

# e-Learning Planning Framework (eLPF) - DRAFT V0.1

This e-Learning Planning Framework is to help school leaders and teachers assess how well they are integrating ICTs with their school curriculum. e-Learning is defined as 'learning that is facilitated or supported by ICT' (New Zealand Curriculum (2007), p. 36). There will be three parts to the framework:

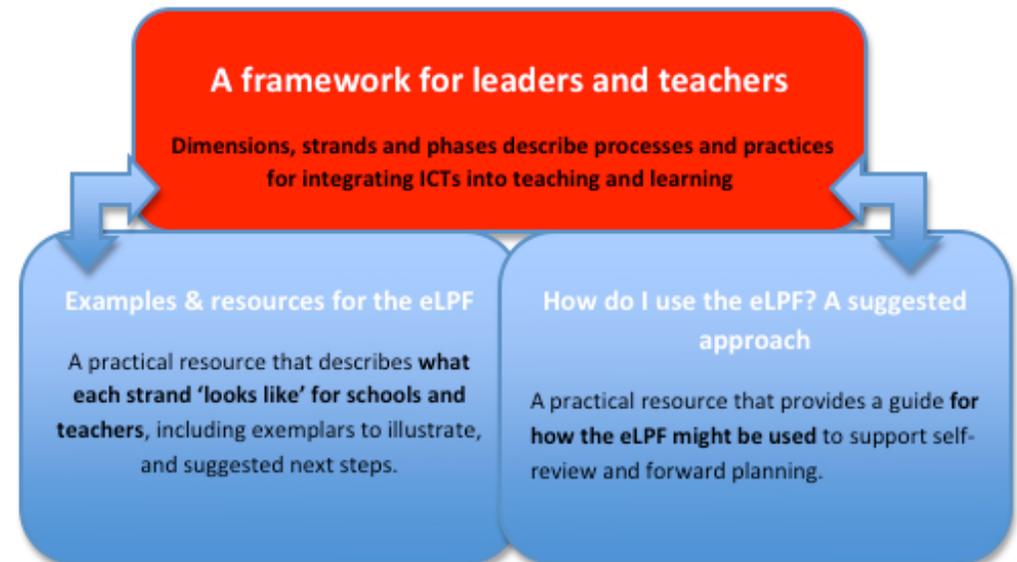
## Rationale

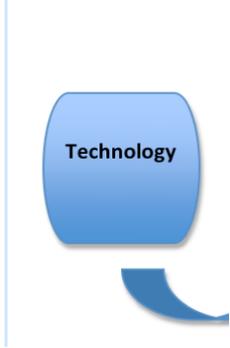
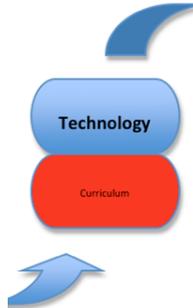
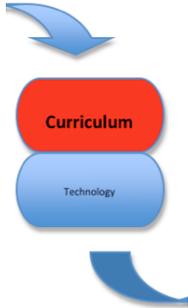
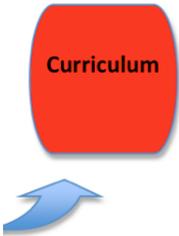
The purpose of the framework is to provide guidelines for New Zealand school leaders and classroom practitioners to self assess and review their progress within the context e-learning. The e-learning framework for principals and teachers is designed to provide:

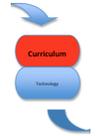
- **self-review tools** for schools to gather evidence about practice
- a **'road map' which enables schools to identify where they are, shows the practical steps they can take, and connects them to relevant information or services.**
- reference points for **evaluating** the effectiveness of programmes
- contextualised resources and services to **support** schools as they build capability
- a framework for the provision and evaluation of e-learning **professional development.**

## Notes

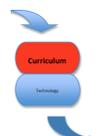
- This framework focuses on e-learning. It is assumed that schools are already engaged in school-wide strategic planning, developing their charter, curriculum, vision and professional learning processes. e-Learning will be part of these processes.
- Terminology is always open to interpretation. In the context of the framework, it would benefit leaders and teachers to discuss the terminology with others to help create common understandings.



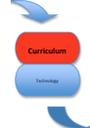
<p>This diagram reflects the fact that overarching development and change in schools, <b>towards an effective, sustained assimilation of technology into the curriculum</b>, is an integration of curriculum, pedagogy and technology (Mishra &amp; Koehler, 2006). It will require a <b>progressive response</b>, such as that described in the Concerns-Based Adoption Model (Hall &amp; Hord, 1987) and the Teaching as Inquiry model (Timperley, 2007).</p>				
<p>These phases are largely aligned to Levels of Technology Integration (LoTi) and Concerns-Based Adoption Model:  <a href="http://www.rmcdenver.com/useguid/cbam.htm">http://www.rmcdenver.com/useguid/cbam.htm</a></p> <p>A <b>pre-emerging phase</b> would align to LoTi and CBAM Stage 0: little or no involvement or awareness</p>	<p>Phase 1  <b>Emerging</b></p> <p>In the emerging phase, the school/teacher's e-learning processes and practices will focus on <b>beginning</b> to use the <b>technology</b> itself, rather than how it might be integrated into effective teaching and learning.</p> <p>LoTi Stages: 1 &amp; 2  CBAM: 1 &amp; 2</p>	<p>Phase 2  <b>Engaging</b></p> <p>In the engaging phase, the school/teacher will be <b>trialing/using</b> technology to supplement <b>instructional practices</b>, or for <b>short-term</b> application.</p> <p>LoTi Stages: 3 &amp; 4a  CBAM: 3</p>	<p>Phase 3  <b>Enabling</b></p> <p>In the enabling phase, the school/teacher, working as a <b>community</b>, will begin to <b>refine</b> technology use <b>in response to immediate needs</b>. Technology easily allows students to engage in <b>problem-solving</b> and <b>inquiry beyond the classroom</b>.</p> <p>LoTi Stages: 4b &amp; 5  CBAM: 4 &amp; 5</p>	<p>Phase 4  <b>Empowering</b></p> <p>In the empowering stage, the school/teacher community will <b>sustain iterative inquiry</b> into practice, <b>driven by identified curriculum</b> needs, and ubiquitous technology will enhance <b>authentic, co-constructed learning</b>.</p> <p>LoTi Stage: 6  CBAM stages: 5 &amp; 6</p>

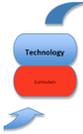
<h2>Leadership and strategic direction</h2> <p>This dimension describes the aspects required to effectively lead e-learning in a school.</p>	<h3>Emerging</h3>  <p>Leadership is exploring the potential of ICTs.</p>	<h3>Engaging</h3>  <p>Leadership is driving school-wide engagement with ICTs.</p>	<h3>Enabling</h3>  <p>Deliberate leadership is supporting whole school vision for e-learning</p>	<h3>Empowering</h3>  <p>Leadership of e-learning is innovative and sustained throughout the community.</p>
<h2>Vision for e-learning</h2>	<ul style="list-style-type: none"> <li>The school-wide vision refers to e-learning and the potential of ICTs in curriculum.</li> <li><b>Some</b> staff and BoTs are <b>beginning</b> to be involved in discussing the e-learning vision.</li> </ul>	<ul style="list-style-type: none"> <li>The school's vision for how ICTs can support the school's curriculum is <b>described</b> in school-wide documentation.</li> <li><b>Most</b> staff and BoTs understand and are <b>engaged</b> in the vision.</li> </ul>	<ul style="list-style-type: none"> <li>The school's vision for e-learning <b>aligns</b> to policy, curriculum implementation, and performance review.</li> <li>Staff, BoTs and the wider community <b>are involved</b> in the vision development.</li> </ul>	<ul style="list-style-type: none"> <li>School-wide vision for e-learning is <b>integrated</b> into the school's work <b>at all levels</b>, reflecting local and national practice.</li> <li>It is part of an <b>on-going cycle of reflection and review</b>.</li> <li>The school community's <b>needs are articulated</b> as drivers of the vision, and the community is <b>fully engaged</b> in its on-going development.</li> </ul>
<h2>Leadership of e-learning</h2>	<ul style="list-style-type: none"> <li><b>Individual personnel</b> are assigned roles and responsibilities for leading e-learning within the school.</li> </ul>	<ul style="list-style-type: none"> <li>Senior management and identified school personnel <b>have responsibility</b> for leadership of e-learning for all learning communities (including BOT and parent community).</li> </ul>	<ul style="list-style-type: none"> <li>Senior management and school personnel <b>deliberately mentor</b> all learning communities to support them to use ICTs to enhance the school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Senior management and school personnel model strong leadership and innovative practices. <b>Leadership capability at all levels</b> is focused on using ICTs to enhance the</li> </ul>

		<ul style="list-style-type: none"> <li>Leadership is focused on using ICTs to respond to <b>immediate, short-term</b> organisational needs.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership is focused on using ICTs to respond to <b>immediate, short and medium-term</b> organisational needs.</li> </ul>	<p>school curriculum.</p> <ul style="list-style-type: none"> <li>Reflection and review systems are in place to <b>sustain and foster leadership</b> of e-learning throughout the school, for the long-term. This is <b>driven by clearly articulated curriculum/learning needs</b>.</li> </ul>
<h2>Strategic direction and policy for e-learning</h2>	<ul style="list-style-type: none"> <li>The strategic plan includes reference to ICTs, with the focus largely on technology resourcing. A process to achieve the ICT-related goals is <b>described</b>.</li> <li>There is <b>reference</b> to the importance of cybersafety/digital citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>The strategic plan for e-learning has <b>alignment to parts</b> of the school vision.</li> <li>Processes and roles to achieve the goals are articulated.</li> <li>There is a process for implementing the plan <b>at all levels</b>.</li> <li>There is <b>reference</b> to the way digital citizenship will be developed.</li> </ul>	<ul style="list-style-type: none"> <li>The e-learning strategic plan is <b>clearly aligned</b> to the <b>whole</b> school vision.</li> <li>ICT-related goals and priorities are <b>focused on curriculum needs</b>, and processes and systems are in place to <b>integrate</b> the strategic plan at all levels.</li> <li>There is a plan to <b>deliberately foster</b> digital citizenship policy/practices.</li> </ul>	<ul style="list-style-type: none"> <li>e-Learning strategic plan addresses <b>sustainability</b> of e-learning vision, at all levels of the community, short, medium and long-term.</li> <li><b>Reflection and review</b> are driven by <b>evidence-based</b> curriculum needs, and are central to organisational improvement.</li> <li>The plan clearly shows how cybersafety and digital citizenship policy/practices are <b>integrated</b> throughout the school curriculum</li> </ul>

<h2>Professional learning</h2> <p>This dimension describes the aspects required for teachers and schools to build their e-learning capability.</p>	<h3>Emerging</h3>  <p><b>Professional learning amongst some staff is growing their technical knowledge.</b></p>	<h3>Engaging</h3>  <p><b>Professional learning is shared across staff with an increasing focus on the curriculum.</b></p>	<h3>Enabling</h3>  <p><b>Professional learning is actively lead, systematic and part of school-wide inquiry.</b></p>	<h3>Empowering</h3>  <p><b>Innovative and collaborative professional learning responds to identified needs and is sustainable.</b></p>
<h2>Sustaining a professional e-learning community</h2> <ul style="list-style-type: none"> <li>• <b>Relationships and mentoring</b></li> <li>• <b>Change management</b></li> <li>• <b>Active inquiry</b></li> <li>• <b>Organisational structure</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>There are a few examples</b> of a supportive learning community, exploring ICTs, amongst <b>some</b> staff/teams.</li> <li>• The sharing of learning is <b>largely ad hoc and focused on technology skills</b>.</li> <li>• If mentoring occurs, it is organised as part <b>a whole school e-learning initiative</b>.</li> <li>• <b>Some</b> school leaders can describe their <b>change management</b> processes.</li> </ul>	<ul style="list-style-type: none"> <li>• A positive, supportive <b>mentoring system</b> for whole-school change is <b>developing</b> across the school as part of ICT-related professional learning.</li> <li>• e-Learning resources and practices are <b>shared across teams</b>, rather than at whole school level.</li> <li>• Teachers are <b>trialing, reflecting on and sharing</b> examples of e-learning pedagogy in action.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Active leadership</b> of professional learning ensures that learning communities are fostered and <b>relevant</b> to whole school strategy.</li> <li>• Teachers are <b>mentored</b>, open to change, and feel safe to share their e-learning practice.</li> <li>• Communities <b>respond to identified e-learning needs</b>, using a range of approaches that reflect <b>principles for professional learning</b>.</li> <li>• Communities focus on <b>inquiry</b> into the <b>impact</b> of innovative ICT-mediated learning on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>blended, inclusive, active</b> professional learning culture, focused on student achievement through e-learning, is sustained through the <b>systematic</b> process of <b>evidence-based reflection and inquiry</b>.</li> <li>• Teachers/teaching teams mentor and <b>collaborate</b> with others by <b>sharing innovative e-learning</b> understandings and practices <b>within and beyond</b> the school.</li> </ul>

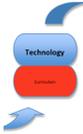
<h2>Professional inquiry into e-learning</h2> <ul style="list-style-type: none"> <li>● Processes e.g. appraisal</li> <li>● alignment to vision and strategy</li> <li>● monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> opportunities are provided to review teachers' e-learning needs.</li> <li>● The focus is on growing <b>technical</b>, rather than pedagogical, skills.</li> <li>● <b>No clear alignment</b> between e-learning vision, strategic plan and professional learning.</li> <li>● Professional learning opportunities are <b>ad hoc</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● There is a <b>system in place</b> to <b>review</b> teachers' e-learning needs.</li> <li>● <b>Some</b> teachers are reflecting on the relationship between ICT-related professional learning and student achievement.</li> <li>● Professional e-learning goals tend to <b>focus on discrete learning areas</b> rather than whole school vision or strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional e-learning needs are <b>identified</b> through a system of <b>review and appraisal</b> that is <b>aligned</b> to the whole school strategic plan and vision.</li> <li>● There is a <b>clear focus on how technology can be integrated</b> into school curriculum to raise student achievement.</li> <li>● Learning activities <b>respond to both whole school, and individual, needs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● An <b>iterative, sustained cycle</b> of monitoring, evaluation and review <b>deliberately and explicitly respond to</b> teachers' professional e-learning needs, aligned to whole school strategic direction.</li> <li>● Professional learning activities model <b>innovative practices that focus on how ICTs</b> can enhance effective teaching and learning.</li> </ul>
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<h2 style="color: #A52A2A;">Infrastructure and resourcing</h2> <p>This dimension describes the aspects of technology required to support e-learning.</p>	<h2 style="text-align: center;">Emerging</h2> <div style="text-align: center;">  <p><b>Technologies and infrastructure are being introduced to support discrete needs.</b></p> </div>	<h2 style="text-align: center;">Engaging</h2> <div style="text-align: center;">  <p><b>Technologies and infrastructure are sufficient for identified needs, supported by responsive technical management.</b></p> </div>	<h2 style="text-align: center;">Enabling</h2> <div style="text-align: center;">  <p><b>Learning needs across the school are supported by well managed, flexible technologies and infrastructure.</b></p> </div>	<h2 style="text-align: center;">Empowering</h2> <div style="text-align: center;">  <p><b>Learning needs across the community are supported by a sustainable, flexible process of technologies and infrastructure management.</b></p> </div>
<h3 style="color: #A52A2A;">Tools and technologies</h3> <ul style="list-style-type: none"> <li>• <b>Resourcing:</b></li> <li>• <b>Access</b></li> <li>• <b>Hardware, software, cabling, network</b></li> <li>• <b>Administrative, communications and data management resources</b></li> <li>• <b>Environment/ connectivity</b></li> </ul>	<p><b>Some</b> infrastructural/technology developments are <b>underway</b> to provide equal, fair and reliable access to resources for administration and teaching purposes.</p>	<p><b>Adequate</b> resources, networks and systems for support are being <b>tried</b> to provide equal, fair and reliable access to resources for administration and teaching purposes.</p>	<p><b>All</b> teachers, students and leaders have <b>fair and equal</b> access to a <b>reliable infrastructure</b> (resources, network) or administration and teaching purposes.</p> <p>The system supports <b>flexible learning</b> across the whole school environment.</p>	<p><b>Robust</b> infrastructure (reliable and secure hardware and software, secure data, content rich resources, Internet, UFB) is effectively managed and maintained.</p> <p>Flexible learning for the <b>school and community</b>, anytime, anywhere, is supported by a reliable, adaptable system.</p>
<h3 style="color: #A52A2A;">Technical support &amp; procurement to support learning</h3>	<p>Specific <b>technical</b> areas of <b>need</b> are identified. <b>Roles</b> and <b>responsibilities</b> have been assigned to personnel to address these.</p>	<p>Personnel responsible for infrastructure and technology, ensure a <b>flexible</b> and <b>responsive</b> budget is in place to respond to <b>on-going</b> technical needs.</p>	<p><b>On-going, pro-active</b> technical <b>support</b> provides appropriate procurement, maintenance and mentoring of infrastructural resources that <b>meets the needs</b> of all <b>stakeholders</b>.</p>	<p><b>School-wide</b> systems and <b>review processes</b> are in place for the sustainable <b>maintenance</b> and <b>stewardship</b> of <b>infrastructural resources</b> that <b>meets the needs</b> of all <b>stakeholders</b>.</p>

<h1>Teaching and Learning</h1> <p>This dimension describes the aspects of teaching and learning that need to be addressed when building e-learning capability in the context of the New Zealand curriculum.</p>	<h2>Emerging</h2>  <p><b>ICTs are used to supplement teaching activities, driven by individuals in the school.</b></p>	<h2>Engaging</h2>  <p><b>ICTs are beginning to be used to deliberately support identified learning needs.</b></p>	<h2>Enabling</h2>  <p><b>Effective teaching and learning, to meet the needs of diverse learners, is supported by technology across the school.</b></p>	<h2>Empowering</h2>  <p><b>Student-centred, innovative teaching and learning integrates ICT to respond to diverse learners' needs across the community.</b></p>
<h2>e-Learning in the whole school curriculum</h2> <p>This is the <b>school-wide curriculum document development, driven by leadership, through an e-learning lens.</b></p>	<ul style="list-style-type: none"> <li>School leadership and staff have <b>identified the importance of ICT</b> within the wider school curriculum plan.</li> <li>Implementation tends to be <b>within discrete learning areas/individual syndicates</b>.</li> <li><b>Some</b> teachers are using technology and considering its impact.</li> <li>There is an <b>awareness</b> of effective e-learning pedagogy, with <b>some</b> teachers <b>effectively</b> demonstrating a collaborative, inquiry-focused approach.</li> </ul>	<ul style="list-style-type: none"> <li>School leadership have worked with the school staff to develop a <b>cohesive</b> curriculum that identifies <b>appropriate</b> e-learning resources.</li> <li>Implementation tends to be <b>across most learning areas/individual syndicates</b>, with <b>some</b> cross-curricular alignment.</li> <li><b>Most</b> teachers can use <b>technology</b> to support aspects of teaching and learning.</li> <li>The prevailing e-learning pedagogy is largely <b>reflective of the NZC</b>, with <b>most</b> teachers able to <b>demonstrate</b> a collaborative, inquiry-focused approach, using appropriate technology</li> </ul>	<ul style="list-style-type: none"> <li>All leaders, teachers and wider community have <b>ownership of a localized negotiated curriculum</b> that reflects the national curriculum as well as the school-wide vision for e-learning.</li> <li>Implementation reflects <b>widespread cross-curricular alignment</b>.</li> <li><b>Most</b> teachers can use <b>ICTs effectively</b> to enhance aspects of teaching and learning.</li> <li>The prevailing e-learning pedagogy is <b>deliberately reflective of the NZC</b>, with <b>most</b> teachers <b>skilled</b> in collaborative, inquiry-focused approach, using appropriate technology.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic leadership ensures that ICTs are assimilated into the whole school curriculum, with clear <b>alignment</b> to the vision and strategy.</li> <li><b>Innovative, authentic, deep learning</b> as part of an <b>evidence-based cycle</b> of critical <b>reflection</b> and review is facilitated by appropriate technologies.</li> <li>The prevailing e-learning pedagogy is <b>student-centred, collaborative</b> and <b>inquiry</b> focused, with learning experiences connecting to the students <b>beyond the classroom</b>.</li> </ul>

<h2>Digital citizenship</h2> <p>Key Competencies and Values in e-Learning</p>	<ul style="list-style-type: none"> <li>• <b>There is an awareness</b> that digital citizenship defines the Key Competencies and Values in a digital environment.</li> <li>• Strategic documents <b>identify the importance of</b> digital citizenship in strategic documents.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> teachers can <b>describe</b> and <b>model</b> digital citizenship practices in their teaching. There are <b>trial</b> activities happening in the school.</li> <li>• <b>Some</b> e-learning activities are <b>designed to deliberately</b> foster digital citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>cohesive and connected approach</b> to fostering digital citizenship across the whole school, <b>actively</b> involving <b>students and staff</b>, is evident in documentation and classroom practice, responding to <b>evidence-based need</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide policy, curriculum design and classroom practices <b>integrate digital citizenship, at all levels, with clear alignment to iterative school vision and strategy.</b></li> <li>• Teachers and students can <b>model desirable, safe, responsible behaviours</b> and practices as successful digital citizens.</li> </ul>
<h2>Learning areas</h2> <p>How effectively teachers use ICTs to help students <b>engage with curriculum content (NZC, p.37-42)</b></p>	<ul style="list-style-type: none"> <li>• <b>Some</b> teachers are <b>using</b> e-learning tools to support student understanding of learning area(s).</li> <li>• Decision-making around how tools might support student understanding of their learning area is <b>largely based on the teachers' own preferences</b> and expertise.</li> <li>• The use of ICTs may be a <b>supplement</b> or 'one-off' activity, focused on <b>surface</b> rather than deep, learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> teachers are using ICTs to <b>deliberately</b> extend the students' understanding of the learning area(s).</li> <li>• Selection of technology usually reflects evidence of <b>the students' different learning needs.</b></li> <li>• In some instances, the use of ICTs supports <b>deep, authentic learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are <b>effectively</b> selecting ICTs to <b>deliberately engage</b> students in <b>deep, authentic experiences</b> in their learning area(s).</li> <li>• Decisions are based on <b>evidence-based inquiry into students' needs</b>, and there is <b>clear alignment</b> between the use of e-learning and the students' own contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers design their curricula programmes as part of an <b>iterative, evidence-based inquiry</b>, to meet differentiated learning needs in a rich variety of <b>deep, authentic</b> learning experiences, connected <b>beyond the classroom.</b></li> <li>• Classroom e-learning decisions are routinely student-led, and based on <b>co-constructed inquiry into students' needs.</b></li> </ul>
<h2>Pedagogy</h2> <p>How effectively teachers/leaders use e-learning to enhance <b>NZC</b></p>	<ul style="list-style-type: none"> <li>• <b>Some</b> teachers can describe the way ICTs can support effective teaching approaches.</li> <li>• Decision-making around how tools might support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> teachers are using ICTs to <b>deliberately</b> support differentiated teaching approaches, with a focus on <b>ākō</b> to promote the well-being of all <b>ākonga.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use e-learning tools as part of <b>teaching as inquiry</b>, to <b>differentiate</b> the learning environments and <b>provide appropriate opportunities</b> for <b>ākonga</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers <b>assimilate</b> the use of ICTs into <b>sound, student-focused pedagogy</b>, sustained through processes of <b>inquiry</b> and professional learning.</li> </ul>

<p>teaching approaches, particularly akō (p. 34-6, NZC).</p>	<p>teaching approaches is <b>largely based on the teachers' own preferences</b> and expertise.</p> <ul style="list-style-type: none"> <li>The use of ICTs may be a <b>supplement</b> or 'one-off' activity to support traditional ways of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Decision-making around how tools might support teaching approaches is <b>sometimes</b> based on students' identified needs.</li> </ul>	<p>to engage with, practice and apply new learning to different contexts.</p>	<ul style="list-style-type: none"> <li>Learning environments, <b>within and beyond the classroom, consistently</b> promote the well-being of all ākonga and are physically, socially, culturally and emotionally safe and responsive to differentiated learning needs through the effective use of e-learning tools.</li> </ul>
<p><b>Assessment</b></p> <p>How effectively do teachers use e-learning to <b>monitor, review and evaluate the impact of teaching on student achievement?</b> (NZC, p. 39-40)</p>	<ul style="list-style-type: none"> <li>Leaders and teachers are <b>investigating</b> digital tools to support assessment practices.</li> </ul>	<ul style="list-style-type: none"> <li>Digital tools are being <b>tried</b> to support assessment practices.</li> <li><b>Some</b> teachers use ICTs to <b>deliberately</b> support students to <b>critically reflect on and manage</b> their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Digital tools are <b>integrated purposefully</b> to support assessment practices.</li> <li>Leaders and teachers are developing <b>an inquiry culture</b>, to provide <b>anytime, anywhere</b> access to learning, designed to empower students to become <b>self-regulated learners</b>.</li> </ul>	<ul style="list-style-type: none"> <li>ICTs are <b>assimilated</b> in inquiry culture, providing <b>anytime, anywhere</b> access to learning, designed to <b>engage whānau/family</b>, to empower students to <b>become self-regulated learners</b>.</li> </ul>

<h1 style="color: red;">Beyond the classroom</h1> <p>This dimension describes aspects of e-learning to build community engagement to support student effective learning</p>	<h2 style="text-align: center;">Emerging</h2> <div style="text-align: center;">  </div> <p style="text-align: center; color: purple;"><b>Opportunities to extend community relationships through and about ICTs are identified.</b></p>	<h2 style="text-align: center;">Engaging</h2> <div style="text-align: center;">  </div> <p style="text-align: center; color: purple;"><b>The school is trialing ways to deliberately extend community relationships through and about ICTs.</b></p>	<h2 style="text-align: center;">Enabling</h2> <div style="text-align: center;">  </div> <p style="text-align: center; color: purple;"><b>The school community is deliberately engaged in learning focused discussions through and about the potential of ICTs.</b></p>	<h2 style="text-align: center;">Empowering</h2> <div style="text-align: center;">  </div> <p style="text-align: center; color: purple;"><b>The school community is actively engaged in sustained learning focused inquiry through and about the impact of ICTs.</b></p>
<p style="color: red;"><b>Engagement with the community about e-learning, and using technology.</b></p>	<ul style="list-style-type: none"> <li>Principal and school leaders <b>identify the importance</b> of engaging with whānau/community <b>about the impact</b> of e-learning.</li> <li>Principal and school leaders identify opportunities for whānau/community engagement through the <b>use</b> of e-learning tools.</li> </ul>	<ul style="list-style-type: none"> <li>The school trials <b>deliberate engagement with</b> whānau/community to <b>share and discuss/inform about the impact</b> of e-learning practices, particularly digital citizenship and cybersafety.</li> <li>Principal and school <b>use ICTs to engage</b> whānau/community for the purposes of improving student achievement for all learners, through culturally inclusive practices that meet the needs of Māori and other ethnicities.</li> </ul>	<ul style="list-style-type: none"> <li>The school leaders and teachers <b>deliberately and effectively engage</b> whānau/community to <b>consult on the impact</b> of e-learning practices, particularly digital citizenship and cybersafety.</li> <li>The school leaders and teachers <b>strategically integrate ICTs to actively engage whānau/community</b> to promote participation, and engagement with student achievement for all learners, through culturally inclusive practices that meet the needs of Māori and other ethnicities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Systematic community participation and consultation</b> is part of <b>whole school inquiry and forward planning</b>, driven by <b>evidence</b> of the <b>impact</b> of e-learning practices, particularly digital citizenship and cybersafety.</li> <li>Whānau/community partnerships are enhanced by the <b>assimilation of ICTs into community engagement at all levels</b>, to promote participation, and engagement with student achievement for all learners, through culturally inclusive practices that meet the needs of Māori and other ethnicities.</li> </ul>