

A Taxonomy of School Evolutionary Changes

Evolution within the Threads

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Introduction

Below is the fleshing out of the Threads discussed in Chapter 4 of **A Taxonomy of School Evolutionary Stages**.

As indicated in that chapter each is an in-depth exploration of the evolution that has occurred in a key area of the operations of the pathfinder schools.

The desire is to provide all associated with schools a quick insight into the kind of evolution that will likely be experienced as their school moves through its evolutionary journey.

The Threads are indicative in nature, the authors full well appreciating there will be some variability in all schools.

The key is to recognise the nature of the overall evolution, and the time, the stages and the changes needed for what is often quite fundamental transformation to occur.

It is also important to understand that the rate of evolution in the various operational areas might well vary across a school, and that by virtue of particular personnel or circumstances some areas might evolve at a greater or slower rate than others. That is simply the reality of large human organisations.

Ideally one would want to have all operational areas at a similar evolutionary stage. The Threads allow the decision makers to quickly hone in on the situation in each of the key operational areas and identify the likely path ahead.

Vitality they also underscore the ever greater interrelatedness of the operations and the imperative of addressing all simultaneously. You'll find for example many of attributes appear in several of the Threads. That is simply a reflection of the evermore integrated nature of the higher order schools.

The suggestion is that initially at least you scan each of the Threads and then focus in on those that are particularly pertinent to your situation. The authors have found it helpful to feature a table or two in staff discussions. Please feel free to do so.

In closing what must be stressed is that these are 2014 tables, based on research undertaken in 2013, and that all the situation in the pathfinder schools is ever-evolving.

- **Table 1. Educational vision**

Educational vision	
Paper Based	Educational agenda strongly shaped by tests
Early Digital	Apposite shaping educational vision for digital and networked world
Digital	
Early Networked	Principal/school leadership promote the provision of a holistic C21 networked, ever more collaborative education that transcends the physical school walls
Networked	Leadership committed to providing an internationally competitive, holistic 24/7/365 education for life and work
Digital Normalisation	

• **Table 2. Educational control**

Educational control	
Paper Based	<ul style="list-style-type: none"> • Culture where the professional educators unilaterally control the teaching • Strongly hierarchically organised where executive invariably controls the school's operations
Early Digital	<ul style="list-style-type: none"> • Controlled unilaterally by professional educators • Delivered within physical place called school • Insular mindset • Hierarchical control of school's operations the norm • No recognition of children's out of school use of digital or learning
Digital	<ul style="list-style-type: none"> • Insular mindset still dominant • Increasing moves by staff to extend the education beyond the school walls • Digitally empowered parents and students seek greater voice in school's use of the digital • The shift to a digital operational base and digital convergence occasions ever-greater organisational and operational integration • Significant home-school educational and digital divide • Digitally empowered parents and students seek greater voice in school's use of the digital • Significant home-school educational and digital divide • Access to the Net tightly controlled and filtered • Closed, password protected school website
Early Networked	<ul style="list-style-type: none"> • Principal/school leadership promote the provision of a holistic C21 networked, ever more collaborative education no longer solely dependent on the physical place • Growing leadership/teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Escalating collaboration between school, its homes

	<ul style="list-style-type: none"> and community – with school taking the lead • Willingness of key staff to begin distributing control of the teaching process • Pooling of home and school educational expertise and digital capability
Networked	<ul style="list-style-type: none"> • Leadership committed to providing an internationally competitive, holistic 24/7/365 education for life and work • Staff adoption of networked mindset • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Emergence of networked learning community that increasingly integrates the in and out of school student learning • Distributed control of teaching among all the teachers of the young • Preparedness to accord children responsibility for choosing own suite of digital technology that want to use in class
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school’s community • School factors recognition of out of school learning into its everyday operations

• **Table 3. From paper to digital to networked operational base**

From paper to digital to networked operational base	
Paper Based	<ul style="list-style-type: none"> • Organisationally and teaching wise school’s operations strongly impacted by the use of paper technology • Paper technology reinforces constancy, continuity, the use of the physical place and the operations happening within the school walls • Paper, pen and the traditional teaching board the dominant instructional

	technology
Early Digital	<ul style="list-style-type: none"> • Leadership expectation that all staff will use the digital in teaching and administration • Desire – often unwitting - to move from paper to predominantly digital teaching base • All staff provided /have own digital teaching toolkit • Teachers expected to handle key administrative duties digitally • Appropriate suite of digital technology in every teaching room • Deployment in each room of an easy to use whole of class presentation technology – such as an IWB or data projector - that enables teachers to transition from paper to digital teaching mode • Critical mass of teachers using the digital in everyday teaching
Digital	<ul style="list-style-type: none"> • All or nearly all teachers using the digital in their everyday teaching • Whole school in class digital usage coupled with digital administration begins moving school from paper to digitally based operational mode • The shift to a digital operational base and digital convergence occasions ever-greater organisational and operational integration
Early Networked	<ul style="list-style-type: none"> • School evermore aware of the natural growth and evolution flowing from its going digital • Dismantling of internal school walls and adoption of more integrated school ecology • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Enhancement of Wi-fi networking and bandwidth • Shift from paper based to digital communications with home and community

Networked	<ul style="list-style-type: none"> • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • School's digital technology leadership focussed on facilitating ready Net access and use by all within the school's community • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and on-going development • Embarkation on strategy to normalise the total in class use of the students own choice of technology
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school's community • Student use of their own technology in classes is normalised

• **Table 4. Digital use in teaching**

Digital use in teaching	
Paper Based	<ul style="list-style-type: none"> • Loose or little connection between school's educational agenda and deployment of the technology • Organisationally and teaching-wise school's operations strongly impacted by the use of paper-based technology • Paper technology reinforces status quo, the use of the physical place and the operations happening within the school walls • Paper, pen and the traditional teaching board the dominant instructional technology. Efforts by a few early adopter teachers to integrate use of the digital

	<ul style="list-style-type: none"> • Pronounced home-school digital divide • Student use of digital within school limited at best to a few hours a week
Early Digital	<ul style="list-style-type: none"> • Appreciation of the importance of digital technology in providing desired teaching • Desire – often unwitting - to move from paper to predominantly digital teaching base • All staff provided / have own digital teaching toolkit • Deployment in each room of an easy to use whole of class presentation technology – such as an IWB or data projector - that enables teachers to transition from paper to digital teaching mode placed in all teaching rooms • No formal recognition of or support for children’s out of school use of digital or learning • Leadership expect that all staff will use digital in teaching and administration • Increased use of formal or informal staff ‘digital instructional’ technology mentor/s • Critical mass of teachers using the digital in everyday teaching • Rapid increase in the students’ school use of the digital • Heavy censorship / filtering of the Net usage common
Digital	<ul style="list-style-type: none"> • All or nearly all teachers making some use digital in their everyday teaching • Students’ using digital in everyday teaching • Insular mindset still dominant • Significant home school educational and digital divide • Increasing moves by staff to extend the education beyond the school walls • Escalating student efforts to use own technology in school, with associated hassles • Moves to ensure all students have ready in-school usage of / access to prescribed mobile personal computers • Access to the Net tightly controlled and filtered • Standard operating system, instructional technology and applications software • All other technology banned • Closed, password protected school website
Early Networked	<ul style="list-style-type: none"> • Principal / school leadership promote the provision of a holistic C21 networked, evermore collaborative education that transcends the physical school walls

	<ul style="list-style-type: none"> • Growing leadership / teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Escalating collaboration between school, its homes and community – with school taking the lead • Move to more collaborative mode of teaching that puts learner at centre • Moves to ensure all students have ready usage of / access to personal computers as well as class digital presentation facilities • Enhancement of Wi-Fi networking and bandwidth • Increasing centrality of a core, working and integrating school website • Schools seeking to make greater use of online and networked teaching
Networked	<ul style="list-style-type: none"> • Leadership committed to a shaping educational vision that provides an internationally competitive, holistic 24/7/365 education for life and work • Staff adoption of networked mindset • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Ongoing moves to enhance parents' contribution to the holistic 24/7/365 teaching of their children • Distributed control of teaching among all the teachers of the young • School's digital technology leadership focussed on facilitating ready Net access and use by all within the school's community • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and ongoing development
Digital	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations

Normalisation	<p>by all within the school's community, with teaching approaches starting to change in response.</p> <ul style="list-style-type: none"> • Student use of their own technology in classes is normalised • Teaching approaches require use of the digital environment to realise the increased effectiveness teachers expect in their work. • Focus on more personalised teaching and learning, with the technology and the capability of use receding into the background • BYOT as a term drops from the operational vernacular • School factors recognition of out of school learning into its everyday operations • Mechanics on the workings of the student's suite of technology no longer taught by the school – student responsibility • Use of student's digital functionality in higher order teaching
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• **Table 5. Digital use by children – in and out of school**

Digital use by children	
Paper Based	<ul style="list-style-type: none"> • Student use of digital within school limited at best to a few hours a week • Paper, pen and the traditional teaching board the dominant instructional technology in most classrooms • Ban on the use of student technology within vast majority of schools • Heavy censorship / filtering of 'Net usage in most schools • Dominant use of computer labs for all teaching • Adoption of standard operating system, technology, applications software • Microsoft = ICT • Loose connection between school's educational agenda and deployment of the technology • Digital and website usage peripheral to school's teaching, administration and communication • Vast majority of young had normalised the use of computers and mobile technology outside school, at home and on the move
Early Digital	<ul style="list-style-type: none"> • Critical mass of teachers using the digital in

	<p>everyday teaching</p> <ul style="list-style-type: none"> • Rapid increase in the students' school use of the digital • No recognition of children's out of school use of digital or learning
Digital	<ul style="list-style-type: none"> • All or nearly all teachers using the digital in their everyday teaching • Students' using prescribed digital instructional technology in everyday teaching • Moves to ensure all students have ready usage of / access to prescribed mobile personal computers • Access to the Net tightly controlled and filtered • Standard operating system, instructional technology and applications software • All other technology banned • Closed, password protected school website • Widespread use of controlled intranets in most secondary schools • Virtually all children normalised the use of an ever-evolving suite of digital technologies from latter 2000s onwards • Digitally empowered parents and students seek greater voice in school's use of the digital • Escalating student efforts to use own technology in school, with associated hassles
Early Networked	<ul style="list-style-type: none"> • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Moves to ensure all students have ready usage of / access to personal computers for learning as well as class digital presentation facilities • Schools seeking to make greater use of online and networked teaching
Networked	<ul style="list-style-type: none"> • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and on-going development • Willingness to move to a position of trust and respect for the children and their homes • Preparedness to accord children responsibility for choosing own suite of digital technology that want to use in class • Embarkation on strategy to normalise the total in class use of the students own choice of technology

Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school's community • Student use of their own technology in classes is normalised • Ready, natural, hassle free acceptance of the children's own technology in class • Focus on the teaching and learning, with the technology and the capability of use receding into the background • School factors recognition of out of school learning into its everyday operations • Mechanics on the workings of the student's suite of technology no longer taught by the school – student responsibility • Use of student's digital functionality in higher order teaching
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• **Table 6. Student equity**

Student equity	
Paper Based	<ul style="list-style-type: none"> • Equity of digital access invariably poorly understood, not researched and used as excuse for inaction
Early Digital	
Digital	<ul style="list-style-type: none"> • Students in need of digital support researched, identified and school explores in house solutions to address equity concerns
Early Networked	<ul style="list-style-type: none"> • Concern for equity with school ensuring all children have requisite personal technology and ready home Net access
Networked	<ul style="list-style-type: none"> • School and its community operationalize the 24/7/365 provision of digital technology to the diminishing number of students in need
Digital Normalisation	<ul style="list-style-type: none"> • School community normalises the provision of current personal digital technology to all students in need

• **Table 7. Changing operational mindset**

Changing operational mindset	○
Paper Based	<ul style="list-style-type: none"> • Highly insular in outlook with educational professionals unilaterally controlling all facets of the teaching and learning • Token at best collaboration with homes • Pronounced home-school digital divide
Early Digital	<ul style="list-style-type: none"> • Insular mindset • No recognition of children's out of school use of digital or learning
Digital	<ul style="list-style-type: none"> • Insular mindset still dominant • Increasing moves by staff to extend the education beyond the school walls • The shift to a digital operational base and digital convergence occasions ever-greater organisational and operational integration • Digitally empowered parents and students seek greater voice in school's use of the digital
Early Networked	<ul style="list-style-type: none"> • Principal/school leadership promote the provision of a holistic C21 networked, ever more collaborative education no longer solely dependent on the physical place • Growing leadership/teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • School evermore aware of the natural growth and evolution flowing from its going digital • Dismantling of internal school walls and adoption of more integrated school ecology • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Escalating collaboration between school, its homes and community – with school taking the lead • Willingness of key staff to begin distributing control of the teaching process • Pooling of home and school educational expertise and digital capability • Shift from paper based to digital communications with home and community

Networked	<ul style="list-style-type: none"> • Leadership committed to providing an internationally competitive, holistic 24/7/365 education for life and work • Staff adoption of networked mindset • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Emergence of networked learning community that increasingly integrates the in and out of school student learning • Escalating collaboration between the school, its homes and community • Pronounced school wide shift to more collaborative, networked and personalised mode of teaching • Networked resourcing where the school pools its resources and expertise with that of its parents and community • Escalating use of parent and community resources in addition to those provided by government • Distributed control of teaching among all the teachers of the young • School's digital technology leadership focussed on facilitating ready Net access and use by all within the school's community • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and on-going development • Willingness to move to a position of trust and respect for the children and their homes
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school's community • School factors recognition of out of school learning into its everyday operations

• **Table 8. Connection between educational vision and deployment of technology**

Connection between

educational vision and deployment of technology	
Paper Based	<ul style="list-style-type: none"> • Loose or little connection between school's educational agenda and deployment of the technology
Early Digital	<ul style="list-style-type: none"> • Appreciation of the importance of digital technology in providing desired teaching • Desire – often unwitting - to move from paper to predominantly digital teaching base • Recognition each school, with its unique setting has to shape its own evolutionary solution
Digital	<ul style="list-style-type: none"> • Whole school in class digital usage coupled with digital administration begins moving school from paper to digitally based operational mode • Concomitant shift from constancy to on-going evolution, change and natural growth • Increasing moves by staff to extend the education beyond the school walls • The shift to a digital operational base and digital convergence occasions ever-greater organisational and operational integration
Early Networked	<ul style="list-style-type: none"> • Growing leadership / teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • School evermore aware of the natural growth and evolution flowing from its going digital • Growing empowerment of all staff, teaching and support • Areas of rapid and pronounced change impacting upon whole school ecology
Networked	<ul style="list-style-type: none"> • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Tightening link between the schools shaping educational vision and its use of the digital technology in the school's

	community
Digital Normalisation	

• **Table 9. School organisational transformation**

School organisational transformation	
Paper Based	<ul style="list-style-type: none"> • Culture where the professional educators unilaterally control the teaching • Organisationally and teaching wise school's operations strongly impacted by the use of paper technology • Schools characterised by constancy and continuity • Paper technology reinforces status quo, the use of the physical place and the operations happening within the school walls • Strongly hierarchically organised where executive invariably controls the school's operations • Classroom teachers and professional support staff disempowered with resulting micro outlook • Pronounced home-school digital divide • Segmented silo like operation with limited links between units • Loose or little connection between school's educational agenda and deployment of the technology • Digital and website usage peripheral to school's teaching, administration and communication
Early Digital	<ul style="list-style-type: none"> • Controlled unilaterally by professional educators • Delivered within physical place called school • Insular mindset • No recognition of children's out of school use of digital or learning • Hierarchical control of school's operations the norm • Appropriate suite of digital technology in every teaching room • Teacher centred pedagogy dominant • Critical mass of teachers using the digital in everyday teaching • Rapid increase in the students' school use of the digital • School's administration largely digital
Digital	<ul style="list-style-type: none"> • All or nearly all teachers using the digital in their

	<p>everyday teaching</p> <ul style="list-style-type: none"> • Students' using digital in everyday teaching • Whole school in class digital usage coupled with digital administration begins moving school from paper to digitally based operational mode • Concomitant shift from constancy to on-going evolution, change and natural growth • Insular mindset still dominant • Increasing moves by staff to extend the education beyond the school walls • The shift to a digital operational base and digital convergence occasions ever-greater organisational and operational integration
Early Networked	<ul style="list-style-type: none"> • Principal/ school leadership promote the provision of a holistic C21 networked, ever more collaborative education no longer solely dependent on the physical place • School evermore aware of the natural growth and evolution flowing from its going digital • Dismantling of internal school walls and adoption of more integrated school ecology • Appreciation of developing an interdependent school within networked environment • Shift to flatter organisational/ operational structure • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Willingness of key staff to begin distributing control of the teaching process • Move to more collaborative mode of teaching that puts learner at centre • Growing empowerment of all staff, teaching and support • Areas of rapid and pronounced change impacting upon whole school ecology
Networked	<ul style="list-style-type: none"> • Staff adoption of networked mindset • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Positioning of the school to readily accommodate change and sustain the desired evolution • Continuing development of tightly integrated school ecology that embraces the in and out of

	<p>school contributions and learning</p> <ul style="list-style-type: none"> • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Recognition of the imperative of empowering and trusting all staff, teaching and professional support, with all able to assist the holistic evolution of the school • Flat school organisational structure • Pronounced school wide shift to more collaborative, networked and personalised mode of teaching • Distributed control of teaching among all the teachers of the young
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school's community • Student use of their own technology in classes is normalised • School community normalises the provision of current personal digital technology to all students in need • School factors recognition of out of school learning into its everyday operations • Mechanics on the workings of the student's suite of technology no longer taught by the school – student responsibility

• **Table 10. Home – school – community collaboration**

Home – school – community collaboration	
Paper Based	<ul style="list-style-type: none"> • Highly insular in outlook with educational professionals unilaterally controlling all facets of the teaching and learning • Token at best collaboration with homes • Pronounced home-school digital divide
Early Digital	<ul style="list-style-type: none"> • Insular mindset • No recognition of children's out of school use of digital or learning

Digital

- Increasing moves by staff to extend the education beyond the school walls
- Students in need of digital support researched, identified and school explores in house solutions to address equity concerns
- Digitally empowered parents and students seek greater voice in school's use of the digital
- Virtually all children normalised the use of an ever-evolving suite of digital technologies from latter 2000s onwards
- Escalating student efforts to use own technology in school, with associated hassles
- Significant home-school educational and digital divide
- Access to the Net tightly controlled and filtered
- Closed, password protected school website

Early Networked

- Growing leadership/ teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school
- School evermore aware of the natural growth and evolution flowing from its going digital
- Dismantling of internal school walls and adoption of more integrated school ecology
- Staff adopting networked mindset
- Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital
- Escalating collaboration between school, its homes and community – with school taking the lead
- Willingness of key staff to begin distributing control of the teaching process
- Pooling of home and school

	<p>educational expertise and digital capability</p> <ul style="list-style-type: none"> • Shift from paper based to digital communications with home and community • Early moves to educate the parents on the change in schooling occurring and the part they need play
<p>Networked</p>	<ul style="list-style-type: none"> • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Escalating collaboration between the school, its homes and community • Pronounced school wide shift to more collaborative, networked and personalised mode of teaching • Networked resourcing where the school pools its resources and expertise with that of its parents and community • Escalating use of parent and community resources in addition to those provided by government • On-going moves to enhance parents contribution to the holistic 24/7/365 teaching of their children • Distributed control of teaching among all the teachers of the young • School's website has been opened to all interested and is central to the school's operations, teaching,

	<p>communication and on-going development</p> <ul style="list-style-type: none"> • Willingness to move to a position of trust and respect for the children and their homes • Preparedness to accord children responsibility for choosing own suite of digital technology that want to use in class
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school's community

• **Table 11. Parent contribution to teaching**

Parent contribution to teaching	
Paper Based	<ul style="list-style-type: none"> • Out of school teaching and learning left by default to parents and children • Token at best collaboration with homes • Pronounced home-school digital divide
Early Digital	<ul style="list-style-type: none"> • No recognition or support of children's out of school use of digital or learning • Home-school communication predominantly one way, paper based
Digital	<ul style="list-style-type: none"> • Digitally empowered parents and students seek greater voice in school's use of the digital • Virtually all children normalised the use of an ever-evolving suite of digital technologies from latter 2000s onwards • Escalating student efforts to use own technology in school, with associated hassles • Significant home-school educational and digital divide • Early moves to shift to digital communication with homes
Early Networked	<ul style="list-style-type: none"> • Growing leadership/teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • Increasing teacher recognition of the educational opportunities for networked collaboration – and the

	<p>ease of doing so with the digital</p> <ul style="list-style-type: none"> • Escalating collaboration between school, its homes and community – with school taking the lead • Schools begin shift to a more networked resourcing model where they pool the school’s resources, with those of the homes, the community and wider networked world • Willingness of key staff to begin distributing control of the teaching process • Pooling of home and school educational expertise and digital capability • Shift from paper based to digital communications with home and community • Early moves to educate the parents on the change in schooling occurring and the part they need play
Networked	<ul style="list-style-type: none"> • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Tightening link between the schools shaping educational vision and its use of the digital technology in the school’s community • On-going moves to enhance parents contribution to the holistic 24/7/365 teaching of their children • Distributed control of teaching among all the teachers of the young • Willingness to move to a position of trust and respect for the children and their homes • Preparedness to accord children responsibility for choosing own suite of digital technology that want to use in class • Embarkation on strategy to normalise the total in class use of the students own choice of technology
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school’s community • Student use of their own technology in classes is normalised • Students’ homes resource the students’ ever-

- evolving suite of personal digital technologies
- School community normalises the provision of current personal digital technology to all students in need

• **Table 12. Empowerment of teachers**

Empowerment of teachers	
Paper Based	<ul style="list-style-type: none"> Strongly hierarchically organised where executive invariably controls the school's operations Classroom teachers and professional support staff disempowered with resulting micro outlook Control of the digital by ICT experts in school
Early Digital	<ul style="list-style-type: none"> All staff provided / have own digital teaching toolkit Teachers expected to handle key administrative duties digitally Increased use of formal or informal on staff 'digital instructional technology mentor / s Appropriate suite of digital technology in every teaching room Deployment in each room of an easy to use whole of class presentation technology – such as an IWB or data projector - that enables teachers to transition from paper to digital teaching mode Ever rising expectations by growing group of teachers using the digital in their teaching
Digital	<ul style="list-style-type: none"> All or nearly all teachers using the digital in their everyday teaching Students' using digital in everyday teaching Whole school in class digital usage coupled with digital administration begins moving school from paper to digitally based operational mode Concomitant shift from constancy to on-going evolution, change and natural growth The shift to a digital operational base and digital convergence occasions ever-greater organisational and operational integration Use of a suite of in and out of house, personal and group teacher development and support strategies
Early Networked	<ul style="list-style-type: none"> School evermore aware of the natural growth and evolution flowing from its going digital

	<ul style="list-style-type: none"> • Dismantling of internal school walls and adoption of more integrated school ecology • Flatter organisational / operational structure • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Escalating collaboration between school, its homes and community – with school taking the lead • Move to more collaborative mode of teaching that puts learner at centre • Growing empowerment of all staff, teaching and support • Adoption of increasingly focussed ‘just in time’ personal and group whole of staff development and support strategies • Often unwitting staff recognition and reward strategies that serve to enhance the professionalism and empowerment of all staff • Leadership concern to ameliorate the growing pressure of change and on staff
Networked	<ul style="list-style-type: none"> • Positioning of the school to readily accommodate change and sustain the desired evolution • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Recognition of the imperative of empowering and trusting all staff, teaching and professional support, with all able to assist the holistic evolution of the school • On-going use of a suite of personal and group, face to face and online whole of staff development and support strategies directed to supporting school’s educational vision • Normalised in house use of ‘digital instructional mentor/s’, working under various titles • Flat school organisational structure
Digital Normalisation	

• **Table 13. Empowerment students and parents**

Empowerment of students and parents	
Paper Based	<ul style="list-style-type: none"> • Strongly hierarchically organised where executive invariably controls the school's operations • Highly insular in outlook with educational professionals unilaterally controlling all facets of the teaching and learning • Out of school teaching and learning left by default to parents and children • Expectation that government or parents will provide the school virtually all the monies it requires, to spend as it desires • Taken at best collaboration with homes • Ban on the use of student technology within vast majority of schools • Digital and website usage peripheral to school's teaching, administration and communication
Early Digital	<ul style="list-style-type: none"> • No recognition or support of children's out of school use of digital or learning
Digital	<ul style="list-style-type: none"> • Digitally empowered parents and students seek greater voice in school's use of the digital • Virtually all children normalised the use of an ever-evolving suite of digital technologies from latter 2000s onwards • Escalating student efforts to use own technology in school, with associated hassles • Significant home-school educational and digital divide
Early Networked	<ul style="list-style-type: none"> • Principal/school leadership promote the provision of a holistic C21 networked, ever more collaborative education no longer solely dependent on the physical place • Growing leadership/teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • Appreciation of developing an interdependent school within networked environment • Escalating collaboration between school, its homes and community – with school taking the lead • Schools begin shift to a more networked resourcing model where they pool the school's resources, with those of the homes, the community and wider networked world • Willingness of key staff to begin distributing

	<p>control of the teaching process</p> <ul style="list-style-type: none"> • Pooling of home and school educational expertise and digital capability • Shift from paper based to digital communications with home and community • Early moves to educate the parents on the change in schooling occurring and the part they need play
Networked	<ul style="list-style-type: none"> • Leadership committed to a shaping educational vision that provides an internationally competitive, holistic 24/7/365 education for life and work • Staff adoption of networked mindset • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Normalised use of a networked, interdependent model of school resourcing • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Escalating collaboration between the school, its homes and community • Pronounced school wide shift to more collaborative, networked and personalised mode of teaching • On-going moves to enhance parents contribution to the holistic 24/7/365 teaching of their children • Escalating use of parent and community resources in addition to those provided by government • Distributed control of teaching among all the teachers of the young • School's digital technology leadership focussed on facilitating ready Net access and use by all within the school's community • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and on-going development • Willingness to move to a position of trust and respect for the children and their homes • Preparedness to accord children responsibility for

	<p>choosing own suite of digital technology that want to use in class</p> <ul style="list-style-type: none"> • Embarkation on strategy to normalise the total in class use of the students own choice of technology
Digital Normalisation	<ul style="list-style-type: none"> • Students' homes resource the students' ever-evolving suite of personal digital technologies • School factors recognition of out of school learning into its everyday operations

• **Table 14. The learner**

The learner	
Paper Based	<ul style="list-style-type: none"> • Solitary teachers, working with mass class groups, invariably behind closed doors dominant mode of teaching • Teacher centred pedagogy dominant • Out of school teaching and learning left by default to parents and children • Token at best collaboration with homes • Vast majority of young had normalised the use of computers and mobile technology outside school, at home and on the move • Pronounced home-school digital divide • Student use of digital within school limited at best to a few hours a week
Early Digital	<ul style="list-style-type: none"> • No recognition or support of children's out of school use of digital or learning • Teacher centred pedagogy most common • Rapid increase in the students' school use of the digital
Digital	<ul style="list-style-type: none"> • Insular mindset still dominant • Students' using digital in everyday teaching • Digitally empowered parents and students seek greater voice in school's use of the digital • Virtually all children normalised the use of an ever-evolving suite of digital technologies from latter 2000s onwards • Escalating student efforts to use own technology in school, with associated hassles • Moves to ensure all students have ready in-school usage of/ access to prescribed mobile personal computers • Access to the Net tightly controlled and filtered

Early Networked	<ul style="list-style-type: none"> • Growing leadership/teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Escalating collaboration between school, its homes and community – with school taking the lead • Willingness of key staff to begin distributing control of the teaching process • Pooling of home and school educational expertise and digital capability • Move to more collaborative mode of teaching that puts learner at centre • Moves to ensure all students have ready usage of/access to personal computers as well as class digital presentation facilities
Networked	<ul style="list-style-type: none"> • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Escalating collaboration between the school, its homes and community • Pronounced school wide shift to more collaborative, networked and personalised mode of teaching • On-going moves to enhance parents contribution to the holistic 24/7/365 teaching of their children • Willingness to move to a position of trust and respect for the children and their homes • Preparedness to accord children responsibility for choosing own suite of digital technology that want to use in class • Embarkation on strategy to normalise the total in class use of the students own choice of technology
Digital Normalisation	<ul style="list-style-type: none"> • Student use of their own technology in classes is normalised

	<ul style="list-style-type: none"> • Focus on more personalised teaching and learning, with the technology and the capability of use receding into the background • School factors recognition of out of school learning into its everyday operations • Mechanics on the workings of the student's suite of technology no longer taught by the school – student responsibility • Use of student's digital functionality in higher order teaching
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• **Table 15. Pedagogy**

Pedagogy	
Paper Based	<ul style="list-style-type: none"> • Highly insular in outlook with educational professionals unilaterally controlling all facets of the teaching and learning • Solitary teachers, working with mass class groups, invariably behind closed doors dominant mode of teaching • Teacher centred pedagogy most common • Out of school teaching and learning left by default to parents and children
Early Digital	<ul style="list-style-type: none"> • No recognition or support of children's out of school use of digital or learning • Appropriate suite of digital technology in every teaching room • Deployment in each room of an easy to use whole of class presentation technology – such as an IWB or data projector - that enables teachers to transition from paper to digital teaching mode • Teacher centred pedagogy most common • Critical mass of teachers using the digital in everyday teaching • Rapid increase in the students' school use of the digital
Digital	<ul style="list-style-type: none"> • All or nearly all teachers using the digital in their everyday teaching • Students' using digital in everyday teaching • Insular mindset still dominant • Moves to ensure all students have ready in-school usage of / access to prescribed mobile personal computers • Access to the Net tightly controlled and filtered

	<ul style="list-style-type: none"> • Standard operating system, instructional technology and applications software • All other technology banned • Closed, password protected school website
Early Networked	<ul style="list-style-type: none"> • Principal/school leadership promote the provision of a holistic C21 networked, ever more collaborative education no longer solely dependent on the physical place • Growing leadership/teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Willingness of key staff to begin distributing control of the teaching process • Pooling of home and school educational expertise and digital capability • Move to more collaborative mode of teaching that puts learner at centre • Increasing centrality of a core, working and integrating school website • Schools seeking to make greater use of online and networked teaching
Networked	<ul style="list-style-type: none"> • Leadership committed to a shaping educational vision that provides an internationally competitive, holistic 24/7/365 education for life and work • Staff adoption of networked mindset • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Tightening link between the schools shaping educational vision and its use of the digital technology in the school's community • Escalating collaboration between the school, its homes and community • Pronounced school wide shift to more collaborative, networked and personalised mode

	<p>of teaching</p> <ul style="list-style-type: none"> • On-going moves to enhance parents contribution to the holistic 24/7/365 teaching of their children • Distributed control of teaching among all the teachers of the young • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and on-going development • Willingness to move to a position of trust and respect for the children and their homes • Preparedness to accord children responsibility for choosing own suite of digital technology that want to use in class • Embarkation on strategy to normalise the total in class use of the students own choice of technology
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school's community • Student use of their own technology in classes is normalised • Ready, natural, hassle free acceptance of the children's own technology in class • Focus on more personalised teaching and learning, with the technology and the capability of use receding into the background • School factors recognition of out of school learning into its everyday operations • Mechanics on the workings of the student's suite of technology no longer taught by the school – student responsibility • Use of student's digital functionality in higher order teaching

• **Table 16. Control of ICT Kit**

Control of ICT kit	
Paper Based	<ul style="list-style-type: none"> • Culture where the professional educators unilaterally control the teaching • Loose or little connection between school's educational agenda and deployment of the technology • Control of the digital by ICT experts in school • For ten years plus, as ICT starts to be introduced

	<ul style="list-style-type: none"> ○ ban on the use of student technology within the school ○ heavy censorship/ filtering of Net usage ○ dominant use of computer labs for all digital teaching ○ adoption of standard operating system, technology, applications software ○ Microsoft = ICT ○ development of the school's internal network, with all schools having own URL ○ efforts by 20% - 30% of early adopter teachers to integrate use of the digital in all teaching ○ preoccupation with occasioning change via latest technology <ul style="list-style-type: none"> • Adoption of industry standard operating system, technology, and applications software.
Early Digital	<ul style="list-style-type: none"> • ICT team chooses, configures, and deploys all hardware and software • Access to the Net tightly controlled and filtered. • All other technology banned.
Digital	<ul style="list-style-type: none"> • School, or school using parent monies, funds all digital technology used in school. • Moves to ensure all students have ready in-school usage of/ access to prescribed mobile personal computers • Access to the Net tightly controlled and filtered • Standard operating system, instructional technology and applications software • All other technology banned • Closed, password protected school website
Early Networked	<ul style="list-style-type: none"> • Growing leadership/ teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • Escalating collaboration between school, its homes and community – with school taking the lead • Schools begin shift to a more networked resourcing model where they pool the school's resources, with those of the homes, the community and wider networked world • Willingness of key staff to begin distributing control of the teaching process • Pooling of home and school educational expertise and digital capability • Teaching/learning priorities win over technical priorities. • Exploration of pooling of home and school educational expertise and digital capability.

Networked	<ul style="list-style-type: none"> • Staff adoption of networked mindset • Normalised use of a networked, interdependent model of school resourcing • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Recognition of the imperative of empowering and trusting all staff, teaching and professional support, with all able to assist the holistic evolution of the school • School's digital technology leadership focussed on facilitating ready Net access and use by all within the school's community • Willingness to move to a position of trust and respect for the children and their homes • Preparedness to accord children responsibility for choosing own suite of digital technology that they want to use in class • Embarkation on strategy to normalise the total in class use of the student's own choice of technology
Digital Normalisation	<ul style="list-style-type: none"> • Student use of their own technology in classes is normalised • Students' homes resource the students' ever-evolving suite of personal digital technologies • Ready, natural, hassle free acceptance of the children's own technology in class • Mechanics on the workings of the student's suite of technology no longer taught by the school, it has become a pupil responsibility • Pupils introduce new technology, systems and applications to the school. Pupils show the teachers how and why they are effective for learning

• **Table 17. Digital technology support and management**

Digital technology support and management	
Paper Based	<ul style="list-style-type: none"> • Pronounced home-school digital divide • Decade plus <ul style="list-style-type: none"> ▪ control of the digital by ICT experts in school ▪ ban on the use of student

	<p>technology within vast majority of schools</p> <ul style="list-style-type: none"> ▪ heavy censorship/ filtering of 'Net usage in most schools ▪ dominant use of computer labs for all teaching ▪ adoption of standard operating system, technology, applications software ▪ Microsoft = ICT ▪ development of the school's internal network, with all schools having own URL ▪ preoccupation with occasioning change via latest technology <ul style="list-style-type: none"> • Loose or little connection between school's educational agenda and deployment of the technology • Digital and website usage peripheral to school's teaching, administration and communication
Early Digital	<ul style="list-style-type: none"> • All staff provided/ have own digital teaching toolkit • Teachers expected to handle key administrative duties digitally • Appropriate suite of digital technology in every teaching room • Deployment in each room of an easy to use whole of class presentation technology – such as an IWB or data projector - that enables teachers to transition from paper to digital teaching mode • Critical mass of teachers using the digital in everyday teaching • Rapid increase in the students' school use of the digital
Digital	<ul style="list-style-type: none"> • All or nearly all teachers using the digital in their everyday teaching • Students' using digital in everyday teaching • Whole school in class digital usage coupled with digital administration begins moving school from paper to digitally based operational mode • Concomitant shift from constancy to on-going evolution, change and natural growth • ICT team responsible for choice, configuration, deployment maintenance and replacement of all hardware and software • Moves to ensure all students have ready in-school usage of/ access to prescribed mobile personal computers • Access to the Net tightly controlled and filtered • Standard operating system, instructional technology

	<p>and applications software</p> <ul style="list-style-type: none"> • All other technology banned • Closed, password protected school website
<p>Early Networked</p>	<ul style="list-style-type: none"> • Growing leadership/ teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • School evermore aware of the natural growth and evolution flowing from its going digital • Dismantling of internal school walls and adoption of more integrated school ecology • Appreciation of developing an interdependent school within networked environment • Pooling of home and school educational expertise and digital capability • Moves to ensure all students have ready usage of/ access to personal computers as well as class digital presentation facilities • Enhancement of Wi-fi networking and bandwidth • Shift from paper based to digital communications with home and community • Increasing centrality of a core, working and integrating school website • Schools seeking to make greater use of online and networked teaching
<p>Networked</p>	<ul style="list-style-type: none"> • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Normalised use of a networked, interdependent model of school resourcing • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Recognition of the imperative of empowering and trusting all staff, teaching and professional support, with all able to assist the holistic evolution of the school • Desire to use the digital in all operations to enhance effectiveness, efficiency, synergy and productivity • Tightening link between the schools shaping educational vision and its use of the digital technology

	<p>in the school's community</p> <ul style="list-style-type: none"> • School's digital technology leadership focussed on facilitating ready Net access and use by all within the school's community • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and on-going development • Willingness to move to a position of trust and respect for the children and their homes • Preparedness to accord children responsibility for choosing own suite of digital technology that want to use in class • Embarkation on strategy to normalise the total in class use of the students own choice of technology
<p>Digital Normalisation</p>	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school's community • Student use of their own technology in classes is normalised • Students' homes resource the students' ever-evolving suite of personal digital technologies • School community normalises the provision of current personal digital technology to all students in need • Ready, natural, hassle free acceptance of the children's own technology in class • Mechanics on the workings of the student's suite of technology no longer taught by the school – student responsibility

• **Table 18. School website usage and access**

<p>School website usage and access</p>	
<p>Paper Based</p>	<ul style="list-style-type: none"> • Development of the school's internal network, with all schools having own URL. • Digital and website usage peripheral to school's teaching.
<p>Early Digital</p>	<ul style="list-style-type: none"> • Insular mindset • Heavy censorship/ filtering of the Net usage common • Home-school communication predominantly one way, paper based • Closed, password protected school website

Digital	<ul style="list-style-type: none"> • Insular mindset still dominant • Access to the Net tightly controlled and filtered • Closed, password protected school website • Increasing moves by staff to extend the education beyond the school walls • The shift to a digital operational base and digital convergence occasions ever-greater organisational and operational integration
Early Networked	<ul style="list-style-type: none"> • Principal/school leadership promote the provision of a holistic C21 networked, evermore collaborative education that transcends the physical school walls • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Escalating collaboration between school, its homes and community – with school taking the lead • Shift from paper based to digital communications with home and community • Increasing centrality of a core, working and integrating school website • Schools seeking to make greater use of online and networked teaching
Networked	<ul style="list-style-type: none"> • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Desire to use the digital in all operations to enhance effectiveness, efficiency, synergy and productivity • School's digital technology leadership focussed on facilitating ready Net access and use by all within the school's community • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and ongoing development • Normalised use of an integrated, multi-faceted, multi-way digital communications suite
Digital Normalisation	<ul style="list-style-type: none"> • School's online environment is multi-faceted with the website fully integrated and acting both as the

public face of the school and the access point for staff, pupils and parents to systems, with single sign-on.

• **Table 19. Net access**

Net access	
Paper Based	<ul style="list-style-type: none"> • Digital and website usage peripheral to school's teaching, administration and communication • Development of the school's internal network, with all schools having own URL • Heavy censorship/ filtering of 'Net usage in most schools
Early Digital	<ul style="list-style-type: none"> • Heavy censorship/ filtering of 'Net usage in most schools
Digital	<ul style="list-style-type: none"> • Access to the Net tightly controlled and filtered • Standard operating system, instructional technology and applications software • All other technology banned • Closed, password protected school website
Early Networked	<ul style="list-style-type: none"> • Principal/ school leadership promote the provision of a holistic C21 networked, ever more collaborative education that transcends the physical school walls • Growing leadership/ teacher recognition of extent and impact of the young's normalised 24/7/365 use of the digital upon learning outside the school • Appreciation of developing an interdependent school within networked environment • Staff adopting networked mindset • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Escalating collaboration between school, its homes and community – with school taking the lead • Schools begin shift to a more networked resourcing model where they pool the school's resources, with those of the homes, the community and wider networked world • Willingness of key staff to begin distributing control of the teaching process • Pooling of home and school educational expertise and digital capability • Shift from paper based to digital communications with home and community • Increasing centrality of a core, working and

	<ul style="list-style-type: none"> integrating school website Schools seeking to make greater use of online and networked teaching
Networked	<ul style="list-style-type: none"> School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education Desire to use the digital in all operations to enhance effectiveness, efficiency, synergy and productivity Tightening link between the schools shaping educational vision and its use of the digital technology in the school's community Digital technology and Net core to all the school's operations School's website has been opened to all interested and is central to the school's operations, teaching, communication and on-going development
Digital Normalisation	<ul style="list-style-type: none"> - Digital used as a natural part of all school operations by all within the school's community

• **Table 20. Home - school – community communication**

Home – school – community communication	
Paper Based	<ul style="list-style-type: none"> Highly insular in outlook with educational professionals unilaterally controlling all facets of the teaching and learning Token at best collaboration with homes Pronounced home-school digital divide Digital and website usage peripheral to school's teaching, administration and communication Paper based, usually one-way communication with parents and community

Early Digital	<ul style="list-style-type: none"> • School's administration largely digital • Home-school communication predominantly one way, paper based
Digital	<ul style="list-style-type: none"> • Whole school in class digital usage coupled with digital administration begins moving school from paper to digitally based operational mode • Early moves to shift to digital communication with homes
Early Networked	<ul style="list-style-type: none"> • Principal/school leadership promote the provision of a holistic C21 networked, ever more collaborative education that transcends the physical school walls • School evermore aware of the natural growth and evolution flowing from its going digital • Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital • Escalating collaboration between school, its homes and community – with school taking the lead • Pooling of home and school educational expertise and digital capability • Increasing centrality of a core, working and integrating school website • Schools seeking to make greater use of online and networked teaching • Shift from paper based to digital communications with home and community
Networked	<ul style="list-style-type: none"> • School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children • Normalised use of a networked, interdependent model of school resourcing • Emergence of networked learning community that increasingly integrates the in and out of school student learning in the provision of an ever greater 24/7/365, anytime, anywhere education • Desire to use the digital in all operations to enhance effectiveness, efficiency, synergy and productivity • Tightening link between the schools shaping educational vision and its use of the digital

	<p>technology in the school's community</p> <ul style="list-style-type: none"> • School's digital technology leadership focussed on facilitating ready Net access and use by all within the school's community • Digital technology and Net core to all the school's operations • School's website has been opened to all interested and is central to the school's operations, teaching, communication and on-going development • Normalised use of an integrated, multi-faceted, multi-way digital communications suite
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school's community

• **Table 21. School administration**

School administration	
Paper Based	<ul style="list-style-type: none"> • Highly insular in outlook with the focus being within the school walls and the educational professionals unilaterally controlling all facets of the teaching and learning • Digital and website usage peripheral to school's teaching, administration and communication • Paper based, one-way communication with parents and community • Use of digital technology only within the school finances and student information systems
Early Digital	<ul style="list-style-type: none"> • All staff provided / have own digital teaching toolkit • Teachers expected to handle key administrative duties digitally • Home-school communication predominantly one way, paper based • School's administration largely digital
Digital	<ul style="list-style-type: none"> • Whole school in class digital usage coupled with digital administration begins moving school from paper to digitally based operational mode • The shift to a digital operational base and digital convergence occasions ever-greater organisational and operational integration
Early	<ul style="list-style-type: none"> • Dismantling of internal school walls and adoption of

Networked	<p>more integrated school ecology</p> <ul style="list-style-type: none"> • Escalating collaboration between school, its homes and community – with school taking the lead • Schools begin shift to a more networked resourcing model where they pool the school’s resources, with those of the homes, the community and wider networked world • Pooling of home and school educational expertise and digital capability • Progressive elimination of paper from school administration and operation.
Networked	<ul style="list-style-type: none"> • Continuing development of tightly integrated school ecology that embraces the in and out of school contributions and learning • Desire to use the digital in all operations to enhance effectiveness, efficiency, synergy and productivity. • School’s website has been opened to all interested and is central to the school’s operations, teaching, communication and ongoing development • Normalised use of an integrated, multi-faceted, multi-way digital communications suite • Digital technology and Net core to all the school’s operations
Digital Normalisation	<ul style="list-style-type: none"> • Digital used as a natural part of all school operations by all within the school’s community

• **Table 22. School funding/resourcing**

School funding/ resourcing	
Paper Based	<ul style="list-style-type: none"> • Highly insular in outlook with educational professionals unilaterally controlling all facets of the teaching and learning • Expectation that government or parents will provide the school virtually all the monies it requires, to spend as it desires
Early Digital	<ul style="list-style-type: none"> • Insular mindset • School operations largely restricted to finance provided by government or parents.
Digital	<ul style="list-style-type: none"> • Insular mindset still dominant • Government or parents provide virtually all funding for school’s use • Increasing moves by staff to extend the education beyond the school walls

	<ul style="list-style-type: none"> Increasing moves by staff to extend the education beyond the school walls
Early Networked	<ul style="list-style-type: none"> Principal/ school leadership promote the provision of a holistic C21 networked, ever more collaborative education that transcends the physical school walls Appreciation of developing an interdependent school within networked environment Staff adopting networked mindset Increasing teacher recognition of the educational opportunities for networked collaboration – and the ease of doing so with the digital Escalating collaboration between school, its homes and community – with school taking the lead Schools begin shift to a more networked resourcing model where they pool the school's resources, with those of the homes, the community and wider networked world
Networked	<ul style="list-style-type: none"> Staff adoption of networked mindset School operating within networked paradigm where it reaches out beyond the school walls in its educational quest, begins dismantling the old walls and increasingly questions past practises and seeks to involve all the teachers of the young in the education of the children Normalised use of a networked, interdependent model of school resourcing On-going moves to enhance parents contribution to the holistic 24/7/365 teaching of their children Escalating use of parent and community resources in addition to those provided by government Embarkation on strategy to normalise the total in class use of the students own choice of technology
Digital Normalisation	<ul style="list-style-type: none"> Students' homes resource the students' ever-evolving suite of personal digital technologies School factors recognition of out of school learning into its everyday operations

• **Table 23. Staff development and support**

Staff development and support	
Paper Based	<ul style="list-style-type: none"> • Teacher development invariably mass, 'one size fits all' approach, commonly delivered externally
Early Digital	<ul style="list-style-type: none"> • Increased use of formal or informal on staff 'digital instructional technology mentor/s
Digital	<ul style="list-style-type: none"> • Use of a suite of in and out of house, personal and group teacher development and support strategies
Early Networked	<ul style="list-style-type: none"> • Adoption of increasingly focussed 'just in time' personal and group whole of staff development and support strategies • Often unwitting staff recognition and reward strategies that serve to enhance the professionalism and empowerment of all staff
Networked	<ul style="list-style-type: none"> • On-going use of a suite of personal and group, face to face and online whole of staff development and support strategies directed to supporting school's educational vision • Normalised in house use of 'digital instructional mentor/s', working under various titles
Digital Normalisation	