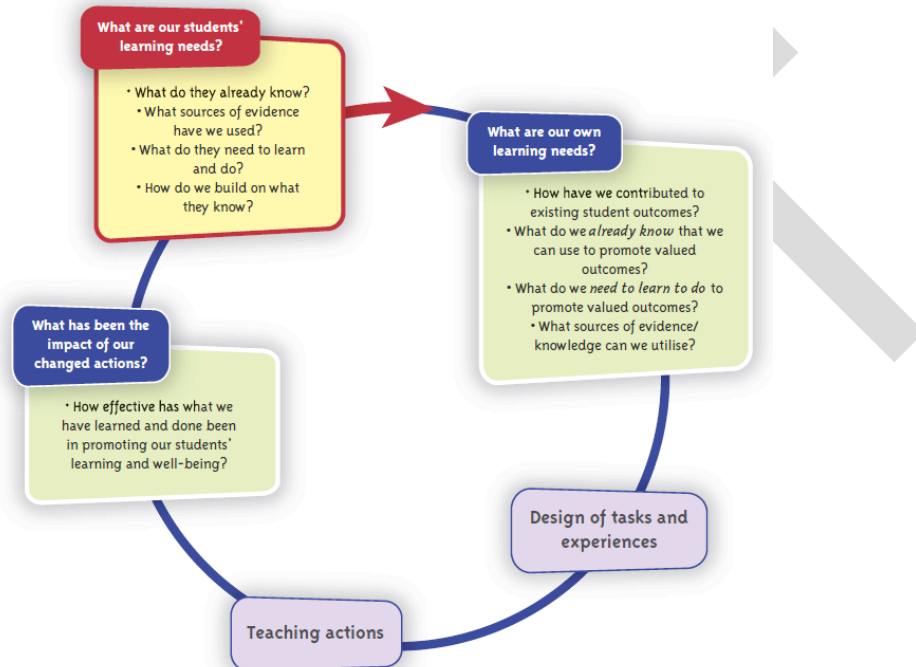


# How might you use the e-Learning Planning Framework?

## A possible approach



Source: Timperley et. al (2007) Teacher professional learning and development: Best evidence synthesis iteration (BES)

**The e-Learning Planning Framework is a planning tool that provides a 'road map' for schools to identify where they are, shows the practical steps they can take, and connects them to relevant information or services.**

This document has been prepared to help you and your school use the e-Learning Planning Framework to self-review current practice and plan your next steps. Use this document with *Examples and resources for the e-learning planning framework*.

The inquiry model underpins this document. Use the e-Learning Planning Framework throughout the year as part of your wider school review processes as you plan and implement new initiatives, or to pause and reflect on progress made so far.

### When might I discuss the framework?

- In a strategic planning meeting with school leaders and the Board of Trustees
- In a staff meeting with colleagues
- As part of whole staff or team planning and review/stocktake/audit process.
- For personal inquiry, review and appraisal

# How might you use the framework as part of a review process?

What are our students' strengths and learning needs?

## Step 1: What's important?

What do the students need - and what are their strengths?

- Look at your school information that shows your students' progress and achievement across the curriculum as a whole. What are the priorities? What is the school's vision and strategy? Consider how the school is deliberately fostering the Key Competencies, the Principals, the Values and the Learning Areas. **This will be the context for your e-learning developments.**
- Consider in particular, Māori, Pasifika and Special Needs students' needs and strengths.

What are our professional strengths and learning needs?

## Step 2: Where are we now?

Based on the students' needs, how well do I / my school support students' learning needs using ICTs? What are the next steps?

Use the e-Learning Planning Framework to establish a baseline and gather evidence about current e-learning practice.

**Map your current position/situation** on the e-Learning Planning Framework.

- Discuss the five dimensions and the four phases (emerging, engaging, enabling, empowering) – consider what progress looks like across them.
- **Conduct an audit:** Gather information that describes the way your school is addressing the five dimensions. You might consider, as part of your review and inquiry:
  - strategic plan/charter
  - professional learning plan/goals/strategy doc
  - appraisal document(s)
  - teacher Registration Criteria
  - feedback from all stakeholders including students/community
  - your own appraisal/portfolio records
  - 3–5 year plan/budget
  - curriculum documentation
  - classroom practice
  - review of staff and student knowledge/skills (audit).

- Once you have your evidence, **look at the framework more closely**: Highlight the descriptors that are a 'best fit' for your context. As you highlight the most appropriate sections, consider what evidence you are drawing on to make those decisions – The strategic plan? Appraisals and staff review? Student achievement data? This discussion is more valuable than where you place yourself on the framework.

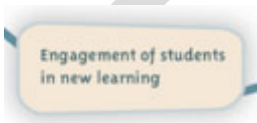


### Step 3: Where to next?

Use the e-Learning Planning Framework to plan the next steps.

Look at the phases beyond your current position, and refer to the **Examples and resources for the e-learning planning framework**.

- Identify specific goals for e-learning development in relation to the defined student learning needs and your department/syndicate/school's strategic plan.
- Develop a short, medium and long-term action plan that includes:
  - Key actions and processes that can be measured. These will focus on supporting student achievement goals. This may include professional learning for staff.
  - Timeframes – consider whether you will trial ideas first.
  - Resources, roles, responsibilities where appropriate.
  - How and when you will reflect on and monitor progress during and at the end of each stage – what information will you need to gather e.g. feedback from stakeholders? task completion? student information?
- Check that your e-learning action plan **aligns** to wider department, syndicate and school plans.
- Consider all those involved in your plan and deliberately consult and collaborate on its development.



### Step 4:

**Put the plan into action**

Put your plan into action. Perhaps you are now working on using technologies to support learning in the classroom, facilitating whole school professional learning in the effective use of ICTs, or upgrading connectivity and hardware.

Your plan may now require exploration of what other schools are doing, and reading about some of the important ideas related to the dimension(s) of e-learning that you are focusing on.

The following support for the e-Learning Planning framework is available:

- *Examples and resources for the e-Learning Planning Framework.*
- [Enabling e-Learning on TKI](#): A website packed full of resources and readings that focus on using technologies to support student learning as part of the New Zealand Curriculum.
- [Enabling e-Learning communities in the VLN Groups network](#): Share and discuss your ideas with colleagues.

You might like to:

- Share and discuss your activities with a wider learning community
- Schedule regular opportunities for reflecting on progress.

What has been the impact of our changed actions on students?

### **Step 5: What have we achieved so far?**

#### **Use the e-Learning Planning Framework to review and reflect**

- Look again at your action plan, as well as other documents such as the strategic plan or appraisal documents.
- Establish what has been achieved, using evidence to support your discussions, such as student and community feedback, student achievement data, staff review.
- Look again at the e-Learning Planning Framework and those sections that were a 'best fit' for your context. What has changed? What still needs further attention?
- Share outcomes with wider learning community.

DRAFT