

Orere 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.

School Name: Orere School

Principal: Pamela Banks

Facilitator: Kerry Taylor / Jacqui Sharp and Clevedon School

Date: March 2008

Baseline Data: See separate sheet.

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

TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
1.1 Hold staff meetings once a term with a focus on ICT.	Staff Principal	Termly	<ul style="list-style-type: none">• Strengthened knowledge and networking evident.• Rigorous and stimulating dialogue between staff members.• Courses attended, visits made, ideas shared with staff.• Visible evidence of shared classroom practice• Increased use of higher order thinking tools
1.2 Key personnel to attend cluster and regional days	Principal	Ongoing	

OBJECTIVE 2: To continue to develop Ako Nga Kura Cluster's ICT PD Vision through the school's ICT Action Plan.

TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
2.1 Review and write current Action Plan	Pamela Banks	March	<ul style="list-style-type: none">• Action Plans in place and shared with staff• Action Plans are implemented• progress reported to BOT and staff
2.2 Share Cluster Vision with staff and BOT	Pamela Banks	April Mtg	
2.3 Construct and review toolbox materials through P.D. structure	Pamela Banks, Clevedon School, Facilitator.	Term Two and ongoing	<ul style="list-style-type: none">• Toolbox material to be set up and added to through P.D.

OBJECTIVE 3: To revise Facilitator and Lead Teachers Job Descriptions based on teachers' current ICT needs

TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
3.1 Formulate and agree upon facilitator job description	Principal BOT and Clevedon School	April	Facilitator engaged following discussion with Clevedon School.
3.2 Formulate and agree upon Lead Teacher's (principal) job description	Principal BOT	March	A clear direction and expectation for Lead Teacher (Principal) Documents agreed upon and ratified Review meetings scheduled

OBJECTIVE 4: To revisit Ako Nga Kura cluster's vision with all teachers, BOT, and community, highlighting any changes in direction

TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
4.1 Share vision of cluster with community #1 with BOT (termly) with community.	Principal and Staff	Term Two Term 2, 3, 4 Term 4	<ul style="list-style-type: none">• Vision and overview presented to community• Overview and reviews presented for discussion to BOT• Review presented to Community

OBJECTIVE 5: To continue to support and develop teacher's ICT needs and integration into the curriculum

TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
5.1 Survey teacher levels of confidence and practice.	Principal	March	<ul style="list-style-type: none"> • Staff surveyed and results summarized
5.2 Assist all staff to set ICT related goals	Principal /Jacqui Sharp	March	<ul style="list-style-type: none"> • Goals set and approved School wide PD
5.3 Teachers to set personal appraisal goals incl. personal and student related.	Teachers	March	<ul style="list-style-type: none"> • Programmes established and implemented
5.4 School wide PD set up	Principal	April and ongoing	<ul style="list-style-type: none"> • School wide PD programmes established and implemented
5.5 Individual teacher's goals set up.	Principal and staff	Ongoing	<ul style="list-style-type: none"> • Staff progress evident in curriculum planning, class programmes and student learning outcomes
5.6 Review and revise curriculum planning forms	Principal and Staff	Ongoing 2008	<ul style="list-style-type: none"> • A variety of mentoring and coaching models will be evident
5.7 Initiate changes from New Curriculum implementation.	Principal, facilitator, cluster & neighbouring schools	Ongoing 2008 and beyond.	<ul style="list-style-type: none"> • Curriculum planning documents will be revised during 2008 and curriculum changes will implemented

OBJECTIVE 6: To link 'best practice' in authentic contexts through an *integrated approach* to learning

TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
6.1 Keep up to date with current research into Best Practice	All staff Cluster and neighbouring staff	Ongoing	Sharing of current research
6.2 Develop relevant tools for promoting higher order thinking skills	Principal and Staff/facilitator	Ongoing	Toolkits added to shared and implemented and used in curriculum plans.
6.3 Continue to refine and develop planning templates	Principal and ICT cluster	Ongoing	New templates in use
6.4 Develop and implement a whole school approach to Curriculum Delivery incorporating ICT and Thinking Skills.	Principal facilitator	Term Two and Three	Teachers share a belief and show current pedagogy in teaching and learning. Appraisal systems measure.
6.5 Unpack and map our own school curriculum	Principal and staff	By end of Year	New curriculum documents in place

OBJECTIVE 7: To encourage student ownership of new learning

TASKS	WHO	TIMEFRAME	SUCCESS INDICATORS
7.1 Assist students to set authentic tasks	Students and staff	Ongoing and surveyed at end of each term	<ul style="list-style-type: none">• Active engagement of students in learning• Opportunities for presenting new learning to wider audiences• Opportunities for students to take own direction in learning• Formative assessment approaches evident• Evidence of student achievement in portfolios, web pages, podcasts etc.
7.2 Facilitate student involvement in planning process	Students and staff		
7.3 provide opportunities for student feed forward and reflection	Students and staff		
7.4 student involvement in rubric writing	Students and staff		

Summary of data collected as a baseline, Term One 2008.

All of the teachers at Orere School have areas of need in the use of ICT in our teaching and learning.

Two of us need help with junior class usage in all curriculum areas. One requires help with presenting literacy and incorporating higher order thinking skills in the senior class.

All of us like the idea of working in a small group to receive our professional development.

One of us would also like an external facilitator to help. We found the small group training last year enjoyable.

We have differing needs in regards to our computer and ICT strengths. For example two of us are great emailers but one hardly uses email.

One of us is very familiar with Word and Pagemaker programmes and has published material while the others have not had a great deal of use.

One of us wants to learn how to make movies while two of us have had some practice of this.

One is very familiar using powerpoint.

A common ground is the need for us to refine our knowledge of higher order thinking skills for the children, each focusing on the level of their own class. Another common thread is the need for our school to set up their own toolkit which is relevant to our own school.

We are beginning to refine our planning for unit plans but we all need more help with the details of each incorporated curriculum. In particular the use of the strengths of each child (multiple intelligences) and how their presentation might look.