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| **Milestone Number:** | 2 |
| **Cluster Name** | Kai-oro-hoki |
| **Contract Number** | 10-0239 |
| **Lead School** | Kaikohe Intermediate |
| **MoE School ID Number** | 1022 |
| **Date** | 12th November, 2010 |
| **National Facilitator** | Kathe Tawhiwhirangi-Perry |
| **Project Director/s** | Phil Gordon / Chicky Rudkin |
| **Facilitator/s** | Diane Henderson |

**Milestone 2**

**2.1. Response to Milestone tasks**

**2.2 Details of the tasks to be completed by the contractor to achieve this milestone are:**

**2.2.1 Liaise with the National Facilitator assigned to this project;**

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| **What did we do?** | **Who was involved?** | **What was the outcome?** |
| e-mail              Google Docs            Face2Face                      Skype  09-09-10  13-09-10  18-09-10  02-11-10  03-11-10 | Diane/Kathe              Diane / Kathe / Principals / LTs            Principals / LTs / Facilitator                      Diane / Kathe | Regular contact is made re queries about Milestones / variations / budgets.  This has been an ongoing form of communication to affirm ideas, dates for meetings etc.      The Cluster weekly newsletter is shared across Google Docs for viewing by all Principals,  LTs and National Facilitator.      Following on from our regional cluster meeting, held in Kaikohe on 23rd September, Kathe and Diane met to discuss forthcoming Milestones.  Looked at ideas for evidence form each school, ensuring all schools are represented and are committed to the project.  Face2Face Meeting      Kathe and Diane have had regular Skype meetings to discuss progress of Milestones, Kathe has offered suggestions and ideas for writing Milestones and integrating new national Goals with present Cluster Goals. |

**2.2.2              Report on your programme implementation during the milestone period**

**Programme Implementation**

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| **Date** | **What did we do and how often?** | **Who was involved and how many were involved?** |
| *Term 3*        *20-07-10*        *27-07-10*      *02-08-10*          *11-08-10*      *16-08-10*      *20-08-10*      *23-08-10*      *07-09-10*    *09-09-10*  *15-09-10*  *23-09-10* | [Timetable](http://kai-oro-hokicluster.wikispaces.com/Milestones)    [Daily Task Sheet](http://kai-oro-hokicluster.wikispaces.com/Milestones)      Staff meeting - Oromahoe      Kohukohu – e-tap training for staff – input data, analyse, create custom reports, pupil lists.  Oromahoe – Staff meeting  - Brainstormed ideas for rubric for ICT – how will we integrate Literacy and ICT using Comic Life and Photostory – what would this look like at each level.  LT Sharing day – Sharing from each school, PD looking at Google Apps, set al LTs up with g-mail, Moodle   [Minutes LT Day 11th August](http://kai-oro-hokicluster.wikispaces.com/Milestones)  Meeting – Principals from Kaikohe Schools to discuss expectations across the schools within the local area for ICT  Diane contacting local firms to organise quotes for N-computing systems – 4 schools involved  Meeting with Host Principal re conference payments, Cash and Kind payments.  E-mail to facilitator re  regional cluster mtg.  Mobi Demonstration – Interwrite Boards at Kohukohu.  Bus trip to Whangarei schools to view ICT  Whangarei Ministry meeting re UFB  Regional Cluster Meeting  [Regional Cluster Meeting Minutes](http://kai-oro-hokicluster.wikispaces.com/Milestones) | Facilitator Timetable showing schools visited    Facilitator daily timetable working with studetns and teachers    4 staff – revisit Individual ICT Action Plans  Example of Individual Action Plan – go to  [Annie 2010](http://kai-oro-hokicluster.wikispaces.com/Milestones)    Facilitator working with 2 staff.      4 staff and Facilitator          LTs represented form all 12 schools, Facilitator.      3 Principals, Facilitator      Facilitator      Phil Gordon, Facilitator      Staff from Waima and Kohukohu present.    Kaikohe West staff  Diane  All schools from across the Cluster represented, 11 staff represented from Whangarei Clusters. |

**2.2.3              A.**

**National Programme Goal 1. Implement the New Zealand Curriculum/Te Marautanga o Aotearoa through the use of e-learning**

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| **Cluster Programme Goals**  To improve student's learning through e-learning, especially numeracy and literacy, by focusing on the integration of ICT and inquiry based learning in an authentic context and meeting the requirements as stated in the NZ Curriculum / Te Matauranga o Aotearoa | **Success Indicators**  Students/teachers are confident/competent in using ICT tools eg. Interactive online programmes (Mathletics / Smartkiddies) *Evidence:Unit planning shows ICT integration, observation, mentoring meetings* |

**End of year review**

**a. What progress has been made towards achieving these goals?**

There is some evidence of integration of ICT into curriculum planning.  Terms 1 and 2 were spent familiarising teachers with ICT tools, software and hardware.  This has led to a greater understanding of use of the Freeware used across the Cluster – PhotoStory3 and Comic Life.  From term 3 there has been a focus on how to integrate and implement ICT into planning.  Using PhotoStory3 and Comic Life, there has been a strong emphasis on the use of Literacy and Maths.

**Goal: To improve student’s learning through e-learning, especially in numeracy and literacy.**

**b. What evidence supports this?**

Using a rubric set up by **Oromahoe School** and shared across the cluster, teachers are able to identify what stage of progress they would expect their students to be at using these programmes for Literacy and Numeracy.

[**Oromahoe rubric**](http://kai-oro-hokicluster.wikispaces.com/Milestones)

The purchase of a flip camera and easi-speak has offered new learning across the school.  Students confidently record narrations or numeracy facts which they import into slide shows as part of their Literacy / Numeracy tasks.

**Kaikohe Intermediate** – examples of PP presentations used as part of technology to gather information, skimming  and scanning.  [Rubber](http://kai-oro-hokicluster.wikispaces.com/Milestones)   [Wool](http://kai-oro-hokicluster.wikispaces.com/Milestones)

**West-**Teachers are using the suggested programmes, PhotoStory3 and Comic Life to integrate Literacy and Numeracy.

Examples – Comic Life – an example of Instructional Writing – students had to sequence events, follow instructions and write clear instructions for others to follow.

[Movie maker was used as an example for Oral Language, integrating Te Reo with Oral Language](http://kai-oro-hokicluster.wikispaces.com/Milestones).

After every school or class trip Wordle is used to brainstorm ideas and examples displayed for future writing and reference.

Paint has been used extensively for 5 year olds.  This has been used for skills based teaching, use of Mouse, co-ordination and learning symbols.  An example of this is below, based on a reader, students had to draw their own monster, then use the tools to shape and colour their monster. –

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| monster | IMAG0903  The Process modelling writing skills | IMAG0908  Immersion – gathering information and recording for an audience | IMAG0905  Students choreographed their own dance item |

An example of the use of ICT in a Year 5/6 class:

Motivation – You Tube – Travis Payne – The Drill

This instructional video meant that Travis Payne (Michael Jackson’s choreographer) virtually visited the classroom everyday so students could learn the choreography for the song they were performing in the school production.

The teacher then used the words from the songs for the students look at Poetry and Lyrics.  The students then had to go away and choreograph their own dance based on the words and lyrics from the song – the result, amazing!

**Rawene –** Teachers and students have made the most of their class Wiki in Year 7/8, by posting weekly homework online for students to access at home.  The focus was on Literacy and Numeracy, using Smartkiddies.com and Story Jumper.  [Rawene Wiki](http://raweneschool.wikispaces.com/Room+7+Home+Work) An excellent example of students using ComicLife to integrate ICT with their learning – creating a comic strip based on a Maori Legend. [The Legend of Kahutiatirangi](https://doc-14-3g-docs.googleusercontent.com/docs/secure/runroumo18po3tvqarlmpul148c0klp7/vlce93422dgsmvs9sh6nh4gn187gc1fo/1289347200000/01568154355344347080/01568154355344347080/0B8PriTcddmyGODYxOTEzNjYtZDU0ZC00MTkwLWE4YTEtMzRkMGQ3ODQwMDNk?nonce=evs3uhhkpmhru&user=01568154355344347080&hash=6sakqn0pasnmjn05j1v92v1f3o8s8u3a)

**Okaihau –** Senior students took on the challenge to run their class wiki, then taught the teacher how it all worked.  A true concept of ako.  [Okaihau – Year 5/6 Wiki](http://okaihauprimary1.wikispaces.com/)

**Kaikohe East-**Students in Room 15 love taking the pics and sharing their Monday motivational activities to support their writing.  Anything from baking to gardening, research or craft work is used each Monday as a motivator for that weeks writing.  Some examples are on the [class wiki](http://kaikoheeast15.wikispaces.com/). A group of students involved in a LearNZ project are involving the class in their learning by challenging them to online quizzes about Pohutukawa and Rata.

**Matihetihe –** Examples of students using Comic Life to set their learning goals -

Example of students explaining the process of their learning to the facilitator -

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| [Kai-oro-hokiCluster - Milestones](http://kai-oro-hokicluster.wikispaces.com/Milestones)  Click on the video - Matihetihe students discussing the process they went through to achieve their goals. | IMAG0286 |

**Matauri Bay –** Students have been trialling the use of Marvin as part of their Literacy programme.  Students have been using Comic Life and Photo Story to present work.  These programmes are integrated into the Literacy programme across the school.

Students are using Skype to communicate with a school in Belmont, Auckland to share and discuss their learning.  Their goal is to continue this and to use this communication to plan their 2011 school camp to Auckland.

**Umawera**

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| Here are some examples of students entries into the newspaper competition.  This was an integrated unit focusing on identities and places.  Each student had to produce a newspaper following strict guidelines.  The support for each other was evident, showing each other how to use Word / Publisher / Excell / insert pics / resize / add text. | IMAG0512 | IMAG0514 |
| Students from year 0 - year 6 at Umawera practising their Dance Mat Typing skills. | umawera typing3 |  |

**Kohukohu –** Students have benefitted from the Computers in Homes project delivered in the school this year.  They now have access to online learning in a suite of computers.  This is regularly used for research, projects, publishing and students across the school have worked with the facilitator on PhotoStory and Comic Life.

**Tautoro –** Due to difficulty accessing the server, time has been spent organising folders and training teachers and students to save correctly to their own folders on the server.  This is now an expectation for all ages and has proved a safer, secure way of storing their work.

**Waima –** With technical difficulties, accessing the server from the suite of computers, students were saving their work to individual computers.  With a new technician on board, it has now been organised with student folders on the server and they have been trained to save to their own folders.

**c. List any key lessons for the cluster?**

Sharing is an integral part of the success of the cluster.  It is evident from the feedback given after sharing the rubric for Comic Life and PhotoStory, that schools really appreciate finding out what others are doing, using examples and sharing with others.

After one observation visit, discussion between teachers presented the task of creating an I Can sheet, based on the Numeracy sheets, for ICT relating to Comic Life and Photo Story and ICT skills.  This is to be set up by Facilitator.

Regular feedback to and from LTs at staff meetings on what is happening in “your” school.

Of the 12 schools in the cluster, there are some who do not share planning at all – no school wide overview or staff shared planning sessions.  It would be good to see this as a focus in all schools.

**d. What are the next steps towards achieving the cluster goal/s?**

LTs to be totally familiar with the new Cluster goals for 2011, be able to communicate the Cluster vision with staff, share resources and ideas on how to achieve the goals in their school.

Ensuring ICT is part of the planning process – this can be achieved by having the facilitator attend staff meetings and/or planning meetings.

Sharing examples of planning regularly at staff meetings.

Integrating ICT into all curriculum areas, not just Literacy and Numeracy.

**2.2.3              B.**

**National Programme Goal 2. Increase capability of teachers and principals to improve students’ learning and achievement through e-learning**

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| **Cluster Programme Goals**  To ensure all staff will be using ICT pedagogy to develop life-long learners   To develop a culture of e-learners that meets the individual needs of students with an emphasis on improving educational opportunities and achievement for Maori and Pacific Island students.  To provide opportunities and time for professional learning, regarding the "new" approaches to pedagogy and curriculum, with an emphasis to viewing ICT not as a "tool", but as an environment for learning.  To create a cluster of schools that empowers increased e-learning leadership and ICT strategic planning to meet the needs and capabilities of principals and teachers. | **Success Indicators**  A baseline survey has been completed to indicate what we will need to be focusing on PD programmes are in place - reflecting the outcomes from survey  ●     *Evidence:PDP notebooks have been set up, reporting back forms have been filled in/established, feedback reports to BoT, staff mtgs are giving over time to PD, whiteboards are used for hot tips/new learning etc.*  ●     *e-learning opportunities are negotiatied with students*  ●     *evidence that teachers planning reflects ICT*  Teachers are able to plan e-learning pathways based on their learning needs and desires  ●     *Evidence: classes have set up their own Wiki space, google docs are being used, resource,s vocab building*  Professional reading are becoming a norm Interface magazine has been ordered and being utilised and information is being disseminated ICT PD newsletter is being shared on a regular basis at staff mtgs  *Evidenced:*  ●     Staff mtg. minutes,reference to prof readings, implementation of the PDP Journals, Prof record/documentation from the PF  Our Lead team has been confirmed and the JD's have been signed Every school has an ICT strategic plan School budgets will reflect ICT as the focus Evidence:A cluster wiki has each schools strategic ICT plan uploaded into this space. |

**End of year review**

**a. What progress has been made towards achieving these goals?**

There is evidence at all schools of ICT being regularly included as part of the staff meeting process.  The Facilitator has attended at least one staff meeting in every school, LTs regularly spend time in their staff meeting sharing new ideas, offering PD on How To  for Wikis, Smartkiddies, Tutpup, StoryJumper, Writing Fun etc.

Comic Life and PhotoStory sessions have been taken regularly with all staff.

Use of IT tools in the school such as cameras, projectors, e-mail have been used as a focus at staff meetings also.

All schools have shown a huge commitment to the ICT project.  They have had discussions with staff and BOTs, set budgets and planned infrastructure and hardware to suit staff and students needs.

**b. What evidence supports this?**

Evidence from Okaihau of inclusion of ICT in staff meetings.

[Okaihau ICT Minutes.pdf](http://kai-oro-hokicluster.wikispaces.com/Milestones)

Staff training in Wikispaces, Comic Life, use of tools – projector and video camera, Photo Story, Smartkiddies, Writing Fun.

**Oromahoe**

Shared planning, visits to other cluster schools and discussions have led to each teacher having specific ideas about the use of ICT in their classroom.  With 12 laptops form the COWs now spread across the 3 rooms, teachers have access daily to computers in their classrooms.  A funding application is in place for 3 Mimio boards, as all teachers are keen to take the next step in interactive learning. E-tap training has taken place to input data, analyse data, create custom reports, create LTPs, set up individual staff folders, pupil lists, behaviour form.

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| DSC04834                 DSC04832  Oromahoe Staff meeting – teacher’s personal ICT journals | DSC04837  Staff meeting notes |

Weekly ICT meetings are held in 2 of the larger schools – **Kaikohe Intermediate and Kaikohe East**.  These schools have 2 and 3 LTs respectively, so it is a way for them to regularly communicate, make strategic budget and infrastructure decisions, keep staff informed about what is happening with ICT and solve any issues staff may have brought to them.

[East Meeting Minutes](http://kai-oro-hokicluster.wikispaces.com/Milestones)

After 2 N-Computing systems were installed and 3 Short throw projectors and screens were installed, teacher were asked what would best suit their needs.  From their budget allowance and a funding application, every teacher in the school now has either a short throw projector and screen in their room or an N-Computing system.  This is a huge move from the beginning of the year, when they had 1 desktop per room.

[Staff planning reflecting ICT](http://kai-oro-hokicluster.wikispaces.com/Milestones) – this is an example of teachers integrating ICT into their LTPs.

**Kaikohe Intermediate**

With the pod of desktop computers struggling to keep up with the demand from students, the commitment was made to support teachers with ICT integration.  An N-computing system has been installed in the Library for sharing.  2x Apple Macs have been purchased specifically for the bi-lingual unit to focus on multi media presentations.  All teachers will have installed a short throw projector and screen and 5 laptops ready to begin 2011.

To support teacher capability there has been training in the use of Mimio Boards at **Tautoro** and Activ Boards at **Kaikohe West.**  Both these schools had these Boards, but at the beginning of the year were not being used effectively or efficiently.  This has completely turned around after training, with the schools purchasing more to keep up the demand from motivated teachers.

**Kaikohe West** has purchased another 3 boards – now have 5.  They have also committed to a virtual learning classroom in 2011.  A dedicated teacher will be facilitating this class of year 4/5/6 students who will have the use of 1 Notebook per student.  Extra PD has been given to this staff member, visiting other virtual classrooms,

professional readings and lots of discussion with Principal, facilitator.

**Tautoro** has purchased another 3 Mimio boards so every teacher has one in their classroom.

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| IMAG0525  Teacher supporting teacher in Mimio training | Clicker 5 training  A group of teachers from across the cluster taking part in an online Clicker 5 training programme. |

**Matauri Bay** – With one Promethean board in the senior classroom, and other staff taking their students over to make use of it every time they were out of the classroom, it was decided to purchase 2 more.  These have now been installed, along with an N-computing system in the senior room as well.  This has made a huge difference.  The Year 0-3 teacher has made full use of the interactive activities, offering Literacy and Numeracy based programmes to the students.  The Year 4-6 teacher has used the Environment topic for this term to demonstrate, gather information and present finding with the students.

**Umawera –** With a wonderful teacher aide / techie person, the school now has its own intranet set up in the library.  This is fully utilised every day by teachers and students.  Students from year 0 to year 6 spend 10mins on Dance Mat Typing, giving them the skills to use the computer efficiently as a tool, instead of spending hours trying to find the keys.

**Kohukohu –** After the purchase of 2 short throw projectors and screens it was decided to purchase a Mobi Interwrite board.  Teachers were given training and are now able to integrate this interactive programme into their curriculum delivery.  The concept of ako is evident here with teacher/student supporting each other in this new learning.  An e-tap training day was set aside for new staff to upskill in data entry, analysis, planning, creating custom reports, pupil lists, adding comments.

Students were surveyed on the use of ICT and what they would like to use – [this is the result of their survey](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTM4ZDhjZzZuaGo&hl=en_GB)

.

**Rawene –** The Facilitator has worked with Principal, teachers, teacher aide and students to become confident using Photo Story, Comic Life, Wikis and some online interactive programmes.  Skype is installed and they have begun using this as a tool, at present contacting their neighbouring school.

**Waima –**With the introduction of Comic Life and PhotoStory, staff training sessions have enabled teachers to begin integrating these programmes into their Literacy programmes.  Use of the digital cameras has increased with students now having a purpose and an audience for their photos.

Staff have had online e-tap training with facilitator to become familiar with the programme, inserting data, analysing data, adding comments to LTPs, creating custom reports, pupil lists.

It is evident from Teacher Observation Feedback that staff are integrating ICT into their daily planning:

**c. List any key lessons for the cluster?**

Before any of the teachers could move forward schools had to commit a percentage of the 2010 budget to purchasing and upgrading ICT equipment and infrastructure in their school.  This has been a shared process within each school, with staff choosing the right path to take for their students.  Final decisions came about after the L@Schools Conference, observations in other cluster schools, schools in the area with a known ICT component, staff meeting discussions, advice from local computer experts.

It is apparent that with regular ICT PD included into staff meetings teachers are becoming more familiar and confident using some of the hardware and software previously left unused.

There has been a lot of trialling this year, a lot of effort has gone into setting teachers up with ICT in their classrooms, looking at the tools they have, furniture, placement in the classroom etc.  As each school is now clear about the way they are moving forward with ICT, it is imperative they include all staff, through feedback at staff meetings.

**d. What are the next steps towards achieving the cluster goal/s?**

To ensure that all teachers are integrating ICT into their LTPs.

Regular staff meetings with Facilitator

Regularly evaluate teacher practice in the classroom – is the equipment in the classroom being utilised effectively – if not why not?  Is more PD required?

Include a 5-10min slot every week for ICT at all staff meetings

Use the ICT weekly newsletter as a shared document for tips and ideas for in the classroom, awareness of what is happening across the cluster and to create a community of learners.

**2.2.3              C.**

**National Programme Goal 3. Strengthen professional learning communities and increased collaboration within and across schools**

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| **Cluster Programme Goals**  To provide various opportunities to share ideas and problems and reflect together on the use of ICTs, both within the cluster and through various regional and national conferences.  To support each other in developing e-learning pedagogy and capabilities within our schools and using the opportunity for collaboration through online environments.  To provide opportunity for the concept of ako to be enhanced at all levels of the cluster. (shared learning-teacher/pupil/teacher) | **Success Indicators**  Delegates from the cluster attend ICT conference and particularly Principals to the Rotorua ICT conference in 2010 from 23rd - 26th February  Meet regularly as a staff, as cluster school principals and lead teachers to ensure that all new learning, problems and ideas are shared appropriately and new learning is ingrained in our Cluster schools.  There will be evidence in all Cluster Schools that shared learning will be taking place. *Evidence:*  ●     *Cluster members reporting back using selected template to all cluster schools following any professional development*  ●     *Cluster wikisite is used regularly for the sharing of professional development templates*  ●     *Project facilitator actively supporting, promoting, updating and encouraging wikisite usage to promote collaboration*  ●     *Cluster staff are able to use wikispace appropriately and receive training from facilitator as required in order to develop their wikispace knowledge and ability*  ●     *Shared learning is articulated in planning delivery. we will know this when our children are participating, understanding and presenting their learning*  ●     *When dialogue between any two schools within the cluster or the cluster as a whole is occurring freely* |

**End of year review**

**a. What progress has been made towards achieving these goals?**

All schools have benefitted from the opportunity to attend L@Schools and U-Learn.

Staff who attended have posted their feedback on the Cluster Wiki, plus shared at staff meetings.

It is also evident that those staff who attended are implementing ideas they learnt into their classroom practice.

The facilitator regularly updates the Cluster Wiki, ensuring that those schools with class sites are shared this way to support others in their learning.  The facilitator has worked with teachers and students to train them in the use of wikispace.

Each term the LTs have had a PD day.  This has been an invaluable time for sharing and demonstrating new ideas, tools and web sites.

As the majority of schools use e-tap as their SMS, the Facilitator has been able to support staff in the use of planning, creating custom reports, analysing data, pupil lists and profiles and behaviour forms.

**b. What evidence supports this?**

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| Clicker5 training 1  Online staff Clicker5 Training - East | Kohukohu - e-tap 003  Staff e-tap training - Kohukohu | Cluster Wiki  <http://kai-oro-hokicluster.wikispaces.com/>      Link to the minutes from the LT day Term 3  <http://kai-oro-hokicluster.wikispaces.com/Lead+Teachers>    Feedback from U-Learn – 2010  [U Learn Conference feedback](http://kai-oro-hokicluster.wikispaces.com/U-Learn+2010)  Feedback includes reports from staff and principal at Kohukohu, Oromahoe, Kaikohe Intermediate, Waima, Umawera |

Weekly Cluster Newsletter – shared to LTs and Principals through Google Docs. (Unfortunately due to some technical problems not all schools are able to access Google Docs, so this has had to be put on hold for some schools – this is an ongoing issue and will only be rectified when the UFB is taken to their school)

Newsletter – [Week 4 2010](https://docs.google.com/document/d/1s1mHkvl2cnQhgZxbNpgc29cpIpCRB7hXDEf-qlSXWG8/edit?hl=en_GB)

Facilitator has organised cluster observation visits between schools.

May 13th - Observation of ICT in schools, attended by teachers and Principals from - Umawera, Waima, Tautoro, Kohukohu (with BOT reps), East, West, Int

June 8th – [Observation sharing day at East](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTU5Y3dmNXBjOXY&hl=en_GB) – attended by staff from Oromahoe, Waima, Intermediate,West,East,Kohukohu,

July 23rd - Breakfast techie session West School - Comic Life

July 26th - Facilitator meeting with FarNet e-Principal re Moodle site

Aug 4th - Principal Mtg - 4 attendees - [Minutes](https://docs.google.com/document/d/1H5UxmzGUfqqjladQcdzDEsPepT3_raGHJiHS2AptLdw/edit?hl=en_GB)

Aug 11th – LT Sharing day – representatives from all schools - [Minutes](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTM1OTQ3amd6Zjk&hl=en_GB)

Sept. 7th  - Mobi demonstration at Kohukohu - teachers from Waima attended

September 23rd – Regional Cluster meeting held in Kaikohe – all schools represented - [Minutes](https://docs.google.com/document/d/1jczsUSvYB8sbTlKZ2JoAekX0dRThtJKXFedHa8dv0fA/edit?hl=en_GB)

October 20th  - Junior teachers from East visited Oromahoe and Pakaraka Schools to view ICT in the Junior classes

November 3rd - Senior teachers from East visited Matauri Bay, Oromahoe and Umawera to view ICT in Senior classes

November 10-11th - West School/Umawera/Waima/Tautoro - Principal and staff visiting schools in Hawkes Bay to observe ICT / Literacy in schools

**c. List any key lessons for the cluster?**

The cluster has the opportunity of setting up a Moodle site.  As discussed at the LT meeting, this is what LTs would like to see in place, where students can perhaps login and share with other students.  The Facilitator and one LT who is familiar with Moodle have been working with Carolyn Bennett, e-Principal of FarNet, to set this up.

At this stage we have assigned pages and courses, but need to become more familiar with the process before inviting others to join.

The use of Wikis has been very successful for many classrooms.  This is an area to focus on for 2011.

Regular LT F2F meetings are essential.  Although we are using Google Docs, there is still the importance of F2F meetings to build relationships and create a community of learners before sharing online. 4 of the 12 schools have installed Skype and have begun trialling video links with other schools – this will be a focus for 2011, as some schools infrastructure is upgraded.

UFB will benefit all schools in the area as there is intermittent connection.

**d. What are the next steps towards achieving the cluster goal/s?**

Continue to support through weekly newsletters, sharing online, LT F2F meetings once a term, Facilitator visits at least twice a term in the smaller schools and weekly in the 3 larger schools, attendance at L@Schools and U-Learn.

**2.2.3              D.**

**National Programme Goal 4. Increase e-learning leadership and ICT strategic planning capability of principals and teachers**

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| **Cluster Programme Goals**  To create a cluster that empowers increased e-learning leadership and ICT strategic planning capabilities of BOT, principals and teachers  To support to school personnel so they have a clear understanding in the potential of ICT / e-learning in their school | **Success Indicators**  All schools will adopt the cluster Strategic plan and may also align with individual school strategic plans vision and broader goals  Identify PD needs in ICT e-learning in all cluster school staff appraisals *Evidence:*  *1*    *Evidence:Cluster schools will develop their own ict/e-learning strategic plans as we progress and review*  *2*    *Cluster school staff ICT e-learning progress is evident in appraisal programme, classroom practice and documentation* |

**End of year review**

**a. What progress has been made towards achieving these goals?**

Some schools have committed to the ICT Cluster by including ICT into their strategic plans, others have developed a 3year ICT Action plan, and some have individual staff goals which are part of their appraisal process.

**b. What evidence supports this?**

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| An example of staff individual goals, this is seen as a working document, with meetings with the Facilitator to ensure that goals that new goals are introduces as goals are met.  [Oromahoe\Mary Action Plan 2010.doc](http://kai-oro-hokicluster.wikispaces.com/Milestones) | Action Plan for **Kaikohe West** – discussion with Principal, LT and staff  [IT Action Plan](http://kai-oro-hokicluster.wikispaces.com/Kaikohe+West+School)  [Staff IT Plan - Umawera](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTU2ZGZyOWZnZHY&hl=en_GB)  [Staff IT Plan - Okaihau](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTI4ZnN6MzNnZ2s&hl=en_GB)  [Staff IT Plan - East](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTU3ZjUzZ243ZmQ&hl=en_GB) | [Kohukohu Strategic Plan](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTM1OTQ3amd6Zjk&hl=en_GB)  [Umawera IT Plan](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTU1ZjhoNGhwdnI&hl=en_GB)  [East IT Plan](https://docs.google.com/Doc?docid=0AcPriTcddmyGZGZxM2NqNGtfMTU4Z3oydDV3Z2Y&hl=en_GB) |

**ICT - Matihetihe** **School Annual Plan**

*“We will integrate the use of ICT into all curriculum areas, in particular reading, numeracy, Maori and inquiry learning. Teachers will ensure opportunities to integrate ICT into all unit plans and provide opportunities for our tamariki to use laptops to engage learners, gather and present information.  Teachers will also regularly model the use of digital technologies i.e. digital cameras , flip cams, scanners, DVD players, data projector in the classroom and wider school.  Our Principal will investigate the capabilities of a wireless network to enable access to connections anywhere throughout the school. Currently our school is a part of an ICT cluster (Kai-Horo-Hoki ). Being part of the cluster has enabled staff the opportunity to attend ICT conferences, share information with each other and provide support where needed. “*

**Staff appraisal evidence:**

This is a section of an appraisal for my Junior Teacher done Term 4 2010 at **Matihetihe School**.

*The use of ICT in your classroom is clearly evident. It is used not just during tumbles but also in the preparation of topics. An example of this is the introduction to earthquakes, using clips from teachertube. You again did this when you introduced the water cycle. The clip you found on youtube was most appropriate especially when you and the children put actions to the song. I thoroughly enjoyed the song and watching them do the actions. This is a great way for them to remember concepts as well as ensuring that their brains are flooded with endorphins (Nathan Mikaere-Wallis).*

**Kaikohe West**

The [Connected Curriculum](https://docs.google.com/Doc?id=dfq3cj4k_205fhnn5jhq) plan - presented to the BOT and Community - this is part of the ICT vision for the school form 2011.

**c. List any key lessons for the cluster?**

To ensure all staff have ICT in their appraisal programme.

**d. What are the next steps towards achieving the cluster goal/s?**

Facilitator to work with LTs in each school to develop goals for each teacher in line with their IT Plan.

**2.2.3              E.**

**National Programme Goal 5. Increase the school community’s understanding of the educational contribution of e-learning.**

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| **Cluster Programme Goals**  Effective systems established to inform the school communities about the impact of ICT in learning  To ensure wider school community participation and involvement with e-learning in our schools | **Success Indicators**  Our school communities are informed about ICT Cluster learning Schools will develop opportunities for initiatives and interaction with their communities  *2*    *BoT will be kept informed in all Cluster Schools*  *3*    *School newsletters will share cluster information*  *Community evenings and initiatives may be developed in order to increase community awareness and opportunity for ICT development eg. Expo day - school or cluster* |

**End of year review**

**a. What progress has been made towards achieving these goals?**

Regular updates re ICT are placed in school newsletters.

The Facilitator provides a report at the end of each term for al BOTs.

While on 2 cluster observation visits to outside schools members of BOTs came along to get a feel for what is happening in other schools.

With the use of online programmes such as Wikis and Smartkiddies, the home school partnership is developing.

Two schools in the Cluster have been fortunate to be on the Computers in Homes project.  This has made a huge difference in connecting with their community and they now have increased access into homes for sharing online.

3 Net Safety training days are planned in Week 9 of this year.  The Facilitator will lead these days, taking studnts through the LGP programme and train them up as tutors in their schools for next year.

**Matauri Bay**

School newsletters reflect students learning.  Parent meetings have been held to demonstrate programmes being used in the classroom - Marvin, Comic Life, Movie Maker, Activ boards.

Goal - Skype interaction to plan a shared camp with school on North Shore

**b. What evidence supports this?**

Examples of classroom wikis:

[Kaikohe East](http://kes-rangimarie.wikispaces.com/)

[Okaihau – Year 1 class](http://okaihauroom6.wikispaces.com/)

[Kaikohe Intermediate Wiki](http://kaikoheintermediate7.wikispaces.com/)

Two schools have been involved in Computers in Homes.  This has created an online relationship with community.  Schools involved are **Kohukohu and Rawene**.

[BOT report- Term 3 2010](http://kai-oro-hokicluster.wikispaces.com/Milestones) – This is presented to all schools BOTs each term.

Kaikohe West [Connected Curriculum](https://docs.google.com/Doc?id=dfq3cj4k_205fhnn5jhq) presented to the BOT and community for their ICT vision for 2011

**c. List any key lessons for the cluster?**

Ensure that regular ICT updates are in all school newsletters

It is important for BOT members to be involved in what is happening with ICT.  It would be great to see them come along to any observation visits, ICT meetings held in their school or just visit other schools in the cluster.

**d. What are the next steps towards achieving the cluster goal/s?**

To ensure all schools have evidence of community consultation / involvement.

There are 2 community events planned for 2011.

A student led conference is planned for May 2011, where groups of students will lead workshops for students from cluster schools.  This will also be seen as an open day for community to visit.

Following on from the Net Safety workshops run by the Facilitator this year, the trained pupils from each school will hold parent / community workshops on Net Safety at home and school.

**2.2.4              Provide a brief report on the progress of each school**

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| |  | | --- | | **Matihetihe** - Progress report for ICT  *What changes have you instigated or observed?*   We have had many changes. The first being the purchase of 10 laptops followed by a flipcam and camera. The U Learn conference proved to be a huge motivator for us, where we were able to immediately instigate things we had learnt back into the classrooms. The websites have been very useful and are a huge hit with our students  *Was there an activity which has been particularly effective for your school*  The literacy and numeracy related resource sites have been very effective and are being used in class. Tutpup / freerice / moviemaker  *What percentage of your staff are making the most of the opportunities afforded by the ICT PD?*  All teachers and teacher aides are making full use of the ICT resources and equipment.  *What has the impact been for your students?*  Students are now using ICT as a normal part of their programme. ICT is not a stand alone tool but one that is totally integrated. Students are excited and motivated during their learning experiences and are now beginning to see it as a learning tool rather than a playing tool. Sites such as tutput and freerice are very popular and the competition aspect is always a great motivator. The flipcam is a valuable tool for both students and teachers.  *Whether they have been actively involved in cluster administration, implementation and the variation process.*  We have been able to contribute greatly in the early stages of development, but have been less involved to some degree due to lack of release from school. | |

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| |  | | --- | | **Okaihau**  Being part of the ICT Cluster has had a huge impact on our school, students and community. We are using the software and hardware in a variety of ways to enhance the professional development of staff and educational opportunities for our students.  Just some of the changes are:  ·         Use school-wide of Comic Life and other software for children.  ·         Skype sessions for Reading Lessons with students from Massy University college of Education  ·         Skype sessions with students of other schools  ·         Use of internet sites to provide assistance in Maths, Reading and research.  ·         Using the Intranet to print and store information  All staff are involved fully, including support staff.    It has been very valuable having an ICT Lead teacher providing professional development for staff and the opportunities for further development. | | **Oromahoe**  At Oromahoe School 100% of the teachers are using ICT to support the learning in Literacy and Numeracy as well as other aspects of the curriculum.  They are making much better and more frequent use of the equipment we have at present and continually looking to improve on this. After several terms using a mobile pod of student laptops, the teachers have shared these permanently between the classrooms and this is enabling more efficient use.  Particular benefit has been gained from our full time facilitator who is able to share other teachers experiences and learning with us but also is always prepared to address our particular needs.  In their efforts to understand what other tools might be available and to make the best choices for our situation teachers have visited other schools and classrooms in the cluster to observe, discuss and reflect with their peers.  The students have become more competent in the use of ICT and beginning to elect suitable tools to support their learning. The Principal has been actively involved in the administration of the cluster network. |  |  | | --- | | Report for **Kaikohe East** School on the progress of ICT in 2010 Milestone Report    ·                   What changes have you instigated or observed?  We can categorise our changes in two sections: purchases and behaviour.  The purchases were instigated by the ICT team which enabled us to observe the changes in behaviour.  This year we have purchased short throw projectors, sound systems and screens for 5 classrooms, 5 digital cameras, 1 vado video camera, 7 NComputing setups (totalling 28 users) and 10 laptops for classroom use.  Having ICT equipment in the classrooms has allowed the teachers to learn along with their students, ‘made’ the teachers become a bit more ICT literate and provided children with more opportunities to use ICT equipment.  ·Was there an activity which has been particularly effective for your school?  The conference in Rotorua was the catalyst for all change that occurred this year.  The ICT team came back enthusiastic, inquisitive and informed (sort of), so this was the most important activity for the ICT team.  The trips to other schools and visits to classrooms within our own school have been well received.  Seeing ICT in use is extremely effective.  ·What percentage of your staff, are making the most of the opportunities afforded by the ICT PD?  100% of the staff have increased the amount of ICT they use. All staff have set goals and moved towards achieving them.  Some staff reached their goals early and had to choose another one. Staff members are at different stages in their own development of ICT skills and this has an affect on their attitudes towards ICT opportunities presented to them.    ·What has the impact been for your students?  The main impact for the children is that they no longer see the computers as just word processors or something you can play games on.  They see the computers as a learning tool which provides them with knowledge and experiences.  Computers have allowed the children to gain more knowledge of the world around them. Our children with limited reading ability can now access knowledge online by watching video clips and interviews and not necessarily reading through long technical articles.    ·Whether they have been actively involved in cluster administration, implementation and the variation process.  Our facilitator is doing a great job of keeping us informed of our obligations.  The cluster meetings provide us with an opportunity to discuss the specifics of administration, implementation and variation. | | **Umawera School: ICT Milestone Report**  At Umawera School we have 7 leased computers. Students are able to have access at any time but only the internet if an adult is present.  Our students had good typing skills and a wide range of ability.  Since attending the Rotorua Conference our senior school have been enrolled in Mathletics  and Spelldrome. Students are allowed access to this on a trust basis whenever. It is also an intergrated part of maths. Students use exel and spreadsheets in maths as well. We are linked into many free maths games which our junior teachers make use of.  In literacy our senior students are able to work in most programmes cutting and pasting. They all created a newspaper and entered the NZ Herald competition. They have completed three inquiry projects with much use of the internet. Comic life has also been a great inclusion.  Our staff are all more capable users of ICT and are more willing to use in class programmes. We have a very capable ICT support staff member which means that ICT gives us little problem.    Diane our facilitator has been very supportive of staff and students giving us new ideas and sharing information from other schools.  The Ulearn Conference in Christchurch was very good. The trade centre wasn’t as good as Rotorua but I was able to get all the details I wanted. In Rotorua I saw lots but didn’t realize that there was soooooo much available. By Christchurch I had researched,, visited and discussed ICT with others so knew what I was looking at and for. The speakers in Christchurch were also better, greater variety and far better facilities.  This year has been a very good learning year in ICT at Umawera School. It has made us realize that in many ICT areas we are miles behind in the “stuff” but way up there with the knowledge of the “stuff” we have.  We want a CALF, 3 mimio boards, small mimio and computer as a beginning……………. For 2011. | | **Rawene**  **Primary School ICT Report 2010**  We have been very fortunate to be part of the Kai-oro cluster. Included is our ICT plan for 2010.  **Goals:** As a staff we feel we have met our overall goals and know that our learning in ICT will be ongoing. We are definitely seeing ICT being used to support learning programmes across the school.  Our equipment can be frustrating at times however we have put funds aside next year to upgrade our server and get Mimio Boards for our school.  Students and staff are feeling more confident with new programmes – LEARNZ, Glogster, Comic Life, Ziptales, Wikispace, Photostory, film making.  Systems and Equipment: 1, 2 and 4 have been achieved. **Next year:** Upgrade server and seek funding for more equipment  **Staff Development:** 2,3,4,5,8 have been achieved. **Next year:** Learn about antivirus Skype Workshops More work on Google Docs Work on developing e-portfolios  **Student Development:** 1 and 2 achieved **Next Year:** Work on developing international relationships with other students and schools. Learn about e-portfolios  **Programme Development:** All areas have been covered  Home-School Relationships: Families are in regular contact via internet and children are able to access homework and other activities online. The Computers in Homes programme brought families into school and has enhanced ICT learning for students and their parents. Many of whom had never been online and did not know how to send an email. Parents can access our school website and newsletters online.  **Equipment:** We will continue to seek funding and set aside money in next years budget. We have also been approved next year for the SNUP upgrade. We are looking to purchase Mimio Boards for 2011.  **Na Maria Barnes** **Rawene School Principal** | | **KaikoheIntermediate                                                                                                    *16.11.10***  ***Milestone 2 2010***  We have used the first year of our involvement in our ICT contract to review plan and prioritise our needs for ICT equipment, PD in pedagogical approaches using ICT and creating a more long term strategic plan to in this area.  Most staff are extremely keen to enhance their own practice, improving educational outcomes for our tamariki using ICT and related technologies through an integrated approach across our curriculum. Next year we are committed to significant investments purchasing a variety of equipment which we have decided would be best for our school and the way we deliver our curriculum. While we will continue to participate in the conferences held in Rotorua and Christchurch we look forward to the exciting opportunities we are planning for the staff in our cluster in 2011.  Through consultation with our students we have a better understanding of the ability they have in the area of ICT and where they have the opportunity to enhance these skills, for a significant majority of our students this is in the school environment.  Our staff and students alike are looking forward to 2011, taking the next step in our ICT developmental journey and making the most of our technological purchases and progress in this area. | | **Waima School:** **ICT Milestone Report** Being part of the ICT cluster has a big impact on our school.  The U learn conferences provided a kick start into getting things moving.  This provided an opportunity to view what was available and provided discussion as to what equipment we felt we wanted to improve on.  Limited finances have also been a deciding factor with this. This year we have purchased two Esi speaks which we have used to record student voice on a recent school trip.  This was then bought back and used for refreshing our memories for photo story.  We have purchased 2 new Toshiba lap tops for staff, purchased 2 pre leased lap tops and had 2 new lease renewal laptops.  This year we also purchased a new photocopier that is networked to our computers.  After the Rotorua conference we changed from school zone to watch dog (MOE free filtering) and have gone to telecom google apps as this was a cheaper option.  We have upgraded our software from 2007 to 2010. We have changed our student management system to ETAP and have a 3 hour staff training session in week 7 of this term. The u learn conference also provided some very inspiring speakers and time to net work with staff from other schools.  Workshops have been particularly useful to demonstrate different equipment available and programmes that can be bought back into the school.  From this we are now using photo story with our students and comic life.  The students are very excited about using this.  Our ICT facilitator has been particularly helpful in supporting staff with this and working alongside our students.  Diane has also worked with students extending their knowledge of how to save and store their own files and folders more effectively with the schools network system.          Where to from here?  We have a wish list and sitting at the top of this is a dream of having a class set of notebooks that can be wheeled from room to room.  At this early stage we see this as being the most powerful tool to engage all of our students as it will allow a class to work together rather than small groups that are currently sent of to an isolated room of 6 computers.  Our dream will only come to fruition with the assistance of funding so this is on my ‘Urgent To Do List’ | | **Matauri Bay Milestone Feedback Nov 2010**  Changes in our school this year 2010  This year, 4 out of 5 staff attended the Rotorua IT conference which was a real eye out opener for all to see what technology was out there and to see what other school were doing with it. From that conference, we decided to purchase 2 promethean active boards and have them installed in both middle and junior classes and a pod of 4 computers in the senior class. After purchasing these boards and computers, the motivation of students learning has increased and engages students focus when researching or developing a skill. I believe this technology has had a positive impacts towards students achievement. We have had 2 training workshops for all teachers. Teachers are excited about what they can do and create using the boards and software however know that to master the use of the tools means practising and playing with it. 100% of our staff use active Inspire but are all at different levels. We do feed of each other when needed and always share new resources. We have also installed new software programs such as Marvin, Photo story 3, Movie maker and Comic life which all students and teachers enjoy using when creating or report back to class or school. We feel that we have made huge progress in terms of ICT in our school and hope to continue developing in this area. Our board of trustees fully support ICT programs and initiatives to benefit both students and teachers  of Matauri bay school. Next year one of our focuses will be to network with others school through these types of technology such as video conferencing, skype etc. Also are aiming at purchasing more computer pods for both junior and senior classes. It has been a privilege this year working with a very productive ICT Cluster and thank our executive team for their hard work and commitment they make in ensure our cluster is supported. | | **TAUTORO SCHOOL ICT PD SCHOOL REPORT TERM 4 2010**  What changes have you instigated or observed?  *We have purchased Mimio for all classrooms. These are being actively used in one classroom and often used in one other. The other three teachers are in the process of learning how to use them and are receiving training from our Lead Teacher and the other Mimio expert teacher. Teachers are beginning to incorporate ICT into their teaching programmes in creative ways. The laptops are in demand – especially in the three senior classes.*  Was there an activity that has been particularly effective for your school?  *Teachers teaching other teachers and students teaching each other.*  What percentage of your staff are making the most of the opportunities afforded by the ICT PD?  *100% of our teachers are using the opportunities afforded by the ICT PD.*  What has the impact been for your students?  *Those students who are with a teacher who is using ICT effectively are engaged. These students are being catered for a variety of learning styles. Student attendance has improved in one of these classes in particular. Students are far more confident and independent in the classes that are actively using the laptops and cameras.*  *Initially the Principal was involved at cluster level but this had diminished due to communication difficulties and the ICT PD management structure that seems to have developed.* | | **Kohukohu**  ·        What changes have you instigated or observed?  ·        The implementation of various new equipment from electronic microscope to different educational websites available online – students have been enjoying the many tools and programmes available.  ·        Was there an activity which has been particularly effective for your school  ·        Smart kiddies – BBC Maths activities – Comic Life  ·        What percentages of your staff are making the most of the opportunities afforded by the ICT PD?  ·        All staff are keen to develop their interests and learn more about what is available to assist in their students individual educational needs.  ·        What has the impact been for your students?  ·        A very stimulating experience for all students who show great enthusiasm with any technology shared.  ·        Whether they have been actively involved in cluster administration, implementation and the variation process.  ·        Students are yet to have a safe net workshop with Diane Henderson which will be professional development for the New Year. | | **Kaikohe West**  **2010 November Report.**  The main focus of ICT from a principal perspective has been to create a level of excitement and energy among staff about how ICT can be used to enhance the current school goals on literacy and numeracy rather than develop another separate focus area. Through this we have been able to get greater buy in by teacher’s and their commitment to using interactive technologies. The school currently has 7 Activeboards, which will move to 10 in 2011, and has received significant external and internal training and support while also visiting the Manawatu and Hawkes Bay regions to see these being used by students in Decile 1 schools. This will be extended into our bilingual classes next year with a greater focus on the development of te reo Maori.  The CONNECTED CLASSROOM concept will be implemented next year with one of our year 5/6 classes which aims to;  -         ***Connect*** students globally through the use of the internet  -         ***Connect*** students to their local community by focusing on the concerns and issues that arise from our community.  -         ***Connect*** students to each other as all learning will be done cooperatively through the whole day.  To achieve this the overarching focus will be on the Key competencies through these we will use Kath Murdoch’s inquiry model using interactive technologies. We have spent considerable time organizing funding, staffing and developing systems to support this programme. The infrastructure to support this includes:  ·        28 notebooks- one for each student.  ·        Inquiry model  ·        New mobile activeboards  ·        Specific furniture design to meet the needs of our students working cooperatively through technology  ·        Wireless network access across 7 rooms  ·        New server and CD server for software implementation  ·        New contract with Scottronics to provide personnel support for staff AND students  ·        Restructure of the school day to ensure quality time is available for inquiry learning.  Attached is our vision for a ‘connected curriculum’ operating throughout the senior school by 2013  Hamish Ruawai | |

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**2.2.5 Contract variation for 2010**

*See separate file*

**Have you completed the variation document?**

*Yes*

**2.2.6 Have you completed the principals, project directors and facilitators online survey?**

*Completed*

[**http://www.surveymonkey.com/s/JJLMRSC**](http://www.surveymonkey.com/s/JJLMRSC)

**a. Title of your change scenario**

Budget Funding

**b. Describe the change**

The change in the 3year budget has arisen because it was agreed by all Principals to keep the Facilitator role as a full time position, at least for 2011.

The reasons for this were to continue with the programme as planned, to use the Facilitator as the liaison person, communicator across schools and to build on the progress towards this that has been established in the first year.

With regular contact and feedback from the facilitator, newsletters, observations days organised by the Facilitator, staff and students are becoming more confident using ICT programmes, discussing issues, and sharing ideas.  This will be developed in 2011 with the student led conference in May, LT Days, and our own Lane Clarke seminar.

After the success of U-Learn, 2010, it was decided to use some of the ideas to include every teacher within the cluster for PD.  By offering to host a 2 day Lane Clarke workshop, every teacher will be have the opportunity to attend a keynote speaker of international success, take back some practical ideas to their classroom, be able to discuss further ideas with peers and colleagues and continue to build their knowledge of integrating ICT into their planning with a focus on Literacy and Numeracy.

**c. What supported the change?**

Principals and teachers were supportive of this, to continue to build relationships amongst cluster staff, and to ensure everyone is aware of and working towards the cluster goals.

**Disbursement schedule**

**Ministry’s Payment Schedule 2010**

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| **ICT Professional Development Cluster:** | | Kai-oro-hoki Cluster | |
| **Contract No.** | | 10-0239 | |
|  | |  | |
| To:  Howard Baldwin  e-Learning Unit  Ministry of Education  PO Box 1666  WELLINGTON | | From:  Kaikohe Intermediate  11 Park Rd  Kaikohe | |
| **For Professional and Operational Costs:** | | | |
|  | **Original**  **3yr Budget** | **Actually disbursed, accrued or committed to 31 Dec 2010** | **Cumulative %** |
| Professional Fees | $180,000.00 | $70000.00 | 33% |
| Professional Costs | $144,700.00 | $36488.92 | 25% |
| Operational Costs | $    8,352.00 | $  1911.86 | 24% |
| Teacher Development Costs (if relevant) | $ 45,000.00 | $11475.80 | 26% |
| plus Goods and Services tax | $  47,256.00 | $17981.48 |  |
| Total | $425,308.00 | $137858.06 | 31.25% |