



Preparing our students for the possibilities of tomorrow.
Kei te whakatakataka a matou akonga mo nga ahei a tona wa.

Lake Rerewhakaaitu School Board

4th April 2023 Meeting Minutes

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSZnkyVmlZUkt5TXRJQT09>

Opened 7.06pm

1. Administration

Present Daniel Schutt, Natalie Gow, Mathew Armer, Bianca Sterkenburg, Catherine Dawson and Rick Whalley

Apologies MaryAnn Martin

In Attendance Carla Williams

Declaration of Interests DOIs held in a separate document that is linked to the Agenda
Mathew works with Duncan Wills at Reporoa Rugby Club & has used his services in the past. Natalie lives in the school house.

Administration

Confirmation of minutes for February 2023.

- o **Moved:** Natalie
- o **Seconded:** Mathew
- o **Carried** All in favour

Inwards Correspondence

NZSTA News & Elections for NZSTA Regional Executive emails

- o **Moved:** Bianca
- o **Seconded:** Natalie
- o **Carried** All in favour

Strategic decisions

Rick discussed Learner Centred 1. Students develop lifelong learning. See report.

Principals report

Rick read and discussed his Principals report. See report.

Fire drills were held with great success. Whaea Puti resignation - will advertise position if no suitable candidates.

Special Needs register does not all include all Target students - eg. hearing impaired students. SENCO ensures target students are a high focus within staff meetings, LSC and RTLB. LSC at school Wednesdays 8am - 4pm. LSC sources resourcing and observations within class, currently working on ORRS application.

Technology. Applying to real life situations. Discussion held of working with the college and possibilities of how this could work. What do they want? What skills do teachers have? Logistics of how. Term 2 will have Passion Projects on Fridays 11.30am - 12.30pm. Rotations chosen by student voice = Coding, Movie Making, Gaming and Cooking. Aiding attendance and engagement.

Target report. Specialist teacher working well. 15 mins per child. 12 groups. All have had their CAPS and parent meetings. Success = 3 way relationship - School - Parent - Student. How can they help at home? Barriers - how can we balance out at school? Some board members shared positive feedback on their CAPS meetings.

Current NZ Curriculum refresh - will be through BCSL, advantageous to have training in this area currently. New programmes take time to show progress.

Attendance rate improved to 87.5% (as the true situation). Our Kahui Ako has \$30k to improve attendance. Decision made to employ someone to check attendance, build relationships and engage with families. Rick is sending letters home to families with students that have less than 85% attendance.

- o **Moved:** Rick
- o **Second:** Daniel
- o **Carried** All in favour

Property report

School

Programmed quote approved and accepted. 5YA / 10YPP meeting held with WSP, MOE, Principal and Mathew. Guttering, downpipe replaced. Working bee successful - good turn out and jobs done.

School Houses

#5 Bianca sorted the front lawn. Mathew to do taps - further investigation to install taps to aid isolating water supplies from school and house. Daniel can help.

#25 Quotes received from two builders, Duncan Wills & Gary Dennison. See quotes. Dennison noted flooring in the kitchen needs repair, so included that in the quote. Discussion held. Prices comparable with differences being kitchen work included in Dennisons quote. Preference to go with Dennison due to being local, with possible future students. Query the possibility of saving costs by stripping out ourselves and clearing rubbish, and start date.

Daniel moves to accept Gary Dennison's quote.

- o **Second:** Mathew
- o **Carried** All in favour

Discussion held regarding School houses tenancy agreements and possible future employment housing. Catherine will investigate and report back with opinion on legalities of terminations in accordance with current and/or future signed agreements.

Daniel moves for the property report to be accepted.

- o **Second:** Bianca
- o **Carried** All in favour

Finances - January & February 2023 report

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 24, 25 & 26. Query of why VLNP staff on report- Rick explained details of VLNP and Ministry of Education contract. Contract available to view on Drive or hardcopy at school. Discussion re Support staff Living wage and increases.

Rick tabled the Creditors, Credit Card schedule, Financial reports for January & February 2023

Mathew moves the Creditors accounts for payment for January & February 2023 as true and correct,

- o **Seconded:** Catherine
- o **Carried.** All in favour

Mathew moves the Credit Card Payments for January & February 2023 as true and correct,

- o **Seconded:** Catherine
- o **Carried.** All in favour

Mathew moves the acceptance of the January & February Financial reports as a true and correct record of the financial position of the school.

- o **Seconded:** Catherine
- o **Carried.** All in favour

Strategic discussions

Principal Professional Growth Cycle - awaiting NZSTA policy.

Public Excluded Business. Time: 8.55pm

I move that the public be excluded from the following parts of the proceedings of this meeting, namely, agenda item: 2x Student Issue PEB and previous meeting PEB minutes.

This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by section 9 of the Official Information Act 1982, which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public are as follows: to protect privacy of natural persons.

Confirmation of PEB Minutes from the 21 February 2023 Meeting.

- o **Moved** Rick
- o **Seconded** Daniel
- o **Carried** All in favour

The public part of the meeting resumed at 9.01pm

Identify Items for next agenda

- Operational policies:
 - o 3 Personal (NAG 3) policy,
 - o 3.1 Appointments policy
 - o 8. Restraint policy - new policy from MOE

End of minuted meeting at 9.07pm

Next meeting to be held in the LRS Staffroom 7.00 pm 2 May 2023

Signed:  _____ Presiding Member

Date: 2/5/2023

Next Meeting Date: 13 Jun, 25 Jul, 5 Sep, 17 Oct & 28 Nov 2023



Principals Report

Date: 29 March 2023 - postponed to 4th April 2023

Roll: 53 **Boys:** 56.6% **Girls:** 43.4% **Maori:** 38% **European/NZ:** 62%

General discussion:

- This term we have held the swimming competition and students have competed in the cluster swim. The students who represented LRS at the cluster swim did very well and we are very proud of them. We are sending the place getters to the CBOP swimming competition in Rotorua on the 5th April.
- The school was closed on the 16th March for industrial action by the teachers union (NZEI)
- Cluster summer sports is on the 30th March at Reporoa.
- We are currently advertising to fill a teaching role that has come vacant due to Whaea Puti resigning.

The timeline for the position is:

7th April applications close

12th April shortlisting

15th – 17th April interviews

18th applicants notified of decision

Start date 24th April 2023 (or by negotiation)

If we do not find a suitable candidate we will re advertise the position.

The appointment committee will be myself, Miss Gow and a Board representative.

- **Resignation Letter from Whaea Puti**

The Principal and BOT

Lake Rewhakaaitu School
 8 Ashpit Road
 Rewhakaaitu
 Rotorua 3073

Dear Ricky and BOT members,

It is with a heavy heart that I tender my resignation from my position at Lake Rewhakaaitu School as of the 23rd of April. I appreciate all the support and care from parents, BOT members and staff I have experienced to date. I wish everyone the very best for the future.

Noho ora mai
 Puti Mareroa

We thank Puti for her time at LRS and wish her the best in her next role. Whaea Puti is currently on ACC leave and will not return to school until 3 April 2023 if she gets medical clearance.

| OBJECTIVE 1: LEARNERS AT THE CENTRE | In LRS we: | Actions |
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| Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | <ul style="list-style-type: none"> • Students develop life long learning skills. • Developing collaborative teaching /learning practices • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, • Maintain a positive school culture. • Celebrate our cultural diversity. • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways • Implement a localised curriculum through strengthening whanau engagement in learning and goal setting. • Strengthen iwi connections through the iwi education plan. | <p>Safe environment: 20 March 9.30am held an Earthquake drill. This was done as we have had a few earthquakes in recent days and wanted to review our procedures and children's/teacher's knowledge of practice. Children and staff quickly used the stop-drop and hold method.</p> <p>Recommendations for future improvements: have a procedure for severe and minor earthquakes as not all earthquakes will require us to move outside after the shaking stops.</p> <p>21 Mar Fire drill: We had discussed holding a fire drill during playtime as we have always held them during class time. We want to observe what our children would do if the alarms went off during play. When the alarm was sounded the children very quickly moved to the cricket pitch assembly area. It was wonderful to see the older children supporting</p> |

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| | | <ul style="list-style-type: none"> Shared responsibility and reciprocal process between school and other agencies and organisations. | <p>our younger ones and telling them what was going on and taking them to the assembly area. Very proud of our older students in this! Overall it was a very efficient process and we will continue to do the same.</p> <p>The playground is needing the bark completely removed and replaced. I am in the process of measuring up and getting quotes. I am also then going to source funding grants and talk with the PTA to fund the project.</p> |
| <p>Priority 2:</p> | <p>Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> | <ul style="list-style-type: none"> Develop student voice and agency Developing collaborative teaching /learning practices Enhance future focussed learning through the use of digital technologies. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, Maintain a positive school culture. Celebrate our cultural diversity. Provide targeted, monitored programmes. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community Implement a localised curriculum through strengthening whanau engagement in learning and goal setting. Strengthen iwi connections through the iwi education plan. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas. | <p>CAPs have been carried out for all of our Target children and programmes are in place to support the students and their whanau. These will be reviewed early term 2.</p> |

| OBJECTIVE 2: BARRIER-FREE ACCESS | | | |
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| Priority 3: | <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> | <ul style="list-style-type: none"> • Develop student voice and agency • Developing collaborative teaching /learning practices • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, • Maintain a positive school culture. • Celebrate our cultural diversity. • Increase attendance and engagement. • Provide targeted, monitored programmes. • Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways • Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community • Implement a localised curriculum through strengthening whanau engagement in learning and goal setting. • Strengthen iwi connections through the iwi education plan. • Shared responsibility and reciprocal process between school and other agencies and organisations. | <p>Our target of 90% attendance is coming along (long way to go yet) but we are currently on 83% attendance. 8.37% Justified, 9.67% unjustified absences. (full report at meeting).</p> |
| Priority 4: | <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> | <ul style="list-style-type: none"> • Develop student voice and agency • Developing collaborative teaching /learning practices • Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, • Celebrate our cultural diversity. • Increase attendance and engagement. | <p>Mrs Arnott is making good progress with our children in the target group (Will report on this at the meeting). Funding being sought from a range of outside agencies to support students: ORRs, RTLB, Speech therapist, hearing teachers.</p> |

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| | | <ul style="list-style-type: none"> Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways Strengthen iwi connections through the iwi education plan. | |
| OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP | | | |
| Priority 5: | <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> | <ul style="list-style-type: none"> Develop student voice and agency Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, Maintain a positive school culture. Celebrate our cultural diversity. Increase attendance and engagement. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways Strengthen iwi connections through the iwi education plan. | <p>We have continued with our topic studies as well as having Whaea Adelaide taking te reo me nga tikanga Māori sessions on Friday mornings.</p> |
| Priority 6: | <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> | <ul style="list-style-type: none"> Develop student voice and agency Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, Increase attendance and engagement. Provide targeted, monitored programmes. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways Shared responsibility and reciprocal process between school and other agencies and organisations. | <p>Kahui Ako PD in assessment for learning is continuing throughout the year.</p> <p>We are now holding staff meetings on Mondays for general school processes and practice and another staff meeting on Wednesdays to discuss our target children and how we can support them and ourselves to see them make accelerated progress.</p> |

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| | | <ul style="list-style-type: none"> Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas. | |
| OBJECTIVE 4: FUTURE OF LEARNING AND WORK | | | |
| Priority 7: | Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work | <ul style="list-style-type: none"> Students develop life long learning skills. Develop student voice and agency Enhance future focussed learning through the use of digital technologies. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them, Increase attendance and engagement. Provide targeted, monitored programmes. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways | Continuing to work with DOC and Ngati Rangitihui on the pest eradication programme. |

LRS 2023 Annual Plan

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| Learner Centred Achieved by: | Emerging Phase 1 | Ways to achieve this goal | Review 29 March 2023 |
| Students develop life long learning skills | Students are introduced to the learning process | <ul style="list-style-type: none"> Focused on life long learning through the LRS local curriculum doc Children are learning about the LRS inquiry process. Localised Curriculum implementation Collaborative planning based on charter/annual plan/LCD Use of LRS Progression | <ul style="list-style-type: none"> PD in Assessment for Learning through the Kahui Ako Teachers incorporate, develop and refine the school inquiry / integrated learning structure integrating learning areas. Planning based on the Charter/annual and LRS Local Curriculum. Term 1 topic study Te ao Māori Swimming programme |

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| Develop student voice and agency | <p>Students are encouraged to have a say in why, what and how they learn (mediated)</p> | <ul style="list-style-type: none"> booklets Develop LRS inquiry process Children choose topics through the localised curriculum, why, what and how to learn Students using Progress booklets to determine where they are at and next steps to learning | <ul style="list-style-type: none"> Planning learning experiences based on student voice and agency Student agency and inquiry based learning programme (te wai au) to develop a stronger sense of each individual's identity. Students taking ownership of their learning and pro-actively engaging Staff and children use progression booklets to show next steps and take ownership of learning. Booklets updated at end of each term Through careful planning and teaching strategies and mediation students were able to share their learning and next steps with others, with support from progression booklets. |
| Developing collaborative teaching /learning practices | <p>Teachers are introducing collaborative planning teaching and learning experiences for all student</p> | <ul style="list-style-type: none"> PLD through Kahui Ako Senior and Junior teacher planning together TA working in and across classes Localised curriculum planning as teams | <ul style="list-style-type: none"> Teacher-only days held using LC to plan engaging programmes and learning opportunities for the students based on the ideas and thoughts of the students. Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities Teacher employed as Target teacher to support our target students |
| Enhance future focussed learning through the use of digital technologies | <p>Students and teachers are introducing DTs to enhance the teaching/learning experiences</p> | <ul style="list-style-type: none"> Students learning through the VLN primary school Google classroom, Seesaw used in classes | <ul style="list-style-type: none"> Actively using: Google docs, SeeSaw, chrome books, pads and apps for learning. |

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| <p>Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them</p> | <p>Teaching and learning experiences are dynamic and engage students in their passions in real life events</p> | <ul style="list-style-type: none"> • A range of activities are utilised in teaching and learning experiences • Getting children out of the classroom and/or getting people into school for added experiences | <ul style="list-style-type: none"> • Providing students with opportunities to engage in hands on activities, through Kahui Ako A4L Professional development and face to face facilitators coming into the school and working with teachers and students • Implementation of the Local Curriculum • Cluster and outside agency programmes: swimming, RATs, KA Leaders. |
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Special Education Needs in

Lake Rerewhakaaitu School

Each child is an individual with unique physical, intellectual, social, emotional and behavioural capabilities and responses. Individual differences may affect the child's ability to participate fully in educational opportunities.

Charter

At Lake Rerewhakaaitu School, children with special needs are; participating and engaged in class and out of class with their peers at all times, are learning and achieving success, being challenged, learning within the curriculum and enjoying the things they are interested in. We have high expectations of all learners. We are innovative and flexible and have processes to identify and support the needs and aspirations of all learners.

Current situation

Currently we have 18 students that are on the SENCO register that require CAPs. Six of these students are more than a year behind their chronological age. Five of those are for underlying barriers to learning

What are we doing

- Children are recorded on the SENCO register (Special Educational Needs Co-ordinator Register) this is supported with the Target teacher and LSC
- Records are kept on the progress of students.

- Each child is considered an individual and the school provides appropriate resources, e.g. skilled personnel, student enhancement programmes, Yolanda Soryl, special equipment, teacher aides, 1-1 work with teacher, small group work with teacher etc.
- Currently we have 3 teacher aides, 1 TA for 1 hr RTLB funded and 1 hour LRS funded and 2 TA 2 hrs LRS funded
- Teachers endeavour to utilise a variety of teaching approaches to provide for the preferred learning modes of all children within classrooms.
- Clear procedures for early identification of children with special needs and abilities.
- Teachers are familiar with identification procedures.
- Ongoing training is provided within budget constraints.
- Maintain positive communication with parents/caregivers - regular termly CAPs (Collaborative Action Plan).
- Principal liaise with RTLB regularly to gain specialist expertise and resourcing as required. (every 3 weeks and on a needs basis)
- Identify and access PLD (Professional Learning Development) for teachers and teacher aides as required. Currently Kahui Ako PLD focus on Assessment for Learning. Junior teacher is completing a BSLA course through UoC in literacy
- The principal or LSC access *appropriate and available behaviour/learning assessments*.

Our use of the Reporoa Kahui Ako Cluster Learning Support Coordinator;

Key LSC Functions:

- support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions
- support kaiako/teachers in schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services
- support for parents and whānau to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed
- work with other LSCs across the cluster, and connect with the Learning Support Facilitator and wider agencies, such as Oranga Tamariki—Ministry for Children
- The Learning Support Coordinator is fully aware of their role and the requirements as LSC in Lake Rerewhakaaitu School.
- Fulfilling the role of SENCO at Lake Rerewhakaaitu school, to access services and resources to support learners
- work with and influence the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress.

| Action Goal | What this might look like: |
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| <p>Goal 1: Fulfill the role of SENCO in LRS</p> | <ul style="list-style-type: none"> ● Responsible for meeting special educational needs, working in cooperation with principal, parents, teachers, teacher aides and other professionals to develop a higher quality of teaching. ● Accessing and making applications to outside support for students. ● Have high aspirations for every student, with clear progress targets for pupils. ● Be clear about how the school's full range of resources can be used to meet such targets. |

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| <p>Goal 2: Develop and maintain an up to date Lake Rerewhakaaitu School Learning Support Register</p> | <ul style="list-style-type: none"> ● The Learning Support Register is developed based on OTJs and implemented in Lake Rerewhakaaitu School . ● The Learning Support Register aligns with the requirements of the Kahui Ako and MOE. ● Students identified as: High, Medium and Low needs ● Parental Consent is gained from parents for students to be on the register. |
| <p>Goal 3: Ensure students are making accelerated progress.</p> | <ul style="list-style-type: none"> ● LSC to identify needs and monitor progress - including observations in the classroom and meeting with teachers, parents and other support agencies. ● Regular achievement progress reports (every 5 weeks) on student progress. ● Working with outside agencies (RTLb, Psychologists etc) for children in the High needs category. |

Why are we doing it

- To deliver education to all children in a manner that enables them full access, participation and opportunity to achieve their full potential.
- To identify specific needs of students and overcome the barriers to learning.
- To plan and implement appropriate programmes that ensure success and achievement for students.
- To provide a school environment that promotes safety, security and happiness for students.
- To be equitable to all students.
- To assist students gain access to appropriate agencies and resources.
- To work in partnership with and in support of parents/caregivers.

Lake Rerewhakaaitu School Technology Statement.

In Lake Rerewhakaaitu School technology education will support students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim:

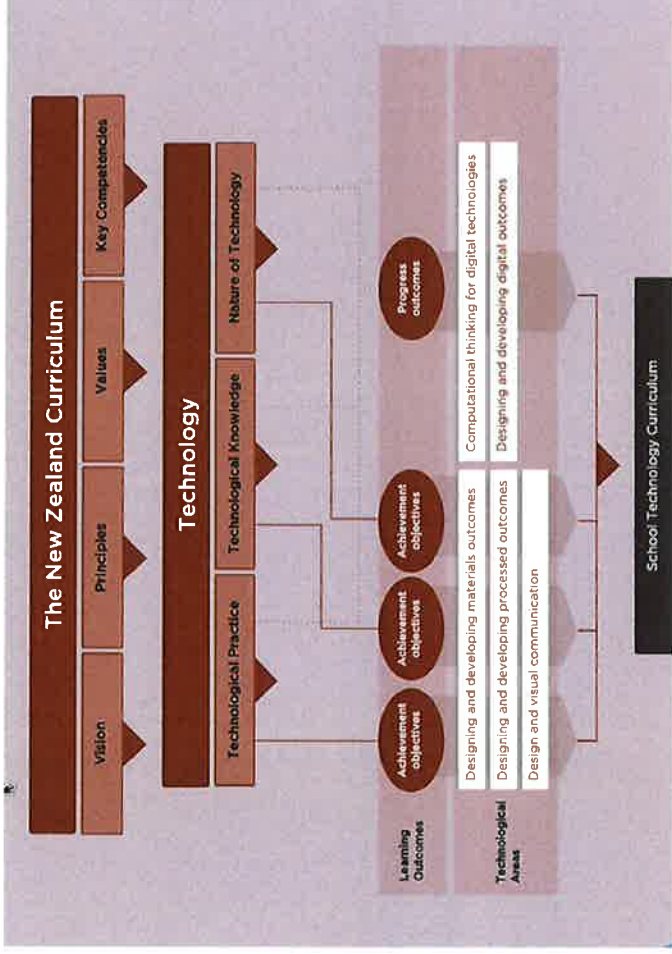
is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens. Students will learn that technology is the result of human activity by exploring stories and experiences from their heritage. As they learn in technology, students draw on and further develop the key competencies.

Definition of terms:

Digital technology is **NOT** about learning **WITH** technology (eLearning), it is learning **ABOUT** technology.

Digital technology is about learning to be a creator in the digital world, not just learning to use systems.

Digital fluency is about learning to use digital technologies.



Learning about Digital Technologies

Learning *about* Digital Technologies does not necessarily require the use of e-Learning tools.

The technological areas provide contexts for learning. At primary school, teachers will generally take a cross-curricular approach, with students learning in the technological areas as part of a topic or theme that encompasses several curriculum learning areas.

Digital technologies

The first two of the five technological areas focus on developing students' capability to create digital technologies for specific purposes. In years 1–8, these two areas are usually implemented within other curriculum learning areas, integrating technology outcomes with the learning area outcomes. These two areas also significantly contribute to students developing the knowledge and skills they need as digital citizens and as users of digital technologies across the curriculum. They also provide opportunities to further develop their key competencies.

Learning area structure

The technology learning area has three strands: Technological Practice, Technological Knowledge, and Nature of Technology. These three strands are embedded within each of five technological areas:

- computational thinking for digital technologies
- designing and developing digital outcomes
- designing and developing materials outcomes
- designing and developing processed outcomes
- design and visual communication.

Computational thinking:

Is about looking at a problem in a way that a computer can help us to solve it.
It is not thinking about computers or like computers.

Designing and developing digital outcomes:

is about understanding that digital systems and applications are created for humans by humans, and developing knowledge and skills in using different digital technologies to create digital content across a range of digital media. This part of the curriculum also includes learning about the electronic components and techniques used to design digital devices."

Create solutions and learn about Digital Technologies

Digital products

Robotics, mechatronics, and automation

Coding and programming (sequence, selection and iteration)

Computational thinking

Software engineering

User interface

Algorithms

Pattern recognition

Systems thinking

Decompose problems

Storing and Transmitting data (binary numbers)

Data collection, presentation and analysis

Examples of Digital Technologies in action



Code a melody melody to play sounds from bottle caps



Create a QR code image using black and white squares. Invite a classmate to decode and access the information contained.



Compare a transport network system and computer network system to explore ideas about pathways, reliability, protocols and security



Create an interactive story from a favourite book with user-input using a familiar programming language



Create your own simulation using a visual or text-based programming language.



Explore ways to generate and access secret code by securely transmitting data through techniques of encryption and decryption



Create network diagrams to identify relationships between different sources of data and analyse this data.



Design your own maze and use an app to program a robot to go through it.

e-Learning - developing capability to learn with ICTs

Presentation tools

Locate and store information

Digital publishing

Interpret timelines

Ownership and use - copyright law

Managing files

Mapping and geospatial tools

Online communication and collaboration

Digital music / multimedia

Examples of e-Learning in action



Use digital concept mapping tools to plan and select research tasks.



Use presentation software to present findings of an inquiry that includes text, images and video.



Use video to analyse a sports performance to provide coaching tips



Use a computer simulation or game to test predictions and collect data.



Use a search engine effectively as a research tool.



Use spreadsheet functions to create tables, record, sort, calculate and present data to identify trends



Use an online game that has a grid map system to learn about directions.



Share a book review or information using a QR code.



Use tools such as Google docs to work collaboratively on a project and Skype to connect with outside experts.

Resources

Technology Curriculum

ICT

[e-Learning vs Digital Technologies](#)

[LRS Health and Safety Policy](#)

[LRS Curriculum Delivery Policy](#)

[LRS Financial Policy](#)

[LRS Asset Protection Policy](#)

[LRS Assessment Policy](#)

[LRS Curriculum Review Policy](#)