

Managing Change in Education ICT

Institutional and Technological Change

The Pace of Change

The variation in the pace of change between education technology and school pedagogy can bring about a degree of tension and uncertainty for school leadership teams and teachers when managing the introduction of new technologies and services. Advances in education technology continue to accelerate, introducing endless opportunities for imaginative teachers and learners alike. On the other hand, paradigm changes in school pedagogy and education management require time to settle in order to deliver continued and sustained improvement in schools. Schools that effectively



manage technological and institutional change will realise their ambitions to build and foster learning environments that are fit for the 21st century. Unfortunately the digital gap between the schools that can manage these changes and those that cannot will widen further.

It is important to recognise that the benefits accrued by introducing new technologies into the education setting can only be realised if technological change is embedded within the context of a school's overall ethos, aims and pedagogy. Technological change must be supported by a favourable and supportive environment at the school if it is to succeed. If changes in school pedagogy and education management take time to evolve it is no surprise to learn that the introduction of new education technologies and services can take time to be realised. Nevertheless, lethargic or delayed introduction of new technologies within a school could arise because there are inherent weaknesses in the management structure that sponsors and supports the introduction of new technology within the school setting.

The successful introduction of new technologies and services cannot be realised if traditional pedagogy and management practices continue to dominate curriculum delivery and learning. Recent developments in social media and online collaboration tools require students to become active participants in a more democratised education setting. The schools that embrace this change will find it easier to absorb and adapt to technological change.

Schools have to learn to adapt to social, political and technological change. Technological change will continue to have a growing influence on how schools manage their resources, the curriculum choice offered to their students, how they prepare their students to engage with the knowledge economy and how they shape the role of their teachers within a democratised school setting.

**For Further Information
Contact Aftab Hussain**

Web: <http://www.aftabhussain.com>

Email: info@aftabhussain.com

Phone: 07889 904 500

