

ICT Position Paper

August 2017



Supporting State School Leaders Since 1966

Rationale

The use of technology in learning has been hailed universally as a central component of student education and is gaining increased focus as our digitally connected world interacts more deeply with the traditional paradigm of schools. QASSP seeks to ensure that skilled and confident students are prepared for a future of information technologies and a digitally enabled world of learners.

Context

The QASSP position has been determined in the following context:

- Dated infrastructure for 21st century learning is inhibiting student performance.
- The recent announcement regarding the provision of an allocative model for technical support was welcomed as the previous funding model created inconsistency, with a huge range of school-based solutions and school-funded decisions.
- Systemic funding to maintain, upgrade and rollover classroom ICT infrastructure is inadequate.
- Strong network structures and broadband capability are required to ensure reliable connectivity.
- Supporting system priorities, including One School functionalities and NAPLAN online, is impacting on resources, training and learning directions in schools at the expense of other priority areas.
- Schools actioning visions to meet 21st century infrastructure requirements, network and access upgrades, do so at an ever increasing cost and impact on global school budgets.
- Training and qualifications of teachers in the area of ICT are deeply varied.
- Students, parents and staff all bring different levels of technology competency to schools and as a result engage at a range of levels.

Position

QASSP recognises that technology and digital devices are tools that can support and enhance relevant and authentic learning, which needs to be seamless and quality assured before being embedded within our schools. As such QASSP supports and acknowledges the need to:

1. Design and implement Information and Communication Technologies (ICT) systems which support the educational imperative of delivering improved holistic student learning outcomes.
2. Ensure ICT education and resources in our schools be driven by professional educators, informed by industry leaders, and maintain currency with future initiatives.
3. Renew targeted professional learning for school staff on how ICT can best support quality learning and assessment in the classroom.
4. Provide targeted professional learning for school leadership to improve the understanding of technology and its role in enhancing learning now and into the future.
5. Allocate targeted ICT funding which supports the design and development of future learning space needs, recognising the demands of a technologically rich environment and the need to design creative spaces (including classrooms and purpose built technology spaces) to support learning. This would include a review of current classroom and building standards for schools with minimum requirements for specialist facilities for technology education.
6. Support ease of access to relevant technology in schools (anytime anywhere).
7. Centrally fund all costs associated with delivering system priorities which impact on technology provisions in schools (for example, meeting NAPLAN online expectations and One School functionality aspects).

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