TECHNOLOGY INTEGRATION MATRIX (TIM) - Principal

		SUBSTITUTION/ EMBELLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
Key Aspects of School Technology Leadership	0	1	2	3	4
CREATING AND INNOVATIVING	**Entry** Technology is seldom used and has no real impact on the school's organization and management or on student achievement.	**Substitution/Embellishment** Technology allows for different ways of doing things, with no improvements in the school's organization and management or in student achievement.	**Augmentation/Enhancement** Technology allows for improvements in the school's organization and management as well as in student achievement.	**Modification/Infusion** Technology allows for significant changes in the school's organization and management and the exercise of decisive influence on student achievement.	**Redefinition/Transformation** Technology allows for a redefined management style and the modelling of innovative practices in all areas of the school, with a view to impact student achievement.
Instruction and Support for Teachers	The principal **rarely allows** for the integration of technology in the classroom. This type of integration seldom arises in discussions (e.g., the possible use, by teaching staff members, of projectors in the classroom or the reservation of computers in the computer lab).	The principal **allows certain innovative members of the teaching staff to integrate technology** into their learning activities. This type of integration seldom **arises in discussions on the impact of information and communication technologies (ICT's) on education** (e.g., having ICT projects completed in class; having computer carts accessible in the classrooms; having room/facilities reservations posted on the electronic agenda by staff members and consulted by everyone).	The principal e**ncourages and supports the initiatives of a few teaching staff members who integrate technology** and **share** their teaching strategies with their colleagues. Instructional inquiry about the use of ICT's in schools is increasingly taking hold. Innovation and creation are part of the school's vision (e.g., implementation of lunch meetings to discuss ICT projects done in class, promotion of the use and benefits of virtual learning environments [VLE's]).	The principal **encourages teaching staff members to integrate technology into their planning, to change their instructional strategies significantly, and to share** with other colleagues. The principal **supports their initiatives** (e.g., creation of a blog or website, so that teaching staff members can post their innovations; encouragement of the use of certain components of virtual learning environments [VLE's], such as electronic portfolios, discussion fora, the Ontario Educational Resource Bank [OERB]).	The principal fosters a **culture of innovation** and reflects it within the school; **supports the initiatives of innovative teaching staff members by providing them with the necessary resources** (e.g., equipment, time, training); and promotes **their initiatives** within and outside the school community (e.g., sharing of the teaching staff's innovations by the principal in a public blog and on social media; encouragement of the teaching staff to use virtual learning environments [VLE's] as much as possible).

Fostering a Culture of Ongoing Personal and Professional Learning	The principal **allows** teaching staff members to undergo **traditional types of training**.	The principal **allows** teaching staff members to undergo **various types of training** (e.g., on-line training or conferences).	The principal **encourages** teaching staff members to undergo **various types of training,** and facilitates the **sharing of new ideas and innovative practices** discovered through the use of technology (e.g., setting up a blog or a digital space in which to share documents).	The principal **serves as a model,** and **encourages** teaching staff members to identify their training needs, develop their professional learning network, interact via **social media,** and join various **virtual communities** in order to learn from others and share their own achievements (e.g., the principal serves as a model by sharing his/her blog with others and by sharing the content of his/her training programmes).	At school, the principal and teaching staff members consider themselves, first and foremost, to be life-long learners. Teaching staff members **demonstrate shared leadership and take their ongoing professional and personal development into their own hands** by learning with others in the profession, **anytime and anywhere.** The principal serves as a model of this practice and supports teaching staff members in their progress (e.g., he/she provides a structure for professional-development opportunities at his/her school, and offers them to teachers from other schools through the use of web-based tools).
BYOD (Bring Your Own Device) Policy	The principal **permits** the use of the **school's technology tools** in **targeted areas** (e.g., classrooms or resource centre).	The principal **permits** the use of students' **personal mobile devices** in **different places** and at different times of the day (e.g., during breaks or at lunchtime).	The principal **encourages** teachers to **allow the use** of students' personal mobile devices **in the classroom and** in instructional contexts, subject to certain specific conditions being met (e.g., in the context of a research project on the Internet).	The principal, **in collaboration with the school team, implements a BYOD (Bring Your Own Device) policy** (e.g., code of conduct, terms of use, access to wireless network), and **encourages** teachers to use students' personal mobile devices in instructional contexts.	**The principal, teachers, and students demonstrate shared leadership** in developing and implementing a BYOD policy which encourages the development of efficient and effective learning skills and work habits. Students can bring their own devices **anytime; the variety of technology tools thus encourages** differentiated instruction.

Resources	The principal **equips a few** members of the teaching staff with **technology tools** (e.g., a few of them have laptops and a projector in their classrooms).	The principal **equips several** members of the teaching staff with **technology tools,** and **facilitates training** on the use of the tools (e.g., several members of the teaching staff have laptops, a projector, and an interactive whiteboard [IWB] or document camera in their classrooms).	The principal **equips every member** of the teaching staff with technology **tools** and **provides training** on the use of the tools (e.g., every member of the teaching staff has a laptop, and all classrooms have still-picture projectors).	The principal equips **all teaching staff members with** their **choices of** technology **tools** and provides **training ,**and sound **pedagogical or instructional use t** (e.g., assigns a techno-pedagogical expert to coach teaching staff members; frees a teacher of some of his/her duties to train and support each teaching staff member, freed, in turn, to update his/her teaching methods).	The principal **equips all teaching staff members with** technology **tools, thereby eliminating** technical **barriers** and **encouraging discussion and instructional renewal**. The principal **encourages and facilitates the implementation of a team of students who are** technology **experts** to support teaching staff members in the use of these tools (e.g., the principal uses co-operative-education placements in order to allow the students to provide teachers with coaching in the use of technology tools).