## eLearning Vision

The Drouin Secondary College Vision for ICT is that:

ICT is an integral part of the learning process and Teaching and Learning at Drouin Secondary College. All members of our community strive to be competent, confident, collaborative, capable, creative and efficient ICT users.

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## eLearning Leadership

### Current practice
- Dedicated leadership role
- ICT Captains
- eLearning committee acting as sub-committee of College Council
- Experienced ICT users used as mentors and ICT Toolbox presenters

### Target practice
- ICT T&L Team
- Dedicated leadership role
- Student ICT Captains
- eLearning committee acting as sub-committee of College Council
- Experienced ICT users used as mentors and ICT Toolbox presenters

### Actions: What?
- Investigation and evaluation how has it been implemented elsewhere, what avenues are available and what research is out there to support the idea.
- Continue to build teams to build staff-student-parent capacity in the utilisation of ICT in the provision of T&L across the college.
- Seek relevant PD including applying for Teacher Professional Leave investigating the relationship between ICT and Effective Teaching & Learning and how to improve pedagogy in this area across all classrooms.

### Resources and budget
- Inclusion in the POR package of ICT T&L positions
- ICT budget
- PD budget

### Responsibilities: Who?
- Principal class, ICT Leader, ICT T&L Team, Toolbox Team,

### Timeline: When?
- TPL application term 4 2012
- TPL project 2013 – put team together, formulate research question, do it

### Success measure
- 21st century skills online tracking survey
- Teams meeting regularly and effectively
- Change becoming evident in classrooms – how do we get evidence of this?

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## Learning, Teaching, Assessment and Reporting

### Current practice
- Curriculum Planning – some KLD areas incorporate ICT in their planning, most it is an afterthought, not explicitly assessed,
- Some KLD areas overtly teach ICT skills, many don’t – certainly no systematic, school-wide consistency in the provision of ICT skills beyond Bootcamp.
- Curriculum Delivery – Moodle (individual, great variation between teachers, ad-hoc)
- Applying Student ICT Capabilities
- ICT Safe and Ethical Behaviours – cyber safety committee
- Assessment and Reporting & Reporting to Parents – Moodle, emailing home, progress reports, eWorkspace,

### Target practice
- KLDs have a consistent understanding and approach for teaching ICT skills.
- Students being overtly taught responsible and safe use of ICT and Cyber safety within the College curriculum.
- All staff using online platform for curriculum delivery and assessment (Moodle or Ultranet)
### eLearning PLAN 2013 - 2016

- **Using 21st century skills to improve teaching and learning practices.**
  - All progress and end-of-unit reports to be available online.
  - Teachers embedding ICT use in classroom and students using ICT to enhance their learning.
  - All teachers utilising ICT to improve the quality of feedback including accurately reporting to ICT VELS / AusVELS.
  - ICT components and competencies documented within curriculum plans and reported upon.
  - ICT to be a key aspect of the Performance and Development Culture of the College.

### Actions: What?

- Audit the ICT skills currently being taught against VELS / AusVELS. Use that information to document and implement a whole-school approach to the provision of ICT skills and knowledge (including safe and ethical use aspects).
- Through ICT T&L Team and other experienced users, provide PD in KLD meetings to target deficiencies in competence or confidence in teaching allocated skills.
- Monitor online teaching and learning platform use and target PD opportunities accordingly.
- Investigate, trial and implement online reporting options and train staff involved.
- Strategic Sessions on ICT VELS followed up by PLT time allocated to understanding the continuum and identifying and capitalising on opportunities to assess it.

### Resources and budget: How?

- Relevant meeting time
- Human resource including supporting ICT leadership

### Responsibilities: Who?

- ICT Leader, ICT T&L Team, Toolbox Team, KLD Leaders

### Timeline: When?

- Audit – end term 1
- Whole-school approach – end 2013
- Reporting - 2013

### Success measure

- Improved student VELS results on end of unit reports.
- Improved Reporting Category on Parent Opinion Survey.

### ICT Professional Learning

#### Current practice

- School-based ICT Toolbox
- School-based ICT Support
- Individual staff doing external ICT-related PD
- ePotential survey

#### Target practice

- School-based ICT Toolbox
- School-based ICT Support
- Individual staff doing external ICT-related PD
- ePotential survey
- KLD and PLT-based ICT learning

#### Actions: What?

- Build improve the ICT and leadership skills of the ICT T&L team.
- Continue to develop staff and teams in areas of weakness in relation to the provision of ICT in Teaching & Learning.
- Keeping staff updated in current practice in ICT and 21st century skills.
- Run Strategic Sessions targeted at skilling up, analysing ICT use and the relationship between ICT and learning.
- Encourage and review staff use of electronic content management and feedback tools.
- PD in KLD meetings to target deficiencies in competence or confidence in teaching allocated skills.
- Staff reporting back on external PD to relevant teams.
## eLearning PLAN 2013 - 2016

| Resources and budget How? | • Relevant meeting time  
| | • Human resource including supporting ICT leadership  
| Responsibilities: Who? | • ICT Leader, ICT T&L Team, Toolbox Team, KLD Leaders  
| Timeline: When? | • All year  
| Success measure | • 21st century skills online tracking survey  
| | • Teams meeting regularly and effectively  
| | • Change becoming evident in classrooms – how do we get evidence of this?  

### Learning Places and Spaces

| Current practice | • School-wide wireless system – at least one functioning fixed data point in each classroom.  
| | • College is currently 1 to 1 with portable devices used by students and staff 24/7.  
| | • Heavy reliance on photocopying and printing.  
| Target practice | • Continue to be 1 to 1 with portable devices used by students and staff 24/7.  
| | • All classrooms consistent in terms of their ICT equipment – projector, speakers, document viewer, etc.  
| | • Faster and even more reliable internet.  
| | • Improved access to power for charging.  
| | • Improved us of Videoconferencing suite by classroom teachers.  
| | • Reduction in printing and photocopying driven by increased and improved transfer to online delivery.  
| Actions: What? | • Audit and evaluate current situation in all classroom re: power access. Install new power points as required.  
| | • Form a voluntary group of staff tasked with investigating videoconferencing-related educational opportunities and becoming “staff experts” who can then inspire and help others.  
| | • Audit ICT equipment in classrooms. Identify ideal setup. Install ideal setup wherever it does not exist.  
| | • Continue to encourage and facilitate transfer to online delivery methods, supporting and PDing staff as required, including focus in KLDs on consistency of delivery and content across classes.  
| Resources and budget How? | • New power points.  
| | • Time and PD for videoconferencing team.  
| | • Money for new equipment once we discover what we need.  
| | • Do we need to supplement the department-provided internet?  
| Responsibilities: Who? | • Audit of equipment – IT Techs  
| | • Identification of ideal setup – eLearning Committee  
| | • Finding and tasking the voluntary group – TF  
| | • Provision of PD and support to staff – Toolbox Team, KLD ICT Team  
| Timeline: When? | • Audit – term 1 2013  
| | • ID ideal setup – term 1 2013  
| | • Finding group – term 1 2013  
| | • Installation of new equipment – term 2 2013  
| | • PD & Support – all year  
| Success measure | • Target of reduction in photocopying and printing -50% by end 2013 on 2012 figures  
| | • Increased use of online delivery platform by teachers, students and parents – compare 2012 logs to 2013 logs.  
| | • All classrooms consistent in ICT equipment – post-audit.  

This plan was last reviewed by School Council in: 2013
<table>
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<tr>
<th>Learning Communities</th>
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| **Current practice** | • Students have 24/7 access to their learning via Moodle / Ultranet  
• eWorkspace  
• ICT Captains  
• KLD-based PLTs  
• ICT T&L Team  
• ICT Toolbox |
| **Target practice** | • Provide global and external learning opportunities  
• Focus on collaboration and co-creation  
• Podcasts, vodcasts, etc.  
• Videoconferencing  
• Improved student and parent access |
| **Actions: What?** | • Continue to shift all staff to Moodle for curriculum delivery and assessment.  
• Use existing teams to investigate potential global and external learning opportunities  
• Increase parent and community communication including the utilisation of SMS, bulletin online, reporting online, electronic study planner, Parent Portal, etc.  
• Perfect and roll-out Parent access to Moodle with their own logins (hopefully matching those for eWorkspace)  
• Continue to embed ICT discussion into existing teams across the school through KLD PLTs and KLD ICT Team  
• Refine ICT Captains role and improve accountability  
• Videoconferencing team to investigate, trial and share using the Suite to bring the outside world into the classroom. |
| **Responsibilities: Who?** | • Moodle Parent Logins – MO & Simon Brock  
• ICT in KLDs – CTL Team, ICT T&L Team, KLD Leaders  
• ICT Captains – TF & MO  
• Videoconferencing Team - investigation and trial of Suite |
| **Timeline: When?** | • Moodle Parent Logins – term 1 2013  
• ICT in KLDS – all year  
• ICT Captains – all year  
• Videoconferencing – all year |
| **Success measure** | • Parents accessing Moodle to track student progress – evidenced in logs  
• ICT Use in KLDs increasing and improving – transference becoming transformation  
• ICT Captains having more prominent leadership role in the school community, improved attendance and participation in meetings and activities, more evidently becoming the conduit between IT Crowd and the larger school community.  
• Videoconferencing happening in classes. |

This plan will be reviewed by the Education Policy Committee as part of the school’s three-year cycle.