

Framework for Mainstreaming Change

In the final LSL Observation Report¹, the idea of Collaborative Schools is developed into a ‘Framework for Mainstreaming Change’ as illustrated in the diagram below. The framework is used to summarise the evidence from the observations of Advanced Schools, under four different categories which define the different levels of ‘connectedness’ observed in Advanced Schools: reactive; responsive; connected; and inter-connected.

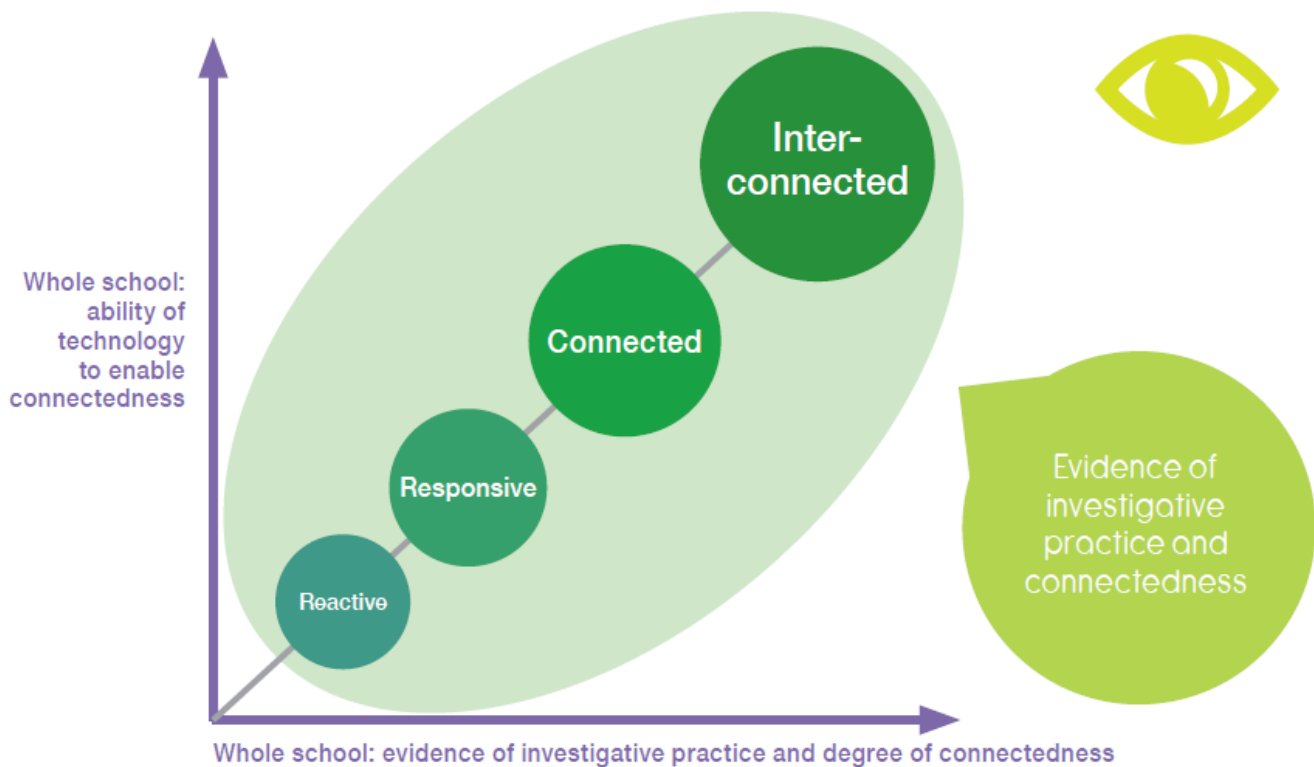


Diagram : whole school focus – degree of connectedness

- **Reactive schools** showcase the use of new technologies, but the implementation of new equipment is often not directly connected to whole school developments in learning and teaching.
- **Responsive schools** respond to top-down changes and seek opportunities for enthusiasts to engage in projects that may support staff interests or benefit the students within the school.
- **Connected (investigative) schools** have a strategic approach to the implementation of technology ; there is a shared understanding that technology will be used to explore whole schools developments.

¹ D3.3 Final Report on Link Observation Visits, published September 2014 isl.eun.org

- **Inter-connected (collaborative) schools**, staff at all levels know the key themes for innovation and development within the school. There is a team of teachers in the school which is engaged in external activities outside the school. Technology plays a significant role in pedagogical change.

The level of connectedness can be seen as an indicator of a school’s culture and attitude to change. The framework does not necessarily imply that schools move progressively, through a series of steps from reactive to inter-connected, as they are likely to be at different places according to the different dimensions. A further phase of the project could develop such a mapping and corresponding actions.

In the LSL project, it draws together the overall findings from the observations into a hypothesis : that the more Advanced Schools seem to be more ‘inter-connected’ – teachers and students inter-connected within the school, with their stakeholders, with other schools and with partners.

Key descriptors based on the observations are included in the tables below for each of the profiles. Please refer to the D3.3 Final Observation report for recommendations and actions linked to this framework.

Framework for Mainstreaming Change using ICT

Key descriptors based on observations: REACTIVE PROFILE

Innovation and whole school change	<ul style="list-style-type: none"> • A single teacher or very limited numbers of staff are able to demonstrate a particular focus on the use of technology. Not all staff in school make active use of technology within learning and teaching. • The school actively promotes the use of ICT, but there needs to be a direct connection to the development of learning and teaching within school. • An expert group in school work with each other, but their focus is on the use of technology rather than the development of pedagogy. • The school may have developed a showcase within the school, but this is perhaps centred on one area and does not involve the majority of staff. • The funding plan needs to include a strategy to refresh and replace existing equipment, rather than implementing pilot ideas.
Infrastructure	<ul style="list-style-type: none"> • The school has succeeded with the implementation of at least one specific technology and is considering how new technologies will influence other potential changes to the learning and teaching. • Technology is being used by experts or enthusiasts, but sometimes access for students is inconsistent. • The school is keen to be involved with piloting new technologies but does not always consider how they are mainstreamed across the school. Staff would benefit from additional professional development opportunities that consider the pedagogical implementation of ICT. • The school has implemented connectivity, but not necessarily considered the impact as the number of devices will grow.
National and international initiatives	<ul style="list-style-type: none"> • An individual member of staff is enthusiastic in a particular area and has been able to establish connections to other like-minded colleagues. This may have led to shared activities and in some cases work on a project. However, the developments are not necessarily linked to the whole school developments and may be dependent upon staff or resources. • The school may have a desire to connect with others and work at a European/International Level. • School is aware of national developments. However, at this stage, the school will do what is

	<p>necessary to be able to deliver the current curriculum.</p> <ul style="list-style-type: none"> The school actively promotes its use of ICT in local or national publications.
School Leadership	<ul style="list-style-type: none"> The school has implemented a range of technologies, but change in school is highly focussed on one specific technology Innovation is at classroom level or highly focussed on one particular aspect of technology or a specific area of the school. There is at least one enthusiast for the development of ICT. Advanced Practitioners take responsibility for ICT with support from the head teacher. There is a lack of clear vision for how ICT is connected to developments in learning and teaching.
Training and professional development	<ul style="list-style-type: none"> Teachers organise their own professional development in school. This is usually led by an enthusiast or proactive user. There is a small group of enthusiasts who share ideas across the school on an adhoc basis. Whole school training is given by commercial suppliers and this is usually a technical introduction to using the equipment.
Integration of ICT across the curriculum	<ul style="list-style-type: none"> The school is able to show how they are using specific technology/technologies. This is now happening across more than one department in school and colleagues are also aware of developments. Students expect to use ICT for their learning and teaching in certain classes in school. There is evidence of classroom management or lesson ideas being introduced across some groups or departments. There is access to a range of digital resources in school. Resources are stored and accessed systematically by staff and students, but this may not be a whole school approach. Some staff belong to professional learning communities to discover good ideas and share best practice.
Student involvement	<ul style="list-style-type: none"> There is no direct policy for involving students in developing the use of ICT in school. The school shares student work and promotes how the students are using ICT. The students recognise the school commitment to the use of technology and can make suggestions about how it could be developed.
Learning Spaces	<ul style="list-style-type: none"> There may have been changes made to one room or area of the school, but this is only used by enthusiasts/small group of staff. Most learning spaces have not been adapted. The technology has been placed in the existing learning space.
Evaluation and research	<ul style="list-style-type: none"> At this stage, the involvement of the school or individual teacher is based on interest. The practitioners in the school may be familiar with the potential benefits of research, but at this stage the practitioners contribute to developments as and when opportunities arise. The work of the school may have been captured by an external consultant and published to a wider audience.
Partnerships and networks	<ul style="list-style-type: none"> The school may have some examples of partnership working, but these are limited. Staff attend events, but these are often related to their personal interests. Details from partnerships could be shared further across the school to benefit more staff. The school may work directly with one particular supplier who has provided equipment to the school. Individual teachers may be involved in projects, but these are not always cascaded to other staff.

Key descriptors based on observations: **RESPONSIVE PROFILE**

<p>Innovation and whole school change</p>	<ul style="list-style-type: none"> • The school is trying to make progress in the use of technology and responds to government guidelines. Technology has been introduced consistently over a number of years. • There is a small team of ICT evangelists in school and there is usually someone who takes overall responsibility. This person may have been allocated a reduced teaching timetable to support innovation and the use of ICT in school. • There is a whole school focus on developments in learning and teaching; the school has defined a clear pathway for innovation. Staff in the school share their ideas/ findings with each other. • The school has worked with at least one other school on the use of ICT within learning and teaching, but this could be formalised as a project idea.
<p>Infrastructure</p>	<ul style="list-style-type: none"> • The purchase of equipment is focussed. The school has responded to the changing environments anticipated within education. The school understands the need to refresh and replace technologies, however at present technology is not always the most significant priority. • The school demonstrates access to a range of technologies; but the school is not able to provide evidence of access and current levels of use or evidence of a broad range of activities. • There may be some technologies in school that could be used more effectively. Whilst there is a learning platform to connect school and home, this is not yet used consistently across the school.
<p>National and international initiatives</p>	<ul style="list-style-type: none"> • The school has been identified by an advisor or inspector at a regional or national level because of the work of one or two members of staff within the school. This does not necessarily involve the whole staff in school. • The school may have a desire to connect with others and work at a European/International Level. • Certain staff are keen to demonstrate practice in relation to regional /national developments. • The school addresses the latest guidance and most staff work towards being appropriately skilled to deliver the National Curriculum. • At a regional level, there is an awareness of the activities the school is involved in and a desire to build upon these, however, it is dependent on individuals in the school and at a regional level to remain in close contact and continue to seek new ideas. • There are teachers participating in subjects networks or online communities, but the activities are not always shared with other staff. • The school actively shares through publications how it is involved with national and international initiatives.
<p>School Leadership</p>	<ul style="list-style-type: none"> • The school has a single enthusiast/small group of staff who understand the potential of using technology to enable pedagogical change. • The senior management team are responsive to suggestions and supportive of developments within school; however the school may have many priorities with no real direct whole school focus on using ICT within learning and teaching. • Innovative ideas emerge largely from national initiatives or interest in global trends. • There are opportunities to share development ideas within school. • There is a strong focus on improving learning and teaching using ICT in lesson time. • Occasionally, some staff may visit other schools to observe practice or gather information to support school development.
<p>Training and professional development</p>	<ul style="list-style-type: none"> • Training is available or made accessible if required, depending upon funding available. • The school has begun to connect the training needs with the need for whole school change. • Trainers have been identified in school to lead sessions with small groups. There may be opportunities for team teaching. • Enthusiasts work with colleagues beyond the school to further their own knowledge and then share these ideas with staff.

<p>Integration of ICT across the curriculum</p>	<ul style="list-style-type: none"> • The school is able to demonstrate effective use of ICT across 3 or more curriculum subjects or school departments. There are some plans for next steps. • Some staff are regularly producing materials at classroom level that have been demonstrated to other colleagues. • There is an online learning platform in school and a significant group of staff provide access to learning materials for students. • There is opportunity to share practice across the school from external professional learning communities on a regular basis. • Some staff are using technology to capture student response in lessons to support formative assessment. • Some staff are involved with collaborative projects with students in other schools; this is restricted to specialists/enthusiasts. • Staff belong to professional communities about the use of ICT and use this to develop knowledge across the school.
<p>Student involvement</p>	<ul style="list-style-type: none"> • Lesson activities provide opportunities for students to demonstrate their use of technology across the wider school. • Students have been involved in whole school initiatives from time to time and they support teachers as and when required. • The students could be involved in training activities or supporting the school to develop the digital newsletter or an increased media presence. • The school occasionally seeks student feedback about the use of ICT within learning and teaching in school. However, this could be documented formally on a regular basis.
<p>Learning Spaces</p>	<ul style="list-style-type: none"> • There have been changes made to at least one or two learning spaces in school to allow greater access to technology. This includes the provision of computer labs and access to technology in classrooms. • Other areas of the school have been adapted to provide technology; however this can sometimes be used by more staff and students. • There are some digital displays around the school, but these are generally static or provide limited interaction.
<p>Evaluation and research</p>	<ul style="list-style-type: none"> • The practitioners in school have an awareness of the benefits of research and recognise that engaging with this type of activity will be helpful at an individual level, but may also support the school developments. • At this stage, the involvement of the school is largely dependent upon a single enthusiast. • The school/individual is likely to be known at a local/national level for the developments in the school. • The individual has captured the intervention and is able to demonstrate the steps to replicate the ideas. The work of the school may have been captured by an external consultant and published to a wider audience. • There is professional dialogue taking place that is linked to an action plan.
<p>Partnerships and networks</p>	<ul style="list-style-type: none"> • The school recognises the need for external partnerships with parents, other schools and commercial suppliers, but there is room for growth. • The school offers events for parents and the local community to demonstrate the use of technology. • Activities are not necessarily connected, but dependent on a number of key staff. • The school has connected with other schools to develop ideas, but there are further opportunities to connect with joint projects. • The school is connected to other schools to gather new ideas and to inform developments. This is usually dependent on individual staff expertise.

Key descriptors based on observations: **CONNECTED PROFILE**

<p>Innovation and whole school change</p>	<ul style="list-style-type: none"> • The school works with other schools on a regular basis. • Staff at the school are involved in local or national projects and regularly disseminate their findings at conferences. • The school has established at least one European Project and is also linked to other national initiatives, but may not have formalised ways of collecting evidence to show the benefits of this. • The school works with a University or external agencies to engage in research and evaluation projects.
<p>Infrastructure</p>	<ul style="list-style-type: none"> • There is an expectation within the school that most/all classrooms will have access to the same standard and level of equipment regardless of department or subject. • Teachers know that all areas of the school have access to technologies that allow staff and students interaction within learning and teaching. • Teachers can readily plan for the use of technologies and know the provision is reliable. • The school learning platform has been implemented; the majority of staff and students make active use of the systems available. Parents are able to access information about their child. • Students and parents can communicate with the school about learning materials both within and beyond the school day.
<p>National and international initiatives</p>	<ul style="list-style-type: none"> • The school is involved in regular collaboration with projects at a regional level with knowledge of the bigger picture at a national level. Projects may be largely technology focussed. • The school seeks opportunities at a national and international level to engage with projects that involve a number of staff. • The school has regular meetings to ascertain how current national initiatives or ideas will impact upon whole school development. • Staff within the school are part of professional learning communities and cascade this information to other staff in school on a regular basis. • Staff are involved in investigative work and regularly disseminate their findings at regional or national events. • The school contributes to publications that promote the work of the school.
<p>School Leadership</p>	<ul style="list-style-type: none"> • The head teacher drives the change and has identified a team of staff to work together on mainstreaming change across the school. • A project co-ordinator or change leaders in school are connected to several developments • The school is highly project focussed and there is a group of staff who are connected to whole school developments. • Teachers work with other schools, but usually to develop ideas for the school, rather than wider education community. • The head teacher and school leaders have recognised the need to connect school and home, enabling the student as a lifelong learner. • Some staff visit other schools to observe practice and connect on the use of ICT within learning and teaching.
<p>Training and professional development</p>	<ul style="list-style-type: none"> • There is a whole school plan for professional development; this is connected to the review of the use of ICT within learning and teaching. • There is a regular schedule of training available as introductory and refresher courses. • At least two staff have been identified in school to deliver training to other colleagues. There are opportunities for team teaching and lesson observation to see ICT being used with the students. • The school is working with other schools to lead training sessions, and equally sends staff to external events for professional development activities.
<p>Integration of ICT across the curriculum</p>	<ul style="list-style-type: none"> • There is clear evidence of how ICT is being used across all subjects and a plan for next steps within each department. • The majority of curriculum subjects or school departments include at least one teacher who is recognised as a leading user of ICT.

	<ul style="list-style-type: none"> • There is a whole school approach to access data and lesson information. Staff also share materials within and across departments as appropriate. • The school is aware of and participates in at least one national competition involving the use of technology on an annual basis. The school has embedded the focus of the competition into the curriculum of the school. • ICT is used to provide students with more instant, regular and relevant feedback on their learning. • Staff explore opportunities to collaborate with other schools on projects that would encourage the use of technology e.g. eTwinning. This allows the students to prepare materials for a real audience and builds confidence with communication. • Some staff communicate with students beyond the lesson time to provide advice, comments or feedback to support/extend learning. • Staff belong to professional communities and use those ideas to connect ideas, using the school practice as exemplary.
<p>Student involvement</p>	<ul style="list-style-type: none"> • There is a group of student leaders established within school. • Staff know that they can ask certain students for support in lessons. • Students are involved with showcasing their work in various digital formats and this is published on the school website and in other online spaces. • The school collates regular feedback from students about learning, teaching and the use of ICT within school.
<p>Learning Spaces</p>	<ul style="list-style-type: none"> • The school has recognised that changes to the design of learning spaces are needed to enable the effective use of learning technologies. • The school has made changes to increase access for students and to allow greater opportunities for collaboration. • Virtual spaces have been developed to encourage personalised learning. • There are digital displays around the school that provide access to information and are regularly updated to include student achievements. • Students can contribute ideas about the use of learning spaces as and when changes are made.
<p>Evaluation and research</p>	<ul style="list-style-type: none"> • There is a whole school focus for development and research which may not involve all staff, but all staff know about the work and recognise the benefit to the school, students /community. • One or two members of staff have engaged with investigations or research projects and have begun to document their work. Some of these ideas are connected to whole school developments to mainstream the changes. Outcomes are published externally. • Other staff are kept informed and the school is also involved with dissemination at a local and national level to showcase the work of the school.
<p>Partnerships and networks</p>	<ul style="list-style-type: none"> • The school has developed external partnerships and sees these as valuable to the potential developments across the school. Some partnerships and networks are included within the school action plan. • Partnership events are co-ordinated by a designated person within the school. • There are opportunities for parents and students to work together. • The school is working with local businesses to support development. This may be in the form of sponsorship or to ensure the use of technology in school prepares students for lifelong learning. • The school is working with other schools to support the work of the school, but also to enable teachers/students to create new materials and resources. This is connected to the wider whole school development focus. • There is a dedicated group of staff working with commercial suppliers to share examples of practice, develop new concepts and pedagogical approaches. The outcomes are captured by an external consultant and shared with a wider community.

Key descriptors based on observations: INTERCONNECTED PROFILE

<p>Innovation and whole school change</p>	<ul style="list-style-type: none"> • The school has an established internationalisation agenda that enables them to connect with other schools across the globe. This is for the benefit of both staff and students. • The head teacher takes an active lead in promoting teachers as ambassadors and is able to draw upon several members of the staff to lead with initiatives. • There is a recognised group of staff who are engaged in collating evidence to contribute to whole school development. • The school contributes extensively to research and evaluation projects with a strong focus on the use of ICT in learning and teaching.
<p>Infrastructure</p>	<ul style="list-style-type: none"> • The school has established a baseline level of technology for all teaching rooms and throughout the school. • Staff and students have access to a range of devices to suit their teaching and learning needs. • There is reliable and robust internet connectivity and there will be appropriate wireless access for the number of mobile devices available. • The learning platforms have been fully integrated into school life and beyond the school day. Teaching and learning materials are fully accessible. • The school has a clear investment strategy for existing technologies and the introduction of new technologies.
<p>National and international initiatives</p>	<ul style="list-style-type: none"> • The school is recognised at a national level for the implementation and effective use of technologies within learning and teaching. • The school works with other schools and supports them to improve their practice in the use of ICT within learning and teaching. • The school regularly disseminates ideas and contributes to national conferences. The school leads or takes a leading role in a Regional Hub developing practice in the use of ICT. • Staff within the school publish their ideas internally with other colleagues and with external audiences on a regular basis. • The school offers new ideas to the research community and contributes to external publications.
<p>School Leadership</p>	<ul style="list-style-type: none"> • The head teacher is driving the change with strong team of staff who are interconnected and strongly influenced by the bigger national and international picture in education. The school has defined roles for many/all staff with regard to the use of technologies. • The vision for school development is clear. • The school has a learning and teaching strategy. There is evidence of a whole school focus over a defined period of time. • Staff regularly collaborate with other schools to develop new ideas and to build new knowledge on a focussed theme. • Teachers regularly demonstrate the use of technology to other schools through lesson observation. (This may include video or remote observation.) • Staff visit other schools regularly to observe practice as part of whole school professional development activities.
<p>Training and Professional Development</p>	<ul style="list-style-type: none"> • There is an annual plan for CPD across the school. This is usually a blend of internal and external courses. • The school will have identified a number of key themes or areas for development across the schools. • There are courses available for all staff to attend. • Most/All staff in school have an open door policy and are willing to share practice. • Teachers are encouraged to observe other colleagues within the school and in other schools. • Trainers have been identified in school and regularly team teach or provide pedagogical support and ideas.
<p>Integration of ICT across the curriculum</p>	<ul style="list-style-type: none"> • There is clear evidence of how ICT is being used across all subjects and a plan for next steps within each department. • Students in school expect to use ICT for their learning and share evidence of how ICT benefits their work. • Students have access to a range of individual activities which demonstrate personalised

	<p>learning. Student work is collated into a digital portfolio.</p> <ul style="list-style-type: none"> • There is a whole school approach to access data and lesson information. This is central to whole school development. • There are opportunities to collaborate with other schools/external organisations to support learning and teaching. This includes live collaboration within lesson time to enrich or enhance the learning experience. • Staff belong to professional learning communities and contribute new ideas to the wider education community about effective use of ICT within learning and teaching.
Student involvement	<ul style="list-style-type: none"> • There is an established plan for developing student leaders within school. This may be through student trainers and/or student media reporters. • The school collates regular feedback from students about learning, teaching and the use of ICT and uses this to inform school development planning. • Students lead aspects of the school showcase by determining the content and format of certain activities or publications.
Learning Spaces	<ul style="list-style-type: none"> • Changes are being made within the school to learning spaces to embrace the technological and pedagogical changes required. This is not a fixed and final change but seen as part of an ongoing plan to address student and staff needs. • There are digital displays around the school that provide access to information, student achievements, but also reflect very current activities including video material. • Students are involved with the review of learning spaces and there is a group of students who can contribute to ideas
Evaluation and research	<ul style="list-style-type: none"> • There is a whole school focus for development and research which involves all staff and is linked to training and professional development across the school. • The school has a number of investigations that stem from either one single theme or a number of themes that are known and disseminated on a regular basis. • The school is able to provide support to others to look for opportunities to gain additional funding to lead investigations, research and development. The school can demonstrate to others how to mainstream change by upscaling or replicating innovative ideas. • The school offers new ideas to the research community and contributes to external publications.
Partnerships and networks	<ul style="list-style-type: none"> • The school is able to demonstrate the benefits of partnerships and networks. There is at least one member of staff who takes responsibility for establishing and developing partnership activities within the school action plan. • The school has established strong links with parents, other schools and commercial suppliers and actively uses these for the benefit of the whole school. • The school regularly contributes to activities beyond the school, including projects, competitions and also encourages students to be entrepreneurial. • The school is working with other schools to enable teachers and students to develop new concepts and pedagogical approaches. The school seeks partners to build capacity and to expand opportunities to upscale findings. • The school works with commercial suppliers to share examples of practice, develop new concepts and pedagogical approaches. The school captures the evidence and publishes findings to the wider community.



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