EXTENDING LEARNING
NEXT GENERATION LEARNING

Schools

March 2010

Becta
leading next generation learning

Learning Platforms: Steps to adoption

A step-by-step guide for schools

Acknowledgements

The Becta Learning Platform: Steps to Adoption model is based on an original model/idea created by LP+ and Wolverhampton local authority, based on the principles of Hooper and Reiber. It was developed with the support of:

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Step 1: Aware

This guidance is to help schools use the learning platform as part of everyday practice. It allows teachers and schools to identify successes, plot progress and plan to transform their school by using the learning platform and other technology. The model is based on Hooper and Reiber's theories about adopting technology in the classroom.

The framework defines five levels of development, as illustrated above.

Section A

Progress: what step has my school reached?

Aware	Develop	Adopt	Integrate	Transform

Step 1

- Senior leadership are beginning to plan how to use the learning platform to support the school's objectives.
- The school has a learning platform available to staff and pupils. Staff have received some training and support.
- Some staff have started to experiment and to have ideas about how the learning platform can support teaching and learning with innovative activities and resources, including videos and website activities.
- Small groups of pupils have been given access to the learning platform and are showing initial excitement when using tools like email or forums.

Step 2

- The school is planning to develop a learning platform based on its needs.
- It is beginning to identify the benefits of using the learning platform for organisation, teaching and learning, sharing or communication.
- These benefits are starting to affect day-to-day teaching and learning. More learners are accessing resources and forums/discussions as part of lessons in school and as homework.
- Planned activities related to classroom learning are starting to emerge, including use of the student portfolio and other tools available in the platform.

Step 3

- Practice identified as effective is now extended to all areas.
- Staff are familiar with using the learning platform and integrate it into many aspects of their practice.
- There is evidence and recognition that teaching and learning are being significantly enhanced.
- The school continues to develop its programme of parental engagement using the learning platform.

Step 4

- The learning platform is used as a matter of course.
- Senior management have planned how to use the learning platform to support the school's aims. Many school administrative procedures are conducted through the learning platform.
- Pupils routinely access resources and complete tasks through the learning platform.
- Parents use the learning platform to access information about school policies/procedures as well as about their child's education.
- The school is receptive to all ideas about how it may further use and develop the learning platform.

Step 5

- The present possibilities of the learning platform are being fully exploited.
- Its use continues to develop in response to the needs of the learner, supporting personalised and more independent learning.
- Teaching and learning have been transformed but change continues. Changing administrative demands are quickly recognised and reflected in learning platform developments.

Section A

Progress: steps to transformation

The stages give examples of platform use and show the steps you need to take to adopt and use a learning platform.

What next?

Develop

Integrate

What next?

Leadership	Leadership	Leadership	Leadership	Leadership
Practice	Practice	Practice	Practice	Practice
Enablers	Enablers	Enablers	Enablers	Enablers

Aware

Adopt

Transform

What next?

What next?
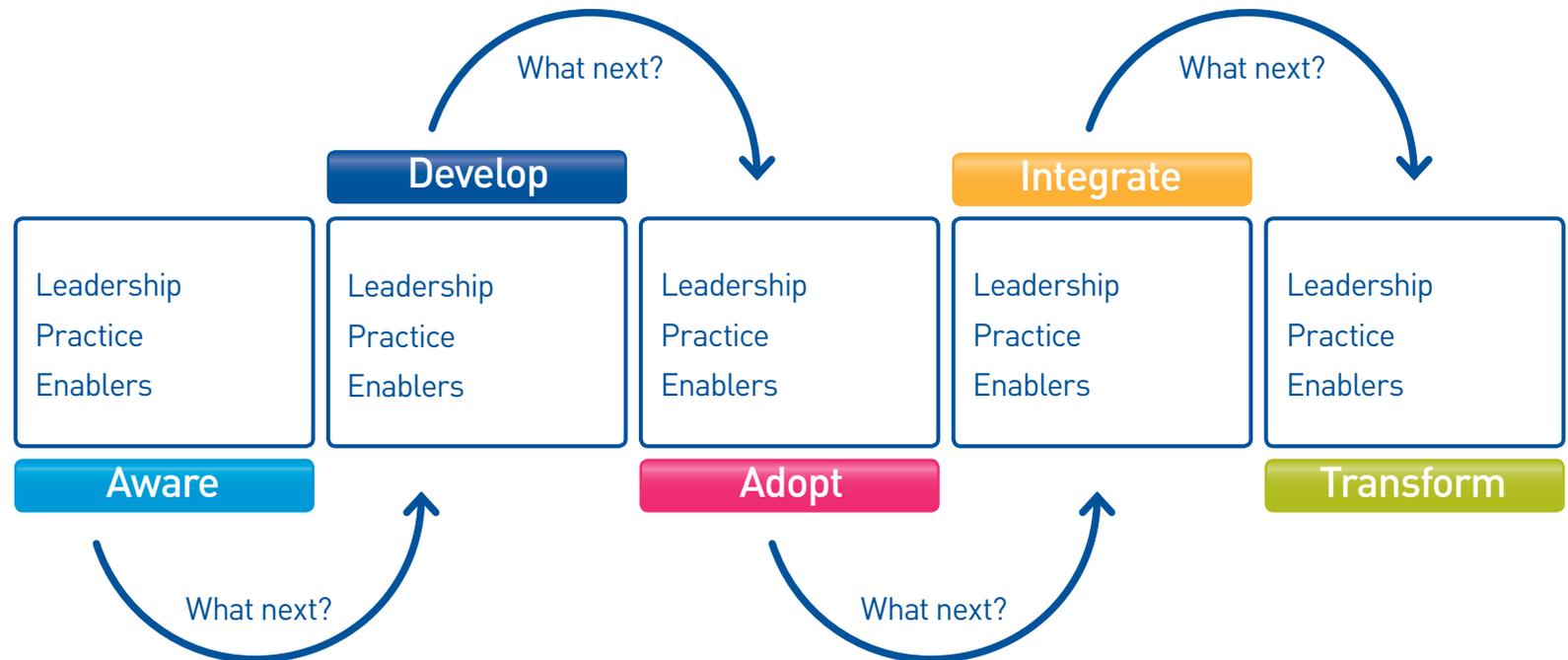
Within each step there is a descriptor that shows how staff, learners and parents might use the learning platform. The leadership, practice and enablers in each section suggest actions to help schools achieve each step.

The steps can be used for whole-school planning or supporting individual's development.

A school might approach the development one step at a time or they might choose to develop one area of interest at a time linked to a school priority.

However a school cannot integrate the platform fully until the majority of the school community are using it.
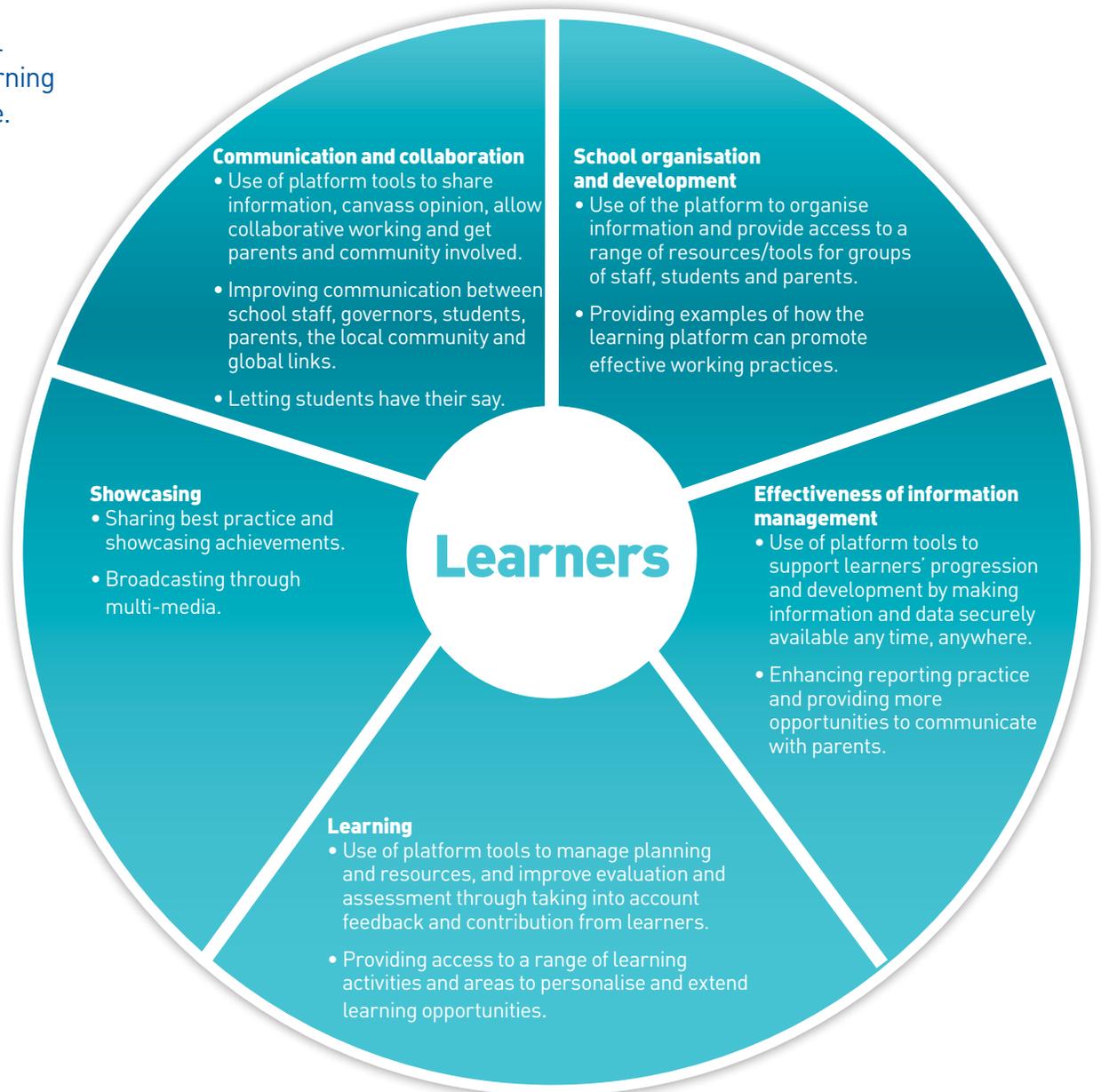
Section A

Areas of interest

Research has identified several areas of interest where the learning platform can make a difference. These areas are:

- school organisation and development

- effectiveness of information management

- learning

- showcasing

- communication and collaboration

This guidance takes you step by step through each of these areas of interest.

Communication and collaboration
- Use of platform tools to share information, canvass opinion, allow collaborative working and get parents and community involved.
- Improving communication between school staff, governors, students, parents, the local community and global links.
- Letting students have their say.

School organisation and development
- Use of the platform to organise information and provide access to a range of resources/tools for groups of staff, students and parents.
- Providing examples of how the learning platform can promote effective working practices.

Showcasing
- Sharing best practice and showcasing achievements.
- Broadcasting through multi-media.

Learners

Effectiveness of information management
- Use of platform tools to support learners' progression and development by making information and data securely available any time, anywhere.
- Enhancing reporting practice and providing more opportunities to communicate with parents.

Learning
- Use of platform tools to manage planning and resources, and improve evaluation and assessment through taking into account feedback and contribution from learners.
- Providing access to a range of learning activities and areas to personalise and extend learning opportunities.

Section B

Step 1: Aware

The school has a learning platform available to staff and pupils. Staff have received some training and support. Some staff have started to experiment and are beginning to have ideas about how the learning platform can support teaching and learning.

Senior leadership are beginning to plan how to use the learning platform to support the school's objectives. Small groups of pupils have been given access to the learning platform and are showing initial excitement.

As schools achieve this level, research shows that the following benefits become apparent:

For learners:
- Extending access to learning.
- Working in a safe online environment.

For teachers:
- Accessing a wider range of teaching and learning resources.
- Making efficient use of out-of-class time for planning.
- Having one point of access for a range of tools, resources and support.

For leaders:
- Supporting the smooth running of the school day.
- Improving communications to staff.

For parents:
- Accessing a pictorial record of their child's school experiences and improving access to general school information.

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Steps to 'Aware'	Where do I want to be?	What will it look like?	How do I get there?
School organisation and development	Staff are aware of the learning platform as a means to organise basic school activities. The school is considering how and when to let learners log on and how to introduce them to the learning platform.	**Staff** • Early adopters log on regularly to access information and resources on the learning platform. • The school calendar/timetable and notices are posted on the learning platform. • Planning is stored and shared on the platform by the early adopters. **Learners** • Early adopters are trialling pupil access with a small group.	Suggestions and steps will follow in the second iteration within the next couple of weeks.
Communication and collaboration	Increasing numbers of staff are becoming aware of the learning platform as a means to communicate and collaborate with other staff and colleagues, but very few are using it in practice. The school will have considered when opportunities to consult learners (through simple surveys or discussion forums) might arise during the coming months.	**Staff** • View and contribute to a discussion, respond to surveys and contribute to school developments by using the school's email through the learning platform. **Learners** • Early adopters trial the discussion areas and surveys with groups of pupils to inform future practice.	

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Steps to 'Aware'	Where do I want to be?	What will it look like?	How do I get there?
Effectiveness of information management	Staff are becoming aware of the learning platform as a means to manage basic information about learners.	**Staff** • Have access to class/year group/subject target-setting data and annual reports about learners through the learning platform. • Appreciate the secure nature of the learning platform for the storage of data on learners.	
Learning	Early adopters are realising how the learning platform can support teaching and learning, and have made initial efforts to use it in their planning and classroom teaching. The school will have considered how and when to allocate time for learners to view resources or guidance on learning activities.	**Staff** • Access resources and digital content within or through the learning platform. • Early adopters set up project areas on the platform with resources to support the pupils' work. **Learners** • Small groups of learners use the project resources on the platform to support independent work in class.	

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Steps to 'Aware'	Where do I want to be?	What will it look like?	How do I get there?
Showcasing	Some staff are becoming aware of the learning platform as a means to display aspects of school activities. The school will have considered how and when all learners will be able to view the visual showcase of school life. Some learners will be working with staff to develop ideas and approaches to the e-portfolio.	**Staff** • View and upload agreed items to a library, bearing in mind the school's acceptable use policy and the digital safeguarding implications of publishing images and other materials. **Learners** • The lead teacher introduces a small group to the e-portfolio area and discusses its use for showcasing with them. **Parents** • A small group of parents are trialling having access to the showcase area on the platform and are working with the leadership team on how to make this available to all parents in a manageable way.	

Section B

Step 2: Develop

The school is planning to develop a learning platform based on its needs. It is beginning to identify the benefits of using the learning platform for organisation, teaching and learning, sharing or communication.

These benefits are starting to affect day-to-day teaching and learning. More learners are accessing resources and forums/discussions as part of lessons in school and as homework activities. Planned activities related to classroom learning are starting to emerge, including use of the student portfolio and some exploration of other tools available in the platform.

As schools achieve this level, research shows that the following benefits will become apparent:

For learners:
- Reinvigorating existing curriculum subjects and allowing new subjects time on the curriculum.
- Encouraging reluctant contributors to post opinions.
- Being able to share work with peers and contribute to shared learning spaces.

For teachers:
- Improving the monitoring and assessment of learning.
- Enhancing the quality and relevance of teaching and learning resources.
- Making best use of teacher lesson time: saving in-class time and making planning more efficient.

For leaders:
- Facilitating effective and strategic leadership and management of teaching.
- Achieving cost efficiencies.
- Facilitating the moderation of planning.

For parents:
- Improving communications from and to school.
- Accessing regular updates and links to resources on topics their child will be studying next.
- Accessing audio and visual records of their child's school experiences.

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Steps to 'Develop'	Where do I want to be?	What will it look like?	How do I get there?
School organisation and development	Staff are increasingly aware of the learning platform as a means to organise school functions and day-to-day activities. They begin to contribute to notice boards and discussion areas.	Staff • The majority of staff log on as a matter of course daily to collect information. • Most contribute to general areas of the platform as it becomes the key source of information. • Most staff create virtual class/year group/subject learning areas using tools from the school platform, enabling pupils to access information and resources for extending learning opportunities and developing independence. • The majority understand the structure of the school platform and navigate to a range of resources. Learners • All pupils have been given log-on details. • Pupils will access the timetable, calendar and notices through the learning platform.	Suggestions and steps will follow in the second iteration within the next couple of weeks.

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Steps to 'Develop'	Where do I want to be?	What will it look like?	How do I get there?
Communication and collaboration	Staff are increasingly aware of the learning platform as a means to communicate and collaborate with other staff/colleagues and learners.	**Staff** • Set up a discussion around a specific theme for pupils. • Create a class/year group/subject survey around a specific theme. • Regularly use the school's email service for professional duties. • Collaborate with another member of staff in a shared area (e.g. working on a joint document or contributing to a discussion forum). **Learners** • The majority will be given opportunities to take part in discussions and surveys through the learning platform; for example, when deciding on changes to lunchtime.	

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Steps to 'Develop'	Where do I want to be?	What will it look like?	How do I get there?
Effectiveness of information management	Staff are increasingly aware of the learning platform as a means to display and share information about assessment, and to give background information to support learners' progression and development.	**Staff** • Upload appropriate learner reports as identified by school practice. • Access a growing amount of learner-related information to support learners' progression and development, e.g. Individual Educational Plans (IEPs) and medical information. • Upload documents to share and standardise with other staff, for example school reports and targets. **Learners** • Understand that the learning platform is a secure way for staff to store details about their progress. • Begin to populate their e-portfolio.	

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Steps to 'Develop'	Where do I want to be?	What will it look like?	How do I get there?
Learning	Staff are increasingly aware of the learning platform as a means to support teaching and learning, which begins to have a beneficial effect on day-to-day teaching and learning, including preparation and planning, setting tasks and gathering learner feedback.	**Staff** • All staff use the learning platform to fully support school planning. • The majority of staff link work plans to resources available on the learning platform. • All staff have been made aware of licensing and copyright issues when using the platform. • Lead teachers set, receive and track a task for pupils, using a learning platform to guide class/year group/subject-based learning. • Lead teachers begin to use the learning platform to evaluate learner responses (e.g. tracking a discussion thread; analysing survey responses), leading to class discussion. • A curriculum-related survey is set up for learners and staff to evaluate learner responses.	

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Steps to 'Develop'	Where do I want to be?	What will it look like?	How do I get there?
Learning (continued)		Learners • Some pupils have a task set for them through the learning platform. They will have access to this and the resources online and be able to send the work back electronically. • The majority of learners will begin to use learning platform tools and resources to help with independent work. • All pupils will be able to view a simple virtual class/year group/subject area in school. • Some learners will be trialling accessing the platform from home, so extending learning opportunities beyond the school day. • A curriculum-related survey is made available to all learners. • Learners take part in a class discussion led by the teacher around agreed rules for contribution to the learning platform.	

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Steps to 'Develop'	Where do I want to be?	What will it look like?	How do I get there?
Showcasing	Staff are increasingly aware of the learning platform as a means to display/showcase aspects of school activities, introducing different forms of media.	**Staff** • Use the virtual class/year group/ subject learning area to share and showcase key ideas/concepts and exemplar (model) work and pictures around a specific theme, e.g. displaying key words for a topic; an effective writing starter. • Begin to explore other media such as podcasting, animation or video, considering the intended audience and digital safeguarding implications. **Learners** • View and create a range of digital media within a learning area for others to see. • Access information around key learning concepts such as key words for a topic, revision points or a writing stimulus, so extending and personalising learning opportunities.	

Section B

Step 3: Adopt

Practice identified as effective is now extended to all areas. Staff are familiar with using the learning platform and integrate it into many aspects of their practice. There is evidence and recognition that teaching and learning are being significantly enhanced. The school continues to develop its programme of parental engagement using the learning platform.

As schools achieve this level, research shows that the following benefits become apparent:

For learners:
- Improving attendance.
- Being able to take time in reading, thinking, and then responding.
- Collaborating with peers, parents and a growing learning community.

For teachers:
- Improving the management of student behaviour.
- Sharing best practice.

For leaders:
- Improving communication and consultation with parents and governors.
- Facilitating the moderation of work .

For parents:
- Being more aware of their child's learning, therefore better able to support them.
- Receiving regular progress reports.
- Participating in a range of online learning activities with their child.

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Steps to 'Adopt'	Where do I want to be?	What will it look like?	How do I get there?
School organisation and development	Staff are increasingly familiar with technology tools as a means to organise school activity and have integrated them into their practice.	Staff • Log on daily, making regular contributions to a variety of collaboration areas within the school. • Manage a dynamic and interesting virtual learning area which has become the central hub of class/year group/subject activity. • Create notices for a variety of audiences including those outside school (parents, governors and community). • Set up parent and governor collaboration areas to allow for increased community involvement and consultation. • Create an area for cross-school use, e.g. curriculum focus area, extra-curricular area.	Suggestions and steps will follow in the second iteration within the next couple of weeks.

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Steps to 'Adopt'	Where do I want to be?	What will it look like?	How do I get there?
School organisation and development (continued)		Learners • Pupils access notices, events, links and other information through a dynamic and interesting virtual class/year group/subject learning area, which acts as the central hub of class/year group/subject activity. • Class and homework tasks, as well as resources, are made available through the platform, giving the learner the choice of working online and accessing supporting materials. • Peer discussion groups are trialled as a way to support learning and peer-to-peer assessment with small groups of pupils.	

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Steps to 'Adopt'	Where do I want to be?	What will it look like?	How do I get there?
Communication and collaboration	Staff are increasingly familiar with the use of technology to communicate and collaborate with staff and colleagues, learners, parents and carers and have integrated it into their practice.	Staff • Use discussion forums, blogs, wikis and surveys on specific themes and audiences in everyday practice. • Create parental surveys around specific themes. • Begin to explore various types of communications. • Contribute to key documents, e.g. School Improvement Plan (SIP), policies, Ofsted Self Evaluation Form (SEF), using online collaboration tools. • Use the platform to communicate in new ways with parents to engage them in their child's learning. • Share resources, progress and examples of work with parents.	

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Steps to 'Adopt'	Where do I want to be?	What will it look like?	How do I get there?
Communication and collaboration (continued)		Learners • Use a range of integrated communication and collaboration tools including email, discussions, surveys, blogs and wikis to extend their learning opportunities and personal choice. • Most learners are able to log on and share with their parents school activities, work and resources. Opportunities for this are available at some time during the school day/week for those without home access to a computer.	
Effectiveness of information management	Staff are increasingly familiar with the learning platform as a means to read assessment and background information from the MIS to enable them to support learners' progression and development.	Staff • Use relevant information displayed on the learning platform. • Access and view attendance and assessment data on the learning platform. • Use the learning platform tools as an integral part of report writing. • Use the learning platform to send parents their child's annual report electronically. • Regularly access learner-related information to support learners' progression and development (e.g. IEPs, medical information).	

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Steps to 'Adopt'	Where do I want to be?	What will it look like?	How do I get there?
Effectiveness of information management (continued)		Learners • Most learners will be able to view their attendance and assessment information securely through the learning platform. They will have access to their progress reports and targets through the platform.	
Learning	Staff are increasingly familiar with using technology to support teaching and learning, and integrate it into many aspects of their ongoing practice. Teaching and learning begins to include workflows, evaluation and assessment, including e-portfolio and extended learning.	Staff • The majority of staff use the platform for their planning and resources, allowing access any time anywhere. • Some staff are using the monitoring and feedback systems to develop the school planning process, and are showing other staff how this is working. • The platform is starting to transform the delivery of the curriculum – e.g. instant access to diverse resources; more effective use of teacher time. • Regularly set tasks, personalised according to need, to a variety of individuals/groups.	

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Steps to 'Adopt'	Where do I want to be?	What will it look like?	How do I get there?
Learning (continued)		**Staff** • Begin to investigate the use of integrated tools to deliver creative and innovative ways of learning that could not be delivered through traditional methods. • Use communication and collaboration tools to make and monitor ongoing formative assessment and learner/teacher dialogue. • Regularly set learners extended tasks which encourage interaction with peers, parents and the extended community beyond school hours. Monitor learners' work to ensure they follow copyright and digital safeguarding rules. • Encourage learners to think of different ways to use the learning platform. **Learners** • Access personalised learning activities and receive feedback through the platform. • They will each have an e-portfolio in which to store work and feedback. • They will have access to areas that support their learning, such as revision portals, knowledge banks, or wikis and themed areas around a current topic or focus. • They will use the platform both during and outside the school day.	

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Steps to 'Adopt'	Where do I want to be?	What will it look like?	How do I get there?
Showcasing	Staff are increasingly familiar with the platform as a means to display/showcase exemplar (model) materials and good practice to a variety of audiences, including parents.	**Staff** • Use the virtual learning area as the central hub to showcase and share key ideas, concepts and sample materials for a variety of audiences including parents. • Media such as podcasting, animation and video are used regularly to share school successes and activities. • Begin to use common formats to share good practice among staff. **Learners** • Use media tools to record and enhance learning experiences. They will have opportunities to broadcast these through the virtual class/year group/subject learning area.	

Section B

Step 4: Integrate

The learning platform is used as a matter of course. Senior management have planned how to use the learning platform to support the school's objectives. Many school administrative procedures are conducted through the learning platform.

Pupils routinely access resources and complete tasks through the learning platform. Parents use it to access information about school policies/procedures as well to find out about their child's progress. The school is receptive to all ideas about how to further use and develop the learning platform.

As schools achieve this level, research indicates that the following benefits will become apparent:

For learners:
- Collaborating with a global learning community.
- Reflecting and responding to personalised learning targets.
- Having the opportunity to become more independent, creative, reflective and analytical, which begins to affect more advanced learning.
- Accessing learning through a variety of devices in different places.

For teachers:
- Being part of an extended learning community involving other schools.
- Sending and receiving real-time communications.
- Using data, including that held in an MIS, to personalise the learning experience.
- Developing their ability to use technology creatively.

For leaders:
- Showcasing the school's achievements.
- Partnering with other schools to share resources, staff development and innovation.
- Extending the school learning community, including exploring global links and partnerships.

For parents:
- Contributing to school life and learning by using their own specialist skills.

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Steps to 'Integrate'	Where do I want to be?	What will it look like?	How do I get there?
School organisation and development	Staff are using integrated technology to organise school functions and are developing innovative uses that are not easily replicated by more traditional means.	**Staff** • The learning platform is used to support CPD: resources; video; mentoring; FAQ; forums; advertising and booking courses and training. • Online booking systems reduce time spent on administration. **Learners** • Pupils use the learning platform to plan and organise their time using the calendar – homework, extra-curricular activities, trips. • The learning platform is the only way to store and transfer electronic materials.	Suggestions and steps will follow in the second iteration within the next couple of weeks.

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Steps to 'Integrate'	Where do I want to be?	What will it look like?	How do I get there?
Communication and collaboration	Staff are exploiting technology as a means to communicate and collaborate with other staff and colleagues, learners, parents and carers and the global community. They are developing innovative uses that are not easily replicated by more traditional means.	**Staff** • An online parent community has been created – parent forums, notice boards, surveys. The platform is used to consult and involve parents on whole-school initiatives, issues and policy. It provides tangible evidence of how schools are working with the wider community. • All materials, notices, timetables, policies, announcements and calendars are communicated through the platform. • Work collaboratively with feeder/secondary schools on transition projects. • Use the learning platform to support collegiate initiatives between schools and staff. • Use the learning platform to support work with third parties such as museums, industry, other educational establishments and the wider community and to explore global links.	

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Steps to 'Integrate'	Where do I want to be?	What will it look like?	How do I get there?
Communication and collaboration (continued)		Learners • Real-time communications enable online individual mentoring to support social, pastoral and learning activities. • Learners can work with global experts through the security of the learning platform and contribute/broadcast achievements to a global community of learners. • They create their own areas for discussion, peer support, parental engagement, pupil democracy, pupil common room, and out-of-school areas.	
Effectiveness of information management	Staff are exploiting online technologies as a means to manage and communicate MIS-linked information about assessment, validation and accreditation of work, and detailed information to support learners' progress.	Staff • Learning platform and MIS work together seamlessly to provide parents with a one-stop shop for information on their child's learning. • Use the learning platform in assessment for learning (AFL) and assessing pupil progress (APP) and for moderation of work across the school/LA/region to ensure consistency. • The school has to implement single data-entry systems that parents/school leaders/local authorities are able to access.	

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Steps to 'Integrate'	Where do I want to be?	What will it look like?	How do I get there?
Effectiveness of information management (continued)		• Parents are able to view targets and ongoing assessments through the learning platform. • Coursework is handed in, assessed, moderated and returned through the learning platform. All assessment is recorded electronically. Learners • Access information on the learning platform through a variety of devices, e.g. iphone, psp, wii Nintendo, netbook.	

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Steps to 'Integrate'	Where do I want to be?	What will it look like?	How do I get there?
Learning	Staff are using integrated technologies to move into new areas and approaches to teaching and learning, which could not easily be replicated by more traditional means. Teaching and learning begin to change significantly in formal, informal and extended settings. E-portfolio and formative assessment systems are fully integrated.	**Staff** • Use the learning platform as a hub for community learning. • Use the learning platform to transform how they deliver the curriculum, e.g. providing instant access to diverse resources; making more effective use of teacher time. • Regularly set tasks that are personalised to need and use a wide range of online content and applications. These tasks encourage pupils to continue learning beyond the school day. • Use the learning platform to enable a wide range of professionals and individuals, such as mentors, teaching assistants, study buddies and experts, to interact with a learner. • An e-portfolio system with appropriate sharing conventions is regularly used to assess, archive and store work, enabling teachers and learners to reflect on their progress and demonstrate pupils' achievements. • The learning platform is fully integrated into learning, enabling learners to search for and access relevant work, content and applications to complete their tasks.	

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Steps to 'Integrate'	Where do I want to be?	What will it look like?	How do I get there?
Learning (continued)		• The learning platform begins to offer opportunities for learners to become more independent, creative, reflective and analytical in their learning. This begins to lead to more advanced learning. • Work collaboratively with colleagues to develop departmental/year group/key stage resources to support, expand, develop and personalise opportunities for learning in and out of school. • Minority/specialist subjects are delivered by external experts using the learning platform. **Learners** • Have access to a diverse range of content and tools, enabling them to choose how to best achieve learning objectives and targets. • Their learning is supported online and offline and they have more opportunity to become independent, creative, reflective and analytical in their learning.	

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Steps to 'Integrate'	Where do I want to be?	What will it look like?	How do I get there?
Showcasing	Staff use the learning platform as a matter of course to display/ showcase exemplar (model) materials and good practice, which can help learners outside school.	Staff • Use all appropriate tools to display and showcase best practice as a matter of course. • Begin to explore at least one innovative approach to showcasing work online, such as videos and film, that could not be done by traditional means. • Share good practice and resources among colleagues within and beyond the school. • Begin to contribute to regional development and promote examples of effective and innovative practice linked to key educational issues, ensuring that examples of learners' work are made anonymous as appropriate. Learners • Broadcast and showcase ideas, work and opinions using a range of media tools and increasingly innovative and creative means of communication/presentation. They will respond to the contributions of others and take part in dialogue or debate within and outside school.	

Section B

Step 5: Transform

The present possibilities of the learning platform are being fully exploited. Learning platform use continues to develop in response to the needs of the learner, supporting personalised and more independent learning. Teaching and learning have been transformed but continue to change. Changing administrative demands are quickly recognised and reflected in learning platform developments.

As technologies and associated teaching methods develop it will become increasingly difficult to predict how transformational learning will evolve and how to achieve it. The framework defines the transformational level but, quite rightly, no detailed steps have been prescribed.

The learning platform should be used to make schools capable of offering transformational learning, as is essential for the 21st century, specifically the ability for learners to:

- experiment and model in a virtual environment as a form of problem-solving
- adopt online identities for improvisation and discovery
- interpret and simulate real situations
- use different approaches as needed in a variety of scenarios
- use tools that extend experience
- collaborate with others toward a common goal
- evaluate the reliability and credibility of different information sources
- follow the flow and sequence of information across different types of media
- work with people from a range of communities, respecting their different perspectives and understanding alternative points of view.

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Steps to 'Transform'	Where do I want to be?	What will it look like?
School organisation and development	Staff are fully exploiting the developmental and creative possibilities of the learning platform as a means to organise school functions.	Suggestions and steps will follow in the second iteration within the next couple of weeks.
Communication and collaboration	Staff are using the learning platform to the full to create and develop ways to communicate and collaborate with all stakeholders.	
Effectiveness of information management	Staff are using the learning platform to develop ways to manage and communicate real-time information that will generate a holistic view of learners, which can help them plan programmes of learning.	

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Steps to 'Transform'	Where do I want to be?	What will it look like?
Teaching and learning	Staff are using the learning platform to develop new ways to teach and learn. The learning platform is developing in response to the needs of the learner, supporting an individual approach and more independent learning. Teaching and learning are significantly transformed.	
Showcasing	Staff are using the learning platform to create and develop new ways to showcase achievements. Innovative ways to showcase work online are adopted throughout the school. By displaying and sharing work online, pupils are contributing to a global community.	