ICT Plan for the Upper Secondary Schools in the Pirkanmaa Region 2013-2016

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ICT plan for the Upper Secondary Schools in the Pirkanmaa Region

- The plan, coordinated by the ICT Network for the Tampere Region Upper Secondary Education (PAOK), is a co-operation between various upper secondary schools and the Council of Tampere Region

- This slide set describes the plan, and the core elements of its policy proposals

- The plan is available in full, in Finnish, at tvt.tampereenseutu.fi

- PAOK also supports in the creation of school-specific plans in 2013.

ICT in education: the vision

"The use of ICT in education is **a natural part of the learning and working culture** in the Pirkanmaa region. Our educational institutions **support and encourage** community-based development, openness, and **sharing of knowledge**. Our teachers and staff develop their skills according to our strategies and action plans and **use ICT to support the students' learning process**. ICT skills are a **natural and everyday part of the teachers' professional competence**, and the use of ICT in teaching is not seen as a skill separate from pedagogic expertise. Teachers are supported by a **community-based operations model** for pedagogic ICT, and a sufficient number of resources have been allocated for support."

The goals and focus for ICT in education

- Strengthening pedagogical leadership
- Systematic ICT planning
- Reinforcing a digital organisational culture
- Developing and supporting the learning process through ICT
- Developing the teachers' pedagogic ICT skills
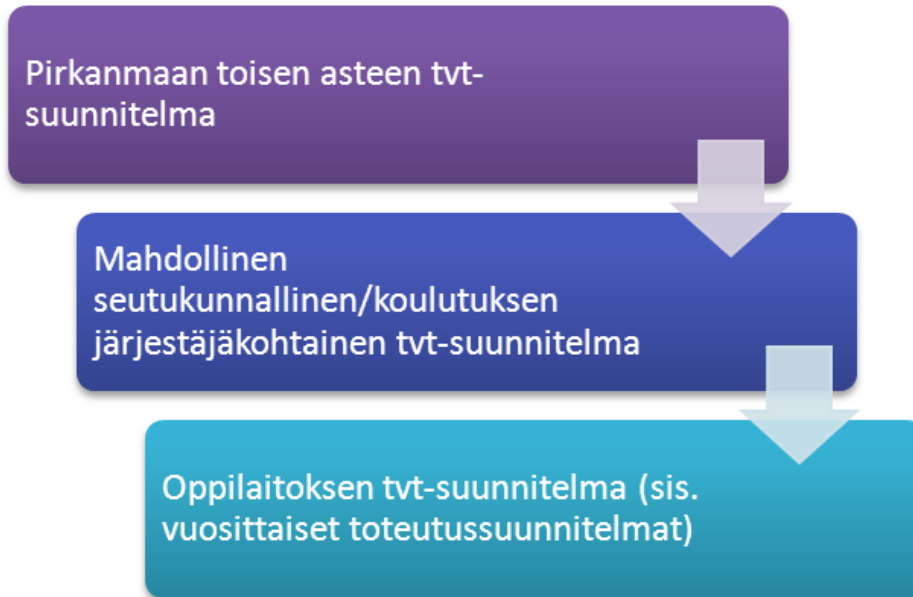
Strengthening pedagogical leadership

- Pedagogical leadership is the everyday guidance that supports high-quality learning, competence, and well-being at work.
- The schools make sure that their ICT plans are in line with the overall strategy
- School management is responsible for the systematic use of ICT

Strengthening pedagogical leadership

Proposals for action:

- ICT planning is to be a part of the strategy and action planning
- Cooperation between school management and information management
- Hardware and software procurement has to take into account the overall plans
- Infrastructure is designed in a way that supports the students' own devices.
- Ensure working data communications, especially wireless networks and technical infrastructure

Systematic ICT planning

Pirkanmaan toisen asteen tvt-suunnitelma

Mahdollinen seutukunnallinen/koulutuksen järjestäjäkohtainen tvt-suunnitelma

Oppilaitoksen tvt-suunnitelma (sis. vuosittaiset toteutussuunnitelmat)

- ICT planning is done at least on regional and school levels.

- Annual implementation plan is always required as part of the ICT plan
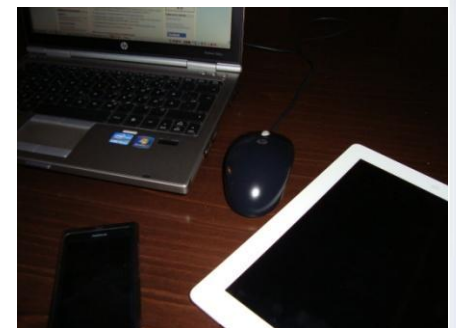
Systematic ICT planning

Proposals for action:

- School-level ICT plan
  - Based on the ICT plan for the Pirkanmaa region, and also on municipal or secondary education ICT plans
  - School-specific focus and goals
  - Implementation: what are the concrete measures schools have taken to follow the regional plan
  - Policies guiding ICT use in education => specified and fleshed out in the annual implementation plans

- ICT planning is based on reports detailing the school's ICT readiness, and assessment of the ICT competence of the teaching staff

- The regional ICT plan is updated by a group consisting of school representatives and other experts

Reinforcing a digital organisational culture

- Digital organisational culture
  - ICT use and development are part of the everyday life of schools
  - Requires systematic planning of ICT
  - Prioritising the use of ICT in teaching and supporting the learning process
  - Promote the use of students' own devices
- Supporting an organisational culture that encourages knowledge sharing and shared expertise in the form of co-teaching.
  - Increasing the cooperation between educational establishments
  - Introducing the possibility of co-teaching into the curricula

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Reinforcing a digital organisational culture

Proposals for action:

- ICT use in teaching to be planned as part of normal curriculum planning
- Building a culture that supports the use of student's own devices
- Encourage the development of best practices and ICT use
- Cooperation between educational institutions
- Make sure that the tasks and materials created in various web-based learning environments are available for assesment
- Encourage the use of social media in teaching
- Support the students' equal opportunities for ICT use
- In addition to traditional courses, increase the teachers' pedagogical ICT skills in other ways that develop competence

Developing and supporting the learning process through ICT

- ICT supports:
  - students' active role in the learning process
  - individual and collective ways of learning
  - individual learning paths
  - flexible learning
- The planning of the learning process follows the principles of discovery learning, project learning or learning by doing.
- New ways to assess the student during the learning process, or in peer assesment. Developing better self-assesment skills
- The focus: secondary school gives the basic ICT skills needed in advanced studies and working life, and provides the students with information retrieval and information management skills
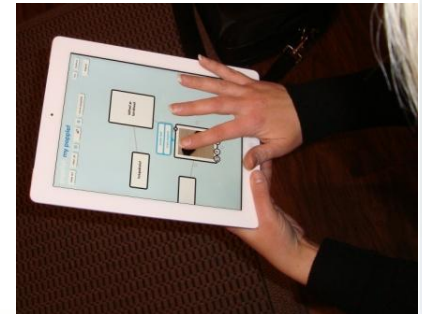- Supporting e-learning skills

Developing and supporting the learning process through ICT

Proposals for action:

- Designing a learning process that engages the students in activity, knowledge sharing, and collective knowledge generation

- Differentiation of teaching through ICT

- Increasing the feedback given during the learning process, including self-assesments and peer assesments

- Combining web-based learning with classroom teaching, guiding students to web classes

- Maintaining and developing a regional selection of web courses together with other secondary schools

- The school-specific curricula and ICT plans make sure that the students learn the basic ICT skills needed in further studies and working life, plus important information society skills

- Refining the student's information retrieval and information management skills

Developing the teachers' pedagogic ICT skills

- The aim: ICT skills become a natural and everyday part of a teacher's professional competence
- ICT courses support the schools action and plans
- Teachers' ICT proficiency and competence development need to be assessed
- There is a clear need to organise pedagogic ICT support
  - ➢ Network-based support model

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Developing the teachers' pedagogic ICT skills

Proposal for action:

- Continuous assessment of teachers' ICT proficiency
- Define the concrete means by which ICT competence is developed
- In addition to courses, use other means to promote competence development
- Follow the ICT training attendance both in schools and through course organisers
- Define the needed ICT support services with course organisers and in schools: peer support model
- On a need basis, assess the amount of coordination needed in the ICT peer support network

Communication objectives and focus for development

- Planning internal and external communication should be a normal part of action planning in schools

- All planning activities are based on the available electronic communication channels and how they can be utlised

- In communication planning, take into account what are the intended policies and how their implementation can be supported

- In secondary school, the most important partners are parents, and in addition, in vocational school, other businesses and organisations
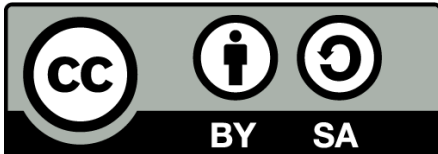
Communication objectives and focus for development

Proposal for action:

- Plan and define the roles for internal and external communication channels, channel owners, and principles for the channels' use
- When using multiple channels, ensure that all channels are updated regularly
- Support the formation of a digital organisational culture by preferring the use information and communication technology
- Reduce the amount of e-mail traffic, for example by using the school's web pages, social media, student information systems etc.
- Electronic communication is to be planned also from a marketing perspective