



## Integrating Technology into Teaching & Learning Position Paper – November 2011

Author Tracy Provest

### Rationale:

Integrating technology into teaching and learning practice is an essential mechanism for engaging modern learners. NSW public secondary schools have technology embedded in all teaching and learning, communication and administrative practices. Teachers rely on technology for the delivery of lessons and have become technology engaged learners themselves. Since technology is rapidly changing so too is teacher professional learning.

Students of the 21<sup>st</sup> century are increasingly engaged in all manner of technology based communications and learning. Schools are at the forefront of developing critical thinking, information literacy, media literacy and communications literacy. Public schools need to be able to be responsive to the abundance of information, rapid changes in technology tools and the ability to create, collaborate and make individual contributions on an unprecedented scale. As a result schools will be positioned to deliver meaningful educational outcomes for all of our public education students.

The DER laptops and TSOs have changed how teaching and learning is happening on a daily basis in our schools. Public schools need to concurrently maintain school networks, desktops for staff access, desktops for specialist teaching and learning and see the value of these resources in complementing the DER rollout. Public schools have also found ways to support the growth of interactive classrooms and wish to be in a position to continue to do so. Public schools need to be positioned to maximise the advantages of emerging and future technological development, including the NBN.

Primary school students now enter secondary schooling with up to 4 years learning in a classroom where the interactive whiteboard and technology is part of the learning environment. Students and parents have an expectation that this style of learning will continue. Secondary schools want to ensure the learning progress of the students, as they transition from primary to secondary education, maximises engagement and attainment.

### Principles:

- Public Secondary schools highly value the current provision of one to one learning devices (DER laptops) with associated high quality commercial software, TSOs and targeted professional learning to support the integration of technology in the teaching and learning
- Schools need the capacity and flexibility of the 'Computer Coordination Grant' or equivalent financial support for a variety of school based purposes including but not restricted to:
  - Administration, purchase and maintenance of hardware, servers, networks and switches
  - Interactive whiteboards and data-projectors made more important due to the number of primary students coming to secondary schools with interactive whiteboard experience
  - Third party software development and maintenance
- New classrooms in the facilities standards must come equipped with interactive whiteboard technology, wireless connectivity and required networks to maximise integrated teaching and learning.



- Specialist teaching and learning in secondary schools requires the capacity to purchase high end resources to support the teaching and learning eg Digital Imaging and Photography, Computer Aided drafting, Design associated with desktop publishing
- Region Based Technical support must be available to support secondary public schools and needs to be maintained at a high level in a timely manner
- Procurement based contracts for software and hardware needs to continue to benefit schools in the DER program, school discretionary purchases and staff home access.
- Secondary public schools require interactive technologies in every learning environment, particularly to ensure learning continuity primary to secondary.
- Ongoing professional learning is essential to equip teachers to incorporate ever changing technologies into their quality practices

### **SPC Expectations of DEC**

- As instructional leaders in the schools Principals need to be involved in all conversations that impact on the future provision of technology impacting on teaching and learning and student outcomes
- Ongoing commitment to and funding of TSO and one to one learning device(DER) program
- Ongoing commitment to 'T4L' program or equivalent, required to ensure capacity of continuity of learning in the public system K to 12
- Integration of separate school based networks into a consolidated network in each school for teaching and learning as well as administration
- Ongoing commitment to 'Computer Coordination Grant' required to ensure maintenance and growth of the secondary provision of technology to enable development of 21<sup>st</sup> century learning in secondary public schools
- Ongoing commitment to Quality Professional Learning funding to continue to support the integration of technology into quality teaching and learning practices
- Provision of resources to establish increased number of interactive whiteboard in secondary classrooms
- Consideration of and consultation on technological innovation, emerging and future technologies that enhance student outcomes where students use technology in their learning
- Updating of facilities standards to reflect technology needs for 21<sup>st</sup> century teaching and learning
- Position public schools as places of learning with first class 21<sup>st</sup> century learners

