

TECHNOLOGY INTEGRATION MATRIX (TIM) - Principal

		SUBSTITUTION/ EMBELLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
Key Aspects of School Technology Leadership	0	1	2	3	4
COLLABORATING	Entry Technology is seldom used, and has no real impact on the school's organization and management or on student achievement.	Substitution/Embellishment Technology allows for different ways of doing things, with no improvements in the school's organization and management or in student achievement.	Augmentation/Enhancement Technology allows for improvements in the school's organization and management as well as in student achievement.	Modification/Infusion Technology allows for significant changes in the school's organization and management and the exercise of decisive influence on student achievement.	Redefinition/Transformation Technology allows for a redefined management style and the modelling of innovative practices in all areas of the school, with a view to impact student achievement.
Teachers	The principal consults teachers periodically and rarely uses technology tools. (e.g., e-mail).	The principal, in a structured environment such as meetings or PD days, occasionally allows teaching staff members to share their digital-age teaching practices.	The principal encourages teaching staff members to consult one another, share their teaching practices, and participate in virtual communities (e.g., collaborative documents, blogs, websites, and the school Wiki which allows for sharing among teaching staff members).	The principal is a model of collaboration, and he/she encourages colleagues within the board to collaborate as well. Everyone gets involved in virtual communities in order to discuss various aspects of education (e.g., a group of teaching staff members sets up a digital space where they can collaborate).	Teaching staff members demonstrate shared leadership and professional commitment. They collaborate and take part in board-level virtual communities and other global communities of experts in order to share innovative practices (e.g., virtual communities by subject or by innovative educational practice).
Students (Student Voice)	The principal provides guidelines for organizing student activities (e.g., message e-mailed to students via the school portal).	The principal encourages students to look into the relevance and requirements of the recommended activities (e.g., by doing web searches, consulting social media).	The principal encourages student collaboration in planning, organizing, and administering activities through the use of appropriate technologies (e.g., idea organizer; school-website activity calendar).	The principal encourages students to get involved in the organization of school activities, first by conducting a student survey to determine students' interests, and then by planning activities based on the survey results, all with the use of appropriate technologies (e.g., student- created digital surveys on the school blog and on social media).	Students demonstrate shared leadership as initiators, implementers, and managers of school activities. They consult and collaborate with other schools from within the board and elsewhere, and go beyond the school's borders to organize activities, while being certain to have them validated by the principal, (e.g., consultations via social media; student participation in discussion groups with student leaders from other schools).

Other Principals	The principal administers his/her school in a traditional and isolated manner .	The principal consults with other colleagues in order to discuss school management matters (e.g., by e-mail).	The principal visits various virtual communities to learn about different topics of interest to his/her school (e.g., more or less active participation in the leaders in education groups or school leaders network on social media).	The principal collaborates with other principals and actively participates in virtual communities in order to discuss and solve problems relating to various aspects of school management (e.g., discussions about choosing effective and appropriate technology tools to facilitate school management).	The principal shares ideas and collaborates with communities of experts from all over the world to transform school management in the digital age (e.g., on social media, participation in discussions with groups innovating in certain fields).
School Community	The principal periodically collaborates with the school community to share information, and rarely uses technology (e.g., e-mail or promotional leaflets).	The principal occasionally shares ideas and collaborates with the school community using a few technology tools (e.g., monthly calendars, parent information or school website).	The principal regularly collaborates with the school community using various technology tools (e.g., surveys; blog to post the school's achievements; collaborative documents to help organize activities).	The principal regularly interacts with the school community and informs the community, in real time, of the school's achievements and events using an effective technology tool (e.g., blog, social media, or school portal).	Through shared leadership with the school community and with effective technology tools (e.g., blog, social media), the principal collaborates in the development of a positive culture characterized by commitment, a feeling of belonging, and the school community's strong sense of pride in the school.

****Since students and teachers have already been considered above, in relation to this key aspect, the following descriptors will apply to the other members of the school community, such as the parents, school council members, community, and other partners (e. g., merchants, community associations).**