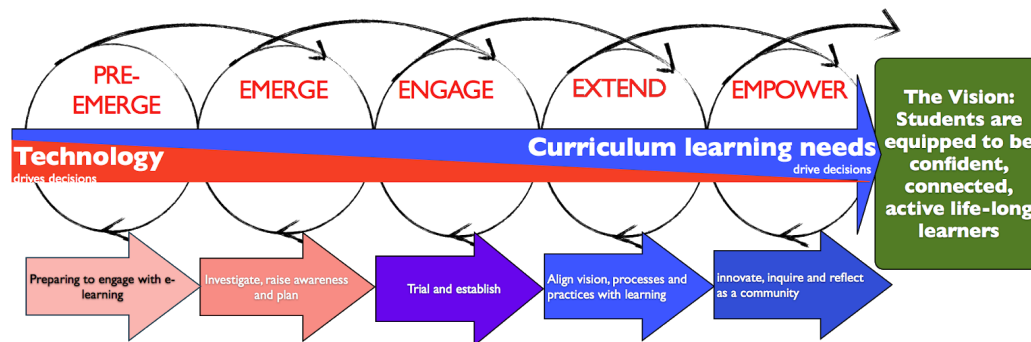
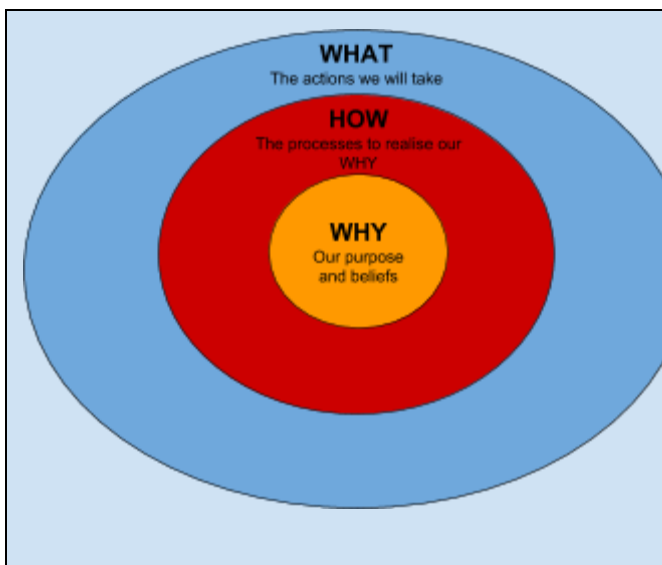


Moving Towards Digital Fluency



2018 Teaching as Inquiry



Digital fluency – A digitally fluent person can decide when to use specific digital technologies to achieve their desired outcome. They can articulate why the tools they are using will provide their desired outcome. (Enabling eLearning)

Our Why (Purpose and Beliefs)

CTMS Year 8 pupils hold **clear aspirations** about the **skills and abilities** they wish to **achieve** to realize their **future potential** and to feel well prepared for Secondary School and beyond. **(Vision 6, CTMS Charter)**

CTMS e-Learning Vision
Our vision is to **instill the core values** in our pupils so that they: **Embrace learning and problem solving** opportunities by using a **wide range of digital tools** to assist and progress learning through **authentic learning inquiry**. Are able to **demonstrate an awareness** and **respect of Maori** within their elearning opportunities. Are **competent, confident learners** who **operate with integrity within online and elearning environments**. Are **self managing, adaptable and open to change, problem solving** and **exploring ever changing digital platforms** and maintaining a 'balance' and know the place of technology in our world. **(CTMS Charter)** □

Student Achievement - To raise and extend student achievement. - For every student to reach their full potential both academically and in relation to Charter **(Strategic Goal 1, CTMS Charter)**

Community engagement increases student achievement

How? How do we do what we do? Guides/Process

<p>Student Achievement Strategic Aims To raise and extend student achievement. For every student to reach their full potential both academically and in relation to Charter Vision.</p>	<p>Literacy Target Integrate strategies across the curriculum to accelerate learning and effect change.</p>	<p>Curriculum Strategic Aim To have an environment and curriculum that is: responsive to the needs of a 21st century learner at the edge of 21st century learning anticipate the needs of 21st century learners.</p>	<p>eLPF-Learning and Teaching Embeddedness of e-learning across the curriculum: In our school technology is largely embedded in needs-driven planning and practice.</p>	<p>eLPF-Learning and Teaching Using e-learning to understand curriculum learning areas In our school, we regularly inquire into the way higher order learning, enabled by digital technologies, meets learners' needs.</p>	<p>eLPF Teaching and Learning Assessment In our school, e-learning is part of effective cycles of reflection and assessment, involving the wider community.</p>	<p>eLPF Beyond the Classroom Engage with whānau/iwi and community to help students learn effectively and safely online. ENGAGE TO SUPPORT LEARNING: Our school regularly reviews how we engage with whānau/iwi to help students learn effectively and safely online.</p>	<p>Community Partnership Strategic Aim An engaged community, active in children's learning and the life of the school.</p>	<p>eLPF Professional Learning Opportunity for e-learning professional learning □ In our school, there are many opportunities for professional learning about e-learning.</p>
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