

Traditional Paper Based schools	Schools at Digital Normalisation stage
<ul style="list-style-type: none"> • Constancy and continuity 	<ul style="list-style-type: none"> • Ever changing, ever evolving, ever transforming
<ul style="list-style-type: none"> • Insular mindset 	<ul style="list-style-type: none"> • Networked mindset
<ul style="list-style-type: none"> • Teaching, in school only within set hours 	<ul style="list-style-type: none"> • 24/7/365 anytime, anywhere teaching involving all the 'teachers' of the young
<ul style="list-style-type: none"> • Teaching using 20% of children's learning time 	<ul style="list-style-type: none"> • Quest to 'teach' 100% of children's learning time
<ul style="list-style-type: none"> • Unilateral control of the teaching 	<ul style="list-style-type: none"> • Distributed control of the teaching
<ul style="list-style-type: none"> • Whole of class teaching 	<ul style="list-style-type: none"> • Increasingly individualised, differentiated teaching
<ul style="list-style-type: none"> • Solitary classroom teaching, invariably behind closed class doors 	<ul style="list-style-type: none"> • Increasingly collaborative 24/7/365 teaching, anywhere anytime
<ul style="list-style-type: none"> • Distrust – of most staff, parents, students and digital technology 	<ul style="list-style-type: none"> • Trust – in staff, parents, students and digital technology
<ul style="list-style-type: none"> • Disempowered parents, students and most staff 	<ul style="list-style-type: none"> • All empowered – staff, parents and students
<ul style="list-style-type: none"> • Minimal home-school collaboration, with teachers unwilling to let homes interfere in teaching 	<ul style="list-style-type: none"> • Extensive genuine home-school – community collaboration in teaching and resourcing
<ul style="list-style-type: none"> • Pronounced home – school teaching divide 	<ul style="list-style-type: none"> • Marrying of in school and out of school teaching
<ul style="list-style-type: none"> • Scant recognition of out school student learning 	<ul style="list-style-type: none"> • Recognition and building upon out of school student learning
<ul style="list-style-type: none"> • Paper operational base 	<ul style="list-style-type: none"> • Digital operational base
<ul style="list-style-type: none"> • Predominantly paper based instructional technology 	<ul style="list-style-type: none"> • Normalised use of digital and networked instructional technologies

<ul style="list-style-type: none"> • School controls choice of ICT 	<ul style="list-style-type: none"> • Individual trusted to choose own technology
<ul style="list-style-type: none"> • Tight control of student Net access and banning of use of their personal technology 	<ul style="list-style-type: none"> • School encourages the students to use own technology in school and responsibly use the Net
<ul style="list-style-type: none"> • School website use peripheral 	<ul style="list-style-type: none"> • School website core to all operations
<ul style="list-style-type: none"> • Teachers instruct students on digital technology mechanics 	<ul style="list-style-type: none"> • Teachers recognise and build upon student's competence with own digital technologies and apply that functionality in higher order teaching
<ul style="list-style-type: none"> • Relatively lower order, simple organisation 	<ul style="list-style-type: none"> • Ever higher order, evermore complex organisation
<ul style="list-style-type: none"> • Tests as school's prime educational focus 	<ul style="list-style-type: none"> • Holistic C21 education as prime educational mission
<ul style="list-style-type: none"> • Loosely coupled organisation 	<ul style="list-style-type: none"> • Tightly integrated school ecology
<ul style="list-style-type: none"> • Structured, tightly planned, linear school development 	<ul style="list-style-type: none"> • Shaped, often seemingly chaotic and messy big picture, non linear school evolution
<ul style="list-style-type: none"> • Monies provided determine programs offered 	<ul style="list-style-type: none"> • Programs offered use both monies provided the school plus increasingly the pooled resourcing made available