

## **Appendix C**

**Visions and objectives for the  
ICT innovation at Rugkobbelskolen  
1998-2001**

Objectives	Sub-objectives	Actions
<b>Vision 1:</b> <b>We want “whole children” - where all areas of the child’s personality are in focus</b>		
<p>We want the students to learn/be competent in assessing/selecting information, and they should also be competent in the communication of information to others.</p> <p>ICT should be a means of genuine communication between people equal to being able to read, write and calculate.</p>	<p>ICT application should form part of the school’s current/present/future discussion of objectives.</p>	
<b>Vision 2:</b> <b>ICT should be a natural part of everyday school life for both teachers and students</b>		
<p>All students should master word processing, spreadsheets, information-seeking (www) and e-mail before they leave school.</p> <p>The students’ learning of ICT should be independent of the team of teachers in charge of their teaching.</p>	<ol style="list-style-type: none"> <li>1. An interdisciplinary ICT-plan is set up for grades 0-2, 3-6 and 7-10 respectively. The joint teacher team should ensure that the plan is fulfilled.</li> <li>2. In the ICT-plan the use of www and multimedia should have a place of their own.</li> <li>3. The plan should set the stage for including ICT in other subjects than reading and mathematics.</li> </ol>	<ul style="list-style-type: none"> <li>• Should be prepared by project leader and backing group not later than September 1st 1998. Should be discussed in the school’s Pedagogical Council.</li> <li>• The plan is evaluated by the Pedagogical Council in May 1999.</li> <li>• Is subsequently revised once a year by an appointed committee.</li> </ul>
<p>Students and teachers should be naturally familiar with the web.</p>	<ol style="list-style-type: none"> <li>1. From grade 1 to grade 4 the class has an e-mail address. All students from grade 5 to grade 10 have a personal e-mail address.</li> <li>2. Teaching courses in grades 5 and 7 are used for making the students become familiar with e-mail.</li> <li>3. Students and teachers use the school’s homepage for publishing news, teaching courses etc. In</li> </ol>	<ul style="list-style-type: none"> <li>• ICT co-ordinator currently establishes e-mail addresses via FC Skolekom for those classes starting teaching courses with e-mail.</li> <li>• The resource teacher takes the initiative to carry through courses comprising e-mail.</li> <li>• The efforts are evaluated as per May 1st 1999 by counting the number of students with e-mail address - and by listing teaching courses</li> </ul>

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	grades 6, 7 and 8 each class is under obligation to include the construction of homepages in at least one annual teaching course.	<p>comprising e-mail.</p> <ul style="list-style-type: none"> <li>• The school establishes its own public homepage at the latest December 1st 1998. CL is web-master. The contents is supplied by teachers and students via teaching courses.</li> <li>• A set of rules are constructed for the students' use of the local web and www. Introduction by the ICT co-ordinators and should be confirmed by the Pedagogical Council.</li> </ul>

**Vision 3:****The teachers should be competent personal users of ICT - and take up a pedagogical attitude to integrating ICT in their teaching**

All teachers should be able to use ICT for word processing, seeking of information and electronic mail - and include them in their teaching.	Before May 2001 all teachers should be able to meet with the demand of being a personal user.	The teachers' status as personal users is examined once a year by means of a questionnaire, which, at the same time, may be used to express wishes for courses needed.
	The school is giving a high priority to resources for in-service training in ICT.	Every year in September is made an account of the number of hours used for in-service-training in ICT as a percentage of the entire number of hours for in-service training.
	In a consultation with the principal/ICT co-ordinator is constructed a 'plan for ICT development' for the individual teacher. (In principle later on a schedule for the entire in-service training).	The consultations may be carried through as group discussions. They should be completed by October 1st 1998 at the latest. The teacher's plan for ICT development is settled in a note. The plan may comprise wishes for training courses, teaching in common with resource teacher etc. Initiating person: the project leader.
	The teachers are trained in short municipal and other ICT-courses.	The school seeks influence upon the municipal training courses. The wishes are derived from the

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		ICT consultations and the questionnaires.
	The ICT co-ordinator arranges café-like afternoons where the teachers themselves list needs and objectives in the presence of an advisor.	ICT co-ordinator offers at least 6 'orientation afternoons' during a school year, dealing with subjects related to the school's ICT planning.
	All teachers are granted a home-based computer with internet access.	<ul style="list-style-type: none"> <li>• The school forwards application to the Ministry of Research, when an offer is made by the ministry.</li> <li>• Before October 1998 the principal starts an examination of the financial possibilities of the school for carrying through an arrangement by itself - maybe in co-ordination with municipal efforts.</li> <li>• In 1999 funds are set aside for a minimum of two (portable?) computers for borrowing, with modem from the ICT-pool.</li> </ul>
	'Colleague-to-colleague' learning should be used more consciously.	<ul style="list-style-type: none"> <li>• The ICT co-ordinator chooses at least 3 topics in a year. A starting course is arranged for 4-6 interested persons, who, subsequently, commit themselves to teach their colleagues on the 'colleague-to-colleague' level, according to a chain letter system.</li> <li>• The method is evaluated after half a year by project leader and backing group following a hearing in the Pedagogical Council.</li> </ul>
	Teachers' participation in tele-teaching courses, especially aiming at the Computer Driving License, should be furthered.	<ul style="list-style-type: none"> <li>• From August 1st 1998 the school will offer payment of the fee for tele-teaching courses aiming at Computer Driving License and lends modems to teachers on request.</li> </ul>

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<b>Vision 4:</b> <b>The ICT equipment must be easily accessible</b>		
<p>More computers in the classrooms and more free access to computers. The possibility of booking an entire room should still exist.</p>	<p>More student work sites with internet access should be established in the mediateque.</p> <p>Word processing work sites are established in the mediateque based on older computers without www access.</p> <p>The equipment of room 28 is replaced or updated.</p> <p>In the years 1999-2003 more stationary/portable computers are purchased. The computers are placed in a freely accessible ICT workshop, from where they may be periodically deployed to classrooms, where they can be provided with www access.</p> <p>In 1999 the classrooms of wings B and C are wired and supplied with plug outlets in each classroom.</p> <p>An ICT writing workshop is established with free access to the computers. The computers in this room are 'outphased' computers, which may still be used for ordinary word processing.</p> <p>The school establishes an Internet café for the students, which is open beyond the usual school hours. The students must have the Computer Driving License if they want to use the café.</p>	<ul style="list-style-type: none"> <li>• The work sites should be established by April 1st 1998. Outphased computers from the ICT-room are used for word processing.</li> <li>• The replacement of computers in room 28 will take place in 1999 and 2000 financed by the municipal ICT pool.</li> <li>• The purchase of computers for the ICT workshop takes place in 1999 and 2000. Abt. 5 computers annually depending on the supply of municipal funds.</li> <li>• Every year in November-December the ICT co-ordinator sets up a plan for the purchase of new equipment to be put before the principal.</li> <li>• The wiring is financed by municipal ICT funds and planned by the ICT co-ordinators.</li> <li>• To be established in 1999 in the anteroom of the fruitshop or in the anteroom of the rooms for special subjects wing.</li> <li>• The Internet café will be established in April 1998. It will be organized by the ICT co-ordinators.</li> </ul>

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<b>Vision 5:</b> <b>We shall use information technology to supporting teacher co-operation and parent co-operation at Rugkobbelskolen</b>		
We shall use ICT to strengthen the contact with the surrounding society, in particular information to the parents.	The school establishes its own homepage: To be established April-October 1998.	Webmaster: CL. Contents: <ul style="list-style-type: none"> <li>• Basic information on the school's activities and calendar of the year.</li> <li>• Selected articles from the school magazine.</li> <li>• Products from and presentation of teaching.</li> <li>• Presentation of the school board and information on its work: agendas, principles.</li> <li>• List of teachers with e-mail addresses.</li> </ul> The principal (and the Pedagogical Council) will decide who is obliged to produce material for the homepage. It is not the responsibility of the webmaster to provide the contents.
	A collection of profiles to be used in the teachers' administrative tasks is established.	Before December 1st 1998 CL in concert with OT will have collected and established a collection of profiles for Word to be used for parents' meetings, parent conversations, lists of marks, statements for the project tasks, annual and weekly schedules etc.
The teachers should/may use electronic mail in their co-operation.	All teachers are granted an e-mail address on FC Skolekom. All teachers are offered a training course in e-mail use. Especially is emphasized group facilities as e.g. conferences, sending letters to several persons at the same time etc.	By March 15th all teachers will have an e-mail address. The ICT co-ordinator offers training courses. The teachers' e-mail addresses are published on the school's homepage in order to enable the parents to use this kind of communication as well.
All teachers are offered an electronical diary on the local web.		In the school year 1998-99 the school is using an electronic diary made accessible to the teachers on

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		the local web. Experiences are evaluated currently and finally in February 1999 aiming at adjustments for the future school years.
We shall establish an intranet to act as our mutual memory - and to serve as mutual inspiration.		<p>Construction: April-October 1998.</p> <p>The intranet should be accessible to teachers with www access from their home-based computers by January 1999 at the latest.</p> <p>Webmaster in the construction phase: CL.</p> <p>Among other things the intranet should contain:</p> <ul style="list-style-type: none"> <li>• Agenda and minutes from Pedagogical Council meetings.</li> <li>• Newsletters from the administration.</li> <li>• Database with special subjects and subject weeks.</li> <li>• Approved principles for teaching and the progress of the school year.</li> <li>• Start pages for students' teaching sequences (e.g. a series of links prepared by the teacher of English to be used in a teaching sequence).</li> </ul> <p>Resources are set aside for webmaster and web instruments.</p> <p>By the end of 1998 documents prepared by the administration should be published directly on the intranet by the authors.</p> <p>Before June 1999 at least 5 teachers should be able to produce pages for the school's intranet system</p>

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		independently.  Relevant database programmes should be purchased before June 1st 1998.