



Information and Knowledge Strategic Plan

2007–2011

Central to the Smart State vision is learning in a digital world. Digital access to information and knowledge brings learning resources within easier reach of every Queenslanders.

Information and Knowledge Strategic Plan 2007–2011

The Department of Education, Training and the Arts is committed to a clever, skilled and creative Queensland.

Knowledge has joined capital and labour as a core factor of production. The Department provides Queenslanders with the opportunity to gain the knowledge necessary in a globalised society, where a skilled and creative population is the foundation of a dynamic and progressive economy. The use of information and communication technologies (ICT) also creates opportunities to develop innovative, value-added and efficiency-enhancing products, processes and organisational structures.

The Information and Knowledge Strategic Plan 2007–2011 focuses on interdependencies and integration to engage the digital generation, improve individual learning opportunities and get the best from our ICT investment.

Our Department's collective vision

A clever, skilled and creative Queensland

Our Department's information and knowledge goal

An agile organisation where innovative and efficient business solutions underpin the achievement of priorities

Our information and knowledge objectives

The Department will focus on:

- Sustainability:** Making whole-of-life costs, usability and integration central to developing ICT infrastructure
- Utilisation:** Leveraging better utilisation of ICT services for effective and innovative business and educational outcomes
- Investment:** Balancing the supply of ICT with demand, while realising value-for-money principles
- Transformation:** Adapting business processes at all levels of the organisation to take full advantage of innovative and streamlined ICT systems
- Governance:** Maintaining strong and transparent decision making that delivers clear accountabilities for the Department, including state schools and TAFE institutes.

Information and Knowledge Strategies for Transformation

	Learners and teachers		Managers
Information and Knowledge Driving Forces	<ul style="list-style-type: none"> Learners and their parents/guardians are demanding more individualised learning to help them discover knowledge and exchange innovation. Teachers are seeking to increase their digital literacy to fully utilise ICT in the design of teaching and learning. Teachers are seeking strong partnerships through collaborative learning environments that support communities of practice and knowledge. 	<ul style="list-style-type: none"> State schools, TAFE institutes and central administrators need to collaborate and partner with business and industry on learning pathways and content. Managers want to leverage knowledge sharing, innovation successes and best practice for effective operation. Managers are seeking greater transparency of performance through accurate and timely information and data. 	<ul style="list-style-type: none"> Central administrators will support workers to effectively engage in and conduct their work through ICT, especially in teaching through ICT. Central administrators will use ICT to better understand their business so they can more effectively allocate human and financial resources to fully meet the needs of teachers, learners and their parents/guardians, and the community.
Information and Knowledge Strategies	<p style="text-align: center;">Implement an eBusiness transformation</p> <p style="text-align: center;">Automate business processes Ensure data integrity Strategically align the reengineering and development of ICT systems Focus on client service delivery (teachers, learners and their parents/guardians, and the community) Streamline business processes Ensure security and greater controls on access authorisation</p> <hr/> <p style="text-align: center;">Develop a single-point-of-truth data source</p> <p style="text-align: center;">Capture individualised learner data once at its source Facilitate efficient exchanges of information</p> <hr/> <p style="text-align: center;">Transform learning experiences</p> <p style="text-align: center;">Provide secure access to learning from anywhere, at any time Use eLearning to bridge the engagement divide and enrich traditional delivery</p> <hr/> <p style="text-align: center;">Develop and utilise a robust enterprise platform</p> <p style="text-align: center;">Meet the needs of learners and their parents/guardians, and the community Ensure business processes are automated to streamline business practices and administration</p>		
Information and Knowledge Key Result Areas	State schools and TAFE institutes will: <ul style="list-style-type: none"> nurture coherent and cohesive learning experiences that improve learner engagement and achievement spark innovation in learning through collaboration and partnering enhance the flexible (available anywhere, at any time) and blended (classroom and virtual) delivery of education and training. 	Management teams will: <ul style="list-style-type: none"> access cost-effective ICT services manage ICT with efficiency and accountability use more explicit and coordinated business processes and partnerships benefit from performance-based assessments of ICT services. 	Central office teams will: <ul style="list-style-type: none"> provide and benefit from robust ICT platforms and systems manage and enhance the Department's ICT capabilities use ICT to improve organisational responsiveness and agility maximise the Department's ICT investment potential through partnerships, consistent asset management and replacement strategies, and coordinated business investment decisions.

Underpinning the Information and Knowledge Strategies for Transformation are driving forces, strategies and key result areas.

Information and knowledge driving forces

In the information and knowledge realm, the current drivers include:

- a greater focus on meeting the needs of individual learners and their parents
- building stronger partnerships
- a greater reliance on trusted information exchange and sharing
- improved resource agility.

To harness the full advantages and minimise risk, the Department needs to put in place well-defined information and knowledge strategies that apply to all stakeholders.

Information and knowledge strategies

The following strategies optimise the flow-on impacts inherent in the information and knowledge driving forces.

- **eBusiness transformation**
Spanning across all service delivery areas, this strategy aims to realise business improvements through automation, streamlining business processes, re-engineering ICT systems, and ensuring data and network integrity.
- **Single-point-of-truth data source**
The Department trusts the integrity of departmental data sources to facilitate all business processes. Achievement of a single-point-of-truth data source will ensure data integrity and reduce the burden and risk of maintaining multiple information and knowledge systems.
- **Transform learning experiences**
This strategy will address the increasing demand from learners, teachers and managers for individualised ICT access and learning experiences. It aims to provide secure access to the Department's ICT network from anywhere, at any time, and individualised learning experiences that are engaging and efficient.
- **Develop and utilise a robust enterprise platform**
This strategy will ensure the Department has a flexible, consistent and well-maintained enterprise platform that underpins its needs and priorities. Learners and teachers through to central administrators will rely on this robust platform.

Information and knowledge key result areas

Key results will be realised across all service delivery areas. They include:

- improving learner, parent and teacher engagement and achievement through flexible ICT delivery
- realising innovation through greater collaboration and partnering
- delivering cost-effective ICT services through efficiency and accountability based on performance assessments
- realising the benefits of robust ICT platforms and systems
- meeting the Department's aim to improve organisational responsiveness and agility.

eBusiness transformation

An eBusiness model will assist the organisation to shift from non-integrated and non-uniform business processes (across all business units and geographies) to consistent and integrated end-to-end work processes and efficient end-to-end work flows.

This technology-enabled business transformation will facilitate a stronger focus on the learning needs of Queenslanders, and position the organisation to:

- streamline the way education, training and the arts is administered
- embrace eLearning
- enable access to information anywhere, at any time
- achieve a single-point-of-truth to provide data integrity and certainty
- automate business processes and work flows to assist the education and training service delivery via schools and TAFE institutes.

Information and knowledge aspirations

- All learners, from Prep to vocational education and training, engage in contemporary learning, tailored to their individual learning needs.
- All teachers use ICT skills to motivate and captivate learners, including learners with a disability, disengaged learners, and learners from rural and remote Queensland.
- Learners receive the education and training they need to participate in the digital world, leading to better career opportunities, lifestyle benefits and, ultimately, improved life outcomes.
- Flow-on productivity gains for the Queensland economy.

