEADERSHIP: In our school, leadership ensures the whole staff is involved in e-learning strategic planning.
	Personal	The school could use my e-learning leadership abilities and capacity more than at present	I occasionally take some leadership roles for e-learning, which are assigned, to me.	I am included in leadership roles for e-learning. These extend beyond individuals to include different groups.	I am actively involved in leading e-learning development, strategic and action planning.	E-LEARNING LEADERSHIP (My role): The school effectively uses my e-learning leadership strengths.
e-Learning plans and systems	School	In our school we do not yet have e-learning documents or processes, and e-learning development is random and ad-hoc.	In our school e-learning documents and processes are being developed, with some alignment to student achievement.	In our school there are e-learning documents and processes focused on student achievement that are mostly understood across the school.	In our school there are e-learning documents and processes that are driven by student achievement and integrated throughout the school	e-LEARNING SYSTEMS: Our school regularly reviews processes and systems for managing e-learning across the curriculum.
	Personal	I am not yet aware of any e-learning documents or processes.	I am aware of school documents and processes related to e-learning.	I understand and use the e-learning documents and processes that are in place.	I use the e-learning documents and processes as part of my decision-making.	e-LEARNING SYSTEMS (My role): I contribute to the review and development of our school's e-learning policy and processes.

eLPF Framework | Technologies and Infrastructure

In this dimension, you review the way technical support and digital technologies are managed and purchased.

For supporting resources, refer to: <https://elearning.tki.org.nz/Technologies>

Progression Focus		Pre-emerging	Emerging	Engaging	Extending	Empowering
Responsibility and management	School	In our school it is not yet clear who manages digital technologies.	In our school digital technologies are managed by individual staff, according to their role.	In our school digital technologies are managed by staff, and occasionally by students.	In our school digital technologies are managed by both staff and students, depending on the learning context.	MANAGEMENT OF TECH: In our school, groups representing the whole school community have responsibility for managing digital technologies.
	Personal	I am not yet clear who does or should manage digital technologies in my classroom/office.	I manage the digital technologies in my classroom/role. Sometimes this will be shared with another staff member.	I manage the digital technologies in my classroom/role with occasional involvement from the students or others.	I share management of the digital technologies in my classroom/role with the students or others, depending on the learning context.	MANAGEMENT OF TECH (My role): I share the management of digital technologies with other staff and students.
	Whānau	In our school, I am not sure who manages access to digital technologies.	In our school, students are given permission to use digital technologies by the staff, according to the timetable.	In our school, students have access to the digital technologies they need and can sometimes make choices for themselves.	In our school, students have access to the digital technologies they need for learning, choosing the most appropriate tool for the task.	MANAGEMENT OF TECH: In our school, access to digital technologies is reviewed by the school community so students can access the best tools for learning.
	Student/ākonga	In our school, I have no responsibility for any digital technologies.	In our school, I am allowed to use digital technologies by the teachers as part of the timetable.	In our school, I can use the digital technologies I need and can sometimes make choices for myself.	In our school, I can use the digital technologies I need for my learning, choosing the most appropriate tool for the task.	MANAGEMENT OF TECH: In our school, we all help look after the digital technologies.

Access	School	In our school we have non-existent or minimal access to digital technologies.	In our school we have occasional and/or timetabled access to digital technologies for staff and students.	In our school we have frequent access to digital technologies for staff and students across the whole school day.	In our school we have frequent "as required" access to digital technologies throughout the school day for staff and students.	ACCESS: In our school everyone has 24-7" access to digital technologies from home and school, anywhere, anytime.
	Personal	I have non-existent or minimal access to digital technologies in my classroom.	I have occasional and/or timetabled access to digital technologies for myself and students in my classroom.	I have frequent access to digital technologies for myself and students across the whole school day.	I have frequent "as required" access to digital technologies throughout the school day for myself and students.	ACCESS: (My role): I have "24-7" access to digital technologies for my professional needs, anywhere, anytime.
Environment	School	In our school, the environment only rarely allows digital technologies to be used.	In our school, the environment allows digital technologies to be used only in specific environments and at specific times.	In our school, the environment occasionally allows digital technologies to be adapted to meet changing learning needs and is beginning to include a range of tools.	In our school, the environment allows digital technologies to be used flexibly, combining different tools to support learning needs.	ENVIRONMENT: In our school, the networked environment ensures that we can be flexible and adaptable in the way we use digital technologies.
	Personal	The environment allows me to use digital technologies only rarely in my classroom/role.	The environment allows me to use digital technologies only in specific environments and at specific times.	The environment sometimes allows me to adapt digital technologies to the learning needs of students/others.	The environment allows me to use digital technologies in flexible ways, combining different tools to support learning needs.	ENVIRONMENT (My role): The networked environment allows me to be flexible and adaptable in the way I use digital technologies.
	Whānau	In our school, we have not seen teachers using digital technologies with students.	In our school, teachers use digital technologies with students in specific rooms and at certain times.	In our school, the network and digital technologies means that teachers and students are beginning to work in flexible ways.	In our school, the network and digital technologies allow teachers and students to work in flexible ways to suit students' needs.	ENVIRONMENT: The networked environment allows the school to use digital technologies flexibly to support our students' learning needs.
	Student/ākonga	In our school, my teachers are not yet using digital technologies with us.	In our school, teachers use digital technologies with us in specific rooms and at certain times.	In our school, the network and digital technologies means that we are beginning to work in flexible ways.	In our school, the network and digital technologies allow us to work in flexible ways to suit my interests and needs.	ENVIRONMENT: In our school, we can all use digital technologies in flexible ways so we can learn in ways that suit us.
Sufficiency	School	In our school the quality and quantity of digital	In our school the quality and quantity of digital	In our school the quality and quantity of digital	In our school the quality and quantity of digital	SUFFICIENCY (My role): In our school, the quality and

		technologies is not yet sufficient to meet learning needs.	technologies is sufficient to meet some learning needs.	technologies is sufficient and varied enough to meet most learning needs.	technologies is sufficient and varied enough to meet learning needs in online and offline environments, throughout the school day.	quantity of digital technologies is regularly reviewed to make sure we can meet students' needs across all contexts.
	Personal	I have digital technologies of insufficient quality and quantity to meet the learning needs in my classroom/role.	I have digital technologies of sufficient quality and quantity to meet some of the learning needs in my classroom/role.	I have digital technologies of sufficient quality and quantity to meet most learning needs, most of the time, in my classroom/role.	I have digital technologies of sufficient quality and quantity to meet learning needs throughout the school day.	SUFFICIENCY: I have sufficient quality and quantity of digital technologies to meet my students' learning needs within and beyond school.
	Whānau	In our school, there is not enough digital technology to meet our students' learning needs.	In our school, there is enough digital technology to meet some of our students' learning interests and needs.	In our school, there is enough digital technology to meet most of our students' learning interests and needs.	In our school, there is enough digital technology to meet all of our students' learning interests.	SUFFICIENCY: In our school, we take part in reviewing the digital technologies to make sure there is enough to meet all of our students' learning interests and needs.
	Student/ ākonga	In our school, there is not enough digital technology to meet my learning needs.	In our school, there is enough digital technology to meet some of my learning interests and needs.	In our school, there is enough digital technology to meet most of my learning interests and needs.	In our school, there is enough digital technology to meet all of my learning interests and needs,.	SUFFICIENCY: In our school, there is enough digital technology to meet all of my learning interests and needs, in school and beyond.
Reliability	School	In our school the digital technologies are unreliable.	In our school digital technologies are sometimes reliable.	In our school digital technologies are usually reliable.	In our school digital technologies are always reliable.	RELIABILITY: In our school digital technologies are robust and reliable enough to meet all learning needs.
	Personal	I have unreliable digital technology in my classroom.	I have digital technology in my classroom that is sometimes reliable.	I have digital technology in my classroom that is usually reliable.	I have digital technology in my classroom that is always reliable.	RELIABILITY (My role): The digital technology in my classroom is robust and reliable enough to meet all my students' needs.

	Whānau	In our school the digital technology available for our students' learning is unreliable.	In our school digital technology available for learning is sometimes reliable.	In our school digital technology available for learning is usually reliable.	In our school digital technology available for learning is always reliable.	RELIABILITY: In our school digital technologies robust and reliable enough to meet students' needs.
	Student/ ākonga	In my school, the digital technology is unreliable.	In my school, the digital technology is sometimes reliable.	In my school, the digital technology is usually reliable.	In my school, the digital technology is always reliable.	RELIABILITY: The digital technology in my schools is reliable enough for me to learn in ways that suit me.
Administration	School	In our school the use of digital technologies for administration is limited. Administration is largely paper-based.	In our school digital technologies are used for some administrative purposes.	In our school the use of digital technologies for administration is being trialled or is established. Technologies are making administration more effective and efficient.	In our school the use of digital technologies for administration is networked, available off-site, well managed and has some integration into learning, communication with families and reporting.	ADMIN: We regularly review the way we use digital technologies for administration so everyone can access what they need, when they need it.
	Personal	I use digital technologies for administrative and communication purposes in limited ways. Administration is largely paper-based.	I use a few digital technologies for some administration and communication tasks.	I routinely use digital technologies for many administration and communication tasks.	I routinely use different digital technologies for administration and communication purposes. My access is networked, available off-site, and is well managed.	ADMIN (My view): I use different digital technologies for a range of administrative purposes, adapting them to meet my needs.
Safety and risk management	School	In our school little or no consideration is given to systems that enable a safe e-learning environment.	In our school we are investigating e-learning programmes, systems and software to maintain a safe learning environment.	In our school we are trialling e-learning programmes, systems and software to maintain a safe learning environment.	In our school e-learning programmes, systems and software are in place to maintain a safe learning environment.	SAFETY: Our e-learning systems are regularly reviewed to ensure they are suitably robust so our students can enjoy a safe learning environment.
	Personal	I know nothing about programmes, systems or software to maintain a safe e-learning environment in my classroom/role.	I am aware of some programmes, systems and software to maintain a safe e-learning environment in my classroom/role, but do not have them in place.	I am trialling programmes, systems and software to maintain a safe e-learning environment in my classroom/role.	I regularly use programmes, systems and software to maintain a safe e-learning environment in my classroom/role.	SAFETY (My role): The programmes, systems and software I use in my classroom are regularly reviewed to ensure a safe e-learning environment for all.

Procurement and maintenance	School	In our school there is not yet a cohesive plan for effective maintenance and purchasing of digital technologies.	In our school plans to manage the maintenance and purchasing of digital technologies are under development.	In our school plans to manage the maintenance and purchasing of digital technologies are being trialled or are in place.	In our school plans to manage the maintenance and purchasing of digital technologies are based on curriculum and learning needs, and all appropriate staff are consulted.	PROCUREMENT AND MAINTENANCE: Our school regularly reviews the plan for maintenance and purchase of digital technologies so that it is driven by learning needs.
	Personal	I know nothing about the maintenance and purchase of the e-learning technology for my classroom/role, or do not yet have a say in it.	I know little about our maintenance and purchasing plans. I have not been asked about the maintenance and purchasing of the e-learning technology for my classroom/role.	I know there are maintenance and purchasing plans in place for technology in my classroom/role but I am not consulted about them.	I know of, and am consulted about, maintenance and purchasing plans for my classroom technology and these are based on curriculum and learning needs.	PROCUREMENT AND MAINTENANCE (My role): I am involved in decision-making related to maintaining and purchasing technology for my classroom/role so it is driven by learning needs.
Technical support	School	In our school the responsibility for the maintenance and support of digital technologies is not yet clearly defined or assigned.	In our school the responsibility for the maintenance and support of digital technologies is devolved completely to technical personnel.	In our school the responsibility for the maintenance and support of digital technologies is mostly devolved to technical personnel who respond to short-term needs.	A collaborative group manages the technical support of digital technologies to ensure maintenance is timely, effective and prioritised as part of whole school strategic development.	TECH SUPPORT: Our school takes a collaborative, learning-focused approach to technical support to ensure it meets the needs of everyone in the school.
	Personal	I am unsure who is responsible for maintaining and supporting digital technologies.	I need help with many technical issues and usually call a technician.	I need help with some issues and call a technician if I can't solve it myself.	I can problem-solve most basic issues and get help from a colleague or technician if I need it. Sometimes I know enough to help others.	TECH SUPPORT (My role): I can problem-solve most technical issues, and technical support is available if I need it.