The e-Learning Planning Framework

A framework for leaders and teachers

Dimensions, strands and phases describe processes and practices for integrating ICTs into teaching and learning
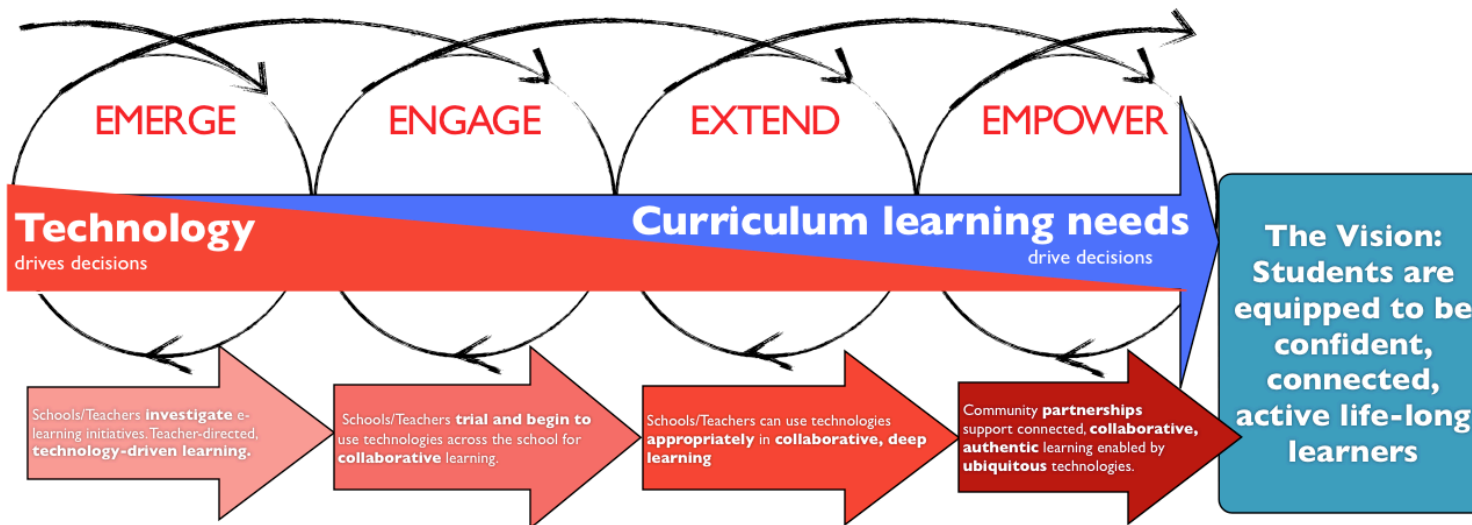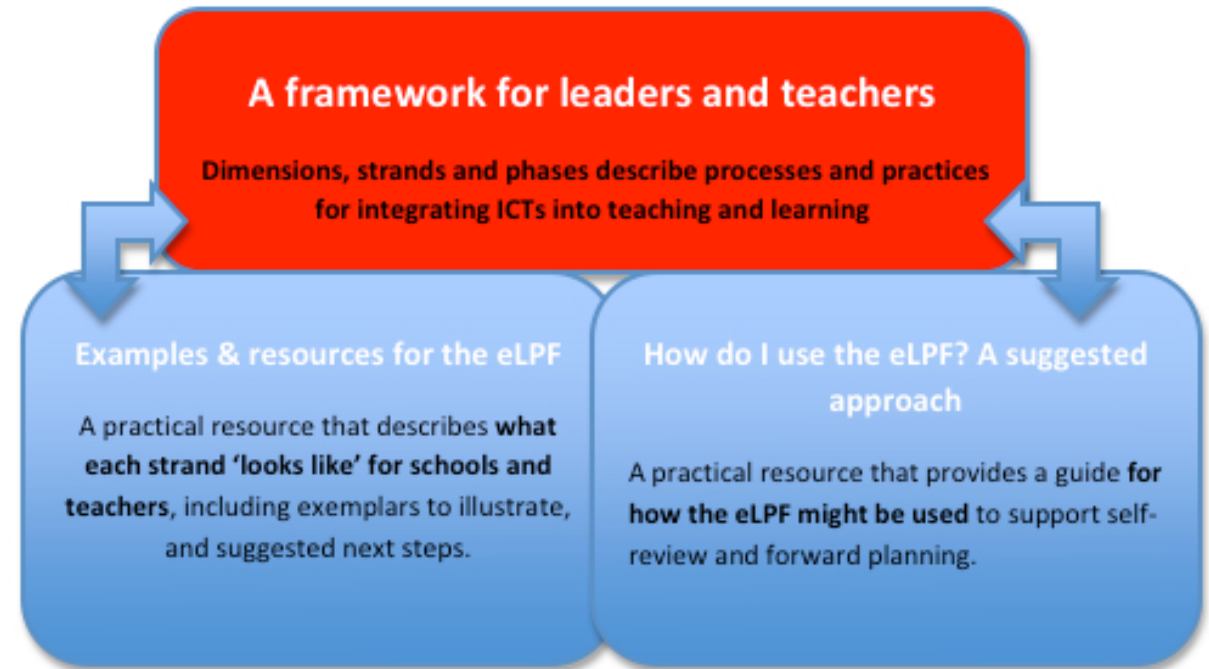
The e-Learning Planning Framework is a tool to help **schools** and **teachers** measure their e-learning capability. It can support regular self-review and subsequent improvement of e-learning skills and knowledge, **in ways that** reflect our **bi-cultural** heritage.

The e-Learning Planning Framework will provide [see right]:

- **a 'road map'** that enables schools/teachers to identify where they are, the practical steps they can take to improve their practice, and connects them to relevant information or services to support them in doing this. The framework provides processes and practices that internationally have been shown to be critical factors in lifting schools' e-learning capability.
- **Examples and resources** to illustrate what the framework might look like in practice.
- **A suggested guide** to how to use the framework for self-review.

Examples & resources for the eLPF

A practical resource that describes **what each strand 'looks like' for schools and teachers,** including exemplars to illustrate, and suggested next steps.

How do I use the eLPF? A suggested approach

A practical resource that provides a guide **for how the eLPF might be used** to support self-review and forward planning.

EMERGE   ENGAGE   EXTEND   EMPOWER

Technology drives decisions

Curriculum learning needs drive decisions

The Vision: Students are equipped to be confident, connected, active life-long learners

Schools/Teachers **investigate** e-learning initiatives. Teacher-directed, **technology-driven learning.**

Schools/Teachers **trial and begin to** use technologies across the school for **collaborative** learning.

Schools/Teachers can use technologies **appropriately** in **collaborative, deep learning**

Community **partnerships** support connected, **collaborative, authentic** learning enabled by **ubiquitous** technologies.

The diagram [left] shows the phases of schools' and teachers' growing e-learning capability to enable staff and students to **learn with and through technologies, within their own school, cluster and network.**

Schools and teachers may progress through some or all of the four phases, *Emerging* through to *Empowering*. Increasingly, decisions will be **driven by learning needs**, rather than the technology.

The four phases

Emerging	**Engaging**	**Extending**	**Empowering**
WHOLE SCHOOL: Your processes and practices **investigate**, **raise awareness and plan** for growing your ability to use technologies for learning. TEACHER: You **find out** about technologies, and **supplement teacher-directed, lower-order (surface) approaches** of teaching.	WHOLE SCHOOL: Your processes and practices **establish and connect planning** across the school; you **trial** initiatives. TEACHER: You **trial and begin to use** technologies **appropriately** to support **higher-order (deep), collaborative** teaching and learning.	WHOLE SCHOOL: Your processes and practices **effectively align** across **school, community and wider networks.** The use of technologies is **refined and appropriate** to meet all learners' needs. TEACHER: You begin to **collaborate with students** to use technologies **appropriately** to support **authentic, higher order, co-constructed** learning.	WHOLE SCHOOL: Your school, community and networks work in **partnerships** to **reflect** and plan. Technology use is **ubiquitous, virtual, open and equitable,** enhancing **authentic, co-constructed learning within and beyond the school community.** TEACHER**:** You work **collaboratively alongside students** to create **personalised, higher-order, real-world** learning.

Pre-emerging phase

This framework **assumes that schools are already engaged in school-wide strategic planning**, aligned to their charter, curriculum, vision and professional learning processes. The use of technologies may be part of these processes. When using this framework as a self-review tool, some schools may find that several elements are not currently in place to be able to 'map' themselves at the **emerging phase**. In such cases, schools may wish to seek external facilitated support to help evaluate their current position and plan next steps.

Characteristics of a pre-emerging school might include: Adequate infrastructure, organisational systems, leadership with teacher skills/knowledge/understanding and engaging with the wider community, are yet to be aligned to school-wide strategic planning.

(Adapted from Hall & Hord, 1987; Mishra & Koehler, 2006; Moertsch (1998); and Timperley, 2007)

The five dimensions

Leadership and strategic direction	Leaders investigate the potential of technologies.	Leaders trial and align e-learning initiatives and	Deliberate leadership aligns the use of technologies with curriculum needs.	Leadership sustains and innovates the use of technologies as part of overt focus on learning.
Professional learning	Professional learning raises awareness and grows knowledge of technologies.	Professional learning increasingly focuses on using technologies for learning.	Professional learning is explores ways to enhance evidence-based learning using appropriate technologies.	Professional learning is blended, sustained and extends student-centred learning through ubiquitous technologies.
Teaching and Learning	Technologies supplement teacher-directed activities.	Technologies begin to meet needs and support higher-order, collaborative learning.	Learning activities integrate technologies appropriately to support authentic, higher-order, collaborative learning.	Student-centred, authentic, higher-order, collaborative teaching and learning is enhanced by ubiquitous technologies.
Technologies and Infrastructure	Technologies and infrastructure needs are investigated to support the physical environment.	Technologies and infrastructure to meet identified needs are trialed, within the physical environment.	Equitable, well-managed technologies and infrastructure support needs across an increasingly online environment.	Equitable, open access to reliable technologies and infrastructure that meet all needs is sustained across an online environment.
Beyond the classroom	Opportunities are identified to work with the community using technologies, and to address their impact.	Activities are trialed to deliberately extend community relationships using technologies, and to explore their impact	Communities are deliberately engaged through appropriate technologies, and are responding to their impact.	Blended communications enhance the way partnerships actively engage in sustained response to the impact of technologies.

Leadership and strategic direction

This dimension describes the aspects required to effectively lead the way learning is enhanced **with and through technologies in ways that** reflect our **bi-cultural** heritage. Leaders are: the Principal, Senior Management Team, nominated leaders, emerging leaders, and students. ⇨Refer to the *Suggested guide on how to use the framework* for information on the evidence you might use to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
e-Learning integrated into school vision	● **VISION:** The school vision **refers** to e-learning and the **potential** of technologies to enable and support learning. ● **CONSULTATION:** The Principal, staff, students and BoTs **investigate** how e-learning can enhance the school's vision.	● **VISION:** School vision **describes** how technologies **will support** the school's curriculum. ● **CONSULTATION:** The Principal, staff, students and BoTs understand and are **consulted** in the vision development.	● **VISION:** School vision **articulates** how technologies will **enhance** teaching and learning. It **aligns** to policy, curriculum, and appraisal. ● **CONSULTATION:** The Principal, staff, students, BoTs and the wider community **are all deliberately involved** in vision development.	● **VISION:** School vision **integrates** e-learning throughout. There is an **on-going cycle of review.** ● **CONSULTATION:** The community's **needs** drive the vision. The community, including the students, is **fully engaged** in its on-going development.
Leadership of e-learning	● **RESPONSIBILITY:** Individual personnel, including the Principal, are **assigned roles** for leading e-learning. ● **FOCUS:** Leaders **investigate opportunities** to work **with and through** technologies for learning.	● **RESPONSIBILITY:** Principal, senior management and school personnel, which may include students, **have responsibility** for leadership of e-learning. ● **FOCUS:** Leaders focus on how technologies respond to **short-term** needs.	● **RESPONSIBILITY:** Principal, senior management and staff, including students, **deliberately mentor** all community members to use technologies to **extend and enhance** teaching and learning. ● **FOCUS:** Leaders focus on how technologies respond to **short/medium-term learning** needs.	● **RESPONSIBILITY:** Principal, leaders and **students model** active leadership and **mentor** others to develop imaginative practices to **enhance and negotiate** the school curriculum. ● **FOCUS:** **Leadership capability at all levels** focuses on using technologies to enhance the school curriculum. This is **driven by students' learning needs.**
e-learning integrated into strategic direction and policy	● **PLAN:** The strategic plan includes **reference to** technologies, with the focus **largely on resourcing**. ● **PROCESS:** A process to achieve e-learning goals is **described**. ● **DIGITAL CITIZENSHIP:** There is **reference** to the importance of cybersafety and digital citizenship policy/practices	● **PLAN:** The strategic plan has **some alignment** to e-learning in the school's vision. Students' learning needs **may inform** the plan. ● **PROCESS:** **Processes and roles** to achieve e-learning goals are **described**. ● **DIGITAL CITIZENSHIP:** There is **reference** to **how** cybersafety and digital citizenship policy/practices **will be developed.**	● **PLAN:** The strategic plan **aligns** to the vision and refers to **how technologies will support learning**. Students' learning needs **will inform** the plan. ● **PROCESS:** Processes and **systems** to achieve e-learning goals are **integrated** at **all levels.** ● **DIGITAL CITIZENSHIP:** A **plan is being implemented** to **deliberately foster** cybersafety and digital citizenship policy/practices	● **PLAN:** The strategic plan addresses **sustainability** of e-learning **driven by all** students' needs. ● **PROCESS:** Processes and systems to achieve e-learning goals are driven by **evidence-based** curriculum needs and **are central to improvements.** ● **DIGITAL CITIZENSHIP:** The plan **clearly shows** how cybersafety and digital citizenship policy/practices are **integrated and modeled**.

Professional learning

This dimension describes the aspects required for teachers and schools to build their e-learning capability within their school community and virtual network, **in ways that** reflect our **bi-cultural** heritage. This includes: alignment to vision, strategy, teaching and learning; an open, sharing culture; building relationships and mentoring; change management; active inquiry and appraisal.

⇨Refer to the *Suggested guide on how to use the framework* for information on the evidence you might draw on to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
Sustaining a professional e-learning community	▪ **CULTURE:** There are **examples** of a supportive learning community exploring technologies (such as voluntary mentoring) **amongst teachers/teams**. ▪ **FOCUS**: The sharing of learning, when it occurs, **largely focuses on technology skills**.	▪ **CULTURE: There is** a supportive **culture** for **whole-school e-learning change** is **developing**. Mentors **emerge** as strong voices. ▪ **FOCUS:** Teachers/teaching teams **trial, reflect on** and **share** examples of **e-learning pedagogy in action.**	▪ **CULTURE:** The professional learning culture is **open, safe and collaborative**, ensures that learning communities (leaders, teachers, support staff) are **mentored,** and **relevant** to the school strategy. ▪ **FOCUS:** School staff, students and the community **respond to and reflect on the impact of e-learning on identified learning needs.**	▪ **CULTURE:** A **blended**, **inclusive**, **reciprocal** professional learning culture is focused on student achievement **with and through** technologies. ▪ **FOCUS: The school and community share imaginative e-learning** understandings and practices **that respond to learning needs and trends.**
Professional inquiry into e-learning	●REFLECTION: Opportunities are provided to review teachers' e-learning needs. **No clear alignment** between vision, strategic plan and professional e-learning goals. ●FOCUS: The focus is on growing teachers' **technical** skills rather than pedagogical skills. ●ACTIVITIES: Professional learning activities are **occasional**.	●**REFLECTION:** There is **a system in place** to **review** teachers' e-learning needs, with **activities** aligned to **school** focus ●**FOCUS:** Teachers investigate the way **technology can support learning** - and teachers' role in this process. This may focus on **discrete learning areas**. ●**ACTIVITIES:** Professional learning is part of **a whole school** goal and **may be informed** by student learning.	●REFLECTION: Professional e-learning needs are **identified** through a system of r**eview and appraisal** that is **aligned** to **the** strategic plan and vision. ●**FOCUS:** Teachers **overtly inquire** into how technology can be **used appropriately** to enable the **personalised, authentic involvement** in learning. ●ACTIVITIES: Professional learning is **aligned to** individuals' and school/community **needs and strategy, and focuses on supporting effective teaching and learning.**	●REFLECTION: On-going, **sustained cycles** of monitoring and evaluation are **deliberately aligned to** teaching and learning needs. ●**FOCUS:** Teachers and leaders **see themselves as learners,** inquiring into imaginative ways to use technology to **extend and personalise a student-centred model of learning.** ●ACTIVITIES: Professional learning activities **model and share imaginative practices** that focus on **how** effective teaching and learning can be **enhanced with and through technologies.**

Technologies and Infrastructure

This dimension describes the aspects of technology required to support learning and administration **in ways that** reflect our **bi-cultural** heritage. This includes: resourcing; access; hardware; software; virtual networks; administration and data management; connectivity.
⇨ Refer to the *Suggested guide on how to use the framework* for information on the evidence you might draw on to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
Tools and technologies	● **RESOURCING: Some** infrastructural/technology developments are **investigated** to provide **reliable and equitable access** to resources for **administrative and learning** purposes. ● **ENVIRONMENT**: Technology is **added to the physical environment** to enhance learning and administration. **Online learning platforms** to provide student and community access to resources, and to connect to wider networks, are **investigated**. ● **ADMINISTRATION: Technologies are used across the school for some** administrative and management purposes.	● **RESOURCING: Adequate resources, networks and systems are trialled** to provide r**eliable and equitable access** to resources for **administrative and learning** purposes. ● **ENVIRONMENT**: Technology is **part of the physical environment** of the school to enhance learning and administration. **Online learning platforms** provide student and community access to resources, and to connect to wider networks. ● **ADMINISTRATION:** Technologies are **co-ordinated** to meet administrative and management needs within the school/network.	● **RESOURCING: All** teachers, students, leaders, administrators have **equitable** access to a **reliable infrastructure** and resources, (in terms of both quality and quantity) to achieve the school vision. ● **ENVIRONMENT**: A **safe, networked system, combining physical and virtual environments** is in development, responding to **students' and whole school community needs.** The network supports **flexible and responsive learning and assessment** beyond the norms of the school building or day. ● **ADMINISTRATION: Networked technologies are co-ordinated** in a managed learning system to improve organisational efficiency within the school/network.	● **RESOURCING: Robust, adaptable** infrastructure is **effectively managed, maintained and evaluated** to **sustain equitable, open access** for all. ● **ENVIRONMENT: A safe, flexible and responsive** environment **allows the whole school to learn within and across a virtual network.** Students appropriate technologies. The infrastructure is **ubiquitous and integrated.** ● **ADMINISTRATION: Efficient** networked technologies **enable** effective management and organisational systems across the school/network.
Technical support & procurement	Specific **technical** areas of **need** are identified, and **roles** and **responsibilities** have been assigned to personnel to address these.	Technical support responds to **short-term** infrastructure needs, and a **flexible budget** is in place with **some** alignment to school strategic plan.	**Pro-active, skilled** technical **support** provides appropriate procurement and maintenance of infrastructure to support **equitable, open** access to a **reliable, infrastructure** for the school community.	**School-wide** systems are in place for the sustainable **maintenance** and **development** of a **reliable infrastructure** for the **school community/network.** Technical support is **equitable, open** and **responds to the needs** of all community members.

Teaching and Learning

The aspects of teaching and learning in the New Zealand curriculum that can be enhanced **with and through technologies**, **in ways that** reflect our **bi-cultural** heritage.

⇨ Refer to the *Suggested guide on how to use the framework* for information on the evidence you might draw on to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
e-Learning within the whole school curriculum	● PLAN: School leadership and staff **identify the importance of e-learning** in the wider school curriculum plan. Implementation tends to be **within discrete learning areas/individual teams**.	● PLAN: School leadership work with the school staff to establish a **cohesive** curriculum that includes **appropriate** e-learning resources. Implementation tends to be **across most learning areas** with **some** cross-curricular alignment.	● PLAN: School staff and community negotiate a **cohesive** curriculum that **integrates appropriate** e-learning resources. Implementation reflects **widespread cross-curricular alignment and may extend to networks beyond the school.**	● PLAN: Staff, students and the wider community own a **negotiated curriculum in which** technologies are **assimilated** with clear **alignment** to the vision and strategy.
Digital citizenship Key Competencies, Values, digital literacy skills, and cybersafety.	● **Principal and teachers** are aware that Digital Citizenship defines the Key Competencies and Values **in a digital environment**, as well as digital literacy skills and cybersafe practices. **Individual** teachers **occasionally** explore digital citizenship.	● **Principal and teachers trial** digital citizenship practices in teaching and learning and there is **a growing awareness** amongst students.	● **All staff and students collaborate in** learning activities that **routinely** and **deliberately** explore and foster digital citizenship practices in real-world contexts.	● All staff, students and the wider community **model responsible behaviours** as successful digital citizens, in real-world contexts.
Learning areas How technologies are used to help students **engage with curriculum content in ways that reflect our bi-cultural heritage.**	● **TEACHERS:** Teachers **begin to use** technologies, often based on **their own preferences,** to help students understand the **content** in learning area(s). ● **IMPACT:** Students experience technologies as a **supplement** or 'one-off' activity, focused on **surface** rather than deep learning within the school/network.	● **TEACHERS:** Teachers **trial** technologies to **deliberately** help diverse students understand the **content** in learning area(s). ● **IMPACT:** Students **begin** to use technologies to support **higher-order, authentic learning** within the school/network.	● **TEACHER:** Teachers select technologies **appropriately** to help students understand and apply **higher-order, authentic thinking** in learning area(s) content. ● **IMPACT:** Students **select and use** appropriate technologies to explore, create and communicate **higher-order, authentic learning**.	● **TEACHER:** Learning programmes are **negotiated with students** to **provide choice and personalization. Higher-order**, **authentic** learning experiences explore **content** in learning area(s), enhanced by technologies. ● **IMPACT:** Students construct their own learning goals, **independently** select and use appropriate technologies to co-construct **effective higher-order, authentic learning**.

7

Pedagogy How technologies are used to **enhance effective teaching approaches, particularly akō,** in ways that reflect our **bi-cultural** heritage.	● **TEACHER:** The use of technologies may be a **supplement** or 'one-off' activity to support **teacher-centred, didactic** ways of teaching. ● **IMPACT:** Students use technologies as part of **task completion** or **isolated** skill-building. They **respond** to activities rather than collaborate or use prior knowledge.	● **TEACHER:** Teachers **trial** technologies to support **collaborative, inquiry-focused approach** that reflects the principles of **akō**. ● **IMPACT:** Students begin to use technologies to support **collaborative, inquiry-focused approach.**	● **TEACHER:** Teachers select technologies **appropriately** to enable a **collaborative, inquiry-focused approach** that reflects the principles of **akō**. ● **IMPACT**: Students engage successfully in **collaborative authentic,** learning experiences, enhanced and supported appropriately by technologies.	● **TEACHER:** Pedagogy **assimilates technology** into **blended**, **student-centred, collaborative learning experiences,** based on evidence-based **inquiry** that reflects the principles of **akō**. ● **IMPACT**: Students **independently** and **actively participate** in **authentic**, culturally **meaningful** learning and are becoming safe, responsible digital citizens.
Assessment How technologies are used to monitor, review and evaluate the impact of teaching on student achievement **in ways that reflect our bi-cultural heritage.**	● **TEACHER:** Leaders and teachers **investigate** the way technologies can support **traditional assessment practices** across the curriculum. ● **IMPACT:** Students are **assessed by teachers**, often using **paper-based** methods and supplemented by technologies. Assessment is **largely summative** using traditional methods.	● **TEACHER:** Technologies are **trialed** to enable students to **critically reflect on and manage** their own learning. ● **IMPACT:** Students **occasionally** use technologies to **produce and share** aspects of their learning.	● **TEACHER:** Technologies are **used appropriately** to enable students to **critically reflect on and manage** their own learning, as well as **sharing progress** with the wider community. ● **IMPACT:** Students **begin** to use technologies appropriately in an **on-going** way to develop and **share** their learning, **curate** aspects of their work, and engage in **self and peer-based** reflection.	● **TEACHER CAPABILITY:** Technologies are **assimilated** as part of evidence-based inquiry, providing **ubiquitous** access to learning, to **engage whānau/family and connect to wider networks.** ● **IMPACT:** Students use technologies appropriately, **in a continuous cycle**, to support the way they **set their learning goals,** manage life-long portfolios and work towards becoming **self-regulated learners.**

Beyond the classroom

How e-learning can be used to **collaborate with** wider networks (local, national, international communities) to students' learning, and **empower** school communities (by upskilling and educating whānau/iwi in effective use and impact).

⇨ Refer to the *Suggested guide on how to use the framework* for information on the evidence you might draw on to self-review against this dimension.

	Emerging	Engaging	Extending	Empowering
Engagement with the community - and wider networks - **through** and **about** technologies.	● ENGAGE THROUGH TECHNOLOGIES: Principal and school leaders identify **opportunities** for whānau/iwi, and community engagement, **through the use** of technologies ● SUPPORT and EMPOWER: Principal and school leaders **identify the importance** of engaging with whānau/iwi and wider communities **about the impact** of technologies on learning, cybersafety and digital citizenship.	● ENGAGE THROUGH TECHNOLOGIES: Principal and teachers **trial technologies** to **engage** whānau/iwi and wider communities to **improve student achievement,** through culturally inclusive practices that meet the needs of Māori and other ethnicities. ● SUPPORT and EMPOWER: Principal and teachers **trial deliberate engagement with** whānau/iwi and wider communities to **share and discuss ideas about the impact** of technologies, on learning, cybersafety and digital citizenship.	● ENGAGE THROUGH TECHNOLOGIES: Principal, school leaders and teachers **strategically integrate technologies** to **actively engage** whānau/iwi, and wider communities to **improve all learners' achievement,** through **blended**, culturally inclusive practices. ● SUPPORT and EMPOWER: Principal and teachers foster **informed, effective** partnerships with whānau/iwi and the wider communities to **respond to the impact** of technologies, particularly digital citizenship and cybersafety.	● ENGAGE THROUGH TECHNOLOGIES: **Partnerships** with whānau/iwi and wider networks are enhanced by the **use of technologies** to improve all **learners' achievement**, through **blended**, culturally inclusive and **sustainable** practices. ● SUPPORT and EMPOWER: Community members are **actively working in partnership** to **plan** and respond to the **impact** of technologies, particularly digital citizenship and cybersafety.