

## Our eSmart Journey - transformational learning through technology integration

The smart, safe and responsible use of digital technologies is integral to the enhancement of learning outcomes of 21st century learners at the Academy. The Academy demonstrates "best practice" qualities of a 21st century digital learning environment through:

### 1. [Visionary leadership](#)

- Shared and Individual Leadership
- Student ICT Leadership
- Community Engagement

### 2. [Innovative Teaching and Learning](#)

- Student Learning
- Instructional Practices
- Curriculum Design

### 3. [Relevant and timely Professional Development](#)

- Academy implementation of a pedagogical Framework – the Art and Science of Teaching (ASoT) to develop high performing staff
- Staff engagement in Faculty Professional Learning Communities (PLCs)

### 4. [Compelling Evidence of Success](#)

- Quantitative—Data is routinely collected and analysed to inform progress and success
- Qualitative—Narrative, reflective, or anecdotal evidence is collected and shared

### 5. [Flexible Learning Environment](#)

- School Design and Facilities—Facilities and schedules are designed to maximize learning opportunities that technology provides.
- Information Technology (IT)—IT infrastructure supports innovation in teaching and learning.

## 1. Visionary Leadership

### Shared and Individual Leadership

#### Parent and Community Partnership

From Foundation, visionary leadership ensured that evidence-based research underpinned our strategic planning in imagining the learning journey our students would take and the digital environment in which creative students would flourish. The Academy vision, **'To be the world-class learning environment of choice for the aspirational creative generation'**, is drawn from research by Richard Florida, whose notions of talent, technology and tolerance inform the synergies of ethical pathmakers. This concept is also supported by the research of the Australian futurist Peter Ellyard, who encourages us to imagine students embracing a personal value system compatible with 21st century realities of future markets, industries and ethics. Ellyard (2004) said that, 'We cannot work to create a future which we do not first imagine'. Similarly, the work of Sir Ken Robinson who positions creativity as another form of literacy and numeracy, informed our commitment to empowering student voices of inquiry, critical thinking, responsible citizenship and positive innovation at the Academy.

An environment in which technology is ubiquitous and so much a part of day-to-day learning that it seamlessly integrates with all interactions was originally proposed. It was envisaged that Apple technology, coupled with industry standard creative industries software and the Apple operating system, would underpin clever, creative and global learning and support a creative 24/7 learning environment. This was seen as a perfect fit for the Academy, as Apple is synonymous with combining the art and science of design to deliver an aesthetic, state of the art product. Such is the significance of digital immersion in our development, that it is clearly embedded within the Academy Strategic Plan 2013-17, our single story, which was collaboratively developed with input by representatives of all Academy stakeholder groups.

The Digital Immersion Framework, which unpacks the vision, is designed as a guide to engage and empower the "QACI Effective Learner" in a high challenge environment. The Academy prioritised strategic leadership in developing our digital pedagogies, digital content and eSpaces in a transformational 1-1 Apple environment. Our Academy's success as a genuine 1-1 environment is dependent on collaboration of all staff and students as passionate learners and users of our technology to seek new ways of learning. All teachers at the Academy are Instructional Leaders and prioritise shared reflective practice for continuous improvement. Thus individual leadership of the eLearning and eSmart vision is seen to be part of the collective responsibility to engage and empower 21<sup>st</sup> Century learners through 24/7 learning and enhanced use of new technologies.

### Student ICT Leadership

The Academy has developed a strong student ICT Leadership Support Team, known as the Apple Angels Team, which is integral to our eSmart vision. Since inception in 2007, the team vision has grown and adjusted to the fast paced, changing digital environment and the needs of learners in the digital world. There are five students assigned to each year level, making fifteen in total. Each year, as the Year 12 students exit, five additional students from the new year 10 cohort are inducted into the team.

This cross- year level collaboration is very successful in ensuring input from all sections of the student body and enables our support and message to be delivered to a broad range of students. The ICT student Director manages the weekly meeting and leads students in their annual activities. In 2013 (flagged by the team as the 'Year of Digital Awareness') Apple Angels developed instructional technology video tutorials for access by staff and students, posted on the Apple Angels Communication Page on the Intranet. This will continue and be expanded in 2014 to include delivering f2f tutorials to support students in software capability. Apple Angels specialise in particular Apple software such as iCal, Garageband, iMovie, Final Cut and many more.

It is the team's brief to disseminate the smart, safe and responsible use of information and communications technology through their work in classrooms, assembly presentations and parent information sessions as part of the eSmart Commitment.

#### Community Engagement

##### Respectful and Caring School Community

Since Foundation, the eLearning agenda has been foremost, ensuring that ICT is a natural and essential part of learning for staff, students and community members. 'Our Academy recognises that it "takes the whole village to educate a child.

Our partnership with our parents is paramount and we will seek every opportunity to welcome them as part of the learning journey, and utilize our digital culture to enhance this through many avenues. If we are going to unlock the potential of our young people and fulfil their aspirations, there needs to be a strong sense of teamwork and community about what we do. We need to harvest the fruits of the collective effort.'

With this vision in mind, the Academy Leadership and eLearning team have collaborated to ensure community understanding of the principles and choices underpinning eLearning decisions and strategies. Members of the newly formed **Academy eSmart Committee** are drawn from the whole school community and this group provides input and feedback in our journey to becoming accredited as an eSmart School – a National Australian Government initiative. Our Responsible Behaviour Plan, ICT Guidelines and Policies outline the expectations and responsibilities regarding ICT for both staff and students. The Academy curriculum includes a Cybersafety Program and regular Cybersafety Information sessions. Parents are invited to attend CyberSafety Webinars throughout the year.

## 2. Innovative Learning and Teaching

#### Student Learning

##### Effective eSmart Curriculum

To achieve innovative delivery of a world-class curriculum we aim to develop future-focused, inquiring, critical thinkers who develop capabilities that are manifested in excellent results and successful transitions beyond the Academy. Our learners are engaged in learning to become 'Clever, Creative and Global' influencers. Consequently, nurturing

the development of high achieving students is our priority, so they become academically resilient and autonomous learners, equipped with a suite of ICT skills and strategies within a proactive environment which leads them to avenues of success.

Through our digital immersion agenda, learners and teachers at the Academy are empowered to:

- Integrate software to combine music, still and moving images to create online shared learning experiences.
- Engage in an authoring environment producing digital graphics and content for web, print and screen.
- Connect online safely and globally: a core component of the IB curriculum and critical to sustainability as an eSmart School
- Download their resources from face to face learning and are able to extend and revise learning in their own time.
- Capture and integrate their work, share it with others and respond to that sharing using new media.
- Enhance digital literacy through storyboard and script development, video production, recording and composing music to edit and share the results within one device.
- Build ICT capability according to the QLD Education Department Student ICT Expectations and National Curriculum ICT Capabilities.
- Transition to the university environment through exposure to applications used in the QUT Creative Industries Faculty.

## Instructional Practices

### Effective Teacher Practices

Faculty are master learners who expertly guide their students through complex tasks

Effective and ethical use of technology is at the forefront of teacher focus on continually improving pedagogy. eLearning at QACI is one of the primary methods of empowering students. On entering the Academy, staff commit to ongoing ICT professional learning and are immediately immersed in the Apple environment. eLearning is available 24/7, giving access to learning resources and quality support from teachers through digital collaboration.

Our vision is to immerse students in an information-rich existence, so that technology informs, improves and scaffolds students' daily practices in learning, beginning with the ICT Induction and Foundation Programs for the new entry of the Year 10 Cohort each year. Teachers use a range of strategies including web conferencing, digital drop box, file exchange and collaborative eSpaces to enable a continuous cycle of feedback and student to teacher connectivity. All subjects must provide a Learning Management System course for student access to syllabus documents, assessment items and collaborative online tools. eLearn and eStudio subject courses provide effective and ordered interactive spaces for teaching and learning. The Academy portal gives access to key documents, links and discussion forums to improve the daily communication of the school community. Online Team Site spaces for Professional Learning Communities collaboration empower staff to continue discussions outside of meeting times and to share ideas and digital resources.

With the laptop always available, students can be drivers of their own learning in this environment and connectivity is recognised as being a crucial factor in success. All staff participate in an annual induction program to renew understanding of Departmental ICT Policies, Academy Responsible Behaviour Plans, Acceptable Use Agreements and Code of Conduct. The role of the teacher is one of navigator in this ever-changing information and technology highway.

## Curriculum Design

### Innovative and rigorous curriculum

Innovative and rigorous curriculum is designed to leverage technology. Academy students develop high-end ICT capability through the use of the most advanced ICT applications available. They undertake the internationally recognised rigorous International Baccalaureate Diploma Program. Students are also afforded opportunities to concurrently enrol in university and other programs to enrich their overall program.

The Academy is an academic institution that also gives students the opportunity to specialise in their areas of interest. To this end all students pursue a broad and balanced program that, in most cases, will include the study of English, a foreign language, Science, Mathematics and a range of creative subjects which showcase their engagement with technology. Within this framework there is sufficient flexibility to allow students to pursue their areas of specialisation as well as to supplement their formal program with enrichment activities, enterprise experience and further tertiary study. Specialisation in creative industries is synonymous with ICT capabilities in the fields of creative endeavour. By the conclusion of this three-year program it is anticipated that many students will have had the opportunity to complete up to the equivalent of First Year University.

Challenging, authentic and real world experiences are consequently critical to delivery of our curriculum. The digital environment enables 'flipping' of the classroom where digital content is available to students to preview prior to lessons. Face to face learning can then focus on truly interactive and engaging learning. This would not be possible without our focus on the 1-1 environment

### 3. Relevant and Timely Professional Development

High Performing Staff – The 'QACI Great Teacher'

Faculty engage in a cycle of inquiry, underpinned by the Art and Science of Teaching (ASoT) Pedagogical Framework, that promotes reflection, experimentation, and sharing

All Academy staff have a current MacBook Pro to support their teaching. Teachers support one another in experimenting and collegial sharing in a trusting environment where we are all seen as learners in a rapidly changing digital world. The eLearning Department provides in-class support, and specific timetabled sessions throughout the week for continuing and new staff teachers to book in and learn new skills either individually or in Faculty groups.

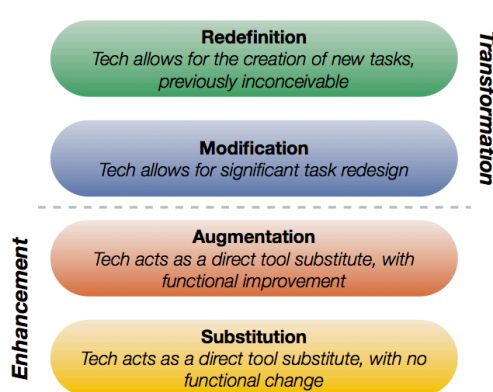
The Academy has adopted a pedagogical framework, the Art and Science of Teaching (ASoT), to enable teachers to be reflective of their practice in a Professional Learning Community (PLC). When reflecting on pedagogy, teachers will necessarily reflect on their use of technology when observing mastery of the ASoT model. This reflection then feeds into the development of what we term the 'QACI Great Teacher' where teachers identify needs in terms of upskilling and improving and access appropriate learning to achieve success. Professional Development is then aligned to the pedagogy framework and personalised for each teacher.

In 2014, PLCs will focus on reflecting on digital pedagogy against SAMR model (<http://bit.ly/132w1tg>) developed by Dr Ruben Puentedura. The SAMR model describes four levels of technology integration that increase in complexity and effect, from simple *substitution* which barely changes the function, to a more complex *redefinition* where the technology use can provide opportunities to create what would not be possible without that technology. Unit Planning will explicitly demonstrate the integration of technology to reflect redefinition of tasks as much as possible.

Relevant Professional Development

In order to stay current with the latest technology, teachers have been able to engage in learning via a number of pathways which suit individual learning styles. Staff have access to the Department ICT eLearning web conference and workshop calendar, on-site learning sessions, Professional Learning Community (PLC) collaboration and conferences.

The SAMR model (Puentedura) provides a framework for Faculty Teams to reflect on technology integration and digital pedagogy.



<http://www.hippasus.com/rrpweblog>

Apple Learning Tours have given teachers an excellent introduction into use of mobile devices including iBooks author and content creation. Department iPad Camera seminars have provided the background and catalyst to choosing exciting education apps to support learning in the creative industries subjects.

MAC1, our Apple reseller, has provided consultant services to demonstrate MacBasics for staff and students and to support teachers in using Apple software to engage and empower learners. Workshops have included online web conferences, face-to-face learning and access to recorded sessions and tutorials. Apple Distinguished Educators regularly engage in Apple seminars and the Apple Schools network has provided an excellent opportunity to share ideas and digital pedagogical knowledge. In 2009, the Academy hosted the Inaugural Apple Innovative Technology in Schools Conference (ITSC) and this was a catalyst to inspire staff to pursue further professional development pathways.

#### 4. Compelling Evidence of Success

##### Effective School Organisation

Quantitative—Data is routinely collected and analysed to inform progress and success

Data drives our Explicit Improvement Agenda at the Academy. Data collection occurs both formatively and summatively throughout the year and the annual external IB exams provide rich comparison data with world schools. The Department OneSchool Student Management Database provides up to date data collection regarding responsible behaviour and ethical use of ICT. This information is shared with the eSmart Committee which provides a basis for analysis and feedback.

The focus in 2013 was on developing our students as effective and enabled learners, and on our pedagogy as teachers to provide the best possible navigation of this learning. Our catch cry was “The Right Work” and developing the “QACI Great Teacher”. There were great improvements in our outcomes, both in the creative spheres and academically.

Over the past 4 years all teachers at the Academy have engaged in the Department initiative, the Smart Classrooms Digital Pedagogy Licence accreditation. 100% of current eligible teaching staff achieved by the end of 2012, the rigorous portfolio based accreditation either at Certificate, Licence or Advanced Licence level. The accreditation was peer graded with panel cross checks.

Each teacher at the Academy is acknowledged as:

- committed to developing digital pedagogy through reflection on practice to inform professional learning goals.
- acknowledging the potential for ICT to differentiate and personalise learning to improve student outcomes.
- seeking opportunities to collaborate with professional teams, to support colleagues and learn from each other’s digital pedagogy.
- understanding how ICT supports and enhances what students learn, how they learn, and when and where their learning takes place.
- promoting reflective learning, thinking skills and creativity through the use of digital resources, tools and environments.
- providing opportunities for students to purposefully use online environments to interact with others in connected learning communities or collaborative online projects.
- developing students’ digital citizenship through the modelling and explicit teaching of ethical, safe and legal use of digital resources, tools and environments, in accordance with Departmental policies.

Qualitative—Narrative, reflective, or anecdotal evidence is collected and shared.

A Collaborative  
School  
Community

The school community is regularly surveyed regarding satisfaction with technology use at the Academy, both at a Department Level in the Annual School Opinion survey, and through school data collection methods. Very high levels of satisfaction with ICT in classroom learning, ICT equipment and teaching are characteristic of this data. ICT surveys are conducted at the start of the Academy year to ascertain Year 10 entry level ICT skills, experience and attitudes to the smart and safe use of technology. Year 12s are surveyed on exit, and parents and students are surveyed regarding satisfaction with the 1-1 program rollout, induction and device management.

Students affirm the value of eLearning through these surveys-' An exiting Year 12 student in 2012 explains –

*'ICT is so important in the Academy because it is constantly developing within society and the curriculum. Areas within ICT are vital to our everyday lives, and sometimes we forget that we live in an Information Age, especially at QACI with the IB. By understanding and being able to use the tools that ICT provides, we are better able to solve problems and work more efficiently. ICT more specifically inside the classroom needs to continue to be developed immensely. Technology has become apart of our culture therefore it is very important that we are educated in how to use it, not only for the classroom but also for our day to day lives.'*

A second student gives this snapshot of the importance of ICT at the Academy –

*'It helps us share information easily, is easier to organise files/ideas (e.g. typing random ideas down if we can't write them), it's our main form of communication, streamlines work processes, technology is the way of the future and we're keeping up with this trend'.*

From student survey feedback we can ascertain just how technology is helping them daily at the Academy –

*'It is easier to take notes and is very fast. This means it is easier to revise from at home and you can voice-record the lesson and learn from it at home. In film we use programmes like Photoshop and Premiere Pro all the time and without a portable laptop it would be very difficult. In English we use Inspiration a lot and in Chinese I use Provoc to help with my vocab words. For every subject I use my laptop and when the teacher presents the lesson on the interactive whiteboard and puts the lesson up on blackboard it makes it so much easier to learn and revise from. I have started to hand write some work and scan it to my laptop as practice for exams.'*

Students also confirm the transformation in teaching,

*'ICT is everything about QACI learning, without it the school would not have the same teaching method.'*

## 5. Flexible Learning Environment

School Design and Facilities—Facilities and schedules are designed to maximize learning opportunities that technology provides.

Infrastructure  
supports Digital  
Immersion

The Academy is located in a seven-storey state-of-the-art facility on the corner of Musk Avenue and Blamey Street, in the heart of the Kelvin Grove Urban Village Precinct. There is a community/commercial/public interface (combining the inclusion of enterprise-related bodies whilst allowing separated accessibility, staff areas, professional development, galleries, auditorium and refectory. General entrance areas serve as a meeting place for the majority of public interface activities (foyer, box office, food outlet, auditorium, gallery and media centre).

The Academy infrastructure features cutting-edge technology to facilitate learning and provide enterprises, staff and students with the best possible opportunity to lead the market. The environment is hard-wired with wireless capabilities. After-hours access and "splitting" of access is delivered through smart card technologies. Wireless connection is accessible throughout the Academy learning and interactive spaces.



Key facilities include:

- Universal spaces across the entire floor space (open plan/flexible and adaptable for General Learning Area concept) that allow high-end use of electronic media.
- A Student Research Centre is available for all Academy students, quiet study, small group collaboration and further flexible spaces.
- Specialised visual art and media rooms including a high-end film and broadcasting studio. Specialised theatre spaces including a high-end recording studio theatre.

24/7 online  
Learning and  
eSpaces

The Academy's Information and Research Centre assists students to become highly proficient in digital information research, and to develop digital information literacy knowledge and skills which are essential for successful study and continual life long learning. Digital resources are carefully selected to provide students with relevant, current and curriculum tailored information. The Academy Virtual Library includes links to databases and online libraries and is a gateway to global links and networks.

The Academy timetable is structured to optimise and prioritise learning. Students at the Academy have anytime secure swipe card access to the building and to our eSpaces for 24/7 learning. At any time of the day, both after hours and on the weekends, students and staff can be seen working in specialist areas and pursuing their passion for learning.

**Information Technology (IT)—IT infrastructure supports innovation in teaching and learning.**

Innovative  
technology

All Academy students utilize a parent-owned Apple MacBook Pro laptop acquired through the purchasing program the Academy organises with an Apple reseller contracted via a tender process. Students use their MacBook Pro laptops as a personal daily tool, as well as HD digital video cameras and such programs as Apple Final Cut Pro, Adobe Master Collection, Apple Garage Band, Macromedia and Shake for compositing blue room imagery. Teachers are provided with a Department 'Computers for Teachers' Apple MacBook Pro with the same software versions as students. Consequently it is imperative that the network supports connection throughout the Academy for all students and teachers 100% of the time. Our 5 year ICT Renewal Schedule ensures that all network components and school owned devices are current and in warranty. Our labs have the latest iMacs and our bandwidth has been upgraded in 2013 to ensure high-speed connection. In 2014 all classrooms will have short throw projectors, Interactive whiteboards and cross classroom connected Apple TVs. Apple TVs will enable teachers to connect laptops wirelessly to projector, allowing them to be cable free and thus increasing mobility within the teaching space. Students are easily able to share screens which ensures a more open and collaborative environment.

Academy ICT  
supports staff and  
students

The Department Managed Operating Environment (MOE) provides a standardised platform for efficient management of school computers, saving schools time and money on technical support. The Department's online ICT procurement website, Purchase IT, allows the Academy to compare approved ICT products, specifications, prices and warranty information online. The Service Centre is the Department's single-point-of-contact for ICT right across the state.

A Departmental accreditation, the Orange Card, gives school ICT support staff elevated access to the Managed Operating Environment (MOE). Our Academy Senior Computer Technician has this accreditation. The ICT Helpdesk has staffing to enable in-class support, out of hours support and warranty repairs with 24 hour turn around.

These services combine to enable an innovative ICT environment to support teaching and learning.