ICT INTEGRATION ROADMAP
AFRICAN DIGITALS SCHOOLS INITIATIVE (ADSI)
KENYA

gesci — Founded by UN ICT Task Force

		Initial	e-Enabled	e-Confident	e-Mature
Leadership and Planning	Vision	Vision focuses mainly on ICT equipment.	ICT vision is developed by an ICT Integration Team.	ICT vision is fully integrated into the whole school vision.	ICT vision is wide ranging and shared by all stakeholders. It is actively evidenced through the student learning experience
	Plan	Basic ICT Work Plan is in place.	ICT Work Plan has been developed by ICT Integration team. One teacher or a group of teachers has assumed leadership for ICT planning in the school.	Comprehensive ICT Plan is integral to the school strategic plan. The development of the plan is led by principal/ICT co-ordinating teacher team with all staff contributing and whole school acceptance. There is a designated ICT co-ordinating teacher with clearly defined duties and responsibilities.	Teachers implement the ICT Plan in their daily work. Staff & students are actively engaged in innovative and exemplary practice.
	Integration	Focus is mainly on ICT equipment and the acquisition of basic ICT skills.	Focus is mainly on supporting the integration of school management and teaching and learning.	Focus is mainly on supporting more comprehensive integration of ICT in all subjects and the exploration of new and more effective approaches to ICT integration.	Focus is mainly on supporting and facilitating personalised and self-directed learning with deliberate promotion of 21st Century skills.
	Acceptable Use Policy	School has developed an Acceptable Use Policy (AUP) for ICT and the Internet.	School has developed an AUP following consultation with staff, students, parents/guardians, board of management/trustees.	School has developed and ratified a policy for Internet and ICT use following consultations with staff, students, and parents. All stakeholders are familiar with its contents and the plan is fully implemented.	The Acceptable User Policy (AUP) accommodates innovative use of new technologies, and facilitates the development of an ethical and responsible approach to the use of these technologies.
	Inclusive Education	Support of ICT as a tool for learning in Inclusive Educational Needs exists but is uncoordinated.	Use of ICT is focused on supporting individualized learning for learners with special needs.	School supports and encourages the use of a wide range of ICT resources and technologies throughout the school to facilitate the inclusion of students with special educational needs in line with the People With Disabilities (PWD) Act (2007).	School includes the use of ICT and assistive technologies in the development of all Individual Educational Plans (IEP) for students with special educational needs and uses ICT in all aspects of special educational needs assessment.
ICT in the curriculum	Teacher Understanding	Teachers have a general understanding of how ICT integration can improve teaching and learning.	A few of teachers understand methodologies to integrate ICT into the curriculum.	Most teachers understand how ICT integration can be used in the curriculum to improve student learning.	Teachers have determined their own methodologies for integrating ICT into the curriculum.
	Planning	There is little planning for ICT integration, with ICT activities focused on students' acquisition of ICT skills, e.g. word processing.	There is some planning for ICT integration, with the focus mainly on teacher preparation, whole class teaching, group and individual work.	Teachers plan in a structured way through timetable and scheduling of ICT integration in their lessons and classroom activities.	The school devotes time to exploring new approaches to using ICT integration to improve student learning.
	Teacher Use	Teachers use computers primarily in isolation from regular classroom learning activity.	Teachers use ICT for lesson planning and as a teaching tool.	Teachers use ICT to provide learning opportunities that support cross-curricular, subject-based and constructivist learning approaches.	Teachers have embedded ICT into their practice to facilitate student directed learning. There is consistent evidence of collaborative, discovery-based and authentic ICT activities throughout the school.
	Student Experience	Students occasionally use ICT as part of the learning process.	Students experience ICT activities regularly.	Students experience ICT activities regularly and use ICT to collaborate on curriculum activities both within the school and with other schools.	Students are facilitated to use ICT to support and assess their learning, e.g. creating digital content and electronic - portfolios.
	Inclusive Education	Teachers are aware that ICT can enhance the learning opportunities of students with Special Educational Needs (SEN).	Teachers use of ICT focuses on the development of literacy and numeracy for students with special educational needs.	Teachers use ICT diagnostic tools, assistive technologies and ICT resources to address curriculum objectives with students with special educational needs.	ICT is integral to all aspects of SEN teaching and learning as well as in the development of IEPs. ICT resources and assistive technologies are incorporated into all levels of school planning.
Professional Development	Teacher Awareness & Participation	Some teachers have availed of SMASE/ KICD professional development in ICT.	Teachers are aware of and many have participated in SMASE or other ICT professional development programmes.	The majority of staff have been availed themselves individual or whole school ICT professional development opportunities.	Teachers meet their professional development needs through active participation in communities of practice, peer-to-peer networks and accredited practice-based research.
	Planning	Interested individuals identify their own ICT professional development needs.	An individual teacher or the ICT Team identify the whole staff professional development needs in relation to ICT integration.	The ICT co-ordinating teacher or the ICT Team facilitates the identification of overall e-Learning needs of staff. Programme for CPD is developed.	Teachers engage in ongoing self-evaluation and reflective practice in progressing the schools Continous Professional Development (CPD) programme.
	Focus	Professional development is focused on acquiring basic ICT skills.	A few staff are participating in Continuous Professional Development which focuses on the integration of ICT into the curriculum.	The majority of staff have engaged in relevant professional development focused on the integration of ICT into the curriculum.	Schools identify and design whole school professional development programmes based on their specific needs, delivered in their own school with support from CEMASTEA, KICD and other agencies.
	Teacher Confidence	Teachers have basic skills but lack the confidence and courage to apply these in the classroom.	There is growing confidence among staff in the integration of ICT in the curriculum.	The majority of staff are confidently integrating ICT in their daily teaching.	Teachers confidently share their experiences and innovative practice within their own school and with other schools.
	Informal Learning	There is little sharing of ICT ideas and good practice among staff.	Sharing of ICT ideas and good practice among staff takes place in an informal manner.	Teachers regularly share new ICT ideas and good practice with each other via staff meetings, subject teacher meetings, email and/ or social media (Facebook, WhatsApp etc.)	School supports and facilitates peer-to-peer learning in ICT, using a Virtual Learning Environment (VLE) and other formal and informal approaches.
	Inclusive Education	A few staff members have completed ICT & basic courses in Special Needs professional development	All teachers in Learning Support and Resource Teaching have completed professional development in ICT and SEN.	Teachers have acquired the skills to use some assistive technologies and other technologies to support students with SEN and are adapting their teaching methodologies to use ICT with special educational needs. Teachers have attended professional development on specific areas, e.g. autism.	Teachers are confident and have acquired the skills to use a wide range of technologies to facilitate the inclusion of students with special educational needs.
School ICT Culture	Access	Teachers and students have limited access to ICT resources.	Teachers and students have regular access to ICT resources.	ICT resources are readily available to staff and all students throughout the school.	ICT resources are available to staff, students and the wider school community outside of school time.
	Evidence of Use	There is little visible evidence of ICT use.	There is visible evidence of use of ICT use, e.g. displays of project work.	Evidence of ICT use is visible in all areas throughout the school.	The school disseminates and shares examples of good practice beyond their own school community.
	Website/Online Presence	School has or is actively planning an online presence, e.g. a blog or basic website.	School has an active and up-to-date website.	The school website contains content developed by teachers and students.	Schools uses a Content Management System (CMS) to create a communicative space where the school community publishes content and which conforms to accessibility guidelines.
	Projects	Some teachers engage in school-based ICT project work.	School is involved in projects that integrate ICT (national and/or international), e.g. e-Twinning.	School has experience of integrating ICT in interdisciplinary and large scale project work.	Students and teachers regularly develop small-scale projects for external collaboration, e.g. through the use of a Virtual Learning Environment or wikis.
	Organisation & Communication	School has an e-mail address, and uses this for basic levels of correspondence and communication.	There is some communication between school, home and the Department of Education & Science via e-mail or text messaging.	School makes regular use of ICT to communicate with teachers, parents, Board of Management and the wider community. School has an e-mail newsletter.	School encourages parents and the wider community to use ICT to communicate with the school. Teachers, students and parents have online access to student records and timetable.
ICT Infrastructure	Planning for Acquisition of resources	Basic level of planning for purchasing ICT equipment exists.	Some level of ICT purchase planning takes place, including standardisation of ICT equipment, use of laser printers, and purchasing with warranty.	Procurement planning and standardisation of ICT equipment takes place. Older computers are disposed off with necessary precaution to environmental pollution.	There is an integrated approach to procurement which takes into account full operating costs of ICT equipment and technical support provision.
	LAN & Broadband Access	A network exists in some areas of the school. School is connected to the Schools Broadband Programme. Internet access is distributed through the Local Area Network.	Most rooms and computers are connected to the school network, facilitating access to online and network resources.	A high speed and reliable network extends to all areas of the school. All computers are connected to the network facilitating access to online and locally based server resources.	Resources are accessible from a central server. All teachers and students have secure access to server space, and their e-portfolio, from within the school and remotely.
	Technical Support	Technical support is carried out using mainly voluntary assistance. Occasionally a technician is paid to carry out urgent work.	Technical Support is provided by an external company on a call-out basis as required. No technical support contract is in place.	Technical support is factored into procurement planning, all equipment is procured with an appropriate warranty. Formal technical support contract with Service Level Agreement (SLA) is in place with an external provider.	Technical support is planned and integrated with ICT procurement planning and takes into account full ICT operating costs.
	Software & Digital Content	Limited digital content is available. KICD digital content is used regularly. Central licensing agreements are availed of.	The school has a range of appropriate digital content resources to support learning at all levels.	There is easy access to appropriate digital content that teachers have catalogued by subject/ curriculum area.	The school creates its own customised digital content which is accessible from home and school by all stakeholders.
	ICT Equipement	Some classrooms have desktop computers. A laptop and portable projector, printer, digital camera, drop down screen whiteboard... are available as shared resources.	Some rooms have digital projectors and computers. Peripherals, such as digital cameras and scanners are used for ICT integration activities.	All learning areas have access to a range of ICT equipment including digital projectors and wirelessly enabled tablet PC's. Laptop trollies are used to improve access to resources.	All learning areas have access to a range of ICT equipment. Provision is made for the incorporation of students' mobile devices.
	Licensing	It is unclear whether all software in use in the school is properly licensed.	The school is developing a software licensing programme for the applications installed on the school's equipment.	The school has a log of all licenses for software and applications in use throughout the school.	The school ensures that all new installations of hardware and software meet the required licensing standards.