

eLPF (Version 4)_2014

Coastal Taranaki School

Report Generated: 22nd Aug 2016 11:42

Roles

- Principal/Senior leadership
- Middle management
- Classroom teacher
- Whānau / parents
- Ākonga / students

Dimensions

- Leadership and Strategic Direction
- Learning & Teaching
- Professional Learning
- Technologies and Infrastructure
- Beyond the Classroom

Instructions

Generic Instructions in here

Leadership and Strategic Direction

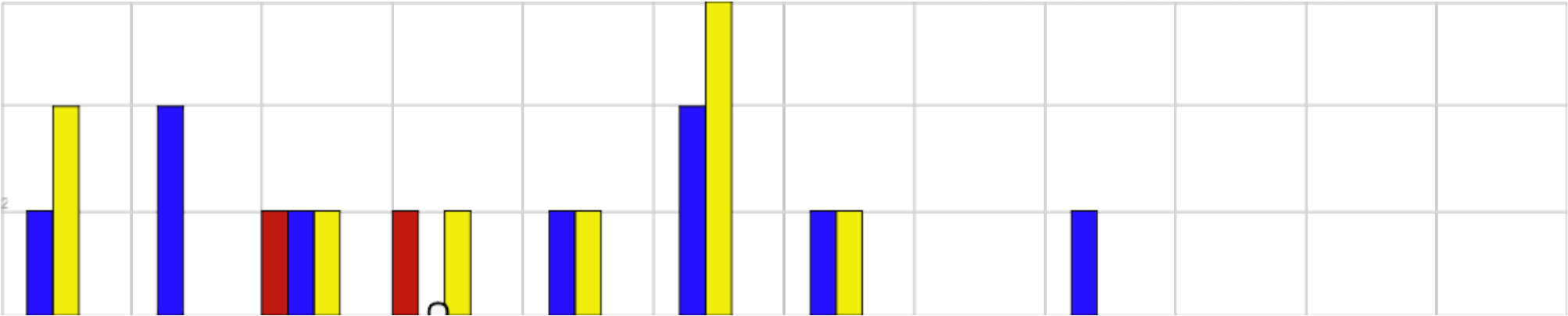
Leadership & Strategic Direction

Vision statements and beliefs Leadership and Strategic Direction

Ideal Statement

In our school the staff is actively involved in the review of our vision and rationale for e-learning.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



requiring development

highly developed

Pre-emerging

In our school our vision statement does not yet refer directly to e-learning.

Emerging

In our school there is a vision statement that refers to the potential of e-learning for student learning and achievement.

Engaging

In our school there is a vision statement that describes how e-learning will enhance student learning and achievement.

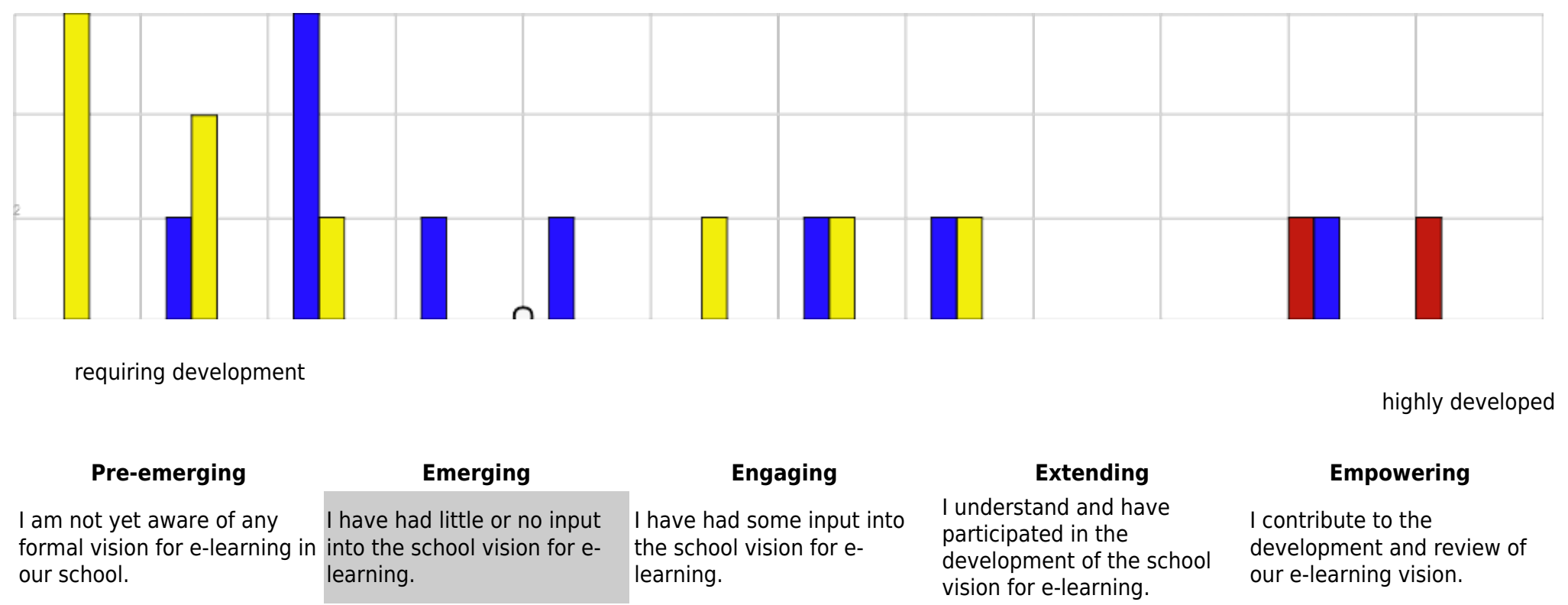
Extending

In our school there is a vision statement and curriculum focused rationale for e-learning that is understood by staff.

Empowering

In our school the staff is actively involved in the review of our vision and rationale for e-learning.

Personal



Engagement with whānau Leadership and Strategic Direction

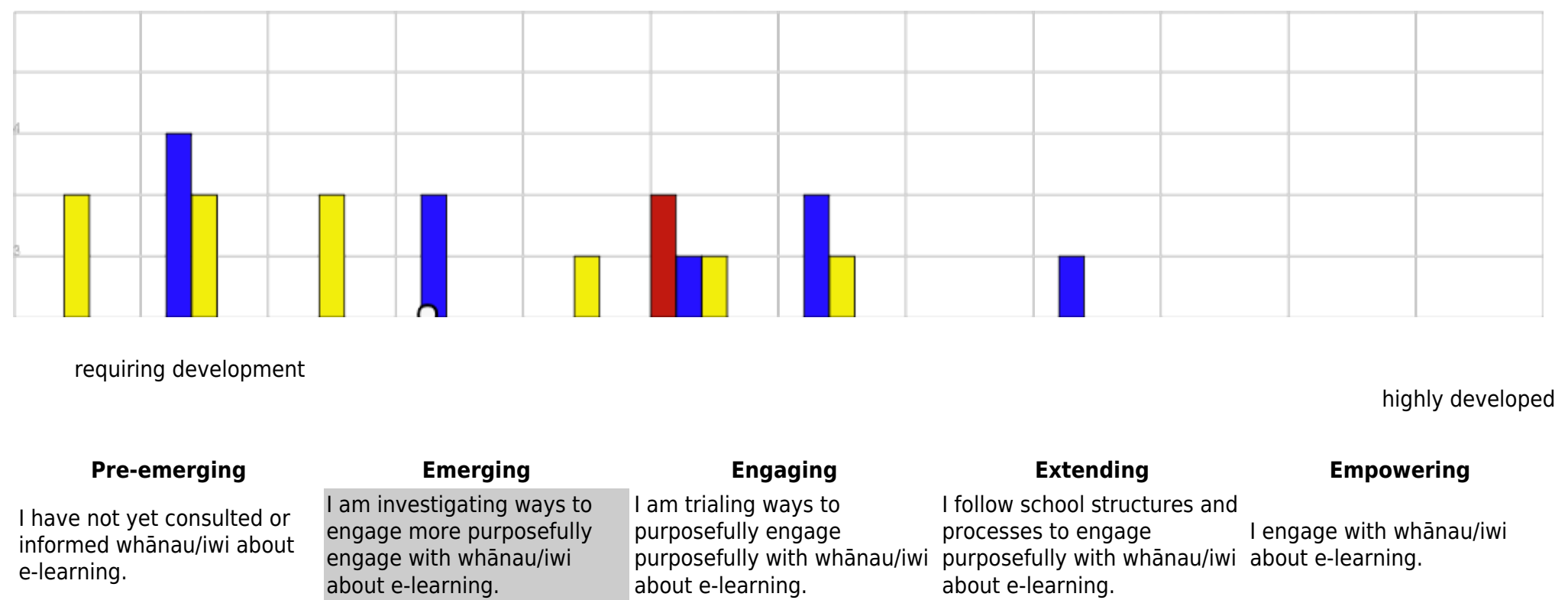
Ideal Statement

Our school regularly engages with whānau/iwi about our vision for e-learning.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Personal

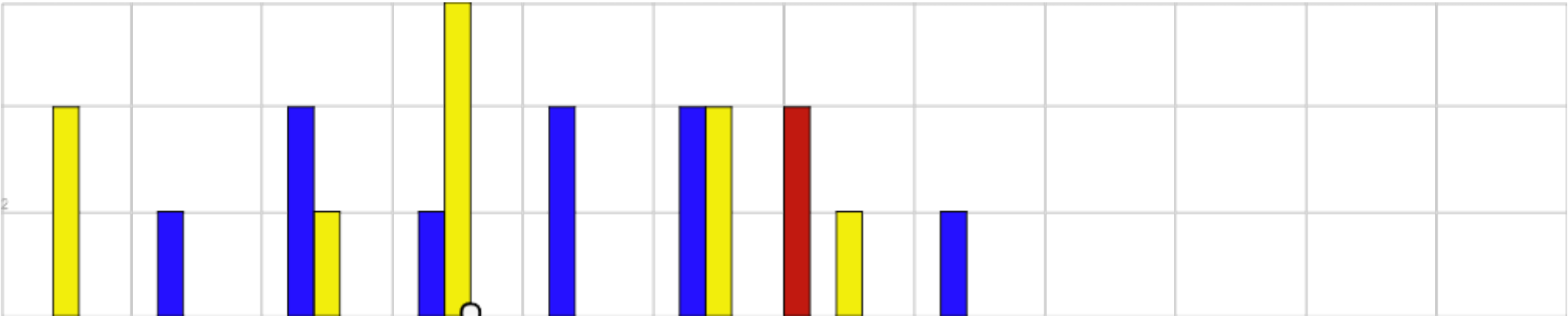


Focus of Leadership Leadership and Strategic Direction

Ideal Statement

In our school, the leadership effectively mentors staff's e-learning and digital literacy development.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



requiring development

highly developed

Pre-emerging

In our school, leadership does not yet actively lead, mentor or support staff to design e-learning or develop digital literacy.

Emerging

In our school leadership is investigating the potential of e-learning, including digital literacy.

Engaging

In our school leadership is actively leading curriculum-focused e-learning, including digital literacy, resulting in improvements.

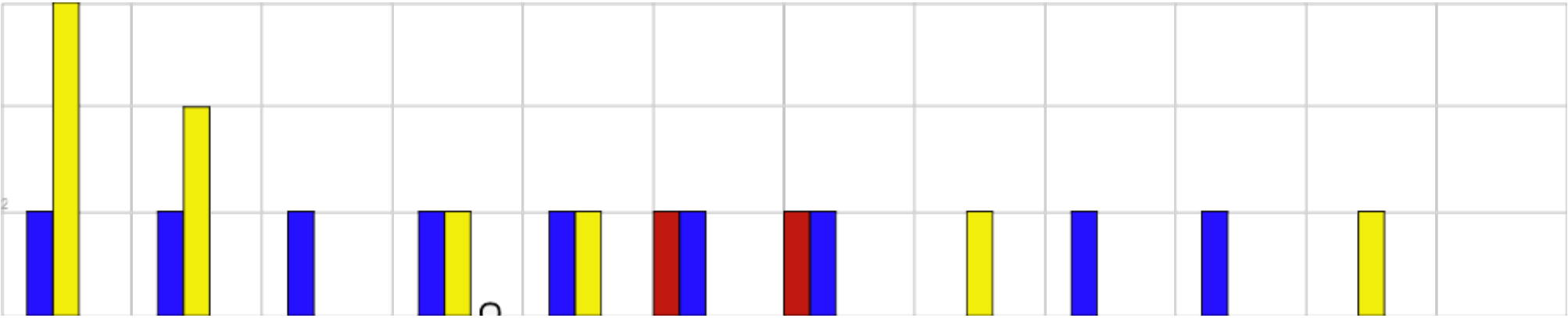
Extending

In our school leadership is actively supporting staff/students in e-learning, including digital literacy, resulting in significant change.

Empowering

In our school, the leadership effectively mentors staff's e-learning and digital literacy development.

Personal



requiring development

highly developed

Pre-emerging

I am not yet aware of any e-learning leadership or ongoing refining of e-learning and digital literacy in our school.

Emerging

I am minimally involved in investigating the potential of e-learning and digital literacy.

Engaging

I am part of the school leadership, which is raising awareness of the potential of e-learning and digital literacy among staff.

Extending

I am providing e-learning leadership in our school. I mentor and actively support staff/students in e-learning and digital literacy development and implementation.

Empowering

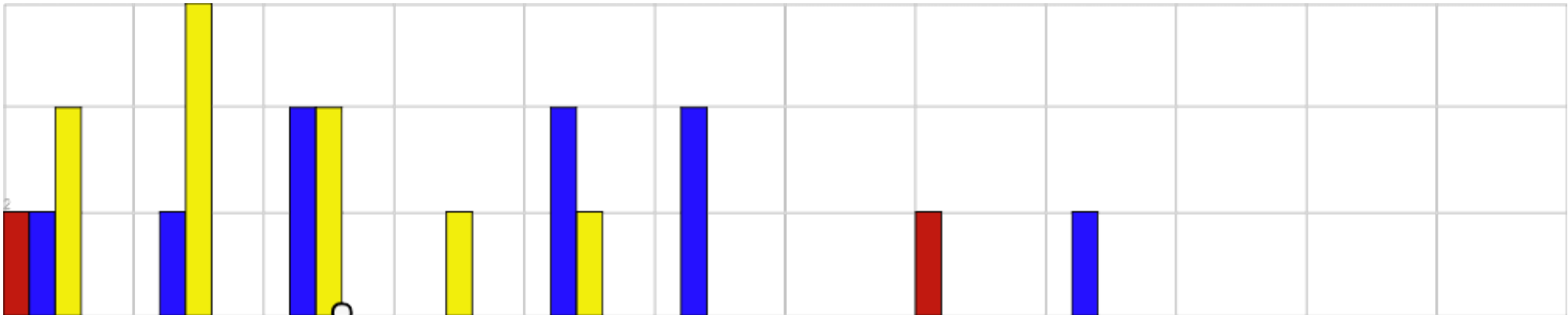
I provide e-learning leadership by mentoring staff to develop their e-learning and digital literacy.

e-Learning Leadership Leadership and Strategic Direction

Ideal Statement

In our school, leadership ensures the whole staff is involved in e-learning strategic planning.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



requiring development

highly developed

Pre-emerging

In our school our staff is not yet involved or engaged in e-learning. The building of e-learning leadership capacity needs attention.

Emerging

In our school some specific individual leadership roles are assigned for e-learning.

Engaging

In our school there are leadership roles for e-learning that extend beyond individuals to include different groups.

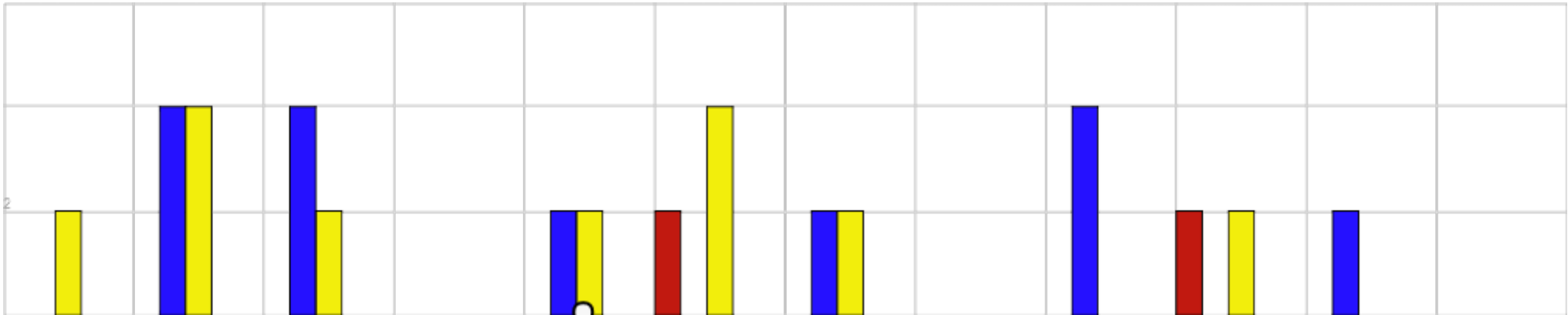
Extending

In our school, leadership ensures that a wide range of staff is actively involved in e-learning strategic and action planning.

Empowering

In our school, leadership ensures the whole staff is involved in e-learning strategic planning.

Personal



requiring development

highly developed

Pre-emerging

The school could use my e-learning leadership abilities and capacity more than at present

Emerging

I occasionally take some leadership roles for e-learning, which are assigned, to me.

Engaging

I am included in leadership roles for e-learning. These extend beyond individuals to include different groups.

Extending

I am actively involved in leading e-learning development, strategic and action planning.

Empowering

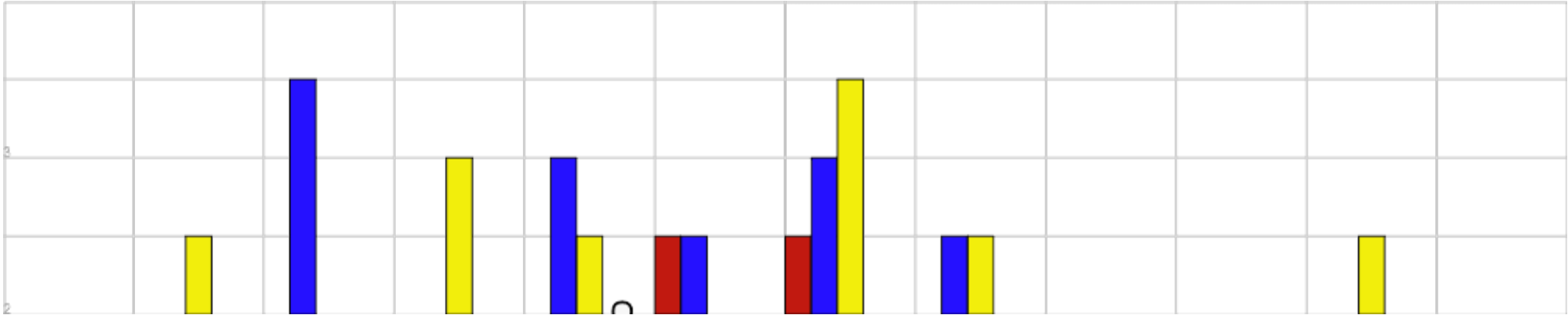
The school effectively uses my e-learning leadership strengths.

e-Learning Plans and Systems Leadership and Strategic Direction

Ideal Statement

Our school regularly reviews processes and systems for managing e-learning across the curriculum.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School

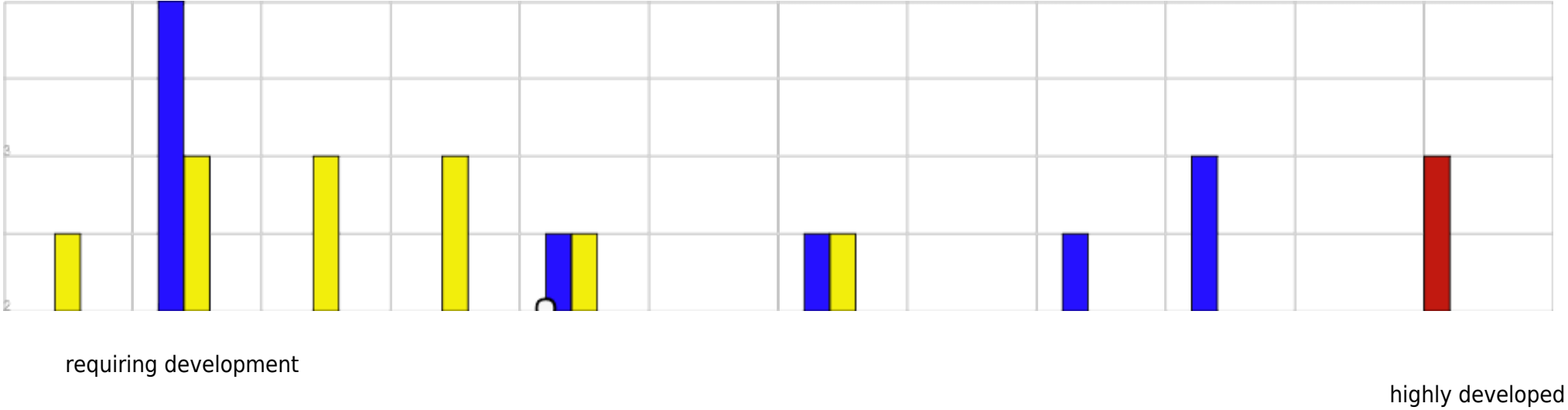


requiring development

highly developed

Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school there are not yet any e-learning documents or processes, and e-learning development is random and ad-hoc.	In our school e-learning documents and processes are being developed, with some alignment to student achievement.	In our school there are e-learning documents and processes focused on student achievement that are mostly understood across the school.	In our school there are e-learning documents and processes that are driven by student achievement and integrated throughout the school.	Our school regularly reviews processes and systems for managing e-learning across the curriculum.

Personal



Pre-emerging	Emerging	Engaging	Extending	Empowering
I am not yet aware of any e-learning documents or processes.	I am aware of school documents and processes related to e-learning.	I understand and use the e-learning documents and processes that are in place.	I use the e-learning documents and processes as part of my decision-making.	I contribute to the review and development of our school's e-learning policy and processes.

Learning & Teaching

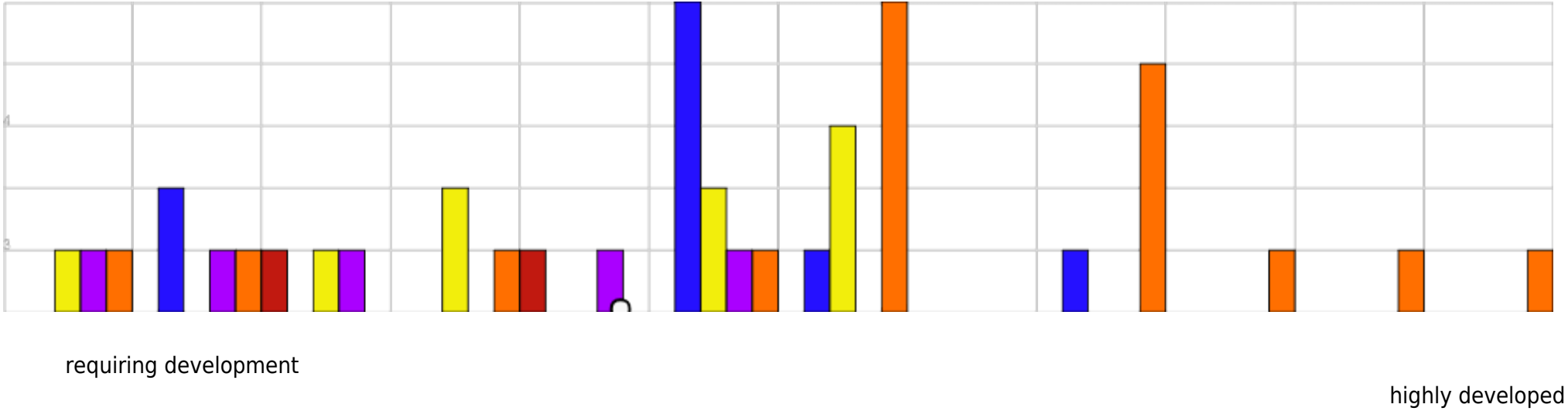
Teaching and Learning

Embeddedness of e-learning across the curriculum Learning & Teaching

Ideal Statement

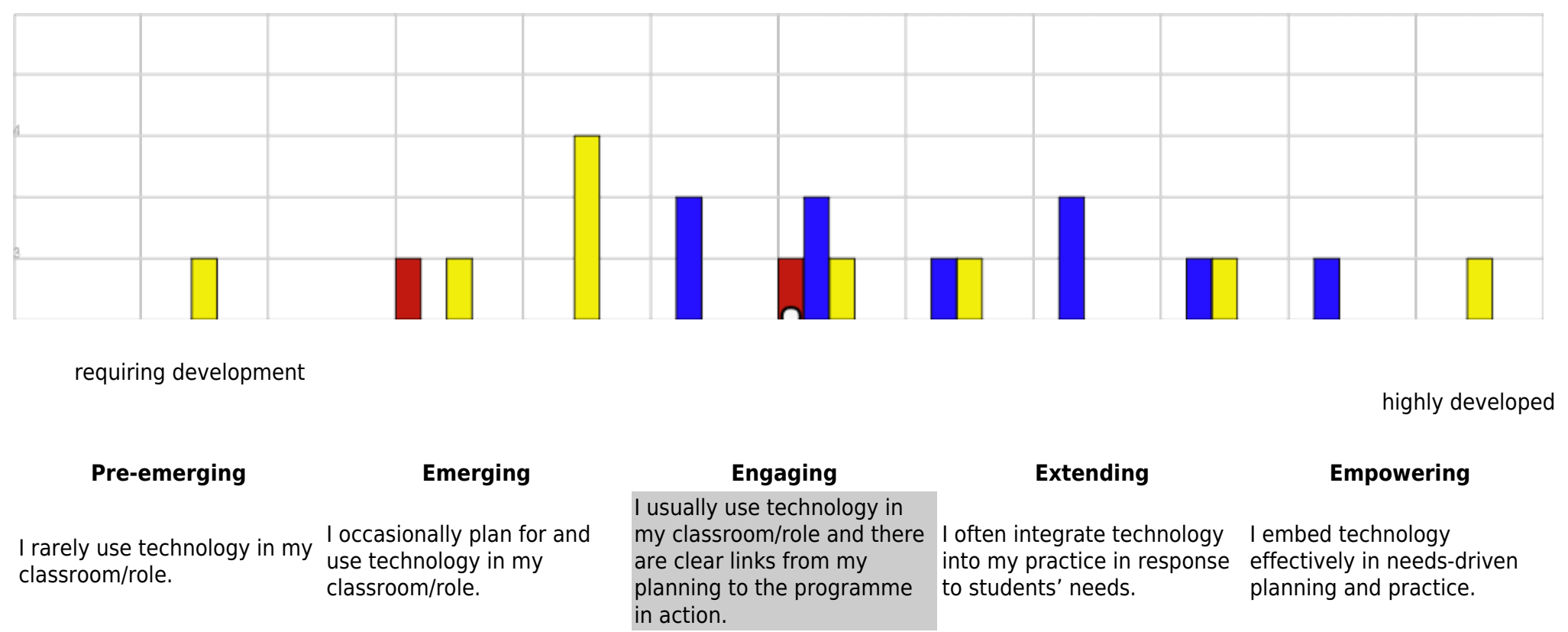
Our school regularly reviews the way technology is embedded in effective learning and teaching.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school technology is rarely planned for or used in classroom teaching and learning practices.	In our school technology is sometimes used. It is evident in teachers' planning, but not always in practice.	In our school technology is usually used and there are clear links between teachers' planning and practice.	In our school technology is largely embedded in needs-driven planning and practice.	Our school regularly reviews the way technology is embedded in effective learning and teaching.

Personal

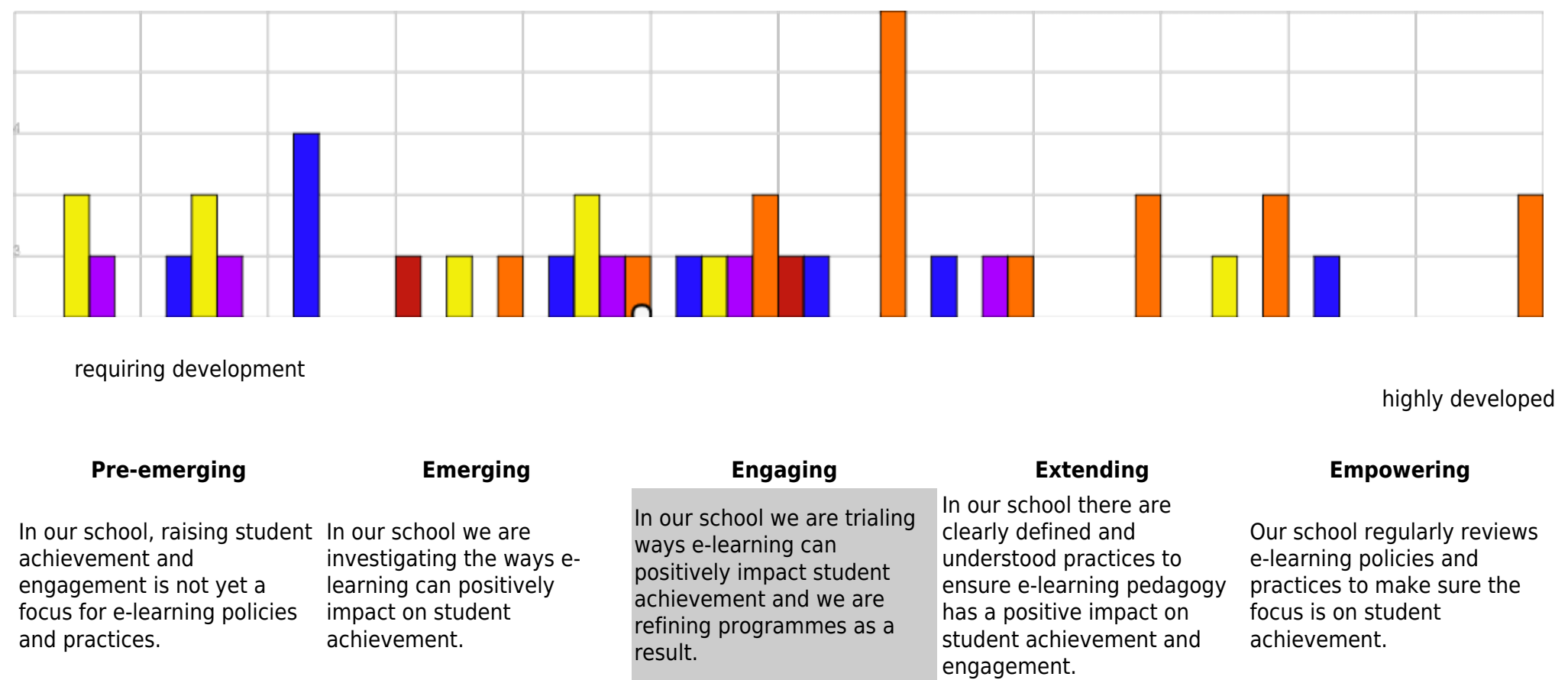


A clear focus on student achievement Learning & Teaching

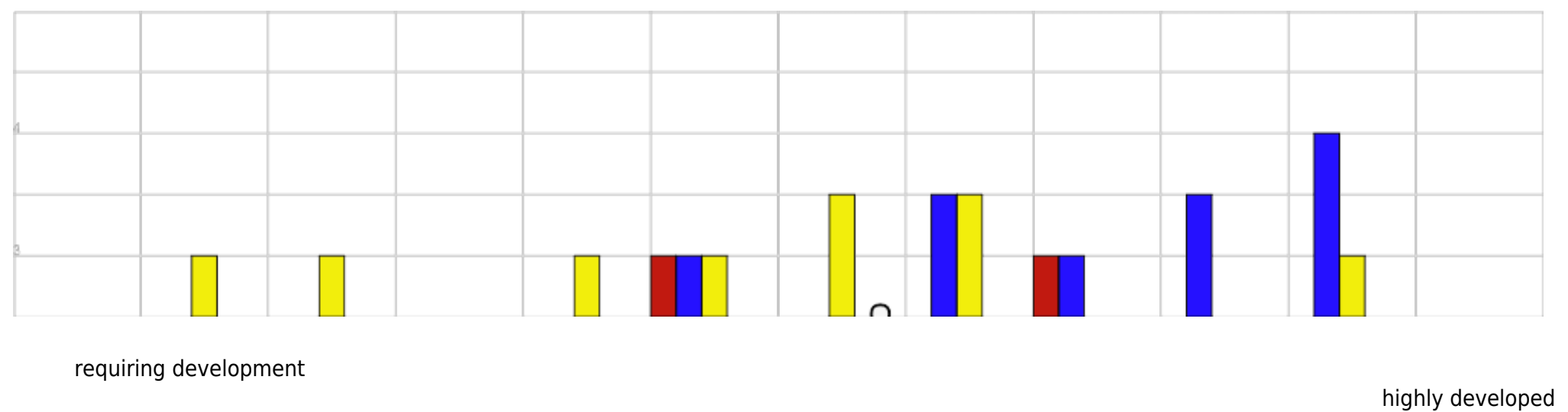
Ideal Statement

Our school regularly reviews e-learning policies and practices to make sure the focus is on student achievement.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Personal



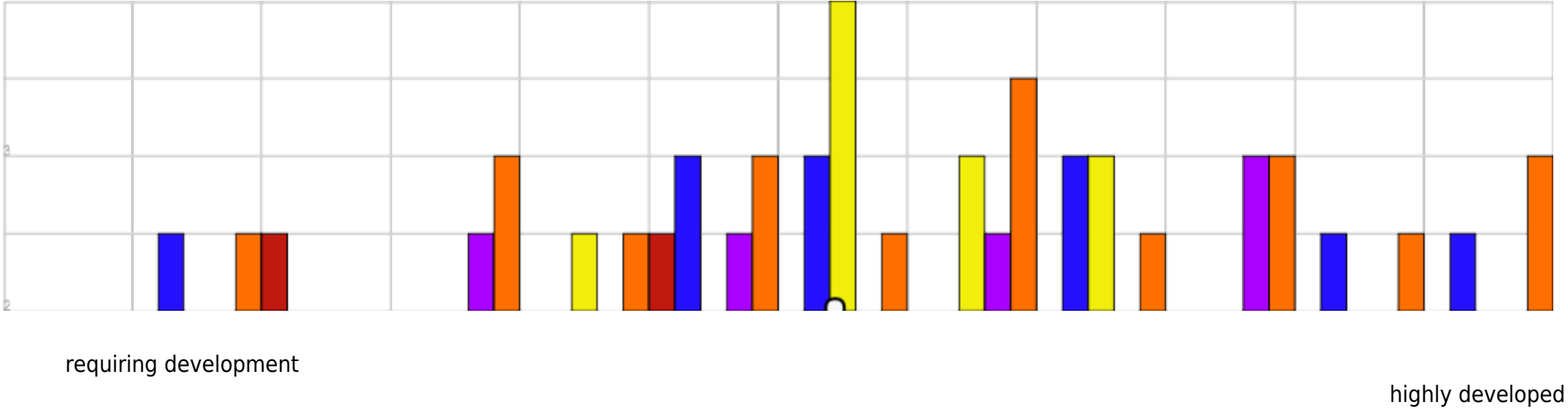
Pre-emerging	Emerging	Engaging	Extending	Empowering
I am not yet focusing on e-learning as a strategy for improving student achievement and engagement.	I am investigating the ways e-learning can positively impact student achievement and engagement.	I am trialing ways e-learning can positively impact student achievement and engagement.	I follow clearly defined school practices to ensure my e-learning pedagogy has a positive impact on student achievement and engagement.	I regularly refine the way I use digital technologies to stay focused on student achievement.

Safe, responsible use of digital technologies Learning & Teaching

Ideal Statement

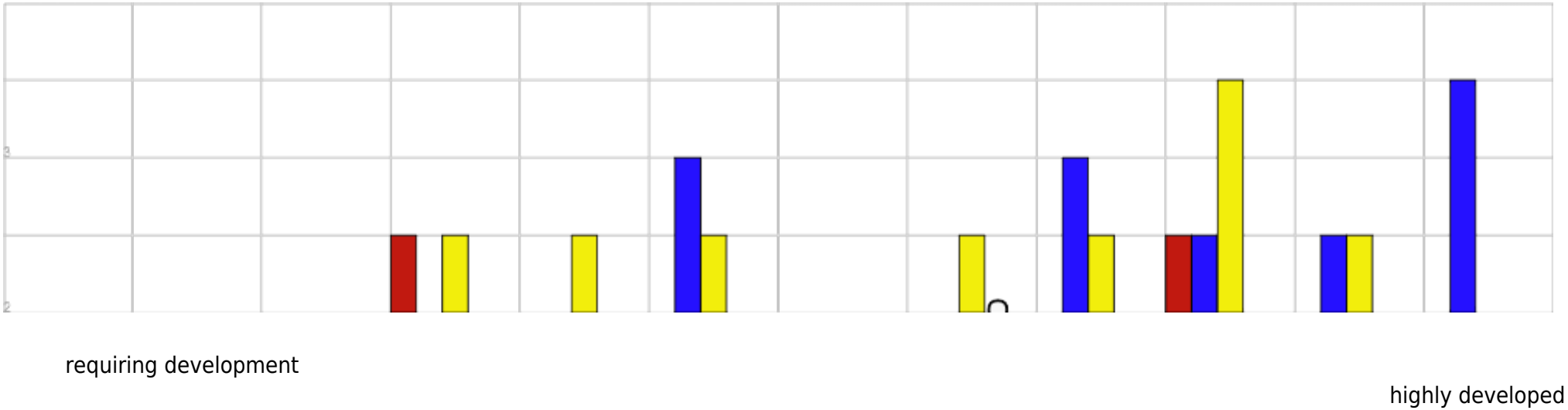
In our school, the safe and responsible use of digital technologies is embedded across our curriculum programmes.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school, the use of digital technologies is not always safe or responsible.	In our school, there is growing awareness of how to use digital technologies safely and responsibly.	In our school, we are trialing ways to support safe, responsible use of digital technologies, sometimes as part of the curriculum.	In our school, the safe and responsible use of digital technologies is woven deliberately through our curriculum programmes.	In our school, the safe and responsible use of digital technologies is embedded in our curriculum programmes.

Personal



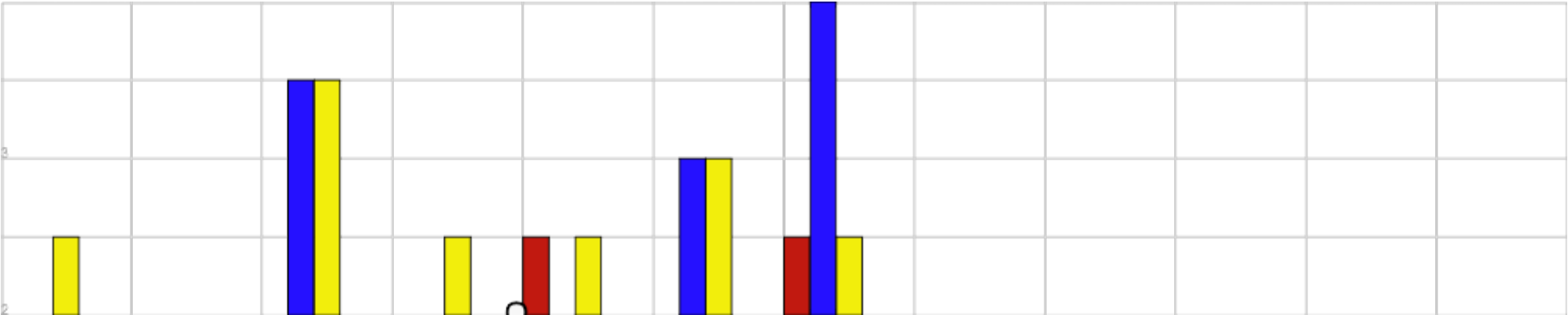
Pre-emerging	Emerging	Engaging	Extending	Empowering
In my classroom, the use of digital technologies is not always safe or responsibly.	I am beginning to understand how to help my students use digital technologies safely and responsibly.	In my classroom, I am trialing ways to support safe, responsible use of digital technologies, sometimes as part of the curriculum.	In my classroom, the safe and responsible use of digital technologies is woven deliberately through my curriculum programmes.	In my classroom, safe and responsible use of digital technologies is embedded in my curriculum programmes.

Using e-learning to understand curriculum learning areas Learning & Teaching

Ideal Statement

In our school, we regularly inquire into the way higher order learning, enabled by digital technologies, meets identified needs.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



requiring development

highly developed

Pre-emerging

In our school students rarely use digital technologies to explore curriculum learning areas.

Emerging

In our school students are beginning to use digital technologies to understand curriculum learning areas.

Engaging

In our school students are beginning to use digital technologies to support higher order thinking in curriculum learning areas.

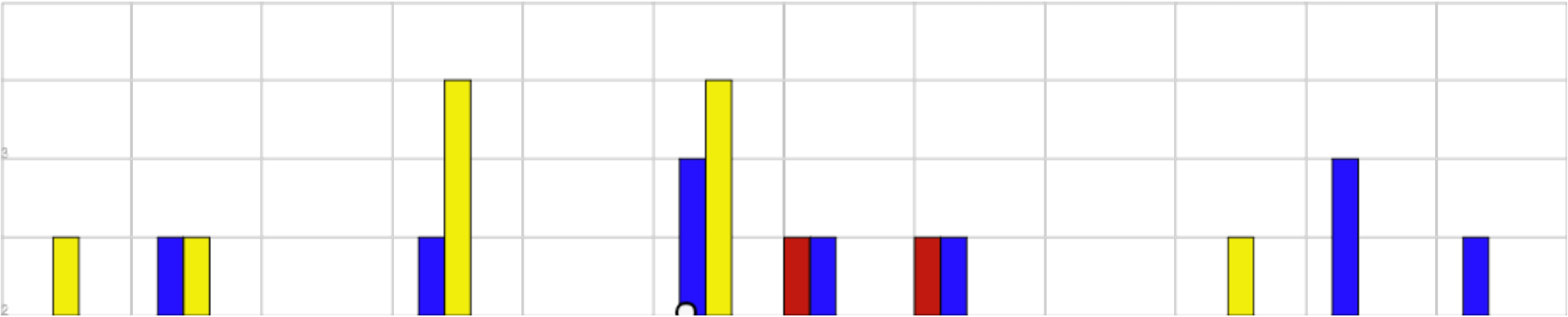
Extending

In our school students regularly use digital technologies to support higher order thinking in learning areas in ways that meet their needs and strengths.

Empowering

In our school, we regularly inquire into the way higher order learning, enabled by digital technologies, meets identified needs.

Personal



requiring development

highly developed

Pre-emerging

I rarely use digital technologies to support students across the curriculum learning areas.

Emerging

I am beginning to use digital technologies to support students across the curriculum learning areas.

Engaging

I am beginning to use digital technologies to support students across the curriculum learning areas and with higher order thinking skills.

Extending

I am beginning to use digital technologies to support students to engage in authentic, higher order exploration of learning areas in ways that meet their learning needs.

Empowering

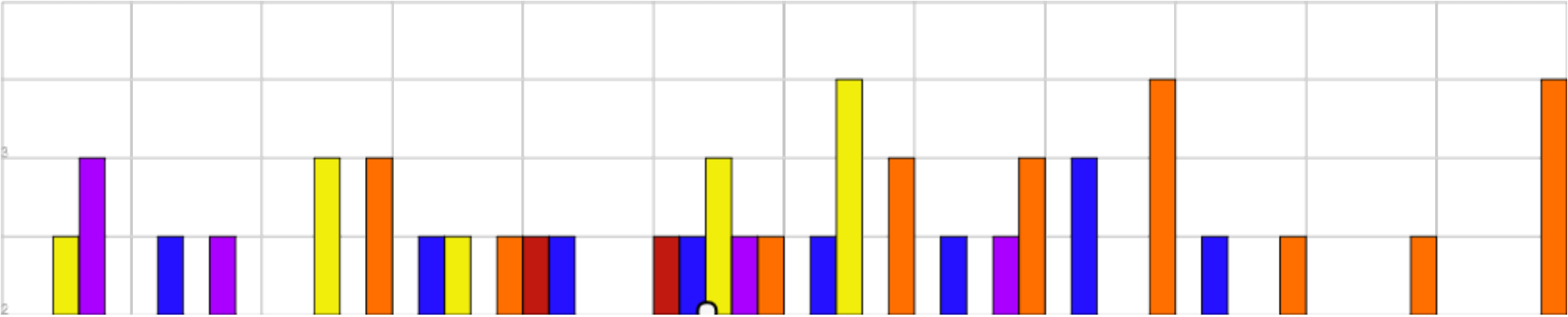
I reflect on the way my students develop higher-order understanding of the curriculum through effective use of digital technologies.

Control and choice Learning & Teaching

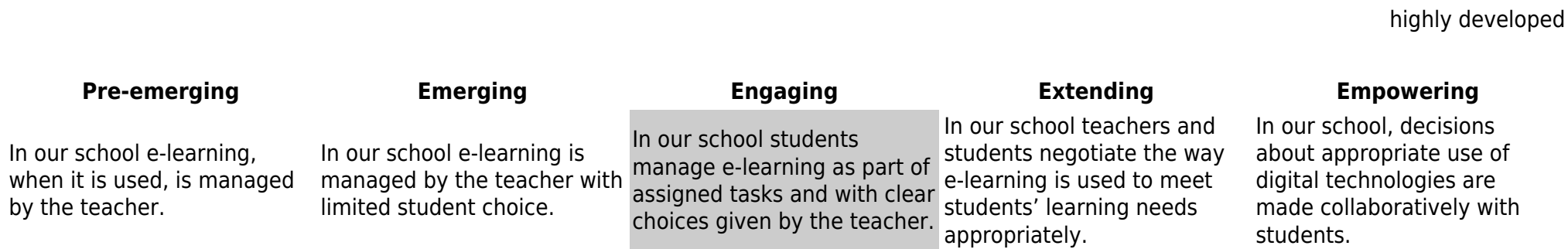
Ideal Statement

In our school, decisions about appropriate use of digital technologies are made collaboratively with students.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

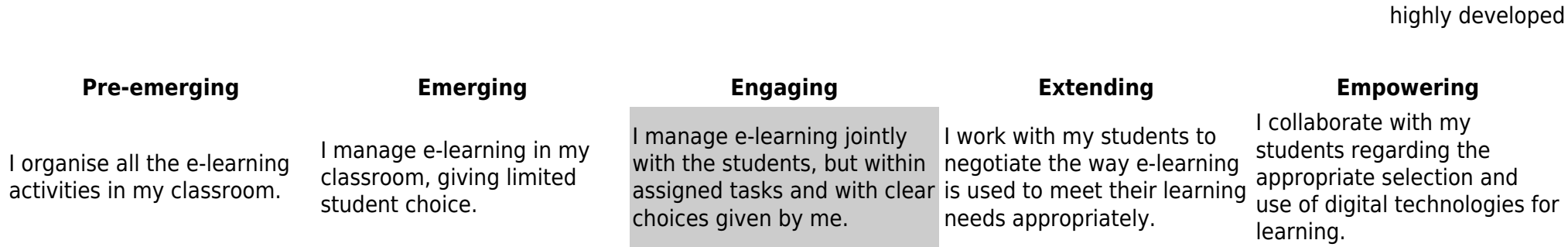
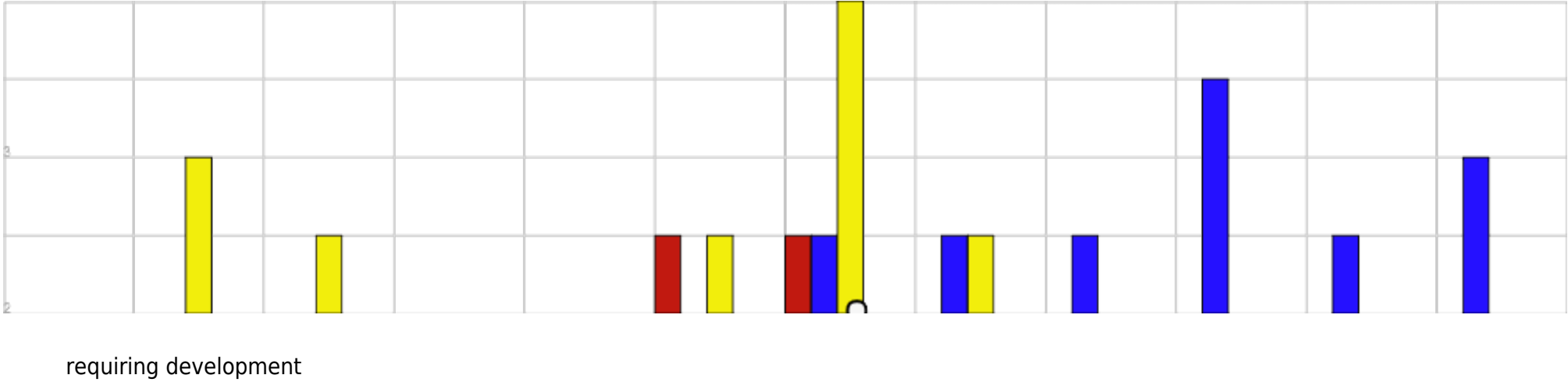
School



requiring development



Personal

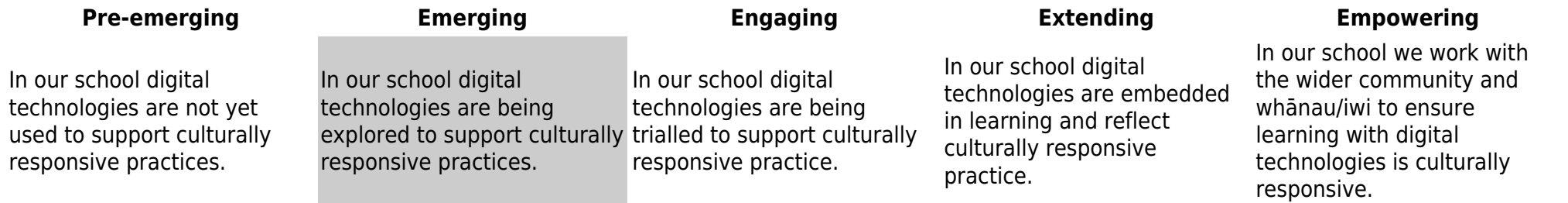
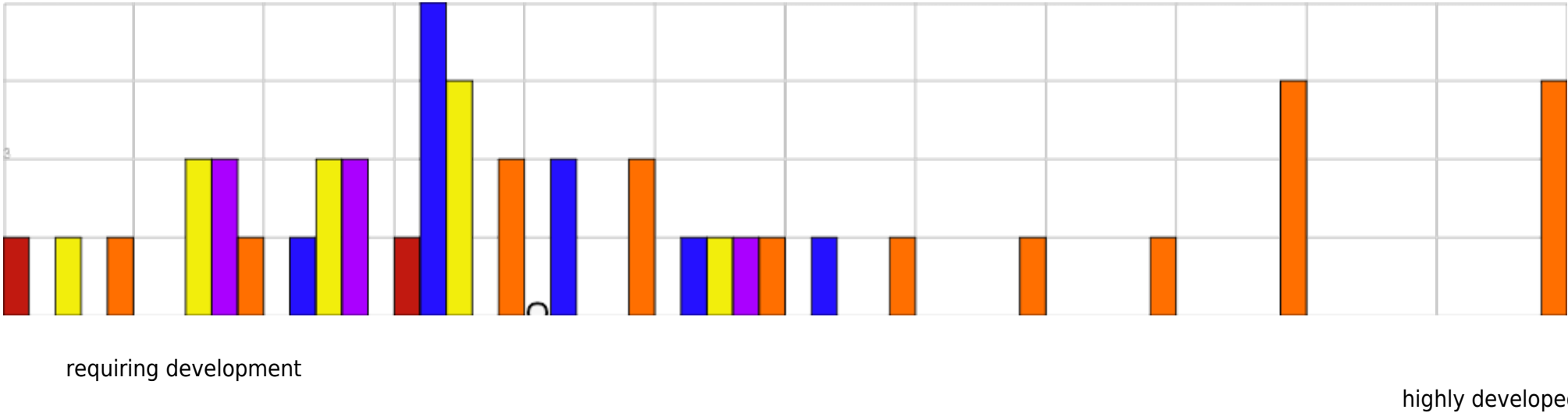


Culturally Responsive Practice/s Learning & Teaching

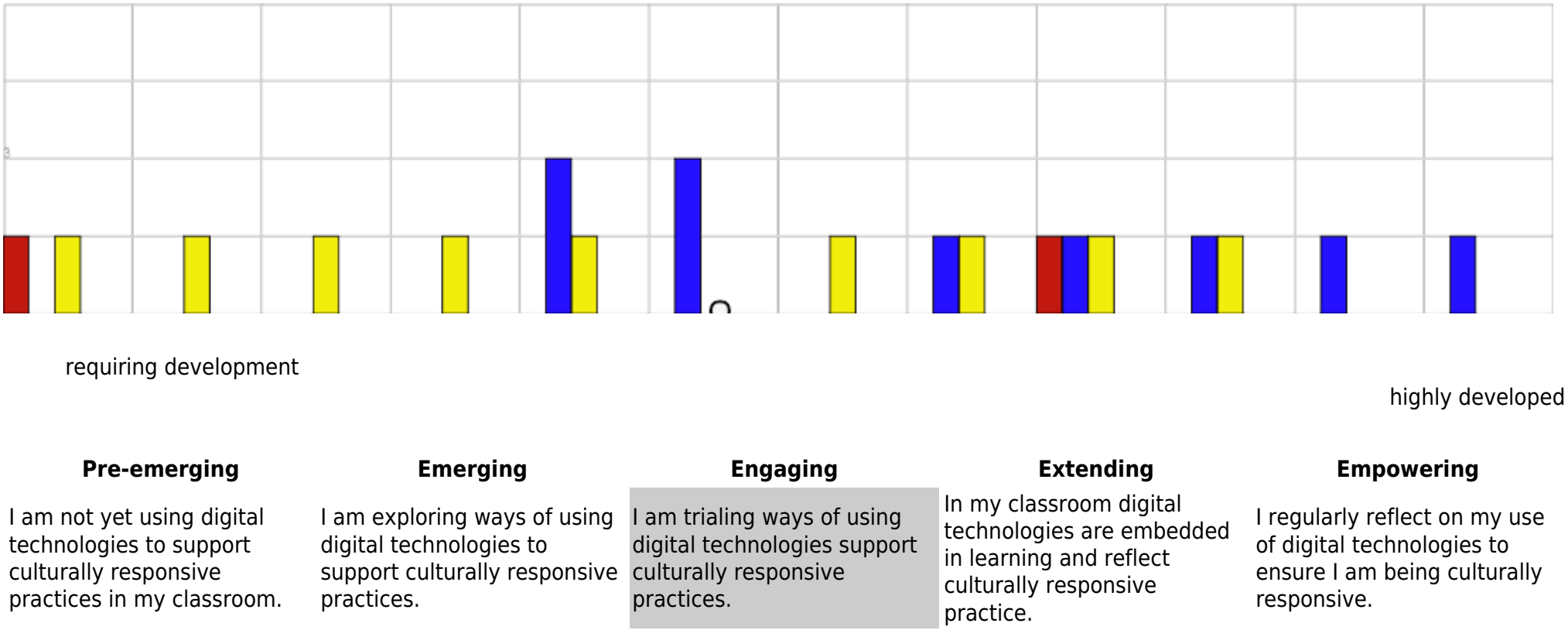
Ideal Statement

In our school we work with the wider community, whānau/iwi to ensure learning with digital technologies is culturally responsive.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Personal

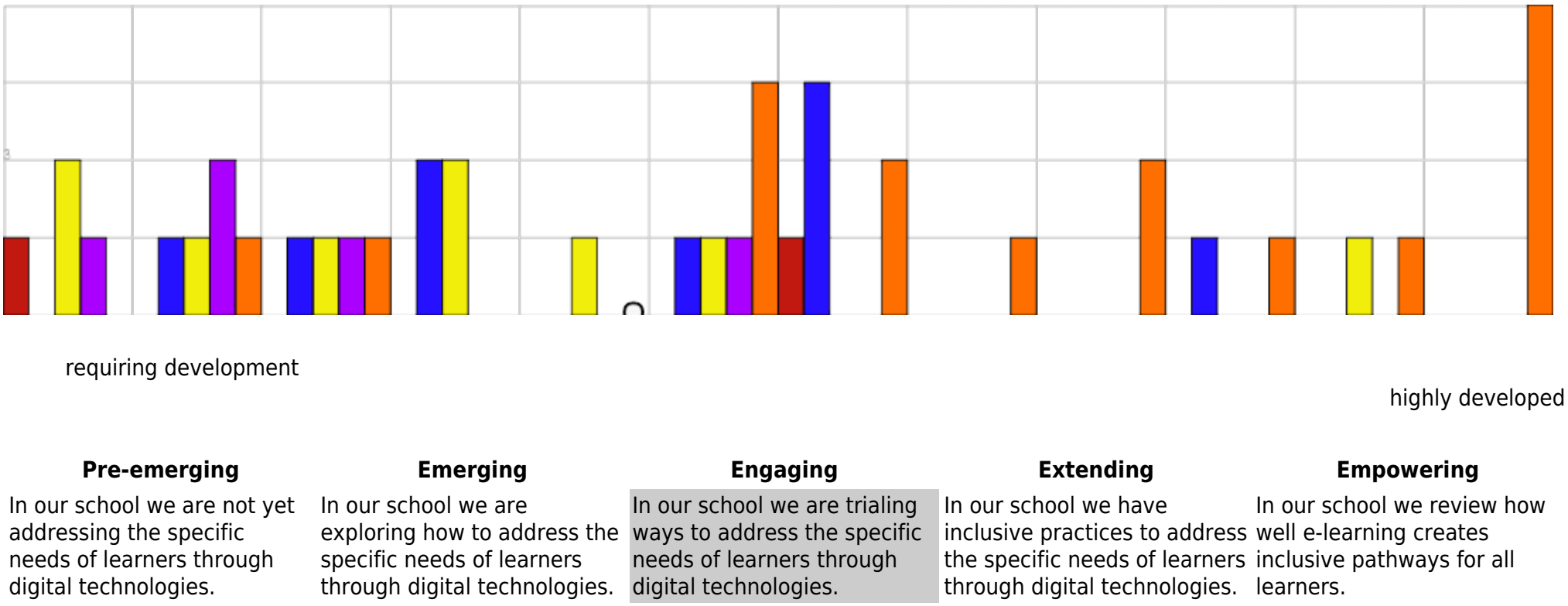


Addressing the specific needs of learners Learning & Teaching

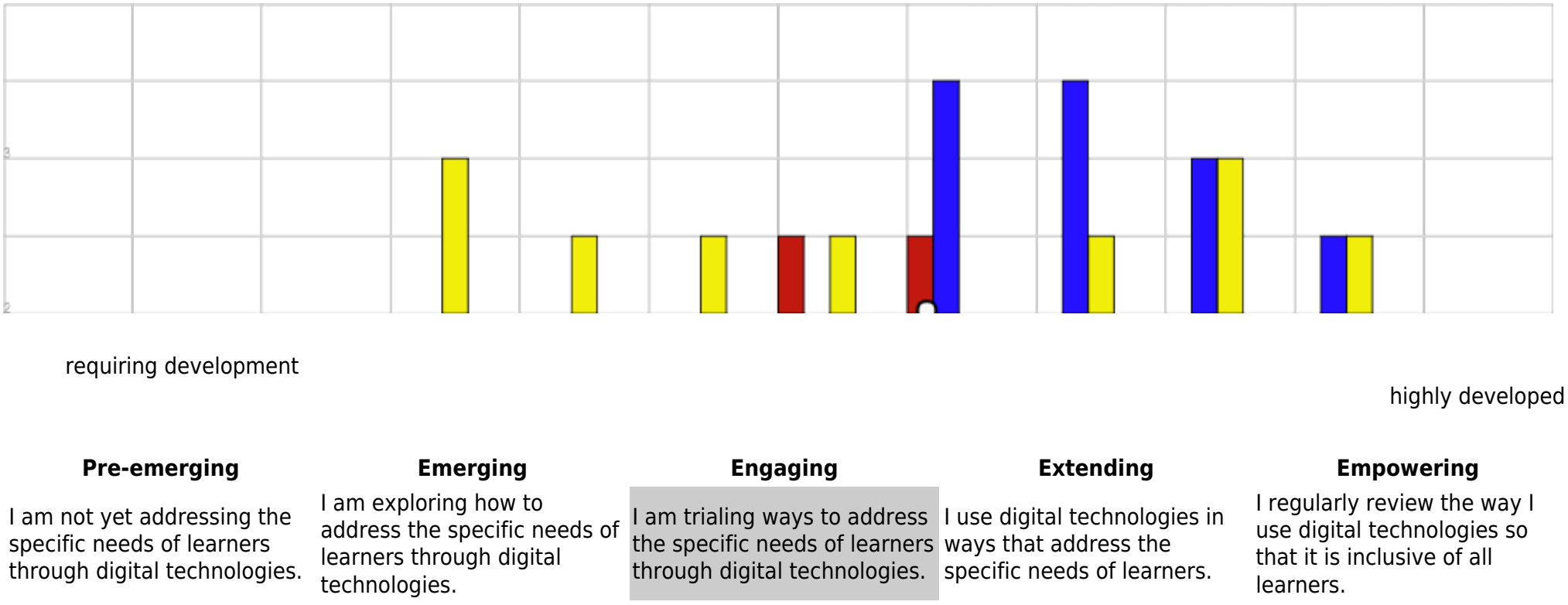
Ideal Statement

In our school we review how well e-learning creates inclusive pathways for all learners.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Personal

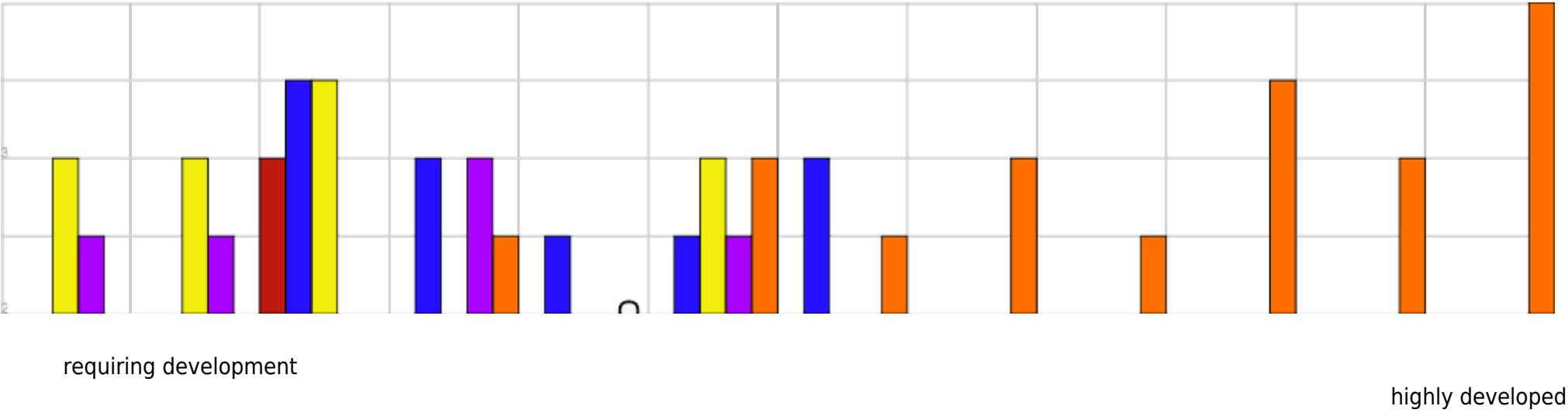


Assessment Learning & Teaching

Ideal Statement

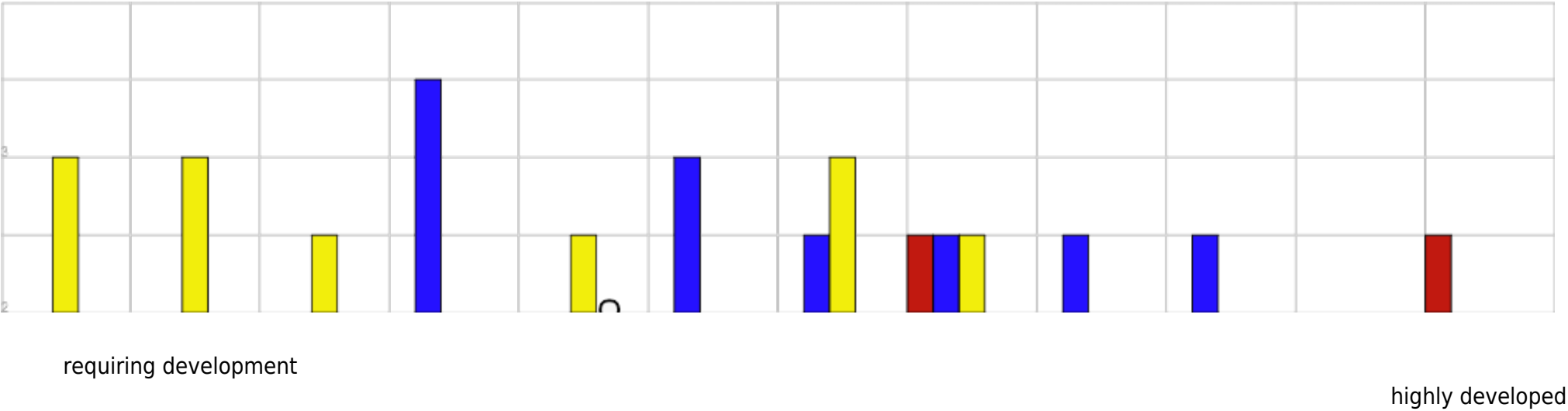
In our school e-learning is part of effective cycles of reflection and assessment, involving the wider community.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school assessment practices are largely summative and paper-based.	In our school assessment practices to gather and manage data use a combination of paper and digital technologies.	In our school we are trialing assessment practices that use digital technologies to collect, collate and analyse data. Some learners use digital technologies to archive and share progress of their learning.	In our school assessment practices engage students in on-going self and peer reflection using digital technologies appropriately. There is some involvement from the wider community.	In our school e-learning is part of effective cycles of reflection and assessment, involving the wider community.

Personal



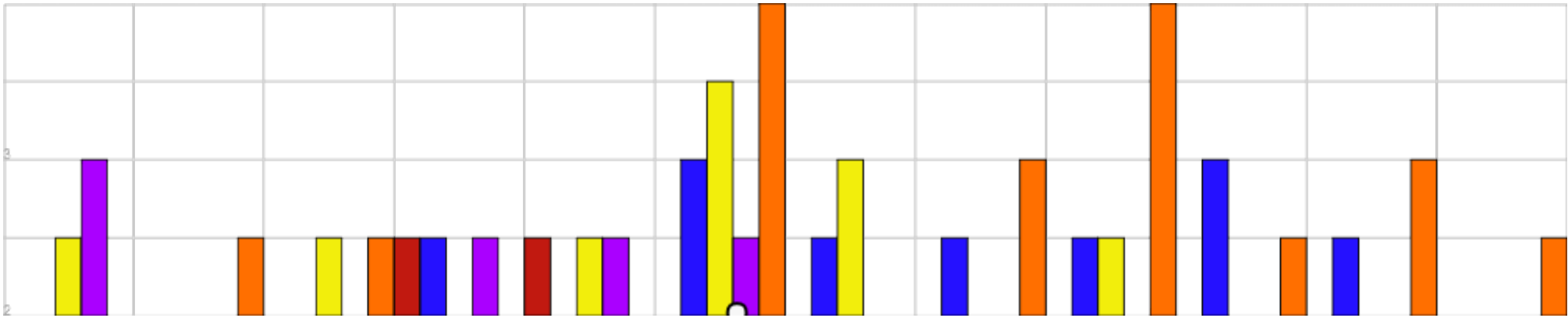
Pre-emerging	Emerging	Engaging	Extending	Empowering
I have assessment practices, which are largely summative and paper-based.	I use assessment practices to gather and manage data using a combination of paper and digital technologies.	I have assessment practices that include the use of digital technologies to collect, collate and analyse data. Some learners use digital technologies to archive and share progress of their learning.	I have assessment practices that involve learners engaging in on-going self and peer reflection using digital and non-digital technologies, and they receive some feedback from beyond the classroom.	My learners' reflections and assessments use digital technologies so that whānau/peers can be involved in the learning.

Digital literacy embedded in the curriculum Learning & Teaching

Ideal Statement

In our school, the curriculum supports students to become capable and discerning users of digital information.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



requiring development

highly developed

Pre-emerging

In our school, we are not yet focusing on ways to guide our learners to access, evaluate and use digital information.

Emerging

In our school, we are investigating ways to guide learners to access, critically evaluate and use digital information.

Engaging

In our school, we are beginning to design learning that guides students to access, critically evaluate and use digital information.

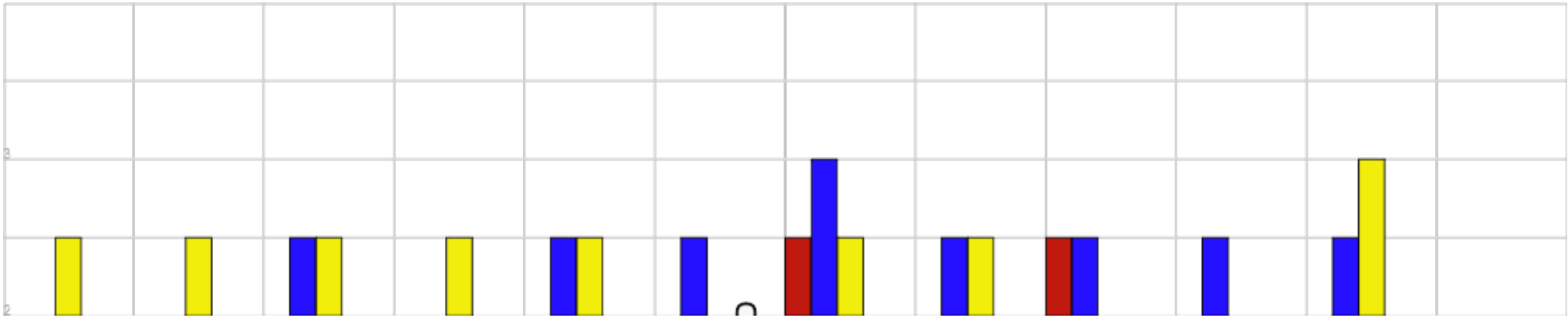
Extending

In our school, we often guide students so they can access, critically evaluate and use digital information, usually as part of the curriculum.

Empowering

In our school, the curriculum supports students to become capable and discerning users of digital information.

Personal



requiring development

highly developed

Pre-emerging

I am not yet focusing on ways to support my learners so they can access, evaluate and use digital information.

Emerging

I am investigating ways to support my learners so they can access, critically evaluate and use digital information.

Engaging

I am beginning to design learning that guides students to access, critically evaluate and use digital information.

Extending

I often guide students so they can access, critically evaluate and use digital information, usually as part of the curriculum.

Empowering

My curriculum programmes regularly guide students to become capable and critical users of digital information.

Professional Learning

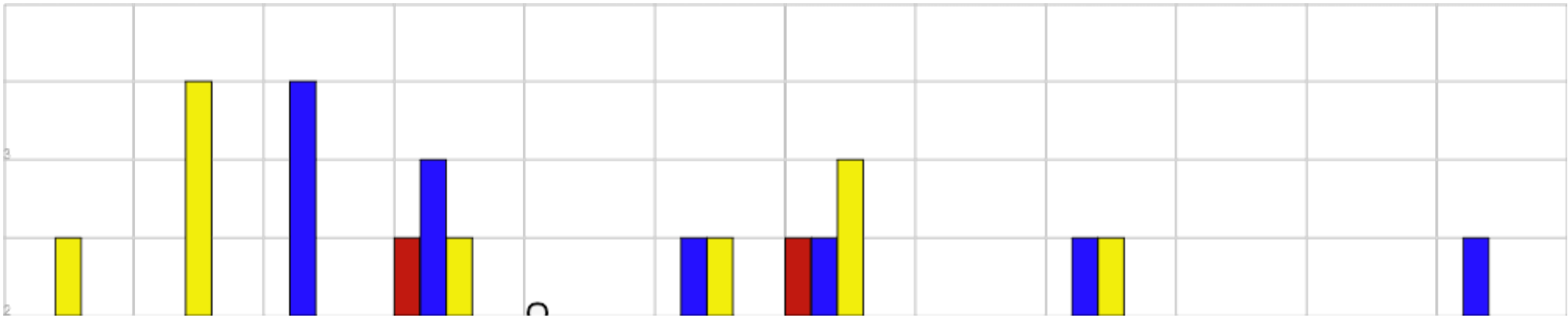
Professional Learning

Collaboration/Sharing Professional Learning

Ideal Statement

Our school is a supportive professional community that explores e-learning together.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School

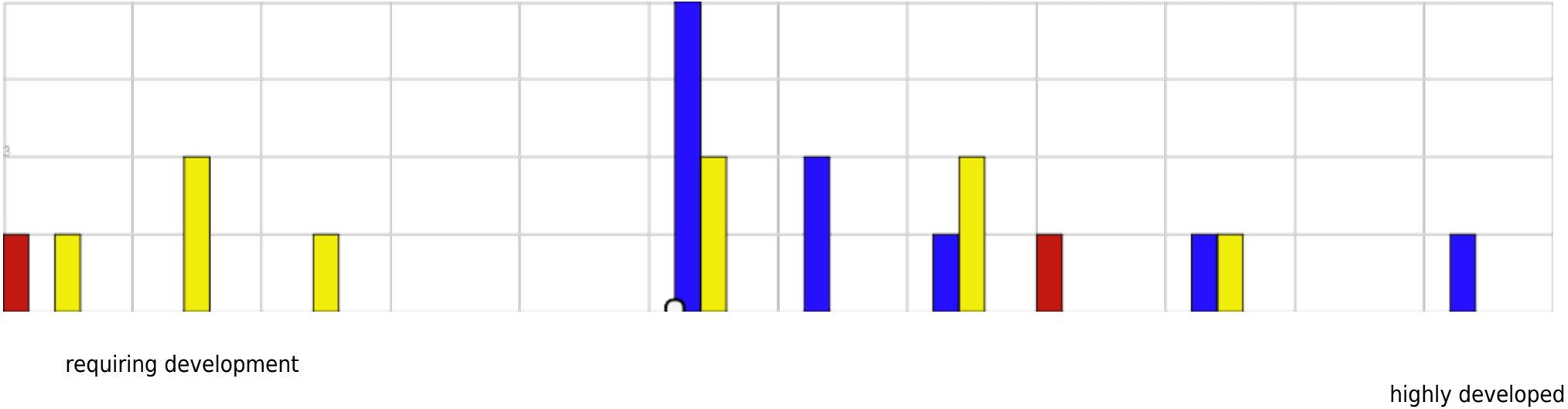


requiring development

highly developed

Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school we are not yet collaborating for professional learning activities to explore e-learning.	In our school a few individual staff occasionally collaborate in professional learning activities that explore e-learning.	In our school some staff regularly collaborate in professional learning activities that explore e-learning.	In our school most staff collaborate in professional learning activities that explore e-learning.	Our school is a supportive professional community that explores e-learning together.

Personal



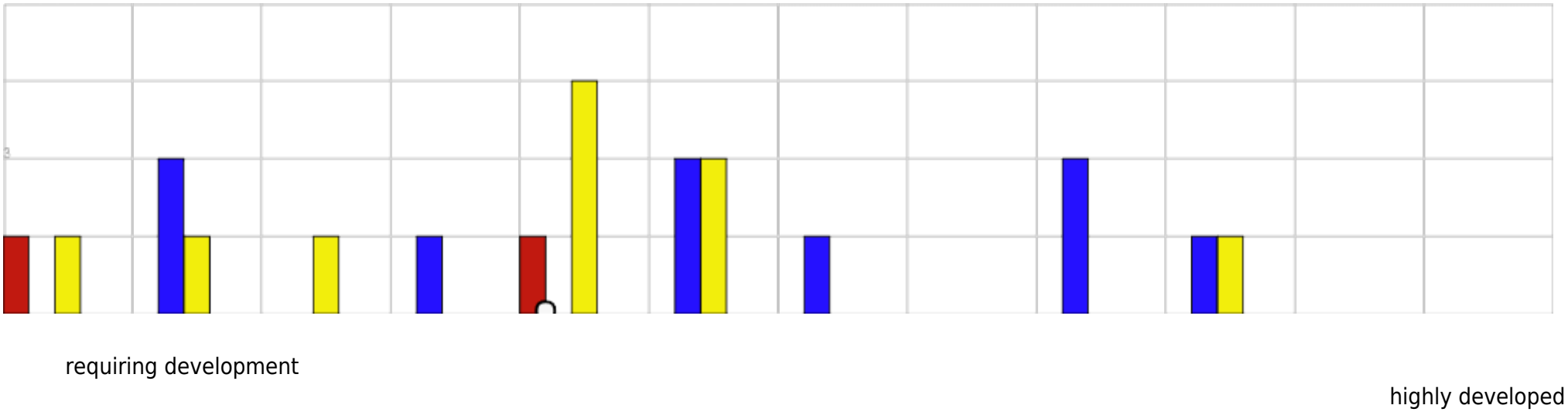
Pre-emerging	Emerging	Engaging	Extending	Empowering
I am not yet collaborating in professional learning about e-learning, or share my practice with others.	I occasionally collaborate and share e-learning practices colleagues.	I often collaborate with colleagues about e-learnin-related professional learning activities.	I am a member of an active e-learning professional learning community that meets regularly, face-to-face or online.	I take an active role in e-learning professional learning by sharing my practice widely with others.

Professional Learning Model Professional Learning

Ideal Statement

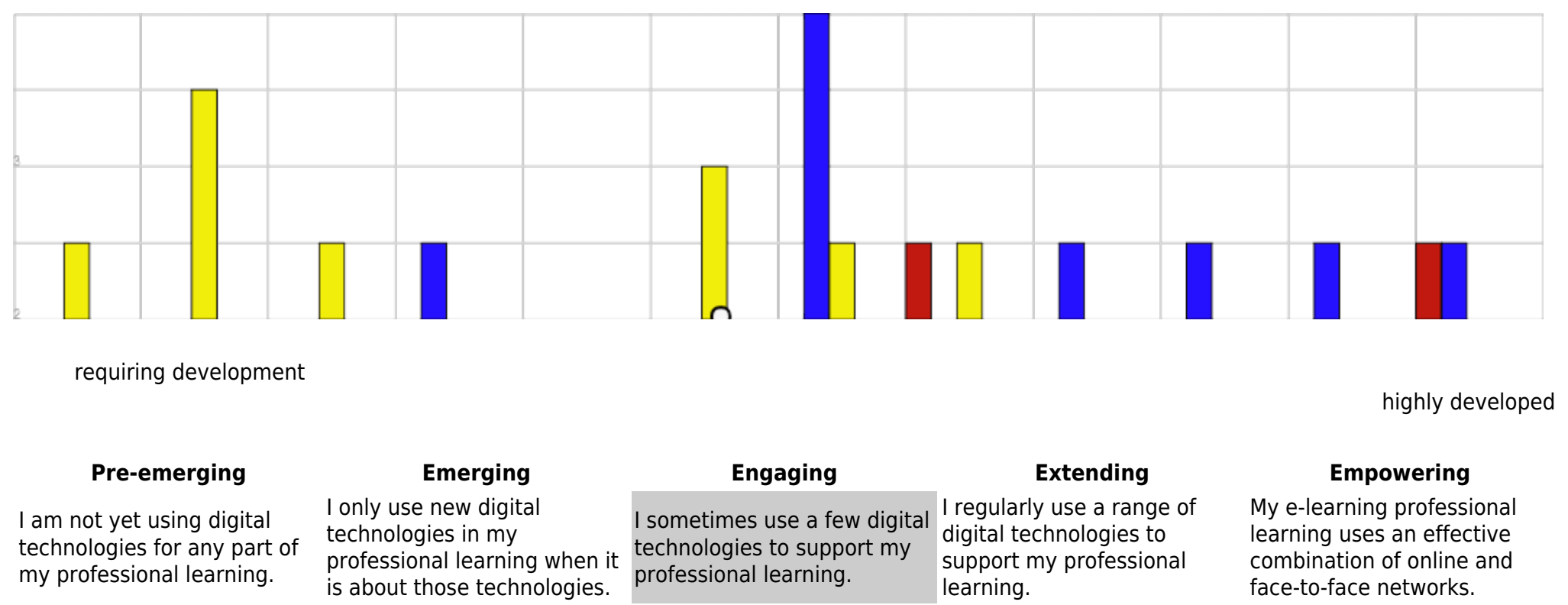
In our school all our professional learning activities offer an effective blend of online and face-to-face methods.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school we are not yet using digital technologies in our professional learning.	In our school we only use digital technologies when our professional learning is about those technologies.	In our school we sometimes use digital technologies to support our professional learning in a variety of areas.	In our school we regularly use a range of digital technologies, both online and face-to-face, to support our professional learning in a variety of areas.	In our school all our professional learning activities offer an effective blend of online and face-t-face methods.

Personal

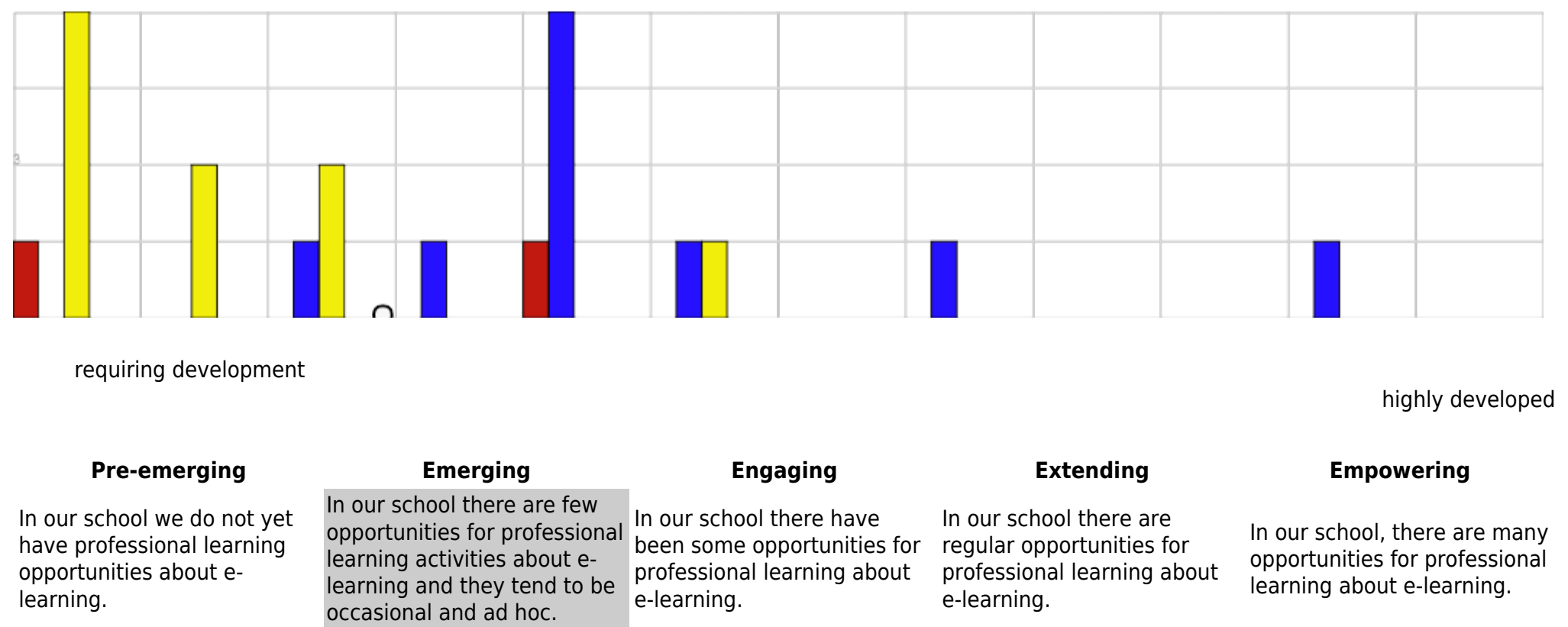


Opportunity for e-learning professional learning Professional Learning

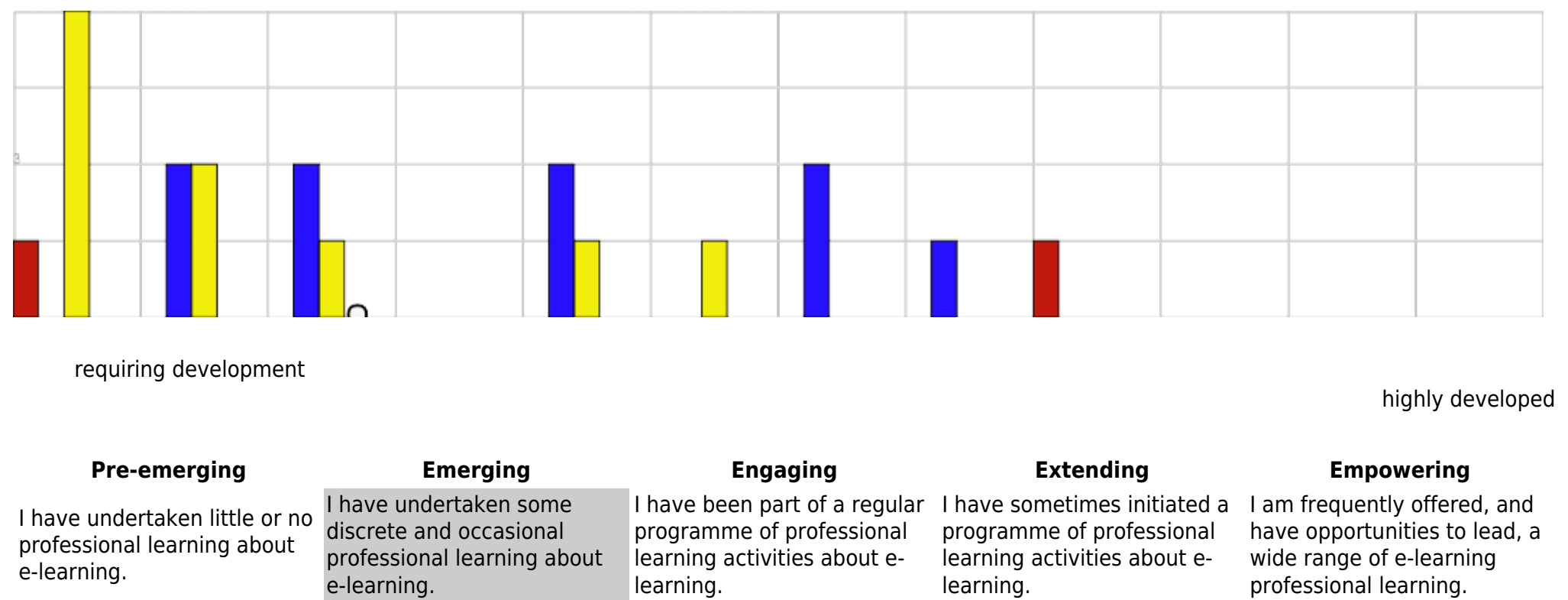
Ideal Statement

In our school, there are many opportunities for professional learning about e-learning.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Personal

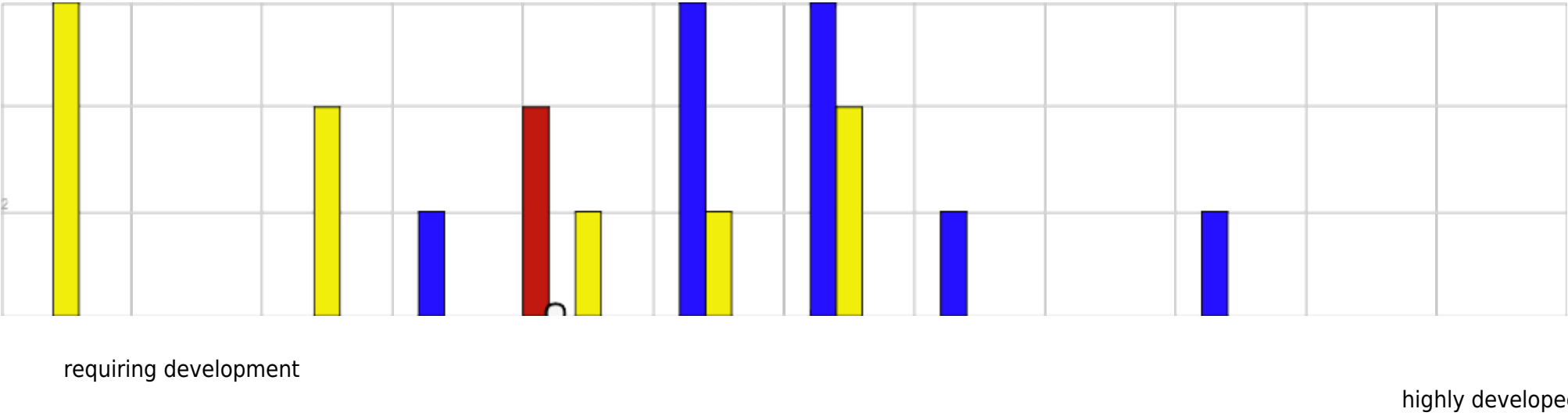


Focus of e-learning professional learning Professional Learning

Ideal Statement

In our school, we develop the skills and understandings to use digital technologies to meet learners’ needs and develop digital literacy.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging

In our school professional learning activities are not yet focused on e-learning or digital literacy.

Emerging

In our school professional learning activities about e-learning and digital literacy are focused on increasing the staff's technical skills.

Engaging

In our school professional learning activities about e-learning are focused on using digital technologies to support learning, including digital literacy, in the classroom.

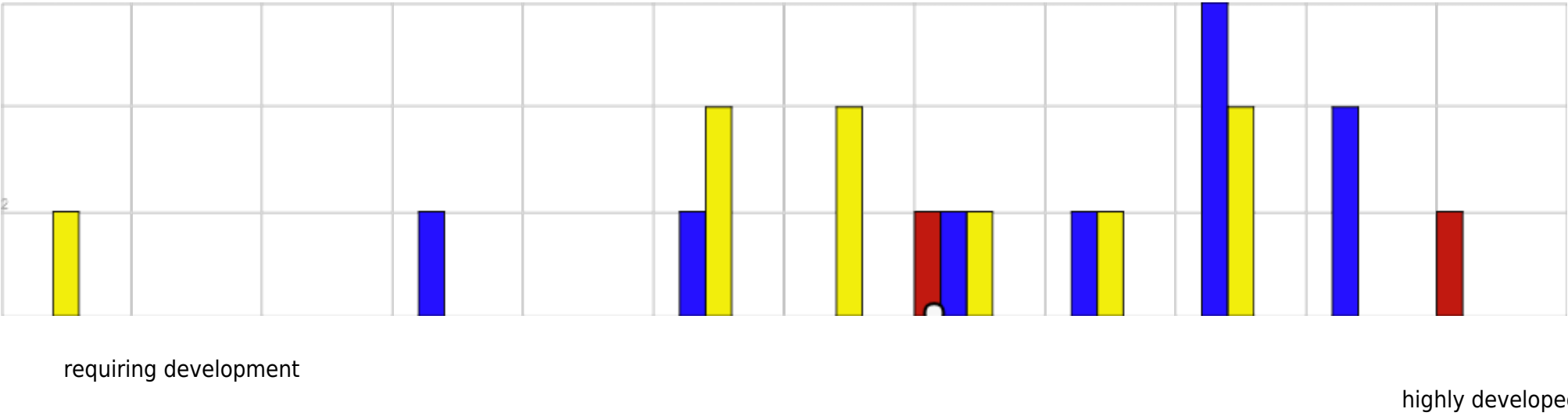
Extending

In our school professional learning activities about e-learning are focused on effective ways to use digital technologies to support specific learning needs, and develop digital literacy.

Empowering

In our school, we develop the skills and understandings to use digital technologies to meet learners’ needs and develop digital literacy.

Personal



Pre-emerging

I do not yet have the digital literacy skills or understanding to use digital technologies with my learners.

Emerging

I am exploring the digital literacy skills or understanding I need to use digital technologies with my learners.

Engaging

I am developing the digital literacy skills and understanding so I can align my use of digital technologies with learners' needs and strengths.

Extending

I have enough digital literacy skills and understanding to use technologies to meet most of my students' learning needs.

Empowering

I have a confident understanding of digital literacy and I use digital technologies appropriately to meet my learners' needs.

Technologies and Infrastructure

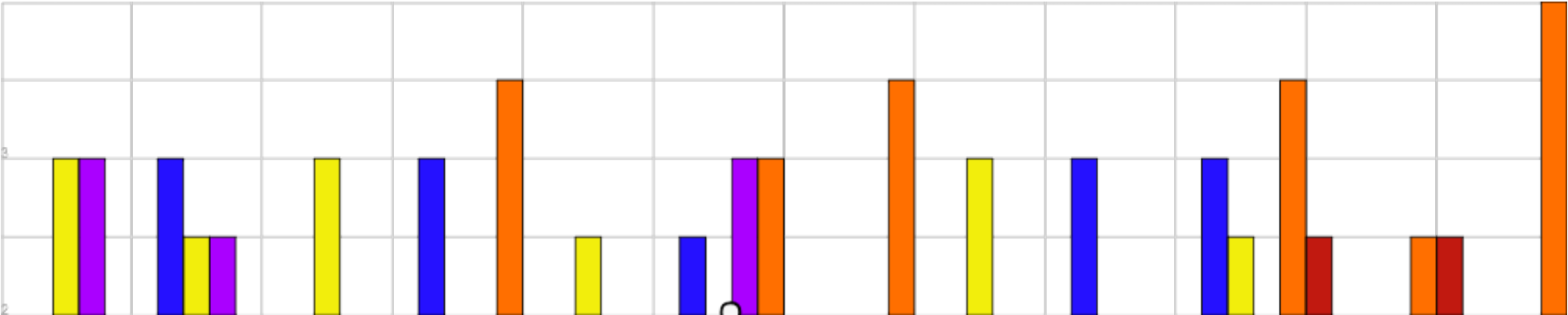
Technological Infrastructure

Responsibility and management Technologies and Infrastructure

Ideal Statement

In our school, groups representing the whole school community have responsibility for managing digital technologies.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School

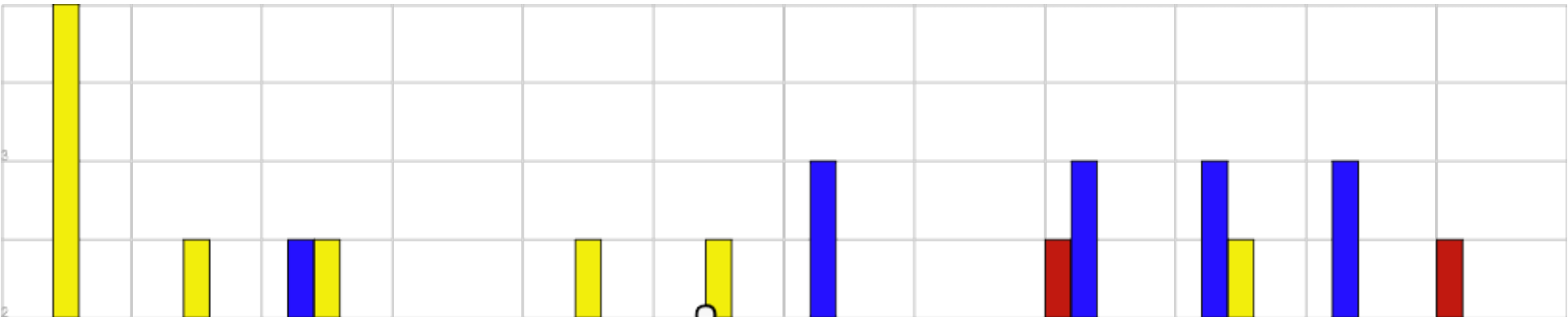


requiring development

highly developed

Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school it is not yet clear who manages digital technologies.	In our school digital technologies are managed by individual staff, according to their role.	In our school digital technologies are managed by staff, and occasionally by students.	In our school digital technologies are managed by both staff and students, depending on the learning context.	In our school, groups representing the whole school community have responsibility for managing digital technologies.

Personal



requiring development

highly developed

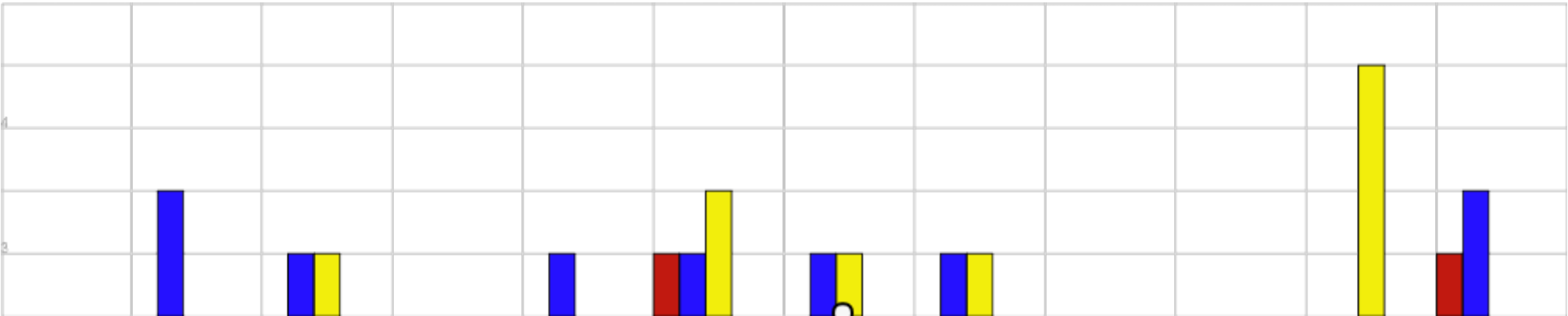
Pre-emerging	Emerging	Engaging	Extending	Empowering
I am not yet clear who does or should manage digital technologies in my classroom/office.	I manage the digital technologies in my classroom/role. Sometimes this will be shared with another staff member.	I manage the digital technologies in my classroom/role with occasional involvement from the students or others.	I share management of the digital technologies in my classroom/role with the students or others, depending on the learning context.	I share the management of digital technologies with other staff and students.

Access Technologies and Infrastructure

Ideal Statement

In our school everyone has "24-7" access to digital technologies from home and school, anywhere, anytime.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School

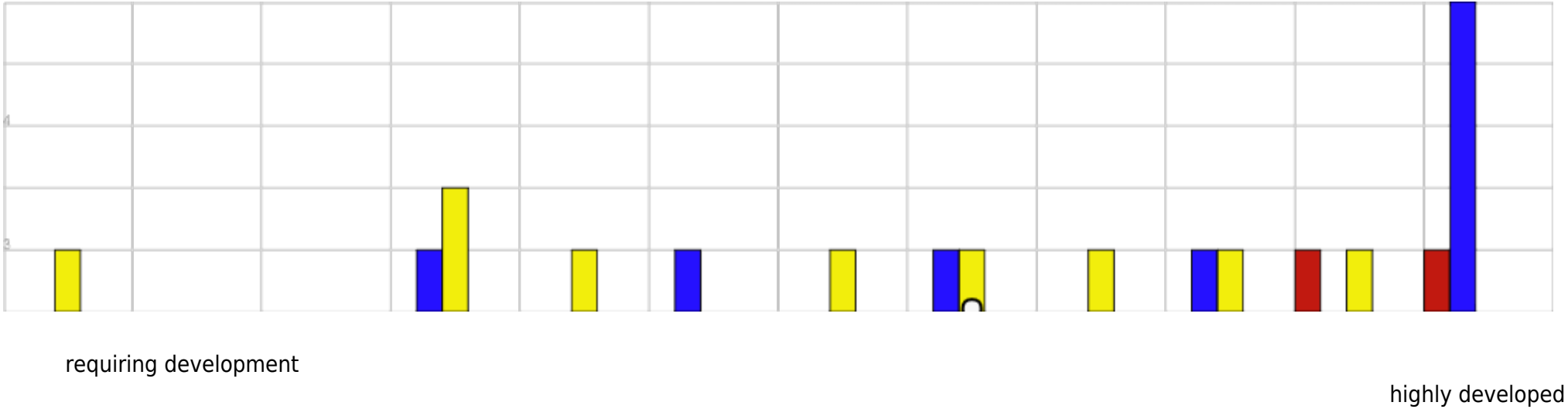


requiring development

highly developed

Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school we have non-existent or minimal access to digital technologies.	In our school we have occasional and/or timetabled access to digital technologies for staff and students.	In our school we have frequent access to digital technologies for staff and students across the whole school day.	In our school we have frequent “as required” access to digital technologies throughout the school day for staff and students.	In our school everyone has "24-7" access to digital technologies from home and school, anywhere, anytime.

Personal



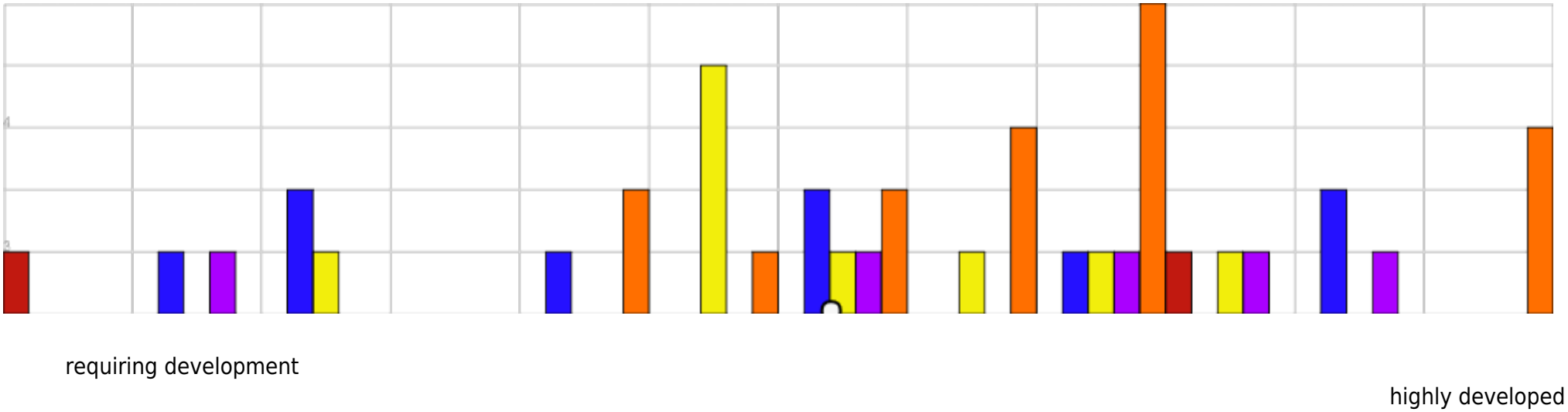
Pre-emerging	Emerging	Engaging	Extending	Empowering
I have non-existent or minimal access to digital technologies in my classroom.	I have occasional and/or timetabled access to digital technologies for myself and students in my classroom.	I have frequent access to digital technologies for myself and students across the whole school day.	I have frequent “as required” access to digital technologies throughout the school day for myself and students.	I have "24-7" access to digital technologies for my professional needs, anywhere, anytime.

Environment Technologies and Infrastructure

Ideal Statement

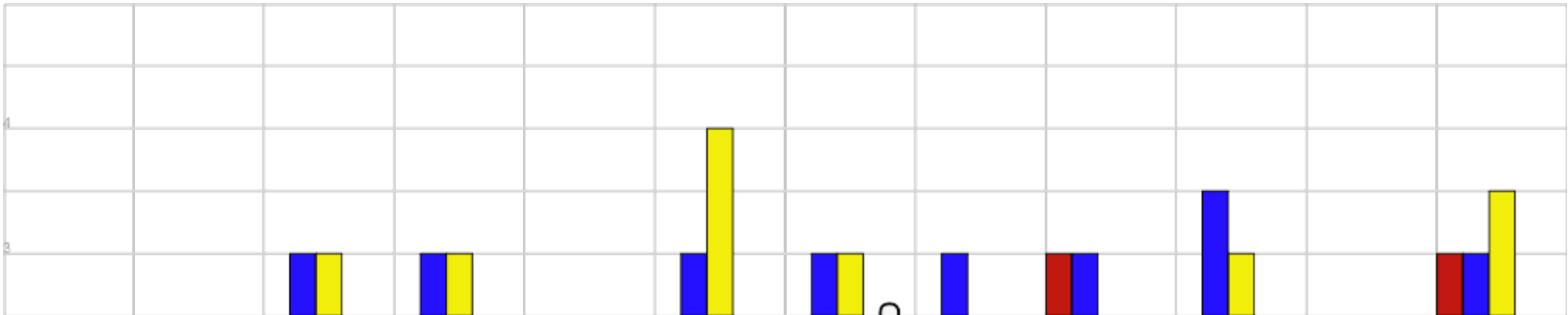
In our school, the networked environment ensures that e-learning can be highly flexible and adaptable.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school, the environment only rarely allows digital technologies to be used.	In our school, the environment allows digital technologies to be used only in specific environments and at specific times.	In our school, the environment occasionally allows digital technologies to be adapted to meet changing learning needs and is beginning to include a range of tools.	In our school, the environment allows digital technologies to be used flexibly, combining different tools to support learning needs.	In our school, the networked environment ensures that we can be flexible and adaptable in the way we use digital technologies.

Personal



requiring development

highly developed

Pre-emerging

The environment allows me to use digital technologies only rarely in my classroom/role.

Emerging

The environment allows me to use digital technologies only in specific environments and at specific times.

Engaging

The environment sometimes allows me to adapt digital technologies to the learning needs of students/others.

Extending

The environment allows me to use digital technologies in flexible ways, combining different tools to support learning needs.

Empowering

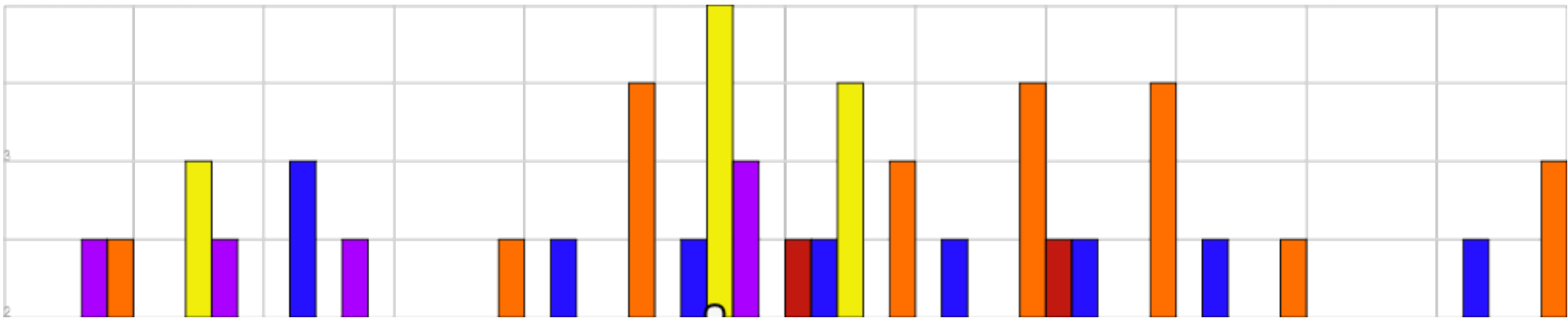
The networked environment allows me to be flexible and adaptable in the way I use digital technologies.

Sufficiency Technologies and Infrastructure

Ideal Statement

In our school, the quality and quantity of digital technologies is regularly reviewed to make sure we can meet students’ needs across all contexts.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



requiring development

highly developed

Pre-emerging

In our school the quality and quantity of digital technologies is not yet sufficient to meet learning needs.

Emerging

In our school the quality and quantity of digital technologies is sufficient to meet some learning needs.

Engaging

In our school the quality and quantity of digital technologies is sufficient and varied enough to meet most learning needs.

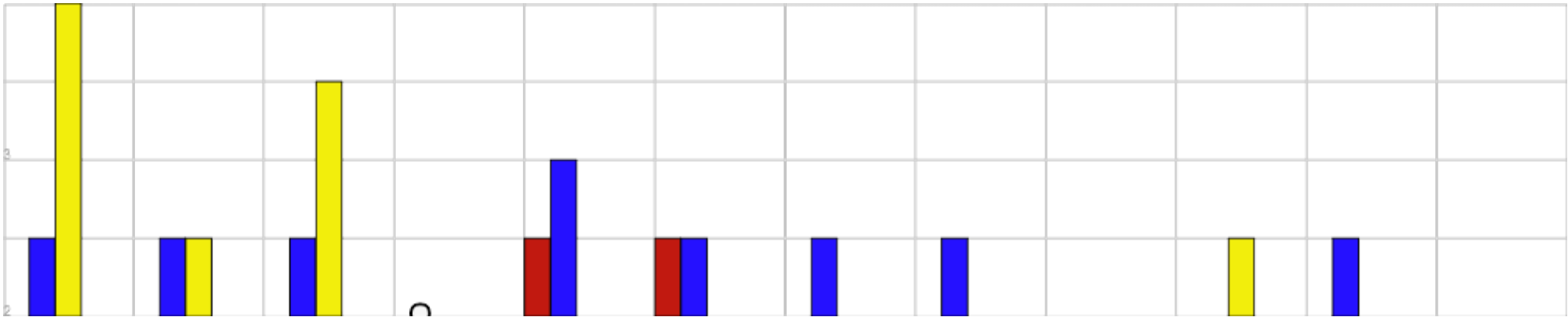
Extending

In our school the quality and quantity of digital technologies is sufficient and varied enough to meet learning needs in online and offline environments, throughout the school day.

Empowering

In our school, the quality and quantity of digital technologies is regularly reviewed to make sure we can meet students’ needs across all contexts.

Personal



requiring development

highly developed

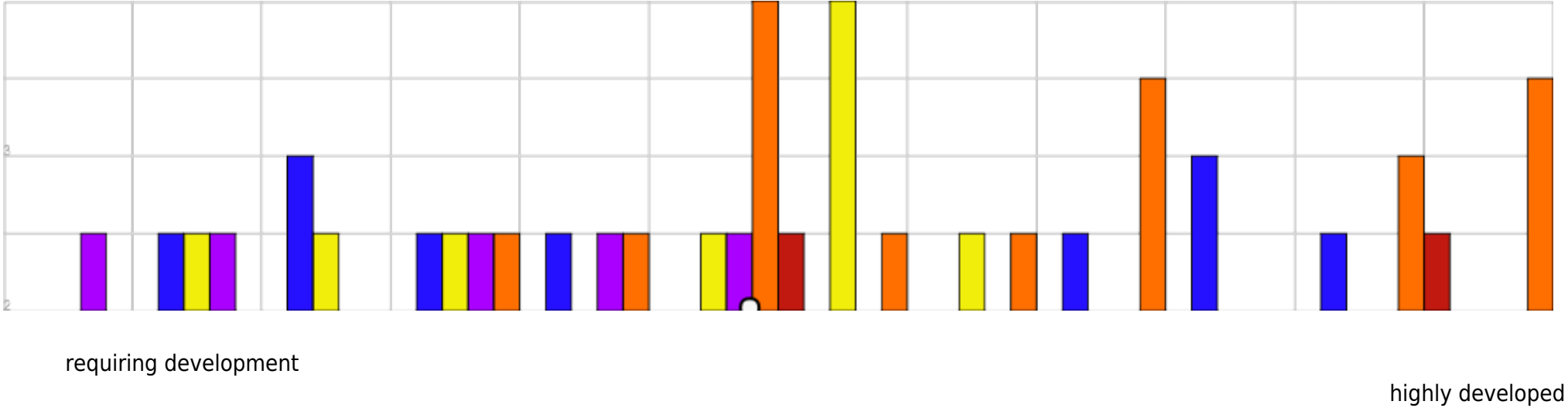
Pre-emerging	Emerging	Engaging	Extending	Empowering
I have digital technologies of insufficient quality and quantity to meet the learning needs in my classroom/role.	I have digital technologies of sufficient quality and quantity to meet some of the learning needs in my classroom/role.	I have digital technologies of sufficient quality and quantity to meet most learning needs, most of the time, in my classroom/role.	I have digital technologies of sufficient quality and quantity to meet learning needs throughout the school day.	I have sufficient quality and quantity of digital technologies to meet my students’ learning needs within and beyond school.

Reliability Technologies and Infrastructure

Ideal Statement

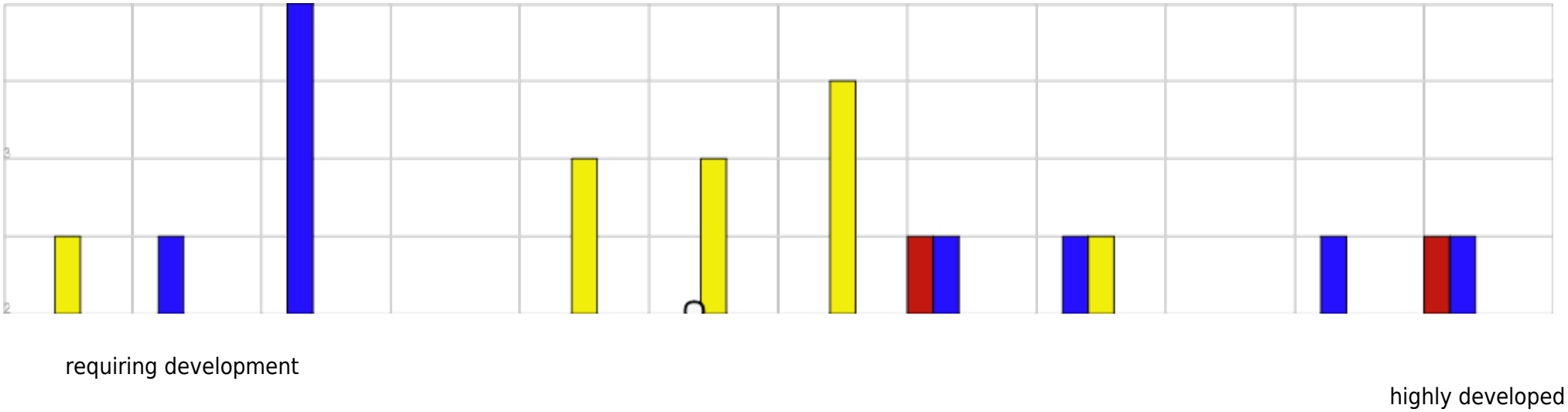
In our school digital technologies are robust and reliable enough to meet all learning needs.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school the digital technologies are unreliable.	In our school digital technologies are sometimes reliable.	In our school digital technologies are usually reliable.	In our school digital technologies are always reliable.	In our school digital technologies are robust and reliable enough to meet all learning needs.

Personal



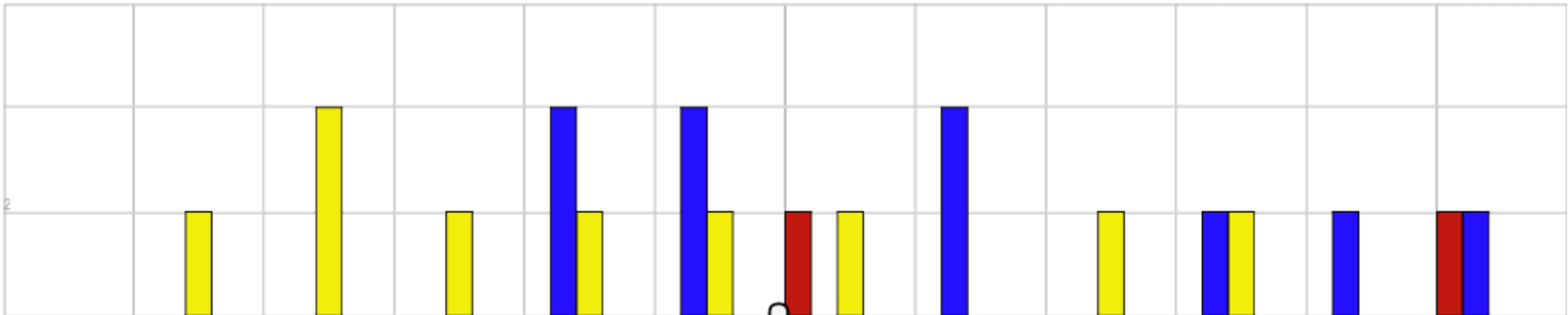
Pre-emerging	Emerging	Engaging	Extending	Empowering
I have unreliable digital technology in my classroom.	I have digital technology in my classroom that is sometimes reliable.	I have digital technology in my classroom that is usually reliable.	I have digital technology in my classroom that is always reliable.	The digital technologies in my classroom are robust and reliable enough to meet all my students’ needs.

Administration Technologies and Infrastructure

Ideal Statement

We regularly review the way we use digital technologies for administration so everyone can access what they need, when they need it.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



requiring development

highly developed

Pre-emerging

In our school the use of digital technologies for administration is limited. Administration is largely paper-based.

Emerging

In our school digital technologies are used for some administrative purposes.

Engaging

In our school the use of digital technologies for administration is being trialled or is established. Technologies are making administration more effective and efficient.

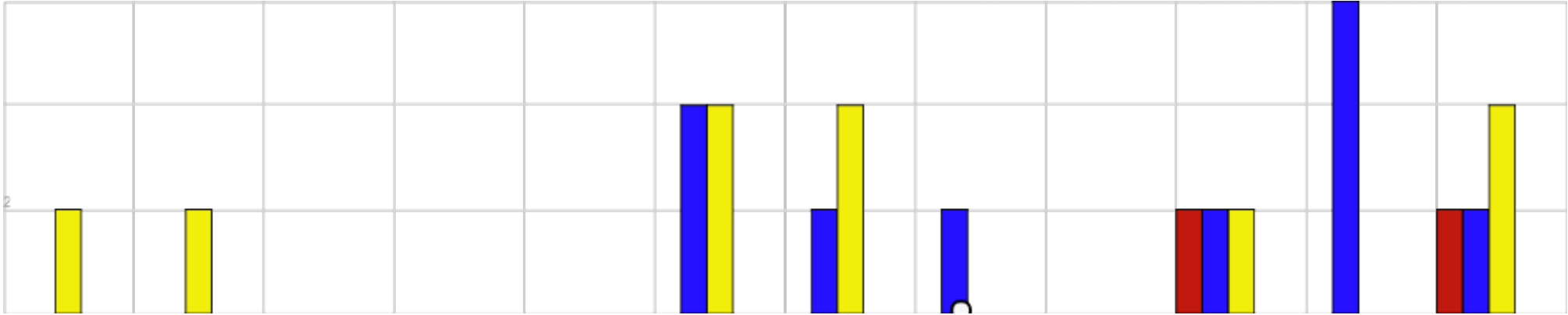
Extending

In our school the use of digital technologies for administration is networked, available off-site, well managed and has some integration into learning, communication with families and reporting.

Empowering

We regularly review the way we use digital technologies for administration so everyone can access what they need, when they need it.

Personal



requiring development

highly developed

Pre-emerging

I use digital technologies for administrative and communication purposes in limited ways. Administration is largely paper-based.

Emerging

I use a few digital technologies for some administration and communication tasks.

Engaging

I routinely use digital technologies for many administration and communication tasks.

Extending

I routinely use different digital technologies for administration and communication purposes. My access is networked, available off-site, and is well managed.

Empowering

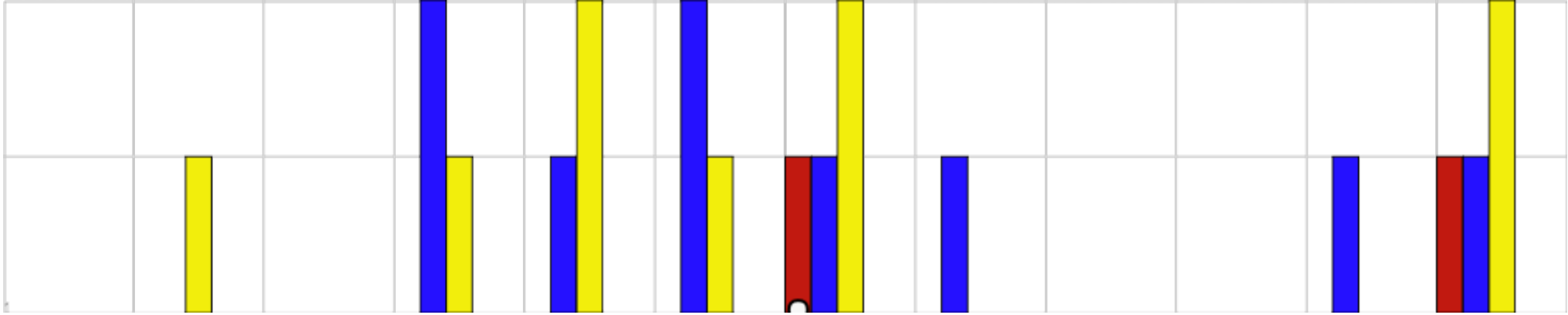
I use different digital technologies for a range of administrative purposes, adapting them to meet my needs.

Safety and Risk Management Technologies and Infrastructure

Ideal Statement

Our e-learning systems are regularly reviewed to ensure they are suitably robust so our students can enjoy a safe learning environment.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School

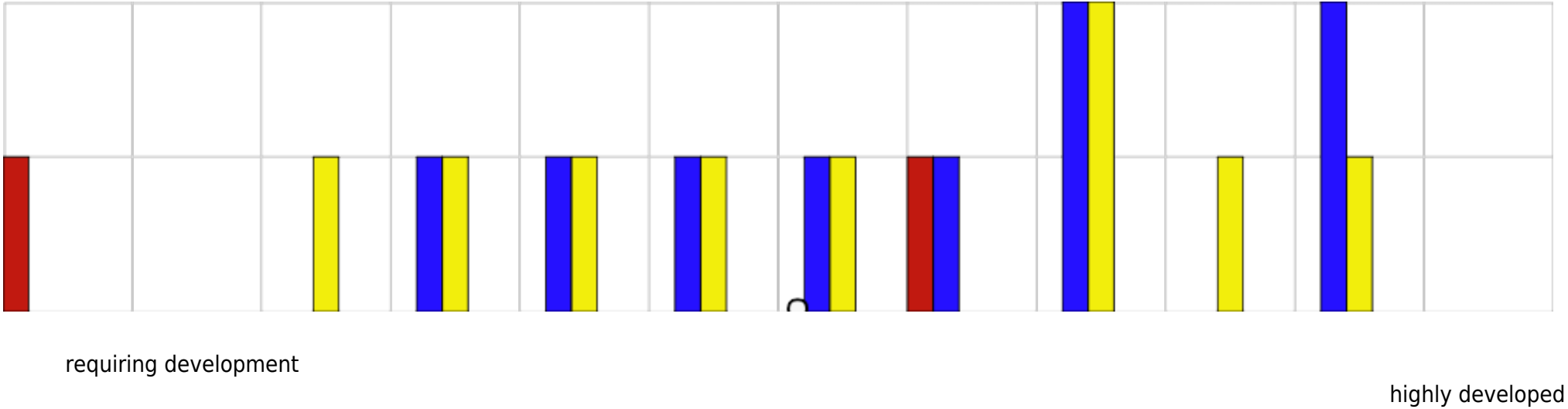


requiring development

highly developed

Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school little or no consideration is given to systems that enable a safe e-learning environment.	In our school we are investigating e-learning programmes, systems and software to maintain a safe learning environment.	In our school we are trialing e-learning programmes, systems and software to maintain a safe learning environment.	In our school e-learning programmes, systems and software are in place to maintain a safe learning environment.	Our e-learning systems are regularly reviewed to ensure they are suitably robust so our students can enjoy a safe learning environment.

Personal



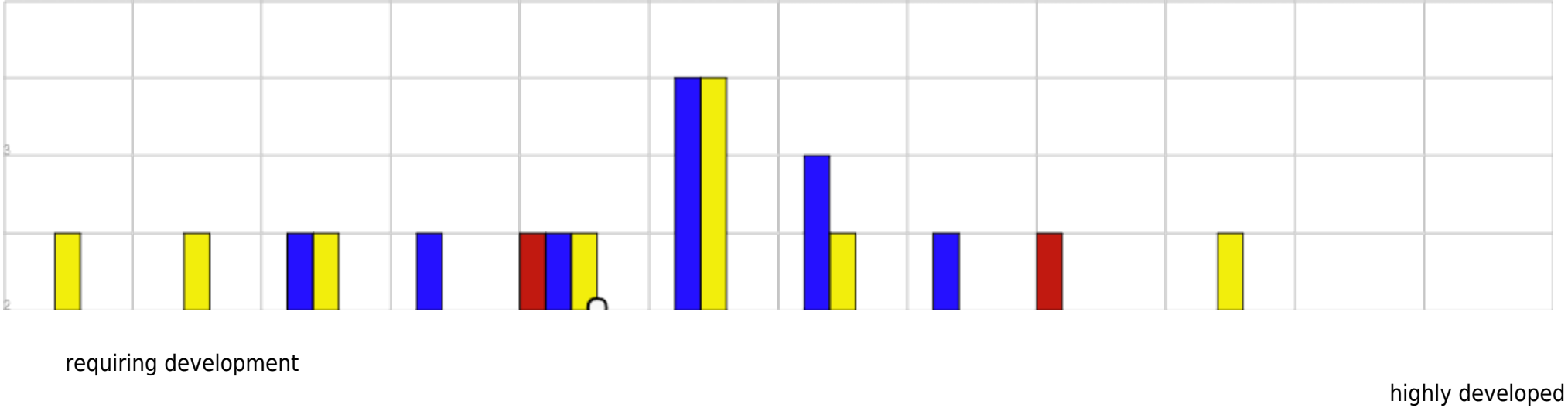
Pre-emerging	Emerging	Engaging	Extending	Empowering
I know nothing about programmes, systems or software to maintain a safe e-learning environment in my classroom/role.	I am aware of some programmes, systems and software to maintain a safe e-learning environment in my classroom/role, but do not have them in place.	I am trialing programmes, systems and software to maintain a safe e-learning environment in my classroom/role.	I regularly use programmes, systems and software to maintain a safe e-learning environment in my classroom/role.	The programmes, systems and software I use in my classroom are regularly reviewed to ensure a safe e-learning environment for all.

Procurement and Maintenance Technologies and Infrastructure

Ideal Statement

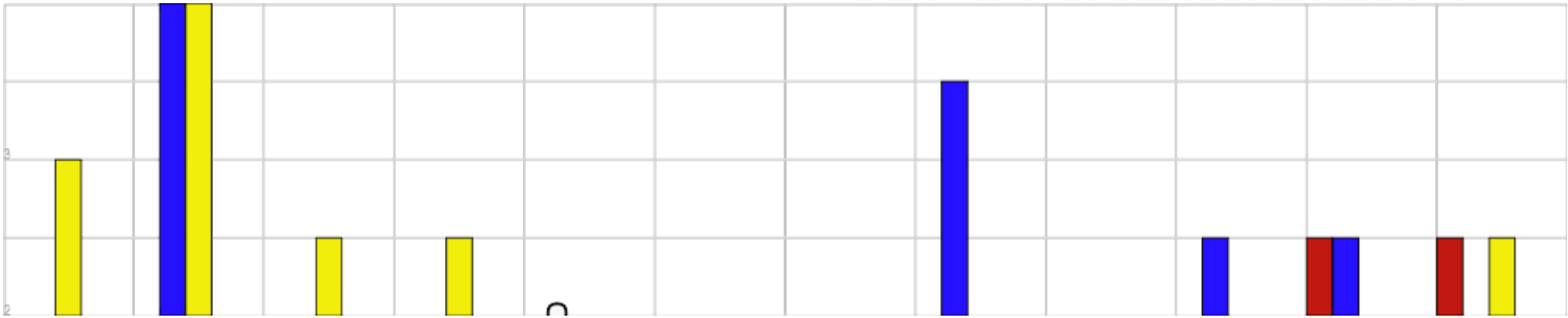
Our school regularly reviews the plan for maintenance and purchase of digital technologies so that it is driven by learning needs.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school there is not yet a cohesive plan for effective maintenance and purchasing of digital technologies.	In our school plans to manage the maintenance and purchasing of digital technologies are under development.	In our school plans to manage the maintenance and purchasing of digital technologies are being trialled or are in place.	In our school plans to manage the maintenance and purchasing of digital technologies are based on curriculum and learning needs, and all appropriate staff are consulted.	Our school regularly reviews the plan for maintenance and purchase of digital technologies so that it is driven by learning needs.

Personal



requiring development

highly developed

Pre-emerging

I know nothing about the maintenance and purchase of the e-learning technology for my classroom/role, or do not yet have a say in it.

Emerging

I know little about our maintenance and purchasing plans. I have not been asked about the maintenance and purchasing of the e-learning technology for my classroom/role.

Engaging

I know there are maintenance and purchasing plans in place for technology in my classroom/role but I am not consulted about them.

Extending

I know of, and am consulted about, maintenance and purchasing plans for my classroom technology and these are based on curriculum and learning needs.

Empowering

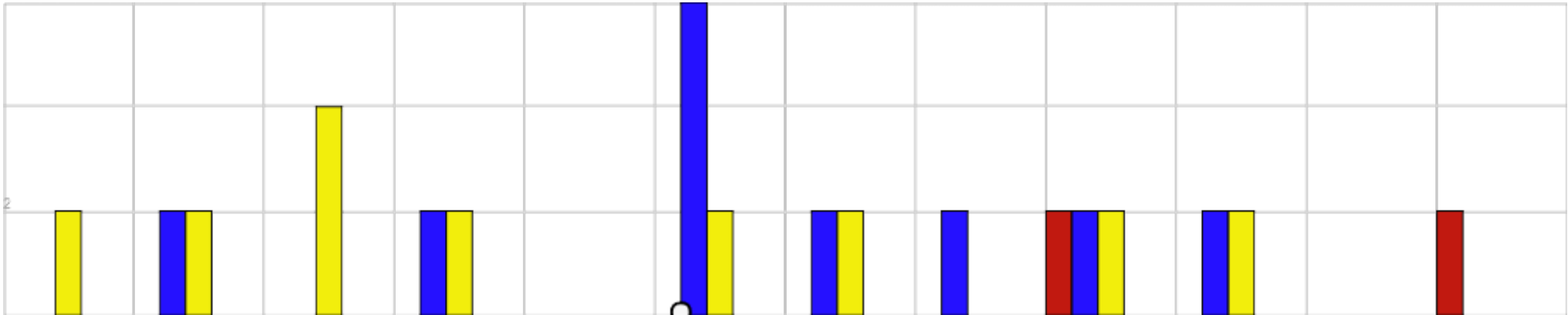
I am involved in decision-making related to maintaining and purchasing technology for my classroom/role so it is driven by learning needs.

Technical Support Technologies and Infrastructure

Ideal Statement

Our school takes a collaborative, learning-focused approach to technical support to ensure it meets the needs of everyone in the school.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



requiring development

highly developed

Pre-emerging

In our school the responsibility for the maintenance and support of digital technologies is not yet clearly defined or assigned.

Emerging

In our school the responsibility for the maintenance and support of digital technologies is devolved completely to technical personnel.

Engaging

In our school the responsibility for the maintenance and support of digital technologies is mostly devolved to technical personnel who respond to short-term needs.

Extending

A collaborative group manages the technical support of digital technologies to ensure maintenance is timely, effective and prioritised as part of whole school strategic development.

Empowering

Our school takes a collaborative, learning-focused approach to technical support to ensure it meets the needs of everyone in the school.

Personal



requiring development

highly developed

Pre-emerging	Emerging	Engaging	Extending	Empowering
I am unsure who is responsible for maintaining and supporting digital technologies.	I need help with many technical issues and usually call a technician.	I need help with some issues and call a technician if I can't solve it myself.	I can problem-solve most basic issues and get help from a colleague or technician if I need it. Sometimes I know enough to help others.	I can problem-solve most technical issues, and technical support is available if I need it.

Beyond the Classroom

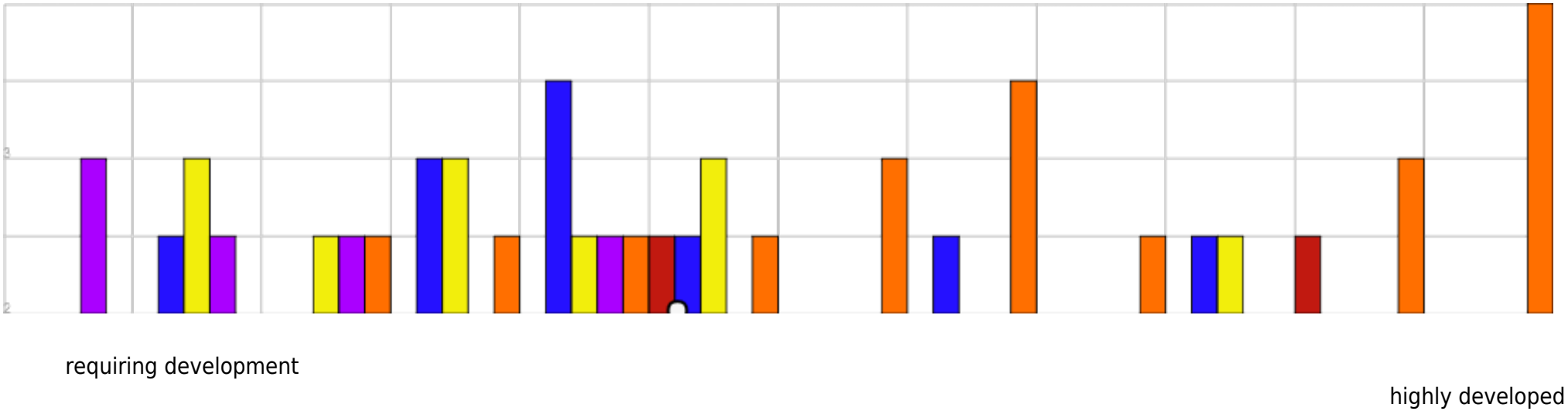
Beyond the Classroom

Use digital technologies to engage with whānau/iwi and community, in culturally responsive ways. Beyond the Classroom

Ideal Statement

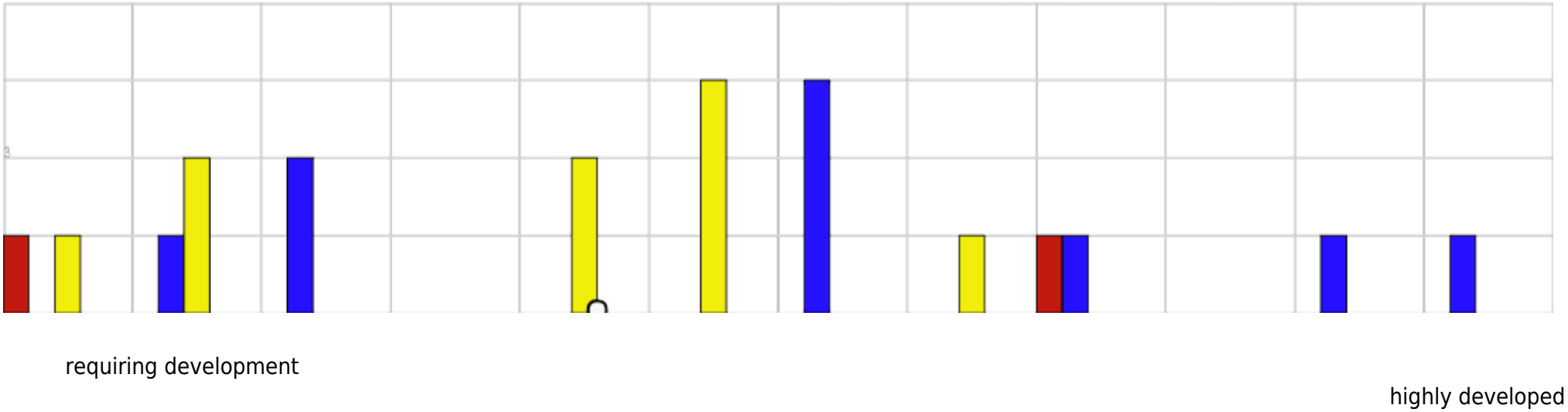
Our school and our whānau/iwi/community engage with each other effectively using digital technologies.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school we do not yet use digital technologies to engage with whānau/iwi and the wider community.	In our school we are identifying opportunities to use digital technologies to engage with whānau/iwi and the wider community.	In our school we are trialing ways to use digital technologies to engage with whānau/iwi and the wider community.	In our school we integrate the use of digital technologies to engage with whānau/iwi and the wider community.	Our school and our whānau/iwi/community engage with each other effectively using digital technologies.

Personal



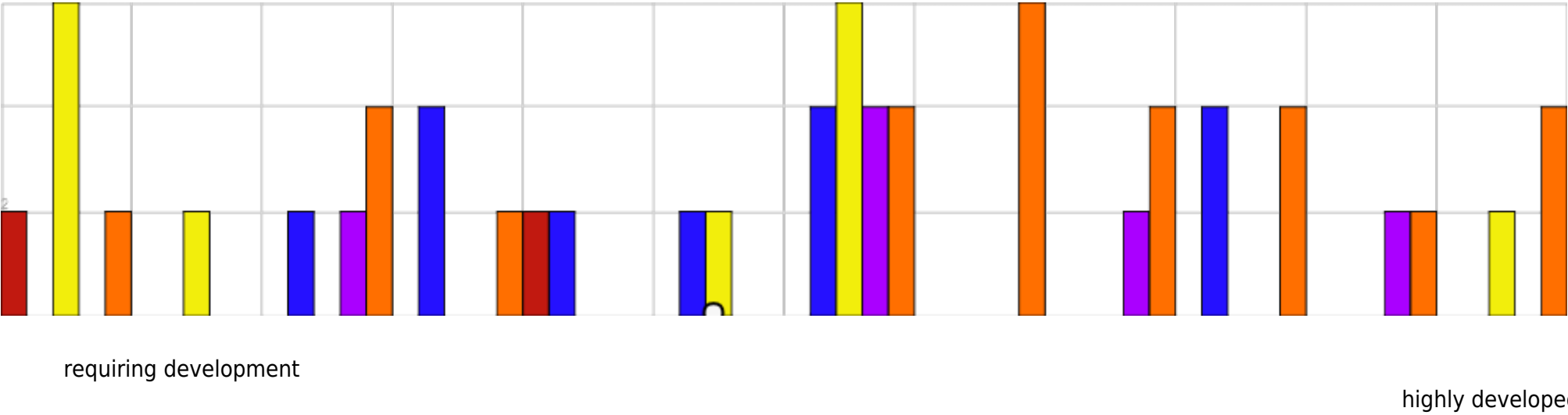
Pre-emerging	Emerging	Engaging	Extending	Empowering
I do not yet use digital technologies to engage with whānau /iwi and the wider community.	I identify and use some ways to use digital technologies to engage with whānau /iwi and the wider community.	I use digital technologies to engage with whānau/iwi and the wider community.	I fully integrate the use of digital technologies to engage with whānau/iwi and the wider community.	The whānau/iwi of my students and I engage with each other effectively using digital technologies.

Engage with whānau/iwi and community to help students learn effectively and safely online. Beyond the Classroom

Ideal Statement

Our school regularly reviews the way we engage with whānau/iwi to help students learn effectively and safely online.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Pre-emerging
In our school we are not yet engaging with whānau/iwi and the wider community to help students learn effectively and safely online.

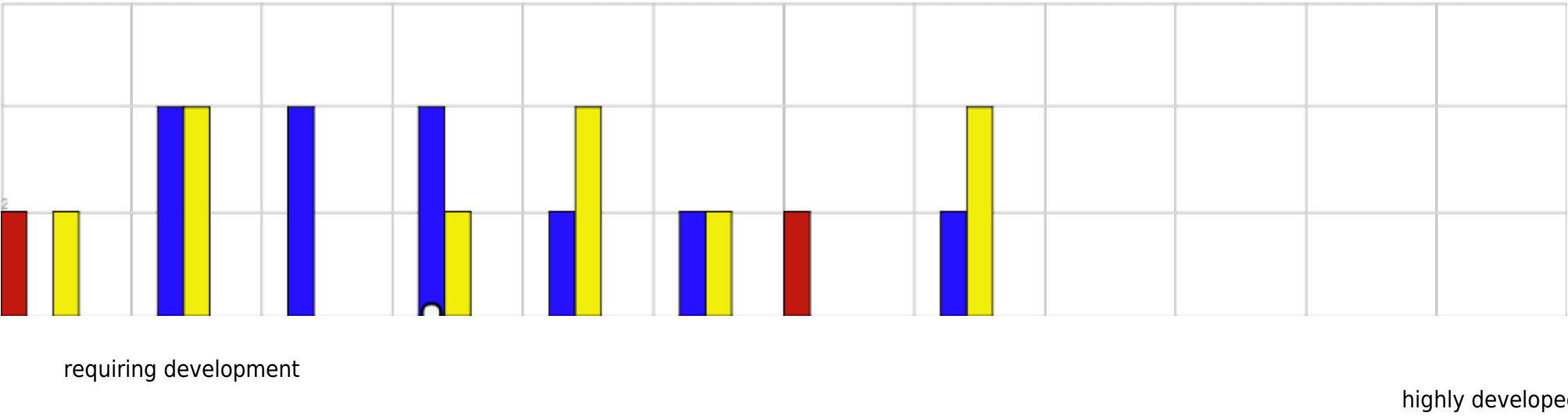
Emerging
In our school we are identifying opportunities to engage with whānau/iwi and the wider community to help students learn effectively and safely online.

Engaging
In our school we are trialing ways to engage with whānau/iwi and the wider community to help students learn effectively and safely online.

Extending
In our school we have established processes to engage with whānau/iwi and the wider community to help students learn effectively and safely online.

Empowering
Our school regularly reviews the way we engage with whānau/iwi to help students learn effectively and safely online.

Personal



Pre-emerging
I am not yet engaging with whānau /iwi and the wider community about helping students learn effectively and safely online.

Emerging
I am planning to engage with whānau /iwi and the wider community about helping students learn effectively and safely online.

Engaging
I am trialing ways of engaging with whānau /iwi and the wider community about helping students learn effectively and safely online.

Extending
I have established processes for engaging with whānau/iwi and the wider community to help students learn effectively and safely online.

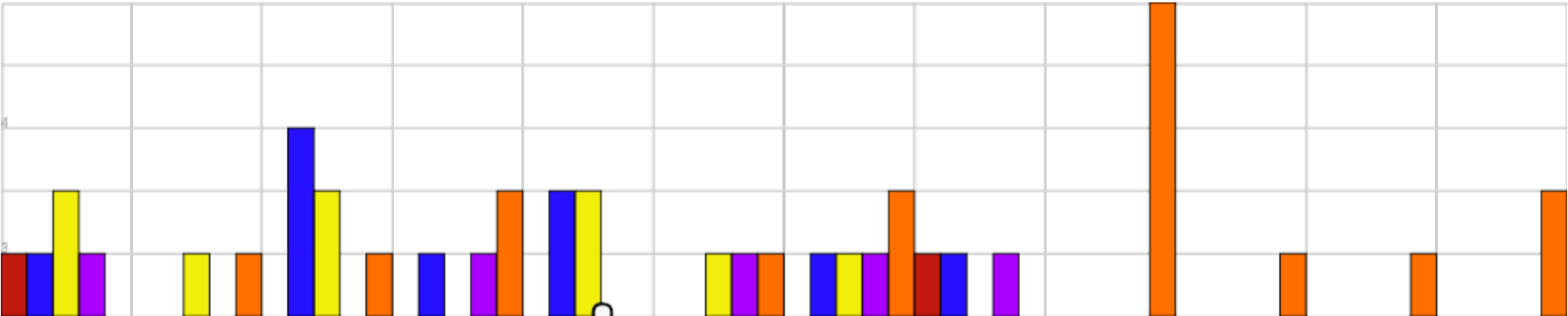
Empowering
I routinely engage with whānau /iwi to help students learn effectively and safely online.

Find ways to make digital technologies and digital literacy available to support home-school partnerships. Beyond the Classroom

Ideal Statement

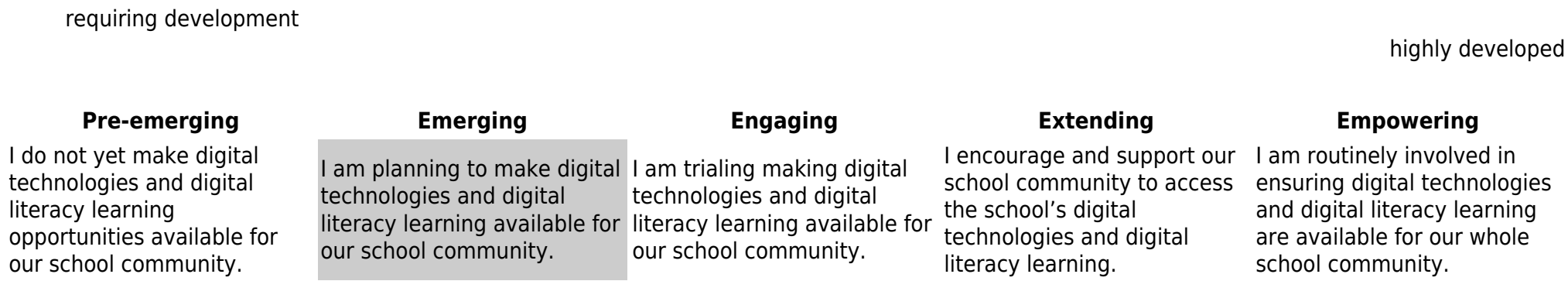
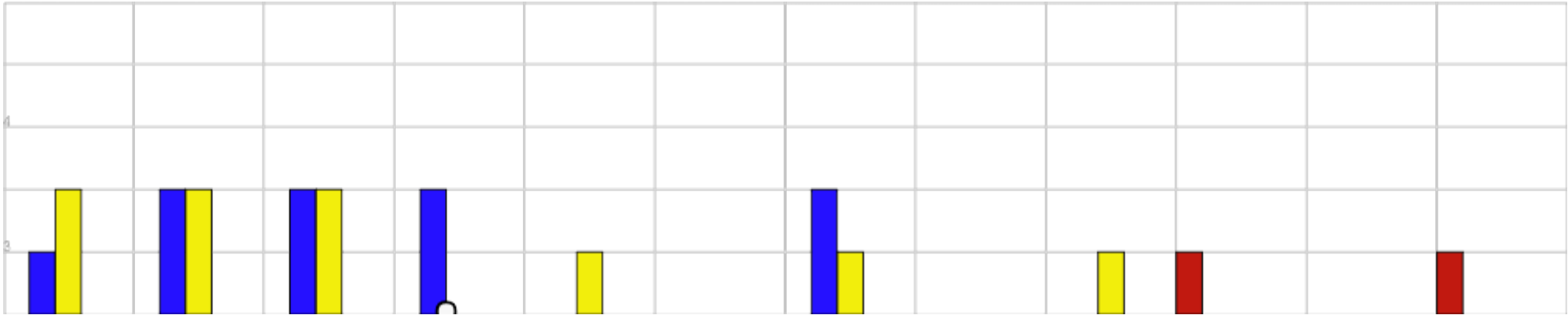
Our school routinely makes digital technologies and digital literacy learning opportunities available for our wider school community.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School





Personal

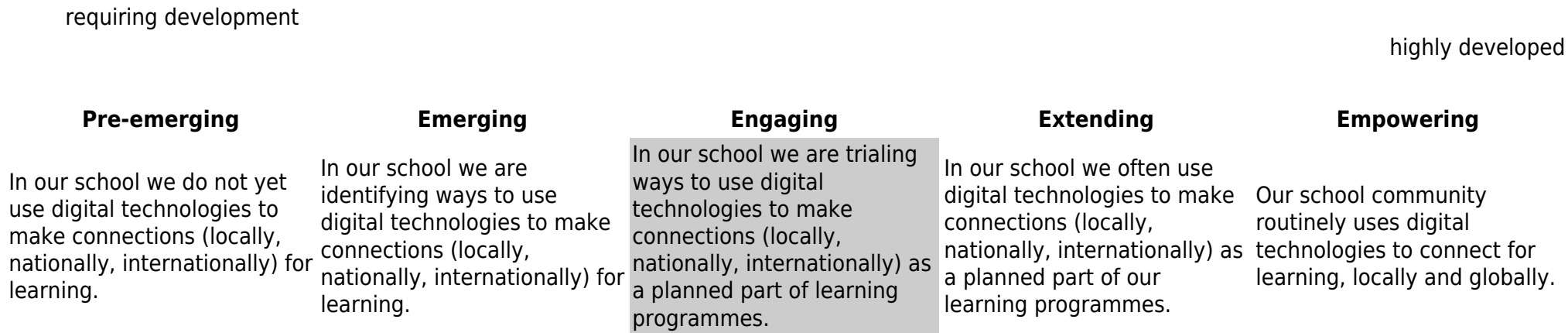
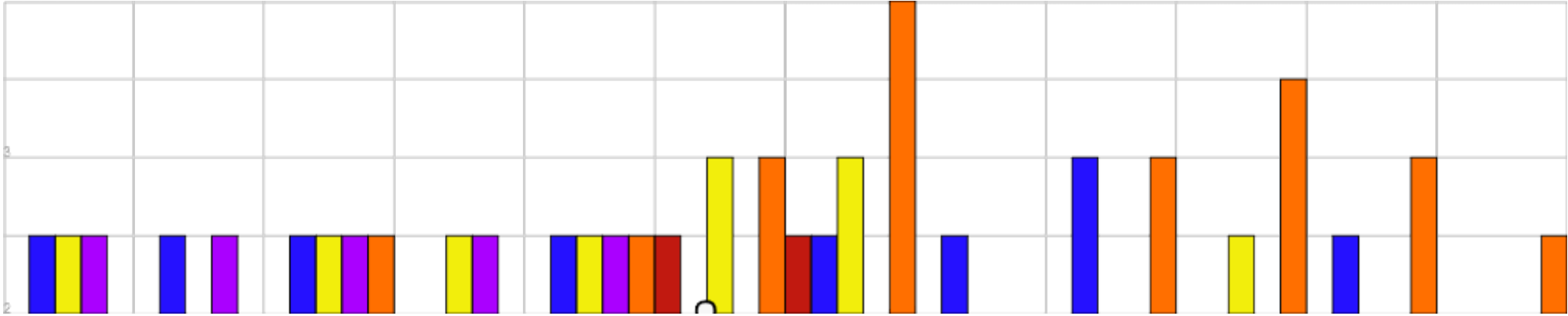


Our school community uses digital technologies to connect for learning, locally and globally. Beyond the Classroom

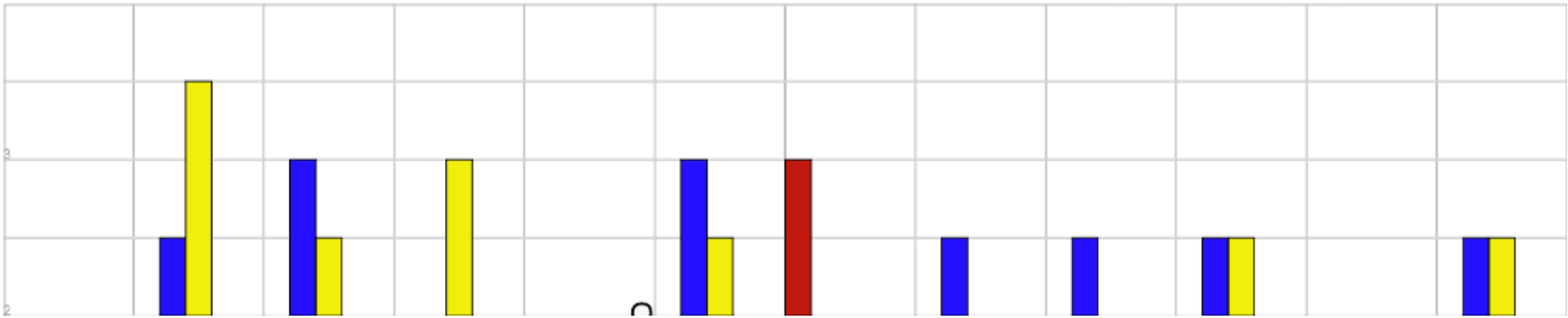
Ideal Statement

Our school community routinely uses digital technologies to connect for learning, locally and globally.
Principal/Senior leadership Middle management Classroom teacher Whānau / parents Ākonga / students

School



Personal



requiring development

highly developed

Pre-emerging

I do not yet use digital technologies to make connections (locally, nationally, internationally) for learning.

Emerging

I am exploring ways to use digital technologies to make connections (locally, nationally, internationally) for learning.

Engaging

I am beginning to use digital technologies to make connections (locally, nationally, internationally) occasionally for learning.

Extending

I often use digital technologies to make connections (locally, nationally, internationally) for learning.

Empowering

I routinely reflect on the way my students use digital technologies to make connections (locally, nationally, internationally) for learning.