



CLEVEDON SCHOOL ICT PD Action Plan 2008

Vision: To use ICT to support Learning Pathways in order to help teachers to deliver effective, purposeful learning programmes.

Principal: Marilyn Way

Managers: Scott Cooper, Sue Davis and Tracey Sholson

Facilitator: Sue West

Date: February 2008

Baseline Data: All teachers have again set personal appraisal goals directly linked to a specific aspect of ICTPD. These have been analysed and tend to fall into two distinct groups – a) those who will lead and mentor other colleagues; b) those who will benefit from more direct mentoring and JIT training. This analysis will now form the basis of the schoolwide PD for the year. This is the final year of our Ako Nga Kura PD contract and we are mindful of the initial vision which was to develop and grow teacher toolkits in the broad ICT spectrum.

Marilyn Way (Principal) will continue to lead the cluster and the school from a management perspective, providing an oversight to the project, chairing meetings, courses and conferences, and preparing and presenting reports and milestones to BOT, the Clevedon community and the Contract management.

Scott Cooper (Lead Teacher) will continue to provide the support and training needed to enable teachers to use/integrate ICT into Learning Pathways and for planning. Scott and other managers will be doing the regular 'Just in Time' training when needed/identified with teachers which will be tied to the current focus for Learning Pathways. Scott will also mentor and model the integration of relevant software and techniques with staff in small groups and whole staff settings.

Sue McIntosh, along with Tracey Sholson, (the Learning Pathways lead teachers) will continue to oversee the development of Learning Pathways and will work with external facilitators to develop their own understandings and skills while working with classroom teachers in the development of pedagogy around current teaching and learning practices. It is a sign of the progress being made that this pedagogy is now more appropriately named The Integrated Planning Model.

Sue West (contracted Facilitator) will work with key mentoring staff in a series of small group training days to provide new skills, methods, content and theory which they will then introduce to other staff members throughout the year. This will often operate as a buddy teacher arrangement.

Support for Sue, Tracey and Scott will come through release time paid by the cluster and Clevedon School to attend conferences/courses. Tracey,

Scott and Sue will also be involved once a term in Regional Cluster Days for Learning Pathways, and also with Ako Nga Kura cluster days, along with the Project Director, Marilyn Way.

The School will continue to use the integrated approach begun in 2005 and successfully continued since then as a starting point for the development of schoolwide learning.

The school is well equipped with ICT hardware and software. The new Information Centre – The Hub - has been used effectively for student learning, and also Cluster and wider group conferences.

A new hardware replacement policy has been formulated and implementation has begun with the refurbishment of the ICT suite with 16 new desktop machines. Further plans are underway to provide mimio active white boards, data projectors and laptop pods.

GOAL 1: to continue to build 'learning conversations' across the Clevedon School learning community, strengthening networks between Management, lead teachers and teachers

TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
<ul style="list-style-type: none"> • Organize & attend cluster days • Provide a mini-conference with external speakers that will focus on higher order thinking skills • Attend conferences ... Learning@School U-Learn, Regional Days and External Workshops • Organize and attend Principal feedback meeting • Arrange visits between schools to continue the collegial bonds that have now been established • Organise a tiki tour' to visit our buddy cluster on the Kapiti Coast 	Principal, Lead Teachers and staff as selected	Termly and Ongoing	<ul style="list-style-type: none"> • Teachers and students will share and strengthen knowledge of an integrated approach to ICT and the curriculum • Rigorous and stimulating dialogue by all staff members will be evident • Teachers will discuss ideas and strategies presented • Higher order thinking skills will be incorporated into planning • Key conferences and workshops will be attended by a range of staff • Information will then be shared with cluster members, staff and students • Strong leadership will support the vision and goals of the contract • A strong sense of ownership over the contract will be prevalent • There will be visible evidence of shared classroom practice • Increased use of higher order thinking tools and strategies that will enhance student achievement • Models and examples will be shared and changes made to learning programmes and classroom environments

GOAL 2: To continue to develop Ako Nga Kura's ICT PD Vision through the school's Action Plan			
TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
<ul style="list-style-type: none"> Review and write current School Action Plan Share Cluster Vision with full Staff Constantly promote and review toolbox material through PD structure 	Scott Cooper Scott Cooper Scott Cooper Sue McIntosh Tracey Sholson	February February Ongoing	<ul style="list-style-type: none"> Actions plans in place and shared with staff Action plans being implemented Progress reported to Principal and BOT Toolbox material added to and shared with staff through varied PD approaches
GOAL 3: To revise Facilitator and Lead Teachers Job Descriptions based on teachers' current ICT needs			
TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
<ul style="list-style-type: none"> Agree on Facilitator contracts and job descriptions Encourage 'piggy backing' for smaller schools Project Director and Lead Teachers job descriptions and performance agreements completed 	Principal & Lead Teachers Principal & Lead Teachers Principal	February February February	<ul style="list-style-type: none"> Facilitator engaged Documents agreed to and issued A clear direction and expectations provided for Lead teachers Documents agreed to and issued Review meetings scheduled
GOAL 4: To revisit Ako Nga Kura cluster's vision with all teachers, highlighting any changes in direction			
TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
<ul style="list-style-type: none"> Actively communicate with school's wider community regarding current educational practice and learning direction 	Principal and Key Lead Staff	Ongoing	<ul style="list-style-type: none"> Strong engagement with the wider school community Increased understanding and support for our current learning direction A PMI of cluster progress will be produced Open and rigorous dialogue among all staff will be evident with future

<ul style="list-style-type: none"> • A Cluster meeting to be held with Lead teachers and Principals to discuss ongoing sustainability 	Principal and Key Lead Staff	End Term 1	focused ideas and plans formulated
GOAL 5: To continue to support and develop teacher's ICT needs and integration into the curriculum			
TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
<ul style="list-style-type: none"> • Complete end of contract survey with staff • Set individual ICT appraisal goals and provide support and guidance to meet individual ICT needs • Provide planned and 'just in time' ICT support for all staff members 	Scott Cooper & Principal Principal & staff Lead Teachers and facilitator	Mid Term 4 February and Ongoing Ongoing	<ul style="list-style-type: none"> • Data will be collected from all staff members and analyzed to report progress on the effectiveness of the ICTPD Contract within our school • A staff meeting will be held to outline ICT appraisal focus and information • Staff will be supported with setting relevant ICT goals and action plans • Individual goals to be monitored and reflected on as part of appraisal process • Teachers will be supported in the integration of ICT into classroom programmes • An ICT component will be clearly evident in curriculum plans • A variety of mentoring and coaching models will be encouraged • There will be clear evidence of increased competency in the use of ICT to support student learning
GOAL 6: To link 'best practice' in authentic contexts through an <i>integrated approach</i> to learning			
TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
<ul style="list-style-type: none"> • Develop relevant toolkits for promoting higher order thinking skills • Implement the new curriculum and map own school curriculum 	Lead teachers Lead teachers	Ongoing Ongoing	<ul style="list-style-type: none"> • Use of thinking tools will be visible in all classrooms • Students will show familiarity with thinking tool models i.e. thinkers keys, de Bono hats, Blooms, Whole/Part PMI • There will be evidence of the new curriculum document in curriculum overviews/mapping and work plans • Unit plans will follow a progression of learning that follows adopted model of integration by Clevedon School • Ideas around assessing the key competencies will be trialed and shared among the staff

GOAL 7: To encourage student ownership of new learning			
TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
<ul style="list-style-type: none"> • Set authentic tasks to encourage 'real life' learning • Ensure student involvement in the planning process • Co-construct learning Intentions, experiences and success criteria with students, • Opportunities will be given for self-reflection and feed-forward • Investigate the use of e-portfolios 	<p>Lead Teachers and all class teachers, in conjunction with students</p> <p>Lead Teachers</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Active engagement of students in their own learning will be evident • Opportunities for presenting new learning to the school community, and possibly wider audiences, using ICT will be encouraged i.e. PowerPoint, animations, photo story, movie maker, pod casting • Opportunities will be given for students to negotiate own direction in learning • Students will experience a range of processes, graphic organizers and softwares that will assist them to become more critical and creative thinkers • Teachers will continue to develop their role as facilitators of learning • Formative assessment approaches will be evident i.e. clear learning intentions, success criteria, feed back and feed forward • Evidence of student achievement will be published i.e. portfolios, WebPages, etc • Arrangements will be well in hand for moving to Ultraset 2 in order to facilitate the start of e Portfolios