Integrated Catholic Online Network

eLearning Planning Guide
1. Introduction

This guide is designed to support Victorian Catholic schools to develop an eLearning Plan that is integral to their School Improvement Plan (SIP) and Annual Action Plans (AAP). It will enable each school to give consideration to the integration of eLearning into each area of schooling as defined by the School Improvement Framework (SIF).

The development of an eLearning Plan is also an essential step in the Readiness Phase of the Integrated Catholic Online Network (ICON) project.

This guide provides suggested processes to ensure that a school’s key strategic priorities are aligned with a contemporary vision for learning that maximises the benefits of technology for all students and teachers.

2. Catholic Education Context (Melbourne context, given as an example)

2.1 Learning Centred Schools

Learning Centred Schools: A Sacred Landscape is an initiative of the Catholic Education Office Melbourne to support Catholic schools in their individual and collaborative efforts to ensure that every student reaches the highest of learning standards and enjoys the best educational experience possible. To achieve this, high expectations are required for all students in Catholic schools, as is an unrelenting focus on high quality learning and teaching in every school. (CEOM 2010, Learning and Teaching Strategy). In today’s educational landscape, high quality learning and teaching occurs in technology-rich environments where teachers and students use technology seamlessly. These learning environments enable full engagement in the contemporary world and achievement of a broad range of powerful 21st century learning outcomes.

The Contemporary Learning Schema, central to the Learning and Teaching Strategy, provides a framework for developing supportive learning environments that enable powerful learning and teaching. Integral to this framework are contemporary tools. In this context, contemporary tools are new and emerging technologies that enable practices such as research, publishing, collaboration and design. The use of contemporary tools provides students with flexible and diverse learning experiences across curriculum areas and enables access to online learning spaces.

2.2 School Improvement Framework (Melbourne context given as an example)

School Improvement provides a systematic approach to effective schooling to ensure improvement of the learning opportunities and outcomes for all students. This improvement focus is shaped by the context of the Catholic school vision and by the demands of a dynamic and changing contemporary world.Aligned with a strong and compelling vision for learning, school improvement aims to ensure that all students become successful learners, confident and creative individuals and active and informed citizens (Melbourne Declaration on Educational Goals for Young Australians, 2008). This achievement requires a clear and strategic focus on information and communication technologies (ICT) across all areas of learning. The development of an eLearning Plan within the context of a School Improvement Plan ensures that careful and strategic attention is given to eLearning.
2.3 ICON Readiness

The development of an eLearning Plan is integral to the Readiness phase of the ICON project. A robust eLearning Plan that is driven by a powerful vision of learning will ensure schools are well placed to gain optimal benefit from the capacities of ICON. The ICON project is guided by the following aspirations of learning that:

- connects students to peers, teachers and parents
- connects the whole school community to other Catholic school communities
- connects the whole school community to the global community.

Learning that is enhanced by the:

- ability to harness the collective wisdom of the learning community, enabling this wisdom to be shared across schools;
- ability for information to flow easily through the system to improve coordination, efficiencies, and improved decision-making;
- formation of collaborative learning relationships - leader to leader, teacher to teacher, student to student—within schools and across schools.

3. Australian Government Context

The emphasis on 21st century learning is reflected in the recent Australian Government initiative related to technology in education, the Digital Education Revolution (DER). The development of an eLearning Plan will ensure schools can take advantage of opportunities available through this initiative. Schools seeking funding for the National Secondary Schools Computer Fund (one aspect of the DER) are asked to provide evidence of their ICT Strategic Plan. The processes outlined in this document for the development of an eLearning Plan will ensure that this requirement is met. Visit <http://www.deewr.gov.au/Schooling/DigitalEducationRevolution/Pages/default.aspx> for more information.

4. Developing an eLearning Plan

An eLearning Plan is integral to the School Improvement Plan and will support schools to continue to improve their use of ICT to enable powerful learning and teaching across all areas of schooling. Through a process of identifying current practices in eLearning, determining desired practices and reviewing the existing School Improvement Plan, schools will be able to establish what strategic action needs to be taken. It is envisaged that by using the following processes, schools will be able to develop an eLearning Plan that is fully integrated in their existing School Improvement Plan.

4.1 A vision for Contemporary Learning

All schools will have a vision for contemporary learning that clearly articulates their aspirations for learners. This vision emerges from the current school context; the purpose, values, school profile and
the strategic intent that contributes to creating equitable and just futures for every learner in the school.

The development of an eLearning Plan creates an opportunity to review this vision in light of how eLearning will be implemented. With a shifting focus towards transformative learning and teaching enabled by the powerful use of ICT, it is important that a school’s vision provides a compelling picture of the school’s future and how ICT will enable contemporary learning.

**Action:** Review your vision for learning using the eLearning Focus Questions, presented in Developing an eLearning Plan. Visit <http://cevn.cec.v.catholic.edu.au> to access the questions.

**Choose a response relevant to your current context:**

- Our school has a Contemporary Learning vision that clearly articulates and recognises how ICT transforms learning and teaching and the learning environment.
- Our school’s vision needs to be modified to reflect how ICT transforms learning and teaching and the learning environment.
- Our school will create a vision that recognises how ICT transforms learning and teaching and the learning environment.

### 4.2 Identifying Current Strengths and Mapping Priorities

In developing an eLearning Plan it is important to begin with identifying current strengths and practices that exist across the school in relation to the different elements of eLearning. It is from the analysis of this information that a school will be best placed to develop strategies to ensure a school’s vision for contemporary learning is achieved. It is also important that the school actively engages with current research and innovative professional networks to be informed about the scope of possibilities and future trends.

The essential elements of the plan are:

- eLearning Leadership,
- Learning, Teaching, Assessment and Reporting
- ICT Professional Learning
- Learning Places and Spaces

In identifying current practice schools need to think about the different elements of the plan, what is presently in place and what needs to be done. A number of tools are available to enable schools to determine where they are in relation to the above elements of eLearning.
4.2.2 The ePotential ICT Capabilities Survey

A tool to use at this stage of developing an eLearning Plan is the ePotential Teacher ICT Capabilities Resource (ePotential). ePotential is based around the Continuum of Teacher ICT Capabilities, with a Survey that assesses teacher capability within this framework.

The ePotential Teacher ICT Capabilities Survey was developed to address the need for teachers and schools to have a benchmark of their ICT capabilities, and to provide teachers with resources for their ongoing professional learning in ICT. The survey facilitates a teachers’ self-assessment of their current ICT capabilities by analysing their results and placing them on the ePotential Continuum.

ePotential supports the eLearning Plan by providing indicative benchmark data that informs the professional learning needs of staff. Analysing the ePotential survey results can assist teachers to identify ICT professional learning goals. The results can also indicate information about the use or non-use of ICT resources by teachers and students.

4.2.3 The eLearning Planning Matrix

The DEECD eLearning Planning Matrix is also applicable in the Catholic Education context. It provides a detailed framework for identifying current strengths and setting priorities within all elements of an eLearning Plan.

Using the eLearning Planning Matrix, highlight the indicators within each sub-element that best describe current practice. This will assist in gaining a clearer picture of the school’s current situation and will also help map future strategic directions. Refer to the eLearning Planning Matrix questions for each sub-element to identify the school’s strengths within the eLearning Planning Matrix and consider next steps.
**Section 1: eLearning Planning Guide**

**ACTIONS:**

a) Using the eLearning Planning Matrix, highlight the indicators within each sub-element that best describe your current practice. This will assist you to gain a clearer picture of where your school is currently situated, and it will also help you map future strategic directions. Refer to the eLearning Planning Matrix Questions for each sub-element to help you identify your strengths within the eLearning Planning Matrix and consider your next steps.

b) Analyse the results of the Teacher ICT Capabilities Survey to gain further information about the use of ICT to enable powerful learning and teaching.

c) The Models of Contemporary Learning available through Catholic Network Australia will be a useful resource.

d) Analyse all information gathered and set your target practices and key priorities for eLearning. Ideally this analysis and prioritisation should be done as a consultative and iterative process involving leaders, teachers, students and other school community members invited to respond.

e) Begin documentation of your eLearning Plan.
   a. Current practice: what is happening and is it successful?
   b. Target practice: what would you like to achieve?

f) Review your target practice in light of your contemporary vision for learning.

**The eLearning Planning Matrix and the Teacher ICT Capabilities Survey have been designed by DEECD and are applicable in the Catholic Education context.**

**Choose a response relevant to your current context:**

- Our school has identified current strengths and practices in relation to some elements of eLearning.
- Our school has engaged with current research and considered what this means for our context and future directions.
- Our school has identified target practices and reviewed these in light of our contemporary vision for learning.
- Our school’s eLearning Plan documentation is underway and being developed in collaboration with key stakeholders.
4.3 Aligning Key eLearning Priorities and Actions to the School Improvement Plan

Once target practices have been identified, key strategic priorities and actions need to be established that will ensure a school’s vision for eLearning is implemented. The school needs to consider how these can be integrated into existing School Improvement Plans (SIP) and Annual Action Plans (AAP).

**ACTIONS:**

a) Define key eLearning priorities arising from the analysis of evidence gathered. Consider how these priorities in the eLearning Plan align with the 5 spheres of School Improvement.

b) Identify adjustments necessary to your existing goals, success indicators and targets that will enable the eLearning priorities to be addressed. Use the information gathered to make these adjustments.

c) Consider if it is necessary to develop other AAPs to address any of priorities associated with eLearning.

d) Consider what strategic actions are necessary to address these eLearning priorities and whether they can be integrated within existing AAPs or within any new AAPs.

e) The School Improvement eLearning Focus Questions may be useful at this stage as they will bring attention to eLearning considerations within each of the spheres. These questions will guide schools to consider the integration of ICT within each of the spheres and assist with making any adjustments to AAPs.

f) Continue documenting your eLearning Plan by making connections to SIPs and AAPs
   a. Priorities and Actions: What do you have to do to achieve this? In this section make links to your existing AAP documentation.

g) Ensure the following are attended to and documented in the SIP and AAPs. These should be integrated into your existing documentation but also recorded into your eLearning Plan document.
   a. **Resourcing and Budgeting related to the eLearning elements**
   b. **Responsibilities in relation to the eLearning elements**
   c. **The timelines associated with each of the eLearning elements**

Choose a response relevant to your current context:

- Our school reviewed existing SIPs and AAPs and adjusted these to ensure there is a clearly defined strategic direction for eLearning across the school.
- Our school has considered developing additional AAPs to address eLearning priorities where required.
- Our school’s e Learning Plan is reflected in the AAP.
4.3 Mapping Achievements

Once the strategic direction of eLearning has been determined and planned for in existing SIPS and AAPs, it is important to develop how success will be determined.

**ACTIONS:**

a) Review the target practice identified in your eLearning Plan. Review the goals, success indicators and targets within your SIPS and AAPs. Determine what will be your success measures. How will you know if you are successful? How will you know if you have achieved what you have set out to achieve? What shifts and changes do you want to see?

b) Consider using the eLearning Planning Matrix and the ePotential Teacher ICT capabilities Survey again to track shifts and view trend data.

**Choose a response relevant to your current context:**

- Our school has identified indicators of success or milestones for mapping achievement over time.
- Our school has gathered and analysed evidence of practice to determine and show progress over time.
- Our school has reviewed the AAP in light of the evidence of student learning

5. Evaluation and Review

Ongoing evaluation and review of the eLearning Plan and how it is being implemented through the SIP and AAPs will ensure the key strategies put in place are effective in enabling progress toward a contemporary vision for learning. This review needs to occur as part of the School Improvement Cycle. The regular process of review will ensure that adjustments to budgets, resourcing and professional learning are timely. It is important that the eLearning Plan is responsive to the learning needs of the community and engages in developing the full integration of ICT across the life of the school.

6. Infrastructure and Support

The capacity of your school community to adopt their eLearning Plan is dependent on the school’s technological Infrastructure (ICT Infrastructure). A robust ICT Infrastructure and technical support underpin the school’s vision. Therefore, careful planning and ongoing monitoring is vital to ensure your school’s ICT infrastructure is capable of supporting contemporary learning and teaching.

Schools work towards reaching a minimum level of ICT Infrastructure Audit through the following:

a) Your school receives a full ICT Infrastructure Audit by tt\partners
b) The school principal accesses the ICT Infrastructure Audit Critical Report to determine ICON readiness.

c) The school actions and monitors progress in improving their ICT infrastructure via the ICT Infrastructure Audit Online Reporting System.

For further information refer to the School ICT Infrastructure section of the ICON Readiness documentation.
This is located on CEVN

This cyclical process of setting directions, reflection and strategic action, mapping achievements and reviewing progress will ensure your school is giving careful attention to the contemporary vision for learning.

**Key Reference**

**References**
Learning Centred schools: a sacred landscape

Melbourne declaration for schooling

5 spheres of schooling

Leading a digital school


(CEOM 2010, Learning and Teaching Strategy).