Snapshots from Tasmania

Any Learner Anywhere Anytime

Philip Walker
Principal Leader
Early Years and Schools
DoE Tasmania

• Early Years and Schools
  – K-12 Schools and Colleges
  – Child and Family Centres

• LINC Tasmania
  – Community Learning, Libraries, Online Access Centres, Adult Literacy

• Skills Tasmania
  – State Training Authority

• Government Education and Training International
Our guiding principles

• Learners must construct their own meaning for deep understanding to occur
• Technology generates a glut of information but is not pedagogically wise
• The more powerful technology becomes the more indispensable good teachers are
• Teachers must become pedagogical design experts, (leveraging) the power of technology (Michael Fullan)
Please Sir, can I have an anytime anywhere student-directed, personalised learning program and environment emphasising increasingly real-life application... just in time, just enough and just for me?
Of all higher education courses will be taken **ONLINE** by 2020.

Source: Chronicle Research Services | The 2020 College
SKILLS FOR LIFE AND WORK TODAY

Knowledge building
Self-regulation & assessment
Collaboration
Skilled communication
Problem solving & innovation
Global awareness
ICT use
21st Century Learning Design

21st Century Learning Design, formerly called ‘LEAP21’ is a global professional development program for teachers and schools to develop more innovative pedagogies that develop students skills for the 21st Century. The program is sponsored globally by Microsoft Partners in Learning and is supported in each country by a network of education partners.

ITL 21st Century Learning Design Program

21st Century Learning Design is based on the way ITL Research studies and measures innovative teaching practices. 21st Century Learning Design asks teachers and school leaders to

- Analyze and 'code' learning activities to see how deeply they integrate 21st century skills
- Collaborate in designing new learning activities that provide deeper 21st century skills development
- Examine the impact of these learning activities on students’ work
- Use ICT as part of the process
# Learning Activity Dimensions 21CLD

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Key Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>• Are students required to share responsibility and make substantive decisions with other people?</td>
</tr>
<tr>
<td>Knowledge building</td>
<td>• Are students required to build knowledge?</td>
</tr>
<tr>
<td></td>
<td>• Is that knowledge interdisciplinary?</td>
</tr>
<tr>
<td>Use of ICT for learning</td>
<td>• Do students use ICT to support knowledge building?</td>
</tr>
<tr>
<td></td>
<td>• Is ICT necessary to that knowledge building?</td>
</tr>
<tr>
<td>Self-regulation</td>
<td>• Is the learning activity long-term?</td>
</tr>
<tr>
<td></td>
<td>• Do students plan and assess their own work?</td>
</tr>
<tr>
<td>Real-world problem-solving and innovation</td>
<td>• Does the learning activity require solving authentic, real-world problems?</td>
</tr>
<tr>
<td></td>
<td>• Are students’ solutions implemented in the real world?</td>
</tr>
</tbody>
</table>
A 21\textsuperscript{st} Century Environment for Learning

- Designing and creating \textit{physical} and \textit{virtual} spaces

- Together these constitute a 21\textsuperscript{st} century environment for learning
Virtual Learning Environment

Fronter is the supported DoE virtual learning environment (VLE)

An interactive online learning space for eLearning and blended delivery
Virtual Learning Environment (VLE)

The Tasmanian VLE combines technology and learning by integrating Fronter and EQUELLA platforms to allow any student, teacher or parent in any of the participating school systems to have access to a wide range of teaching, collaborative and learning resources.

Presentation

Storage and Management

Resources

Upload, search and use:
Learning content, research, YouTube, copyright materials

Department of Education
It’s easy

Your school is expanded with the Fronter learning platform. Classrooms are created, members enrolled, resources shared and tasks completed online.

1. Building
   Fronter is your virtual building on the Internet.

2. Rooms
   The building is structured into virtual rooms.

3. Tools
   The rooms are equipped with the tools of your choice.

4. Members
   Members are invited into rooms for learning and collaboration.

5. Key
   Your key (password) gives you access to the rooms that are relevant to you.
eLearning Programs
Student opportunities online 2013

Learners first, connected and inspired
eLearning Programs

• Curriculum Services (Early Years and Schools)
• Offers all schools a variety of online courses
  – K-10
  – CELO (Gifted Extension)
  – VET
• Programs which can complement, augment or extend local provision
CELO Online programs assist schools, teachers and parents in improving the engagement and motivation of students who are highly able / gifted from Prep to Year 10 across a wide range of learning areas.

CELO Online students are selected by local schools, based on advanced development, or the potential for advanced development, in relation to their age peers. Places in programs are usually limited to a maximum of five students per school per program, with each student accessing a maximum of one program at a time.

What does it cost?
For Government schools, CELO programs are free.

Further Information on CELO:
Brendan Vince AST eLearning on 0428035871
elearning@education.tas.gov.au

Support for working with gifted students
An online professional learning community has been established to support teachers, principals and school psychologists (in government schools) working with gifted and highly able students. The community provides a ‘one stop shop’ for information, resources, research and support relating to the learning, social and emotional needs of gifted students.

It is open to all department employees; you just need to indicate your interest to the community facilitator Ros Cocker: Curriculum officer Extended Learning. Send an email to Ros.Cocker@education.tas.gov.au and you will be added to the community and sent the link and brief instructions on how to access it.

Course descriptors
The following course descriptors provide a brief overview. Please visit the website for more detailed information.

So Far So Good!
So Far So Good! is based on the video series ‘Worst Bad Friends’ distributed by the Australian Children’s Television Foundation. The series has a focus on problem solving, friendship and resilience.

Year level: 2 - 3 with preference to groups of 5
Course length: Half a year
Commencement date: Term 1 and 3
Curriculum focus: Cross-curriculum
Cost: Free to all students in all Government schools
Materials: DVD (available on loan)

Socrates Café: Topical
Socrates Café: Topical is a philosophy-based online program which uses a variety of specially selected current Australian or world-wide events to stimulate issues and ideas.

Year level: 5 - 6
Course length: Half a year
Commencement date: Term 1, 3
Curriculum focus: Cross-curriculum
Cost: Free to students in all Government schools

Infinity Squared
Infinity Squared offers a variety of mathematical problems and challenges. The program is delivered by a specialist mathematics teacher.

Year level: 5 - 8 with a maximum of 5 per school
Course length: Year long
Commencement date: Term 1 (or by negotiation)
Curriculum focus: Mathematics
Cost: Free to students in all Government schools
Materials: LEGO Robotics kits (available on loan)

GameCraft
GameCraft enables students to develop their own games and games items, while learning about the mathematical and technical underpinnings of the software. Students who participate successfully in the first part of the course will be invited to continue.

Year level: 5 - 8 with a maximum of 5 per school
Course length: Half a year (or by negotiation)

SmartBots
SmartBots is a robotics extension program where students collaborate in small teams using LEGO MINDSTORMS robotics kits to work through a series of skill-building activities and challenges.

Year level: 5 - 8 with a maximum 2 teams of 3 students
Course length: Full year (or by negotiation)
Commencement date: Term 1
Curriculum focus: Thinking and Mathematics
Cost: Free to students in all Government schools
Materials: LEGO Robotics kits (available on loan)

Holly’s Heroes
Holly’s Heroes, a production of the Australian Children’s Television Foundation, is used as the stimulus for this program. Students are challenged to find other ways of solving problems that occur in each episode and which often occur in their own life.

Year level: 4 - 6 with preference to groups of 5
Course length: Half a year
Commencement date: Term 1 and 3
Curriculum focus: Cross-curriculum, English, Health and wellbeing, ICT
Cost: Free to students in all Government schools
Materials: DVD (available on loan)
LOTE – French, Indonesian, Japanese, German, Chinese

The LOTE programs are open to students who are commencing a language other than English or who wish to continue with their learning. An online classroom offers the options found in a face-to-face language program, and conversation skills are built during weekly SKYPE, Elminate or telephone sessions. Support materials are always available in the online classroom and are used in tandem with course books, workbooks, audio materials and DVDs. Students are able to work at their own rate, with support from their eLearning Programs teacher.

In order to successfully undertake an online LOTE program, students require an appropriate allocation of in-school time including a 30 minute web / phone conference session per week at a negotiated time. Students also require a computer headset.

From 2014 LOTE subjects will start moving to the Australian Curriculum.

Year Levels 7 – 10
Course length: Year
Curriculum focus: LOTE
Cost:
A/B Schools $210 per Student per Term
C/D Schools $190 per Course per Term (up to 5 Students)

Materials:

French
- Topics Vivant (second edition) – student book (can be shared) and workbook.
- Audio materials are available from the teacher.
- Cooking materials if required.

Japanese
- There is no required text for students who are beginners.
- Reference materials, worksheets, MP3s etc. will be distributed during the course as required.
- Much of the material may be retrieved from the subject website.
- A suitable text may need to be negotiated with those students who are more advanced.
- Audio materials are available from the teacher.

Indonesian
- Bagus sekali at appropriate entry level – student course book and workbook.
- Audio materials are available from the teacher.

German
- Deutsch Dauermehr! – course book (can be shared) and activity book.
- Audio materials are available from the teacher.

Chinese Mandarin
- Reference and audio materials available from the teacher as required
Certificate II in Community Services – CHC20112

(Introduction to Youth Work, Disability Services)
This course is a hands-on Certificate II level introduction to the community services industry for the pathways of youth work, disability services. It provides a suitable pathway for many careers. See the website for more detail.
Year level: 11/12, VET
Course length: Year
Commencement dates: Term 1 (or by negotiation)
Delivery school: TBA
RTO: Tasmanian Polytechnic
Curriculum: Australian Quality Training Framework
Cost: $400 per student

Certificate II in Community Services – CHC20112

(Introduction to Children’s Services)
The course is a hands-on Certificate II level introduction to the community services industry pathways in children’s services. The course provides students with possible career pathways, including centre-based care, family day care, after school care or as a teacher aide.
Year level: 11/12, VET
Course length: Year
Commencement dates: Term 1 (or by negotiation)
Delivery school: eLearning Programs
RTO: Tasmanian Secondary Colleges
Curriculum: Australian Quality Training Framework
Cost: $400 per student

Certificate II in Hospitality (Operations) – SIT2012
Hospitality Industry. It includes core units in Hospitality, plus a choice of Food and Beverage units or Cookery units. Training includes both off-the-job instruction and on-the-job training in a real work situation.
Year level: 11/12, VET
Course length: Year
Commencement dates: Term 1 (or by negotiation)
Delivery school: St Helens DHS
RTO: Tasmanian Polytechnic
Curriculum: Australian Quality Training Framework
Cost: $400 per student

Certificate II in Retail – SIR20212
The Certificate II in Retail is run with the convenience of a Flexible Learning Toolbox. Students have the opportunity to study Retail in the General Selling and General Food Selling streams as well as electives, which include some clerical units. There is a major emphasis on Customer Service where students learn to serve clients, apply product knowledge and develop people skills.
Year level: 11/12, VET
Course length: Year
Commencement dates: Term 1 (or by negotiation)
Delivery school: eLearning Programs
RTO: Tasmanian Secondary Colleges
Curriculum: Australian Quality Training Framework
Cost: $400 per student

Certificate II in Agriculture – AHC20110 or Certificate II in Horticulture – AHC20410
Designed as an introductory qualification for students interested in exploring a career pathway in the agricultural or the horticultural industry. Students are required to complete work placement in the industry and First Aid training.
Year level: 11/12, VET
Course length: Year
Commencement dates: Term 1 (or by negotiation)
Delivery school: eLearning Programs
RTO: Tasmanian Polytechnic
Curriculum: Australian Quality Training Framework
Cost: $400 per student

Certificate II in Business Administration – BSB20112
Students who wish to make a start in an administrative or clerical role need basic business skills. This course gives them solid grounding in skills that apply to all business roles. It is especially designed for students seeking an entry-level career, such as a clerical or an administrative assistant in an office. The skills students learn will enable them to work in different business situations, increasing their value as employees across all industries.
Year level: 11/12, VET
Course length: Year
Commencement dates: Term 1 (or by negotiation)
Delivery school: eLearning Programs
RTO: Tasmanian Secondary Colleges
Curriculum: Australian Certificate of Education
Cost: A$ Schools $200 per Student per Term

TOQA

Introduction to Sociology and Psychology
In this course, students become familiar with the basic concepts and issues that relate to the study of Sociology and Psychology. The course looks at the individual and how the individual operates in society. It focuses on understanding human behaviour by studying how the mind works and how humans interact with others in groups.
Year level: 11/12
Course length: Year
Commencement dates: Term 1 (or by negotiation)
Delivery school: eLearning Programs
RTO: Tasmanian Secondary Colleges
Curriculum: Australian Certificate of Education
Cost: A$ Schools $200 per Student per Term
Explore big history

Take your students on a tour through 13.7 billion years of history. Ten units of content and lessons follow a linear timeline marked by thresholds of increasing complexity.
Big History online

Augments the general science curriculum for year 9/10, reinforcing student’s current understanding, as well as developing and extending more highly able critical and creative thinkers.
Big History online

Welcome information

Direct link to BHP web site

Forum

Learning tasks from the Big History units
Submit learning tasks as text, visual presentations or sound recordings.

Stars and Elements Lesson 1

We are all made of stars... well it's kind of correct! Us and every element in the universe was made inside a star. Let's find out how.

View: the movie clips Start Light Up and New Chemical Elements.

Next How Were Stars Formed?

Think: There is quite a bit of information to take in here. It is important to recognise that the formation of stars is another threshold moment in the history of the Universe, that came about because the conditions were just right. Remember Goldilocks conditions? Have a look at the infographic Stars Light Up for more information.

View: The Universe is as beautiful as it is amazing. Over the next few nights, pick an evening with a clear sky and simply look up. You might also like to allow online technology to assist your exploration of the universe, and have a look at images from these web sites:

- Hubble Space Telescope:
- National Geographic:
- NASA's Image of the day

Look: Consider some of the features of the Universe discussed in the movie clips and the web sites (ACSSU183). Look at the infographic: The life cycle of stars from 3.1. Can you describe the life-cycle of a star?

Your hand in for this session is to have a go at a sound recording answer. The link will take you to the hand in folder. Read the question, then choose 'create' on the right, then 'sound recording.'
Direct links to AC highlighted

Learning goals from AC will be available to link directly to a learning task in 2014

Life. Lesson 1
So now we get underway with investigating one of the most amazing events to occur; well in our galaxy anyway.
The really important ideas for this unit are:
1) What is life and how did it first begin?
2) DNA and how it works
3) Darwin's Theory of Evolution
We will unpack these ideas over the next few lessons.
View/Watch the following movie clips:
5.0 Life and Big History
5.1 What Is Life? [ACSSU184], [ACSSU185]
The importance of DNA in the evolution of life.
Consider the importance of DNA for living things. DNA provides the instructions for organisms to copy themselves so even after the original organism has died, life can continue on with the next generation.
As we have seen, tiny changes in DNA lead to differences between organisms that go on to become entirely new species through the process of selection.
(ACSSU184)
Draw: Draw a quick diagram of how DNA fits into the cell. Use any drawing tool or app, or draw on paper and take a photo. Remember to label your diagram.
Write: Write about 200 words to answer the question: How do differences in DNA play a role in creating diversity of life?
Hand in your drawing and answer. Call your files Life lesson 1 and your name.
Embedded Web 2 and vote tools
Live room link ups
**LEARNERS FIRST**

**Vision**
We aim to develop successful, skilled and innovative Tasmanians.

**Mission**
To provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community.

**Values**
- **Learning**
  - Tasmania are engaged in positive and productive supported learning experiences, and encouraged towards lifelong learning.
  - Empower others to set high expectations for their education and reach their potential through tailored learning.
  - Establish balanced, flexible and responsive learning and training pathways for students to encourage lifelong learning.
- **Excellence**
  - We have high expectations for our leaders and a strong commitment to the pursuit of excellence and innovation in our people, our programs and our outcomes.
- **Equity**
  - We all have the right and opportunity to engage in learning opportunities in appropriate settings.
- **Respect**
  - Positive and effective interactions, with each other and with our environment, are conducted on the basis of responsibility, integrity and accountability.
- **Relationships**
  - We achieve growth and strength through partnerships and connections with our learners, their communities and the world.

**Key Drivers**

**Successful Learners**
- Engage and retain students through creative, innovative and supportive learning programs and environments.
- Support Tasmanians to set high expectations for their education and reach their potential through tailored learning.
- Establish balanced, flexible and responsive learning and training pathways for students to encourage lifelong learning.
- Empower others to provide opportunities to acquire the knowledge and skills they need.

**Empowered Leadership**
- Provide professional learning, coaching and mentoring opportunities for aspiring, newly appointed and experienced leaders.
- Empower leaders with the skills to manage and encourage innovation and continuous improvement.
- Develop a framework for the whole agency that empowers decision making and the development of leadership skills and strategies.

**Community Partnerships**
- Effectively communicate the value of public education and lifelong learning as key to improving the social and economic wellbeing of Tasmanians.
- Support parents and carers as key partners and stakeholders within education programs.
- Develop meaningful partnerships with all stakeholders to collectively achieve educational and skills development outcomes for all learners in Tasmania.

**Priorities**

**EARLY YEARS**
- Bright Beginnings
- Provide quality education and care programs and services for young children as they develop as confident and curious learners prior to beginning full-time school.
- Be a central agency in leading interagency support for families and their children to assist them in learning in the early years.
- Continue to implement Learning and support the ongoing establishment of child and family centres especially in communities with greatest need.

**School Education**
- Great Schools...Great Communities
- Enable students to successfully develop 21st Century competencies as part of the Australian Curriculum.
- Develop a curriculum that is engaging, relevant and accessible to all students.
- Build a culture of respect and mutual trust through the Respectful Schools Program.

**Skills, Community, International and Education Services**
- Purposeful Pathways
- Develop a State training system where all key stakeholders work collaboratively and share accountability to achieve improved outcomes.
- Construct an integrated educational environment that empowers learners to create qualifications through engagement programs and courses in the ICT and Higher Education sectors.
- Connect Tasmanians to learning through UNI: Tasmanian's development of innovative and traditional systems.
- Promote enduring partnerships internationally to provide learners with knowledge and experience to enable them to engage globally.

**School Improvement Framework**

- Principal Network Leaders
- Performance Development and Professional Learning
- Review and Reporting
- Educational Performance Review
- Conduct, Curriculum and Programs
- Assisting, Curriculum and Programs
- Planning, Performance and Professional Learning

**Tasmania**
Explore the possibilities
School students in each Learning Service
as at August 2012

<table>
<thead>
<tr>
<th>North-West</th>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
<td>7,702</td>
<td>15,556</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td>3,958</td>
<td>6,134</td>
</tr>
<tr>
<td><strong>Combined</strong></td>
<td>1,252</td>
<td>3,298</td>
</tr>
<tr>
<td><strong>Senior secondary</strong></td>
<td>1,687</td>
<td><strong>Special</strong></td>
</tr>
<tr>
<td><strong>Special</strong></td>
<td>203</td>
<td><strong>Senior secondary</strong></td>
</tr>
</tbody>
</table>

1. Senior secondary schools were previously referred to as colleges.
Future provision of Years 11 and 12 education in regional Tasmania
Minister’s Action Plan

EXECUTIVE SUMMARY
This document provides an overview of the current regional provision of education and training in Years 11 and 12 and outlines the themes arising from the discussion paper.

These themes include ensuring that the curriculum provision and structures are in place to support young people to plan for and engage in education and training with the support of their local community. There is also need to further strengthen the integrated state-wide approach to service delivery and to further develop approaches for the use of information and communications technologies that can be tailored to local need.

These themes, which are outlined in more detail in the body of the document, will be addressed by the following key actions:

**Action 1:** Provide $900 000 over four years for regional schools to partner with a senior secondary college to further extend the Years 11 and 12 curriculum to regional high schools—a “hub and spoke” approach to the delivery of Year 11 and 12 educational services will be developed.

**Action 2:** Enable regional High Schools and their communities to express interest in accessing the $2.3 million available in the School Transition Fund to develop facilities or other infrastructure that assists with delivery of Years 11 and 12 in their local area.

**Action 3:** Provide $3.1 million over three years, as endorsed by the Skills Tasmania Board, for a VET E-learning strategy that will form a major theme in the Department’s E-Strategy and support all working aged Tasmanians to access training, including those 15 to 19 year olds in regional Tasmania that seek a vocational education and training pathway.

**Action 4:** Investigate better transport and accommodation alternatives to match student need through the establishment of a working group that includes key stakeholders.

**Action 5:** Develop a Communication Strategy that strengthens and informs students’ and parents’ knowledge and understanding about educational options, provision and requirements for Years 11 and 12.

**Action 6:** Establish a working group with representation from key stakeholders to develop an explicit vision for the future and a state-wide plan to improve the retention of Year 11 and 12 students across Tasmania.

Department of Education
Tasmanian Government
Tasmania: Explore the possibilities.
Minister’s Action Plan

INTRODUCTION

Historically, Tasmania has lower overall retention rates than other states and Year 12 completion is even lower in some regional areas. Only 62 per cent of Tasmanians aged 15-64 have completed Year 12 or have attained a formal qualification at Certificate II or above (ABS, 2011) – yet 86 per cent of jobs in Australia now require that level of qualification as a minimum entry.

Tasmania is the most socio-economically disadvantaged of all the states as measured by indicators such as disposable household income and unemployment rates. More than a third of Tasmania’s population lives on government welfare assistance (ABS, 2007).

A number of inter-related factors contribute to the chances of students not completing Year 12 and it is important and urgent that we, as a community, take responsibility for supporting improved completion and achievement of all young people. While schools and senior secondary colleges are working hard to provide students with support to increase their chances of completing Year 12, it is clear that more needs to be done so that all our young people have every opportunity to achieve their potential.

The challenges for students and their families in making the best decisions for further education and training are well recognised. In regional communities, distance and access to the full range of subjects or courses can require difficult choices to be made about educational futures.

However, there are exciting and growing opportunities that we can embrace. For example, the development of a national curriculum that is supported by an extensive online resource library; the growth of networks of schools and senior secondary colleges across the State; the formation of TasTAFE and partnerships with families and community groups highlight that there is much to celebrate which to be proud. We now have the opportunity to coordinate services and utilise resources more effectively to ensure our learners can continue to access high-quality education regardless of where they live in Tasmania.
ACTION 1
Provide $900,000 for regional schools to partner with a senior secondary college to further extend the Years 11 and 12 curriculum to regional high schools – a ‘hub and spoke’ approach to the delivery of Year 11 and 12 educational services will be developed.

ACTION 2
Access to $2.3 million available in the School Transition Fund to enable regional high schools and their communities to express interest in developing facilities or other infrastructure that assists with the delivery of Years 11 and 12 in their local area.

ACTION 3
Provide $3.1 million over three years, as endorsed by the Skills Tasmania Board, for a VET E-learning strategy that will form a major theme in the Department’s E-Strategy and support all working aged Tasmanians to access training, including those 15 to 19 year olds in regional Tasmania that seek a vocational education and training pathway.
Vic Virtual Learning Project

1. Supporting virtual delivery of curriculum P-12 including VCE, VET, VCAL and Languages using video conferencing and blended learning.

2. Working with partnership organisations, communicating opportunities for classrooms to dial into specialist content globally and to become providers of content.

3. We support schools to maximise use of their blended learning technologies including video conferencing and MS LYNK for cluster communication and collaborative sharing of curriculum and resources.

http://vicvirtuallearning.tumblr.com/
A cloud-based video conferencing solution

VCme

Video Conferencing Made Easy

Pre-Paid
Pay as you go plan
Starting from $99
+ GST per month (total cost $108.90 p/m)
PAY AS YOU GO
Single VMR
5 or 10 hours

Personal
Fixed Term Plan
Starting from $235
+ GST per month (total cost $259.70 p/m)
INDIVIDUALS OR SMBs
Single VMR
12, 24 or 36 months

Enterprise
Fixed Term Plan
Starting from $400
+ GST per month (total cost $444.00 p/m)
MEDIUM TO LARGE ORGANISATIONS
Up to 50 VMRs
12, 24 or 36 months

FIND OUT MORE >>

Department of Education
It is not the strongest species that survive, nor the most intelligent, but the ones most responsive to change.

Charles Darwin
philip.walker@education.tas.gov.au