TECHNOLOGY INTEGRATION MATRIX (TIM) - Principal

According to Ontario's *Politique d'aménagement linguistique*, a language-planning policy, **participatory leadership** is leadership that is shared among the principal, staff, and students, each party having its share of responsibility in the pursuit of the school's mission, vision, and mandate. As identity building is a shared concern amongst of all school stakeholders, the principal must encourage this shared leadership. It is the principal's role to model and promote these practices.

		SUBSTITUTION/ EMBILLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
Key Aspects as School Technology Leadership	0	1	2	3	4
BUILDING A FRANCO-ONTARIAN IDENTITY	**Entry** Technology is seldom used and has no real impact on the school's organization and management or on student achievement.	**Substitution** Technology allows for different ways of doing things, with no improvements in the school's organization and management or in student achievement.	**Augmentation** Technology allows for improvements in the school's organization and management as well as in student achievement.	**Modification** Technology allows for significant changes in the school's organization and management and the exercise of decisive influence on student achievement.	**Redefinition** 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.
School Community*	The school community **is French-speaking,** has a growing awareness of its sense of belonging, **organizes Francophone activities** at school (e.g., shows), and encourages the participation of the various members of the community, **using a variety of technology tools** (e.g., announcements, posters, and e-mail).	The school community **gets involved, and helps set up francophone activities with the aid of technology tools** (e.g., social media, collaborative space). The school community **shares French-language resources** (e.g., shows, music, films, improvisation) in order to further the development of the students' francophone identity.	The school community **broadens the school's francophone environment with francophone activities** and **encourages everyone's participation, with the help of French-language technology tools** (e.g., creation of a Facebook page on the topic), **apps, and information sources** that can further the development of the students' francophone identity.	In addition to **broadening the school's francophone environment**, the school community turns to and connects with the wider world, with a view to strengthening the **ties of the francophone community,** by choosing **effective and appropriate technology tools** (e.g., exchanges and collaboration with francophones from elsewhere).	Besides **broadening the school's francophone environment**, the school community **helps create a community of open-minded francophone cybernauts,** and fosters the **use** and **vitality** of the French language on the web (e.g., by using a collaborative space to bring francophones together, promoting the various projects, and displaying its francophone identity on the Web by blogging, tweeting, adding videos … in French).

* The school community comprises a diverse group of members who are motivated to act responsibly and commit to their school environment. It brings together the students, teachers, principal, parents, school board, community, and other partners (e.g., merchants, community associations).