Evolutionary stages and key indicators in digital normalistion - Part A - version 2 July 2013

© Created by Mal Lee and Roger Broadie, http://schoolevolutionarystages.net   May be copied for educational purposes.

Stage	Vision	Insular mindset	digital use in teaching	digital use by pupils	control of ICT equipment	ICT equipment in use
Traditional paper based	Educational agenda strongly shaped by external tests.	Teachers unilaterally control the teaching. Highly insular in outlook. Segmented silo like operation with limited links between departments/year groups.	Paper, pen and the traditional teaching board the dominant instructional technology. Efforts by a few early adopter teachers to integrate use of the digital.	Use of technology by pupils is the exception except in a few technology-oriented subjects or with early-adopter teachers.	Control of the digital by ICT experts in school. Adoption of industry standard operating system, technology, and applications software.	The school network is mainly for admin and resources. Only some teachers have laptops.
Early digital take-off	Loose links between school's educational agenda and deployment of the technology.	Focus still insular, with teachers starting to use digital approaches within the school walls.	Leadership expect that all staff will use digital in teaching and admin. Small but critical mass of teachers using the digital in everyday teaching.	Use of technology by pupils controlled by teachers, at times when teachers decide are appropriate.	ICT team chooses, configures, and deploys all hardware and software. Access to the Net tightly controlled and filtered. All other technology banned.	Suite of digital technology in every teaching room for whole of class presentation, that enables teachers to transition from paper to digital teaching.
Digital take-off	Planned links between school's educational agenda and deployment of the technology.	Insular mindset still dominant, but growing awareness of extended learning out of class and change in practice by colleagues.	All or nearly all teachers making some use digital in their everyday teaching.	Moves to ensure all students have ready usage of/access to personal computers. Teachers still having most control of when pupils use technology.	School, or school using parent monies, funds all digital technology used in school. Concerns about control and filtering hotly debated.	Teachers have own digital toolkit including laptop or tablet. Online systems are developed to enable teacher-pupil transactions and publication.
early people networked	Leadership promote the provision of a holistic, networked, ever more collaborative education that transcends the physical school walls.	Teachers starting to adopt a people-networking mindset, stimulating pupil collaboration and starting to share ideas with colleagues.	Teachers start to recognise the educational opportunities of online collaboration. School seeks greater use of online and networked teaching.	Concern for equity with school ensuring all children have requisite personal technology and ready home Internet access	Teaching/learning priorities win over technical priorities. Exploration of pooling of home and school educational expertise and digital capability.	Moves to ensure all students have ready usage of/access to personal computers. Enhancement of Wi-fi networking and bandwidth.
people networked	Leadership committed to a holistic 24/7/365 education, with tightening links between the schools vision and its use of technology.	Staff adopt a people-networking mindset when considering how to structure the curriculum, organise learning and engage in CPD.	Emergence of a networked learning community that increasingly integrates the in and out of school student learning.	Pupils increasingly allowed by teachers to use their own technology in classes when they want to.	Leadership focussed on facilitating ready Net access and use by all. The school pools its resources and expertise with that of its parents and community.	Escalating use of parent and community resources in addition to those provided by school funding.
Early digital normalisation	Teachers and pupils develop understanding of a different approach, to increasingly independent but collaborative learning.	The networked mindset has led to some radical innovations in teaching and learning. Teachers appreciate that this is growing effectiveness.	Digital used as a natural part of all school operations by all within the school's community, with teaching approaches starting to change in response.	Pupils enabled to choose own suite of digital technology. Embarkation on strategies to normalise use of students own choice of technology.	Mechanics on the workings of the student's suite of technology no longer taught by the school, it has become a pupil responsibility.	Equipment diversity in school and at home grows rapidly, utilising any Internet connected device, cameras, recorders, visualisers and phones.
Full digital normalisation	The school responds flexibly to creative innovations led by teachers and pupils with the agenda shaped by desire to learn.	The individuals in the school are empowered as learners with pupils leading much learning and helping less mature pupils.	Teaching approaches require use of the digital environment to realise the increased effectiveness teachers expect in their work.	Student use of their own technology in classes is normalised. Not using technology is conciously decided if appropriate.	Pupils introduce new technology, systems and applications to the school. Pupils show the teachers how and why they are effective for learning.	The equipment focus has moved entirely to connectivity, input and out technologies and data inter-operability.