

# TECHNOLOGY INTEGRATION MATRIX (TIM) - Principal

		SUBSTITUTION/ EMBELLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
Key Aspects of School Technology Leadership	0	1	2	3	4
<b>COMMUNICATING</b>	<b>Entry</b> Technology is seldom used, and has no real impact on the school's organization and management or on student achievement.	<b>Substitution/Embellishment</b> Technology allows for doing things differently, with no improvements the school's organization and management or in student achievement.	<b>Augmentation/Enhancement</b> Technology allows for improvements in the school's organization and management as well as in student achievement.	<b>Modification/Infusion</b> Technology allows for significant changes in the school's organization and management with a view to impact student achievement.	<b>Redefinition/Transformation</b> Technology allows for a redefined management style and the development of innovative practices in all areas of the school in order to exercise decisive influence on student achievement
<b>Parents</b>	The principal <b>transmits information orally or in writing</b> , with no possibility of reply (e.g., mailings, announcements).	The principal <b>uses technology to post information</b> on the school website. (e.g., forms, announcements about upcoming activities, and information about achievements of both enrolled and former students).	The principal posts information <b>using a variety of technology tools, with a few possibilities for interaction</b> (e.g., postings on the school's website; school newsletter, Facebook page, and YouTube account).	The principal regularly interacts with parents, <b>using a variety of effective and appropriate technology tools</b> (e.g., school blog for disseminating information, and on which parents can leave comments; creation of video clips to encourage innovation on the part of staff and students; use of the electronic agenda for parent-teacher interview appointments).	The school principal fosters a <b>culture</b> that elicits regular interaction with parents by <b>choosing effective and appropriate technology tools</b> (e.g., creating a web-based community for parents, in the form of a social network; using a web-based tool that automatically allows for a message to be posted on different social media (e.g., <a href="#">If This Then That - IFTTT</a> ); continuously monitoring Twitter, using the school's hashtag or mobile app. ).
<b>School Staff or Administrators</b>	The principal <b>transmits information orally or in writing</b> (e.g., announcements over the intercom, written information distributed at staff meetings or left in mail slots).	The principal <b>transmits information orally or via an everyday form of technology</b> (e.g., e-mail).	The principal transmits information <b>using a variety of technology tools</b> (e.g., announcements on the school portal, e-mails sent to teachers, activity calendar shared via cloud computing).	The principal <b>regularly interacts with school staff using a variety of effective and appropriate technology tools</b> (e.g., e-mail, portal, and agenda in a collaborative document).	The principal fosters and reflects a <b>culture</b> that elicits information sharing and regular interaction by <b>choosing and using effective and appropriate technology tools</b> (e.g., creating a virtual community for the school, using data that show the number of visits, to ensure that communication is effective, using the school's mobile app).

<b>Students</b>	The principal <b>transmits information orally or in writing, with no possibility of reply</b> (e.g., announcements over the intercom, written information).	The principal <b>transmits information orally or via an everyday form of technology</b> (e.g., school website, cafeteria television).	The principal <b>transmits information using a variety of technology tools</b> (e.g., announcements on the website, school portal, and e-mail).	The principal <b>receives and transmits information using a variety of effective and appropriate technology tools</b> (e.g., social media regularly used by the students).	Students demonstrate <b>shared leadership</b> . Along with the principal, students foster and reflect a <b>culture that elicits information sharing and regular interaction by choosing effective and appropriate technology tools</b> (e.g., student involvement in the development of a positive school culture [example of anti-bullying survey <i>Tell Them From Me</i> ]; student involvement in the development of the school policy on social media use).
<b>Organizational Structures</b>	Forms are <b>printed</b> and taken home by the students (e. g., information-gathering or permission forms). Transactions involving money are done the <b>traditional</b> way (e.g., by cheque).	<b>Some forms are available on the school website</b> , and are printed by the parents, at home. Transactions involving money are done the <b>traditional</b> way (e.g., by cheque).	Several forms are available on the school website, and can be completed electronically. Transactions involving money are done the <b>traditional</b> way.	Most documents are available to parents through a portal. Parents can complete and submit forms electronically (i.e., an electronic signature is accepted). Certain transactions involving money can be done <b>electronically</b> .	The principal makes all forms available through the parent portal. Signatures and payments can be handled electronically (e.g., permission for educational excursions can be given on line, with automated text messages going out to parents who have not remitted the forms).
<b>School Branding and Image</b>	The principal promotes and markets his/her school using <b>written or oral means of communication</b> (e.g., posters, newspapers, radio, and television).	The principal promotes and markets his/her school <b>using an everyday form of technology</b> (e.g., school website).	The principal promotes and markets his/her school <b>using a variety of technology tools</b> (e.g., announcements on the website, e-mail; advertising on social media).	The principal promotes and markets his/her school <b>using a variety of effective and appropriate technology tools, and regularly interacts with the school community</b> (e.g., disseminating content via social media; reinforcing the school's reputation through videos posted on YouTube).	The principal fosters and reflects a culture where the school community* promotes and markets the school, by choosing a variety of effective and appropriate technology tools.  The community also spreads news about the school's achievements in real time, upholding the school's reputation and promoting its positive image (e.g., principal's blog; teachers' and students' blogs; social media where the school community praises the school, using the school's mobile app).

\* The school community comprises a diverse group of members who are motivated to act responsibly and commit to their school environment. It brings together the students, teachers, principal, parents, school board, community, and other partners (e.g., merchants, community associations).