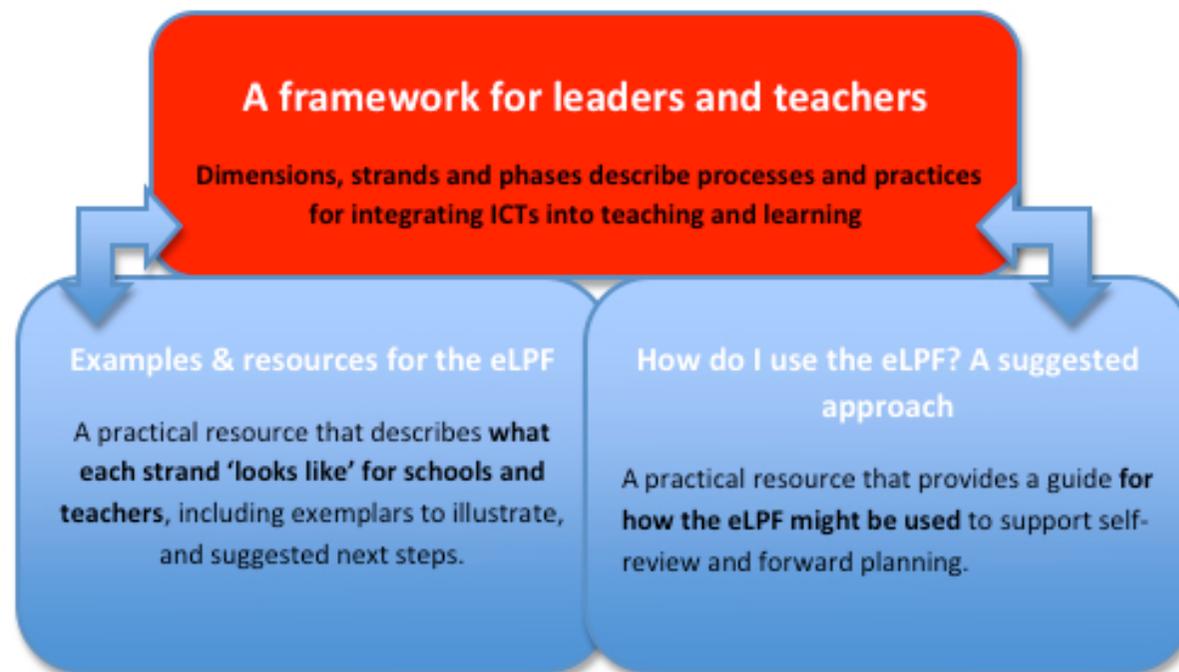


e-Learning Planning Framework (eLPF)

The e-Learning Planning Framework is a tool to help schools measure their e-learning capability. It can support regular self-review and subsequent improvement of e-learning skills and knowledge.

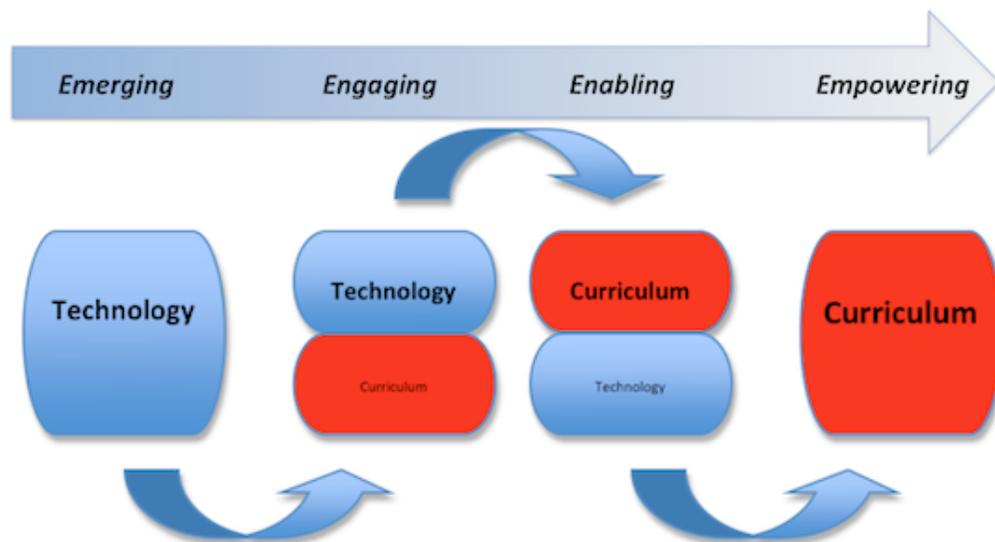
The e-Learning Planning Framework will provide a 'road map' that enables schools to identify where they are, shows the practical steps they can take to improve their practice, and connects them to relevant information or services to support them in doing this.

The framework provides processes and practices that internationally have been shown to be critical factors in lifting schools' e-learning capability. The framework will feature case studies and other resources that schools can use to track their progress.



This diagram shows how there will be three parts to the framework

An overview of the four phases



The diagram (left) shows the phases of schools' and teachers' growing e-learning capability. They may progress through some or all of the four phases, *Emerging* through to *Empowering*.

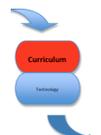
At *Emerging*, decision-making will tend to focus on beginning to use the technology. As schools and teachers move through the phases, through *Engaging* (short-term plans/trials) and *Enabling* (refining/inquiry), activity is increasingly driven by curriculum and learning needs. At *Empowering*, the use of technologies is assimilated into a school-wide curriculum-focused strategy.

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

<p>Phase 1</p> <h3>Emerging</h3> <p>In the emerging phase, the school/teacher's e-learning processes and practices will focus on beginning to use the technology itself, rather than how it might be integrated into effective teaching and learning.</p>	<p>Phase 2</p> <h3>Engaging</h3> <p>In the engaging phase, the school/teacher will be trialing/using technology to supplement instructional practices, or for short-term application.</p>	<p>Phase 3</p> <h3>Enabling</h3> <p>In the enabling phase, the school/teacher, working as a community, will begin to refine technology use in response to immediate needs. Technology easily allows students to engage in problem-solving and inquiry beyond the classroom.</p>	<p>Phase 4</p> <h3>Empowering</h3> <p>In the empowering stage, the school/teacher community will sustain iterative inquiry into practice, driven by identified curriculum needs, and ubiquitous technology will enhance authentic, co-constructed learning beyond the school within and beyond the school community.</p>
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Leadership and strategic direction

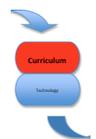
This dimension describes the aspects required to effectively lead e-learning

<p>Where are you now? You might consider:</p> <ul style="list-style-type: none"> • Strategic plan/charter • Professional learning plan/goals/strategy doc • Appraisal document(s) • Teacher Registration Criteria • Stakeholder feedback 	<h2>Emerging</h2>  <p>Leadership is exploring the potential of ICTs.</p>	<h2>Engaging</h2>  <p>Leadership is driving school-wide engagement with ICTs.</p>	<h2>Enabling</h2>  <p>Deliberate leadership is supporting whole school vision for e-learning</p>	<h2>Empowering</h2>  <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"> • The school-wide vision refers to e-learning and the potential of ICTs in curriculum. • Some staff and BoTs are beginning to be involved in discussing the e-learning vision. 	<ul style="list-style-type: none"> • The school's vision for how ICTs can support the school's curriculum is described in school-wide documentation. • Most staff and BoTs understand and are engaged in the vision. 	<ul style="list-style-type: none"> • The school's vision for e-learning aligns to policy, curriculum implementation, and performance review. • Staff, BoTs and the wider community are involved in the vision development. 	<ul style="list-style-type: none"> • School-wide vision for e-learning is integrated into the school's work at all levels, reflecting local and national practice. • It is part of an on-going cycle of reflection and review. • The school community's needs are articulated as drivers of the vision, and the community is fully engaged in its on-going development.
<h2>Leadership of e-learning</h2>	<ul style="list-style-type: none"> • Individual personnel are assigned roles and responsibilities for leading e-learning within the school. 	<ul style="list-style-type: none"> • Senior management and identified school personnel have responsibility for leadership of e-learning for all learning communities (including BOT and parent community). 	<ul style="list-style-type: none"> • Senior management and school personnel deliberately mentor all learning communities to support them to use ICTs to enhance the school curriculum. 	<ul style="list-style-type: none"> • Senior management and school personnel model strong leadership and innovative practices. Leadership capability at all levels is focused on using ICTs to enhance the school curriculum.

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

Professional learning

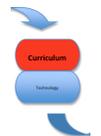
This dimension describes the aspects required for teachers and schools to build their e-learning capability.

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

<p>Professional inquiry into e-learning</p> <ul style="list-style-type: none"> ● Processes e.g. appraisal ● alignment to vision and strategy ● monitoring and evaluation 	<ul style="list-style-type: none"> ● Some opportunities are provided to review teachers' e-learning needs. ● The focus is on growing technical, rather than pedagogical, skills. ● No clear alignment between e-learning vision, strategic plan and professional learning. ● Professional learning opportunities are ad hoc. 	<ul style="list-style-type: none"> ● There is a system in place to review teachers' e-learning needs. ● Some teachers are reflecting on the relationship between ICT-related professional learning and student achievement. ● Professional e-learning goals tend to focus on discrete learning areas rather than whole school vision or strategic plan. 	<ul style="list-style-type: none"> ● Professional e-learning needs are identified through a system of review and appraisal that is aligned to the whole school strategic plan and vision. ● There is a clear focus on how technology can be integrated into school curriculum to raise student achievement. ● Learning activities respond to both whole school, and individual, needs. 	<ul style="list-style-type: none"> ● An iterative, sustained cycle of monitoring, evaluation and review deliberately and explicitly respond to teachers' professional e-learning needs, aligned to whole school strategic direction. ● Professional learning activities model innovative practices that focus on how ICTs can enhance effective teaching and learning.
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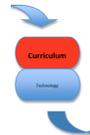
Infrastructure and resourcing

This dimension describes the aspects of technology required to support e-learning.

<p>Where are you now? You might consider:</p> <ul style="list-style-type: none"> • Strategic plan/charter • 3-5 year plan/budget • School Curriculum plan • Feedback from all stakeholders 	<h2>Emerging</h2>  <p>Technologies and infrastructure are being introduced to support discrete needs.</p>	<h2>Engaging</h2>  <p>Technologies and infrastructure are sufficient for identified needs, supported by responsive technical management.</p>	<h2>Enabling</h2>  <p>Learning needs across the school are supported by well managed, flexible technologies and infrastructure.</p>	<h2>Empowering</h2>  <p>Learning needs across the community are supported by a sustainable, flexible process of technologies and infrastructure management.</p>
<h3>Tools and technologies</h3> <ul style="list-style-type: none"> • Resourcing: • Access • Hardware, software, cabling, network • Administrative, communications and data management resources • Environment/ connectivity 	<p>Some infrastructural/technology developments are underway to provide equal, fair and reliable access to resources for administration and teaching purposes.</p>	<p>Adequate resources, networks and systems for support are being tried to provide equal, fair and reliable access to resources for administration and teaching purposes.</p>	<p>All teachers, students and leaders have fair and equal access to a reliable infrastructure (resources, network) or administration and teaching purposes.</p> <p>The system supports flexible learning across the whole school environment.</p>	<p>Robust 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 school and community, anytime, anywhere, is supported by a reliable, adaptable system.</p>
<h3>Technical support & procurement to support learning</h3>	<p>Specific technical areas of need are identified. Roles and responsibilities have been assigned to personnel to address these.</p>	<p>Personnel responsible for infrastructure and technology, ensure a flexible and responsive budget is in place to respond to on-going technical needs.</p>	<p>On-going, pro-active technical support provides appropriate procurement, maintenance and mentoring of infrastructural resources that meets the needs of all stakeholders.</p>	<p>School-wide systems and review processes are in place for the sustainable maintenance and stewardship of infrastructural resources that meets the needs of all stakeholders.</p>

Teaching and Learning

The aspects of teaching and learning to build e-learning capability using the New Zealand curriculum.

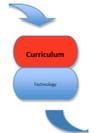
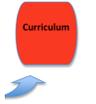
<p>Where are you now? You might consider:</p> <ul style="list-style-type: none"> • Strategic plan/charter • Curriculum documentation • Classroom practice • Review of staff and student knowledge/skills (audit) • Appraisal docs • Feedback from all stakeholders 	<h2>Emerging</h2>  <p>ICTs are used to supplement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

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

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

Beyond the classroom

Aspects of e-learning to build community engagement to support student effective learning

<p>Where are you now? You might consider:</p> <ul style="list-style-type: none"> • Feedback from all stakeholders • Audit of community strengths/needs 	<h2>Emerging</h2>  <p>Opportunities to extend community relationships through and about ICTs are identified.</p>	<h2>Engaging</h2>  <p>The school is trialing ways to deliberately extend community relationships through and about ICTs.</p>	<h2>Enabling</h2>  <p>The school community is deliberately engaged in learning focused discussions through and about the potential of ICTs.</p>	<h2>Empowering</h2>  <p>The school community is actively engaged in sustained learning focused inquiry through and about the impact of ICTs.</p>
<p>Engagement with the community about e-learning, and using technology.</p>	<ul style="list-style-type: none"> • Principal and school leaders identify the importance of engaging with whānau/community about the impact of e-learning. • Principal and school leaders identify opportunities for whānau/community engagement through the use of e-learning tools. 	<ul style="list-style-type: none"> • The school trials deliberate engagement with whānau/community to share and discuss/inform about the impact of e-learning practices, particularly digital citizenship and cybersafety. • Principal and school use ICTs to engage 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. 	<ul style="list-style-type: none"> • The school leaders and teachers deliberately and effectively engage whānau/community to consult on the impact of e-learning practices, particularly digital citizenship and cybersafety. • The school leaders and teachers strategically integrate ICTs to actively engage whānau/community to promote participation, and engagement with student achievement for all learners, through culturally inclusive practices that meet the needs of Māori and other ethnicities. 	<ul style="list-style-type: none"> • Systematic community participation and consultation is part of whole school inquiry and forward planning, driven by evidence of the impact of e-learning practices, particularly digital citizenship and cybersafety. • Whānau/community partnerships are enhanced by the assimilation of ICTs into community engagement at all levels, to promote participation, and engagement with student achievement for all learners, through culturally inclusive practices that meet the needs of Māori and other ethnicities.