

Maturity Modelling – Year 2

Institutional Self Assessments, June 2004

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Model 1: Technological Maturity

1. Policy overall					
There is no collective or written policy for ICT provision in the institution. No organised consultation. No clear focus.	There is a draft policy but no action plan. The policy is delivered top-down. Focus on establishing effective ICT systems.	There is a clear policy but no clear action plan. The policy has been developed through consultation across the institution. Focus on establishing effective ICT systems.	There is a clear written policy and action plan. Developed through consultation. Focus on enhancing effective teaching and learning outcomes rather than on technology <i>per se</i> .	There is clear and innovative vision, from which a shared policy and action plan have been developed. Focus on the potential of ICT for teaching and learning, and effective support mechanisms to maximise attainment. Institution proactively keeps abreast of developments.	
2. Policy Resourcing of Equipment					
No policy of renewal.	Equipment is purchased or replaced when enough funds are available but total costs of ownership issues are not understood.	There is a timed replacement plan for key equipment. New developments when funds are available.	There is a detailed and costed replacement policy for all equipment. Planned new developments.	There is a detailed, constant and costed replacement, renewal and upgrading policy for all equipment, including procurement of managed services. Total cost of ownership issues fully understood.	
3. Connectivity					
Most computers are standalone. External link by low speed connection.	There is a networked central resource or some clusters which are networked with low speed connection shared across the network.	Most computers are networked with a shared broadband institutional access but there are impediments to the flow of data between the management and curricula sectors	All systems (management and curricula) are networked together allowing the sharing of resources and data. Regular backups made.	All systems (management and curricula) are networked together allowing the sharing of resources and data. Differential internal and external access to the network. Awareness of need for security. Options such as wireless networks are used in addition to, or as a replacement of fixed networks.	
4. Interoperability					
The institution uses an <i>ad hoc</i> collection of ICT resources resulting in negligible interoperability.	The institution has started to rationalise its ICT provision with increasing levels of interoperability for learning or	The institution has started to rationalise its ICT provision with increasing levels of interoperability for learning and for management	The institution has an integrated ICT system that shares data across systems internally.	The institution has an integrated ICT system that shares data across systems internally and externally with varying levels of	

No data transfer.	management systems but not both. Little data transfer.	systems.		access.	
5. Accessibility and Fitness for Purpose					
There is no clear deployment strategy.	There is equality of access across the institution via a rationing process. Worse than 1:10 rationing. Timetabling notice required.	All students and staff have regular access to central, portable or class based ICT resources. Better than 1:10 ratio.	All students and staff have regular access to central, portable or class based ICT resources with recognised flexibility to allow support for teaching and learning plans. Around 1:5 ratio.	All students and staff have access to resources on a needs basis. Close to 1:1 at the point of need. Recognise a variety of user needs.	
6. Security of Network and Users					
Awareness of virus issues.	Critical machines protected. User access policies in place.	LAN is protected. Other security features present such as a firewall, filtering, and anti-virus software. Back up's regularly made to increase resilience of service provision.	Staff/pupils protected through Acceptable Use Policies (user aware of obligations). WAN is protected.	WAN is protected, acceptable use policies are in place and back up's are regularly made. Policy in place to follow when system is down.	
7. ICT Infrastructure Management					
No formal process for reactive or proactive technical support.	Formal process for reactive technical support such as single point of contact for ICT incidents and requests and detection, diagnosis and resolution of incidents. No formal process for proactive technical support.	Formal process for reactive technical support such as single point of contact for ICT incidents and requests and detection, diagnosis and resolution of incidents. Some process for proactive technical support such as regular preventative maintenance.	Formal process for reactive technical support such as single point of contact for ICT incidents and requests and detection, diagnosis and resolution of incidents. Many processes for proactive technical support such as regular preventative maintenance, network monitoring and ICT asset management.	Formal process for reactive technical support such as single point of contact for ICT incidents and requests and detection, diagnosis and resolution of incidents. Complete process for proactive technical support such as regular preventative maintenance, network monitoring, ICT asset management, managing ICT changes, service level agreements and disaster recovery planning.	

Model 2: Curriculum Maturity

1. Institutional

1. Curriculum ICT Policy					
The institutional strategic or planning documents have no clear function for ICT.	ICT is incorporated into institutional strategic plans but without a clear focus.	There is a draft policy identifying support and usage but no action plan. The policy has been developed through consultation across the institution. Focus on establishing effective ICT systems.	There is a clear written policy and action plan. Developed through consultation. Focus on effective learning outcomes rather than technology per se. There are clear areas identified for curriculum development and ICT solutions.	There is clear and innovative vision, from which a shared policy and action plan have been developed. Focus on the potential of ICT on the impact of ICT on teaching and learning, and effective support mechanisms to maximise attainment.	
2. Monitoring effective learning					
No process of monitoring effective learning with ICT.	No formal process of monitoring effective learning, although some monitoring does take place on an <i>ad hoc</i> basis.	Some formal monitoring plan in place, although is not conducted on a regular basis across the whole institution.	Monitoring is consistent and regular across the institution. The institution employs a range of monitoring strategies.	Monitoring takes place across the whole institution, is planned regular and consistent. The institution employs a range of monitoring strategies. Change is implemented on the basis of the monitoring process.	
3. Institutional awareness of pupil exposure to ICT					
The institution has no knowledge of out of institutional ICT experiences of students.	Some staff in some subject areas are aware of their students' knowledge of out of institution ICT experiences.	Some staff in some subject areas are aware of their students' knowledge of out of institution ICT experiences and adapt curricula to make use of that knowledge.	Most staff are aware of their students' out of institution ICT experiences and adapt curricula to make use of that knowledge.	The institution has a clear policy for monitoring and acting upon knowledge of students' out of institution ICT experiences, thus allowing the mobilisation of students' informal learning.	

2. Teacher

4. Embedding teaching and learning with ICT					
Few staff use ICT in their teaching.	Some staff use ICT in some of their subject teaching. Some schemes of work may include explicit ICT activities.	Most staff use ICT in their teaching but there is no overall guidance of how this should be done. ICT is an add-on to the curriculum.	Collective agreement on key uses and on embedding of ICT within the curriculum.	ICT has been embedded into all schemes of work, which in turn is evidenced in the classroom. Active monitoring of the implication of technology change on educational activities, including audit of child and teacher based usage.	

5. Critical thought					
Few staff show critical analysis of ICT and ICT based resources in their teaching.	Some staff show critical analysis of ICT and ICT based resources in their teaching.	Most staff show critical analysis of ICT and ICT based resources in their teaching, matching ICT skills to curriculum issues that are not ICT related.	Skills of critical analysis are incorporated into all appropriate schemes of work.	Staff are active critics of information and information sources.	
6. Teacher Innovation					
Although innovation may take place within individual classrooms there is no planned innovation in institution and no systematic evaluation. ICT is used very little.	Islands of innovation within subject areas or <i>ad hoc</i> interest groups. Limited piloting and evaluation may occur. Top down (management lead) innovation may occur but without grass roots consultation and support which often leads to failure. ICT is used as a delivery and support tool for some aspects of the curriculum.	The management is involved with staff in innovatory pedagogy and learning but the intra - area links are not made. Islands of best practice emerge.	There is a clear policy to innovate that is developed through consultation. Focus on effective learning outcomes rather than technology <i>per se</i> .	There is a clear policy to innovate that is developed through consultation. New approaches are clearly thought out, piloted and evaluated. Implications for the whole institution are considered and if deemed appropriate there is a coherent rollout programme across the institution and the innovation becomes embedded, for example teachers encourage students in the production of websites for the institution as teaching tools within that institution.	
7. Teacher Creativity					
ICT is not used creatively within the institution; few regard ICT as a creative tool. It is seen as a low level learning system or as a workhorse.	ICT is regarded by a few staff as a creative tool, although students are not given time within a lesson to experiment.	A few staff understand that ICT can be used as a creative tool and allow some students to experiment out of lesson time.	Some staff understand that ICT can be used in creative ways to extend students learning and skills within lessons.	Students are encouraged to use ICT in creative ways, make choices, trying new ideas and techniques and challenging themselves as learners.	
8. Fitness for purpose					
A limited range of traditional modes of working is employed.	Some staff have more innovative approaches to modes of working including the use of ICT in some of their subject teaching.	Most staff have more innovative approaches to modes of working including the use of ICT in some of their subject teaching.	A diverse range of modes of working is available across the institution including collaborative working and learning at a distance.	A diverse range of organisational styles is available. Clear monitoring of approaches which, if deemed successful are rolled-out across the institution and are embedded in the curriculum. ICT use in the curriculum is seamless.	

9. Student opportunity for autonomy in learning across the curriculum					
Students are not given opportunities to select learning goals or learning approaches such as the use of ICT tools.	Some staff in some of their subject teaching encourage students (at an appropriate level for their age) to make autonomous choices concerning their learning goals and learning style.	Most staff encourage students to make autonomous choices concerning their learning goals and learning style.	Most students are encouraged and challenged to make autonomous choices concerning their learning goals and learning style.	All students are encouraged and challenged to make autonomous choices concerning their learning goals and learning style.	
10. Student opportunity for autonomy in internal assessments across the institution					
There is no recognised student autonomy.	Some staff in some of their subject teaching encourage students (at appropriate level for their age) to mark and record their own or peer performances.	Most staff encourage students, when appropriate, to mark and record their own or peer performances. No systematic evaluation of this innovation takes place.	There is a clear policy of involving students in the assessment and monitoring of their work. For example: <input type="checkbox"/> students contribute to online portfolios which can be used as an alternate method of authentic assessment to track student performance <input type="checkbox"/> Students mark and record their own or peer performances.	There is a clear policy of involving students in the assessment and monitoring of their work. The innovation is carefully monitored and good practice is rolled out across the institution.	
11. Teacher encouragement of autonomy					
Few staff allow students to select learning goals or learning approaches such as the use of ICT tools.	Some staff allow students to make autonomous choices concerning their learning goals and learning style (at appropriate level for their age).	Most staff allow students sometimes to make autonomous choices concerning their learning goals and learning style.	In some areas student autonomy is actively encouraged as a matter of policy by the teaching staff.	Student autonomy is actively encouraged as a matter of policy by the teaching staff, and the institution provides suitable content /materials to facilitate this.	
12. Summative Assessment (Schools only – FE see alternative)					
Assessment is confined to traditional approaches.	Some staff have more innovative approaches to assessment including the use of ICT in some of their subject teaching. Some schemes of work may include explicit ICT-based assessment activities.	Most staff have more innovative approaches to assessment including the use of ICT in some of their subject teaching. Student portfolios can be used as an alternate method of authentic assessment to track student performance Some schemes of work may include explicit ICT-based assessment activities.	There is an appropriate mix of assessments including on-line assessment to match pedagogic goals. Assignments are easily managed using online student performance tracking tools There is a collective agreement concerning the value of various assessment approaches.	There is an appropriate mix of assessments including on-line assessment to match pedagogic goals. Clear monitoring of approaches which, if deemed successful are rolled-out across the institution and are embedded in the curriculum.	

13. Formative Assessment in relation to ICT (Schools only – FE see alternative)					
Formative assessments are restricted to traditional methods. Staff across the institution do not generally consider an ICT approach or the institutions systems are not sufficiently developed to conduct assessments on this way.	Some staff consider the value of ICT based assessment, although very little assessment is conducted in this way.	Formative assessment using ICT is considered by the majority of staff, although the institutions systems are not sufficiently equipped to deal with this type of assessment on a larger scale.	Most staff consider the value of using ICT to administer assessments and this is carried out on a regular basis across the institution. The institutions systems are developed sufficiently to enable this type of assessment on a regular basis, although may not be able to be used by whole classes simultaneously.	The institution is able to administer assessments using ICT as required. They have adequate ICT resources to enable them to administer assessments smoothly and as a collective group. This type of assessment is heavily incorporated into schemes of work. Children are able to monitor their own progress.	
FE ALTERNATIVE – Replaces No's 12 & 13					
Initial, formative, ongoing and summative assessment are delivered and reported and recorded only using traditional approaches and methods. (Initial = conducted on entry to identify key skill levels, confirm levels based on prior grades and often learning styles, and/ or additional support needs; formative = any assessment conducted during the course which informs future delivery or planning, e.g. an essay mark; ongoing = assessment activities which are conducted throughout the programme and which do not inform teaching practice, but test knowledge for example; summative = final assessment which can be an official score and which informs the final grade.)	Some staff have more innovative approaches to assessment including the use of ICT in some of their subject teaching. Some schemes of work may include explicit ICT-based assessment activities.	VLEs or equivalent systems are in use for delivering, reporting and recording 1 or more forms of assessment. The institution is trialling/ piloting electronic approaches to initial assessment. Discussions with examining boards are in place with regard to and/or pilot implementations of externally applied assessment are in place.	E-portfolios are in use across the curriculum. Communication and information transfer between the institution and the examining bodies is electronic, and transferred with ease. Electronic summative and formal assessments are taking place. A range of informal formative and ongoing assessment approaches are taking place. Initial assessments are conducted electronically.	All assessment data is centrally stored, accessible and interoperability with the appropriate systems to access this is in place. Learners are able to access a range of assessment styles, appropriate to their place, mode and style of learning.	
14. Inclusion - How ICT is used to support sen/low achievers/talented & able and minority groups.					
ICT is used very little by identifiable groups (including children who have learning difficulties and the	ICT is used by some identifiable groups (including children who have learning difficulties and the	ICT is actively incorporated into their curricula experiences, for some identifiable groups.	Curricula for all students includes planned and focused ICT use, including vulnerable groups and gifted children.	All students (including vulnerable and gifted groups) irrespective of abilities etc. are encouraged to use ICT in	

intellectually very able).	intellectually very able).			creative ways, make choices, try new ideas and techniques and challenge themselves as learners across the full range of curriculum opportunities.	
15. Reuse of curriculum materials					
Little or no re-usage except at the individual level.	Materials are reinvented and reuse is rare. No history of development (the development cycle) is recorded.	Materials are reused only when conditions are considered identical. History of development is randomly updated and generally unstructured.	Materials are reused and adapted to developing to other situations. Collaboration between units. History of development is maintained, updated and reused where applicable.	A structured policy and action plan to identify appropriate materials and approaches for dissemination across the institution in the form of working resources.	
16. Usage					
Many ICT resources are largely unused or underused. Resources used on an <i>ad hoc</i> basis.	Most resources are used efficiently through a set timetable.	Most resources are used efficiently. With both time-tabled usage and with recognised flexibility to allow support for teaching and learning plans.	ICT resources are used throughout the day to support a range of educational activities.	ICT resources are used throughout the day to support a range of educational activities. The institution sees the need to develop resources as an ongoing task and has a policy in place for keeping resources up to date.	
17. Planning					
ICT is not widely used in planning. Any use is limited to it being used as a support tool (for example using word processing as purely a presentation aid)	Some teachers incorporate ICT into limited areas of their planning, although this is isolated within the institution and again is used mainly as a presentational aid.	Planning using ICT is beginning to be used across the institution in certain key areas, although is only consistent in a few areas. Those staff that are using ICT are doing so constructively and appropriately. ICT is used as more than a presentational aid.	The benefits of using ICT to plan effectively is recognised across the institution and teachers consistently use ICT in most areas of their planning. ICT is used in areas such as setting schedules, finding resources and accessing databases.	The benefits of using ICT to plan effectively is recognised across the institution and teachers consistently use ICT in most areas of their planning. ICT is used in areas such as setting schedules, finding resources and accessing databases. These activities are incorporated into larger schemes from the individual members of staff through to their departments and up to institutional level.	

3. Pupil/Learner

18. Critical Thought, Appropriate to the relevant key stages					
The institutional improvement plan has no clear statement about the development of critical citizens through digital literacy.	Concept of the critical citizen through digital literacy is incorporated into institutional improvement plan but without a clear focus.	Skills of the critical citizen through digital literacy are identified and are incorporated into some schemes of work.	Skills of the critical citizen, through digital literacy are incorporated into all appropriate schemes of work.	Students are active critics of information and information sources.	
19. Creativity					
Little ICT use in the classroom.	Mechanistic use for specified outcomes within the class.	Pupils have the opportunity to use creative tools and allow some students to experiment out of lesson time.	Some pupils understand that ICT can be used in creative ways to extend students learning and skills within lessons.	Pupils are encouraged and shown to use ICT in creative ways, trying new ideas and techniques and challenging themselves as learners within their lessons.	
20. Student capability for autonomy in learning					
Students are not capable of selecting learning goals or learning approaches such as the use of ICT tools.	Some students are capable in some areas of making autonomous choices concerning their learning goals and learning style (at appropriate level for their age).	Most students are capable some of the time of making autonomous choices concerning their learning goals and learning style.	Most students are capable of making autonomous choices concerning their learning goals and learning style.	All students are capable of making autonomous choices concerning their learning goals and learning style.	
21. Student capability for autonomy in assessment					
There is no recognised student autonomy.	Some students are capable of marking and recording their own or peer performances when appropriate (at appropriate level for their age).	Most students, when appropriate, are capable of marking and recording their own or peer performances. No systematic evaluation of this innovation takes place.	There is a clear policy of increasing students' capability in the assessment and monitoring of their work. Most students are capable of marking their own and others' work when appropriate.	There is a clear policy of increasing students' capability for the assessment and monitoring of their work. The innovation is carefully monitored and good practice is rolled out across the institution. All students are capable of marking their own and others' work at an age appropriate level.	
22. Enrichment					
Little class use of ICT and no extra curriculum activity other	Some extra activity either at institution or home, although	Explore both in and out of class and at <i>either</i> depth within or width	Explore both in and out of class and at <i>both</i> depth within and	Explore both in and out of class, <i>both</i> depth within and width	

than learner personal activity at home.	activities not integrated.	across the curriculum although not fully integrated.	width across the curriculum, not fully integrated.	across. Fully integrated. This includes links with wider community and with providers such as grid club.	
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Model 3: Leadership/ Management Maturity

1. Leadership

1. Vision					
There is no collective or written agreement or understanding about the potential of ICT.	There is a draft vision statement, which identifies the potential of ICT. The vision is held by a small in-group and not owned by the staff.	The institutional leader has worked with all staff to create a well-written vision statement that identifies the wide-ranging nature of ICT. All stakeholders share the vision.	There is an innovative vision statement that matches the institutions overall aims. It recognises the potential of ICT for learning and attainment, and its impact on staff and pupils.	A vision of ICT as a transforming agent, with ICT as an integral part of everything ('automatic consideration of how ICT might enable us to solve particular problems / issues') and recognition that occasionally ICT will offer opportunities which might not be there otherwise.	
2. Planning					
There is no detailed ICT development plan or ICT element within the institution. If a plan exists it has not been updated in the medium term.	There is an up-to-date detailed ICT development plan embedded within the SIP. It has clear targets for ICT. Funding is allocated on an <i>ad hoc</i> basis.	There is an up-to-date detailed ICT development plan embedded within the SIP. It has clear targets for ICT. Funding is allocated on a formula basis similar to other subjects.	There is a long-term strategic plan for future developments with the SIP. This is supported by an up-to-date ICT development plan embedded within the SIP. It has clear targets for ICT. Funding is allocated on this basis.	The SIP includes a detailed ICT development plan that shows short and long term targets costing and a commitment to developing ICT across the whole institution curriculum, in line with new innovations for teaching and learning.	
3. Policy					
There is no current written ICT policy.	There is no formal written ICT policy in place, but staff accept that they should pursue their own interests and uses of ICT wherever possible.	The institution has a written ICT policy which was developed by the headteacher/principal and ICT co-ordinator. It is not yet fully implemented across the institution.	There is a detailed policy statement which reflects the institution's work matched to the ICT development plan, most of which is clearly implemented.	The institution has an ICT policy that has been discussed and agreed by staff and governors. It clearly sets out the institution's approach to the teaching and management of ICT, and includes a statement about staff roles and responsibilities. It is thoroughly implemented across the institution.	
4. Implementation					
The institution has not considered the value of an	Institutions where the IMS system is used beyond the	The IMS system delivers real value to the Institution. Here people ask	The institution is actively tailoring the system to their	An institution where as a manager/leader you are taking	

IMS to the institution.	returns for the DfES/LSC.	questions like, 'Will the system?' Or 'Why can't I' (Complaints are an indication of progress!)	needs, seeking their own alternative solutions to supplement the system.	stock of a situation you also <u>use</u> the data to inform your decisions. Management ask questions such as are we collecting the right data? Do we need to collect anything else?	
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2. Management Systems

5. Management Systems					
The institution uses an ad hoc collection of ICT resources to support its administrative and management functions. Applications are unable to share data. Access is through the institution office. Much work is still undertaken manually.	The institution has begun to rationalise its ICT management systems, but there is still duplication of data entry. Access to data limited to a small number of management computers distributing data on a need to know basis largely to the management team. Largely record keeping function.	Most management tasks are undertaken using ICT, although there maybe several different systems that share data. Clear protocols for ensuring that the basic data set is entered and updated regularly. Access is limited to some computers and staff. Integration allows tracking of pupils' progress and attainment.	There is an integrated ICT management system that shares data across all applications. It is available to all staff both at work and home. Allows tracking of pupil progress and attainment. Allows target setting.	There is an integrated ICT management system that shares data across all applications. It is available to all staff both at work and home and is understood. Allows tracking of pupil progress and attainment. Target setting and general modelling encouraged at all levels.	
6. Data collection					
Management does not encourage data collection other than that required by external bodies.	Management allows data collection other than that required by external bodies.	Management allows data collection other than that required by external bodies. Appropriate methods of collation are devised. Access may be restricted.	On a regular basis management actively collect, analyses and uses in it's planning a range of data from a wide variety of sources via traditional and electronic means.	On a regular basis management actively collect, analyses and uses in it's planning a range of data from a wide variety of sources via traditional and electronic means. Data flow is both in and out of the institution. These data are widely available within the remit of good practice.	
7. Analysis of attainment and progress					
Most analysis of attainment and progress is undertaken manually or on spreadsheets created by the institution.	The institution uses some ICT based systems to record and track students' progress and attainment. It is used mainly by the members of the senior management team.	A comprehensive tool is available for recording and tracking students' progress. It is used mainly by the members of the senior management team.	A fully integrated ICT based assessment and recording systems is available to all teaching staff at work. It is used to track students' progress and set targets.	A fully integrated ICT based assessment and recording systems is available to all teaching staff at home and work. It is used to track students' progress and set	

				targets and is a diagnostic tool which informs planning.	
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3. The Co-ordination of ICT

8. ICT Co-ordinator's role					
If there is an ICT co-ordinator they have few skills and make minimal impact.	The ICT co-ordinator has been trained and works across the institution to support staff.	There is an experienced and skilled ICT co-ordinator who leads developments in ICT. S/he is able to lead & motivate staff in to develop their use of ICT.	The ICT co-ordinator is highly skilled and trained. S/he leads innovations and motivates staff interest in ICT.	The ICT co-ordinator is highly skilled and trained. S/he leads innovations and motivates staff interest in ICT, encourages an informed debate on ICT developments within the institution and can train colleagues in the use of agreed software packages.	
9. Coordination of ICT (Schools only – FE see alternative)					
Reactive management: the senior manager or ICT co-ordinator respond to some initiatives but frequently miss opportunities to develop.	Reactive management: the senior manager or ICT co-ordinator respond to initiatives as needed.	Reactive management: the senior management team discuss ICT as needed.	Reactive management: An ICT working party including the senior manager, ICT co-ordinator, other staff and governors. It responds to initiatives as need.	There is a proactive and inclusive leadership group for ICT, which meets regularly and constantly, pushes the way forward.	
9. FE ALTERNATIVE					
ICT is centrally co-ordinated, by an individual and therefore has a particular slant/ approach.	ICT is centrally co-ordinated, and takes into account the range of issues within this. The institution has a formal statement of ICT approach, or ICT vision. There is CPD available for ICT skills.	There is reactive management to ICT related issues. The ICT co-ordination is supported within SMT, involves wider cross college consultation and accessed by a range of staff. There are policies and procedures in place relating to all aspects of ICT. There is CPD available for ICT Skills and its application to teaching and learning.	There is proactive management of ICT related issues. The ICT co-ordination is led by an individual but is underpinned by cross college working group(s), and has clear SMT support. The college has an ILT Strategy which it is working to achieve. Investigations into the impact of and inter-relationship with a range of college activities are taking place.	The co-ordination of ICT is an embedded function within the college management structure, and within college philosophies. There is clear correlation between ICT and other college strategies, and an embedding of approaches to ICT. The co-ordination of ICT is centrally led, but there is a sense of communal ownership.	

Model 4: Workforce Maturity

1. Whole staff development

1.Planned staff development in ICT (Schools only – FE see alternative)					
Little CPD is encouraged or takes place.	Individuals have to identify their own needs and training.	Needs are identified through performance management reviews but targets may not be set.	There is regular identification of IT and other development needs. Annual targets included with the SIP, are set for staff. There may be some evaluation of impact. Staff are encouraged and supported in meeting targets.	All staff have institutional supported CPD. There is a process for the induction of new staff. Impact of development is evaluated in relation to classroom performance or in the case of appropriate support staff, effect administration.	
1. FE ALTERNATIVE					
CPD relating to ICT is available upon request, and is skills focussed.	A range of ICT skills focussed CPD is available, through a central facility and function.	ICT related CPD needs are identified through performance management reviews and / or other review processes. The individual must then ensures these are addressed. There is a move towards CPD relating to ICT application rather than ICT skills and informal support for developing these (e.g. ICT Champions)	ICT related CPD is broad ranging and delivered through a range of methodologies, including online. CPD is centrally organised and provided in both reactive and proactive approaches. There is often a departmental approach to and support for ICT CPD.	CPD is embedded within the ICT Strategy, and this goal is worked towards. ICT CPD is accessible to all and the delivery of the CPD and the impact of the CPD on the individual, their work etc id evaluated to, and built upon.	
2. Training options					
Training methods are selected by individuals within, with little or no institutional support.	Most training is undertaken individually or through undifferentiated institutional based training.	The institution uses LEA or external face-to-face courses for identified staff. Some staff use on-line training courses.	The institution uses a mixture of in-house, external face-to-face courses and online activities.	There is extensive use of a range of training methods including in-house and external face-to-face courses and individual and group online activities. The selection of method is chosen to be appropriate to training goals.	
3. Staff learning on-line					
Few staff are regular users of e-mail.	Most staff are regular users of e-mail mainly for their personal communication. Some belong to e-mail lists or bulletin boards.	Most staff are regular users of e-mail or community software to communicate on a professional level with colleagues.	The institution uses a mixture of in-house, external face-to-face courses and online activities.	Most staff regularly use on-line communicates to collaborate and share professional concerns and knowledge with colleagues in other institutions both at	

				home and abroad. Online resources are used for staff training.	
4. Staff ICT Skills					
Most staff seriously lack functional ICT skills.	A few staff are ICT familiar/competent and the ICT co-ordinator or technician is ICT fluent.	Some staff are ICT familiar/competent and the ICT co-ordinator or technician is ICT fluent.	The majority of staff are ICT familiar/competent with key staff ICT fluent, including teaching assistants.	The majority of staff are ICT fluent	

2. New Approaches to teaching and learning

5. New approaches to teaching and learning					
No new developments are discernable.	Isolated islands of innovation sometimes involving ICT.	Increased innovatory activity but limited evaluation of effectiveness and not tied to training.	Small or large group discussions lead to a buying into the innovation process. Pilots are evaluated but there is no system for dissemination of a successful innovation across the institution.	Focused and planned innovation for which the impact is evaluated. If successful they are embedded across the curriculum. Innovation is planned and co-ordinated across institutions.	
6. Monitoring innovation					
No new developments are discernable.	Isolated islands of innovation sometimes involving ICT.	Increased innovatory activity but limited evaluation of effectiveness and not tied to training.	Small or large group discussion leads to a buying into the innovation process. Pilots are evaluated but there is no system for dissemination of a successful innovation across the institution.	Focused and planned innovation for which the impact is evaluated. If successful they are embedded across the curriculum.	

3. Technical support

7. Who provides reactive technical support (Schools only – FE see alternative)					
The institution has no reactive technical support provision and fault detection, diagnosis resolution is left to the users.	The institutions reactive technical support and fault detection, diagnosis resolution is left to the ICT co-ordinator, leader or teacher when they are available.	The institutions reactive technical support and fault detection, diagnosis resolution is carried out by a technician available for less than 1-2 days per week or on an <i>ad hoc</i> basis by an external technical support supplier	The institutions reactive technical support and fault detection, diagnosis resolution is carried out by a technician available for less than 3 days per week or on an irregular basis by an external technical support supplier.	The institutions reactive technical support and fault detection, diagnosis resolution is carried out by a technician available full time or on a regular basis by an external technical support supplier bound by a service level agreement.	
8. How is proactive technical support provided (Schools only – FE see alternative)					
No proactive technical support	An ICT co-ordinator, leader or	The institutions have the	Proactive technical support such	Proactive technical support such	

such as preventative maintenance is carried out.	teacher carry out some proactive technical support such as preventative maintenance.	availability of an internal or external part time technician to carry out some proactive technical support such as preventative maintenance.	as preventative maintenance, network monitoring, analysing underlying network faults by looking at incident trends, testing of new hardware and software before release and keeping network maps and diagrams is carried out on an irregular basis by an internal or external part time/full time technician.	as preventative maintenance, network monitoring, analysing underlying network faults by looking at incident trends, testing of new hardware and software before release and keeping network maps and diagrams is always carried out on a regular basis by a full time technician or by an external technical support supplier bound by a service level agreement.	
FE ALTERNATIVE Replaces dimensions 7 & 8					
Reactive Slow to respond / does not respond to need. Not able to meet user needs.	Reactive Slow to respond Technical support is provided in a reactive manner. There is an awareness of user needs, and the basic needs are met.	Proactive Responsive A Telephone help desk is available 9 -5. User needs are met. Technical support reports to the SMT. The approach to technical support recognises and accommodates outreach working.	Proactive Responsive Online fault reporting is available via the Intranet. Service Level Agreements are established and embedded. An ICT user group is in place. The support of external agencies and other colleges is accessed. The needs of the organisation, and all users, including those of teaching and learning, are met. There is liaison with teaching and learning activities / colleagues.	Proactive Responsive A telephone help desk is available across the hours of all teaching & learning provision. A 24/7 web support service is available. Online fault reporting is available via the web. The approach to technical support recognises and accommodates home working. There is an awareness of the changing needs of all aspects of the organisation, and these are able to be met. The advice of those providing technical support services is sought in relation to strategic developments. An ICT user group is active and embedded. The support of external agencies and other colleges is accessed and supported in a collaborative manner.	

4. Developing workforce roles

9. Use of support staff in teaching and learning situations					
Little or no use of support staff, ICT and others, in teaching and learning situations.	Support staff are directed and provide resource support only to teaching and learning situations.	Support staff provide both resource support and in some situations by some academic colleagues are encouraged to work directly with students.	Support staff have a clearly defined role in supporting teaching and learning which is acknowledged and accepted by most of the teaching staff.	Support staff have an active and integrated role in supporting teaching and learning which is acknowledged and accepted by the teaching staff. Key staff are identified and have recognised cross institutional roles.	
10. Use of support staff to reduce administrative roles					
Many core administrative tasks are completed by the teaching staff.	Reactive: Support staff are directed and provide administrative support as required by the teaching staff.	Reactive: Day to day administration is largely handled by support staff using an IMS.	Reactive moving to proactive: Day to day administration is largely handled by support staff using an IMS and begins to take decisions on feedback to teaching staff.	Proactive: Support staff handle day to day administration but are also take an active role in developing systems.	

Model 5: Linkage Maturity 1: Intra / Inter Institutional

1. Communications throughout the institution					
Curriculum, Learner and Management information are held by individuals and in a range of formats.	Curriculum, Learner and Management information is held in electronic formats and shared within the institution.	Curriculum, Learner and Management information is documented, centralised and easily accessible; is up-to-date and accurate; has an appropriate interface with human systems and practice.	Curriculum, Learner and Management information are integrated; are informing the evolution and development of systems and practice; are enabling and influencing decision making; are accessible site(s) wide; are accessed and contributed to by staff, with confidence.	Curriculum, Learner and Management information are embedded within institutional practices; are used to support learning and teaching, decision making and quality assurance; feeds into external communication channels; influences institutional development.	
2. Communications through / with other institution					
Curriculum, Learner and Management information and expertise are shared in a limited and ad hoc manner.	Curriculum, Learner and Management information and expertise are shared via a range of methods, including electronically; is facilitated through informal agreements.	Curriculum, Learner and Management information and expertise are shared for mutual benefit(s); as an embedded, strategic development; is led by key staff.	Curriculum, Learner and Management information and expertise are shared through formal and informal channels; with regularity and in a sustainable approach; to support and enable planning and development; involves people at all levels of the organisation.	Curriculum, Learner and Management information and expertise is shared in an ethos of transparency; within a strategic approach; for cross institutional monitoring, implementation and development.	
3. Communicating with LEAs / LSCs					
There is some limited electronic communication.	Selected communications are in an electronic format; are up-to-date and accurate; are conducted in a timely manner.	A substantive amount of communications between institutions and LEAs / LSCs is electronic and a range of electronic tools are used.	The majority of communications between institutions and LEAs / LSCs is electronic. Electronic tools are used to enable development and discussion.	Electronic tools are utilised to enable communications with other local agencies to facilitate a two way process for local development.	
4. Nested learning communities built around the core belief that an active, self-regulated approach to professional growth produces high levels of achievement over time. In Nested Learning Communities all members of the LEA/LSC are learners--students, teachers, and administrators.					
Top down approach to personal learning Teachers set learning goals for students. Management sets learning goals for staff. Government sets learning goals for institutions.	Information flow is largely top down, although does have some two-way elements to it.	All members of the institution are learners--students, teachers, and administrators. Because children's learning depends heavily on how well adults learn how to teach them, every adult is responsible for his or her on-going professional growth.	All members of the institutional cluster are learners--students, teachers, and administrators. The individual's responsibility for CPD is clearly matched by the institutional commitment to support that individual within the development framework of the institution.	All members of the institutional cluster are learners and also learning facilitators. Expertise is not constrained within organisational levels.	

5. Sharing of expertise					
Expertise is accessed on an <i>ad hoc</i> basis.	The institution has informal agreements with other educational units to share expertise.	There is formal sharing of expertise within designated groups for example, LEA technicians or shared institution technicians.	Clear policy on the most effective roles for various members of the cluster and group and how those roles mesh.	Clear policy and plan to share expertise within the designated cluster/LEA, through an agency like SWGFL.	
6. Sharing of best practice					
Best practice is shared on an <i>ad hoc</i> basis.	The institution has informal agreements with other educational units to share best practice.	There is formal sharing of best practice within designated groups for example, subject specialisms or literacy groups.	Clear policy and plan to share best practice within the designated cluster/LEA.	Clear policy and plan to share best practice within the designated cluster/LEA, with clear mechanisms for content collection and discussion Cross institutional monitoring of good practice which is available across the country via specific websites.	

Model 6: Linkage Maturity 2: External Communication

1. Wider Community access to institutional resources					
There is no external access to institutional resources including ICT resources.	There is some limited access to institutional resources including ICT resources.	There is planned access to institutional resources including ICT resources.	The institution has links with the community to provide regular access and training using the institutional resources including ICT resources.	The institution has links with the community to provide regular access and training using the institutional resources both on-site and at a distance, which includes former pupils, other educational sectors, charities or local businesses. The data flow is two way in the form of a consultative partnership.	
2. The Institutional web site					
The institution does not have a web site.	The institution is in the first stages of developing its web site.	The institution has a web site which is used to 'advertise' the institution's activities.	The institution has a web site which is used to inform interested bodies both internally and externally of information such as: current activities including pupils' work and key information on the structure and management of the institution. It remains a push technology.	The institution has a dynamic web site with information, resources and links with participating groups such as parents. This is a two way technology.	
3. Communicating with the Home					
The institution does not encourage any form of electronic communication between itself and the home.	The institution encourages electronic communication in the form of voice or text messaging between itself and the home.	The institution encourages electronic communication in the form of voice or text messaging and e-mail between itself and the home.	The institution actively encourages electronic communication which goes beyond the traditional methods, for example their web site provides feedback forms for collecting stakeholder views. The institution is engaging with debates about social issues relating to ICT.	Communicating electronically with the home is well established. There is an on-line community available to all institutional stakeholders which is used for debate or to collect opinions. Parents or students over 18 can access their data on-line about students' behaviour or performance. Broader social concerns are addressed.	
4. Communicating with Parents					
Parents are generally unaware of the institutions policies on curriculum in general and ICT	The institution holds occasional meeting to inform parents about curriculum and	The institution regularly informs parents about curriculum using traditional meetings and	The institution regularly informs parents about curriculum and ICT developments using both	The institution regularly informs parents about curriculum and ICT developments using both	

in particular.	ICT developments (excluding parents' evenings).	newsletters.	traditional and new technology routes.	traditional and new technology routes. The institution runs workshops for parents.	
5. Students' electronic links to the institution					
No links encouraged.	Some staff encourage students to e-mail work to and from home.	Most staff encourage electronic transfer of work within and between home and institution. Home links are not monitored.	Students can access the institutional intranet from home to access resources or expertise. Home links are monitored to identify equity issues.	Students can access the institutional intranet from home to access resources or expertise. In homes with limited resources the institution provides some home support in the form of old equipment or loan equipment.	
6. Institutional use of external expertise					
The institution has little or no knowledge of any external expertise available in the community.	The institution has some knowledge of any external expertise available in the community. This is gathered by 'word of mouth' recommendations.	The institution has a good awareness of external expertise available in the community. This is gathered by 'word of mouth' recommendations.	The institution has conducted a survey of parents' expertise plus has knowledge of any external expertise available in the community gathered by 'word of mouth' recommendations.	The institution holds and regularly updates a database of external expertise including that of parents and interested others, such as local business leaders or charitable organisations, which are actively used within the institution.	
7. Individual use of external expertise					
Little or no contact with external experts.	Some staff actively seek contact with appropriate experts outside of their institution.	Staff actively seek contact with appropriate experts outside of their institution.	Staff actively seek contact with appropriate experts outside of their institution. Good support is shared within the institution informally.	Active policies of monitoring and formally disseminating information on quality help.	
8. Parental access to ICT					
No opportunities for parents to use the institutions ICT resources.	Some parents use the institutions ICT facilities, although this is not generally planned.	Some parents make use of ICT resources at the institution according to a pre-arranged timetable.	The institution actively encourages parents to use ICT resources according to a pre-arranged timetable.	The institution has links with parents to provide access on a regular basis which includes training. This is a consultative relationship in which parents also have ownership.	
9. Providing information for use by the wider community					
The institution does not provide information electronically that is of interest	The institution is beginning to build electronic resources for use in the community,	Some resources are made available for use in the community, and although limited are regularly	The institution actively promotes the dissemination of information and resources to the	Providing information and resources electronically for the community is well established.	

to the wider community.	although they are limited and not regularly updated.	updated.	wider community which goes beyond the traditional methods as a means of encouraging lifelong learning. The institution is engaging with debates about social issues relating to ICT.	There is an on-line community available to all institutional stakeholders which is used to disseminate information of interest to the community. Broader social concerns are addressed.	
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