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<th><strong>Title</strong></th>
<th>eLeadership Professional Development &amp; Change Strategies</th>
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eLeadership
Professional Development & Change Strategies
The building of national information infrastructures and IT policy in education

A global concern & phenomenon
The context

- Global changes and emerging patterns
- Changing expectations of education
- Changes in the education system: curriculum reform, changing assessment formats, etc.
- Increasing monitoring and appraisal mechanism put onto the teaching force: benchmarks, teaching license renewal, etc.
- Changing models, changing practices, new opportunities with learning technologies
Leadership

• **Which should lead?**
  Putting ‘technology’ into education or re-engineering education? Or what?

• **Who should lead?**
  Technicians? Technologists? Teachers? Administrators?

• **How should educational innovation be led?**
  Top-down? Bottom-up? Systems approach?
ICT and eLeadership

• System (national) Level
• School Level
• Individual Level

CHAPTER 3
PRINCIPLES AND STRATEGIES

A SYSTEMS MODEL OF IT IN EDUCATION

1. In the previous chapter, we have established a vision of IT in Education that involves the establishment of new goals in education. The achievement of this vision clearly requires not only the development and provision of appropriate technical infrastructures and expertise for schools, but also a comprehensive reform that involves changes in curriculum, assessment, the role of the teaching profession as well as demands on new leadership roles at various levels.

2. To develop effective strategies for achieving this vision, it is important that we establish a systemic view of IT in Education that situates it in relation to the various factors and stakeholders that will affect its implementation.

3. There are three levels of factors contributing to the quality of the learning outcomes achieved by a student. At the education system level are the policies that guide developments in curriculum and assessment, school level implementation and the roles of various stakeholders and community partners. School level implementation is influenced by leadership factors at both the education system and school levels as well as the physical and human resources available in specific schools. Besides, education system and school level factors, a student’s learning outcomes are also dependent on his/her own family background and personal characteristics.

Leadership and management of innovation

4. The realization of our vision involves innovative reforms at all three levels of operations and leadership is the key to ensure that the desired innovations take place. There are five dimensions to total leadership for change:
eLeadership

Fig. 3.1 A systems model of leadership for IT in Education
Partnerships in eLeadership
Professional development
Managing change

Human capacity building
– developing leadership at policy and implementation levels

Educational Policy (country/regional level)
Community Support

School level

Goals
– Intended curriculum

Outcomes
– Achieved curriculum

Pedagogical Practices
– Implemented curriculum

Classroom level

Teacher(s)
– Academic
– Professional
– Technical

Students
– Academic
– Technical
– Family

ICT
– Infrastructure
– Technical support

Leadership
– School culture

Leadership School culture
– Developing leadership at policy and implementation levels

Partnerships in eLeadership
Professional development
Managing change

Educational Policy (country/regional level)

Educational Policy (country/regional level)
Research Interests in ICT

What does long term research tell us about using ICT in schools? Eg

- SITES – International Study  http://sites.cite.hku.hk/

Key role of leadership at various levels, appropriate PD and planning for change

- Galileo Project  http://www.galileo.org
SITES Pedagogic Practice
Some research questions

• What impact has ICT made on classroom practices?
• What changes, if any, has ICT made on the roles of teachers and students and the interactions between them?
• Can we discern distinctly different models of pedagogic practices when ICT is used? If so, what are the respective observable characteristics?
• Are there any effective models of ICT implementation in schools? If so, what are their characteristics?
• Does the model of change for ICT Implementation at school level affect pedagogical practices at classroom level?
Some more questions

- Is ICT improving teaching & learning?
- What is the pedagogic value of ICT?
- What are the constraints to teacher ICT adoption?
- What does a whole school look like using ICT?
- What is changing in the classroom?
- How can we encourage appropriate change in teacher practices?
- What models may work in schools/classrooms?
- Does ICT act as a catalyst for pedagogical change and innovation?
- What are the strategies for change?
Change as Culture Transmission (Mead, 1978)

- To do old work in old ways
- To do old work in new ways
- To do new work in old ways
- To do new work in new ways
The Delta Principle
(Schwartz & Beichner, 1999)

– Level I
  • Technology used as originally intended
– Level II
  • Technology applied in new ways
– Level III
  • Application would not exist without the technology
Teachers' Attitudinal Change towards using technology in teaching and learning

- Invention
- Appropriation
- Adaptation
- Adoption
A New **Mindset** for Educational Change (Fullan, 1993)

A fundamental change of mind

- to make the educational system a learning organization as opposed to a teaching organization
- change is non-linear, full of surprises
- to become expert in the dynamics of change – to become skilled ...

*agents of change*
Strategies for Change
Multi-layered Approaches

CITE is a member of APEC Cyber Education Cooperation (ACEC) with specific responsibilities to develop and provide e-Educational Leadership in ICT program for the APEC community.

Enquiries about the e-Educational Leadership program
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http://acec.cite.hku.hk
References


