



# ICT PD CLUSTERS

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## Administration and Support Handbook 2009

### ICT PD Cluster Information 2009

Please read the following information carefully. This booklet provides important information for all clusters.

From the ICT PD Project Leader

Kia ora koutou katoa,

Welcome to the 2009 Information and Communications Professional Development (ICT PD) Programme. This year 19 new clusters comprised of 87 schools will join the 56 other clusters in year 2 and 3 of the programme. This will bring the total number of schools that have participated in the programme to approximately 67% of New Zealand schools.

The major strength of this programme is created through participating educators sharing their unique experiences with others. I know that the ICT PD community will welcome the new clusters and support and learn from the experience they bring.

The ICT PD Programme is a collaborative venture between the Ministry of Education, CORE Education and the participating cluster schools. The National Facilitation Team, under contract to the Ministry of Education, has provided the information in this handbook as a starting point for the year. This team is contracted to provide support and advice directly to cluster facilitators, project leaders and project management teams on all aspects of the programme.

I welcome your comments and questions about all aspects of the programme and I look forward to the milestone reports that will detail your experiences.

Best wishes for a productive and rewarding 2009.

Regards,



Neil Melhuish  
Project leader: e-Learning Capability

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Level 11, Public Trust Building, 117-125 Lambton Quay  
PO Box 1666, Thorndon, Wellington, New Zealand, 6140

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## **A message from the ICT PD National Support Services Facilitation (NSSF) Team**

### *Te tapaepae o te rangi.*

See there to the place where the sky reaches down  
(Strive to attain the utmost. Look to the furthest horizon).

A special welcome to the 19 clusters (87 schools) new to the contract this year as well as a warm welcome to those of you already in the contract. I believe this Ministry of Education initiative is the most forward thinking of all of the projects currently offered, both in terms of New Zealand's education system and of New Zealand's future. It goes hand in hand with the implementation of the NZ curriculum and offers considerable opportunity to explore what constitutes effective teaching and learning in the 21<sup>st</sup> Century and how we can engage the hearts and minds of the young people in our schools.

Whaia te pae tawhiti ki a tata,  
Whaia te pae tata kia maua  
Whakamaua ki u, kia tina!  
Pursue the distant dreams so they become closer  
Pursue the close dreams so they can be embraced  
Embrace those dreams and live them!

Best wishes for the year ahead.  
Marg,

Marg McLeod  
National Project Director  
ICT PD

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### **National ICT PD Staffing**

The NSSF team in 2009 consists of:  
Marg McLeod Project Director and National Facilitator  
Sherry Chrisp Team Leader and Conference Programme Convenor  
Jill Hammonds National Facilitator  
Warren Hall National Facilitator and Online Facilitator  
Tessa Gray National Facilitator and Online Facilitator  
Suzie Vesper National Facilitator  
Kathe Tawhiwhirangi-Perry National Facilitator  
Nick Billowes is the Core Director with oversight of the ICTPD Team.

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# ADMINISTRATION

## 1. ICT PD Surveys and Data Collection

### Baseline Survey (2007-2009 and 2007-2010 Clusters)

2007 and 2008 ICT PD clusters have had the opportunity to gather ICT-focused PD needs, goals, skills and usage data using standardised baseline and end of project surveys. Through CORE Education the Ministry of Education provided this service to all ICT PD Clusters in order to assist cluster schools to establish programmes based on the current ICT goals, capabilities and usage of their staff. These surveys are different in content to the EPS2.0 needs analysis which is part of the Ministry's contract with clusters in 2009. The EPS2.0 tool focuses on general school review and strategic planning rather than ICT as such.

The ICT-focussed baseline and end of project surveys are no longer a requirement for clusters. However, should any cluster wish to gather ICT-focused data in addition to the school-review data provided by the EPS2.0 survey, then the ICT-focused baseline and End of Project surveys are still available to clusters through CORE Education.

Scope of the ICT-focused baseline and End of Project surveys:

- Teachers' goals for the ICT PD programme
- Teachers' timing and activity preferences for ICT PD events
- Teachers' current confidence and skill levels in relation to using ICTs with students
- Current usage of ICTs by students in classroom programmes.
- Learning Outcomes of student use of ICTs.
- Evaluation of the facilitation programme and its general impact on teaching and learning (EoP only)
- NB: Additional cluster-specific questions can be added by negotiation (Option 3 only)

The ICT-focused baseline survey is also available to 2009 ICTPD clusters in three forms/formats.

Option 1. As a hard copy (Word) document. This may be edited and distributed by clusters in any way they wish. No cost.

Option 2. As an online survey which clusters may register to use at a nominal cost (\$150+gst per cluster). Under this option clusters get access to an online version of the survey and the right to download their raw results for their own analysis. Contact [vince.ham@core-ed.net](mailto:vince.ham@core-ed.net) to register as a user of the online baseline. email: [vince.ham@core-ed.net](mailto:vince.ham@core-ed.net)

Option 3. As an online survey with a full analysis and report on trends and findings across the cluster (cost: \$1,200 +gst per cluster). Services offered under this option are:

- Putting the Baseline survey online for staff to complete.
- A full and comprehensive analysis of responses by teacher and by school.
  - Profiles of current classroom usage, confidence, skills, programme goals and PD preferences of cluster teachers at the beginning of the programme (reported by school and individual teacher)
- A summary report of main trends and differences among schools and teachers on the 5 areas above (for milestones).

- NB: Additional questions may be added by individual clusters by negotiation.

Timing:

(Dates negotiable for individual clusters; URLs given to clusters on registration)

The same services will also be available to clusters with respect to an End-of-Project ICT-focused survey at the end of the programme in 2011.

For registration and all queries about the Baseline and End of Project ICT-focused surveys for ICT PD please phone or send email:

Dr. Vince Ham

CORE Education

Tel 03 379 6621

Mob: 021999147

Email: [vince@core-ed.net](mailto:vince@core-ed.net) <<mailto:vince@core-ed.net>>

## **Educational Positioning System (EPS2.0) Survey (2009-2011 Clusters)**

EPS2.0 stands for Educational Positioning System and replaces the original baseline data survey. Previously, clusters were asked to complete a survey that focused solely on the use of ICTs. However, the Ministry of Education has already developed a comprehensive national profile from these surveys running for the last nine years, so felt that continuing to collect this data was not necessary any longer

A focus on ICT is just one dimension of a broader programme of whole school development and review and clusters that have been the most successful in the programme have worked across many areas

Teaching and learning needs to be the focus rather than the ICTs and the EPS helps schools to identify key areas to develop in order to effect the most positive change.

The EPS2.0 consists of an online survey containing 72 questions designed to be completed by all school staff. On completion of this survey, your school will receive a report with the results of the survey responses in 18 separate dimensions in PDF format. Clusters need to have all staff complete this survey before Learning @School 25-27 February 2009. Information and instructional DVD will be sent to all schools in new ICT PD clusters well before this date.

The EPS2.0 is a powerful tool that should benefit your development as a school and as a cluster. All other schools or clusters are invited to use this navigation tool. For more information, go onto the Core Education Website <http://eps2.core-ed.net/> to register your school.

## **Exiting Survey (2007-2009 Clusters)**

Exiting clusters can also access the End-of-Project ICT focused survey. This aims to survey teachers on the aspects in the baseline survey and how and for what purposes teachers use ICT in their classroom teaching. It asks questions about the overall effects and delivery process of the programme in relation to the key performance indicators outlined in the cluster contracts.

Results of the End of Project surveys are submitted as an executive summary to the cluster to assist in evaluating the impact of their programmes.

A research team prepares these surveys and carries out analysis of survey data for cluster personnel.

An averaged, overall analysis of national trends has, in the past, been sent to the Ministry of Education to assist in making informed decisions about national initiatives in ICT. Data gathered in these surveys allows comparison to be made about the use of ICT in education over the programme period and to profile national trends on the impact of the cluster programme.

Clusters may need to actively collect and collate their own data to show shifts in practice. There is supplementary material available in [www.time4review.or.nz](http://www.time4review.or.nz) and <http://centre4.core-ed.net/382/73100> to help clusters develop their own data collection processes.

For all queries about these surveys please contact:

EPS2.0  
Derek Wenmoth  
CORE Education  
Tel 021 336 971  
Email: [derek.wenmoth@core-ed.net](mailto:derek.wenmoth@core-ed.net)

Exiting End-of-Project Base-line Data Survey  
Dr Vince Ham  
CORE Education  
Tel 03 379 6621  
Email: [vince.ham@core.ed.net](mailto:vince.ham@core.ed.net)

## 2. Financial Systems and Support Documentation

### Finance

The finances for the ICT PD contract are paid from the Ministry of Education to the lead school's account for three years. On average, four payments a year will be made specifically for this contract. Funds from the Ministry of Education for this contract need to be set up separately in your school accounting system. A full inventory of incoming and outgoing expenses must be kept over the three-year period. These are not summaries, but actual itemised transactions. A digital or hardcopy of these accounts will be required as part of the final exiting milestone report.

*Note: Please make sure that no other money goes in and out of these numbers or accounts other than money directly related to this programme. Where cluster schools contribute an amount to the lead school for the programme this should be given a separate coding from the Ministry of Education funding.*

### Setting up accounting procedures

You can either set up a totally new set of accounts or you can code each of the following areas separately within your normal system. A separate number must be allocated for the following:

1. ICT PD funds in from the Ministry of Education
2. **Professional fees** – Expenses incurred in staffing the contract. For example a facilitator's salary, or a visiting speaker's fee
3. **Professional costs** – Generally one-off costs incurred in the facilitation of a professional service such as the provision of a laptop, conference registration etc.
4. **Operational costs** - The day-to-day expenses incurred in running the contract, such as stationery supplies, telephone bill etc.
5. **Teacher Development Costs** – Cost incurred when releasing a teacher from timetable for professional development

Full details of income and expenditure from each of these areas will need to be provided to the Ministry of Education on a regular basis throughout the term of the contract. A total figure from each of these areas will be needed for the disbursement schedule that is added to each milestone.

### Payment schedule

The payment schedule, dates, and amounts for your particular cluster can be found within your contract document. Four payments will be made throughout the year on Jan 1<sup>st</sup>, April 1<sup>st</sup>, July 1<sup>st</sup>, October 1<sup>st</sup>. Clusters must supply invoices for the first (on-signing payment) and the final or exiting payment at the end of the three years. Payments are deposited in the lead school account by automatic payment. A hold may be placed on funding at any point of the contract if it is deemed that the programme has not been carried out effectively or milestone processes are incomplete.

### Employment of facilitators

Facilitators who are employed on contract will need to supply a GST tax invoice to the lead school, who then pay them from the professional fees budget. Facilitators employed on the school's payroll, should be engaged as teachers and not support staff, so that they continue to receive all salary increments and benefits.

Please make sure that a contract is drawn up and signed between facilitators and the lead school. The term of employment can be specified but should always contain a clause about being tied to the continuation of the ICT PD contract funding, for instance: Schools will not be required to continue employment of the facilitator if for any unforeseen reason the ICT PD contract is terminated.

Some clusters are choosing to employ a facilitator for one year to allow flexibility in the facilitation model. We recommend that clusters maintain as much flexibility as possible to review and redefine the role of the facilitator as the cluster develops.

### Provision of hardware items for PD use

The cluster cannot purchase equipment, however the lead school can purchase out of their own school funds and claim depreciation from cluster funds. The lead school may lease or purchase equipment from their own school budget for use by the facilitator for the benefit of the programme. Purchased items can be depreciated at a rate commensurate with IRD regulations during the time of the ICT PD contract. Equipment may be leased and costs charged to the operations budget of the cluster.

Items may include:

- a laptop for facilitator use
- software for demonstration purposes (such as a copy for the facilitators laptop)
- a data projector and camera

The Ministry of Education has specific schemes to provide leased teacher laptops and the lease or purchase of data projectors that may apply to cluster schools. Please contact Nadine Veitch [nadine.veitch@minedu.govt.nz](mailto:nadine.veitch@minedu.govt.nz) or Meena Pratap [meena.pratap@minedu.govt.nz](mailto:meena.pratap@minedu.govt.nz) at the Ministry of Education if you have questions about teacher laptops and data projectors for cluster facilitators.

### The GST component of the ICT PD payments

The lead school is an independent contractor and as such is responsible for accounting for the GST component of the payments received for work done under the ICT PD contract.

The lead school will meet its legal obligation to account for the GST component of the payments it receives in one or both of the following ways:

- by spending the money on GST inclusive goods or services, in which case the GST is passed on to another person or company
- or by spending the money on GST exempt goods or services (ie. salaries), in which case a GST payment will need to be made to the IRD.

### Handling of funds by lead schools and cluster management

All budgeting and accounting within the lead school and cluster management is on an **ex** GST basis. When the cluster makes allocations to other cluster schools (for example, to pay for teacher release) the grant amounts are **ex** GST. Cluster schools invoice the lead school for the amount of the allocation, **plus** GST. When the invoice is paid the cluster funds are debited by the **ex** GST amount. Cluster and lead school financial management and reporting are on an **ex** GST basis.

### Reporting to the Ministry of Education

The cluster reports to the Ministry of Education using **ex** GST accounting data to arrive at total figures under the required headings, for example:

Professional fees	\$44,444.45	actual figures from accounting records
Professional costs	\$26,666.67	actual figures from accounting records
Operating costs	\$4,444.45	actual figures from accounting records
Teacher participation	\$31,111.12	actual figures from accounting records
<b>TOTAL EXPENDITURE</b>	<b>\$106,666.69</b>	
<b>Plus GST</b>	<b>\$13,333.33</b>	a calculated figure based on the above total
<b>TOTAL</b>	<b>\$120,000</b>	

*The GST figure is obtained by dividing the total expenditure by 9 or by dividing the GST exclusive expenditure by 8*

The GST figure is not an accounting function - simply maths performed on the actual total of funds expended. However, if the lead school were to invoice the Ministry of Education for the amount reported, then the GST calculation would be accurate and appropriate.

#### Support documentation

The following support documentation is located online in the Administration Handbook appendices link: <http://centre4.core-ed.net/382/61805>

#### Documents for finance bursar

- \* Budget example
- \* Calculating Three Year Totals for the Disbursement Schedules
- \* Exiting Ledger Sample

#### Documents for contributing schools

- 8 \* Account form
- \* Example tax invoice
- \* MoE Guidelines for Accounting for Shared Funds

### 3. Milestone Process

As an integral part of this contract, two milestone reports are expected from clusters each year. This evidence provides information for clusters as a form of review and gives the Ministry of Education some insight into progress and developments made in each contributing school. Milestone material may also be used in further Ministry of Education research. The two milestones are required in June and November:

#### Milestone dates:

Milestones	1, 3, 7	due 5 June 2009
Milestones	2, 4	due 27 November 2009
Milestone	8	draft due on 27 November 2009 with the final due with financial reporting
(exiting clusters only)		1 February 2010

Note: The milestone due on 27 November 2009 includes the contract variation for 2010 (see Contract Variation).

#### Milestone templates

Milestone templates will be available to clusters as early as possible and before the beginning of term 2 and term 4. Copies will be placed in **ICT PD Online (www.ictpdonline.org.nz)**, in the **Milestone Support Material** area (under Administration).

Milestone templates generally include the following:

- A summary of progress to date in each school.
- Any small modifications made to the programme from a cluster perspective.
- A summary report relating to each milestone task.
- A disbursement schedule of monies spent in each of the budgeted areas over the milestone period.

#### Milestone procedure:

When you have completed your milestone please do the following:

- Send a **digital copy** of your milestone report, including your disbursement schedule, in **Word** format to your NSSF at least two weeks before the milestone is officially due to the MOE for submission.
- Your NSSF will provide feedback and support you through any changes that may be required before sending a copy to the Ministry of Education.
- Once the milestone has been approved by your NSSF, convert the document to a PDF file, rename as the file with the following filename: LeadSchool\_ClusterNo\_MSNo and send to the Ministry of Education ictpd mailbox: [ictpd.milestone@minedu.govt.nz](mailto:ictpd.milestone@minedu.govt.nz)
- CC the PDF to your NSSF at the same time.
- Should you have a need to send any paper data, this can be mailed to:

**Neil Melhuish**  
 Project Leader e-Learning Capability  
 ICT Unit  
 Ministry of Education  
 PO Box 1666  
**WELLINGTON**

#### Support documentation

The following support documentation is located at: <http://centre4.core-ed.net/382/73100>

- Data collection
- Writing milestones
- School reports
- Milestone templates
- Milestone rubric

## 4. ICT PD Listserv

### The ICT PD Official (admin) listserv

The cluster project director, facilitator and principals of all schools will automatically be put on to this listserv because much of our national information is distributed this way. In order to keep email flow to a minimum, this is generally reserved for dissemination of official information for clusters. If you wish to send information out to clusters please contact your national facilitator.

The listserv email should ideally be sent directly to the project director, project facilitator and principals' email addresses. Some schools have used their administration office email address as the point of contact, and this has meant that important information sometimes does not reach key people.

Some clusters do experience trouble receiving the listserv mail. This is usually because their servers are set to bounce bulk mailing. It would be useful to check your security settings to ensure that it will enable receipt of this important information source.

## 5. Audio Conference

The Ministry of Education has traditionally provided an MoE audio bridge which allows free calling amongst certain parties. This system was put in place originally to provide links between the MoE and schools. Certain contractors had access to the bridge if their contractual work included significant communication between schools/the Ministry of Education.

By now, you would have noticed that your current Audio Conference pins do not work and you have been unable to hold audio conferences. This is because the MoE has undertaken a review of the current Audio Bridge facilities and as of February 9th, 2009 new guidelines have been established and new 6 digit pins required.

The MOE will be monitoring usage of the system carefully and reserve the right to withdraw the service if it is being used inappropriately. They have also set up the system so that any call made via the system using a mobile phone will be charged to the mobile phone user (THEREFORE please DO NOT use your mobile phone when accessing this service).

To register to use the NZEDNET Audio-Conferencing and Video-Conferencing Bridge, please download the following forms, complete and email to Asnet Technologies Limited at <mailto:vcsupport@asnet.co.nz>

### Support documentation

The following support documentation is located at:

<http://centre4.core-ed.net/20426/69170>

Access downloads here:

Audio Conferencing Bridge Application

<http://centre4.core-ed.net/382/74040>

Video Conferencing Bridge Application

<http://centre4.core-ed.net/382/74041>

## 6. Memorandum of Understanding (MoU)

ICT PD clusters develop a Memorandum of Understanding (MoU) between participating schools to define their expectations and responsibilities in the project. The Memorandum of Understanding is usually created between the principals of participating schools to ensure that there is a common understanding about the management and implementation of the project. It is a useful document for cluster principals to establish at the start of their contract since it provides an opportunity for all schools to outline their expectations.

**It is strongly recommended that all ICT PD clusters establish a Memorandum of Understanding at the start of the contract and review it regularly.**

Here are some suggested areas that may be covered by a MOU document:

### Finances

- Will schools contribute additional funds to the project and if so how will this be organised?
- How and when will participating schools invoice the lead school?
- How and when will the lead school report on finances to the other schools?

### Delivery

- Who will define and schedule the professional development activities?
- Who will participate in them and when?
- What is the role of the lead school/personnel?
- What are the roles of the cluster schools/personnel?

### Staffing

- Will the cluster employ staff to assist them in reaching their goals?
- Who will define and coordinate that staffing?
- Where will they be situated?
- What resources will they be given to do their job?
- How and when will they be paid?
- Who will staff report to/and when?
- What formal contracts will staff have?

### Changes or disputes

- What are the procedures for a change in key personnel?
- What are the procedures for disputes?

### Support documentation

The following support documentation is located at: <http://centre4.core-ed.net/382/61805>

- Example of MoU
- Job descriptors for project director and project facilitator

## 7. Contract Reviews and Variation

For each year of your contract you will be required to undertake a review of your programme **with your contracted schools** and where necessary make changes. These changes will be recorded, and if approved, a **variation** will be attached to your original contract.

### The variation process

Once you have gathered evidential data, met with your cluster management review team, and decided on the changes you want to make to your contract for the 2010 year, you will need to follow the process outlined below.

1. Download and read the full variation template (you will be notified of the online location or emailed one by your NSSF at the appropriate time).

2. Prepare:

- **Programme summary** – This is an overview of the changes you are making to the original outline of your programme. The programme summary should only include the changes for 2010. These can be written as bullet points or as an explanatory paragraph.
- **Programme details** – This is an action plan for the coming year. A table is provided for this in the variation template so that there will be a clear alignment and flow of the national goals with your cluster goals, tasks, expected outcomes and ways that you will provide evidence of the change and impact in classrooms.
- **Milestone tasks** - Some of these are preset by the Ministry of Education, but you will need to provide your own milestone tasks for milestones 3 and 4 if you are a second year cluster or for milestones 5 and 6 if you are a third year cluster. Your milestone tasks should come directly from the outcomes section of your action plan.
- **Schedule 3: Budget** — A detailed budget for 2010. This should show expanded details of expenditure within all the four expenditure categories (professional fees, professional costs, operating costs, teacher release). If you have unspent funds you will need to identify these and explain why you believe the underspending has occurred. Permission must be sought from the MoE to carry any unspent funds into a new financial year and a clear case made for the added value that may be given to the contract ( see link below)
- **Payment schedule:** Fill in the correct amounts for your payment schedule. This is likely to be the same as the current year. If there is any change your NSSF will send a table for inclusion.
- **Confirmation of details** - Confirm contact details for the projector director, facilitator, and lead school principal. Identify any other changes in personnel, such as Lead Teachers
- **Invoices:** These only need to be created for the very first and last contract payments.

3. Send the draft document to your NSSF to provide feedback before the next step. If any changes need to be made then your NSSF will let you know. Note: Do not send it to the Ministry of Education before you have NSSF approval.

4. When the document is completed and approved by your NSSF, print out two copies and have these signed by the person in your school responsible for this contract. This needs to be a board member and/or is often the lead school principal.

5. Send the documents to:

Neil Melhuish  
Project Leader e-Learning Capability  
e-Learning Unit  
Ministry of Education  
Box 1666  
Thorndon  
Wellington 6140

Courier Address  
Neil Melhuish  
e-Learning Unit  
Ministry of Education  
Level 11  
Public Trust Building  
117-125 Lambton Quay  
Wellington

Once the hard copy documents are received by the Ministry of Education, a Ministry of Education representative will sign both copies and send one back to the lead school. Email a digital copy of the completed variation to your NSSF so they have a final copy of your programme changes for 2010.

Support Documentation

The following support documentation is located at: <http://centre4.core-ed.net/382/61805>

- Calculating disbursement Schedule figures

## 8. Exiting Clusters

### Contract exit processes 2007-2009 group

**Please use this as the checklist for your final milestone. These items must be completed before the final milestone payment is made. Milestone 8 templates will be made available to clusters before the beginning of term 4.**

**Your final milestone 8 must include:**

1. **A final review** - A final review of progress for each school involved in the cluster. This can be a brief report for each school in the contract
2. **Key lessons** - An observation of the key lessons from your 3 years experience as a cluster.
3. **Milestone tasks** - Report on the milestone items in your contract.
4. **A list of cluster contribution to wider ICT PD Network** - Details could include
  - a. materials published online in a publicly accessible space
  - b. visits from other schools
  - c. national or regional presentations (online or face-to-face)
  - d. resource development
  - e. other
5. **Confirmation of completed exit survey** by all participating teachers. As at 2 February 2009, a decision is pending as to the status of this survey for exiting clusters. Because the survey provides important data on how much staff have grown in confidence as well as ICT capability, many clusters will wish to ensure staff complete the exit survey so they have comparative data. Vince Ham of CORE Education manages this survey. Contact him at [vince.ham@core-ed.net](mailto:vince.ham@core-ed.net) or his research assistant, Selver Sahin at [selver.sahin@core-ed.net](mailto:selver.sahin@core-ed.net)
6. **Full financial report** - Provide a complete set of the accounts for 2007, 2008 and 2009. (Not just totals but a full transaction ledger of expenditure for each of the three years of your contract)
7. **Disbursement schedule** - Attach the final disbursement schedule as per the contract.
8. **Invoice for final payment** - Generate an invoice for final payment and send with the report

**Confirmation of completed online evaluation form** for facilitators, project directors and principals. Clusters will be notified of the URL closer to report time.

### Exiting finances

The cluster needs to provide a ledger report that has come directly out of the school accounts software. You need to extract the spending under the four cost areas from the cluster contract (eg Professional Fees, Professional Costs, Operational Costs, Teacher Development) which should have their own code/s within the school chart of accounts. Exporting from the school finance programme into a PDF format is acceptable as is a paper print off from your finance software.

The ledger is expected to be itemised (not just totals but a full transaction record). The ledger needs to give enough detail to demonstrate to the NSSF and the MoE that the money has been for the purpose of professional development only. The description of each item in the ledger should be clear enough that the NSSF can understand exactly what it was for (i.e. the name of a person or company with no description as to what the spending was for would not be clear enough).

It is expected by the 31<sup>st</sup> of December that you will have spent all contract funds. If your cluster has under-spent, your invoice to the MoE for the final cluster payment should only be for the amount you have

expended. If you have under-spent by more than the final payment is worth, you are then in a position of owing the MoE money. The MoE will consider on a case-by-case basis the options available to clusters for disbursing the balance of the contract funds. Approval must be sought and not assumed. In this case, contact your NSSF and Neil Melhuish at the e-learning unit of the MoE.

The dollar amount for the final payment can be found in the payment schedule in the contract variation.

The invoice can be sent as a paper version to the MoE address on milestone 10 or as a PDF with the electronic version of the milestone to the [ictpd.milestone@minedu.govt.nz](mailto:ictpd.milestone@minedu.govt.nz) email address.

### Submission Processes Include

1. Complete the disbursement schedule figures in the milestone document. Provide an explanation if spending has varied more than 10% in any area.
2. Name your files clearly including the lead school name and the cluster contract number. The format for naming the milestone is leadschool\_contract-number\_MS10. The format for filename of the invoice can follow this pattern with \_invoice at the end.
3. The file type for ledgers and invoices should be .pdf, file type for the milestone report may be a .doc or .pdf
4. If you prefer, you can send paper copies of everything though you will still need to submit an electronic version of the milestone to [ictpd.milestone@minedu.govt.nz](mailto:ictpd.milestone@minedu.govt.nz)

If you need to clarify any of these points please contact your NSSF.

## 9. Professional Development Opportunities: 2009

### ICT PD events:

Learning@School Conference - Convention Centre Rotorua – 25-27 February 2009  
<http://www.learningatschool.org.nz>

Modules will run both synchronously and asynchronously throughout the year. See page 23 for more detail.  
<http://www.ictpdonline.org.nz>

He Waka Eke Noa – Rotorua - 15-17 July 2009  
<http://www.hwen.org.nz/>

### Other events:

**See the TKI ICT Community Calendar**  
<http://www.tki.org.nz/e/community/ict/calendar.php>

**Ulearn08 Conference – Christchurch 6-9 October 2009**  
<http://www.ulearn.org.nz>

**ACEL - 2009 Conference**  
<http://www.acel.org.au/index.php?id=858>

**Beyond IT - A 3 day unConference**

**Auckland Conference**

April 20-22nd

**Christchurch Conference**

July 6-8th

**Conference booking sheet**

<http://centre4.core-ed.net/382/74072>

## 9. New Zealand Curriculum Online

### New Zealand Curriculum Online

<http://nzcurriculum.tki.org.nz/>

New Zealand Curriculum Online is a vital resource for schools thinking about school curriculum design.

Key features on the site include:

- **The NZC Resource bank** – a comprehensive storehouse for all curriculum resources and links
- **Monthly email updates** – keep you up-to-date with new resources and stories as they are published online
- **Digital stories** – where New Zealand schools share their curriculum journeys and ideas
- **MOE resources and news** – digital versions of the NZC, implementation packs, new notices and updates on curriculum-related projects
- **Strategies for getting started** – a blog where we share great practical ideas to use in your staffroom and cool ideas and sites we come across
- **Online events** – each term we will hold online events. In March 2009 the online event will be designed to help new users make the best of the rich curriculum resources on NZC Online
- **Web site walk throughs** – we're happy to organise telephone or video sessions to show groups how NZC Online works and what's available to support the work you do. If you are keen to learn more, please contact [jane.nicholls@core-ed.ac.nz](mailto:jane.nicholls@core-ed.ac.nz)

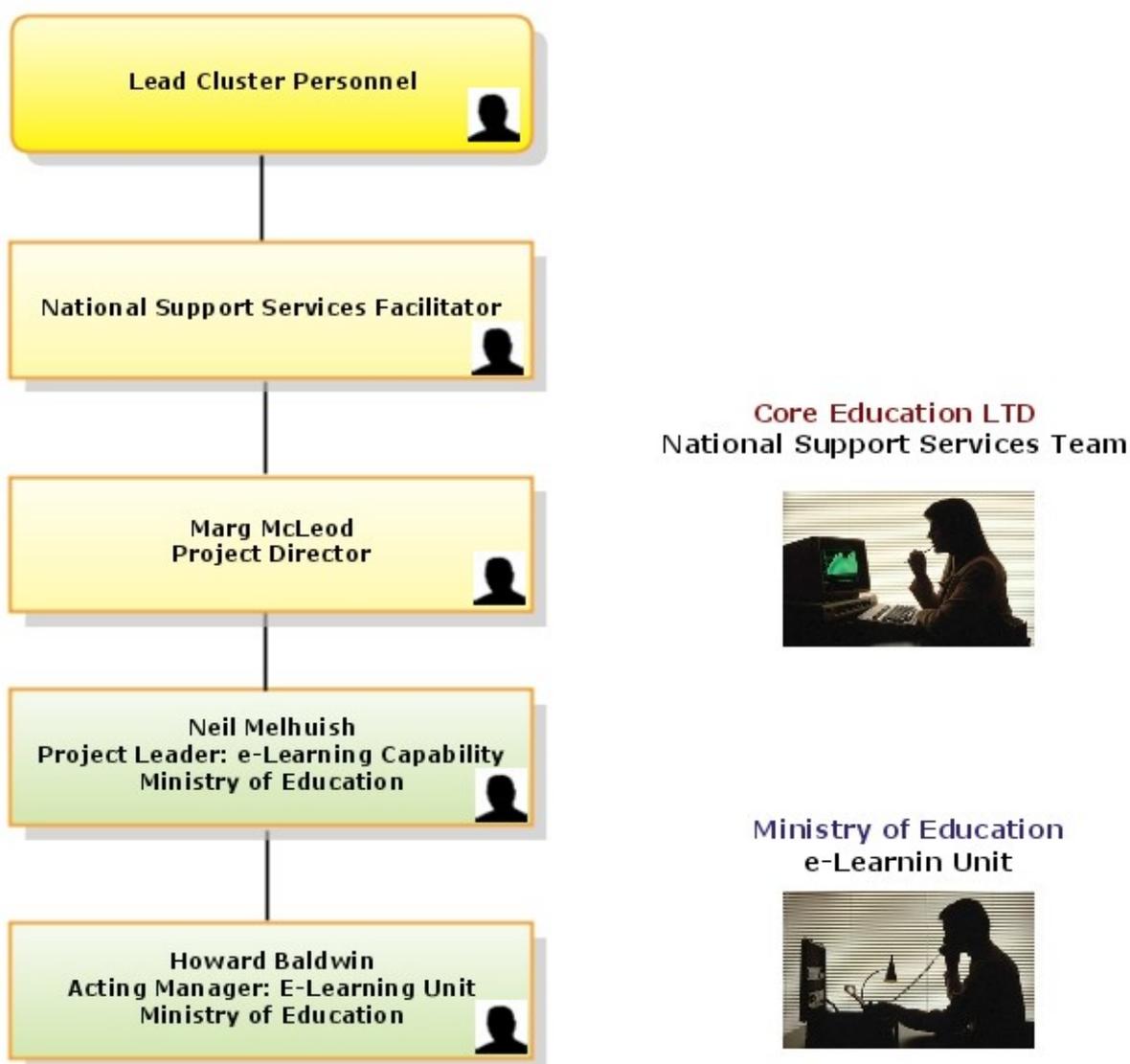
## 11. Te Marautanga o Aotearoa

This curriculum document has been launched in 2008. Level 1 and Level 2 Maori medium settings will have received copies of this curriculum in 2008. The project now moves into the Implementation stage during 2009 and 2010. Regional coordinators have been established to coordinate professional development opportunities throughout the country in 9 different regions. For more information visit [www.tmoa.ac.nz](http://www.tmoa.ac.nz).

For assistance or queries contact Hemi Waerea at [hemi.waerea@moa.ac.nz](mailto:hemi.waerea@moa.ac.nz).

## 12. Lines of Communication for ICT PD

Your first point of contact is with your designated NSSF who is part of a team employed by CORE Education Ltd. The team has been contracted by the Ministry of Education to provide you with mentoring, monitoring, advice and guidance throughout the period of the contract. Marg McLeod is the ICT PD Project Director and is in regular contact with Neil Melhuish, the Ministry of Education PD Project Leader e-Learning Capability and Howard Baldwin, Acting Manager E-Learning Unit, Ministry of Education. It is important that clusters respect these lines of communication if you have any issues or feedback.

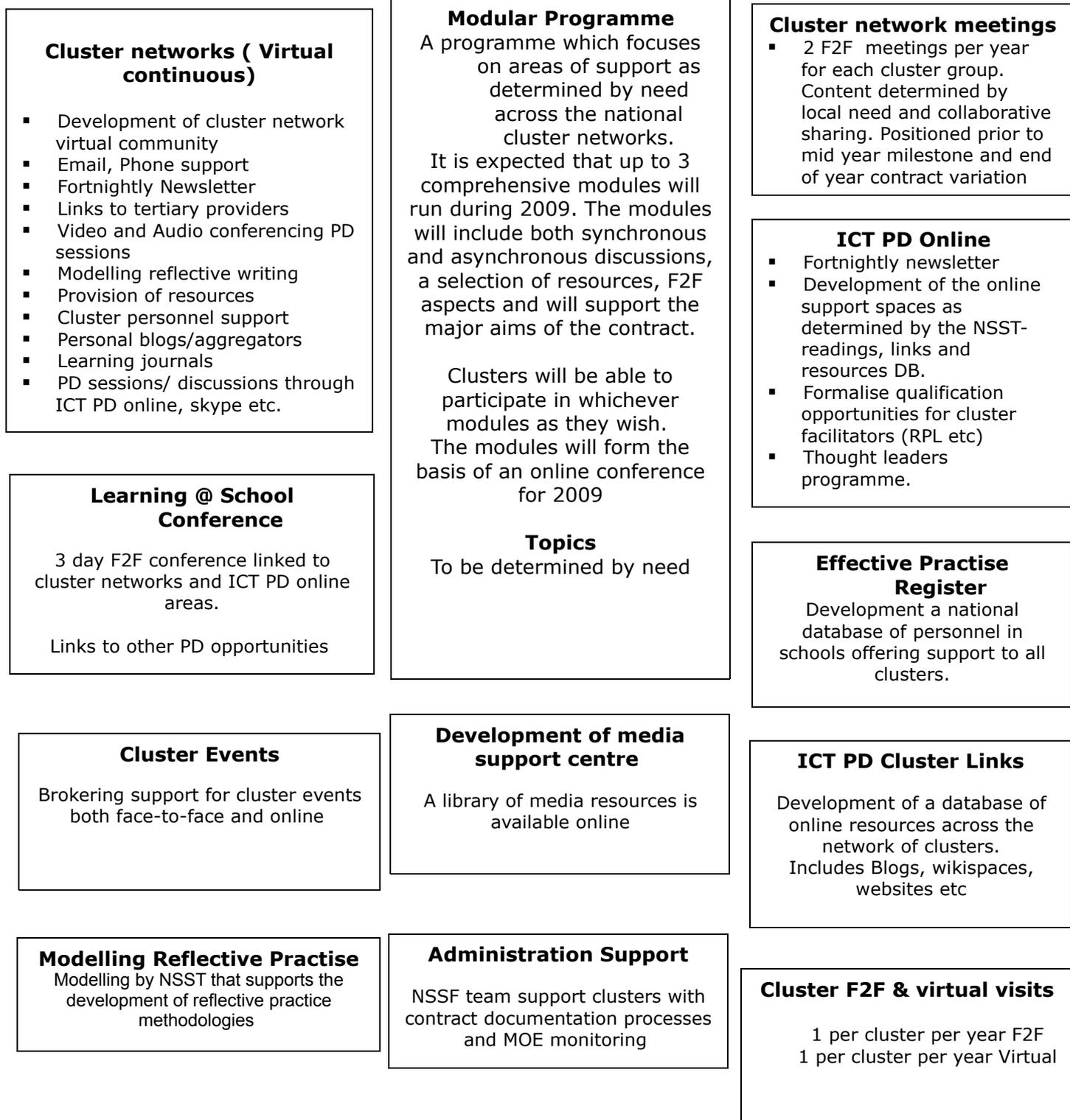


# CLUSTER SUPPORT PROGRAMME

## 13. National ICT PD Cluster Support Programme 2009

Survey development and analysis determines the local, regional, national programme components and delivery methodology

### NSSFT SUPPORT PROGRAMME 2009



The National Support Services Facilitation Team (NSSFT) offers virtual and face-to-face support at local, regional and national meetings.

## 14. National Support Services Facilitation Team (NSSFT)

The ICT PD project is based on the philosophy of developing a learning community from within the learning community. The role of the National Support Services Facilitator (NSSF) is as a mentor, advisor and “guide on the side”. Your national facilitator is skilled and knowledgeable and knows how to access information and support. This person is the cluster’s first point of call for any enquiries.

### Cluster and NSSF Allocation 2009

Cluster name	Year	Lead school name	Allocated facilitator and their details	
Chatham Islands Cluster	2007-2009	Pitt Island School	Marg McLeod: (021) 595057 <a href="mailto:marg.mcleod@core-ed.net">marg.mcleod@core-ed.net</a>	
Mana Ota Tikei Cluster	2007-2009	Manawatu College		
Paerangi Cluster	2007-2009	Hato Petera College**		
ICT on High Cluster	2008-2010	Wellington High School		
Royal ICT Cluster	2008-2010	Queen’s High School**		
Southland Rural Secondary Schools	2008-2010	Menzies College		
Te Kura a Tuhi: Future Pathways School	2008-2010	Correspondence		
Cobham Connections School	2009-2011	Hamilton Girls' High		
Dunedin Kareti Cluster	2009-2011	Taieri College		
SFS Cluster	2009-2011	Sacred Heart Girls' College (Hamilton)		
Timnet Cluster School	2009-2011	Timaru Boys' High		
** change of lead school in 2009				
Otaki Kapiti Cluster Super Cluster	2006-2010	Paekakariki /Waikanae		Warren Hall (021) 663 910 <a href="mailto:warren.hall@core-ed.net">warren.hall@core-ed.net</a>
Boys Learning thru ICT School	2007-2009	Christchurch Boys' High		
I can we can Cluster	2007-2009	Coley Street School		
KatMat	2007-2009	Katikati College		
KW Cluster	2007-2009	Whangaparaoa College		
Marlborough Learning Community College	2007-2009	Marlborough Girls'		
Pathfinders Cluster	2007-2009	Cotswold School		
SEONet	2007-2009	Sancta Maria College		
Windwand Net	2007-2009	New Plymouth Boys High		
Te Hikoi Hou	2007-2009	Thorrington School		
CentreNet Cluster	2008-2010	Otorohanga College		
Horizon Cluster	2008-2010	Unlimited		
Online Bridges Cluster	2008-2010	Tawa Intermediate		
Taranaki Waka	2008-2010	New Plymouth Girls High		
Manurewa Cluster	2009-2011	Manurewa High School		
NorthGlen	2009-2011	Northcote College		
Octopus Cluster	2009-2011	Birkenhead College		
Nga Taonga	2007-2009	Owairaka School	Suzie Vesper 021 337 430` <a href="mailto:Suzie.vesper@core-ed.net">Suzie.vesper@core-ed.net</a>	
Global West	2007-2009	Swanson School		
BLENNZ	2008-2010	Homai School		
Bucklands Beach Intermediate	2008-2010	Bucklands Beach		
Eastnet Elm	2008-2010	Park School		
Twin Coast	2008-2010	Matakana School		
Eastern Block e-Learning	2009-2011	Willowbank School		
Futures East	2009-2011	Howick Intermediate		
iPlus Project	2009-2011	New Lynn School		

Eastern Aterial Cluster Insoll	2007-2009	Avenue School	Jill Hammonds (021) 344 253 <a href="mailto:jill.hammonds@core-ed.net">jill.hammonds@core-ed.net</a>
GRITS (Gore Rural IT Schools)	2007-2009	Tapanui School	
Otakou Cluster School	2007-2009	Tahuna Normal Int	
Selwyn Cluster	2007-2009	Consolidated School	
Te Kete Atawhai Cluster	2007-2009	Windsor Primary	
WaiLite Cluster	2007-2009	Cambridge East	
Wayfinders Cluster	2007-2009	Hornby Primary School	
X-Roads Cluster	2007-2009	Ohaupo School	
Ashburton Schools Cluster	2008-2010	Ashburton School	
Hokonui Cluster West	2008-2010	Gore School	
Otepoti Cluster	2008-2010	Outram School	
Southern Connections	2008-2010	Tisbury School	
Coalface Cluster	2009-2011	Whitikahu School	
Aoraki Rural Cluster	2009-2011	Pleasant Point School	
North Westland Primary Cluster Hokitika	2009-2011	St Mary's School,	
Port Hills Cluster Intermediate	2009-2011	Heaton Normal	
E-Best Cluster	2007-2009	Ohope Beach	Tessa Gray (021) 337 529 <a href="mailto:tessa.gray@core-ed.net">tessa.gray@core-ed.net</a>
Peninsula Rural Schools Cluster	2007-2009	Te Rerenga School	
Waimarino Cluster	2008-2010	Bellevue School	
RELLCO Cluster	2008-2010	Lynmore Primary	
Te Whakatipuranga Hou Cluster	2008-2010	Welcome Bay Primary	
SustainED Maungarei Kaitiakitanga	2008-2010	Meadowbank School	
3 Kings ICT PD Cluster	2008-2010	3 Kings School	
Great Barrier ICT PD Cluster	2008-2010	Mulberry School	
Matamata District ICT Cluster	2009-2011	Hinuera School	
Waihi Cluster Schools	2009-2011	Waihi Central School	
Peak ICT Cluster	2009-2011	Putauaki School	
North East Cluster	2007-2009	Glenbervie School	Kathe Tawhiwhirangi Perry (021) 527004 <a href="mailto:kathe@core-ed.net">kathe@core-ed.net</a>
Whangarei South Cluster	2007-2009	Maungatapere School	
Nelson City Cluster	2007-2009	Nelson Central	
Not quite feilding Cluster	2008-2010	Bunnythorpe School	
Nati ICT PD Cluster	2008-2010	Hiruharama School	
Feilding	2008-2010	Lytton Street School	
Whangarei Area Cluster	2008-2010	Manaia View School	
Rakahuri Cluster School	2008-2010	Rangiora Borough	
Te Waihora Cluster	2008-2010	Spreydon School	
Whakatu's Schools Cluster	2009-2011	Enner Glynn School	
Cluster for Higher Learning	2009-2011	Tiniroto	

## 15. Local Support

### a) Cluster Networks

A cluster network is made up of clusters within the same region. New clusters will be notified by a NSSF and advised as to which cluster network they belong. Clusters remain in these allocated cluster networks for the duration of their contract unless notified otherwise.

The cluster network is based on the premise of building collegial networks to share experiences and expertise at a local level. Members are encouraged to work and collaborate with each other. The NSSF will assist in coordinating two cluster network meetings throughout the year in collaboration with lead cluster personnel.

## b) Cluster Network Allocations

Region	NSSF/s
<b>Northland Primary</b> Whangarei South Cluster (Maungatapere School) North East Cluster (Glenbervie School) Whangarei Rural ICT PD Cluster (Manaia View School)	<b>Kathe Tawhiwhirangi- Perry</b>
<b>Auckland Primary</b> SustainED Maungarei Kaitiakitanga Cluster 3 Kings ICT PD Cluster Great Barrier ICT PD Cluster Global West ICT PD Cluster (Swanson School) BLENZ Cluster (Homai School) BBI Cluster (Bucklands Beach Intermediate) Ngā Taonga Cluster (Owairaka District School) EastNet Cluster (Elm Park School) Twin Coast Cluster (Matakana School) iPlus Project (New Lynn School) Botany East (Willowbank School) Futures East (Howick Intermediate School)	<b>Tessa Gray Suzi Vesper</b>
<b>Auckland Secondary</b> KW Cluster SEONet Cluster Manurewa Cluster NorthGlen Octopus Cluster	<b>Marg McLeod Warren Hall</b>
<b>Bay of Plenty Primary</b> E-Best Cluster Waimarino Cluster Peninsula Rural Schools Cluster RELCO Cluster Te Whakatipuranga Hou Cluster Matamata District ICT Cluster Waihi Cluster Schools Peak ICT Cluster Cluster for higher learning	<b>Tessa Gray Kathe Tawhiwhirangi- Perry</b>
<b>Waikato Secondary</b> KatMat Cluster CentreNet Cluster Cobham Connections SFS Cluster	<b>Marg McLeod Warren Hall</b>
<b>Central North Island Primary</b> Otaki Kapiti Cluster Online Bridges Cluster I can we can Cluster Kainui Cluster Nati ICT PD Cluster Fielding ICT PD Nelson City Cluster Whakatu School's Cluster	<b>Warren Hall Kathe Tawhiwhirangi Perry</b>

<p><b>Waikato Primary</b></p> <p>Eastern Arterial Cluster WaiLite Cluster X-Roads Cluster Coalface Cluster</p>	<p><b>Jill Hammonds</b></p>
<p><b>Central Secondary</b></p> <p>Chatham Islands Cluster ICT On High Cluster Mana Ota Tikei Cluster Marlborough Learning Cluster Paerangi Cluster Windwand Net Cluster Taranaki Waka Cluster Te Kura a Tuhi: Future Pathways</p>	<p><b>Marg McLeod Warren Hall</b></p>
<p><b>Canterbury Primary/Secondary Combined</b></p> <p><b>Primary</b> Pathfinders Cluster Selwyn Cluster Te Kete Atawhai Cluster The Wayfinders Cluster Te Waihora Ashburton Schools Cluster North Westland Primary Schools Cluster Port Hills Cluster Aoraki Rural Cluster</p> <p><b>Secondary</b> Boys Learning thru ICT Cluster Horizon Cluster Timnet Cluster</p>	<p><b>Jill Hammonds Kathe Tawhiwhirangi- Perry Warren Hall</b></p>
<p><b>Otago/Southland Primary/Secondary Combined</b></p> <p><b>Primary</b> Otakou Cluster Otepoti Cluster Southern Connections Hokonui Cluster Gore Rural IT Schools</p> <p><b>Secondary</b> Royal ICT Cluster Southland Rural Sec Schools e learning Cluster Dunedin Kareti Cluster</p>	<p><b>Jill Hammonds Marg McLeod</b></p>

### c) Cluster Network Meetings

Two face-to-face meetings will be held throughout the year. The meetings will be a time for professional learning and collegial sharing for those engaged in the facilitation of the programme within schools. Project directors and facilitators are encouraged to attend. Cluster network meeting dates have been predetermined to assist your planning and are listed in the following tables. The network itself will determine venue and content for all these meetings.

## d) Cluster Network Meeting Dates

### Secondary Cluster Network Meetings

NSSF	Cluster Networks	Meeting 1	Meeting 2
Marg McLeod and Warren Hall	Auckland Secondary	<b>March 19<sup>th</sup></b>	<b>September 16<sup>th</sup></b>
	Central Secondary	<b>March 27<sup>th</sup></b>	<b>September 15<sup>th</sup></b>
	Waikato Secondary	<b>March 30<sup>th</sup></b>	<b>September 17<sup>th</sup></b>
Warren Hall	Canterbury Secondary	<b>March 20<sup>th</sup></b>	<b>September 18<sup>th</sup></b>
Marg McLeod	Otago/Southland Secondary (combined with Primary)	<b>March 11<sup>h</sup></b>	<b>September 14<sup>th</sup></b>

### Primary Cluster Network Meetings

NSSF	Cluster Networks	Meeting 1	Meeting 2
Tessa Gray and Kathe Tawhiwhirangi-Perry	Bay of Plenty	<b>March 19<sup>th</sup></b>	<b>September 17<sup>th</sup></b>
Jill Hammonds	Waikato	<b>February 18<sup>th</sup></b>	<b>August 26<sup>th</sup></b>
Jill Hammonds Warren Hall Kathe Tawhiwhirangi-Perry	Canterbury	<b>March 20<sup>th</sup></b>	<b>September 18<sup>th</sup></b>
Jill Hammonds	Otago/Southland Primary (combined with Secondary)	<b>March 11<sup>th</sup></b>	<b>September 14<sup>th</sup></b>
Suzie Vesper and Tessa Gray	Auckland	<b>April 6<sup>th</sup></b>	<b>September 14<sup>th</sup></b>
Kathe Tawhiwhirangi-Perry and Warren Hall	Northland	<b>May 8<sup>th</sup></b>	<b>October 23<sup>rd</sup></b>
	Central North Island	<b>May 7<sup>th</sup></b>	<b>October 22<sup>nd</sup></b>

## e) Virtual Support For Clusters

Virtual support for clusters is provided in the form of an online community known as ICT PD Online. The concept of the virtual cluster network is based on the need to support clusters that may be geographically close and enable them to come together as an online learning community.

Continuing clusters will be familiar with accessing material via home group portals hosted by their national facilitator. These have now moved and the portals previously called home groups are now called cluster network spaces. Cluster network spaces are found within ICT PD Online and provide a portal for key cluster personnel to access and contribute new information and ideas as well as the ability to strengthen social networks.

In addition to these spaces you can access cluster network meeting wikis. Some content has been predetermined, however it is envisaged that cluster networks will continue to develop and contribute to this material based on the needs and requirements of the cluster personnel in your region.

Cluster Network Spaces Online  
<http://centre4.core-ed.net/382/73209>

## f) Cluster Events

It has become a common practice for ICT PD clusters to develop and conduct cluster conferences specific to the needs of their cluster. Your NSSF may be available to attend some of these events to support in a professional development capacity. Please contact your NSSF to check their availability. If you have capacity to open your conference to a wider audience we suggest extending an invitation within the cluster network.

## g) Cluster F2F visits and virtual

Clusters receive one face-to-face visit and one virtual visit (audio conference) from their NSSF. The timing of both these meetings will need to be negotiated with your NSSF. New clusters can expect to receive their face-to-face visit quite early in the year. This is a valuable time for you to ask questions, seek clarification and to fine-tune your programme.

The expectation is that project director/s and facilitator/s will attend these meetings and assist in setting up a programme for the visit. Principals from cluster schools are expected to attend for part of the day.

A possible agenda for these meetings, using a PMI strategy might be:

- General review of progress so far.
- Progress in relation to national goals and cluster goals
- Progress on your programme implementation
- Whole school acquisition of teaching/learning culture and ICT attitudes.
- Areas of concern and possible solutions.
- Contract administration – concerns, queries, solutions.
- Finance processes

## 16. Modular Programme

Regional and Home Group meetings have been replaced with opportunities to take part in modules on specific topics in a variety of formats. These are likely to include a mix of online, audio or video conferencing, professional readings, media clips and face-to-face sessions. Cluster personnel will be able to opt into participation on any topic(s) of interest, partaking of all or some of the options within each. More information will be provided by your NSSF as the year gets underway and as the modules are developed.

## 17. National Support

### a) ICT PD Online

#### ICT PD Online for clusters: Why have an online community?

ICT PD Online provides clusters in the ICT PD programme with an online professional learning environment that promotes critical and reflective practice, and the sharing of information and resources. The concept of an online learning community is based on a constructivist view of learning with the belief that people learn best as they interact and engage with others. The members of the ICT PD cluster community include project directors, facilitators, cluster leaders, principals, and interested teachers. Each person has a different perspective, expertise and experience, from which the whole community can learn. Within the ICT PD Online environment, members develop a community of practice as they:

- share information about personal experiences and viewpoints at a collegial level
- explore ideas about effective practice with each other and invited 'expert' guests
- share links to useful online classroom resources
- make links between classroom practice and current research
- model online learning situations
- contribute to a national network of people with experience in the ICT field
- gain support by working with others
- maintain contacts across a geographically dispersed group
- participate at a place and pace that suits individuals

The online environment provides a variety of collaborative tools to support interaction. For example, there are tools for debate, discussion, and brainstorming, tools to encourage social interaction, and tools available to share resources and comment on their effective use. ICT PD Online includes a number of sections each with a different purpose:

ICT PD Online members are expected to be active participants in this collaborative environment and to

undertake regular leadership roles as part of their commitment to the ICT PD Clusters Schools' Project. Modules will provide members with support and opportunities to develop professional knowledge and understanding of the ways ICT can be used and integrated into teaching and learning. Modular development will include ongoing discussions and opportunities for sharing ideas about aspects of effective practice, classroom resources and their use.

ICT PD Online is accessible at: [www.ictpdonline.org.nz](http://www.ictpdonline.org.nz). To enter you need to create a username and password, and enter the access code **ictpd** when requested. Photographs and videos of people require their permission to publish online. Permission forms are available online or from the national support services facilitators.

### Support documentation

The following support documentation is located at: <http://centre4.core-ed.net/382/61805>

- Joining ICT PD Online guide

## Areas for your use and contribution

### b) Effective Practice Register

This resource database was established in mid 2007. It provides a list of people, schools, and clusters within the ICT PD Clusters project that have strengths, knowledge, or interests around particular areas of ICT in teaching and learning. The register has been established to provide a networking and communication tool so that clusters or individuals can locate people of similar interests, or seek help from or question those with expertise.

The register is located in ICT PD Online under the Resources section, and can be found at: <http://centre4.interact.ac.nz/382/48622>

For assistance or queries, contact the administrator at: [ictpdonline@core-ed.net](mailto:ictpdonline@core-ed.net)

### c) ICT PD Cluster Links

This resource database is a collection of public wikis, blogs, Centre4 areas, and websites developed and maintained by ICT PD clusters. As clusters utilise a variety of online tools to communicate and share information, the NSSF team would like to encourage clusters to share their sites with others for dissemination throughout the ICT PD Online community. As with the expertise database, it uses a knowledge base tool within Interact, whereby records can be located via category headings or a free text search.

The cluster knowledge base is located in ICT PD Online under the Resources section, and can be accessed at: <http://centre4.core-ed.net/382/68138>

### d) Media Centre

The **media programme** is to assist development of a range of multimedia resources that will be collated to provide additional support to ICT PD clusters with similar needs. A repository of online resources such as videos, podcasts, and blogs will be available to support local, regional, and national workshop programmes as well as the online conferences and seminars.

Resources developed within the media programme will be disseminated and housed in the online media centre. The Media Centre is currently under construction. It will be a searchable repository and can be found in the Resources area on ICT PD Online. Clusters will be encouraged to use it to **find** media and also just as important **to add** media.

### e) Links to Related MoE Resources

#### Software for Learning

The Software for Learning area on TKI has been developed by the Ministry of Education to support teachers to identify and integrate software in the classroom. Software has been reviewed by teachers and

identified as having the potential to effectively support learning in schools and early childhood programmes. A wiki on effective pedagogy with classroom examples and teacher and student voice is also part of the website. More details available at [http://www.tki.org.nz/r/ict/software/index\\_e.php](http://www.tki.org.nz/r/ict/software/index_e.php)

### **Internet Safety**

The NetSafe organisation provides a range of services and advice to schools to promote the safe use of all information and communication technologies. The NetSafe Kit for schools is a valuable resource designed to provide the infrastructure needed to ensure a cybersafe learning environment. Contact NetSafe toll free on 0508 638 723 or visit the NetSafe website [www.netsafe.org.nz](http://www.netsafe.org.nz). NetSafe is the Ministry of Education's preferred provider of cybersafety advice and support to schools.

### **ICT Community News page on TKI**

TKI, the Ministry of Education's portal for education professionals, hosts a regularly updated page with information, materials and events relevant to information and communication technologies (ICT) teaching and learning. There are links to over 1400 quality-assured materials in this community located at <http://www.tki.org.nz/e/community/ict/>

### **Digistore, New Zealand's storehouse of digital content**

Digistore houses almost 500 quality assured learning objects supporting literacy (for students at risk), numeracy, science and learning languages for students years 1-11. These have been developed as part of The Le@rning Federation initiative funded by the Ministry of Education. All NZ schools are able to register on the Digistore website. To find out more about this initiative go to: [www.tki.org.nz/r/digistore](http://www.tki.org.nz/r/digistore). Encourage your principal to register online at: [www.tki.org.nz/r/digistore/register\\_e.php/](http://www.tki.org.nz/r/digistore/register_e.php/)

### **Laptops for Teachers (TELA)**

This initiative gives permanent fulltime and part-time teachers in state and integrated schools the opportunity to access a leased laptop for a three-year period, with the Ministry of Education meeting up to two-thirds of the total cost of leasing for the base models, and teachers or schools covering the other third. Further information can be found on <http://www.minedu.govt.nz/goto/tela>

### **ICT Helpdesk**

The Information and Communication Technology (ICT) Helpdesk has been established to provide schools with a single point of contact for all their ICT support and assistance needs. Call the toll-free number 0800 CALLICT (0800 225 5428) or send an email to [callict@tki.org.nz](mailto:callict@tki.org.nz). You will need to provide your name, Ministry of Education school number, and school name. Help is available with issues ranging from ICT policy advice through to technical support. The service is free to schools

### **ICT Research**

The Ministry of Education commissions a variety of research and evaluation around the impact of ICT in education. Overall the Ministry of Education's research and evaluation in ICT aims to:

- Assess the impacts of Ministry of Education ICT initiatives across the education sector to strengthen planning and implementation
- Explore e-learning and ICT practices that make a positive difference to learning
- Support educators to make critical and reflective decisions about their use of ICT.

Completed ICT research and evaluation projects, in-progress projects, and some national and international websites relating to ICT educational research and evaluation can be accessed on:

<http://educationcounts.edcentre.govt.nz/research/ict.html>

### **Virtual Learning Network and eLearning Clusters**

The eLearning Cluster Leadership Funding supports established Virtual Learning Network clusters to fund key eLearning Leadership / ePrincipal roles across groups of schools. The funding is currently allocated to 12 eLearning clusters nationally from Northland to Southland. In 2008 the network was again used extensively for student enrolments in elearning classes, and a wide number of other initiatives involving students, staff and community - such as scholarship mentoring, professional development and learning, virtual fieldtrips, curriculum support, moderation and supporting and enhancing existing cluster initiatives.

Contact details for enquiries:

[chris.allottmcphee@minedu.govt.nz](mailto:chris.allottmcphee@minedu.govt.nz)

ph 04 463 2819 or 021 221 8791

[www.virtuallearning.school.nz](http://www.virtuallearning.school.nz)

Eddie Reisch  
Virtual Learning Network

email: [eddie.reisch@minedu.govt.nz](mailto:eddie.reisch@minedu.govt.nz)  
 Web Site: <http://www.virtuallearning.school.nz>  
 DDI: 04 463 7052  
**027 2781164**

## Leadership initiatives

### Professional Leadership Plan (PLP)

The PLP (in development) sets out a plan of system-wide actions that focus on supporting and achieving the Ministry's goal of strong professional leadership in every school. It has been developed in association with sector groups. For more information go to [Leadspace](#) or contact Darren Gammie [Darren.gammie@minedu.govt.nz](mailto:Darren.gammie@minedu.govt.nz)

### Kiwi Leadership for Principals (KLP)

The KLP document contains a model of leadership based on shared expectations of the kind of knowledge, qualities and skills principals will need to lead schools from the present to the future. A key idea in the KLP document is about principals as educational leaders. Educational leadership has two interdependent professional strands: pedagogical leadership and management. Principals whose practice encompasses both strands ensure that the decisions they make, including systems and operations-based ones, are linked to supporting achievement for all students.

For copies of the Kiwi Leadership for Principals document send a request to [leadership@tki.org.nz](mailto:leadership@tki.org.nz)

### First-time Principals Programme (FTP)

This induction programme for new principals is provided by the University of Auckland. The programme runs over 18 months including three residentials during term breaks, involvement with professional learning groups, online learning and working with mentors. All new principals are eligible to register for the programme.

For more information contact [Marion.fitchett@minedu.govt.nz](mailto:Marion.fitchett@minedu.govt.nz) or online at [www.leadspace.govt.nz](http://www.leadspace.govt.nz) or [www.firstprincipals.ac.nz](http://www.firstprincipals.ac.nz)

### The Ariki Project

This initiative provides support for principal professional learning through the interactions of small networks of groups. The New Zealand Principals Federation and EDEX are joint providers. The project involves teaching staff collecting evidence of their classroom interaction and critiquing their practice in a Quality Learning Circle group setting. It leads to a collection of data from which correlations between the principal's intention and current classroom teaching and learning can be made.

For more information contact [Marion.fitchett@minedu.govt.nz](mailto:Marion.fitchett@minedu.govt.nz)

### Leadership and Management Advisors

Ongoing support to school leaders is provided through the School Support Services. Seventy to 80 leadership and management advisors across New Zealand provide in-depth support and advice to school leaders on leadership practices which improve student learning outcomes. To locate advisors visit [www.leadspace.govt.nz](http://www.leadspace.govt.nz)

### LeadSpace

LeadSpace is the communications and information hub for New Zealand school principals. It provides support materials for principals in their day-to-day work and their professional learning. Visit [www.leadspace.govt.nz](http://www.leadspace.govt.nz)

### Middle and senior leadership

A document for middle and senior leaders is being developed. The purpose of the document is to gain clarity about the knowledge, skills and qualities required by middle and senior leaders to improve teaching and learning for all students. Please contact Linda Stockham for further details [linda.stockham@minedu.govt.nz](mailto:linda.stockham@minedu.govt.nz)

## **E Admin**

### **Learning Management Systems**

#### Learning Management System Updates

The Ministry of Education ran a tender to select a small number of vendors as development partners for the Ministry's Managed Learning Environment project. On 10th February 2009, Mr Paul Seiler announced the names of the successful vendors. In no particular order they are:

- \* Edtech with the "Ultraneet" Learning Management System (LMS);
- \* Editure with "MyClasses"; and

a consortium comprising:

- \* Catalyst with "Moodle";
- \* Dataview with "The KnowledgeNet"; and
- \* Spike@School with "Learning Caves"

The Ministry has chosen to work with developers of learning management systems because the LMS is regarded as the central hub of the teaching and learning activity (curriculum and pedagogy). The above vendors will be funded by the Ministry of Education to further develop their products to meet the evolving interoperability standards. In turn this will mean that schools will be able to share resources and over time work seamlessly in the greater managed learning environment. Students will be able to enjoy the new style of learning opportunities and retain a digital record of learning that can mature and move with them. An MLE includes facilities for online collaboration and publishing, file (digital) repositories, eportfolios, communication, content management and delivery, social networking, planning, course and assessment tools, federated search engines, identity and access management, parental portal, and all the commonly used student management system modules.

Schools can now purchase a learning management system and be reassured (for the above providers) that the ongoing development pathway will in part be directed, supported and funded by the Ministry of Education. The Ministry's direct assistance to schools is limited to advice and guidance; it is not possible for the Ministry to make funding available to help schools purchase a learning management system. LMS vendors that were not selected for the MLE tender will still be able to access the specifications to enable the required interoperability; however they will not be financially supported by the Ministry.

The MLE concept in New Zealand is still immature and the total development time will be several years. The first obvious change noticeable to schools is likely to be the availability of the Education Sector Federated Search from within the LMS. As enhancements become available other benefits will include:

- \* Better student outcomes from increasingly adaptive teaching approaches, with the student at the centre, and able to take advantage of the evolving technology;
- \* Increased family engagement through the provision of a parent portal and timely reporting showing learning activity and achievement; and
- \* Additional MLE modules and services available through the provision of funding assistance to take selected LMS vendors on an enhanced development path.

For more information go to <http://paulseiler.wordpress.com>

### **Free ePortfolios for schools**

Over 2009 any New Zealand school may access My Portfolio (a hosted service based on the open source software Mahara ePortfolio) free of charge.

Interested schools need only visit [www.myportfolio.school.nz/](http://www.myportfolio.school.nz/) to register their interest. Schools are requested to register only students who will actually make good use of the tool during the year (not the whole school roll), as there is a limit on the number of funded users.

Alternatively, you can

email [support@myportfolio.school.nz](mailto:support@myportfolio.school.nz) or

phone (04) 463 7666 if you have any further queries.

### **f) Learning@School Conference 09**

To start the year all ICT PD Cluster key personnel will meet at the Learning@School Conference held in February. This conference is three days and your cluster is expected to send the project director and

facilitator/s and others are welcome. This conference will provide an invaluable professional development opportunity. It acts as the ICT PD programme staff meeting for the year.

The Learning@School conference is being held in Rotorua at the Rotorua Energy Events Centre from 25-27 February and involves the lead personnel from current cluster groups, plus some attendees from previous cluster programmes.

Most workshops for this conference are being run by key personnel from past and present clusters. It is expected that many of the new 2009 cluster personnel will contribute to the programme of future conferences and cluster meetings.

Information regarding accommodation, registration and conference programme is available from the website. [www.learningatschool.org.nz](http://www.learningatschool.org.nz)

**Contact personnel for Learning@School 09:**

Conference Convenor: Gwenny Davis [gwenny.davis@core-ed.net](mailto:gwenny.davis@core-ed.net)  
Programme Convenor: Sherry Chrisp [sherry.chrisp@core-ed.net](mailto:sherry.chrisp@core-ed.net)

## 18. Appendix

For all support documentation mentioned in this handbook, go to:  
<http://centre4.core-ed.net/382/61805>