



# Eight planning strands

## *Reflective questions*

Use the **reflective questions** on this document to support your identification of where you are and to identify your next steps for planning.



## Intentional leadership

School leaders championing a coherent and collaborative strategy ensure digital technologies serve effective pedagogy to raise achievement for all students.



### Key principles – leading transformation requires:

- developing a coherent understanding of the 21st century imperatives
- articulating a compelling vision, principles, and purpose
- cultivating a diverse and collaborative team
- being informed by data, research, and sound practice
- building change management capacity
- ensuring robust planning, implementation, monitoring, and evaluation.



### Reflective questions

1. As a leadership team do we understand the C21st imperatives? Can we all clearly articulate our educative purpose and a compelling vision for effective teaching and learning meeting our students' current and future needs?	Not yet	Started	Yes
2. Is there distributed leadership across a strong collaborative team, that includes student and whānau voice, that is orchestrating an effective response to the digital imperative?	Not yet	Started	Yes
3. Based on plotting our present position against the eLPF and other data, does our school have a clear strategy that ensures digital technologies are integral to our broader strategic direction?	Not yet	Started	Yes
4. Do we have good change management expertise across our team? Are we seeking appropriate external support where we need help to develop and implement a robust plan?	Not yet	Started	Yes
5. Are we trialling strategies and interventions, and evaluating their impact on student learning?	Not yet	Started	Yes

## Genuine learning partnerships

Teachers, students, whānau, and the community are informed and active partners in planning for, and implementing, an inclusive digital technologies strategy.



### Key principles – genuine learning partnerships require:

- fully engaging teachers in your planning discussions
- listening to, and acting on, student voice
- engaging parents and whānau in their children's learning
- creating a genuine curriculum partnership with whānau and community
- leveraging collaborative and connected synergies.



### Reflective questions

1. Do we have a learning vision that the community is aware of or have helped to shape?	Not yet	Started	Yes
2. Are our Digital Citizenship approaches effective and reflective of our school values and vision?	Not yet	Started	Yes
3. Are we engaging teachers in our planning discussions, listening to their classroom experiences with digital technologies, and understanding their needs?	Not yet	Started	Yes
4. Do we engage students in our planning discussions, listening to their experiences with technology, and understanding their learning needs?	Not yet	Started	Yes
5. Are we looking to benefit from the involvement of parents, business, and wider communities?	Not yet	Started	Yes
6. Are we actively seeking to work collaboratively with other schools to leverage synergies made possible by digital technologies?	Not yet	Started	Yes

## Powerful pedagogy

Powerful learning-centred, personalised, agentic practices instill foundational knowledge while offering students opportunities to actively construct their own learning in collaboration with others.



### Key principles – powerful pedagogy is:

- learning-centred, personalised, and agentic
- informed by research and emerging best practice
- enhanced by the authentic use of digital technologies
- underpinned by connected, culturally responsive, and inclusive practices
- informed by a range of information about student achievement and well-being.



### Reflective questions

1. Is our school using the emerging research around effective teaching and learning to inform how we will use digital technologies authentically?	Not yet	Started	Yes
2. Do our programmes support inquiry-based and co-constructed learning?	Not yet	Started	Yes
3. Do our teachers use a range of digital opportunities to increase students' motivation and engagement?	Not yet	Started	Yes
4. Do our students experience learning that is learner-centred, agentic, and personalised, including opportunities to participate, create, publish and share collaboratively with their peers and others online?	Not yet	Started	Yes
5. Do we offer students opportunities to actively construct their own knowledge in collaboration with others – and to access experience from a wide range of people?	Not yet	Started	Yes

6. Are we exploring how digital technology can help gather and use formative assessment to improve learning and inform parents?	Not yet	Started	Yes
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## Purposeful curriculum

A purposeful and authentic curriculum provides powerful learning that meets students' present and future needs.



### Key principles – our curriculum needs to be:

- emphasising what is powerful for students to learn
- reflecting the changing nature of essential knowledge
- focusing on both acquiring and using knowledge effectively
- broadening the scope and authenticity of learning
- embedding the development of essential digital fluencies
- providing opportunities to access the digital components of the Technology Learning Area.



### Reflective questions

1. Are we discussing what it's now powerful for our students to be learning? Are we re-evaluating what constitutes essential knowledge in the digital age?	Not yet	Started	Yes
2. Are we helping students build the competencies and dispositions to use their knowledge to solve complex problems, often in cross-disciplinary and collaborative settings?	Not yet	Started	Yes
3. Are digital technologies enabling students to experience authentic learning contexts that engage their interest and prior knowledge?	Not yet	Started	Yes
4. Is there a clear and consistent understanding of the digital knowledge, competencies and confidence students need to acquire? Do they have opportunities to develop this digital fluency through their curriculum?	Not yet	Started	Yes
5. Are students experiencing opportunities to communicate with diverse groups online and so foster the ability to sustain meaningful virtual interactions and relationships?	Not yet	Started	Yes

## Expanded teacher capacity

Commit to supporting teachers as they continue to refine and develop effective teaching practices by promoting formal and informal networking, sharing, and collaborating.



### Key principles – building teacher capacity requires:

- a commitment to supporting continuous professional growth
- adopting a collaborative “teaching as inquiry” mindset and evaluative framework
- developing internal expertise in effective pedagogy and coaching
- ensuring a comprehensive and inclusive professional learning and development (PLD) programme
- support for innovation and risk taking.



### Reflective questions

1. Are our professional practices collaborative and underpinned by a drive for continuous improvement fostered by a teaching as inquiry-based approach such as Spirals of Inquiry?	Not yet	Started	Yes
2. How, and to what extent, do teachers inquire into their use of future-focused learning? Is this process informed by data?	Not yet	Started	Yes
3. Do we have a comprehensive plan for developing teachers' knowledge, competencies, and confidence to use a range of digital technologies effectively in their teaching?	Not yet	Started	Yes
4. How do we ensure that this is addressing the needs of all our staff?	Not yet	Started	Yes
5. Do we have a strategy to develop internal expertise in effective pedagogy and coaching?	Not yet	Started	Yes
6. Do teachers use their PLNs and online communities of practice to share and reflect on their practice and strengthen collegial support?	Not yet	Started	Yes
7. Are we fostering an environment that supports our teachers to explore innovative ways to achieve the principles of future-focused learning?	Not yet	Started	Yes

## Innovative learning environments

Rethink the different components, relationships, partnerships, and principles integral to learning environments to support more flexible and personalised learning.



### Key principles - innovative learning environments:

- rethinking the industrial model constraints
- redefining and reallocating teachers and educators
- reallocating the time and place of learning
- rethinking sites and structures
- increasing the flexibility of spaces and resources so all learners can be successful.



### Reflective questions

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|---|---------|---------|-----|
| 1. In what ways, and to what extent, is our strategic thinking reworking key elements of the learning environment, such as the allocation of time, spaces, places, and people?  | Not yet | Started | Yes |
| 2. Have we thought about how digital technologies are redefining what constitutes a school, a classroom and the school day, and considered the implications?  | Not yet | Started | Yes |
| 3. When reviewing our timetabling of learning and allocation of time to activities, are we thinking how we group students and how we deploy teachers and other educators?   | Not yet | Started | Yes |
| 4. Have we thought: <ul style="list-style-type: none"> <li>• how digital technologies will help us achieve a more effective learning environment?</li> <li>• how our environment can be improved to harness the potential of digital technologies?</li> </ul> | Not yet | Started | Yes |
| 5. Does our planning for new buildings and modernising teaching/learning spaces leverage digital technologies? Are we removing barriers so all can participate?   | Not yet | Started | Yes |

## Robust digital infrastructure

The effective use of digital technologies supported by a network, devices and equipment that is tailored to serve future-orientated learning and administration needs.



### Key principles – your infrastructure, devices and equipment should:

- serve teaching, learning, and administration
- enable any type of device anywhere in your school to have reliable, safe, and ubiquitous access to cloud hosted services
- ensure equitable accessibility to equipment, devices, services, and data while respecting user privacy
- be supported by effective technical management and careful, sustainable budgeting.



### Reflective questions

1. Do we have an appropriately specified, reliable, safe, ubiquitous and sustainable ICT infrastructure that enables all required devices to reliably connect to the internet?	Not yet	Started	Yes
2. Are we leveraging government-funded or other initiatives to help keep costs to a minimum?	Not yet	Started	Yes
3. Is our on-site infrastructure increasingly being replaced by cloud services?	Not yet	Started	Yes
4. Do our staff and students have sufficient access to appropriate equipment and devices?	Not yet	Started	Yes
5. How does our 3–5 year planning and budgeting for infrastructure management, maintenance, and procurement align with our school's overarching strategic direction?	Not yet	Started	Yes



## Cohesive digital services

Teachers and students have ubiquitous access to a coherent set of simple-to-use applications, resources, services, and support.



### Key principles – Cohesive digital services:

- need to assemble a coherent environment
- must be sufficiently flexible to meet the needs of all users
- need to provide increasing interoperability and seamlessness
- must protect your users' privacy, safety, and data
- need appropriate policies, procedures, and support.



### Reflective questions

1. Has our school assembled a coherent digital environment that supports our learning, teaching, assessment, and administration needs?	Not yet	Started	Yes
2. Can all our teachers and students personalise the applications, resources and services to meet their differing requirements.	Not yet	Started	Yes
3. Do we have a strategy to increase accessibility to cloud-based services to broaden learning opportunities?	Not yet	Started	Yes
4. Do we have the tools to manage our users in this environment?	Not yet	Started	Yes
5. Do we have appropriate policies and procedures?	Not yet	Started	Yes
6. How well are we addressing the digital safety of staff and students?	Not yet	Started	Yes
7. Do we ensure adequate training, professional learning, and preparation so all teachers are able and willing to use appropriate aspects of the infrastructure effectively?	Not yet	Started	Yes
8. Have we reviewed the performance and cost effectiveness of our current arrangements for technical support? Are our decision makers seeking advice and peer review?	Not yet	Started	Yes
9. Are we ensuring effective access to the “just-in-time” technical and skills support that our teachers and students need?	Not yet	Started	Yes



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