



## Learning Technologies Implementation Planner

This planner can be used to diagnose your school's current situation and plan the direction it will take in 2008 and beyond. It considers the five crucial areas of Learning Technologies—Professional Development, Network Infrastructure, Technical Support, Hardware and Software—along a continuum. Plot where your school is now and where you want to be by the end of 2008. This will help you plan the implementation priorities for the next eighteen months.

### Professional Development

No coordinated approach exists	Learning Technologies PD opportunities are requested by teachers on an “as-needed” basis, but PD committee has no policy for funding such opportunities	PD committee has a policy for funding Learning Technologies PD opportunities but relies on staff to find and request them	PD committee actively seeks Learning Technologies PD opportunities and presents them to staff	School has a coordinated, structured long-term plan for Learning Technologies PD and actively seeks such opportunities for staff
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### Network Infrastructure

No coordinated approach exists	Only computing classrooms are networked. No plan exists to extend network to other learning environments within school	Network exists in selected areas of the school, e.g. certain classrooms, but many areas are still unconnected	All areas of the school are networked, but network is slow, unreliable or incapable of being scaled up	All areas of the school are connected to a fast, reliable scalable network
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### Technical Support

No coordinated approach exists	Ad-hoc technical support is provided by non-specialised personnel, e.g. the physics teacher during her DOTT time	Support is provided by non-specialised personnel who are allocated some dedicated time to maintain the network	Support is provided by trained personnel, but that person is always swamped by the amount of work outstanding and problems take days to fix	Enough qualified, appropriate support exists to ensure network problems are handled with minimum impact on learning
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### Hardware

No coordinated approach exists	There is insufficient hardware to support learning, or the hardware is too old, slow or unreliable to be of use in many learning situations	Hardware is maintained in laboratories designed for upper school computing classes meaning that its availability is severely limited	Hardware is of a useful specification but is deployed throughout the school in such a way that most teachers have limited access to it	Enough useful hardware exists in the school and it is deployed in a way that teachers can plan their classes aware of its availability
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### Software

No coordinated approach exists	Individual teachers or Learning Areas buy subject-specific software from their own budget with no central registry of titles	Some central registry of software exists, but there is no coordinated plan for evaluation or suitability of titles	Software evaluation, requisition and purchasing is centralised but there is no provision for software that is not subject-specific (e.g. Inspiration ©)	Software is budgeted for and requested according to how it can aid achievement of stated educational outcomes
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