## Table of State Education Department Technology Initiatives

<table>
<thead>
<tr>
<th>State</th>
<th>The target ratio of computers to students and an indication of when this target is likely to be achieved.</th>
<th>A brief summary of the approach used for IT professional development for teachers.</th>
<th>Any specific IT focused resources provided to teachers.</th>
</tr>
</thead>
</table>
| Tasmania   | Provision from central initiative of new computers on a basis of 1 computer per 5 students. This provision is in addition to the existing computers inschools. | • Senior secondary colleges and other schools have been funded to be the initial course providers. An Educational Computing Professional Development (ECPD) unit has been established to coordinate PD statewide.  
• A series of PD modules has been constructed which address both functional and educational aspects of using IT in schools. These are organised into focus areas: computer literacy with a personal and professional focus; teaching and learning with IT with a student and curriculum focus; school level management and planning with a system and support focus.  
• A set of 4 courses has been identified as pre-requisite modules.  
• A Graduate Certificate in Education (Education Computing) under the ANTA framework is currently under development.  
• A benchmark has been set consisting of the 4 prerequisite courses plus the first 2 modules of the Graduate Certificate (which address pedagogical aspects).  
• This professional development is available to all DETCCD teachers at no cost to them.  
• District-based (approx 1 per 30 schools) Resource Teachers are in the process of being appointed to provide support in PD in using IT in education. This is in addition to the ECPD team. | • A fully-supported laptop computer with software for each full-time teacher.  
• A School Administrative Computer System (SACS) which will allow more efficient use of teacher time in performing necessary administrative tasks. This includes a Student Achievement Module for recording and reporting student learning outcomes.  
• All classrooms and staff areas in all schools cabled with LANs, all with access to software and the Internet.  
• Extensive PD opportunities available free of charge to all teachers. |
| Victoria   | By 2000 a ratio of 1:5                                                                                   | • The Statement on Learning Technologies in Victorian Schools 1998-2001 provides a framework for activities and efforts in the IT area and sets targets for achievements from students, teachers, principals and school communities.  
• A priority is the professional development of teachers to enable them to confidently and capably use IT. The Government has committed $56M over four years for this purpose.  
• Schools have received a Learning Technologies Teacher Capabilities resource package, and a range of programs and resources are available.  
• Allocation of notebook computers requires a commitment by teachers of at least 40 hours to professional development in the use of learning technologies. | The Department has embarked on a wide range of initiatives to meet its targets for integrating IT in schools. Some of the initiatives provided to teachers are:  
• VicOne Statewide Wide Area Network - Utilising VicOne, Education has established a statewide education network, linking 1900 educational sites, supporting services which include:  
  - enhanced Internet access incorporating the Education Selected Cache which has become a valuable resource for teachers,  
  - video-conferencing to enhance inter-school communications, and the delivery of distance education,  
  - electronic mail for communications between all schools and Department offices and 40,000 staff, including the EduLibrary facility for electronic document distribution, and  
  - the Digital Resource Centre (1999) which will provide online educational material to schools.  
• Improved Teacher Access to Technology - A subsidy initiative announced in the last budget will result in $36m expenditure over 2 years to improve in-school access for teachers to technology.  
• Notebook for Teachers Program - This program will provide notebook computers to up to 36,700 principals and teachers over a period of five years. |

Compiled by

Dr Sue Trinidad  
Faculty of Education  
Curtin University of Technology

Based on original concept by

Kevin Leighton  
Project Coordinator  
Information Management Branch  
Department of Education  
Tasmania
<table>
<thead>
<tr>
<th>State</th>
<th>The target ratio of computers to students and an indication of when this target is likely to be achieved.</th>
<th>A brief summary of the approach used for IT professional development for teachers.</th>
<th>Any specific IT focused resources provided to teachers.</th>
</tr>
</thead>
</table>
| **New South Wales**   | By June 1998 a ratio of 1:14 computers to students on a state wide basis. This is based upon a base allocation with schools using additional funds to provide equipment beyond this level. The government announced in June 1998 that an additional 22,000 computer entitlements would be provided to government schools. | • A program of training and support for teachers has been developed. The aim of the program is to enable teachers to integrate technology into their current teaching and learning practices.  
• There are two main aspects to this program: a thirty hour technology course for teachers K-12 known as Technology in Learning and Teaching (TILT) one-and-half days of training for one Internet Contact Person in each school.  
• TILT is a flexible program designed to develop the technology skills of teachers and promote the application of technology in teaching and learning. It emphasises: good classroom practice; building on and developing teachers' current skills and expertise; learning with and through technology; using technology that is appropriate, applicable and available; the integration of technology across the curriculum K-12. | Resources provided to teachers includes TILT. Curriculum documents. |
| **Queensland**        | Systemic targets for 2001  
• a ratio of 1:7.5  
• improved student learning achievements through the use of learning technology  
• computers in every classroom for use across all eight key learning areas and all year levels (P-12) and by students with special needs  
• a school network that gives every classroom access to the Internet  
• Quality curriculum software and coursework systems available to all students and teachers. | • Education Queensland will have a WAN connecting all 1300 schools, district offices and central office by December 1998. This WAN provides access to a managed Internet service and Departmental Intranet and email facilities. Schools are connected by an ISDN line or satellite.  
• The major systemic goal is to develop and maintain the information technology (IT) competencies of staff and the application of these competencies to effective learning and teaching in all key learning areas, P-12.  
• Minimum systemic learning technology competencies for teachers have been established with a percentage of the workforce to meet the targets each year up to 2001, when it is expected that 100% of staff will have the competencies. A school-based model is being applied where funds are provided directly to each school and the school community decides the approach for professional development to be provided.  
• The learning technology competencies for teachers have four dimensions:  
  • IT skills  
  • curriculum applications, including classroom planning and management  
  • school planning  
  • Student-centred learning  
  • The accreditation process for achievement of the competencies will ensure that teachers meet all four dimensions. | Apart from the grant-based professional development funds, the Connecting Teachers to the Future Project is a submission-based project which provides professional development to over 200 teachers each year. Each teacher who participates in the Connecting Teachers Project receives a laptop computer and Internet account for their own professional use while they are an employee of Education Queensland. A multi-media professional development CD-ROM entitled "Computers in Learning" has been produced and provided to all schools. Professional development funds in excess of $500 per teacher are provided to each school as it comes on line over the three year period to help teachers meet learning technology competencies at level 1. |
| **South Australia**   | By 2001 a ratio of 1:5 | • Schools are provided funds (according to a formula) with local providers delivering the training. Certain outcomes are required to be achieved with audits done to measure progress. The training focuses on Microsoft Office software, CD ROMs and use of the Internet. | No specific resources provided to teachers at this stage. Some curriculum resources are available. |
| **Western Australia** | By 2002 a ratio of 1:5 in Secondary and a ratio 1:10 in Primary. This is based upon full government funding for the acquisition of computers to meet these ratios. | • Each school has had a trainer trained to provide PD in their school on the use of the Internet.  
• Schools have funding to fund professional development to support the implementation of school priorities. Where technology is a priority, schools can identify and fund their choice of professional development opportunities.  
• The new Learning Technologies project provides funding to schools which may be used to provide professional development.  
• In their planning for integrating learning technologies into the curriculum, and accessing the government funding, schools are required to demonstrate how they will be providing professional development opportunities for their staff.  
• The Department is exploring establishing a directory of quality assured providers.  
• Annual audits of teacher competencies will commence in 1999. | No specific resources provided centrally to teachers. Schools can direct school funding to strategies to improve teacher competencies. In the future will be considering ways of encouraging teacher ownership. |