content
strategy

2005

learning
in an ONLINE world

MCEETYA
Australia – New Zealand

content strategy

Online curriculum content is used in all schools
in Australia and New Zealand to increase
learning effectiveness and to support a modern,
enterprising, knowledge-generating society.

Learning in an online world 2003 – 2006 requires a strategy for sustainable provision of online curriculum content for all schools. This builds on the success of the Le@rning Federation.

Achievements 2000-2005

Through the Schools Online Curriculum Content Initiative Phases One and Two:

- substantial high quality content will be available to all Australian and New Zealand schools by 2005

- The Le@rning Federation has emerged as a recognised, quality Australian and New Zealand brand

- agreements are being reached on standards, interoperability and IP usage

- the early use of learning objects in schools is documented

- industry and cultural agencies better understand the needs of the schooling sector.

Other benefits include:

- thesauri and a curriculum organiser to support local searching

- rigorous user-based testing

- international standards and consistency, linking to related overseas initiatives

- a repository to store and distribute content to systems

- e-learning toolset

This document sets out the vision and strategy of Ministers of Education in Australia and New Zealand for continued provision of online curriculum content beyond 2005.

Vision 2005 - 2010

All students in Australia and New Zealand use online curriculum content with ease from home, school and the community to develop a life-long capacity for learning and knowledge generation.

All teachers in Australia and New Zealand use online curriculum content to maximise the learning of their students.

All regions and communities in Australia and New Zealand are able to use online curriculum content to support local initiatives and priorities.

The Australian and New Zealand online content industries have the benefit of a growing local market, international standards and consistent educational requirements.

The Australian and New Zealand governments achieve cost-effective procurement of high quality online curriculum content to meet their schooling commitments.

Ministers of Education in Australia and New Zealand are collaborating to ensure:

- *schooling supports the future of our two countries as innovative, knowledge-generating societies*

- *students obtain maximum benefit from the contribution technology can bring to their learning*

online curriculum content

Schooling is a knowledge-based activity

Education is a knowledge industry

Teaching is an information and communication activity

Online curriculum content is a knowledge-era tool

Online curriculum content extends learning possibilities, provides powerful opportunities for students and broadens schooling options.

Students exposed to and comfortable with communication technologies, will use online curriculum content to expand and deepen their understanding at a pace, in a place and with an educational purpose that suits them.

Teachers as knowledge workers will use every tool, including online curriculum content, to create and expand knowledge.

Communities will use online curriculum content to expand their options, ease transitions between education sectors and improve their way of life.

As a knowledge industry, education will create new jobs, new options, new horizons.

Supporting

- smarter, faster learning options
- anytime, any place learning
- customisation and reusability
- links to other data and resources
- breakthroughs in conceptual understanding
- working in multiple and networked ways
- critical thinking and multi-literacies
- simulation and modelling
- overcoming physical and intellectual barriers.

National Collaboration

Australian and New Zealand Education Ministers have collaborated, through The Le@rning Federation, to develop online curriculum content for all schools in our countries.

This Initiative was the first of its kind in the world and is producing high quality, cost-effective and educationally sound content, while supporting a local content industry.

This has given us a collaboration advantage.

Ministers of Education in Australia and New Zealand will continue to collaborate on:
- online curriculum content procurement
- standards and interoperability through content procurement.

content strategy

collaboration advantage

Common values

- culture and history
- educational heritage and goals
- knowledge and enquiry
- democratic traditions and outlooks

Pooled funding

- increases the quantum of content to everyone
- connects the agendas of all tiers of government
- establishes commitment and ownership
- models enterprising solutions

Integration

- visible and credible on a world stage
- internationally linked
- cross-sectorally consistent
- a single local market

Strength

- differences make us stronger
- robust processes, high standards and quality assurance
- layered and distributed approach — local within a federation
- diversity within a distinctive culture

Clear message

- students have models for collaboration and multiple skilling
- linked to an information economy
- supports industry
- creates opportunities

Leveraged resources

- *Learning in an online world 2003-2006*
- EdNA Online
- Curriculum Corporation products
- jurisdictions' products

operating globally

Australia and New Zealand are part of a global schooling network. This gives us the advantage of benchmarking our online curriculum content provision and usage internationally.

Standards and specifications

By working together, we influence rapidly changing standards and specifications relevant to education, ensuring all students, teachers and participating governments benefit from information and communication technology.

Community of interest

Fair, open and well-documented processes give confidence to other countries interested in online curriculum content, encouraging a viable community of interest.

Global market

Using internationally robust standards and specifications and an international model of learning objects accessed through repositories, The Le@rning Federation content has been successfully tested for exchangeability in other countries. This supports a capacity to service a global schooling market.

Learning from others

The collaboration, by ensuring comparability with online curriculum content developments in other OECD countries, maximises the Australian and New Zealand research and development capacity, accelerating our growth.

operating globally

Minimising risks

Global benchmarking reduces the risk for each of the participating governments in Australia and New Zealand. Local development and use benefits from shared research, development and international comparison.

Sharing priorities

Many countries recognise the need to ensure students emerge from schooling with a range of integrated and complex skills. Students need to become multi-literate, adaptable, enterprising, problem solvers, capable of both independent and team work. Online curriculum content is well suited to achieving these priorities.

Exchanging content

Our collaborative and standards-based approach maximises our capacity to exchange online curriculum content within and outside our countries.

All schools need a continuous supply of high quality online curriculum content.

By collaborating, Australian State and Territory Governments, the Australian Government and the New Zealand Government can achieve five areas of sustainability:

- professional
- economic
- financial
- technical
- democratic.

Professional Sustainability

Capacity to generate sufficient learning improvement to offset the effort of adoption.

Supports professional growth by:

- building on current goals and practice
- generating excitement for new possibilities
- establishing networks of help and support
- encouraging professional recognition of results (eg awards, qualifications, publishing, career advancement, pay)
- opportunities for stimulating work
- promoting research
- freeing time for intellectual engagement and professional judgement
- recognising teachers as knowledge workers
- affirming a dynamic, long term vision of the profession.

Provision and use of online curriculum content is an issue for:

- the education profession's role in building the society of the future
- the kind of educational professional we need as our world changes.

Online curriculum content and digital interaction is inevitable in schooling. It is part of the toolset of those who work in the industry.

The profession, therefore, must be engaged in its adoption and use.

Ministers of Education in Australia and New Zealand will build on The Le@rning Federation to achieve:

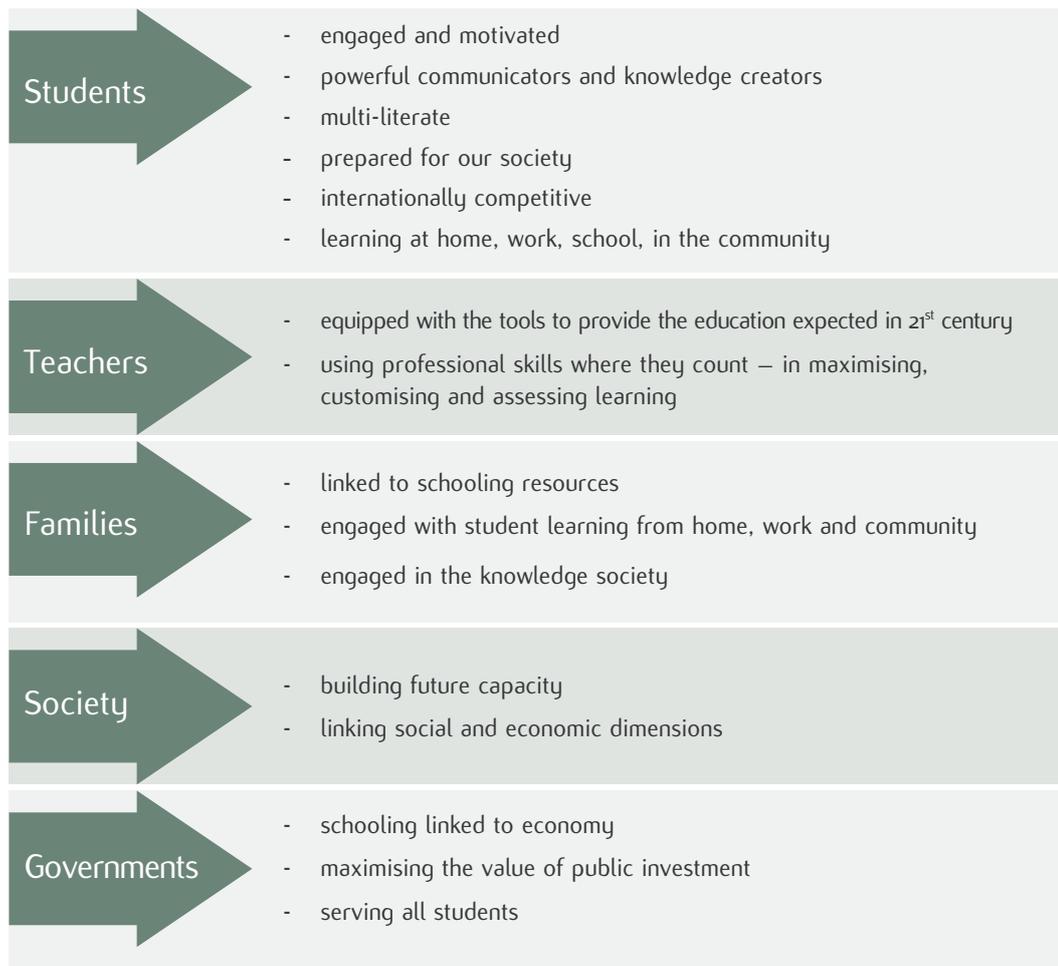- a teaching profession skilled in the use of online curriculum content
- a shared pool of good practice documentation in the use of online content
- substantial research on the wider implications of online content use
- incentives for the use of online curriculum content
- national and international networks of communities of practice
- integration of online curriculum content into teachers' assessment practices.

sustainability

Economic Sustainability

Capacity to generate sufficient returns to offset cost (OECD 2003 Education Policy Analysis p82)

Returns on online curriculum content include:

Students
- engaged and motivated
- powerful communicators and knowledge creators
- multi-literate
- prepared for our society
- internationally competitive
- learning at home, work, school, in the community

Teachers
- equipped with the tools to provide the education expected in 21st century
- using professional skills where they count — in maximising, customising and assessing learning

Families
- linked to schooling resources
- engaged with student learning from home, work and community
- engaged in the knowledge society

Society
- building future capacity
- linking social and economic dimensions

Governments
- schooling linked to economy
- maximising the value of public investment
- serving all students

Ministers of Education in Australia and New Zealand will collaborate:

- to ensure digital rights management in schools
- to improve schools' access to reliable high bandwidth and connectivity
- to encourage off-shore markets for local online curriculum content
- with counterparts internationally for the sharing of high quality educational content procured with public money.

sustainability

Financial Sustainability

Capacity to pay today for an investment whose economic benefit may not eventuate until the future (OECD 2003 Education Policy Analysis p82).

Capacity to pay is improved by:

- a coherence in funding across levels of government
- focussing spending on what can be shared and reused
- linking investment to national and local goals
- focussing on social and economic capacity building
- working with industry, other sectors and other governments
- acknowledging the capacity of schools, teachers and communities to adopt, adapt and add value at local level.

Ministers of Education in Australia and New Zealand will:

- build on the pioneering work of The Le@rning Federation to ensure a financially sustainable supply of high quality online curriculum content beyond 2005
- work for open, transparent and standard agreements for sharing educational content and materials developed with public money along with the associated intellectual property.

Technical Sustainability

Capacity to develop and grow with the technology and needs of users.

Capacity to grow with technology is improved by:

- a planned, shared and functional learning architecture based on a collaborative framework and international standards
- clear and monitored long term vision and medium term goals
- calculating and monitoring short and long term risks and returns
- sharing knowledge and experience.

Ministers of Education in Australia and New Zealand:

- are committed to interoperable, scalable, reliable information communication technologies in schools
- support the development and use of tools for e-learning
- will look for opportunities to collaborate on services to support online curriculum content and *Learning in an online world.*

Democratically sustainable

Capacity to strengthen the democratic values of our society and strengthen participation of all communities through access to the educational tools of the twenty first century.

Online curriculum content supports access and adoption that:

- is freely available and reusable

- is adaptable by various communities, interest and community groups

- generates a variety of uses and applications

- has continuous development and adaptation on demand

- is accessible by students with a range of abilities and disabilities

- supports and generates Australian and New Zealand values and culture

- enables access to experiences, understandings and treasures otherwise locked away from many students.

Ministers of Education in Australia and New Zealand support:

- community adaptation and extension of The Le@rning Federation objects for educational use in particular communities, especially remote Indigenous communities

- an investigation of the use of The Le@rning Federation objects in emerging virtual school settings

- documentation and analysis of the use of Le@rning Federation content in distance education delivery to remote and isolated students within a national collaborative framework

- linking national schooling projects, programs and initiatives to *Learning in an online world*.

online curriculum content

content strategy

A Public Resource

Publicly funded online curriculum content will be available to every student anywhere in Australia and New Zealand. It will support school education, distance education, and education in the community – in fact, students and teachers wherever they are when they are learning.

Teachers and students are free to access, adopt and adapt The Le@rning Federation content for the purposes of study and teaching.

Communities are encouraged to sequence, adapt and add to The Le@rning Federation content to meet their own needs.

Teachers and students are encouraged to create their own online content and share with each other, using the standards and tools developed by The Le@rning Federation.

A Market Opportunity

The Le@rning Federation has international credibility and support from the Australian and New Zealand schooling community.

Our high educational and technical standards are internationally respected.

Quality assurance processes are rigorous.

Online curriculum content developed collaboratively links public and commercial bodies.

Research and development findings are available to both schooling and industry bodies.