From the **SECRETARY**

The eStrategy is an integral aspect of the **Learners First** strategy. Its purpose is to support the economic, educational and social development of all our learners and improve the productivity of Tasmania. It is important to have a dynamic and world leading education sector that creates and maintains a qualified and motivated workforce equipped with skills that will meet the changing needs of the dynamic global world economy. Our education system must also provide authentic learning opportunities based upon creativity and entrepreneurship which support all of our learners.

The eStrategy will enable all learners, especially those in rural, regional and remote areas, to engage with digital technologies to support their learning. Tasmanian schools and learning programs will be distinguished by their capacity to leverage contemporary technologies and innovative teaching practices to provide engaging, relevant and immediate learning environments that support the eStrategy vision: Any Learner, Anywhere, Anytime.

The eStrategy responds to the need to have a systemic framework and structure across all regions of the state, which will encourage, enable and support learning and teaching. It will support the development of the essential skills for twenty-first century learners – in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication.

As high bandwidth broadband expands, it will provide the connectivity required to develop innovative and flexible approaches to educational delivery. The eStrategy also recognises the need for all relevant education service providers to network and collaborate to provide seamless educational provision.

Building on the innovative work we are already undertaking across a number of programs and schools, learners who wish to remain in their local community will be able to access high quality learning programs through on-line provision and resources. They will be supported by teachers with relevant expertise and skills who are able to engage and motivate learners using innovative technologies. Learners will be connected to their teachers and tutors both virtually and in face-to-face learning.

LINCs will offer adults new opportunities to re-engage with learning in their local area, with access to technology, a range of innovative programs, and volunteer tutors on hand to support learners.

In the first instance the eStrategy will focus on reshaping online learning and expanding access, study options and participation for rural, regional and remote learners, through targeted programs.

A special thanks to all staff who were involved in the development of the eStrategy which will connect our learners beyond the classroom, transform our delivery of education and create dynamic, innovative and entrepreneurial Tasmanians.

**Colin Pettit**  
**Secretary**
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There are seven general capabilities. Our learners will:

**Literacy**
develop knowledge, skills and dispositions to interpret and use language confidently for learning and communicating effectively and for participating fully in society.

**Numeracy**
develop knowledge and skills to apply mathematics confidently across learning areas and in their lives more broadly.

**Information and communication technology (ICT) capability**
use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas, and in their daily lives.

**Critical and creative thinking**
develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.

**Personal and social capability**
develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

**Ethical understanding**
develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment.

**Intercultural understanding**
develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others.
Our **COMMITMENT**

To achieve our mission for personalised learning, anywhere, anytime through the power of digital technology we will:

Continue to:
- Support learners’ participation in the Australian Curriculum focussing on literacy and numeracy through the general capabilities and other nationally recognised training frameworks including VET.
- Assist our learners to develop their ICT capabilities and entrepreneurial approaches.
- Provide data that is robust and accurate to inform decision making and support assistive, adaptive and tailored learning and assessment experiences and outcomes.
- Provide safe and secure access to a range of innovative digital learning resources and experiences anywhere, anytime.
- Inspire our leaders to drive the adoption and growth of digital technology use.
- Provide structures to ensure provision of high quality governance.
- Support adults to re-engage with learning through programs that improve core skills and confidence and provide pathways to employment or further learning.

Aspire to:
- Deliver high quality learning anywhere, anytime across the department and wider community and through our partnerships with others.
- Champion the innovative use of technology in learning including Bring Your Own Technology (BYOT).
- Embrace digital technology as a powerful tool to improve self-directed and lifelong learning for all Tasmanians.
- Use technology to communicate with and empower stakeholders and the wider communities.
- Ensure the long term preservation and discovery of Tasmania’s digital documentary heritage.

Our **PRIORITIES**

Our priorities are dynamic and support the department’s Learners First strategic agenda and associated reforms in early years, school education, further education, adult and community learning.

Four working groups with representatives from across the department will guide and support the development and implementation of the priority actions of the eStrategy.
2018: Meet TOBY....

Toby is a Year 6 student. He likes music, is in a band, has mentors outside school and has a good relationship with his teacher. Through his iPod using WiFi, Toby has anywhere, anytime digital access.

Toby uses his iPod while having breakfast to catch up with current news and events including his favourite music singers and bands. He reviews his timetable provided to him through online access to the school. Using his iPod, Toby also catches up with some last minute reading required for his science class later that day. As he walks to school Toby is able to listen to and practice his Chinese for his next language lesson.

In class, Toby demonstrates his ICT capabilities where he facilitates a collaboration with another Year 6 class to discuss which virtual excursions they would like to undertake as part of their history lessons.

Toby is able to use the video conferencing facilities in his classroom to engage in his afternoon science subject which is delivered from a regional high school where the teacher is the local expert on Toby’s biological sciences topic of an endangered frog that has a habitat in their local area.

Toby’s school provides a range of rich learning opportunities based on the Australian Curriculum. Most of his learning opportunities are provided by his teachers and mentors in a blended mode of delivery, utilising the live classroom and their digital literacy to leverage technology. Technology use is embedded within evidence-based teaching strategies. Toby has access to personalised global learning through a high bandwidth broadband connection on multiple devices while at home and at school.

After school, Toby catches up with his fellow band members for practice. To highlight their digital entrepreneurship, they use their own technology to record a new single and upload it to their website and soundcloud.com. They advise their followers via social media.

After dinner, while relaxing watching TV, Toby communicates via several digital conversations with his fellow band members regarding the number of downloads their new single has achieved and the great positive feedback from their listeners. They use a translation service for some listeners located in various Asian countries who do not have English as their first language.
**Curriculum and Resources**

The eStrategy has a focus on digital learning through the curriculum and the digital resources that support the delivery of effective and engaging learning programs; in particular, the Australian Curriculum and other nationally recognised training frameworks including VET.

**Our priorities**

- Promote and utilise digital learning resources in the Australian Curriculum and other nationally recognised training frameworks including VET and maximise our local knowledge and resources for national sharing e.g. Tasmanian history, sustainability, aquaculture, etc.

To support this priority we will:

- Develop digital resources in key areas of the Australian Curriculum that maximise our local knowledge of Tasmanian history by using Tasmanian Archives and Heritage Office WWI archives.
- Work with schools to increase the use of blended and online delivery of the curriculum to further promote sharing and anytime, anywhere access for our learners, including the delivery of TQA subjects in rural, regional and remote schools.
- Embed digital literacy into learning through the ICT general capability and Digital Technologies curriculum.
- Utilise our partnerships with preferred ICT hardware and software vendors to model the use of digital resources to maximise high bandwidth broadband using technologies such as Augmented Reality (AR), holographic, 3D modelling and printing and game-based software.

To support this priority we will:

- Work with partners to research, review, develop and implement new digital curriculum resources and technologies that leverage the opportunities of high bandwidth broadband.

- Share digital curriculum resources, that have been developed by teachers and staff, through the Virtual Learning Environment and national systems such as Scootle, Improve and national VET content (including toolboxes).

To support this priority we will:

- Work with teachers to scope, develop and implement a system to enable easy sharing of digital learning resources via the Virtual Learning Environment (VLE).

- Research, review, develop and implement new digital learning resources which incorporate adaptive learning and formative assessment.

To support this priority we will:

- Support teachers and tutors in the increased use of digital resources to support adaptive learning and formative assessment.

- Promote and foster participation in global open education courses and use of resources.

To support this priority we will:

- Enable teachers and tutors to increase their use of open education resources and courses in learning delivery.

- Enable widespread access to and re-use of LINC Tasmania’s information resources via an active program of digitising key documents from our heritage collections.

To support this priority we will:

- Develop, articulate and implement the priorities for the annual LINC Tasmania digitisation plan.

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**2018: Meet JEMMA ...**

Jemma is 28 years old and lives in outer Hobart. Her youngest child now attends the local primary school and, after struggling to find a job, Jemma wants to improve her skills and get some training. She would like to get a job as a teachers’ aide or helping young people in the community services sector.

Jemma left school in Year 9 and has always struggled to read on-line texts and complete schoolwork like essays or reports. She heard about the 26TEN on a Weibo thread. She decided it was worth a try, so she booked a Skype interview with a literacy coordinator to talk about how she could get the skills she needs to enrol in some of the courses happening locally. The literacy coordinator encouraged Jemma to come into the virtual literacy room through LINC Online - the 26TEN village, which is like a SIMS game. From her home, she entered the 26TEN village and was introduced by the literacy coordinator to Jim, a virtual literacy tutor. With Jim’s mentoring and support, Jemma was able to enter the Lexia room where she played games to improved her letter and word recognition.

Jim also encouraged Jemma to visit the TasTAFE space, where Jemma met with an online pathway planner. Other rooms accessible via the 26TEN village have helped Jemma to more confidently seek information and learning support outside the virtual world. Jemma has also made some great new friends through 26TEN. She meets up with them in a regular support group they’ve formed at a meeting room in the local LINC hub. They share ideas about the courses they are thinking of studying. She’s also become friendly with the supportive LINC staff and chats to them while her children look at books in the comfortable children’s section when they stop off there on the way home from school. Jemma’s children can borrow the books they want in hard copy, or they can download an eLoan of a more interactive story.
The Professional Learning Institute (PLI) will broker and deliver staff professional learning and development opportunities in digital technology pedagogy for the department that will enable a major shift in pedagogical practice to support our 21st century learners.

**Our priorities**

- Develop and implement digital learning communities within and across school and community networks supported by partnerships.

  To support this priority we will:
  - Continue to offer professional learning in *Leading a Digital School*, to develop leadership in the use of ICT to support learning.
  - Continue to offer professional learning in *21st Century Learning Design (21CLD)* to develop knowledge and shift teacher practice and capability to design and deliver learning tasks to support ICT capabilities and skills development in learners.

- Develop and implement professional development short courses in online learning design, copyright, online learner engagement and support and digital resource development.

  To support this priority we will:
  - Develop and deliver an eLearning overview course covering what eLearning is and how teachers and schools can use eLearning in their classroom delivery.
  - Develop and deliver a copyright course for teachers covering the copyright of digital resources in course development and usage.
  - Develop and deliver a course for teachers in online educational course design and online unit development.
  - Develop and deliver professional development for teachers, tutors and course coordinators in online learner engagement and support models.
  - Develop and deliver a short course to assist teachers develop the skills to utilise various software toolsets including video editing.
  - Facilitate train the trainer and self-help professional development of key learner and corporate systems used by staff and learners.

- Build communities of practice for teachers and tutors to share their digital resource development based on the Australian Curriculum and nationally recognised training frameworks including VET.

  To support this priority we will:
  - Foster and encourage teachers to share their practice about creating and using digital learning resources.

- Develop and implement self-evaluation tools, aligned with the Australian Professional Standards for Teachers (Tasmania) to assist teachers to identify areas for professional learning in technology enabled teaching.

  To support this priority we will:
  - Equip teachers to identify their ICT professional learning requirements against an agreed standard.

- Develop and implement a digital skills strategy for staff and tutors to enable them to fully support their stakeholder groups.

  To support this priority we will:
  - Support staff to identify their ICT professional learning requirements via a Digital Literacy Skills online survey.
The eStrategy includes a focus on researching and reviewing current and proposed systems/toolsets (local and national) to determine their suitability for eLearning activities and supporting rural, regional and remote learners. Determining infrastructure requirements including learning spaces to cater for changing pedagogy is a significant part of this work.

**Our priorities**

- Develop a world-class Technology Centre of Excellence through the Professional Learning Institute to model new pedagogies and innovative use of technology.

  To support this priority we will:
  - Work with schools and the Professional Learning Institute to develop a world-class Technology Centre of Excellence to model innovative use of technology.
  - Partner with our preferred ICT hardware and software vendors to utilise technology to increase access particularly in rural, regional and remote communities and where possible realise the potential of high bandwidth broadband.

  To support this priority we will:
  - Research, review and implement systems to support easier storage and sharing of digital resources created by teachers that are tagged to the Australian Curriculum.
  - Research, review and implement video capture and broadcasting systems to enable teachers to produce rich digital resources to support the learner anywhere, anytime.
  - Actively support the use of Bring Your Own Technology (BYOT) by learners and staff.
  - Research, review implement and maintain the infrastructure necessary to manage, preserve and improve access to LINC Tasmania digital records and information in the public domain.

- Use cloud services to enable learners to access digital resources anywhere, anytime.

  To support this priority we will:
  - Develop a Wide Area Network (WAN) broadband plan that leverages the opportunities of high bandwidth broadband for all department locations.
  - Research, review and develop learning analytics toolsets to support a personalised, adaptive curriculum for learners with formative assessment.

- Research, review, develop and implement technologies into classrooms that actively support the development of key ICT capabilities including collaboration and communication.

  To support this priority we will:
  - Leverage, leading Web 2.0 tools including Education Services Australia eServices such as Scootle and Improve and provide access to the Australian Curriculum linked digital learning objects.

- Develop mobile Apps to inform and engage stakeholders and the wider community with interactive content.

  To support this priority we will:
  - Research and review the requirements of a department mobile App, then develop and make publicly available to assist with informing and engaging communities with interactive content e.g. social media, newsletters, event details, photos, attendance notifications, etc.

- Support access to and use of contemporary tools and systems such as the Virtual Learning Environment to enable teachers and tutors to deliver anywhere, anytime learning.

  To support this priority we will:
  - Support and foster the access and use of contemporary tools and systems e.g. the Virtual Learning Environment which supports teachers and tutors to design and deliver engaging anywhere, anytime access to learning.

- Use cloud services to enable learners to access digital resources anywhere, anytime.

  To support this priority we will:
  - Enable schools and business units easy access to online services for corporate systems.
Leadership and Innovation

The eStrategy emphasises the need to provide leadership and support the development and implementation of innovative use of technology to enable learning.

Our priorities

- Integrate the eStrategy into all strategic and operational plans.

  To support this priority we will:
  - Provide leaders with consistent strategic direction and actions regarding online delivery and digital resource development and use.

- Use new innovative technology to research, review and implement initiatives that provide increased learning opportunities for learners in rural, regional and remote communities.

  To support this priority we will:
  - Undertake a pilot with learners in schools to provide technology for their use at school and at home with assistance provided by our preferred ICT hardware and software vendors.
  - Undertake pilots in schools using High Definition Video Conferencing (HDVC) equipment to enable increased subject offerings and increased learner engagement for learners in rural, regional and remote areas.
  - Research, review, develop and implement delivery and support models that facilitate anywhere, anytime learning and in particular, support our distant and flexible learners.

  To support this priority we will:
  - Engage with schools to maximise the provision of anywhere, anytime learning.
  - Enable our people and our learners to showcase their innovative use of technology.

  To support this priority we will:
  - Capture and showcase examples of innovative use of technology by our people and our learners in digital video formats and promote them across the department and wider community.
  - Support the creative use and re-use of resources held in LINC Tasmania’s digital documentary heritage collections.
  - Promote and foster the development of ICT capabilities and technology skills to all learners.

2018: Meet CLAIRE...

Claire is a Year 11 student in St Helens. Claire is studying a mix of Year 11 subjects and has a part-time job in a local take-away shop. Away from school and work, Claire is a keen sportsperson who competes in a variety of sporting events throughout the year.

Claire has elected to study most of her subjects by attending the Years 11/12 extension campus at the St Helens District High School. A local teacher acts as a mentor and provides pastoral care and monitors Claire’s progress. Claire travels one day a week to Launceston to attend classes at Newstead College. This helps her to build relationships with her teachers and fellow classmates.

Claire is enrolled in English, Science, History and Athlete Development courses. She is already globally aware and connected through social media and is in her own learning groups made up of fellow skilled digital collaborators and sharers.

Claire has woken up early today and gone to the school gym for a workout. As she is taking Athlete Development, Claire is able to record her workout diary on the Virtual Learning Environment (VLE) using an iPad connected to the school’s WiFi network. She makes observations on her workout as part of this diary. Claire records a short video of herself doing a chin up and uploads it into the VLE for assessment by her Athlete Development teacher.

Claire returns home and has breakfast. As she does not have a scheduled class until mid-morning, Claire logs in to the VLE from home to undertake some pre-reading and watch high definition videos for the History class later that afternoon. Since her home is connected to high bandwidth broadband, Claire is able to watch these videos without any issues.

Claire attends her mid-morning English lesson from home via a high bandwidth broadband connection to the VLE and the class video stream. She actively engages in some of the discussions held during the class.

After lunch Claire walks to the St Helens District High School to access her afternoon History class. The school, like Claire’s home, is connected to high bandwidth broadband. Claire likes to physically attend the school instead of working online from home as there are two other learners from St Helens who are also doing the same subject. They all enjoy the ‘in-person’ contact for the class and are able to support each other. The three of them meet in one of the allocated learning spaces at the school. A high definition video link is established to connect them to Newstead College. The link enables them to engage with their teacher and fellow classmates in discussions they all find helpful. Their teacher uses the video capture facility to record the lesson and upload it into the VLE so that the learners can review it at a later stage as a refresher.

Following her History lesson, Claire heads off to work at the take-away shop for a two-hour shift. After dinner, Claire hooks up with fellow learners using the VLE to discuss the homework that has been set for their English class. Even though the learners are in different locations, they are able to use all the functions of the VLE to see each other via webcams and participate in the various conversations being held.
Making it happen -

PRIORITY ACTIONS TO SUPPORT THE eSTRATEGY

Anna is a 26 year old teacher located in a District High School (250 students and about 20 teaching staff). She has been at the school since graduating from UTAS and has formed close links with the community. She has a human movement major and is currently teaching Literacy, Ag Science, PE, ICT and is the Years 6, 7, 8 Co-ordinator.

Anna has her learners at the centre of all her planning. She co-ordinates and brokers access to a full range of curriculum opportunities for Years 6-8 learners including eLearning through the Virtual Learning Environment (VLE). All classroom delivery uses blended learning with the VLE and the live classroom which enables the learners and Anna to access resources away from the school campus. The VLE also uses learning analytics to match learner data and appropriate learning objects and assessments to suit their skills and knowledge level.

Anna uses a wide range of digital resources, some of which she has created and shared via the digital repository within the VLE, for other teachers to access. Anna and her learners regularly search this repository to locate resources that link to the Australian Curriculum. Learners, through Anna’s guidance, have also begun to create resources to upload into the repository for access by other learners.

The principal is very supportive and regularly mentors Anna. This relationship enables Anna to develop her leadership skills. There is a culture of embracing digital leadership at the school. Anna also mentors other teachers in her Years 6-8 cohort.

Anna regularly runs professional learning sessions for teachers on using technology to support the learners’ development of ICT capabilities. Some of Anna’s own professional learning as well as her classroom delivery happens through High Definition Video Conferencing (HDVC). She can access professional learning networks, virtual experiments and excursions through HDVC.

Staff and learners bring their own technology (BYOT). The school supplements the learner BYOTs to exceed a 1:1 ratio and equity of access. Many learners and staff have several devices. One of Anna’s learners is on the autism spectrum, is non-verbal and uses a tablet with a symbol-supported communication App to give a voice to users who cannot speak. Anna incorporates these technology requirements into her lesson planning and delivery.
### Curriculum and Resources

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<th>Who is Responsible</th>
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<tr>
<td>C1 – Enable teachers to increase their knowledge, understanding, skills and use of local Tasmanian digital learning resources to support the Australian Curriculum.</td>
<td>Work with teachers to identify and/or create local digital learning resources in areas such as Tasmanian history, sustainability, aquaculture, etc.</td>
<td>Number of Tasmanian digital resources created and shared that support the Australian Curriculum.</td>
<td>Curriculum Services in collaboration with Schools and teachers LINC Tasmania</td>
<td>Tasmanian digital resources opportunities identified in 2014 and resources developed and shared from 2015.</td>
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<tr>
<td>C2 – Empower teachers and tutors to increase the development and sharing of digital resources to support learners.</td>
<td>Support teachers in identifying and creating digital learning resources.</td>
<td>Number of digital resources developed and shared.</td>
<td>Curriculum Services in collaboration with Schools and teachers LINC Tasmania</td>
<td>Digital resources developed and shared from 2015.</td>
</tr>
<tr>
<td>C3 – Enable Early Years teachers to increase their knowledge, understanding, skills and use of digital resources in Early Years education.</td>
<td>Work with teachers and our ICT partners to create and use new digital resources and systems focussed on Early Years education.</td>
<td>Number of digital resources and systems used for Early Years education.</td>
<td>Early Years team in collaboration with Curriculum Services</td>
<td>Early Years digital resources developed and systems used from 2015.</td>
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<td>C4 – Enable and encourage teachers to share their own learning resources through the use of the Virtual Learning Environment (VLE) to support the Australian Curriculum and access national systems such as Scootle and Improve.</td>
<td>Work with teachers to scope, develop and implement a system to enable easy sharing of digital learning resources via the VLE.</td>
<td>System developed and implemented to share resources via the VLE.</td>
<td>Curriculum Services in collaboration with Schools and teachers Corporate Services</td>
<td>Ongoing from Term 1, 2015.</td>
</tr>
<tr>
<td>C5 – Support teachers and tutors in the increased use of digital resources to support adaptive learning and formative assessment.</td>
<td>Research, review, develop and implement new digital learning resources which incorporate adaptive learning and formative assessment.</td>
<td>Number of digital resources to support adaptive learning and formative assessment.</td>
<td>Curriculum Services in collaboration with Education Performance Services LINC Tasmania</td>
<td>Research and review digital resources to support adaptive learning in 2015. Develop and implement from Term 1, 2016.</td>
</tr>
<tr>
<td>C6 – Enable teachers and tutors to increase their use of open education resources and courses in learning delivery.</td>
<td>Encourage schools and teachers to participate in using global open education resources and courses.</td>
<td>Number of open education resources and courses used.</td>
<td>Curriculum Services in collaboration with Schools and teachers LINC Tasmania</td>
<td>Ongoing from Term 4, 2014.</td>
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<tr>
<td>Our Objectives (Outcomes)</td>
<td>Our Strategies</td>
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<tr>
<td>C7 - Enable and foster schools and teachers to increase their language subject offerings.</td>
<td>Encourage and support schools and teachers in utilising technology to deliver language subject offerings.</td>
<td>Number of schools incorporating online learning in languages.</td>
<td>Curriculum Services in collaboration with Schools and teachers Professional Learning Institute</td>
<td>Sourcing, creating and sharing digital and online language learning resources by the end of Term 4, 2014. Trial course delivery, including the use of digital resources in schools in 2015, with wider deployment in 2016.</td>
</tr>
<tr>
<td>C8 - Enable, manage and contribute to a Tasmanian digital resource collection in support of wider community learning needs.</td>
<td>Develop, articulate and implement the priorities for the annual LINC Tasmania digitisation plan.</td>
<td>Number of digitised items added to the state’s permanent collections on an annual basis.</td>
<td>LINC Tasmania</td>
<td>Ongoing from 2014</td>
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</table>
## Our Objectives (Outcomes)

1. **P1** – Equip school leaders with the knowledge and skills to manage and encourage ICT use to support learning.

   - **Our Strategies**: Provide professional learning in *Leading a Digital School*, to develop leadership in the use of ICT to support learning.
   - **Our Evaluation Measures**: Number of schools leaders attending the course.
   - **Who is Responsible**: Professional Learning Institute
   - **Timeframe for Implementation**: Ongoing, starting in 2014

2. **P2** – Develop teachers’ knowledge and skills in designing learning tasks that support 21st century skills development in learners.

   - **Our Strategies**: Provide professional learning in *21st Century Learning Design (21CLD)* to develop the knowledge and skills to construct learning tasks that support the development of general capabilities in learners.
   - **Our Evaluation Measures**: Number of teachers attending the course.
   - **Who is Responsible**: Professional Learning Institute
   - **Timeframe for Implementation**: Ongoing, starting in 2014

3. **P3** – Empower ICT leadership and the use of digital technology in schools through various partnerships.

   - **Our Strategies**: Foster participation in projects associated with partnerships with our preferred ICT hardware and software vendors.
   - **Our Evaluation Measures**: Number of schools and teachers involved in programs.
   - **Who is Responsible**: Professional Learning Institute in collaboration with Curriculum Services
   - **Timeframe for Implementation**: Ongoing, starting in 2014

4. **P4** – Develop teacher, tutor and support staff’s knowledge and understanding of eLearning.

   - **Our Strategies**: Work with staff to identify course requirements and develop and deliver an eLearning overview course covering what eLearning is and how staff in schools can implement eLearning in their classroom practice.
   - **Our Evaluation Measures**: Number of staff and schools who attend Introduction to eLearning courses.
   - **Who is Responsible**: Professional Learning Institute in collaboration with Curriculum Services
   - **Timeframe for Implementation**: PD course developed by the end of Term 4, 2014 and then courses delivered on an ongoing basis.

5. **P5** – Develop teacher, tutor and support staff’s knowledge and understanding of copyright in digital resource and course development and usage.

   - **Our Strategies**: Work with staff to identify course requirements and develop a specific copyright course with input from various department business units and industry experts.
   - **Our Evaluation Measures**: Number of staff and schools who attend copyright PD courses.
   - **Who is Responsible**: Professional Learning Institute in collaboration with Department Copyright Officer Curriculum Services LINC Tasmania
   - **Timeframe for Implementation**: PD course developed by the end of Term 4, 2014 and then courses delivered on an ongoing basis.

6. **P6** – Develop teacher, tutor and support staff’s knowledge and understanding of online educational course design and online unit development.

   - **Our Strategies**: Work with staff to identify course requirements and deliver a course for teachers in online educational course design and online unit development.
   - **Our Evaluation Measures**: Number of staff and schools who attend online course and unit design.
   - **Who is Responsible**: Professional Learning Institute in collaboration with Curriculum Services LINC Tasmania
   - **Timeframe for Implementation**: PD course developed by the end of Term 4, 2014 and then courses delivered on an ongoing basis.
## Our Objectives (Outcomes)

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<thead>
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<th>Objective</th>
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<tr>
<td>P7 - Develop teacher, tutor and support staff's knowledge and understanding of online learner engagement and support models.</td>
<td>Develop PD courses to support staff, tutors and course coordinators to develop their knowledge and skills in online learner engagement and support models.</td>
<td>Number of staff, tutors and schools who attend online courses in learner engagement and support models.</td>
<td>Professional Learning Institute in collaboration with Curriculum Services LINC Tasmania</td>
<td>PD course developed by the end of Term 4, 2014 and then courses delivered on an ongoing basis.</td>
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<tr>
<td>P8 - Develop teacher, tutor and support staff's knowledge and understanding of various software toolsets including video editing.</td>
<td>Develop and deliver various short course professional development courses/resources to assist teachers to develop the skills and utilise various software toolsets including video editing.</td>
<td>Number of staff and schools who attend software courses.</td>
<td>Professional Learning Institute in collaboration with Curriculum Services LINC Tasmania</td>
<td>PD courses developed for individual software packages by the end of Term 4, 2014 and then courses delivered on an ongoing basis.</td>
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<tr>
<td>P9 - Develop staff's knowledge and understanding of key learner and corporate systems.</td>
<td>Provide train the trainer and self-help professional development digital resources of key learner and corporate systems used by staff and learners.</td>
<td>Number of staff who undertake professional development of key learner and corporate systems.</td>
<td>Professional Learning Institute in collaboration with Curriculum Services Education Performance Services Corporate Services LINC Tasmania</td>
<td>PD courses and self-help resources developed for key learner and corporate systems during 2014 and then courses available for staff to access on an ongoing basis from 2015.</td>
</tr>
<tr>
<td>P10 - Foster and encourage teachers to share their practice about creating and using digital learning resources.</td>
<td>Build communities of practice for teachers to share their digital resource creation and use based upon the Australian Curriculum.</td>
<td>Number of communities of practice created and the number of teachers and schools actively engaged in the communities.</td>
<td>Professional Learning Institute in collaboration with Curriculum Services</td>
<td>Identify communities of practice required by Term 4 2014 and then ongoing creation and support of these during 2015 and beyond.</td>
</tr>
<tr>
<td>P11 - Equip teachers to identify their ICT professional learning requirements against an agreed standard.</td>
<td>Work with teachers to create self-evaluation tools, aligned with the Australian Professional Standards for Teachers (Tasmania) to assist teachers to identify areas for professional learning in technology enabled teaching.</td>
<td>Number of teachers who use the self-evaluation tools.</td>
<td>Professional Learning Institute in collaboration with Curriculum Services Corporate Services</td>
<td>Research and review requirements of self-evaluation tool and then develop and trial during 2015 with a wider deployment in 2016.</td>
</tr>
<tr>
<td>P12 - Support staff to identify their ICT professional learning requirements via a Digital Literacy Skills online survey.</td>
<td>Work with staff to create a Digital Literacy Skills online survey to assist staff to identify areas for professional learning in ICT.</td>
<td>Number of staff who use the survey.</td>
<td>Professional Learning Institute in collaboration with Early Years and Schools Corporate Services LINC Tasmania</td>
<td>Research and review requirements of the survey tool and then develop and trial during 2015 with a wider deployment in 2016.</td>
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### Systems, Technologies and Infrastructure

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<tr>
<td><strong>S1</strong> – Provide and implement a world-class Technology Centre of Excellence to model new pedagogies and innovative use of technology for learning.</td>
<td>Work with schools and the Professional Learning Institute to develop a world-class Technology Centre of Excellence to model innovative use of technology.</td>
<td>Development of the scoping paper for the Technology Centre of Excellence. Development of budget proposal and implementation plan.</td>
<td>Director eStrategy in collaboration with Professional Learning Institute Corporate Services Curriculum Services Schools</td>
<td>Scoping paper for the Technology Centre of Excellence is developed during 2014 and the budget submission and implementation plan is developed during 2015.</td>
</tr>
<tr>
<td><strong>S2</strong> – Foster partnerships with department preferred technology vendors to increase access for rural, regional and remote learners to technology enabled learning.</td>
<td>Work in partnership with our preferred ICT hardware and software vendors to leverage technology, particularly in rural, regional and remote communities, realising the potential of high bandwidth broadband.</td>
<td>Technology trials identified and carried out.</td>
<td>Curriculum Services in collaboration with Corporate Services LINC Tasmania</td>
<td>Scope potential trials that use high bandwidth broadband to provide increase access for rural, regional and remote learners during 2014. Undertake trials during 2015 to enable learnings for potential wider deployment in 2016 and beyond.</td>
</tr>
<tr>
<td><strong>S3</strong> – Research, review, develop and implement a system that supports easier storage and sharing of digital resources created by teachers.</td>
<td>Work with teachers to research, review, develop and implement systems to support easier storage and sharing of digital resources created by teachers, that are tagged to the Australian Curriculum.</td>
<td>Specifications of system requirements scoped and system developed/acquired.</td>
<td>Curriculum Services in collaboration with Professional Learning Institute Corporate Services</td>
<td>Specifications for system developed by the end of Term 4, 2014. System developed/acquired and available for use by Term 3, 2015.</td>
</tr>
<tr>
<td><strong>S4</strong> – Empower teachers to use high quality digital video resources in the delivery of learning.</td>
<td>Work with teachers to research, review, develop and implement video capture and broadcasting system to enable teachers to produce digital resources to support the learner anywhere, anytime.</td>
<td>Video capture systems identified, trialled and purchased.</td>
<td>Curriculum Services in collaboration with Professional Learning Institute Corporate Services</td>
<td>Investigate video capture system offerings by the end of Term 4, 2014. Trial in schools in 2015 to enable learnings for potential wider deployment in schools in 2016.</td>
</tr>
<tr>
<td><strong>S5</strong> - Equip leaders and teachers in the innovative use of technology in learning including Bring Your Own Technology (BYOT).</td>
<td>Actively support schools and business units in the use of Bring Your Own Technology (BYOT) by learners and staff.</td>
<td>Development of a BYOT policy to support BYOT and implement any required infrastructure.</td>
<td>Corporate Services in collaboration with Curriculum Services Educational Performance Services LINC Tasmania</td>
<td>BYOT policy developed by the end of Term 4, 2014 and ongoing use of BYOT from 2015.</td>
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<td>S6 – Provide access to resources anywhere, anytime by increasing the use of cloud services.</td>
<td>Enable the use of cloud services for learners to access resources anywhere, anytime.</td>
<td>Development of policies to support greater use of cloud services.</td>
<td>Corporate Services in collaboration with Curriculum Services Education Performance Services LINC Tasmania</td>
<td>Research and review cloud service offerings by the end of Term 4, 2014.</td>
</tr>
<tr>
<td>S7 – Provide high bandwidth broadband at department locations.</td>
<td>Develop a Wide Area Network (WAN) broadband plan that leverages the opportunities of the high bandwidth broadband for all department locations.</td>
<td>Broadband plan developed and funding submission and implementation timetable developed.</td>
<td>Corporate Services</td>
<td>Broadband plan developed by the end of Term 4, 2014 and funding submission and implementation timetable developed for start of implementation during 2015.</td>
</tr>
<tr>
<td>S8 – Support learners in a personalised, adaptive curriculum with formative assessment supported by learning analytics toolsets.</td>
<td>Work with schools to research, review, develop and implement learning analytics toolsets to support a personalised, adaptive curriculum with formative assessment.</td>
<td>Learning analytics toolsets investigated and a report produced on options.</td>
<td>Curriculum Services in collaboration with Education Performance Services Corporate Services</td>
<td>Research and review and report on options produced by the end of Term 3, 2015.</td>
</tr>
<tr>
<td>S9 – Provide technologies to support the development of general capabilities and skills including communication and collaboration in learners.</td>
<td>Work with teachers to research, review, develop and implement technologies into classrooms that actively support the development of general capabilities and skills including collaboration and communication.</td>
<td>Report produced re investigation of findings about which technologies best support collaboration and communication.</td>
<td>Curriculum Services in collaboration with Corporate Services LINC Tasmania</td>
<td>Research and review innovative technologies by the end of Term 4, 2014. Trials start in 2015 with potential wider deployment in 2016.</td>
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<tr>
<td>S10 – Enable easy access for staff to data and information to guide and support their learner interactions and business functions.</td>
<td>Provide datasets via ed (data warehouse) so that teachers and support staff have information available to guide and support their learner interactions and business functions.</td>
<td>Identify new datasets and incorporate into ed (data warehouse) development and implementation plan.</td>
<td>Education Performance Services in collaboration with Corporate Services</td>
<td>Ongoing from the end of Term 4, 2014</td>
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<td>S11 – Support greater communication and engagement with communities by using mobile Apps.</td>
<td>Develop mobile Apps to inform and engage communities with rich interactive content e.g. newsletters, event details, photos, attendance notifications, heritage documents etc.</td>
<td>Specifications of mobile Apps requirements scoped and systems developed/acquired.</td>
<td>Marketing in collaboration with Curriculum Services Education Performance Services Corporate Services LINC Tasmania</td>
<td>Specifications for systems developed by the end of Term 1, 2015. System developed/acquired and available for use by Term 3, 2015.</td>
</tr>
<tr>
<td>S12 – Provide systems that enable anywhere, anytime learning.</td>
<td>Support and foster the access and use of contemporary tools and systems e.g. the Virtual Learning Environment which supports teachers and tutors to design and deliver engaging anywhere, anytime access to learning.</td>
<td>Identify system requirements for supporting anywhere, anytime access.</td>
<td>Curriculum Services in collaboration with Corporate Services Professional Learning Institute LINC Tasmania</td>
<td>Identify systems required by the end of Term 4, 2014 and develop a plan for implementing and supporting the systems by Term 2, 2015. Systems available from Term 4, 2015 and beyond.</td>
</tr>
<tr>
<td>S13 - Enable schools and business units easy access to online services for corporate systems.</td>
<td>Streamline business processes and encourage and support staff in utilising online forms, systems and self help services to facilitate their interactions with corporate systems.</td>
<td>Increase in online forms and self help services available.</td>
<td>Corporate Services in collaboration with Education Performance Services LINC Tasmania</td>
<td>Identify processes, forms and services requiring automation. Review and implement online solutions starting at the end of Term 1, 2015 and ongoing.</td>
</tr>
<tr>
<td>S14 - Enable reliable access by the community to LINC Tasmania digital records and information.</td>
<td>Research, review, implement and maintain the infrastructure necessary to manage, preserve and improve access to LINC Tasmania digital records and information in the public domain.</td>
<td>Infrastructure plan developed and implemented.</td>
<td>LINC Tasmania in collaboration with Corporate Services</td>
<td>Identify infrastructure required by the end of 2014 and develop a plan for implementing and supporting the infrastructure on an ongoing basis by end of June 2015.</td>
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<tr>
<td>Leadership and Innovation</td>
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<tr>
<td>L1 - Provide high quality governance of the eStrategy.</td>
<td>Create structures to support the governance of the eStrategy.</td>
<td>Governance structures created and meeting regularly.</td>
<td>Secretary of Department</td>
<td>Governance structures created by the end of Term 4, 2014 and meeting on a regular basis.</td>
</tr>
<tr>
<td>L2 – Provide leaders with consistent strategic direction and actions re online delivery and digital resource development and use.</td>
<td>Equip leaders to integrate the eStrategy into all their strategic and operational plans.</td>
<td>Actions from the eStrategy are identified and included in all department strategic and operational plans.</td>
<td>All department senior managers and school principals.</td>
<td>By the end of Term 4, 2014 and ongoing.</td>
</tr>
<tr>
<td>L3 - Foster rural, regional and remote communities to maximise learning opportunities through the use of technology.</td>
<td>Engage with schools and LINC Tasmania to undertake pilots with learners located in rural, regional and remote to provide technology for their use with assistance provided by our preferred ICT hardware and software vendors.</td>
<td>Number of pilots undertaken. Number of pilots that move to business as usual mode.</td>
<td>Curriculum Services in collaboration with Schools and teachers Corporate Services LINC Tasmania</td>
<td>By the end of Term 4, 2014 and ongoing.</td>
</tr>
<tr>
<td>L4 – Provide rural, regional and remote communities access to learning through the use of High Definition Video Conferencing (HDVC) equipment.</td>
<td>Engage with schools to undertake pilots in schools using High Definition Video Conferencing (HDVC) equipment to enable increased subject offerings and increased learner engagement for learners in rural, regional and remote areas.</td>
<td>Number of subjects delivered via HDVC.</td>
<td>Curriculum Services in collaboration with Schools and teachers Corporate Services</td>
<td>By the end of Term 4, 2014 and ongoing.</td>
</tr>
<tr>
<td>L5 – Engage with schools to maximise the provision of anywhere, anytime learning.</td>
<td>Work with schools to review, develop and implement delivery and support models that facilitate anywhere, anytime learning supporting our distant and flexible learners.</td>
<td>Review undertaken, models developed and implementation actions and timetable agreed.</td>
<td>Director eStrategy in collaboration with Curriculum Services Schools Education Performance Services LINC Tasmania</td>
<td>By the end of Term 4, 2014 with implementation in 2015 and beyond.</td>
</tr>
<tr>
<td>L6 – Foster awareness of the innovative use of technology for learning throughout the department.</td>
<td>Develop an innovation showcase forum and environment for our people and our learners to showcase their innovative use of technology and capture these in digital video formats to promote them across the department and wider community.</td>
<td>Increased participation over time by schools, teachers, staff and learners in the showcase.</td>
<td>Director eStrategy in collaboration with Curriculum Services Schools and Teachers LINC Tasmania</td>
<td>Innovation showcase forum developed by the end of Term 4, 2014 and then delivered on an ongoing basis from 2015.</td>
</tr>
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