

BENCHMARKING YOUR ICT PRACTICES FOR EXCELLENCE IN SCHOOLS 3.0

Domain 1 School Leaders

Sub-Domain 1.1 There is School ICT Leadership				
Indicator	1	2	3	4
1.1.1 Level of ownership and influence of school leaders	School leaders <u>articulate</u> the ICT vision and goals which are aligned with the MOE ICT masterplan.	School leaders take the <u>lead</u> in <u>developing and communicating</u> the <u>shared</u> ICT vision and goals to <u>gain buy-in</u> for ICT implementation to enhance students' learning.	School leaders lead in <u>harnessing</u> ICT to support <u>learner-centred and innovative classroom practices</u> .	School leaders lead in <u>developing an ICT culture</u> and <u>model</u> the effective use of ICT.
Exemplars	School leaders share the school's ICT vision and goals at Contact Time and link them to the mp3 vision and goals. They also encourage middle managers to incorporate ICT into their department work plans.	<p>School leaders initiate a planning session for all middle managers to collectively develop the school's ICT vision, goals and plan. School leaders then communicate the ICT vision and goals at Contact Time. To gain buy-in from teachers, they use lesson ideas from <i>The ICT Connection</i> to demonstrate how ICT can enhance students' learning.</p> <p>The importance of harnessing ICT for learning and teaching is further emphasised at department meetings where the school's ICT plan is discussed.</p>	School leaders stress the importance of how ICT can be tapped to facilitate inquiry-based instruction and cooperative learning strategies. They encourage middle managers to design ICT-enriched learning experiences. They also appoint a lead team of teacher-champions to scan for innovative teaching practices beyond the school that can be adopted by the school. School leaders then set aside time-tabled time for the lead team to share their recommendations and discuss how they can be integrated into the school curriculum.	<p>School leaders use the school website, SMS and email to communicate with the students, staff and partners. They tap the school's Learning Management System and social networking sites to set up small group discussions with students, staff and partners to gather feedback and comments on the programmes and initiatives implemented in the school.</p> <p>School leaders keep themselves updated on the latest education technology landscape and trends by subscribing to e-magazines, e-journals and educational research journals. They share their thoughts, experiences and reflections on how ICT can be harnessed to change the way students learn. They participate in online communities and attend webinars conducted by educational institutions and thought leaders to gain new knowledge as well as share their views. They also share relevant articles with teachers via email as well as hold informal dialogue sessions to discuss the trends and innovative practices.</p> <p>They encourage teachers to explore and try different ways of using ICT to engage students. They put in place a recognition scheme to award teachers and departments who exemplify innovative use of ICT and key structures to harness ICT for administration, learning and teaching, and professional development.</p>

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Indicator	1	2	3	4
1.1.2 Level of engagement of students, staff and partners	School leaders engage <u>middle managers</u> in <u>developing, communicating, implementing and monitoring</u> the ICT plan.	School leaders engage middle managers and <u>teachers</u> in developing, communicating, implementing and <u>reviewing</u> the ICT plan.	School leaders engage middle managers, teachers and <u>partners</u> in <u>collective decision-making</u> , and in <u>assessment and review</u> of ICT implementation.	School leaders engage middle managers, teachers, students and partners to bring about <u>shared responsibility</u> to support the school in <u>realising the ICT vision</u> .
Exemplars	<p>School leaders form the ICT Steering Committee, comprising middle managers, to develop the school's ICT plan.</p> <p>The committee shares the plan with the staff during Contact Time. Middle managers oversee and monitor the implementation of the ICT plan in their respective departments.</p>	<p>School leaders form the ICT Steering Committee, comprising middle managers and teachers, nominated by their departments, to develop the school's ICT plan.</p> <p>The committee shares the plan with the staff during Contact Time. Middle managers oversee and monitor the implementation of the ICT plan and collectively review the implementation at the end of the year. Gaps are identified and strategies refined. The outcomes of the review are used to determine the ICT-related activities for the following year.</p>	<p>School leaders initiate meetings with the Parent Support Group to discuss and exchange views on how ICT can support students' learning as well as share the school's ICT plan with them. Collectively, they decide on the areas and issues that need to be addressed for ICT to be harnessed.</p> <p>The ICT Steering Committee, comprising middle managers and teachers nominated by their departments, takes into consideration the decisions made during the meetings between school leaders and the Parent Support Group when developing the school's ICT plan. The committee shares the plan with the staff during Contact Time and teachers' input is sought.</p> <p>At the end of the year, middle managers collectively assess and review the school's ICT implementation. The school also conducts surveys and Focus Group Discussion with staff and parents to gather their feedback on the ICT programme. The ICT Steering Committee uses review findings to assess the ICT implementation and identify areas for improvement for the following year.</p>	<p>School leaders initiate meetings with the Parent Support Group to discuss and exchange views on how ICT can support students' learning and share the school's ICT vision and goals. Student leaders are also invited to the meetings to express their views on how ICT can assist students in their learning. Collectively, they decide on the areas and issues that need to be addressed for ICT to be harnessed.</p> <p>One of the issues surfaced is parents' concern on the safety of students when they are online. An Acceptable Use Policy which spells out the roles and responsibilities of parents, students and the school is co-developed to address the concern.</p> <p>Parents and the community also volunteer to be online mentors for students' projects.</p> <p>The ICT Steering Committee, comprising middle managers and teachers nominated by their departments, takes into consideration the decisions made during the meetings among the school leaders, the Parent Support Group and the student leaders when developing the school's ICT plan. The committee shares the plan with the staff during Contact Time and teachers' input is sought.</p> <p>Throughout the year, middle managers update school leaders on the progress of the ICT implementation.</p> <p>School leaders share the latest developments of the ICT implementation with the Parent Support Group and student leaders during their regular dialogue sessions.</p> <p>The whole school community collectively assesses and reviews the school's ICT implementation. The school also conducts surveys and Focus Group Discussion with staff, students and parents to gather their feedback on the ICT programme. The ICT Steering Committee uses review findings to assess the ICT implementation and takes actions to close the gaps.</p>

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1.1.3 Systems and processes for ICT implementation	There are <u>loosely defined and limited</u> systems and processes that enable ICT implementation in the school.	There are <u>clearly defined</u> systems and processes that enable ICT implementation. <u>Monitoring and review processes</u> are in place.	There are <u>clearly defined</u> systems and processes for <u>school-wide</u> ICT implementation. Monitoring and review processes are in place for <u>continuous improvement</u> as well as to <u>inform future ICT planning</u> .	There are <u>detailed and clearly defined</u> systems and processes that enable ICT implementation in the school. These include using <u>research</u> and review findings <u>to account for impact on student learning</u> and <u>improvement of</u> ICT implementation.
Exemplars	<p>The school has a two-year ICT plan with broad timelines .</p> <p>HOD ICT leads a team comprising teacher representatives from each department to look into the following areas:</p> <ul style="list-style-type: none"> identifying and organising generic training for the whole school procurement of ICT resources, equipment, etc. monitoring and review of ICT implementation <p>The ICT planning includes end-of-year collation of inputs on ICT resources and training requests by middle managers and the SSD on the general training needs of the school.</p> <p>Each middle manager monitors and reviews the areas they oversee.</p> <p>The HOD ICT reports on the progress and benefits of ICT projects to enable school leaders to have a sense of the impact of the ICT activities on students' learning.</p>	<p>The school has a two-year ICT plan with specific timelines.</p> <p>Middle managers and teacher representatives from each department look into the following areas:</p> <ul style="list-style-type: none"> identifying ICT projects for ICT integration organising ICT training for students identifying professional development needs and organising whole-school and small groups training sessions preparing the ICT infrastructure in the school for ICT integration monitoring and reviewing the ICT plan <p>School leaders together with the ICT Steering Committee carry out a half-yearly budget review with prioritisation of funds for ICT implementation.</p> <p>There is a wholeschool approach for monitoring and reviewing of ICT implementation. There are guidelines or templates for collection and documentation of data. School leaders and middle managers collectively analyse the findings, review the budget and evaluate the progress of the ICT implementation.</p> <p>Middle managers work closely with school leaders to look at review findings, identify strengths and gaps, and recommend strategies to improve the quality of ICT-based practices.</p>	<p>The school has short-term ICT goals and a three-year ICT plan that focuses on sustainability for ICT integration. The plan includes development, implementation, monitoring and review for the following areas:</p> <ul style="list-style-type: none"> ICT planning and ICT integration professional development of teachers monitoring and review of the ICT programme management and procurement of ICT equipment and resources <p>Middle managers work closely with school leaders to look at review findings, identify strengths and gaps to recommend strategies to improve the quality of ICT-based practices.</p> <p>School leaders share the findings with teachers as well as the achievements and directions for ICT implementation with students during school assemblies.</p> <p>Throughout the year, middle managers work closely with school leaders to look at review findings, identify strengths and gaps and recommend strategies to sustain effective use of ICT for learning and teaching. Scanning is also done on projected students' future needs and curriculum trends and developments in identifying new strategies.</p>	<p>The school has short-term and long-term ICT goals and a three-year ICT plan that focuses on sustainability for ICT integration, with detailed processes for the following areas:</p> <ul style="list-style-type: none"> ICT planning and ICT integration professional development of teachers monitoring and review of the ICT implementation management and procurement of ICT equipment and resources <p>Throughout the year, professional learning teams collect and analyse data in relation to student learning and work closely with middle managers to look at review findings, identify strengths and gaps to recommend strategies to sustain effective use of ICT for learning and teaching. Action research findings on classroom practices are also used in mapping the departmental and the school's ICT plans for the following year.</p> <p>School leaders share findings and future plans with teachers, parents and the School Advisory Committee.</p>
1.1.4 Focus of ICT professional development (PD) programme	The PD programme focuses on <u>equipping</u> teachers with <u>ICT skills</u> to deliver ICT-based lessons.	The PD programme focuses on <u>building the capacity</u> of teachers on the <u>pedagogical use</u> of ICT to deliver ICT-based lessons.	The PD programme adopts a <u>customised and differentiated approach</u> to build teachers' capacity to deliver <u>ICT-enriched learning experiences</u> that are learner-centred. <u>Monitoring and evaluation processes</u> are in place to ensure that the <u>ICT-PD programme</u> achieves desired outcomes.	The PD programme adopts a customised and differentiated approach, and <u>fosters a collaborative culture</u> . This <u>enables</u> teachers to engage in <u>collective inquiry</u> to design ICT-enriched learning experiences.
Exemplars	<p>The school organises workshops that enable teachers to use:</p> <ul style="list-style-type: none"> the features in the school's Learning Management System the data logger for data collection an online mind mapping tool for brainstorming ideas a spreadsheet to present data Web 2.0 tools 	<p>The school organises workshops as well as encourages teachers to attend school-based and cluster-based sharing sessions on the following:</p> <ul style="list-style-type: none"> how different ICT tools can be harnessed to support student learning strategies for delivering ICT-based lessons good practices in classroom management for delivering ICT-based lessons 	<p>Based on annual staff reviews, the SSD together with middle managers identify individual needs and training priorities. With reference to the ICT-PD framework, all teachers are grouped into three levels of ICT integration competencies according to their learning needs.</p> <p>Different key-learning programmes are then developed for these three levels of teachers:</p>	<p>Based on annual staff reviews, the SSD together with middle managers identify individual needs and training priorities. With reference to the ICT-PD framework, all teachers are grouped into three levels of ICT integration competencies according to their learning needs and a PD programme is designed for each level of teachers.</p> <p>Teachers are also organised into learning teams</p>

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		<ul style="list-style-type: none"> • developing ICT-based lessons 	<ul style="list-style-type: none"> • Level 1 – Includes teachers who typically use ICT tool as a direct substitute of existing classroom practices. They attend workshops, small group sharing sessions, conduct peer observations as well as have individual coaching sessions on <ul style="list-style-type: none"> ○ integrating ICT to enhance learning and teaching ○ using the appropriate teaching strategies with ICT to deliver lessons ○ understanding the role of ICT in self-directed learning and collaborative learning • Level 2 – Includes teachers who redesign learning tasks to harness the potential of ICT to impact student learning. They work in professional learning teams as well as attend workshops and small group sharing sessions on <ul style="list-style-type: none"> ○ harnessing ICT for learning and teaching to equip students with the 21st century competencies ○ designing ICT-enriched lessons ○ applying the appropriate ICT tools to engage students in self-directed learning and collaborative learning • Level 3 – Includes teachers who develop effective ICT-based learning tasks which tap the value of ICT. They work in professional learning teams as well as attend whole school training sessions, webinars and plan their own training for <ul style="list-style-type: none"> ○ innovative ways of using ICT to impact and assess student learning ○ the use of research methodologies to study the impact of technology on student learning ○ reflective practices ○ mentoring and coaching <p>To assess and review whether the PD programme impacts classroom practices, the SSD</p> <ul style="list-style-type: none"> • conducts surveys and Focus Group Discussions with teachers • gathers feedback from middle managers. <p>The SSD works with middle managers to analyse data, identify gaps and refine the PD programme.</p>	<p>where they work collaboratively to examine current reality, improve teaching methods and approaches and the use of ICT to facilitate self-directed learning and collaborative learning. Team members use the lesson study approach to monitor progress, observe one another, examine students' responses and artefacts as well as analyse the results of their observations and experiments to improve classroom practices based on collective reflection and wisdom to enhance students' learning.</p> <p>Teachers participate in webinars, conferences, and work attachment at NIE as well as read e-journals and articles to keep abreast of new developments of ICT use for learning and teaching as well as hone their pedagogical skills.</p>

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1.1.5 Focus of ICT implementation	ICT implementation is driven mainly by <u>technological considerations</u> .	ICT implementation is driven mainly by <u>curriculum and pedagogical considerations</u> .	ICT implementation is driven mainly by curriculum and pedagogical considerations as well as <u>informed by theories and research findings</u> .	ICT implementation is driven mainly by curriculum and pedagogical considerations and <u>improved through reflective practices</u> .
Exemplars	The ICT Steering Committee develops the ICT plan according to requests for ICT equipment and resources. It also manages the replacement of equipment and procurement of resources.	Each department considers the school direction, its departmental and instructional goals, student learning needs, pedagogical approaches and the appropriate ICT tools , when it puts up a proposal to the ICT Steering Committee. The ICT Steering Committee then prioritises the proposals for ICT implementation.	Each department considers the school direction, its departmental and instructional goals, student learning needs, pedagogical approaches and the appropriate ICT tools when it looks into ICT integration. The department also studies e-journals, articles and research papers to find out more about the pedagogical use of the ICT tools to support its subject area when it puts up a proposal to the ICT Steering Committee. The ICT Steering Committee then prioritises the proposals for ICT implementation.	Each department considers the school direction, its departmental and instructional goals, student learning needs, pedagogical approaches and the appropriate ICT tools when it looks into ICT integration. The department also studies e-journals, articles and research papers to find out more about the pedagogical use of the ICT tools to support its subject area when it puts up a proposal to the ICT Steering Committee. The ICT Steering Committee then prioritises the proposals for ICT implementation. Throughout the year, each department conducts lesson study sessions to find out how well the ICT tools support the pedagogical approaches to impact student's learning. These findings are used when planning ICT integration for the following year