

Element 2: Enabling Leadership

TIPS Initiatives & System Tools: -Implement Share Point portal services for the DEET Staff site

The developing school	The accomplished school	The leading school
<ul style="list-style-type: none"> Has a shared vision for ICT developed with staff and stakeholders. 	<ul style="list-style-type: none"> Has a clearly articulated inclusive vision that identifies the opportunities for ICT to enhance all aspects of the school's work. 	<ul style="list-style-type: none"> Uses collaborative teams to realise the clearly articulated shared vision for ICT in teaching, learning and administration.
<ul style="list-style-type: none"> Allocates responsibility for the strategic leadership of ICT largely or exclusively to the senior management team. 	<ul style="list-style-type: none"> Allocates responsibility for the strategic leadership of ICT to appropriately qualified teams. Strategic leadership is proactive. 	<ul style="list-style-type: none"> Diffuses leadership responsibilities, support roles and decision-making processes across the school. Effective communication and documentation of processes within the school community embeds a culture of shared leadership responsibility across the school.
<ul style="list-style-type: none"> Establishes a team to provide clear operational direction and co-ordination of the development and use of ICT across the school. 	<ul style="list-style-type: none"> Empowers and supports staff to provide operational direction and coordination at all levels of the school. 	<ul style="list-style-type: none"> Distributes and co-ordinates leadership for ICT across the school community to meet its varying needs and contexts.
<ul style="list-style-type: none"> Plans for the provision and use of ICT consistent with the school ICT vision. Some aspects of ICT planning are included in whole-school improvement planning. The plans identify realistic short, medium and long term targets, related to resources and responsibilities. 	<ul style="list-style-type: none"> Plans to use ICT in ways that are creative, flexible, reflective and outward-looking. The plans set challenging targets for anywhere, anytime access across the school and to local and global communities. 	<ul style="list-style-type: none"> Fully integrates plans for ICT use into whole-school planning. This planning reflects the school ICT vision and sets challenging targets for anywhere, anytime access across the school.
<ul style="list-style-type: none"> Relies on ICT innovators and early adaptors in the school to drive the extension of learning with ICT. Examples of approaches may include: <ul style="list-style-type: none"> Mentors and experts (including staff and students) from within and outside the school community leading learning in areas of expertise Support for innovative practice and the sharing of this practice Effective practice used to highlight the positive impact of ICT on teaching and learning. 	<ul style="list-style-type: none"> uses a whole-school model to extend learning with ICT with delegation of responsibility and accountability: <ul style="list-style-type: none"> mentors and expert members within the school community are supported to lead in areas of expertise the model for extending learning with ICT is responsive to change with explicit strategies in place to foster, share and support innovative practice within the school data collection mechanisms are developed to evaluate the impact of ICT on teaching and learning ICT priorities are reviewed and updated in light of new pedagogies and emerging technologies. 	<ul style="list-style-type: none"> uses a comprehensive whole-school approach to extending learning with ICT with clear delegation of responsibility and accountability: <ul style="list-style-type: none"> all members of the school community are encouraged to lead in areas of interest or expertise, both locally and globally explicit strategies are in place to foster, share and support innovative practice within the school and to share this with a broader professional audience a wide-range of evidence is used to evaluate the impact of ICT on teaching and learning ICT priorities are regularly reviewed in light of new practices, emerging technologies, and the outcomes of the school's self-evaluations.