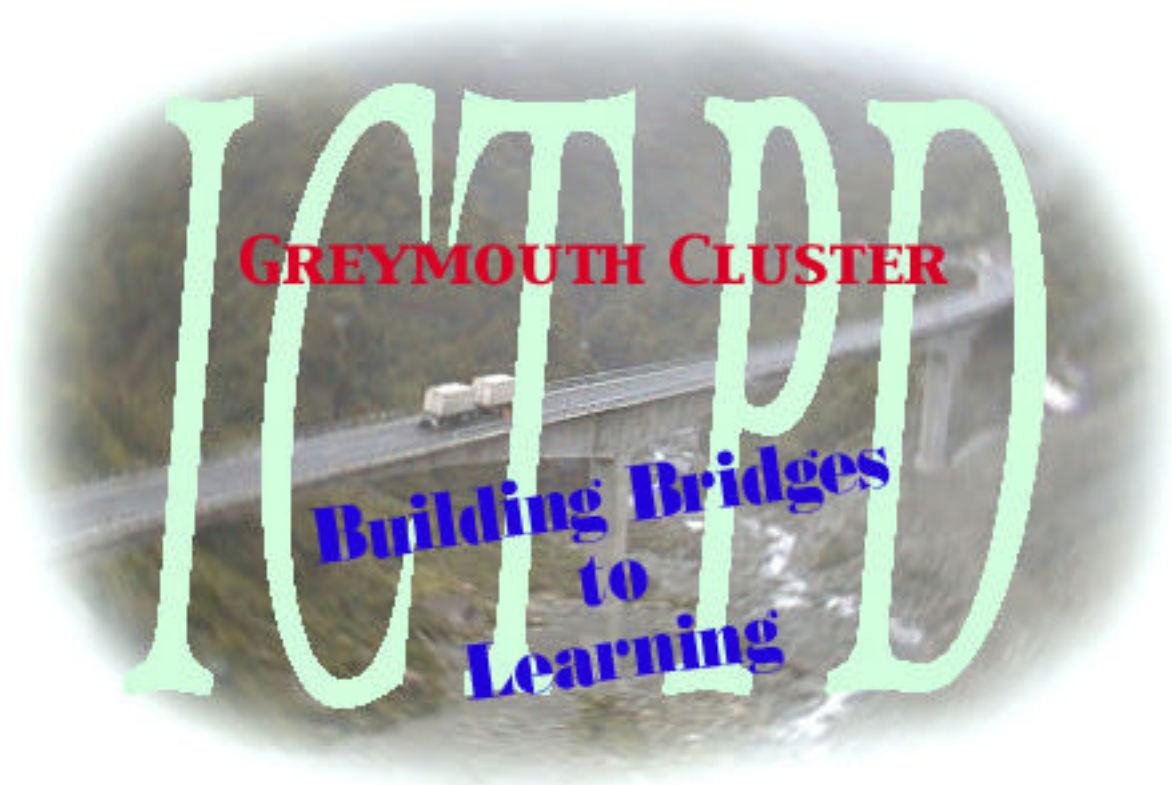


New Participants 2001 Course Booklet



**Learning
with
ICT's**

Course Booklet

New Participants

ICT PD

2001

Welcome to the 3rd year of the ICT PD Project.

This booklet has been put together to give you a better understanding of the course requirements and your role in it.

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Overview of the Project

Greymouth Cluster ICT Professional Development Programme

We recognise the need for a core of expertise be developed within the cluster schools themselves. So in order to bring this about we are changing the delivery next year.

These are the key areas of the proposed Professional development

Principals
Lead Teachers
New Participants



Principals

In order to help support their schools development with learning technologies (ICT's) Principals will require skills in change management and be given an opportunity to develop their own visions for education in the use of ICT's. Workshops will include opportunities for the Principals and office staff to attend and work on administrative efficiencies together. Template building and gathering exemplars for use in their own schools - looking at other systems etc. E-mail and Networking issues will also be covered. Principals will also cover Policies, procedures, Budgeting and supporting the development of a vision for the future. Small schools may cluster together and identify a lead teacher – who will represent and support their Professional Development. Extensive surveying of current needs will be carried out to ensure that the workshops are relevant.

Workshop 1 - ICT's role in supporting the development of thinking skills

Vision for/of the future - what will life be like in 5 yrs, or 10 years time - what will the job market be like? How can we ensure that our schools will benefit our children? What are the schools needs for ICT? How do we get there? Developing a learning community. Collaborating with other schools. Needs Component.

Allocated time with RTICT

Workshop 2 - (with the office staff) Template generation - come along with ideas for templates that the school will need - use of the schools network to support the working relationship - file sharing, Calenders, E-mail, Internet, Skill with Word Processing. Needs Component.

Allocated time with RTICT (with the office staff)

Workshop 3 - Budgeting issues, spreadsheets, Curriculum areas, ICT Areas, Fund raising. Maintenance issues. Planning for the upgrade of computers, Policies relating to ICT. Use of the Internet and E-mail. Needs Component.

Allocated time with RTICT

Workshop 4 - (with the office staff) Marketing the school – eg. Digital photos in newsletters sing scanners and digital cameras to help with administration.. Administrative Efficiencies, Databases, Developing a website or Intranet, Privacy issues related to file sharing. Needs Component.

Allocated time with RTICT (with the office staff)

Lead Teachers

There will be a number of lead teachers selected from each of the Cluster Schools (some smaller schools may pool together in 2002). These teachers will be responsible for delivering the continuing professional development for their staff. The RTICT will support the lead teachers with their staff meetings or workshop delivery. The lead teachers will attend 4 workshops designed to help them understand teacher change and support techniques when delivering to adults. Further skills development will be covered to continue the lead teachers' skill and learning and teaching pedagogy development. Readings will be supplied and these will be reflected upon in Workshops. Technical strand - workshops involving a technical expert for problem solving and quick fixes.

Job Description for the Lead Teachers - Motivated and enthusiastic teachers - we are looking for teachers with good communication skills who are willing to try new ideas and keen to help others try new things too. Modelling of ICT use will be very important.

This will help to develop your thinking about teaching and learning. The role you will play will be vital to the continuing ICT development for the Cluster.

Workshop 1 - Discussion - Canvassing needs within your school - strategies for computer work within the classroom - Writing of a "Professional Development Plan for 2001". Skill component - QuickTime Pro?

Allocated time with RTICT

Workshop 2 - Working with adults? Discussion - group sharing - problems and solutions. What do the lead teachers need, Skill component - technical problem shooting.

Reviewing the plan - are we meeting our goals? Guidelines for writing the evaluation report

Allocated time with RTICT

Workshop 3 - Discussion - collaboration work with teachers remotely, Skill component - using a Network/QuickTime Panorama/movies. Reviewing the plan - are we meeting our goals? Guidelines for writing the evaluation report.

Allocated time with RTICT

Workshop 4 - Discussion, Skill component. Website construction - looking at their school website. Reviewing the plan - are we meeting our goals? Guidelines for writing the evaluation report.

Allocated time with RTICT



New Participants

A new group of teachers will be brought on to the project. They will undergo a similar course to the previous groups. These teachers will be guided with the use of ICT's in the classroom by the RTICT (eventually to be picked up by the Lead Teachers within their schools.) They will receive 4 workshops and 4 follow up visits. It is envisaged that the group will have diverse needs and skill level so the workshops will be structured so that these levels will be catered for. Teacher Aides would be welcome. Each workshop is approx. four hours long and can run from 2 - 6 PM. Extensive surveying of current needs will be carried out to ensure that the workshops are relevant. A component of the workshop will be devoted to meeting these needs.

Workshop 1 - basic word processing, and ideas for use in the classroom,

Reflective Practices, Discussion of a reading. Teacher will be expected to have reflected upon the supplied reading and have some ideas for the use of the word processing component - e.g. a practical need for some label making.

Allocated time with RTICT

Workshop 2 - Engaged Learning - use of communication technologies to enhance learning, Audio Conferencing and the Essential Skills - use of Kidpix to display findings (presentation technologies).

Allocated time with RTICT

Workshop 3 - Engaged Learning - the use of the Internet to enhance learning and how it supports the curriculum documents - down loading and searching on a topic - producing material from information gathered, unit plan done on a template.

Allocated time with RTICT

Workshop 4 - Thinking Skills - Edward de Bono The Six Thinking Hats – "Grouputer". Spreadsheets and templates, administrative efficiencies - searching for and downloading lesson plans from the web.

Allocated time with RTICT

The Greymouth ICTPD Conference

We believe that it is important to bring quality Professional Development to the Coast. We will be hosting a Teaching and Learning conference this year. This will include guest speakers and workshops. The conference will be held in Greymouth on the 19th and 20th April 2001 at the Greymouth Polytechnic Tai Poutini. More details will follow!



Why ICT?

Where things are going. . .

It's the Law

For students attending the University of Oregon School of Law, having a computer isn't a luxury. It's a requirement.

After all, precedent indicates that students who use a computer not only learn more but also learn more efficiently. And the PowerBook G3 computers that incoming first year students will tote from class to mock trial will make it very easy for them to take notes, take tests, send and receive e-mail, access syllabi and supplemental information on the school's intranet, and conduct research on such online legal resources as the Lexis and Westlaw databases.

Moreover, according to faculty at the school, students who acquire sound computer skills are "the ones who have a leg up" on the competition when applying "to a technology savvy law firm."

<http://www.apple.com/education/hed/macsinaction/uolaw/>



"The mind is like a
parachute, it only works
when it is open!"
Anon

ICT is

giving all students a provocative new way of learning, reading, writing, researching, and thinking through computer technology,” said Mayor Giuliani at the launch of Project Smart.

Alperstein feels that having the technology available to students is a great motivating factor for learning. “It’s not just the technology, but what you can ask them to do using the technology that you couldn’t ask of them before,” she explains. “It encourages a lot of individual learning styles, and it really forces children to take responsibility for what they’re going to learn.”

Students prepare for a high tech future.

By providing access to technology, Project Smart helps New York City’s kids to be prepared for success in high school and beyond. “Having access to technology isn’t a luxury anymore, it’s a requirement,” says Alperstein. “Kids need to keep abreast of what’s out there, and school should provide that opportunity.” As a teacher in one of the most overcrowded districts in New York City, Alperstein believes that giving students the opportunity to become technologically literate will prevent them from getting caught in the digital divide. “Imagine not knowing how to do research on the Internet or not being familiar with the computer in this day and age,” she says. “My kids not only know computers, they really want to use them. I can’t have a Mac in my room and not turn it on. My kids won’t allow it.”

What can educators expect from their students once they get their hands on the iMac computers? With a quick, easy connection to the Internet, students can go online to do research, connect to other students around the world to share experiences via e-mail, and join online study halls to prepare for tests. In a matter of seconds, Boroughbound students can travel beyond the four walls of the classroom. They can view online art and history exhibits at the Louvre, the Vatican, and the Museum of Natural History, or tag along on a virtual expedition with archaeologists as they explore the jungles of Guatemala. With Apple’s easy to use technology, it won’t be long before students are building their own web sites and handing in multimedia book reports.

With the infusion of new technology in New York City public schools, teachers are changing their teaching methods. “Facilitating is the goal,” says Alperstein. “Teachers are going to assist, direct, and guide. We aren’t in control anymore.” Cooper, a strong advocate for updating teaching methods through technology, agrees. “I don’t think we’re meeting the needs of students with teacher dominated instruction. I believe technology is the catalyst for change when it’s taught within the context of project learning, and not just as an isolated machine.”

Preparing students to live and work in the 21st century.

Important Dates

Workshop Dates

New Participant Workshops

Workshop 1 **28th Feb**
Publishing Programmes - basic skill development

Workshop 2 **22nd May**
Engaged Learning - audio conferencing & Information presentation

Workshop 3 **26th July**
Unit Planning for Engaged Learning with ICT - Skills

Workshop 4 **11th Sept**
Thinking Skills - The Six Thinking Hats

All workshops are to be held at Cobden School and are from 3:30PM till approx 6:30PM (with one exception the Elementary Workshops No.2 which go from 2:00PM till 6:00PM)

Assignment Dates

I would hope that all Major Assignments would be in to me by the 19th October and your requirements and involvement would be finished by the 15th November.

Conference Dates

The Conference will be held on the 19th and 20th April, during the second week of the holidays. More details will be available on the Greymouth ICT PD Website <http://www.greymouthictpd.f2s.com>

Assignment Requirements

This is an important part of the course. The Ministry expects that the teachers involved in the Project complete assignments. The assignments serve a number of functions

1. They provide useful resources that Ministry will distribute via the TKI Web Site.
2. They give valuable practice at incorporating ICT's into your teaching and Learning Programme.
3. They give the RTICT an insight as to your needs and strengths.



ICT Major Assignment

I require - **A unit plan completed on the computer** - possibly utilising one of my templates that I have shared with you or one that you have made yourselves. If you don't have one then please ask around at school or E-mail me and I can get one to you.

It Must Include.

- 1 - Copies of resources gleaned from the net - ie.
 - pictures downloaded
 - Text resources as computer files
 - Web pages downloaded or "Copied text"
 - URL's (Addresses) of web sites used
- 2 - Integration of ICT's into the classroom programme - (how you've used the computer in the classroom) eg Kidpix, Word etc.
- 3 - And finally Some of the "Product" that your pupils have produced - in particular the "electronic" variety but other forms will be fine too! Digital Pictures of the children in action or of their "Product" would be greatly appreciated!

Please note that the skills necessary to complete this assignment will be covered in the workshops and opportunities to work on the assignments will be given during the workshops. If you miss a workshop or have forgotten how to do something then just get in touch and I'll try to help you out. Please supply me with disks holding the information - Your name and school must be clearly visible on the disk. Remember you can E-mail me the Material too!

If you can have this ready to share with us at a workshop - then great!
However this assignment will not be due until the 19th October 2000. This assignment is a prerequisite for further involvement with the project for next year. The assignment is seen as an ongoing project and should be started as soon as possible. Please make use of the RTICT to help with your assignments.

Pictures of children may be displayed by TKI - please be prepared to seek written permission from their care-givers if need be.

Reflective Journal

A "Reflective Journal" needs to be kept to record the new skills and educational practices that you have covered. It should be noted that those new skills can be gained from me or another source such as colleagues, your own "play or practice" that you do, and from sharing work that you have done with other classes or staff. This log could also include how you are implementing the new skills into the classroom and could also cover how it has worked (or failed - heaven forbid!). It could lead to a system of monitoring the implementation of ICT into the classroom - you or I could see the "product" from Children being shared regularly - at a Staff Meeting for example. This would also be a good forum for you to air their views of ICT - how they value it for themselves or general thoughts about how it applies to teaching and learning. You are responsible to E-mail these reflections to me as it would keep me in touch with what you are doing for your own learning (when I'm not there) and help me to pinpoint areas you need or feel you need to cover.

I will endeavour to respond to as many of your reflections as is possible to offer support and encouragement. These reflections and responses will be put into a Database.



Readings

A series of readings will be sent out and you are expected to have read, shared and have formed an opinion on the content of the readings by the next Workshop. These readings are in PDF format. It is expected that all the Participants will have access to E-mail and that the RTICT is aware of the teacher's address. These readings will be E-mailed to the Participants and the school.

We will discuss and or have activities based on those readings.

Hopefully those readings will be stimulating and enjoyable.

Some you may find challenging!

It is always good to be challenged on your understandings and educative practice as it affirms the good things we are doing and shapes our programmes for the better.

Teacher Skill List

Computer Skills Skill	Domain	Exposed	Mastered	Implemented
Turn on the computer	Operating System			
Use the mouse	Operating System			
Start a program	Operating System			
New file	Operating System			
Save a file	Operating System			
Print a document	Operating System			
Manipulate windows	Operating System			
Type text	Word Processor			
Space bar	Word Processor			
Backspace/delete	Word Processor			
Arrow keys	Word Processor			
Shift key	Word Processor			
Highlight text	Word Processor			
Change font	Word Processor			
Change text size	Word Processor			
Bold	Word Processor			
Italic	Word Processor			
Underline	Word Processor			
Return/Enter key	Word Processor			
Cut	Word Processor			
Copy	Word Processor			
Paste	Word Processor			
Insert text	Word Processor			
Centre justify	Word Processor			
Spellcheck	Word Processor			
Load saved document	Operating System			
Borders	Word Processor			
Use Clip art	Word Processor			
Text wrap	Word Processor			
Tabs	Word Processor			
Bullets	Word Processor			
Keyboard shortcuts	Operating System			
Create a graphic	Graphics			
Import a graphic	Graphics			
Illustrate a story with clipart	Graphics			
Find	Database			
Search/Query	Database			
View by form and list	Database			
Enter data	Database			
Sort alphabetically	Database			
Find a record	Database			
Create a database	Database			
Edit a field	Database			
Transfer data to spreadsheet	Database			
Create a graph	Database			
Cell address	Spreadsheet			
Enter data	Spreadsheet			
Create graph	Spreadsheet			
Insert cells	Spreadsheet			

Insert columns/rows	Spreadsheet			
Autosum	Spreadsheet			
Sum	Spreadsheet			
Basic formulas	Spreadsheet			
Average	Spreadsheet			
Shortcut keys	Spreadsheet			
Delete	Spreadsheet			
Format cells	Spreadsheet			
Cell height	Spreadsheet			
Column width	Spreadsheet			
Text frames	Desktop Publishing			
Link text frames	Desktop Publishing			
Graphics frames	Desktop Publishing			
Word art	Desktop Publishing			
Insert graphics	Desktop Publishing			
Resize graphics	Desktop Publishing			
Borders	Desktop Publishing			
Insert own graphics	Desktop Publishing			
Insert symbols	Desktop Publishing			
Text wrap	Desktop Publishing			
Create new slideshow	CD-ROM			
Insert graphics	CD-ROM			
Insert sound	CD-ROM			
Insert movie	CD-ROM			
Use CD-ROM files in slideshow	CD-ROM			
Access Encyclopedia CD-ROM	CD-ROM			
Find in Encyclopedia	CD-ROM			
Copy text from CD to Word processor	CD-ROM			
Copy picture from CD to Word processor	CD-ROM			
Connect to Internet	Internet			
Bookmarks	Internet			
Use Hyperlinks	Internet			
Search	Internet			
Use URLs	Internet			
Send email	Internet			
Read Email	Internet			
Create Email offline	Internet			
Download text	Internet			
Download Pictures	Internet			
Download Webpages	Internet			
Import graphics into Kidpix	Internet			
Import graphics into Word Processor	Internet			
Utilise Web resources	Internet			
	Internet			
Paul Cathro RTICT Greymouth cluster				
Modified from Ian Mustard's skill checklist 021 614 259 mustardi@voyager.co.nz				

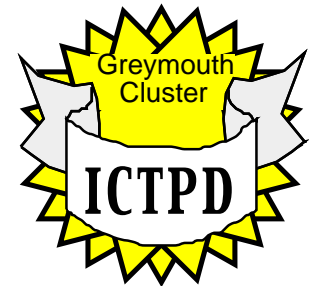
Memorandum of Understanding

This is to show that the Participant
has read and understood the Course Requirements
for The ICTPD 2001
Greymouth Cluster



Participant

Principal



The Greymouth ICT PD Website

We have created a website to help with communication, resource distribution, and showing others what our teachers are doing on the Project.

The URL is <http://www.greymouthictpd.f2s.com>
(you will be able to click on the link on the bottom of my E-mails)

A list of contents of the website

Contact page
The Project
Resources
Links to other useful Educational Sites
Collaboration ideas
Important Dates and the RTICT's Diary

Have Fun!

***Cheers!!
from
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