

Tool 2.2 – Future Classroom Maturity Model reference guide

Level	Key feature at each level
<p>5 - Empower</p> <p>The capacity to extend learning and teaching through ongoing whole school innovation, with teachers and learners empowered to adapt and adopt new approaches and tools.</p>	<ul style="list-style-type: none"> • The school vision and strategy promotes innovation, and a whole school approach to change, with technology provision planned and fully exploited. • Teachers are sufficiently trained/supported and fully engaged in the future classroom planning process. • School and teachers always able to adapt, staying up to date with trends and proactively adopting tools and resources that support beneficial change. • Learning objectives are continually reviewed supported by accurate up-to-date data, and balance the needs of assessment with the importance of developing skills which are less easily, or not formally, assessed. • The learner is autonomous and empowered, deciding what, where, how and when they learn using technology confidently, applying critical thinking and problem solving skills at high level. • The teacher is a connected, collaborative designer of engaging learning activities, regularly using new approaches and new technologies to support continual improvement.
<p>4 - Extend</p> <p>Connected technology and progress data extends learning and allows learners greater control on how, what and where they learn.</p>	<ul style="list-style-type: none"> • School policy supports use of digital tools and resources (e.g. mobile devices) and sufficient investment is made in technology which is more connected, so that learning supported by technology can take place anywhere and anytime. • Training and support for teachers enables new approaches to be developed and shared, particularly through collaboration between teachers, within schools and with other schools. • The teacher is digitally competent and uses a diversity of approaches and technologies to engage, empower the learners, and bridge the gap between formal and informal learning. • Digitally confident learners independently carry out tasks and make decisions on what, how and when they learn, often in collaboration with others, in ways which would not be possible without technology to support creativity, collaboration and communication. • Systems enable a range of assessment approaches and provide data to allow objectives to be set that go beyond traditional subject boundaries, taking into account learner progress and needs.

<h3>3 - Enhance</h3> <p>The learner is able to learn more independently and be creative, supported by technology providing new ways to learn through collaboration.</p>	<ul style="list-style-type: none"> • Teachers encouraged to experiment with ICT, particularly approaches that support personalisation. • School strategy includes provision of ICT training and support (including technical and pedagogical) • Learners involved in defining more personalised learning objectives, incorporated higher order thinking skills (21 Century Skills), and independent learning. • Teachers are comfortable with new technologies and approaches, which enhance learning with new and alternative approaches to learning and teaching. • Learners use technology to support creativity, collaboration and communication. • Quality feedback from a range of assessment approaches improves learner performance.
<h3>2 - Enrich</h3> <p>The learner becomes the user of digital technology, which improves learning and teaching practices.</p>	<ul style="list-style-type: none"> • Technology often implemented to enrich both teaching and learning, with the teacher deciding what technology the learners use, but may lack full consideration of its benefits. • Training and support unplanned and mainly technical rather than pedagogical. Learning objectives, activities and assessment encourages different types of active learning. • Learner uses technology directed by the teacher, and sometimes collaborates in learning, learning is personalised to some extent. • Teaching are is enriched (improved) by interaction with a variety of technologies but teachers are generally not comfortable with introducing new tools into the classroom. • Digital assessment evidence used by learners to improve their performance.
<h3>1 - Exchange</h3> <p>Isolation of teaching and learning, with technology used as a substitute for traditional methods.</p>	<ul style="list-style-type: none"> • Digital learning is not a management priority resulting in little support or training for teachers. • Innovation involving digital pedagogy is confined to individual teachers or departments. (Isolation of teaching and learning) • Learning objectives are set by the teacher relating to specific pieces of subject content or skills. • Teacher chooses the format and digital resources for learners, who usually work on their own. • A narrow range of technology, used infrequently, to support traditional approaches. (Substitution) • Technology may be used occasionally for infrequent teacher led assessment.

Maturity model levels by dimensions

Level 5 - Empower	
Learners' role	<p>Learners are autonomous and empowered, often deciding what, where, how and when they learn, obtaining a deep understanding of the subject matter, using critical thinking and problem solving, and decision making at high level.</p> <p>Learners are connected to others in most lessons and able use a range of digital tools to communicate, collaborate and create effectively.</p>
Teacher's role	The teacher is connected to others and spends most time designing and supporting activities that engage students in collaborative problem-solving or research and independent learning, directly instructing students only when necessary.
Learning objectives and assessment	The learner negotiates individual learning objectives, making use of content and data, available from any location. Learning objectives are continually reviewed and revised, are wide-ranging, ambitious and balance the needs of assessment with the importance of developing skills which are less easily, or not formally, assessed. Learners receive quality feedback quickly (even when engaged in collaborative activities) and from any location, usually instantaneously.
School capacity to support innovation in the classroom	<p>The school has as a clear vision and strategy in place that addresses key barriers to innovation, and encourages a whole school approach to supporting innovation in learning and teaching where advanced approaches to learning and teaching are consistent across school.</p> <p>Technology procurement, deployment and replacement is planned and budgeted with cost-effectiveness and sustainability in mind, encouraging teachers to make use of, and share, open content and tools.</p> <p>The school and its teachers are always able to respond and adapt to new challenges and opportunities that will impact on learning and teaching by staying up to date with trends in policy, society and technology, proactively adopting tools and resources that support beneficial change.</p>
Tools and resources	<p>Technology is in use effectively in more than 75% of lessons.</p> <p>Teachers use a wide range of technologies to support change in the learning process.</p>

Level 4 - Extend	
Learners' role	<p>Learner manage their own learning, independently carrying out tasks to achieve learning goals, obtaining feedback, using arguments and reasoning and appreciating different viewpoints.</p> <p>Learners are digitally confident and able to reflect on their learning style, and adapt their approach to exploit opportunities and overcome obstacles, making decisions on what, how and when they learn (often in collaboration with others).</p>
Teacher's role	<p>Teaching is less time and place dependent, bridging the gap between formal and informal learning, and there is a shift in role of the teacher from subject expert to learning designer (learner/researcher).</p> <p>The teacher is digitally competent and connected to others, using a diversity of approaches organised around the learner and designing activities that engage and empower the learner and build their confidence (e.g. the learner as a teacher, expert or team leader with planning and coordination responsibilities).</p>
Learning objectives and assessment	<p>Systems are in place for a range of assessment approaches including self- and peer-assessment, allowing objectives to be agreed by a range of stakeholders, taking into account learner experiences and preferences, and go beyond traditional subject boundaries to include inter-disciplinary skills such as collaborative problem solving in STEM.</p>
School capacity to support innovation in the classroom	<p>Sufficient investment to meet demand is made in technical support, infrastructure and professional development (including technology for learners with special needs).</p> <p>The school encourages and supports collaboration between teachers, within schools and with other schools to share good practice. Participation in online CPD and communities of practice that support collaborative design of learning activities and resources is common.</p>
Tools and resources	<p>Technology is in use effectively in 50-75% of lessons.</p> <p>Teachers and students identify and use new technologies, tools, resources and services, and/or identify new uses for established technologies to use in teaching</p> <p>Learners are supported by distributed, connected technology (sometimes subject specialist) in ways which are not commonplace in schools, and technology is used in and out of school supporting learning at non-traditional times and locations.</p> <p>Sharing of tools and resources among teachers and students is commonplace.</p>

Level 3 - Enhance	
Learners' role	<p>Learners collaborate, supported by technology, to gain information and knowledge, and choose and use appropriate digital technology, based on self-understanding of their learning and progress.</p> <p>Learners can demonstrate that they are digitally confident and competent as creators of products, knowledge and new ideas.</p> <p>Learners are involved in more independent learning supported by technology and engaged in online collaborative problem-solving or research, activities, with the learning rebalanced (e.g. between whole class and group activities).</p>
Teacher's role	<p>The teacher is comfortable with re-organising classroom layout, introducing new tools and resources into the classroom including those suggested by students and colleagues.</p> <p>The teacher helps students incorporate multimedia production, web production and publishing technologies into their projects in ways that support their ongoing knowledge production and communication with other audiences.</p>
Learning objectives and assessment	<p>The learner is involved in defining clear learning objectives which are more personalised and progress through a task is tracked to assess process skills alongside knowledge and understanding. This provides quality feedback from a range of assessment approaches (including self- and peer-assessment, formal and informal), to improve their performance and redefine learning objectives.</p> <p>Objectives include higher order thinking and key subject specific process skills such as enquiry skills in science or presentational skills in languages.</p>
School capacity to support innovation in the classroom	<p>The school encourages teachers to experiment and take risks with new approaches to learning and teaching, particularly approaches that support greater personalisation, learner responsibility for their own learning, and engagement with parents, leading to improved learning outcomes.</p> <p>School strategy includes digital learning, with teachers receiving appropriate training to achieve this, and technical and pedagogical support is provided.</p>
Tools and resources	<p>Technology is in use effectively in 25-50% of lessons.</p> <p>Learning is personalised and supported by intelligent content and widely available networked technology providing timely progress/performance data, guiding decision making.</p> <p>Technologies are used for collaboration, communication, to solve real-world problems and creativity (authoring tools, creating games, modelling and making).</p>

Level 2 - Enrich	
Learners' role	Learners regularly use (but with little choice) digital resources to develop understanding and skills, sometimes in collaboration with others, and are capable of communicating confidently and clearly, using ICT to present ideas.
Teacher's role	<p>Existing approaches to teaching are enriched (e.g. made quicker or more efficient) by interaction with technologies and a variety of resources matched to different learners' needs.</p> <p>Most teachers are digitally competent and sometimes try new approaches, but are not very comfortable with introducing new tools and resources into the classroom.</p>
Learning objectives and assessment	<p>There is a good relationship between learning objectives (agreed between several teachers), learning activities and assessment (using technology) which encourages different types of active learning, i.e. through inquiry, discussion, collaboration, practice and production, as well as acquisition.</p> <p>The learner has the opportunity to use the feedback and assessment evidence (stored digitally) to improve their performance.</p>
School capacity to support innovation in the classroom	<p>Technology procurement, deployment and replacement is planned and budgeted with cost-effectiveness and sustainability in mind, encouraging teachers to make use of, and share, open content and tools.</p> <p>However, leaders are commonly reactive to change e.g. acquiring technology without a clear vision or understanding of how it might improve learning and teaching.</p>
Tools and resources	<p>Technology is in use effectively in 5-25% of lessons.</p> <p>Learners use a range of technologies, across the school, completing the tasks they have been directed to carry out, the technology sometimes replacing more traditional approaches for learning and teaching.</p> <p>There is some sharing of useful apps and tools between teachers.</p>

Level 1 - Exchange	
Learners' role	Learners occasionally use digital learning materials provided or presented by the teacher, requiring only basic digital competence, usually working alone.
Teacher's role	The teacher chooses the format, approach and digital resources for learners to use.
Learning objectives and assessment	Learning objectives are set by the teacher, targeting isolated specific pieces of subject content or skills. Assessment of learning is carried out by the teacher (e.g. at the end of a unit or module), using traditional assessment approaches.
School capacity to support innovation in the classroom	Digital learning is not considered a management issue and there is little training and support for teachers, consequently, innovation involving digital pedagogy is confined to individual teachers or departments.
Tools and resources	<p>Technology is in use effectively in less than 5% of lessons.</p> <p>The teacher uses a narrow range of technology, as a replacement e.g. swapping one tool (a pen) for another (a word processor) with no change in the task (writing a story), and for the delivery of information and resources to the learner.</p> <p>Technology may be used occasionally for assessment.</p>

*This document is part of **The Future Classroom Toolkit**, developed within the iTEC project (2010-2014) with the support from the European Commissions' FP7 programme. The toolkit is available at <http://fcl.eun.org/toolkit>*

