# School ICT Integration Planning

This document is designed to support school leaders and managers to play a more proactive role in managing and exploiting school Information and Communication Technologies (ICT) for effective education. This document is a tool to help school management plan the integration of ICT into school processes in such a way that it provides an integrated solution rather than being tacked onto existing structures. The template aims to help you and your team quantify ICT requirements and record and track ICT assets over time.

## Annual School ICT Integration Plan (Template)

Tips on how to proceed and suggestions on what should be recorded under each heading are provided in the coloured paragraphs. Users can delete these paragraphs and insert school-specific information.

|  |  |
| --- | --- |
| **Year** | 2013 -2014 |
| **School Name** | Ottos Comprehensive School |
| **EMIS Code** |  |
| **School Address** | Marry E Pigotts Drive, St Johns, Antigua |
| **Telephone Number** | 462 3570 / 460 9609 |
| **Principal** | E Patricia Murrain |

### School Mission

Identify the core functions and values the school is pursuing. You might describe a typical student’s values and competencies on graduation. What product is the school community committed to creating? As this statement is at a very high level, it does not necessarily have to say anything specifically about ICT.

### School vision for ICT

The vision for learners and teachers at Ottos Comprehensive is for the school to be transformed into a 21st century institution where learning for teachers is continuous, ICT tools are regularly unsterilized in the classrooms and a project-based integrated curriculum is the norm.

### ICT Priorities for this Calendar Year

|  |  |
| --- | --- |
| January |  |
| February |  |
| March |  |
| April |  |
| May | Meeting with School’s Management Team and IT teachers. |
| June | Send Partnership letters to corporate organisations. |
| July | 1. Workshop organized by the Ministry of Education (to show Principals how to integrate ICT into their school plant).
2. Meetings with stakeholders.
3. A needs assessment carried out in school.
 |
| August | Install whiteboards in 3 classrooms. |
| September | 1. Set up 2 mobile units (Each unit consist of 15 laptops in a cabinet that teachers sign out from the office and take to the classrooms for students to use whenever lessons which require access to the internet are taught.
2. Begin using mobile units in classrooms.
3. Begin using digital cameras and other simple ICT tools in classrooms.
 |
| October | Begin outfitting learning areas/rooms. |
| November |  |
| December |  |

### Curriculum policies

In this section, insert curriculum policies outlining how the institution intends to use ICT to support teaching across grades (or programmes) and learning areas/subjects. This can either be written up by focusing on each subject or as a collective whole. An example for Mathematics has been included below as an example. Please delete and insert the position of your academic departments.

#### Mathematics curriculum statements related to ICT:

* + 1. Priority will be given to the use of calculators and computers as natural media for mathematics learning within a technologically-rich learning environment.
		2. All students have ready access to appropriate technology as a means both to support and extend their mathematics learning experiences.
		3. Teachers at all levels should be actively involved in exploring ways to take full advantage of the potential of technology for mathematics learning within the total curriculum.
	1. **Subject 2**
		1. Policy item 1;
		2. Policy item 2.
	2. **Subject 3**
		1. Policy item 1;
		2. Policy item 2.
	3. **Subject 4**
		1. Policy item 1;
		2. Policy item 2.
	4. **Subject 5**
		1. Policy item 1;
		2. Policy item 2.

### Current Status: Technology and Bandwidth

This section maps the school’s current status in terms of ICT infrastructure. What equipment, software, connectivity etc. has already been acquired by the school and what condition are these assets and services in? Is any maintenance or upgrades pending? This table will be significant later when planning new procurements to ensure that purchases are compatible with the existing infrastructure and that no duplication occurs.

#### Existing ICT Equipment

| **#** | **Existing Items** | **Function** | **Quantity** | **Operational** | **Date Acquired** | **Expected year of Upgrade or Replacement** | **Maintenance required in calendar year** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Trolley mobile device trolley | Receptacle for the storage and movement of a bank of mobile devices. | 1 | 1 | 20/03/11 | 2021 | No |
| 2 | Android 7” tablets | Individual mobile devises for students and staff to access software applications and the internet.  | 50 | 48 | 20/03/11 | 2014 | 2 units require repair. Also need to upgrade memory to 32 GB in all 50 units |
| 3 | Wi-Fi Network ADSL Routers | Device used as a gateway onto the Internet using our ADSL line. Devices access the gateway using a wireless network  | 8 | 7 | 11/06/11 | 2014 | No |
| 4 | School Server | Central computer that regulates uses of the schools network. It is also used as our e-mail and Internet server. It also coordinates printing requests and access to our laser printer. | 1 | 1 | 21/01/12 | Upgraded annually | Requires a new external hard drive to act as a Back-up device. Also require a spare hard drive in case of failure.  |
| 5 | Printer | Wireless Laser printer | 1 | 1 | 21/01/12 | 2014 | 20 reams of A4 paper and 4 toner cartridges |
| 6 | ADSL Internet line | This is a service we subscribe to that links the school physically (telephone line) with our Internet Service Provider. It has a speed of 1mbps and is uncapped. | 1 | 1 | 04/02/12 | Ongoing | $60.00 a month subscription |
| 7 |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |

### Proposed timetable

In this section, identify when the school’s computer facilities, (be it a computer lab, trolley of mobile devices, or perhaps classroom clusters of laptops etc.), will be accessed and by whom. Some subjects, such as Computer Science, require dedicated timetabled access to computers. However, at those times when computers are not booked, other subject teachers should be encouraged to use the computers. Below is a generic roster with hypothetical subjects inserted. Replace with school specific timetable information and place in the staff room and/or computer center so that the free periods can be booked out. A full timetable will indicate that the computers are being used, while an empty timetable indicates that the computers are idle. Either way this information is important as it can help management plan for expansion or the need for staff development and support in using ICT for teaching and learning. For the purposes of this document, however, record what regular sessions are planned.

The first grid below anticipates a fixed computer facility such as a computer lab or classroom cluster that contains all the equipment, software and tools you would require to teach using ICT. If the school is using an ICT model where students have access to their own individual devices, then a more flexible roster or even a simple list would suffice for teachers to book out other equipment such as projectors, presentation laptops, and so on. Populate the 2nd table below if this model better characterizes your school ICT setup.

| **Period** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| 1 | G8 Computer Studies | G8 Computer Studies |  | G8 Computer Studies |  |
| 2 |  | G8 Computer Studies |  |  |  |
| 3 | G9 Computer Studies | G9 Computer Studies | G9 Computer Studies |  | G8 Computer Studies |
| 4 |  | G8 Computer Studies |  |  |  |
| 5 |  |  | G9 Computer Studies | G9Computer Studies | G9 Computer Studies |
| 6 |  |  |  |  |  |
| 7 | G10 Computer Studies | G10 Computer Studies | G10 Computer Studies | G10 Computer Studies | G10 Computer Studies |
| 8 | G10 Computer Studies | G10 Computer Studies | G10 Computer Studies | G10 Computer Studies | G10 Computer Studies |
| 9 |  |  |  |  |  |
| PM Sessions |  | 14h00-15h30 Student Support Technicians Club (SSTC): Computer Maintenance  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week \_\_ | **Period 1** | **Period 2** | **Period 3** | **Period 4** | **Period 5** | **Period 6** | **Period 7** | **Period 8** | **Period 9** | **Period 10** |
| **Monday** |  |  |  |  |  |  |  |  |  |  |
| **Tuesday** | TT, DP1 & MP1 (AJM) | TT, DP1 & MP1 (AJM) |  |  |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  | DP1 (DS) |  |  | DP1 (DS) |  |
| **Friday** |  |  |  |  |  |  |  |  |  |  |
| **Equipment Codes: Staff wanting to book equipment should insert the equipment code and their initial in brackets to book equipment and resources.** |
| Data projector 1 | DP1 | Tablet Trolley (20 Tablets) | TT |  |  |  |  |  |  |  |
| Data projector 2 | DP2 | Multi-plug 1 (6 outlets) | MP1 |  |  |  |  |  |  |  |
| Mobile Screen | MS | Multi-plug 2(6 outlets) | MP2 |  |  |  |  |  |  |  |

### Staff professional development

What staff professional development (PD) activities are envisaged for the teachers and other staff members of the school? In this section, describe the types of PD initiatives that will use the ICT facilities. Some ideas might include:

Courses: Many staff may be happy to start off with a simple Basic ICT Skills course run by a more knowledgeable and skilled staff member. Later, once they have more skill, online courses focusing on Teaching with ICT might be an option.

Resources: There are also many resources available online that teachers can access to help them with lesson planning as well as materials for their lessons. Vetted lists of subject repositories developed by existing department staff could be compiled to help teachers new to ICT investigate this wealth.

Conferences: There are also numerous ICT in Education conferences that are held around the world, region and often in each country. A delegation from the school would be a good way to build a group of dedicated ICT in Education practitioners at the school who could lead by example and would benefit by hearing about the latest trends, tools and services.

### Role/s for ICT in school administration

Most of the above items are focused on using ICT for teaching and learning, as well as improving staff productivity, but what role can ICT play in streamlining school administration? Describe here what the school’s targets for ICT use in administration and management are for the calendar year. Consider enrolments, student information, staff information, timetabling, mark/test/exam capture, promotion schedules, reporting, library systems, hostel management, ICT help desk services, asset management, fees & finance etc.

### ICT to support community involvement

Describe how the school could use ICT to strengthen links with the surrounding community. Some ideas might include:

School Website: This is a good way to promote the official face of the school to the wider community highlighting academic results, sports results, student society events as well as procedural issues such as enrolment, school fee payment options etc.

Parent Communications: ICT can support your efforts to inform the parent body of relevant news and events. This can be done via an electronic newsletter, bulk text messaging, individual e-mails etc.

School Extranet: Create a link for parents into the school network so that they can see homework assignments, notices and leave messages.

Community Services: Student societies could offer various ICT services to the community such as printing, scanning, Internet research etc.

### Extracurricular access to ICT facilities

Insert clear policies on extended afternoon, weekend, and school holiday use of ICT, accompanied by plans to provide incentives to educators to enable this extended use.

### Procurement Priorities

In view of the information collected above, now turn your attention to procurements. What equipment is required over and above the existing ICT described in point 4 above? Use the table below, where example data has been used for demonstration purposes. Besides identifying ICT, also cost and determine from where the funds will come. It is also a good practice to justify the procurement. Why is it necessary and does it move the school closer to actualizing the vision described in point 1?

#### New Equipment for Calendar Year with Rationale.

| **#** | **ICT Items** | **Function** | **Quantity** | **Estimated Cost & Potential Fund** | **Warrantee?** |
| --- | --- | --- | --- | --- | --- |
| 1 | 10” Android Tablets | Larger screen tablets for teachers. | 8 | $200 ea to be drawn from the Staff Development Fund. | 6 months |
| Rationale: Need to increase the number of teachers who feel comfortable using tablets in class. This is important as we want the student tablets to be better utilized in class. For this calendar year we have identified 8 teachers who would embrace this approach. The school will provide them with access to a tablet to enable them to develop appropriate lessons for this platform. |
| 2 | PC Tower Computers (Windows Operating System) | Individual non-mobile desktop computers for administration staff to access software applications and the internet.  | 2 | $300 ea. To be drawn from the administration budget. | 6 months |
| Rationale: Need to start using ICT to improve our administration processes that are currently paper based. We have decided to start with admissions and library. One PC will be positioned in the admin office and the second in the library. They need a Windows OS in order to run the school administration software. |
| 3 | Pencilbox School Administration software | Windows software to facilitate admissions, student information, marks, reports and library. | 1 | $400 initial fee and then $50 annually after 1st 12 months for support. To be drawn from the administration budget. | 1st 12 months support free. |
| Rationale: The two new PCs (see above) will be installed with Pencilbox school administration software and will use the calendar year to get the library and admissions modules up and running. Next year’s admissions will be processed using the software and all library assets will be loaded into library module and loans tracked using the software. |
| 4 |  |  |  |  |  |
| Rationale: |
| 5 |  |  |  |  |  |
| Rationale: |

### Strategies to cover operating costs

Acquiring ICT is one thing, maintaining and upgrading it over time is another. How will the school cover its ICT operating costs? It is important that ICT maintenance costs become a regular line item in the school’s annual budget. Regular costs could include:

* Replacement/repair of broken or malfunctioning hardware
* Annual software costs: e.g. Antivirus software & school administration package support subscriptions
* Internet monthly costs: Internet Service Provider, line hire or cellular data package.
* Consumables: Paper, toner, ink cartridges etc.
* Every 2-3 years equipment and software upgrades

How might the school meet these regular costs? Existing fund allocations/income could be reorganized so that ICT is incorporated into budgets. Alternatively a student ICT levy could be implemented on top of the regular school fees. Also investigate partnerships with influential parents or local businesses. Also consider special fund raisers designed to bring in cash and also spread community awareness of the school’s ICT needs.

### Roles and responsibilities

In this section, identify the roles of the various staff, parents, students, and student societies, as well as outside contractors who will help to coordinate ICT at the school. Below is a list of tasks. Organize them into defined roles for one or more ICT coordinators:

* Acquisition of equipment.
* Set up and installation.
* Daily maintenance (Virus checker updates, cleaning keyboards & mouses, clearing hard drives when full of discarded files, backups, minor repairs such as paper jams, inserting ink cartridges, rebooting routers etc.).
* Serious repairs to ICT when damaged or broken (especially once out of warranty);
* Upgrading ICT after a number of years when existing equipment is obsolete.
* Purchasing of consumables (paper, toner etc.), monthly payments to Internet Service Providers.
* Professional development and training.
* Daily ICT support to students and staff with specific needs.
* Monitoring use.

In addition, it is worth ensuring that both staff and students understand that using the school’s ICT platform comes with responsibilities. Computers and the Internet offer an opening to a world of vast content and numerous tools. It is also an excellent communication channel. However, without setting down expectations, both students and staff can abuse the platform by using school bandwidth for private use often at the expense of those trying to use the platform for educational purposes. In order to make responsibilities clear, all parties should sign an ICT Acceptable Use Agreement. (See Appendix A for an example of such a document.)

### Monitoring and evaluation

How does the school determine if ICT is impacting positively on teaching and learning, staff productivity, school administration and communication? It is possible that the equipment is not adding value, but how would you know? In this section, describe how you will monitor and evaluate the contribution ICT is making to school processes.