

## Individual and Institutional e-Potential

Use this self-assessment tool to reflect on your current potential to integrate technology in your classroom. This tool can also be applied globally to the state of teaching and leadership in the school. Not one of these criteria should be seen in isolation, but rather as a set of factors, many of which may be interrelated. Click in the checkbox that most accurately describes your school's circumstances.

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<b>The extent to which technology is integrated into the curriculum.</b>	Teachers rarely integrate technology into teaching and learning.	Teachers (not learners) integrates technology to promote understanding and support their teaching.	Teachers model technology integration at least weekly AND learners use it to enhance the learning experience.	Technology is seamlessly integrated daily by learners in order to make new kinds of learning experience possible.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The extent to which technology is used in assessment and reporting</b>	There is awareness of the tools but they are rarely used.	Teachers can articulate the value of the tools but less than half the staff actually used them on a regular basis.	Most teachers select appropriate digital assessment and reporting tools and use them regularly.	Teachers show initiative and innovation in designing suitable digital assessment and reporting tools.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The extent to which technology has changed the organisation of learning in the classroom</b>	Technology is rarely used in the classroom.	Teacher uses and directs the use of technology for class organisation and learning activities.	Increased opportunities for learners to negotiate the use of technology to meet their learning needs.	The classroom environment empowers learners to use technology in innovative ways to meet their learning needs and gain access to global resources and communities.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Safe and responsible use of technology resources</b>	Teachers have an understanding but do not feel it necessary to implement this in the classroom.	Teachers model safe and responsible use of technology resources in the classroom, including observing intellectual property rights and raising awareness of cyber-safety.	Safe and responsible technology use is embedded in the curriculum and classroom learning activities and practiced by the learners.	Teachers and learners lead their peers and community in safe and responsible use of technology.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The extent to which technology is a priority in teachers' professional learning plans</b>	Teachers participate in technology-centred professional learning activities.	Teachers engage in technology professional learning activities that influence their approach to teaching and learning.	Teachers engage in technology professional learning activities that promote innovative approaches to teaching and learning.	Teachers share, model and reflect on technology integration and provide support to ensure a school-wide integration with teaching and learning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The extent to which leadership is provided for the ongoing integration of technology</b>	Teachers/leaders are focused primarily on developing their own understanding and skills in technology use.	Teachers/leaders support some staff in classroom technology integration.	Teachers/leaders lead all staff and learners in the integration of technology to achieve curriculum learning outcomes.	Teachers/leaders provide leadership beyond the school to ensure that technology is seamlessly integrated to enhance teaching and learning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from [Department of Education and Early Childhood Development](#), Victoria, Australia, ePotential Continuum