

## eCapability Matrix

	ICT emergent	ICT prepared	ICT enriched	ICT transformed
Leadership	ICT leadership awareness is growing	Leadership in the use of ICTs to support learning is being assumed	Leadership provided to students and teachers in the use of ICT enriches learning	Strong leadership results in the effective use of ICT for improved learning outcomes
	School leaders operating at this level...			
Vision & communication strategies	<ul style="list-style-type: none"> <li>are aware of the need for a clear ICT vision</li> </ul>	<ul style="list-style-type: none"> <li>read about the impact of ICTs on learning</li> <li>are aware of the need to have strong leadership for ICT vision development and implementation</li> <li>talk to stakeholders; teachers, students, parents about the place of ICTs in learning</li> <li>sometimes model the use of emerging technologies in their daily work</li> <li>are aware of ICT related professional learning communities</li> </ul>	<ul style="list-style-type: none"> <li>are informed about current thinking and new ICT developments which impact on learning</li> <li>consult with community, teachers and students and articulate a vision for ICT enriched learning</li> <li>communicate an ICT plan of action to school staff, students and parents</li> <li>model effective use of emerging technologies in their daily work</li> <li>attend relevant conferences and visits schools which are leading in ICT enhanced learning</li> <li>actively participate in ICT PD and ICT related professional learning communities</li> </ul>	<ul style="list-style-type: none"> <li>implement a coherent vision for ICT enhanced learning that utilises ICTs to transform learning</li> <li>ensure that school staff and the majority of students and parents have a sense of ownership of the vision and plans of action for ICT</li> <li>share their visions with leaders in other schools and countries</li> <li>take a leadership role in ICT related professional learning communities</li> </ul>

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<b>Strategic planning for ICT</b>	<ul style="list-style-type: none"> <li>recognise that systematic planning is a requirement for successful ICT implementation</li> </ul>	<ul style="list-style-type: none"> <li>have an ICT action plan which is part of or aligned to the school's development plan</li> <li>support the planning of ICT enriched classroom programmes</li> <li>ensure that appropriate professional support and infrastructure</li> <li>support and participate in ICT PD activities</li> </ul>	<ul style="list-style-type: none"> <li>have developed a comprehensive plan for ICT enhanced learning which: <ul style="list-style-type: none"> <li>is aligned to school strategic and professional development plans</li> <li>addresses infrastructure provision</li> <li>defines roles and responsibilities</li> <li>has a clear timeframe</li> <li>ensures a variety of PD opportunities and encourages participation</li> <li>addresses sustainability</li> <li>provides for review of progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ensure comprehensive planning for ICT enriched learning is seamlessly integrated into all other school planning</li> </ul>
<b>Steering development and monitoring progress</b>	<ul style="list-style-type: none"> <li>have identified key people to steer ICT development</li> </ul>	<ul style="list-style-type: none"> <li>have assembled an ICT steering group responsible for the implementation of an ICT vision and action plan</li> <li>ensure that ICT goals are an aspect of any teacher appraisal systems</li> <li>plan to ensure that evidence of ICT use is part of a teacher's professional ePortfolio</li> </ul>	<ul style="list-style-type: none"> <li>ensure that a steering committee <ul style="list-style-type: none"> <li>oversees, encourages and monitors the implementation of the action plan</li> <li>represents the SMT, faculties, syndicates and technical staff</li> <li>is led by someone with sufficient status in the school to drive the implementation</li> </ul> </li> <li>support staff to provide evidence of effective ICT use as part of a professional ePortfolio</li> </ul>	<ul style="list-style-type: none"> <li>use external professional expertise to ensure critical monitoring of all aspects of ICT implementation</li> <li>design research to evaluate the impact of ICTs on learning and administration and support teachers to implement class based action-research in selected contexts</li> <li>support all staff to provide evidence of powerful uses of ICTs to enhance learning in professional ePortfolios</li> </ul>

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Learning and Teaching	ICTs are used to support learning in limited ways	ICTs are increasingly used to support learning	ICTs are used to enhance and enrich learning and teaching	ICTs are used to model and support powerful learning
	Teachers working at this level would be...			
Learning environment	<ul style="list-style-type: none"> <li>directing some use of ICT within a traditionally organised classroom</li> </ul>	<ul style="list-style-type: none"> <li>allowing the use of ICT to begin influencing their classroom organisation</li> <li>sometimes varying student groupings around the use of ICTs, depending on the focus of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>arranging classrooms to give flexibility to vary student groupings depending on the focus</li> <li>increasing opportunities for students to negotiate and manage their use of ICT to support their own learning</li> </ul>	<ul style="list-style-type: none"> <li>creating environments where students are encouraged to use ICT in ways that meets their individual learning needs</li> <li>encouraging students to be independent in their use of ICT and allowing them to take on the role of experts who support others</li> </ul>
Planning for ICT enriched learning	<ul style="list-style-type: none"> <li>planning for limited ICT use in units of work</li> </ul>	<ul style="list-style-type: none"> <li>designing some classroom activities which use ICT to enrich learning</li> <li>planning opportunities for students to use available ICT tools within learning activities</li> <li>identifying useful websites which support the desired learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>designing activities that will encourage students to use ICT to investigate, problem solve, collaborate and communicate</li> <li>designing activities that use ICTs to cater for different learning needs and interests and utilise a variety of approaches</li> <li>building opportunities into classroom programmes which help students develop thinking skills and gain experience with new ICTs</li> </ul>	<ul style="list-style-type: none"> <li>designing classroom programmes that encourage students to use ICT to build their own knowledge</li> </ul>

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<b>Classroom practice with ICT</b>	<ul style="list-style-type: none"> <li>providing ICT activities which all students complete</li> </ul>	<ul style="list-style-type: none"> <li>making ICT tools available for student use in class work</li> <li>encouraging students use ICTs to present concepts visually and to use suitable websites to assist their learning</li> </ul>	<ul style="list-style-type: none"> <li>involving students in discussions about different ways ICTs can support learning and different roles and responsibilities in group activities</li> <li>ensuring students are developing <ul style="list-style-type: none"> <li>investigation and problem solving skills</li> <li>collaboration and communication skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ensuring students are actively discussing, exploring and selecting the different ways ICT can support their own learning</li> <li>working with students to record their learning in dynamic and evolving digital portfolios</li> </ul>
<b>Assessment and Reporting with ICT</b>	<ul style="list-style-type: none"> <li>writing student progress reports in a digital format</li> </ul>	<ul style="list-style-type: none"> <li>beginning to consider ways in which students could use ICTs to record their own progress and reflect on their own learning</li> <li>reporting student progress in a digital format</li> </ul>	<ul style="list-style-type: none"> <li>building ICT components into student assessment tasks</li> <li>storing assessment data electronically and using ICT tools to provide feedback to students and report student progress to parents</li> <li>providing opportunities for students to use ICT to record and reflect on their learning and to set goals for future learning</li> </ul>	<ul style="list-style-type: none"> <li>utilising ICTs to enhance student assessment tasks</li> <li>storing and integrating data for ongoing assessment using ICTs</li> <li>ensuring students use ICTs to peer review other students' work and to provide evidence of learning over time in a digital portfolio</li> <li>using a range of electronic techniques to ensure parents are informed on student progress</li> </ul>
<b>Digital Citizenship</b>	<ul style="list-style-type: none"> <li>aware that the school has policies and procedures for student use of ICTs</li> </ul>	<ul style="list-style-type: none"> <li>reinforcing the school's policies and procedures with students when they are using ICTs</li> <li>introducing concepts of cybersafety, copyright, plagiarism, intellectual property and privacy</li> </ul>	<ul style="list-style-type: none"> <li>reinforcing the school's practices, policies and values in their students' use of ICTs</li> <li>ensuring the school's acceptable use policies are understood, adhered to and on display for students</li> <li>increasing students' knowledge and understanding of cybersafety</li> <li>addressing issues of copyright, plagiarism, intellectual property and privacy</li> </ul>	<ul style="list-style-type: none"> <li>ensuring students are fully aware of appropriate ICT use and are socially responsible e-citizens</li> </ul>

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<b>ICT Professional learning</b>	Some ICT related PD opportunities are available	Participation in ICT related professional learning activities is encouraged	Engagement in ICT professional learning activities informs and influences teaching practice	Active engagement in innovative ICT professional learning which explores new ways of learning and teaching is encouraged
	Teachers at this level would be...			
<b>ICT skills &amp; confidence</b>	<ul style="list-style-type: none"> <li>aware of the ICTs available in the school</li> </ul>	<ul style="list-style-type: none"> <li>participating in available professional learning opportunities to increase personal skills and confidence</li> <li>working with colleagues to explore ways of incorporating ICT into teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>engaging in a range of professional learning opportunities which increase ICT skills and confidence</li> <li>sharing learning with colleagues and trialling new ideas within classroom programmes</li> <li>contributing to online and face to face professional learning communities</li> </ul>	<ul style="list-style-type: none"> <li>undertaking action research to extend personal development in uses of ICT to enhance learning</li> <li>acting as a thought leader in online and face to face professional learning communities</li> </ul>
<b>ICT professional learning goals</b>	<ul style="list-style-type: none"> <li>aware of the schools vision for ICT integration</li> <li>beginning to reflect on how to set goals to achieve this</li> </ul>	<ul style="list-style-type: none"> <li>setting achievable professional learning goals consistent with the school vision</li> <li>collecting evidence of achievements in a digital format</li> </ul>	<ul style="list-style-type: none"> <li>setting achievable professional learning goals, actively seeking PD opportunities and reflecting on progress</li> <li>collecting evidence of innovative uses of ICT in a professional ePortfolio</li> </ul>	<ul style="list-style-type: none"> <li>setting professional learning goals which will extend professional knowledge and reflecting critically on new learning acquired in the process of achieving these</li> <li>maintaining a wide ranging professional ePortfolio which highlights innovative ICT use</li> </ul>
<b>planning ICT PD and support</b>	<ul style="list-style-type: none"> <li>aware of the need for ICT professional development</li> </ul>	<ul style="list-style-type: none"> <li>participating in planned ICT professional developments opportunities and seeking assistance from colleagues to develop ICT capability</li> </ul>	<ul style="list-style-type: none"> <li>contributing ideas for ICT professional learning opportunities that can be incorporated into the school's PD plan</li> <li>supporting and mentoring colleagues</li> </ul>	<ul style="list-style-type: none"> <li>participating in supportive ICT-focused peer mentoring</li> <li>assisting with planning ICT professional learning opportunities, ensuring these align with the school PD plan</li> </ul>

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ICT Infrastructure	ICT provision is uneven	ICT provision	ICTs which promote integrated use of	ICTs
	Schools operating at this level...			
Network and connectivity	<ul style="list-style-type: none"> <li>have internet access available in specific areas</li> </ul>	<ul style="list-style-type: none"> <li>have computers networked and internet access widely available</li> <li>address web filtering and caching</li> </ul>	<ul style="list-style-type: none"> <li>ensure that school computers are interconnected with internet connection available at the speed and time needed</li> <li>implement suitable levels of web filtering and caching</li> </ul>	<ul style="list-style-type: none"> <li>be connected to comprehensive special purpose networks with schoolwide access</li> <li>have robust web filtering and caching</li> </ul>
Hardware (including smart devices ) and software	<ul style="list-style-type: none"> <li>provide ICT tools for student and teacher use</li> </ul>	<ul style="list-style-type: none"> <li>make suitable ICTs available for classroom use</li> </ul>	<ul style="list-style-type: none"> <li>have a 1:1 ratio for teachers with provision of a range of ICT tools and applications for student use in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>have a 1:1 ratio for students and teachers with provision of other specialised ICTs</li> </ul>
Management and delivery systems	<ul style="list-style-type: none"> <li>use a student management system</li> </ul>	<ul style="list-style-type: none"> <li>have an efficient student management system and online learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>ensure that systems are in place for <ul style="list-style-type: none"> <li>managing school data</li> <li>online learning support</li> <li>content management</li> <li>sharing and analysis of assessment information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>have integrated student, learning and content management systems</li> </ul>
Technical support	<ul style="list-style-type: none"> <li>have some technical support provisions</li> </ul>	<ul style="list-style-type: none"> <li>provide technical support which meets the needs of user and maintains systems</li> </ul>	<ul style="list-style-type: none"> <li>provide adequate systematic support that meets teacher and student needs</li> <li>monitor server performance, backup data, protect against viruses</li> </ul>	<ul style="list-style-type: none"> <li>manage technical support through an electronic helpdesk system</li> <li>monitor and maintain all services</li> </ul>
Electronic communications	<ul style="list-style-type: none"> <li>provide electronic communication facilities</li> </ul>	<ul style="list-style-type: none"> <li>provide electronic communications and have a school website</li> </ul>	<ul style="list-style-type: none"> <li>ensure all teachers and students use email accounts as the primary method of school communication</li> <li>have an active, current web presence</li> </ul>	<ul style="list-style-type: none"> <li>use electronic methods for inter and intra school and community communications</li> </ul>

**Modelled on** the state of Victoria's **ePotential** ICT Capabilities continuum (<http://epotential.education.vic.gov.au/continuum.php>).

