

Administrative Support for ICT-supported Learning

This is the final resource in the series on Leading Twenty-first Century Learning Schools posted on theleadershipwall.com website, it provides suggestions on ways administrators can support the use of ICT-supported learning. The suggested strategies are based on recommendations that were made by BCT teachers and in-school administrators. See Wall, Breuleux, Heo, Bilodeau, Rye, Bennett, Foreman, Lemay, & Verreault, 2012 - [Promoting ICT-supported learning: Lessons from the BCT Network](#).

- 1. Provide opportunities for parents and the community to learn about ICT-supported learning:** Encourage parents to understand and observe the way their children are using ICT tools. Openly discuss Internet safety guidelines and the ethical use of information technology. Facilitate the safe use of ICT tools by ensuring that parents are aware of Internet safety guidelines and encouraging them to monitor when and how their children are using the Internet.
- 2. Showcase ICT-supported student learning products:** Public understanding of the benefits of ICT-supported learning can be increased by allowing students to demonstrate the planning, implementation, and evaluation of their projects. Organizing events during which students share their multi-media creations is an especially effective way of garnering support for ICT-supported learning. Posting up-to-date learning projects on the school Web site and school board portal has also shown to be an effective promotional strategy.
- 3. Assure technical support is available when required:** One of the major concerns that teachers report about using ICT-supported learning is related to the degree of support that they can receive when they face technical difficulties. Ensuring that a clear administrative procedure is in place for accessing technical support has proven to be helpful. Building and maintaining collaborative relationships with technical support colleagues has also proven to be very beneficial.
- 4. Establish a School ICT Coordinating Committee:** The ongoing mandate of the committee should be to analyze ICT-supported

teaching needs and recommend, based on input from the teaching staff, the hardware and software that should be purchased. In doing so, a long-term planning perspective should be taken to ensure that the learning needs of the students are being met. Budgetary decisions are usually the responsibility of the principal; however, garnering input from teachers can be very valuable.

Click on the title of interest to read other administrative support strategies included in the initial three documents in this series on Leading 21st Century Learning Schools:

1. April 3 - [Developing a Shared Vision for a 21st Century Learning School](#)
2. April 10 - [Teacher Expertise and 21st Century Learning](#)
3. April 17 - [Facilitating Teacher Learning and Sharing](#)

References

- Wall, A. E., Breuleux, A., Heo, G., Rye, K., Goyette, M-H, & V. Lemay (2011). Teacher-based inquiry in the BCT Project, *LEARNIng Landscapes*, 4, 2, 325-344.
- Wall, A. E., Breuleux, A., Heo, G., Bilodeau, P., Rye, K., Bennett, N., Foreman, T., Lemay, V., & . M. Verreault (2012). Promoting ICT-supported Learning: Lessons from the BCT Network: Quebec: Cefrio.