At Yarra Valley
Grammar we
will continue
to investigate,
develop and
implement
best practice to
support learning
that promotes
personalisation
and lifelong
learning
in a globally
connected world.

YARRA VALLEY
G R A M M A R

Vision Statement for
Digital Learning

YARRA VALLEY
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confidence to achieve

Vision Statement for Digital Learning

Digital Learning at Yarra Valley Grammar exists to support our educational mission:

- The pursuit of excellence
- Student success
- Creativity
- An active concern for the environment
- Community Engagement, Connection and Relevance
- Teamwork and Team Involvement
- Internationalism.

(2015-2020 Teaching and Learning Plan)

To achieve our School mission in the area of Digital Learning, the Director of IT and eLearning, the IT-eLearning Steering Group and the IT Curriculum Department work closely with the Principal, Heads of School, Curriculum teams and Heads of Department to:

- Provide support and direction for the use of digital learning
- Collaborate with teachers to integrate digital learning into existing curricula
- Provide a curriculum for specific Digital Technologies electives to develop a strong pathway to further studies in IT
- Facilitate ongoing, systematic and regular Professional Learning for teaching staff
- Promote strategic ICT innovation in current and emerging technologies across the School to improve learning as well as improve the effectiveness of administrative tasks.

IT SERVICES AT YARRA VALLEY GRAMMAR

- Provide effective and efficient technical support to all members of the community
- Develop and maintain information systems to support data driven decision making
- Develop and maintain a state-of-the-art infrastructure with the necessary procedures and documentation to realise the vision.

Our vision supports meaningful learning for all students and outlines the educational goals of Digital Learning at Yarra Valley Grammar to support the mission of the School.

THE FOLLOWING BELIEF STATEMENTS GUIDE THE REALIZATION OF OUR VISION:

1. Students are different today. The combination of widespread internet connectivity, the popularity of social media and the near ubiquity of mobile computing is producing a fundamentally new kind of learner.

2. With the right skills and conditions, student learning is accelerated by regular computer use.

3. 21st Century skills and competences should be identified, fostered, formatively assessed and reported on. Students can learn 21st Century skills and teachers are able to teach the skills. We believe that assessment and feedback are key components in school-wide change.

4. Digital learning is an essential component of contemporary teaching and learning and is viewed as an important bridge between home, school and the wider world. By 2020, the bulk of higher education learning will be online. Education paradigms have shifted to *include online learning, hybrid learning and collaborative models*.

5. We believe in preparing students to participate and function more effectively and responsibly in a digital society and economy. We believe in the need to work to prosperity rather than displacement.

6. Students and staff must continue to develop their understanding and application of ethical considerations associated with the use of technology. Respecting and protecting oneself, others and intellectual property and doing great things collaborating online with students in other countries are essential parts of digital citizenship.

7. Regardless of skill level, in order to optimise new opportunities, acquiring and maintaining digital learning and teaching skills is an ongoing process.

8. All teachers are responsible for the integration of Digital Learning and teaching across the curriculum. Professional Learning in ICT builds teacher capacity.

9. Students, families and staff will have access to reliable and efficient digital information in a manner consistent with 21st century lives and education.

10. Parents play a major role in the education of their children and have responsibility to set clear parameters for the successful formal and informal use of technology in the home.