Our students, the Digital Natives, have grown up in a world where digital technologies such as the world wide web, email, and instant messaging are a daily part of life. As a result of living in this intense and immersive technological environment our students have developed and learn in ways which are quite different from how we, the digital immigrants, were taught and now teach. The ilearn2020 framework will take account of the needs of 21st century students, teachers and parents, outline a Christian Worldview approach and vision for ICT integration at Calvary Christian College and layout a detailed plan, timeline and process in which the College can implement this vision over the coming years.
Contents

1 Introduction ........................................................................................................................................ 3
2 A Christian Worldview Approach ........................................................................................................ 4
3 A Vision for ICT at Calvary Christian College .................................................................................... 6
4 Understanding Our Students ............................................................................................................... 7
5 Understanding the Needs of 21st Century Teachers .......................................................................... 8
6 Understanding the Needs of 21st Century Students .......................................................................... 9
7 Understanding the Needs of 21st Century Administration .................................................................. 10
8 Understanding the Needs of 21st Century Parents ........................................................................... 11
9 The Way Forward .................................................................................................................................. 12
10 iLearn2020 Framework Implementation Plan (Draft v FIVEa) ....................................................... 14

Appendix: Proposed Tablet rollout for MS/SS
1 Introduction

Calvary Christian College has always recognised and embraced digital technologies as an important educational tool and as such over the past few years the College has made a significant investment in ICT infrastructure, hardware, software, and people. This investment has created a stable network environment where staff and students have good access to digital technologies; where ICT is a component of most curriculum programs and most importantly, where ICTs have helped created an environment which encourages innovation.

Our solid base in ICT infrastructure, hardware, software and people has put the College in an excellent position to look forward and critically examine the needs of the next generation of students to enter our College – the Digital Natives. Digital Natives have grown up in a world where digital technologies are common place and as a result they learn differently, have different expectations of school, teachers, and ultimately work. As a College it is our responsibility to ask ourselves whether or not our processes, procedures, curriculum and pedagogies cater for these students.

When our students graduate they will go on to work and live as part of the new and evolving knowledge economy – they will be a generation of Knowledge Workers. As a knowledge worker they will need to:

- Readily adjust and see opportunity in change;
- Collaborate so that required services can be delivered with flexibility
- Willingly learn on an on-going basis for personal and professional improvement. They will need a lifelong love of learning.

If we are to meet the future needs of our students the College, (our teachers, support staff and leaders) will need to use digital technologies to enhance and expand the traditional role of education. Although the vision of our institution has not changed, that is to be a learning community providing a quality education which is God-centred, innovative and holistic, the tools and instructional methods to achieve this vision has advanced dramatically.

Calvary Christian College has the responsibility for developing curriculum and applying instructional methods enriched with technology and in ensuring that our students and teachers are proficient users of these new technologies.
2 A Christian Worldview Approach

Introduction

A J Moore, a Northern American religious activist, in the book ‘Contemporary Approaches to Christian Education (Seymour and Miller ,1982) argues that Christian Education is beginning to be corrupted by the methods of general (worldly) education values. He states that “Both public and church education is dominated by materialistic and technological values” (p 118), and that “education is another form of production” (p 119). Moore is concerned that technocratic education is controlling life rather that liberating life. At Calvary Christian College, we agree that technology has the potential to become controlling and oppressive. However, we also believe that ‘technology’ has the potential to become a very useful tool to help build the kingdom of God. We believe, as with many modern products, sciences and philosophies, that the saying is true: “they can be useful servants but oppressive masters.”

The Dangers of ICT

Firstly, ICT can influence our Christian Education to serve only the dominant minority (those students and staff member who have advanced skill and knowledge and who have easy access to privately owned ICT). We need to ensure that ICT is inclusive for all students no matter what their development stage and how financially advantaged they may be.

Secondly, Moore also warns us of the financial pitfalls of ‘technology’. Computers, printers and network systems are very expensive. Initial outlays are huge and on-going maintenance and upgrading continues to draw large amounts from school budgets. Moore warns us that “The quality of education has come to be based on the amount of money allotted to it” (p 120) We at Calvary Christian College, need to be continually reminded that an unhealthy dependence on ICT can lock us down to long term serious financial burdens as can be the case with other facility areas.

The Benefits of ICT

There is no doubt that ICT can greatly enhance learning outcomes, teaching methodology and curriculum richness and keep our college in step with our modern society. For this to occur we need to critical analyse the use of ICT through our Christian Worldview as opposed to a secular consumerist worldview.

Prof Mike Goheen provided some important guidelines and assumptions regarding a CHRISTIAN WORLDVIEW of ICT. They were:

- Technology, the human mind and scientific method can not in itself provide the meaning and purpose to life.
- ‘Technology’ should be a useful tool to help build the kingdom of God
- Knowledge should lead to wisdom and not selfish power

Some other assumptions underlying a CHRISTIAN WORLDVIEW of ICT are as follows:
‘Technology’ is value neutral, however most applications and systems are values laden (and as such requires the user to make informed discerning choices about what to use)

- ICT provides valuable tools to assist in the teaching / learning process
- Christian educators should use ICT’s in accordance with a Christian worldview

### Integration

How can ICT enhance and promote the five approaches to Christian Education (as outlined in the Christian Studies Handbook: Policy, Strategies and Recommendations) for our whole school framework?

1. RELIGIOUS INSTRUCTION – help to enhance multi-sensory and experiential learning.
2. CHRISTIAN COMMUNITY – helps build aspects of community and inclusiveness by improving communication mediums.
3. SPIRITUAL DEVELOPMENT - allows learners to seek and find new stages of cognitive, moral, spiritual and physical development by giving students easier access to large pools of knowledge.
4. SOCIAL JUSTICE - helps raise awareness of individual people and people groups and social issues in the national and global communities.
5. INTERPRETATION – helps individuals translate their Christian faith into their present everyday experiences by giving the learner the information and tools necessary to share this praxis with other Christians.

### Application

Following are the recommendations resulting from such an analysis. The College should:

- seek to make technology open and accessible to all
- seek to be good stewards of ICT’s resources
- seek to ensure that ICT will help students discern God’s purposes for their lives
- seek to ensure that all staff members and students are striving to use ICT appropriately
- seek to cater for all individual students regardless of their ICT skill and knowledge
- seek to use ICT to improve learning outcomes, teaching methodology and curriculum richness

### Conclusion

The user chooses, by their use of ICT, to either work for or against the kingdom of God. The College must do all it can to help students and staff members employ ICT to grow in Christ and respond to God’s call; develop a life-long love of learning; strive to reach their full potential; and be skilled and equipped to contribute to the world.
3 A Vision for ICT at Calvary Christian College
This vision statement for ICT at Calvary Christian College draws, as it should, strongly on the overall vision of the College:

*We will be a learning community providing a quality education which is God-Centred, innovative and holistic.*

and so reads: *As a 21st century Christian learning community, Calvary Christian Colleges recognises the importance of new technologies, communication and collaboration in providing modern learning experiences which are God-centred, use appropriate digital technologies and are authentic and relevant to our students.*

The vision statement for ICT at Calvary Christian College reflects these principles:

- Calvary Christian College recognise the vital and significant role that digital technology plays in the lives of our students and believes that universal access to those same digital technologies in well-developed learning situations positively and significantly impacts on student achievement.
- Calvary Christian College commits to employing appropriate 21st century digital technologies from a Christian worldview;
- Calvary Christian College commits to employing appropriate 21st century digital technologies which will enhance the provision of quality education and which cater for the diverse needs of all students.
- Calvary Christian College believes that the use of technology in instruction changes the structure of the classroom and that in a technology-rich, learner-centred classroom; the teacher serves as a facilitator of instruction, mentor, and coach.

When effectively deployed, the College envisions that digital technologies will be highly available, effectively supported, and underpinned by a Christian Worldview for the benefit of all students and staff in order:

- To meet the curricular needs of all learners including:
  - addressing diverse learning styles
  - accommodating individual learning rates and
  - encouraging cooperative learning
  - improve academic achievement in all areas
- To help students accept responsibility for their learning
- To refine critical thinking skills and foster creativity
- To provide global access to information and providing the means to communicate globally
- To provide a medium for expression and communication
- To provide access to the general curriculum
- To improve the effectiveness of administrative tasks
- To collect, assess, and share performance information
4 Understanding Our Students

The students who are enrolled in our College today are unique. They represent the first generation of students to grow up in a world where digital technologies are so common that they have become a seamless and transparent part of every aspect of daily life. For this new generation of students digital technologies are not new, they are not special and they are not frightening. For these students digital technologies are indeed not “technology” — they a fundamental a part of life. These students represent the first generation of Digital Natives.

“Technology is everything that was invented after you were born.”

On average, our students (the Digital Natives), will have each spent less than 5,000 hours reading (in the traditional format), over 10,000 hours playing video games and over 20,000 hours watching television and using digital media (over six hours per day) by the time they graduate. Therefore, not surprisingly, this new generation of students perceive personal computers, laptops, mobile phones, the World Wide Web and similar technologies in the same way that we, the Digital Immigrants (those coming to grips with the “new” technology), perceive a ballpoint pen.

This immersion in digital technologies, for better or worse, has fundamentally shifted the way our students perceive the world and how they learn. Research has shown that Digital Native learners exhibit a range of characteristics which are different from previous generations. They prefer:

- receiving information quickly from multiple multimedia sources;
- parallel processing and multitasking;
- processing pictures, sounds, and video before text;
- random access to hyperlinked multimedia information;
- to interact / network simultaneously with many others;
- to learn “just-in-time”;
- instant gratification and instant rewards;
- learning that is relevant, instantly useful, and fun;

Unfortunately many of these characteristics conflict with traditional teaching and learning styles.
5 Understanding the Needs of 21st Century Teachers

In the 21st Century teaching model the College becomes a more secure environment where all teaching staff have ready access to the full range of digital technologies required for teaching and learning.

Digital technologies do not replace the teacher, but rather supports and enhances the educational process. Teachers will use digital technologies to support learning across the entire curriculum and will function as facilitators, mentors, advocates, and managers of information.

- Through technology, teachers and students will access a wealth of materials, services, and networks throughout the state, nation, and world.
- The technology will provide a record of the student’s academic history and ways to manage learning progress and activities.
- Teachers will have the data and information needed to individualize instruction and assessment as well as make other important instructional management decisions.

In order to cater for the changing needs of our students the College must understand the changing role of teaching and commit to supporting teachers as they transition from the 20th Century model of teaching and learning to a 21st Century model. A successful 21st Century teacher needs instantaneous access to information and tools for planning, student management, content management, and collaboration.

Planning

- Access to timetables (personal, other teachers)
- Resource Management (Booking)
- Document Management (unit plans, resources, etc)
- Personal and College Calendars
- College News and Daily Notices

Student Management

- Student Information: Alerts, Behaviour, Results, Workload
- Class Information
  - Class lists, rolls, etc
- Assignment and Assessment Management
- Reporting

Content Management

- Learning Object Creation, Management, Deployment

Collaboration

- E-mail, Instant Messaging
- Video Conferencing
- Collaborative Workspaces
6 Understanding the Needs of 21st Century Students

The infusion of digital technologies in our society means that the skills that our students need to master for life are changing.

When our students graduate they will go on to work and live as part of the new and evolving knowledge economy – they will be a generation of Knowledge Workers. As a knowledge worker they will need to:

- Readily adjust and see opportunity in change;
- Collaborate so that required services can be delivered with flexibility
- Willingly learn on an on-going basis for personal and professional improvement. They will need a lifelong love of learning.

Our students, more than ever, will need skills in information analysis, web-based inquiry, media rich publishing, entrepreneurship, and collaboration. Our students will need to learn to read critically, to speak and write persuasively and they will need to apply mathematical and scientific principles to solve real-world problems.

Our students need to discover the joy of learning and become lifelong learners. To remain literate, they will need to learn every day for the rest of their lives.

As with teachers the key to 21st Century education for students is fast access to reliable information anywhere and at anytime. Our students will need to access tools and information that allows them to plan their time, manage their content and content from other sources, and collaborate with teachers, students, and external experts.

Planning

- Personal timetable
- Assessment Calendar

Content Management

- Document areas for personal work and curriculum materials
- Electronic Assignments collection and submission

Collaboration

- E-mail
- Instant Messaging
- Video Conferencing
- Collaborative Workspaces
7 Understanding the Needs of 21st Century Administration

Administrative functions, including those performed by teaching staff, should, as much as possible, be fully automated, thereby allowing more of the school system's energy and resources to be focused on student education.

Administration staff will need tools that will provide access to the following:

Planning

- Resource Management (Booking)
- Image management
- Forms management
- Collating and reporting
- Personal and College Calendars
- College News and Daily Notices

Student and Teacher Management

- Teacher Information
  - Access to timetables (all teachers)
- Student Information
  - Student whereabouts (timetable)
  - Alerts, Behaviour, Results, Workload
  - Parental contacts

Class Information

- Class lists, rolls,
- Reporting

Content Management

- Enrolment information
- Document Management

Collaboration

- E-mail
- Instant Messaging
- Video Conferencing
- Collaborative Workspaces
8 Understanding the Needs of 21st Century Parents

Constant communication between the College and parents as well as anywhere, anytime access to accurate information is essential. Digital technologies such as the internet and email now give parents even greater opportunities to communicate with the College and participate in their children’s education. Parents should be able to access:

- College News
- College Calendar
- Meetings
- Policy Changes
- Staff Changes
- Academic Performance
- Sporting Events
- Homework Assignments
- Homework Resources
- Email access to teachers
9 The Way Forward

The ilearn2020 Framework outlines a possible way forward in terms of four key areas. They are:

Curriculum Integration

The Curriculum Integration component of the ilearn2020 Framework outlines a roadmap for the integration of digital technologies into all areas of the College curriculum over the coming years. It covers areas such as the curriculum implications of the introduction of a Learning Management System, the introduction of new technologies into the classroom such as laptops, projectors and interactive whiteboards as well as driving the review and modification of curriculum documents across the College.

Curriculum integration is the primary objective of the ilearn2020 Framework and each of the three other criteria interlocks to support this objective.

Integrated Communications

An important aspect of 21st Century Schooling is the provision of an integrated communications solution available to students, staff and the community. Integrated communications involves reviewing all modes of communication (such as phone systems (both land and mobile), electronic mail, the World Wide Web, and other emerging communications technologies) and rationalising and fully integrating their use into the broader ilearn2020 framework.

Infrastructure (Physical / Digital)

The digital infrastructure of the College includes the software applications, systems and processes that contribute to providing quality curriculum and administration. This component of the ilearn2020 framework will guide investigation and introduction of new solutions and examine existing solutions to determine how they can be better utilised.

It is also essential that the physical infrastructure of the College continues to support the integration of digital technologies. This component of the ilearn2020 framework will guide College decisions in terms of the physical infrastructure required to meet the demands of 21st century learning. This includes the purchasing, support and maintenance of digital hardware such as laptops, computers, servers and switches, the design, implantation and maintenance of the wired and wireless network, and the design and redevelopment of buildings, learning areas and community spaces to provide the best solutions.

Policy Development and Human Resources

The ilearn2020 Framework details the human resources required to drive the framework as well as the needs of the staff involved in implementing the plan. The framework highlights the need for the College to commit to substantial and ongoing professional development and the growth of the ICT Team and any other sectors of the College to cater for each stage.
### 10 iLearn2020 Framework Implementation Plan (Draft v SIX)

<table>
<thead>
<tr>
<th>Christian World View</th>
<th>Integrated Curriculum</th>
<th>T.C. Date</th>
<th>Integrated Communications</th>
<th>T.C. Date</th>
<th>Infrastructure (Physical / Digital)</th>
<th>T.C. Date</th>
<th>Policy Development &amp; Human Resources</th>
<th>T.C. Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduce content from Stage One of “The Learning Federation”</td>
<td>√</td>
<td>Develop appropriate content to display on digital displays placed around the College</td>
<td>√</td>
<td>Upgrade the TASS Administration system to TASS.web</td>
<td>√</td>
<td>Develop a comprehensive Christian World View Policy for the implementation of the iLearn2020 framework (KA2)</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Release “Digital Markbook” (version two) to the Junior School staff</td>
<td>√</td>
<td>Launch the iLearn2020 vision and framework to the staff (KA5)</td>
<td>√</td>
<td>Install digital displays in key areas across the College</td>
<td>√</td>
<td>The creation and adoption of a decision making model to drive the framework</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Increase the accessibility of Junior School websites (KA1)</td>
<td>√</td>
<td>Launch the iLearn2020 vision and framework to the college community at the Celebration and Graduation Ceremonies</td>
<td>√</td>
<td>Upgrade core switch infrastructure to cope with the increased demands on the College network</td>
<td>√</td>
<td>Review current mobile phone hardware and plans toward rollout of “Smartphone” project.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Install additional wireless radio ports across the campus to improve performance and coverage</td>
<td>√</td>
<td></td>
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</tr>
</tbody>
</table>

**Stage One**

**T.C. Date: End 2007**

- **Introduce content from Stage One of “The Learning Federation”**
  - T.C. Date: August 2007
  - Completed: August 2007

- **Release “Digital Markbook” (version two) to the Junior School staff**
  - T.C. Date: September 2007
  - Completed: September 2007

- **Increase the accessibility of Junior School websites (KA1)**
  - T.C. Date: December 2007
  - Completed: December 2007

**These 3 items to be reviewed and UPGRADED AGAIN IN 2009/2010**
### Stage Two

**T.C. Date: End 2008**

<table>
<thead>
<tr>
<th>CU1</th>
<th>CO1: Launch a Junior School “Student Portal” (version 1) (KA1)</th>
<th>IN1: Install a college wide Learning Management System</th>
<th>PH1: Establish the Anytime, Anywhere Learning Initiative Steering Committee to implement the practicalities of the Middle / Senior School Notebook Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>Term 1, 2008</td>
<td>Term 1, 2008</td>
<td>Term 1, 2008</td>
</tr>
<tr>
<td></td>
<td>Scootle</td>
<td>Postponed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CU2</th>
<th>CO2: Launch a Junior School “Parent Portal” (version 1)</th>
<th>IN2: All Middle and Senior school staff have one to one access to a laptop</th>
<th>PH2: Structured, scheduled and funded PD programs to support iLearn2020 begins</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 1, 2008</td>
<td>Term 1, 2008</td>
<td>Term 1, 2008</td>
</tr>
<tr>
<td></td>
<td>(Scootle)</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CU3</th>
<th>CO3: Implement “Smartphone” Project</th>
<th>IN3: Adopt Microsoft Office 2007 as a standard across the College</th>
<th>PH3: Restructure the ICT Team to provide improved support for the iLearn2020 vision (KA3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 2, 2008</td>
<td>Term 1, 2008</td>
<td>Term 1, 2008</td>
</tr>
<tr>
<td></td>
<td>JS only</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CU4</th>
<th>CO4: Relaunch “www.calvarycc.qld.edu.au” Version 4.0</th>
<th>IN4: Data projectors installed in a minimum of 60% of Junior School and 40% of Middle / Senior School classrooms</th>
<th>PH4: Staff supported to present at selected ICT conference (KA3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 2, 2008</td>
<td>Term 1, 2008</td>
<td>Term 3, 2008</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CU5</th>
<th>CO5: Launch a Middle and Senior School “Staff Portal” (KA3)</th>
<th>IN5: Interactive whiteboards installed in 12% of Middle / Senior School classrooms</th>
<th>PH5: Investigate the consolidation of all printing and copying across the College with an aim to reduce cost and environmental impact.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 2, 2008</td>
<td>Term 1, 2008</td>
<td>Term 3, 2008</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

| CO6 | IN6: Video & still cameras centrally managed & more widely available through library (KA4) | PH 5: Investigate the consolidation of all printing and copying across the College with an aim to reduce cost and environmental impact. |
|-----|-------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------|
|     | Term 4, 2008                                          | Term 4, 2008                                                    |                                                                                  |
|     | √                                                     |                                                                 |                                                                                  |

**Stage Two Completed**
<table>
<thead>
<tr>
<th>Stage Three</th>
<th>T.C. Date: End 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T.C. Date:</strong></td>
<td><strong>End 2009</strong></td>
</tr>
<tr>
<td><strong>Introduction of Student Portal or TASS student café (KA1)</strong></td>
<td><strong>Term 3, 2009</strong></td>
</tr>
<tr>
<td><strong>Introduction of Clickview software in conjunction with TLF (KA1)</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>Launch a methods of recording progressive assessment (JS only)</strong></td>
<td><strong>Term 2, 2009</strong></td>
</tr>
<tr>
<td><strong>Introduction of video conferencing between the two campuses (KA3)</strong></td>
<td><strong>Term 4, 2009</strong></td>
</tr>
<tr>
<td><strong>Desktop scanners installed in all Junior School classrooms to allow student work to be digitised (NOT NECESSARY)</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>Introduction of SS Learning Management System (KA1)</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>Introduction of SMS absentees (KA3)</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>Introduce use of Inspiration software and Animation software (KA1)</strong></td>
<td><strong>Term 3, 2008</strong></td>
</tr>
<tr>
<td><strong>Upgrade of Internet infrastructure now 2010</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>Data projectors installed in 100% of Junior School and 60% of Middle / Senior School classrooms</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>Interactive whiteboards installed in 75% of Junior School and 40% of Middle / Senior School classrooms</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>Desktop scanners installed in all Junior School classrooms to allow student work to be digitised (NOT NECESSARY)</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>Expand the ICT Team to address the requirements of Stage Three and beyond.</strong></td>
<td><strong>Term 1, 2009</strong></td>
</tr>
<tr>
<td><strong>CCC staff to speak at leading ICT events (KA3)</strong></td>
<td><strong>Term 2/3, 2009</strong></td>
</tr>
<tr>
<td><strong>PH2: Structured, scheduled and funded PD programs to support iLearn2020 continues</strong></td>
<td><strong>EVERY TERM</strong></td>
</tr>
<tr>
<td><strong>PH3: Structured, scheduled and funded PD programs to support iLearn2020 continues</strong></td>
<td><strong>EVERY TERM</strong></td>
</tr>
</tbody>
</table>

**Table Notes:**
- **(Scootle)**
- **(KA1)**
- **(KA3)**
## Stage Four

**T.C. Date: End 2010**

<table>
<thead>
<tr>
<th>All staff and students resources available via College portals 24/7 (KA1)</th>
<th>Term 1, 2010</th>
<th>Introduction of virtual meetings to facilitate cross campus communications (KA3)</th>
<th>Term 1, 2010</th>
<th>College collaborative spaces for lessons opened to students (KA1)</th>
<th>Term 3, 2010</th>
<th>Senior staff utilising PDAS as part of daily routine demonstrating high levels of skills (KA3)</th>
<th>Term 1, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of Virtual lessons in classrooms (KA3)</td>
<td>Term 3, 2010</td>
<td>Introduction of streaming media as a delivery mode for lessons (KA3)</td>
<td>Term 3, 2010</td>
<td>Personalized functionality made available to students (KA1)</td>
<td>Term 3, 2010</td>
<td>Senior school students trained to help support ICT across the College (KA1)</td>
<td>Term 1, 2010</td>
</tr>
<tr>
<td>Introduction of Digital reporting in MS/SS</td>
<td>Term 3, 2010</td>
<td>Investigate Google Apps for College</td>
<td>Term 3, 2010</td>
<td>Podcasting and Vodcasting lessons made available to students (KA1)</td>
<td>Term 3, 2010</td>
<td>Labs in Middle / Senior School will be closed as laptop program progresses</td>
<td>Term 3, 2010</td>
</tr>
</tbody>
</table>

**Gcam (Google cam) allows for video lessons from all classrooms broadcast to the portal (KA3)**

**PH2: Structured, scheduled and funded PD programs to support ilearn2020 continues EVERY TERM**

**1:1 Computing available to 66% Middle / Senior School students**

**Expand the ICT Team to address the requirements of Stage FOUR and beyond.**

**Data projectors installed in 100% of Middle / Senior School classrooms**

**Interactive whiteboards installed in 100% of Junior School and 100% of Middle / Senior School students**
<table>
<thead>
<tr>
<th>Stage 5A</th>
<th>TC Date: End 2011</th>
<th>Introduction of Digital Delivery to Parents in MS/SS</th>
<th>&gt;&gt;brought forward</th>
<th>1:1 Computing available to 100% Middle / Senior School students</th>
<th>2011</th>
<th>PH2: Structured, scheduled and funded PD programs to support ilearn2020 continues</th>
<th>EVERY TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 5</td>
<td>T.C. Date: End 2013</td>
<td>Introduction of Mobile phones, ipods as teaching tools (KA1)</td>
<td>2013</td>
<td>CCC Learning Exhibition System allows observation and participation by parents in the students learning (KA3)</td>
<td>2013</td>
<td>PH2: Structured, scheduled and funded PD programs to support ilearn2020 continues</td>
<td>EVERY TERM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction of My space usage as part of collaborative (KA1)</td>
<td>2013</td>
<td>Introduction of SMS reminders to students as part of a LMS (KA1)</td>
<td>2013</td>
<td>Expand the ICT Team to address the requirements of Stage FIVE and beyond.</td>
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</tr>
<tr>
<td>Stage Six</td>
<td>T.C. Date: End 2010</td>
<td>Launch of the CCC Distance Learning Community (KA3)</td>
<td>2017</td>
<td>Interactive screens replace keyboard and mouse</td>
<td>2017</td>
<td>PH2: Structured, scheduled and funded PD programs to support ilearn2020 continues</td>
<td>EVERY TERM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2017</td>
<td>Introduction of Voice activated software (KA1)</td>
<td>2017</td>
<td>Expand the ICT Team to address the requirements of Stage SIX and beyond.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2017</td>
<td>50% JS students (Yrs 4-6) have access to ultra mobile PC’s</td>
<td>2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EyeMAGINE retina display and voice/eye activated mobile used as part of class lessons</td>
<td>2017</td>
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### Assumptions

The iLearn2020 framework is a draft plan that will require changes and amendments in line with developments in ICT. With this in mind, the following assumptions have been made:

- Each new stage should be discussed and approved in Term 4 for the next 12 months
- Any variation must be inline with the other projects within that stage
- Any variation to a stage must be inline within the overall plan
### APPENDIX: Proposed Tablet rollout for MS/SS

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
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