



# School Leadership Academy SCERT J&K

## Leadership Module

on

EXPANSION OF MEDIA AND COMPUTER  
LITERACY IN SECONDARY SCHOOLS IN  
JAMMU AND KASHMIR: LEADERSHIP  
PERSPECTIVE

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# Expansion of Media and Computer Literacy in Secondary Schools in Jammu and Kashmir: Leadership Perspective



## OVERVIEW

The School Leadership Academy (SLA) established in 2021 at SCERT J&K aims to create visionary leaders to transform schools across the Jammu Kashmir UT. Working under the guideline of The National Centre for School Leadership (NCSL-NIEPA) the Academy aims in transformation of schools, where children holds the center stage as leaders and drive a holistic learning environment by designing schools that are progressive, rigorous and joyful for children. It will ensures success through academic achievement, social and emotional support, and a strong relationship with the community The motto of the NCSL is to reach out to each school in the country, ensuring every child learns and every school excels. To achieve this mission, the Centre has conceptualized school leadership development through operational activities along the four components: Curriculum and Material Development, Capacity Building, Networking and Institutional Building and Research and Development. This Module is a link in the same chain.



## ACKNOWLEDGEMENT














The module has been developed over two months from the sensitization programme facilitated by Dr. Charu Malik, Assistant Professor, NCSL held at SCERT JK. This module has been developed through a consultative process and was guided by a reference group composed of Team SLA. It was also independently reviewed at various stages by other members of SCERT Staff.

A special thank you goes to all those who supported this Module. Dr Charu Malik, Assistant Professor; NCSL, Dr. Fayaz Ahamd Bhat; Nodal Officer SLA JK, Mr. Pradeep Singh Billowria; Divisional Coordinator SLA, Dr Jan Mudasir Gull, Mr. Sayed Hamid Bukhari, Mr. Shiekh Gulzar, Ms. Rehana Quassar, Dr. Syed Irfan and Mr. Bashir Ahmed. Besides I am really grateful to the school leaders Ms. Romana Qazi, Mr. Gulzar Ahmed, , Ms. Affifa Ashai, Ms. Nighat Ara, and many more who inspirers me to do my best. I extend my thanks to Mr. Abdul Hameed Fani CEO and Mr. G.M. Lone CEO for their inspirational backing.

My heartfelt thanks to Prof. Reshmi Diwan, Director NCSL for her perpetual guidance and affection. I am grateful to Mr. Shamus-ud-Din Joint Director SCERT and Prof. Veena Pandita Director SCERT JK in believing in me.

## KEY GRAPHIC MARKS

The following icons aim at facilitating the comprehension of the text:

1.		KEY MESSAGE	Summarizes important learning content in a nutshell.
2.		TRAINING	Provides indications on how to convey the KEY MESSAGES during the training session.
3.		NOTE	Indicates a suggestion, tip, encouragement, clarification and idea.
4.		THINK	Invites readers to reflect on their own experience and context
5.		LEARNING OBJECTIVES	Indicates what is expected to be learned. It can help in monitoring and evaluating the progress of learning.
6.		TABLES	Tables Are lists of items
7.		PICTURES	Pictures Are visual examples of key concepts described in the text.
8.		BOX	summarizes general contents and helps to visualise them all together
9.		SAMPLES	Are examples of what teachers and caregivers are expected to do?
10.		YOUR ROLE	Summarizes what is expected from the trainer in Module One and from the instructors, caregivers and teachers in Modules Two, Three, Four, Five and Six.
11.		CASE STUDY	Are examples of education interventions already implemented?
12.		CHECK LIST	Indicates important points to consider before and during the implementation of the activities.
13.		ACTIVITY	Indicates the beginning of a new chapter in a unit.

## About the Module

Welcome to Module On ‘*Expansion of Media and Computer Literacy in Secondary Schools in Jammu and Kashmir: Leadership Perspective*’ of the School Leadership Academy SCERT J&K.

This Module provides key guidelines on the Leadership perspective to ICT in Education and its impact on the betterment of School environment including management and administration of school.

As the media and technological advances have massively changed our lives, You are about to play a major role in the life of many learners in light of the emerging media landscape, the notion of literacy has been expanded and the need to develop media literate learners has also been reinforced who are producers as well as consumers.

Being literate in the 21st century entails the amalgamation of new curricula in the current education system to challenge the critical understanding of learners and assist them integrate the diverse enigmas intricate in the modern media system.



Given above context, this Module **aims** to give an overview of the state of media literacy education in the secondary school system in Jammu and Kashmir. The **purpose** of this module is to explore the prospects of the integration of media literacy education in the secondary school focusing on educational leaders’ attitudes.

### Learning Objectives



At the end of Module you will be able to:

- ① Apprehend the need of Media and Computer literacy for the expansion of overall growth of school
- ① Define your leadership in digital technologies integration
- ① Understand your role and how to improve it
- ① Determine what aspects of your school need change
- ① Strategically plan to achieve your school's vision in ICT
- ① Empower your colleagues for change
- ① Generate a plan of action
- ① Promote pedagogies in ICT integration
- ① Measure whole school performance in ICT integration
- ① Enable a safe online learning environment

### Instructions for Teacher/Trainee



- Read carefully the “what is expected from you” and reflective questions at ‘Making a Start’ note your own responses on a plane paper before reading the whole module. It will help you in evaluating your competencies regarding Information communication and Media Technology at work.
- Read ‘Learning Objectives’ of the module it will help you improve your Material and Human resources that will be effective in using and improving ICT in School Development Programme outcomes.

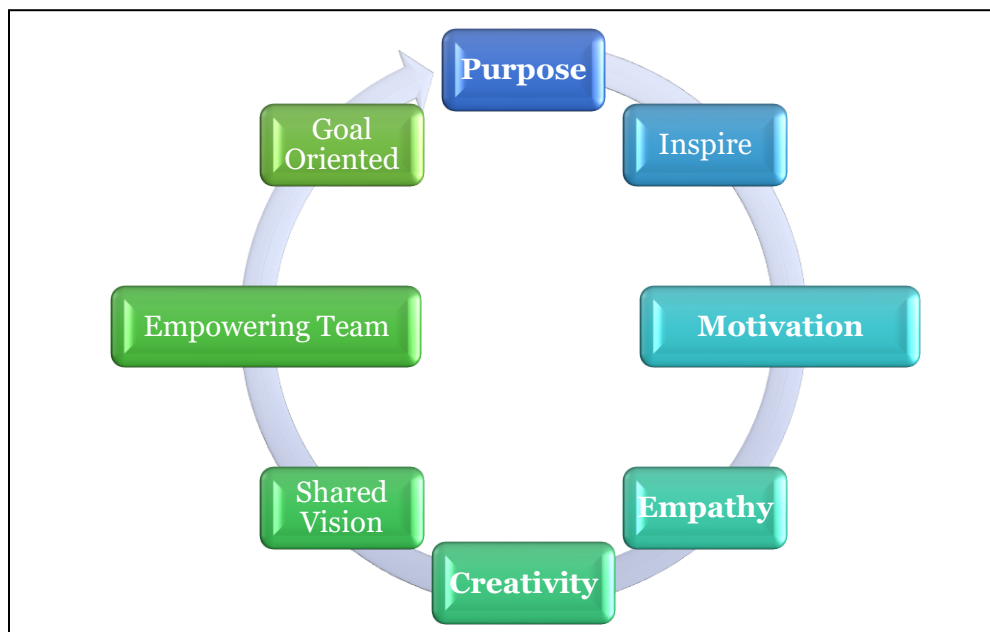
- Kindly visit different course and programme sites (Link given) during the reading of module at the give place for better understanding and better results.

## KEY TERMINOLOGY



Before going through the module, kindly gather your wits for following key terms as you will come across the module again and again.

- 🔗 **Leader:** A leader is someone who inspires passion and motivation in followers, who is with a vision and the path to realizing it, who ensures their team has support and tools to achieve their goals and who take initiatives.



- 🔗 **Leadership:** Leadership in education is the intentional influence exerted by one person or a group, over other people or groups, to structure the activities and relationships in a group or organization. Understood as a social influencing process, leadership concepts differ in terms of who exerts influence, the nature of that influence, the purpose for the exercise of influence and its outcomes. Educational leadership is usually associated with formal organizational position in schools.
- 🔗 **21st century skills:** These comprise skills, abilities, and learning tempers that have been recognized as being essential for achievement in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies.
- 🔗 **Competency:** Competency is the capability to apply or use the set of related knowledge, skills, and abilities required to successfully perform 'critical work functions' or tasks in a defined work setting. Competence is a measure of both proven skills and proven knowledge.

- ✿ **Data:** Data is a collection of raw, unorganized facts and details like text, observations, figures, symbols and description of things etc. In other words, data does not carry any specific purpose and has no significance by itself.
- ✿ **Information:** Information is the processed, organized and structured data. It provides context for data and enables decision making. For example, a single learners' grades at a school is data – this becomes information when the teacher is able to identify the top graded or least graded subject.
- ✿ **Information technology (IT)** is the use of computers to create, process, store, retrieve, and exchange all kinds of electronic data and information.
- ✿ **Communication:** The word „Communication“ originated from Latin word “Communis” meaning “Common.” “Communication is imparting, conveying or exchanging of ideas and knowledge whether by speech, writing or signs”
- ✿ **Information and communications technology (ICT)** is an extensional term for information technology (IT) that emphasises the role of amalgamated communications and the integration of telecommunications (telephone lines and wireless signals) and computers that enable users to access, store, transmit, understand and manipulate information.
- ✿ Cyber fraud is the crime committed via a computer with the intent to corrupt another individual's personal and financial information stored online. ,
- ✿ **Cyber Criminals: Cybercriminals** are individuals or teams of people who use technology to commit malicious activities on digital systems or networks with the intention of stealing sensitive company information or personal data, and generating profit.
- ✿ **Cyber Safety and Security** Cyber security is the practice of defending computers, servers, mobile devices, electronic systems, networks, and data from malicious attacks. It's also known as information technology security or electronic information security.



## INTRODUCTION

The role that information and communication Technology (ICT) plays in secondary education is a very significant one. It is in this stage of a child's education that they acquire the of key skills and knowledge that will move them throughout their lives. ICT has become extensively known as a remarkable source of impetus and commitment for students. It is assumed that the integration of ICT in classroom content improves student achievement. ICT proficiency is acknowledged as a 21st century skill (General Capability) and is entrenched throughout all Learning Areas of the National Education

Policy 2020. These are the skills required by students in order to live and work successfully in their future endeavors. However, the use of ICT in the classroom needs to be accompanied by effective strategies and should be part of school development design so thoughtful planning must be conducted on your behalf.

### Why do Secondary schools need ICT leadership?

The importance of Computer and media literacy education and the need to include it in educational settings as fundamental part of the school development programme emerges from students' and teachers' increasingly media consumption patterns and reciprocal relations with the media during Covid-19 pandemic.

Teachers, parents, and educators cannot afford to ignore the media power and the opportunities offered by technologies. Therefore, the schools ought to update its infrastructure, human and material resources and make relevance from the media messages for learning purposes. Integrating media literacy, therefore, emphasizes on establishing rationales for pedagogy within the international academic community, and the contemporary cultural context. That is so say, education today should no longer be limited to the traditional skills employed to understand alphabets and words in the print.



The United Nations' Educational, Scientific, and Cultural Organization (UNESCO) in 2012 declared that media literacy education is part of the fundamental rights of every citizen in every country in the world like the freedom of expression



### What kind of a leader am I?

Before you begin, use the below links to evaluate your leadership:



1. [https://www.mindtools.com/pages/article/newLDR\\_50.htm](https://www.mindtools.com/pages/article/newLDR_50.htm)
2. <https://www.optimalthinking.com/business-optimization/leadership-assessment/>

While responding these question you will need to contemplate about two aspects of your leadership – your leadership style and the quality of your leadership. These are the main capacities that you need to be concerned about in order to inspire the staff around you to take action. It is possible to learn how to be a highly effective leader who can have a positive and powerful influence.



There is a growing demand on the need for school principals to effectively integrate ICT in all their administration and management endeavors as well the existing environment to enhance professional output. You therefore have no option but to embrace the use and integration of ICT in their schools. You are charged with the task of **managing curriculum and instruction, staff personnel, student personnel, school plant, finances and school community relations**. Thus, you are charged with the responsibility of carefully planning and utilizing the available resources in the school to achieve the institutional goals.

As the School Leader you will play a vital role in the development of student Media and computer competencies. Secondary education is the stage where children begin to lay the underpinning for future success for learning. Children will pick up initial knowledge about how to effectively progress in their capabilities in ICT.

Secondary school stage is the transactional stage to higher secondary education. Teachers in your staff tend to teach as well as conduct other roles such as co-ordinate teaching and assessment, carry out staff meetings, provide classroom support, and allocate resources especially in a larger school where they may be required to float so as to provide support to other staff. Despite where you are, it is “important for you to assign any of your staff member the responsibility of being the ICT co-ordinator. The purpose for this is to provide a good model both of classroom organisation for ICT and of a range of teaching methods appropriate to the development of students’ ICT capability.

### What is expected of you?





As a school leader expansion of media and computer literacy in your institute is not only demanding position to your Leadership commitments but also the NEP 2020 and forthcoming State and national curriculum framework now recognizes the need of media and computer literacy across curriculum Learning Areas.








So what can be expected of you? Your role as School Leader can be characterized into four main capacities. These comprise:

1. Policy formation for media and computer literacy in your school from competencies to safety;
2. Policy implementation(Your framed policy, State and National);
3. Staff leadership;
4. Overall management of resources.

Typically, this role may also include:

-  Purchasing equipment,
-  Technical support,
-  Staff training and general in-house support,
-  Collecting students’ work and ensuring that it is assessed.

However, given the nature of such a role it will be necessary for a school leader having the vision of transforming schools in to **Content-Pedagogy and Technological hub**, you need to include the following attributes in your work profile:

-  **Technical Skills** in using a computer, preferably including detailed knowledge of operating systems, and basics of Microsoft office package;
-  **Pedagogical Skills** is the pedagogy associated with the use of information and communications technology;
-  **Organizational Skills**, both to map the curriculum and to fulfil the demands of the NEP & National Curriculum;
-  **Managerial Skills** to ensure that the best use is made of IT resources;
-  **Inter-Personal Skills**, to ensure that staff feel confident in approaching you for advice.



## MAKING A START



Before making a start try to reflect on following questions:

- Are there weaknesses in the way Teachers and Learner's ICT capability are promoted?

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- What do the non-teaching staff and the influential parents believe about the way computers are being used in your school? What would they like to see? Is this realistic?

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- Have you got the balance right between the uses of computers and other ICT work and between its use and other important features of school life?

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- Are there extra-curricular ICT activities parents would like to see?

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- How do professionals feel about justifying their decisions to parents on these matters?


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And if you really want to find out the answers and comparison with your reflections to these questions you could either use a questionnaire or form a discussion group.

 Questionnaires are more likely to be answered in a yes/no fashion. This will make it easy for you to analyze. By making the answers anonymous, you may find that they will be more honest.

 On the other hand, discussion groups are very useful for generating ideas at a deeper level. Ideas can be discussed in more detail but it is important to have a balanced group of seven or eight people to ensure that you receive a broad and balanced view of the school's strengths and weaknesses. You could use the results from the questionnaire as a starting point in the discussion.



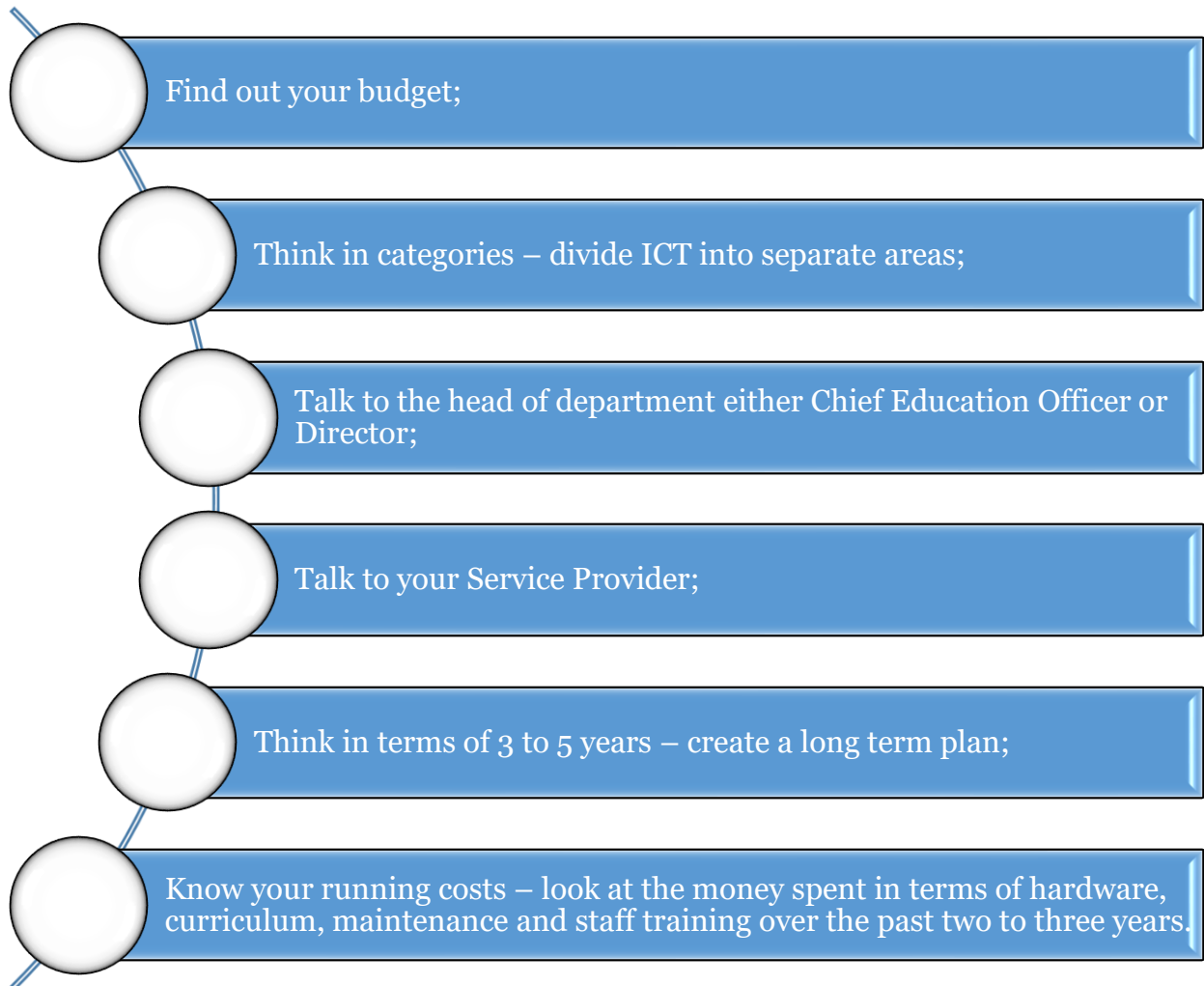
By doing this you are showing your community that you are interested in and are actively measuring the perception of the use of ICT in your school.



Remember that the impact of your school ICT changes may be small. However, if you are seen to be interested in improvement this may be more influential than the policy changes themselves.

## **Finances**

In addition to the above points, don't forget to be on top of your financial resources. When you begin your role as a transformational leader.





There will be many obstacles to the success of your ICT Plan but you should focus on how you can still ensure success in your leadership role. The first step to consider to identify any obstacles followed by the setting of targets to overcome them and then seeking support from those who can help.



### Technological Decisions

The evaluation of software and hardware can be a timely task.

- 🌸 **Speak to others** – some pieces of hardware, such as netbooks or specific laptops or tablets, might seem like a brilliant idea, but there may be hidden downsides which are not immediately apparent. Ask other colleagues
- 🌸 **Ask for a trial** – or at least a demonstration of the product at your school. Most companies will have a demonstration version that too in presence of your learners and teachers. Doing this will ensure that staff and learners will become familiar with the hardware and software. In addition to this you can get feedback by children remark and teachers willingness.
- 🌸 **Total cost of ownership** – remember to consider this carefully. Ask yourself: After I have bought the product, will I have to spend any more money maintaining or replacing it? Also consider the time you or your technical support might have to spend looking after it. These ‘hidden’ costs can mount up, particularly when thinking about printers, toner cartridges and batteries for different products.



A Case Study of ICT and School Improvement at Länsimäki Lower Secondary School, Finland <https://www.oecd.org/finland/2737860.pdf>



ICT in Education: Case Study- West Bengal [https://www.academia.edu/7513765/ICT in Education Case Study- West Bengal](https://www.academia.edu/7513765/ICT_in_Education_Case_Study-West_Bengal)



Case Study of IT@school from Kerala of India [https://www.researchgate.net/publication/327570950 Case Study of itschool fr om Kerala of India](https://www.researchgate.net/publication/327570950_Case_Study_of_itschool_from_Kerala_of_India)



<https://tech.ed.gov/netp/leadership/> Creating a Culture and Conditions for Innovation and Change

Here are ten tips that Higgins et al. (2004, pp. 90 - 92) highlights will enable you to make a difference, to encourage teachers to adapt, change and to make progress in student capabilities in ICT. **Case Study of it@school from Kerala of India**

1. **Keep an overview of what is going on** – this means to watch carefully as to what is going within the school in relation to ICT.
2. **Remember that ICT coordinators are not technicians** – it is best to outsource these roles and if you work in a state or public school you may already

share a school technician with other primary schools in the area. Don't try and take on this role even if you think your ICT Coordinator can fix the hardware or software problem. Your job should be to ensure the development of student ICT capability occurs.

3. **Set up systems that take some of the burden from you** – deflect requests for technical support by setting up systems that support colleagues. Make sure that staff have access to and are of the existence of, consumable resources. Encourage teachers to check the obvious things before calling for your assistance. You may like to get them to write down the details of the problem, so you know what to tell the technician when you call for assistance.
4. **Monitor work and results** – if you ask the right questions you will get the answers you need.
5. **Keep track of resources** – to save time, you may want your colleagues to have easy access to ICT resources, but this takes a little organisation. Keep a catalogue of software that is available in school.
6. **Steer the curriculum** – ensure that the ICT curriculum stays on track. What you want to achieve and how you hope to achieve it will probably set out in your school's improvement plan.
7. **Advise** – most heads of departments and teachers listen to head of the institution and ICT coordinators. This may be because they lack confidence in their own ICT capability as much as any other teacher. Remember the way you deliver the advice is just as important as the content.
8. **Train** – It is your responsibility to send your staff for ICT trainings in DIETs and SCERT and it is more than likely that any of your staff member may be called upon to deliver formal and informal training as resource Person, allow them.
9. **Get trained** – make sure that you are up-to-date with your own training needs.
10. **Remember that less is more!**

### Qualities and Tasks Required

As stated earlier, the quality of the task you complete will depend a lot on your personal attributes. Some common tasks may involve the following:

- Troubleshooting technology;
- Auditing ICT;
- Keeping up-to-date with the latest developments in ICT;
- Trying out new technologies within your institution – software and hardware;
- Seeing the wider school picture;
- Developing a thick skin when things go wrong;
- Knowing why ICT makes a difference;
- Using your spare time;
- Being informed in your choices;
- Being confident in your choices;
- Extending your ICT network;

## Connecting Pedagogies



As students move from primary to secondary schooling, it is essential that you ensure that a student experiences a curriculum that will allow them to develop their knowledge and skills as they grow older and mature. Unlike other subjects where this is also necessary ICT capability is just not a subject in its own right but is a tool for learning that permeates all subject areas. In the NEP 2020, it is recognized as a 21st century skill

or general capability and is embedded throughout all Learning Areas and it has significance in the teaching of ICT as well.

Therefore, as the Head of the institution, you need to consider “continuity in the allotted slots for ICT in the timetable and to recognize that the new intake of students need to develop ICT skills to support their learning in all subjects” Ask your Teachers to use the smart boards to make teaching Learning more effective and interesting.

Talking to subject teachers also helps in the transition of school. Make students feel comfortable by allowing them use of the ICT equipment at secondary schools. Perhaps the most significant thing is to help them “recognize that the skills learnt will be valuable in all other areas of the curriculum”

Cluster group meetings is a good way to overcome the obstacle to progression. These meetings should involve representatives from all contributing primary and secondary schools. And should initially involve the head of the institutions and thereafter, yourself as the cluster head.

### **Cluster Resource meetings should achieve the following:**

- ⊗ Strengthen the conviction that all are working as partners in the education of young people;
- ⊗ Share expertise in teaching strategies, management of resources and knowledge of computer skills;
- ⊗ Discuss the impact of different teaching styles and strategies on students’ learning; plan for curricular continuity in specific areas (e.g. use of spreadsheets) rather than trying to do everything at once;
- ⊗ Plan joint projects to bridge the transfer and facilitate the tracking of students’ progress;
- ⊗ Decide on a policy of transfer of information (what type of information, how much, when it should be transferred, to whom it should be transferred, how it will be used);
- ⊗ Discuss samples of students’ work, to reach a common understanding of standards;
- ⊗ Discuss how assessment data can be used to plan for progression;
- ⊗ Review the contexts in which ICT is used within the primary and secondary sectors;
- ⊗ Review schemes of work, looking for opportunities to reinforce previously learnt information and where new knowledge, concepts and skills should be introduced to students.

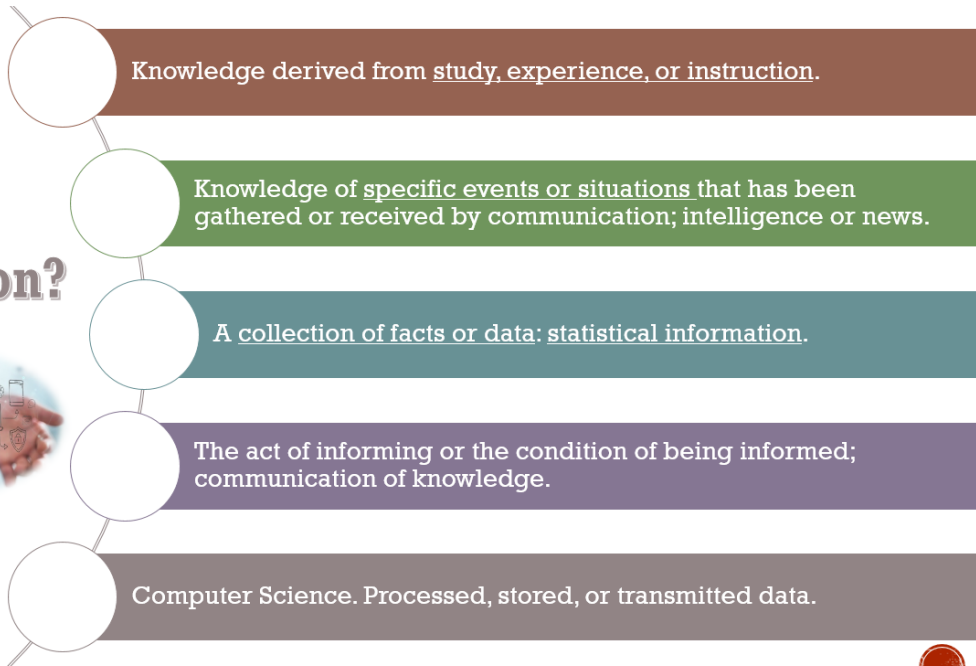
## **Know your ICT Competency**



### **What is Information communication and Media Competence?**

- In order to be able to assist your staff in the effective integration of key teaching and assessment methods, it is essential that you as the Head of the Institute, you should understand ICT capability and competency.
- ICT capability is more than just the use of ICT techniques on a desktop computer, laptop or even tablet computers.

# What is Information?



# Communication?



•The word „Communication“ originated from Latin word „Communis“ meaning „Common“.



•“Communication is imparting, conveying or exchanging of ideas and knowledge whether by speech, writing or signs”

– Oxford English Dictionary



# Media literacy

**Media Literacy** Consists Of Practices That Allow People To Access, Critically Evaluate, And Create Or Manipulate Media.

- Media literacy is not restricted to one medium and is understood as a set of competencies that are essential for work, life, and citizenship

**Media Literacy Is A 21st Century Approach To Education.**

- **It provides a framework to access, analyze, evaluate and create messages in a variety of forms - from print to video to the Internet.**
- **Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.**

## What is Information & Communication Technology (ICT)?



- Communication technologies comprises of the following:
  - Audio technology
  - Audio-visual technology (Motion Picture, TV, Cable Television System, Videodisc, Videotext)
  - Telephone
  - Cell phone or mobile phone
  - FAX (facsimile transmission)
  - E-mail
  - Voice mail

- Teleconference
- Satellite technology
- Internet (WWW, Remote access, VPN etc.)
- Network technology (LAN, WAN, MAN etc.)

# Information And Communication Technology (ICT) In Education

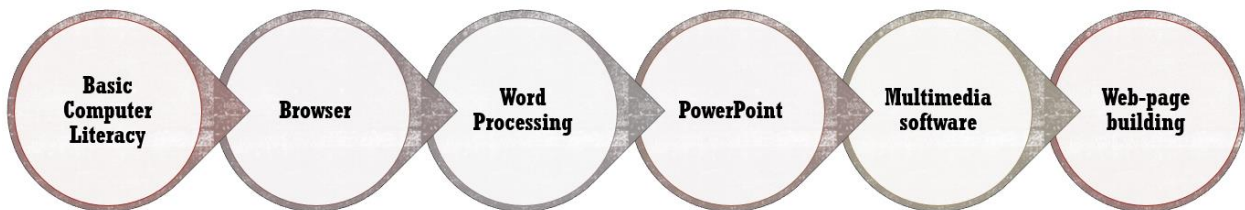
This is the mode of education that use information and communications technology to support, enhance, and optimize the delivery of information.

Worldwide research has shown that **ICT** can lead to an improved student learning and better **teaching** methods.



- **ICT Has following Core Competencies**
  - **Technical**
  - **Networking/ Communication**
  - **Teaching**
  - Creating
  - Evaluating
  - Searching

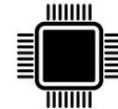
Technical Competency includes, Basic computer literacy, browsing, Word processing, Making Presentations, using Multimedia soft-wares and web page building.







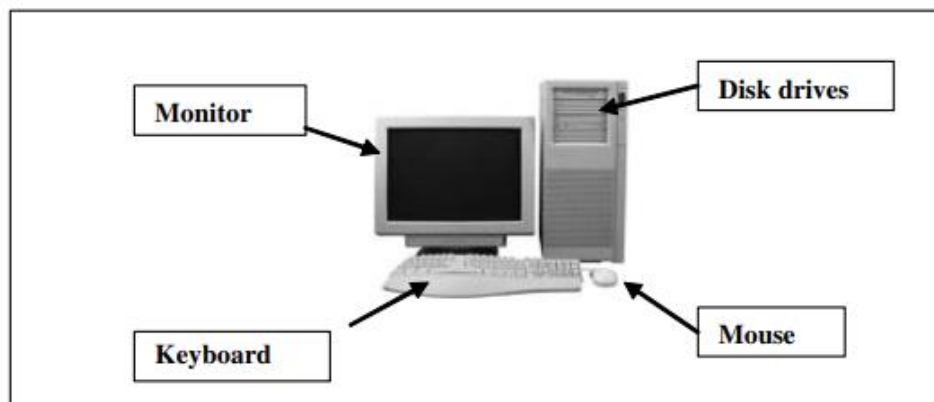
How many of below items you can recognize?



If you recognize more than 4 items, Congratulation!! You have computers basic competency



To understand and learn about basics of computers kindly visit NIOS site <https://www.nios.ac.in/media/documents/sec229new/Lesson1.pdf> or <https://edu.gcfglobal.org/en/computerbasics/> and Train yourself. This is the basic organization of the desktop computer. Like any Machine Computer too works on the principle of Input processing and Output. So it has input devices like mouse, Keyboard, Processing Unit like Processor and Memory and Output devices like Screen and Printer.

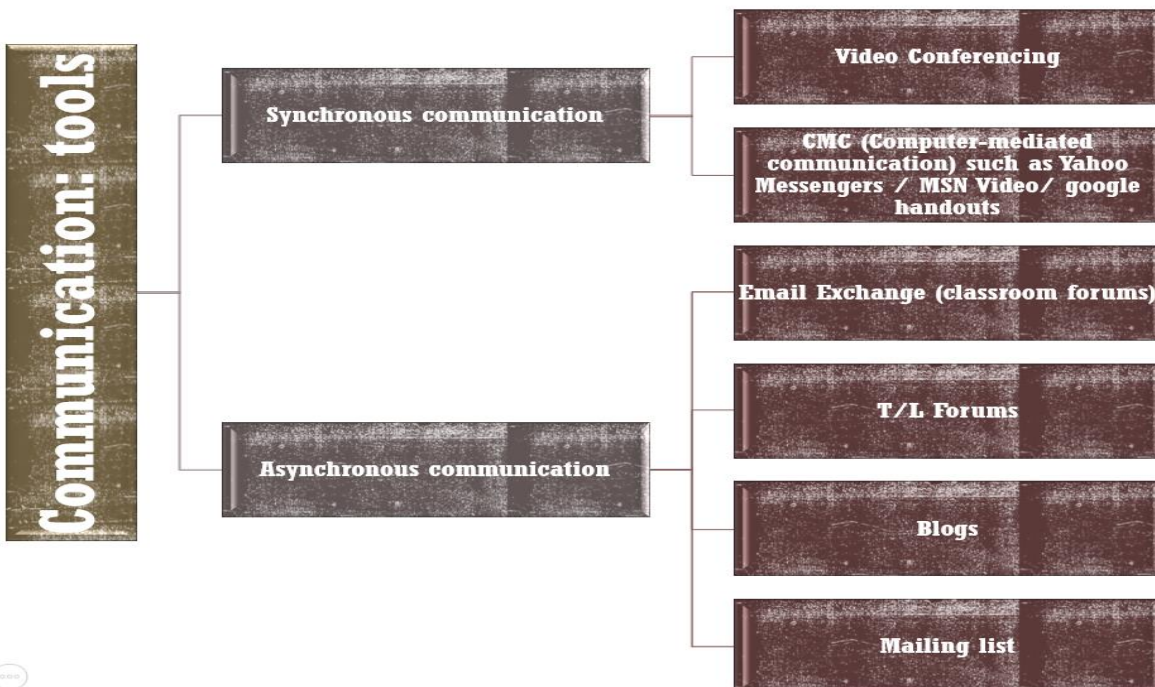




Try following as well?



These are different types of search engines/browsers use to search a particular information on internet. You also need to understand we have synchronous and asynchronous communication tools and as head of the institution you need be well versed with these tools. The key difference between synchronous and asynchronous communication is synchronous communications are scheduled, real-time interactions by phone, video, or in-person. Asynchronous communication happens on your own time and doesn't need scheduling.





For Online Professional Development you can go through sites of Central Institute of Educational technology NCERT New Delhi National Center for School Leadership NIEPA and NISHTHA DIKSHA Portals

<http://pslm.niepa.ac.in/?lang=en>

<https://itpd.ncert.gov.in/course/view.php?id=949&section=15>

<https://www.youtube.com/watch?v=Bv6AZT8gm0k>

<https://www.oneeducation.org.uk/basic-computer-skills/>

<https://www.youtube.com/channel/UCPx-unb3EyHd9fg8RsnnJZw>

You can also Access and use of Digital initiatives of NCERT under the aegis of MoE-Govt. of India or NIEPA or NCSL 



You can also use different data gathering and evaluation tools for accessing teachers and colleague's enhancement of performance through different Apps like Google Form, Kahoot, Menti-meter. Besides you can ensure Digital Citizenship.

## Digital citizenship

Digital citizenship is “about confident and positive engagement with digital technology”. It recognises a digital citizen to be a “person with the skills and knowledge to effectively use digital technologies to participate in society, communicate with others and create and consume digital content.” The core principles that a digital citizen should practice include:

- **Engage** positively;
- **Know** your online world;
- **Choose** consciously.

There are nine elements of digital citizenship that every student should know of. Your students and every digital user should be aware of aspects of the digital world such as access, commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and security (self-protection).

There is a reflection model from which teachers can help students with the issues of digital citizenship by using ICT not use in school but at home and with their friends. The four stage reflection includes:

- Awareness;
- Guided practice;
- Modelling and demonstration;
- Feedback and analysis.

## E-Safety for All



The terms e-safety and digital citizenship are synonymous with each other. E-safety in schools today is a priority as they become more and more connected to the outside world. It covers a number of issues but it is mainly to do with staying safe whilst online along with keeping personal information secure.

**So Identify if you are safe:** If any of following happens to any of your device, you are at risk:

- Warm-up device
- Draining out Battery
- Abruptly open and closing windows on its own
- Slow and sluggish behavior of the system
- Unexpected pop ups or unusual error messages
- Crashing of programs / system
- Inability to download updates
- Navigation to new browser homepage, new toolbars and /or unwanted websites without any input
- Circulation of strange messages from your email id to your friends
- Appearance of new, unfamiliar icons on Desktop.

This model can be used to develop students' understanding of appropriate ICT use in a learning environment.

The following questions shall reflect on how you use ICT (Ribble, 2011).

### **Stage 1. Awareness**

- 🌸 Do I have a good understanding of how a particular technology works and how using this technology can affect me as well as others?
- 🌸 Have I learned about the potential problems or issues related to using this technology?
- 🌸 What rules (legal and ethical) govern the acceptable use of this technology?

### **Stage 2. Guided Practice**

- 🌸 When I use technologies, do I recognise when there is an issue of inappropriateness? Why or why not?
- 🌸 Have I considered the appropriateness of my actions? Why or why not?
- 🌸 Can I differentiate examples of technology misuse and abuse? Why or why not?
- 🌸 What do I need to do to become aware of my actions when using technology?

### **Stage 3. Modelling and Demonstration**

- 🌸 Am I violating laws, policies, or other codes by using technology in this way? Why or why not?
- 🌸 Have I seen, read, or heard of similar situations? What were the consequences?
- 🌸 Does digital citizenship provide direction for determining the appropriateness of my actions? How? Why?

### **Stage 4. Feedback and Analysis**

- 🌸 Am I satisfied with my decision? Why or why not?
- 🌸 Am I satisfied with the outcome of the situation? Why or why not?
- 🌸 Did my behaviour have a positive or negative influence on others? Why?
- 🌸 Did I go back and evaluate how I used the technology later?
- 🌸 Did I think about possible alternatives of how to use the technology?



**You need to Take Care:** Kindly do Following

- Invest in a robust firewall.
- Have students and teachers create strong passwords.
- Have a password protocol that specifies strong password guidelines, frequent change of passwords, avoid reuse of old passwords.
- Don't share your private data with anybody
- Don't share your password
- Use only verified open source or licensed software and operating systems.
- Ensure that computer systems and labs are accessed only by authorized personnel.
- Discourage use of personal devices on the network, such as personal USBs or hard drives.
- Set up your computer for automatic software and operating system updates.
- Check that antivirus software in each system is regularly updated.
- Consider blocking of file extensions such as .bat, .cmd, .exe, .pif by using content filtering software.

- Institute two or multi factor authentication for students, teachers and administrators when they log on.
- Protect your Wi-Fi Connection with secure password, WEP encryption, etc. Encrypt the network traffic.
- Change the administrator's password from the default password. If the wireless network does not have a default password, create one and use it to protect the network.
- Disable file sharing on computers.
- Turn off the network during extended periods of non-use etc.
- Use "restricted mode", "safe search", "supervised users" and other similar filters and monitoring systems, so that no child can access harmful content via the school's IT systems and any concerns can be detected quickly.



Choose few challenging situations from CIET, NCERT's resource book on cyber safety and divide in groups for role play

Can we conclude like this?



Over the past 20 years, information and communications technology (ICT) has become increasingly important to organisations throughout the world. However, in many organizations new ICT often fails to meet its full potential, This is no less an issue for schools that ICT has been a minor force in education in the 21st century.

It is widely accepted that the leadership behaviours of senior management plays an important role in determining the success or failure of an ICT implementation. In any organisation, there is therefore a need for strong leadership in ICT implementations. This is no less so for schools. As investments in ICT in schools increase, school leaders must address the challenges of implementing new technologies, such as student management systems (SMS), School leaders also have roles to play in advocating ICT use to teachers for the benefits of increasing educational outcomes.

We define these school leaders as individuals with leadership roles within schools such as principals, deputy principals, assistant/associate principals, and



Researchers have noted that having basic technology competencies (Crouse, 1997; Isherwood, 1985; Roberts, 1997) can help school leaders to be better role models for staff (Cooley & Reitz, 1997). However, although school leaders may have formally mandated technology leadership responsibilities this can be problematic since they often do not have the training or background to feel confident in dealing with technology (Flanagan & Jacobsen, 2003).

head teachers. To perform these technology roles well, school leaders need to have a level of ICT competence so they can be effective implementers of new ICT. ICT competence can also help school leaders to be effective technology leaders; this is an important leadership responsibility for school principals.

The school principle or leader is fundamental to the improvement of the quality of education and is seen as the gatekeeper of innovation and change. The School Leader often decides the fate of innovation that stems from the department or educators. This implies that school leaders should be prepared effectively to create good schools that will embrace innovation for the betterment of their schools. Information and communication technology (ICT) has the potential to improve the quality of education and training. Researchers (Flanagan & Jacobsen, 2003; Naicker, 2013) however, found that principals have not been prepared to assume the role of ICT leaders at their schools and have therefore struggled to develop both the human and technical resources necessary to achieve ICT outcomes in their schools.



It's up to you now if you want to be an ICT Competent School Leader or continue with the age old practice?

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## Session Design

Module: Expansion of Media and Computer Literacy in Secondary Schools in J&K:  
Leadership Perspective

Total Time : 2:30 minutes

Theme	Duration	Remarks
<b>Introduction to ICT &amp; Need in School Leadership</b>	10 min	
<b>What kind of Leader am I?</b>	10 min	Energizer
<b>Making a Start: Steps and Strategies</b>	15 min	
<b>Expectations of a School Leader?</b>	10 min	Energizer
<b>Connecting Pedagogy</b>	10 min	
<b>Know you ICT Competency</b>	35 Min	Hands on computers
<b>Digital Initiatives and School Leaders (OnLine)</b>	10 min	Online Resources
<b>Digital Citizenship: concept</b>	10 min	
<b>Reflections on ICT Usage</b>	5 min	Energizer
<b>e-safety : Do's and Donts</b>	15 min	
<b>Challenging situations</b>	20 min	Group activity by role play