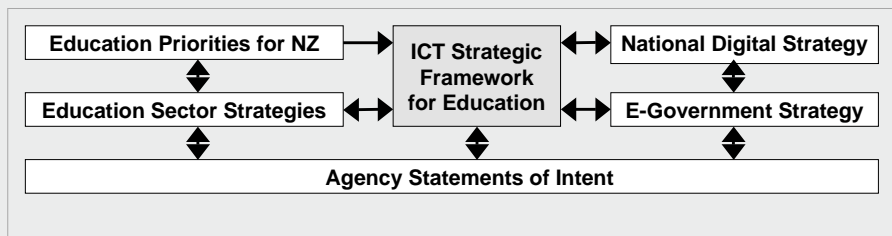




## ICT Strategic Framework The Context



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SUPPORTING LEARNING  
IN A CONNECTED SECTOR  
THROUGH THE SMART  
USE OF ICT

## ICT Strategic Framework The Vision

*To improve learner achievement in an innovative education sector, fully connected and supported by the smart use of ICT*

- Learner-centred
- More informed decision-making by all in sector
- Ease of access, reduced compliance costs
- Increased confidence, capability & capacity to utilise ICT
- Support knowledge creation & innovation
- Value-on-investment

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SUPPORTING LEARNING  
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## ICT Strategic Framework Key Focus Areas

<b>Connectivity</b>	Access to a robust national open standards-driven ICT infrastructure for education.
<b>Content</b>	Digital content from a variety of sources, and repositories for many purposes and users to support teaching, learning, research and administration, including support for lifelong learners and preserving New Zealand's digital heritage for future generations of learners.
<b>Confidence &amp; Capability</b>	All New Zealanders have or are developing/acquiring the skills and confidence needed to turn the information into knowledge; collaborative working practices are utilised to deliver education outcomes for all.

*The ICT Strategic Framework for Education aims to deliver across the above National Digital Strategy components.*

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## ICT Strategic Framework Key Focus Areas

		Learning & Teaching	Research	Administration & Support
<b>Connectivity</b>	<i>What</i>		Improved access Shared resources	
	<i>How</i>		Connected networks Appropriate security Access & interoperability standards Shared services	
<b>Content</b>	<i>What</i>		Discoverable content in digital repositories	
	<i>How</i>		Open standards-based digital repositories Discovery tools	
	<i>What</i>		Information & knowledge management Lifelong learning	
	<i>How</i>		Information & knowledge management practices Continuity Learner information	
<b>Confidence &amp; Capability</b>	<i>What</i>		Information literacy skills and competencies Effective, efficient systems	
	<i>How</i>		Coordinated change management Monitoring & compliance Learning, teaching, research and administration systems	
	<i>What</i>		Learners, teachers, researchers, administrators working together & sharing resources Agencies delivering value-for-money	
	<i>How</i>		Online learning communities Sharing effective research & practice Shared planning & monitoring	

	Outcomes	By 2010
Connectivity	<b>Improved access</b>	Every education organisation has access to a reliable high-speed internet connection
	<b>Shared resources</b>	Every education organisation has the ability to share ideas and resources electronically
Content	<b>Discoverable content in digital repositories</b>	Communities of interest are able to easily locate, access and share relevant content hosted in disparate national and international repositories
	<b>Information &amp; knowledge management</b>	All education organisations will be able to utilise information and knowledge held across the sector
	<b>Lifelong learning</b>	All learners can acquire and update their abilities, interests, knowledge and qualifications from pre-school years to post-retirement
Confidence & Capability	<b>Information literacy skills and competencies</b>	All learners, teachers, researchers, administrators and support staff can utilise their ICT tools and services effectively and efficiently
	<b>Effective, efficient systems</b>	Learners, teachers, researchers, administrators and support staff have access to effective, efficient systems
	<b>Learners, teachers, researchers, administrators working together &amp; sharing resources</b>	Learners, teachers, researchers and administrators use a range of collaborative tools to work together effectively
9	<b>Agencies delivering value-for-money</b>	All annual ICT investment is measured against agreed standards for value-for-money

*Aim to deliver inter-operability across the Education Sector through the ability to ...*

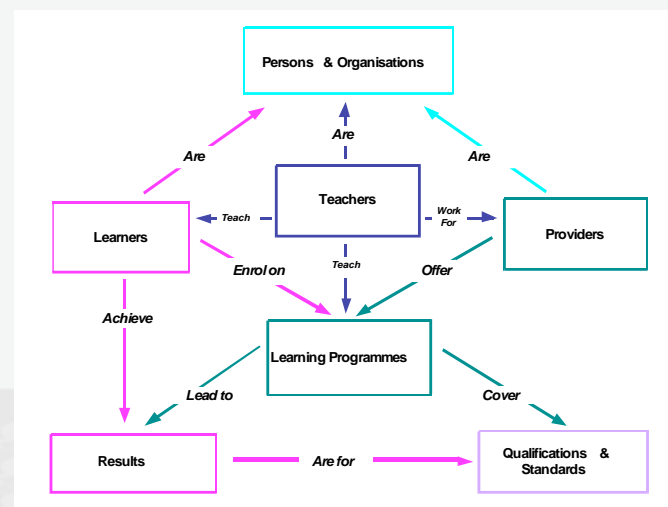
- share a common understanding of data and information
- transfer information based on business rules
- identify yourself
- authorise access to services and information
- locate services and information within the sector

*Projects to deliver foundation layer of standards and services*

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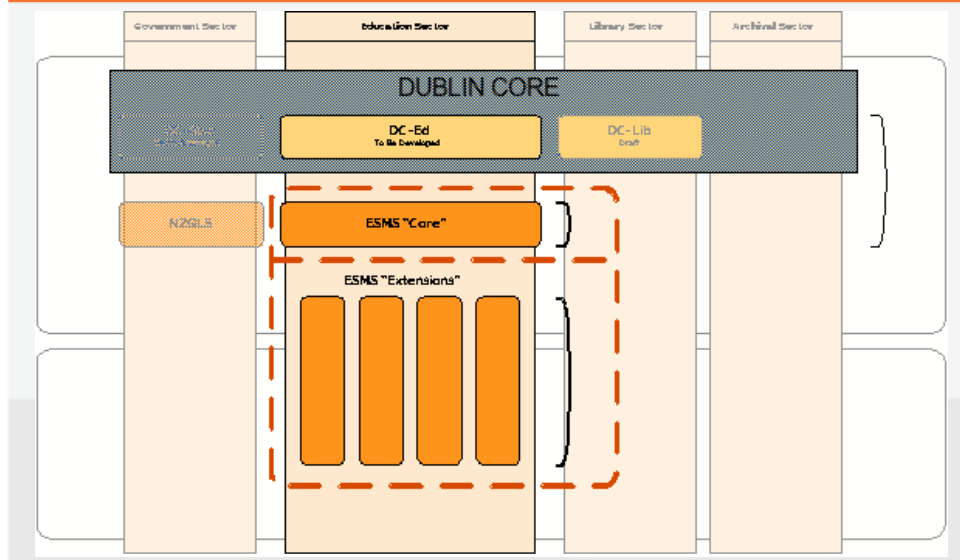
- **Education Sector Data Model (ESDM)**
  - Defines a common framework for shared sector data as the basis for data collection and exchange.
- **Education Sector Metadata Schema (ESMS)**
  - Enables a common understanding of education related electronic information.
- **Education Sector Integration Services (ESIS)**
  - Provides a set of common services to support interoperability between New Zealand education sector organisations and systems.
- **Education Sector Authentication & Authorisation (ESAA)**
  - Provides a single sign-on service to access all relevant education sector services and systems.
- **Education Sector Federated Search (ESFS)**
  - Provides a search brokerage service which connects to key NZ & international electronic catalogues; a single point of access to education related information.

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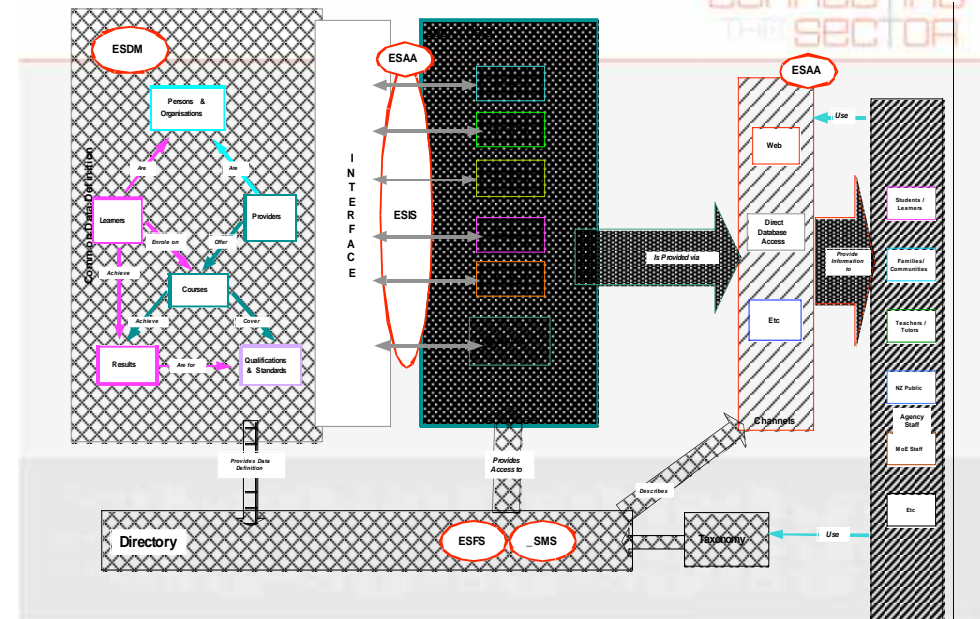
## Metadata Schema - Conceptual Model

CONNECTING  
THE SECTOR



## Information Architecture

CONNECTING  
THE SECTOR



## The Projects - Status

CONNECTING  
THE SECTOR

- **Education Sector Data Model (ESDM)**
  - Developed, Implementing (e.g. School's SMSs)
- **Education Sector Metadata Schema (ESMS)**
  - Developing for learning objects and to support Agency EDRMS
- **Education Sector Integration Services (ESIS)**
  - Underway with schools & tertiary implementations
- **Education Sector Authentication & Authorisation (ESAA)**
  - Underway with schools & tertiary implementations
- **Education Sector Federated Search (ESFS)**
  - Initial NZ repositories integrated (NatLib, Te Ara); Phase 1 in production
- **Education Sector ICT Shared Services**
  - Unit established within MoE, cross-agency operation of above services

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CONNECTING  
THE SECTOR

## ICT Strategic Framework for Education

Interoperability Interoperability Interoperability

SUPPORTING LEARNING IN A CONNECTED SECTOR THROUGH THE SMART USE OF ICT

ePortfolioNZ

30 March 2007

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