

## Article

# Enhancing digital competencies in schools: The role of ICT coordinators

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**Abstract:** This article discusses the growing importance of digital competencies in education, specifically focusing on the role of technical infrastructure in schools and staff support strategies. The discussion aims at the introduction of the ICT coordinator role in Czech Republic schools. Analysis indicates that schools with an ICT coordinator exhibit improved technology access for students and teachers, not solely determined by computer quantity per pupil. Noteworthy differences lie in the flexibility and availability of technology, with ICT coordinator-aided schools having more mobile computers, mobile labs, and more vital facilitation of BYOD methods. In conclusion, while recognizing the partial nature of school technology equipment data, the article concludes that training teachers and implementing the ICT coordinator role positively impact ICT technology use in schools. Recommendations based on Czech Republic research include establishing the ICT coordinator position, providing financial incentives, and reducing direct teaching loads. Future research should track changes in ICT equipment during ICT coordinators' tenures and explore technology deployment dynamics, emphasizing collaboration between ICT coordinators, school management, and individual teachers.

**Keywords:** ICT coordinators; BYOD; school ICT equipment; school infrastructure; mobile computers labs

## 1. Introduction

Digital competencies (Pettersson, 2018) play an increasingly important role today and are important to understanding the current world (OECD, 2010). Much attention is paid to their promotion and development. In line with Harris et al. (2009), we note that models of digital technology implementation are often technocentric. They focus too much on technology skills and ignore the complexity of learning using technology. Technological equipment is one of many prerequisites for developing digital skills. How digital competencies are used is crucial for the effective development of digital competencies. It is necessary to change the system and teaching methods (Benvenuti et al., 2011). The main change factor is teachers' digital competencies, focusing on whether teachers perceive digital technologies as adding value to their teaching and students' learning. Five years ago, less than 40 percent of teachers were ready to use digital technology in their classes (TALIS, 2019). This issue has been captured at the European level in a specific competency framework called the European Framework of Digital Competences for Teachers (Redecker, 2017) and in the Digital Education Action Plan (2021–2027).

It is very important to provide teachers with methodological support in implementing modern technologies and digital competencies (Strudler and Hearingthon, 2008). One possible way is to create ICT coordinator positions. These positions were already established in schools in the 1980s (León-Jariego et al., 2020).

# Handbook For Ict Coordinators

**Stationery Office (Great Britain)**



## **Handbook For Ict Coordinators:**

**Handbook for Ict Coordinators** Julie Yaxley, 2003 Written in clear accessible English by practising ICT coordinators this book gives advice and guidance Teachers prospective and actual ICT co ordinators and headteachers should be able to read this book and start implementing change and improvement by following the simple steps **The ICT Teacher's**

**Handbook** Roger Crawford, 2013-06-26 The ICT Teacher s Handbook is an indispensable guide for all teachers responsible for the teaching and management of ICT in the secondary school both as a comprehensive introduction for students learning to teach ICT and as a source of ongoing support for busy practising teachers Illustrated throughout with case studies key further reading and guidance on where to find and how to choose the best software and resources the book also features a guide to specifications software for whole school support and a useful glossary of key terms Key topics covered include Organising and delivering the ICT National Curriculum at key stages 3 and 4 and post 16 Teaching and learning with VLEs IWBs social networking and mobile technologies Assessment record keeping and reporting Popular hardware software and networks External assessment target setting and tracking Managing technical support and technicians Preparing for promotion and managing an ICT department Strategies for whole school management of ICT Written for trainee and experienced ICT teachers and managers in both English and international schools The ICT Teacher s Handbook is an authoritative guide designed to support effective teaching and learning and efficient use of technology in all schools The

ICT Handbook for Primary Teachers David Hall, 2015-06-12 The ICT Handbook for Primary Teachers will help all those involved in primary education whether in training teaching or leadership roles to develop the ICT knowledge understanding and skills required to enhance children s learning in the classroom This new edition reflects the changes to the curriculum from 2014 It includes a new section on the Computing curriculum and an overview of the reorganisation of those online agencies that serve to support ICT Covering theory and practise this essential handbook explores and outlines the usefulness of a wide range of up to date ICT resources in a range of primary contexts and advice is offered on assessing whether ICT is preferable to other approaches for enhancing learning With reference to supplementary online resources providing activities multimedia resources and further reading the book covers the requirements of the new Computing curriculum the place for ICT in enhancing teaching and learning across the curriculum using ICT in core curriculum subjects and in cross curricular contexts different models of e learning interactive whiteboards tablet PCs mobile devices the Internet etc how ICT can be used to help pupils with special educational needs and using ICT for planning delivery assessment and recording This book is an indispensable guide to ICT for students on PGCE BEd and undergraduate teaching courses along with practising teachers SENCOs ICT coordinators and school leaders **International Handbook of Information Technology in Primary and Secondary Education** Joke Voogt, Gerald Knezek, 2008-08-26 Since the introduction of the computer into education in the 1960 s its potential for K 12 education has been widely recognized The terminology used at times confusing due to rapid

technology change has continuously evolved We are in transition to an information society and the term computer technology has been replaced by information technology IT or information and communication technology ICT New demands from the information society require education to focus on information management and communication skills for which IT can be an essential resource IT offers promising environments and tools to support new approaches to teaching and learning Despite major investments the implementation of IT in education has been a persistent problem And although it is generally assumed that IT has high potential for improving education major research findings have only recently confirmed positive results of IT on students performance While there is a vast amount of research on information technology IT in K 12 education most of it is scattered Until now a unified presentation of the research from a broad international perspective has not been accomplished As a ground breaking publication the two volume International Handbook on Information Technology full title synthesizes the major issues and directions of research in the field One major focus of the Handbook is the design and potential of IT based student learning environments Offering the latest research in IT and the learning process distance learning and emerging technologies for education these chapters address the critical issue of the potential for IT to improve K 12 education A second important theme deals with the implementation of IT in educational practice In these chapters barriers and opportunities for IT implementation are studied from several perspectives the teacher the curriculum the school organization and educational policy Curriculum competencies and attitudes teacher learning schools and international and regional programs and policies are examined to improve understanding how the implementation of IT in K 12 educational practice can be supported Additional topics addressed in the Handbook include the role of education in the information society threats to equity in education and as well various approaches to research in IT in education The International Handbook on Information Technology in Primary and Secondary Education provides researchers policy makers and practitioners with an integrated and detailed overview of this complex field making it an essential reference for all libraries and educators

**The ICT Handbook for Primary Teachers** David Hall, 2015-06-12 The ICT Handbook for Primary Teachers will help all those involved in primary education whether in training teaching or leadership roles to develop the ICT knowledge understanding and skills required to enhance children s learning in the classroom This new edition reflects the changes to the curriculum from 2014 It includes a new section on the Computing curriculum and an overview of the reorganisation of those online agencies that serve to support ICT Covering theory and practise this essential handbook explores and outlines the usefulness of a wide range of up to date ICT resources in a range of primary contexts and advice is offered on assessing whether ICT is preferable to other approaches for enhancing learning With reference to supplementary online resources providing activities multimedia resources and further reading the book covers the requirements of the new Computing curriculum the place for ICT in enhancing teaching and learning across the curriculum using ICT in core curriculum subjects and in cross curricular contexts different models of e learning interactive whiteboards tablet PCs mobile

devices the Internet etc how ICT can be used to help pupils with special educational needs and using ICT for planning delivery assessment and recording This book is an indispensable guide to ICT for students on PGCE BEd and undergraduate teaching courses along with practising teachers SENCOs ICT coordinators and school leaders **Gifted & Talented Coordinator's Handbook** Sophie Craven,2008 *Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges* Tan Wee Hin, Leo,Subramaniam, R.,2009-05-31 Provides comprehensive articles on significant issues methods and theories currently combining the studies of technology and literacy **HMSO Agency Catalogue** Great Britain. Her Majesty's Stationery Office,2003 **Handbook of Research on Learning Design and Learning Objects** Lori Lockyer,2008 Designing effective learning experiences is a significant challenge for educators This book provides an overview of the research and development activity in the area of learning designs in terms of teaching perspective and technological advances It also brings together over 40 studies that provide a complete picture of the subject *Handbook of Research on Emerging Trends and Technologies in Library and Information Science* Kaushik, Anna,Kumar, Ashok,Biswas, Payel,2019-11-22 With the perpetual advancements of technology library and information science professionals are tasked with understanding these technologies and providing accurate and comprehensive information to other potential users These professionals must develop best practices for understanding these technologies in order to best serve other users The Handbook of Research on Emerging Trends and Technologies in Library and Information Science is a critical research book that examines advancing technologies and new innovations and their influences on library and information sciences for improved best practices Featuring an array of topics such as digital libraries distance education and information literacy this publication is essential for librarians knowledge managers information retrieval specialists library and information science professionals information scientists researchers web librarians academicians educators IT specialists and managers **The Stationery Office Agency Catalogue** Stationery Office (Great Britain),2003 Resources in Education ,1994

International Handbook of Public Procurement Khi V. Thai,2017-09-25 Since the 1990s government at all levels is under increasing pressure to do more with less However despite the U S government spending about 15 to 20 percent of its GDP on contracts for goods and services there is a paucity of reference books for public procurement officials and very few textbooks for courses on the subject Filling this void the International Handbook of Public Procurement provides the knowledge necessary to understand how procurement works and how to improve the cost effectiveness of procurement systems Taking a multidisciplinary approach the book focuses on the managerial economic political and legal aspects of this topic It begins with a conceptual framework and highlights various reforms occurring in certain countries By examining these improvements readers are able to apply this knowledge to their own strategies The next section presents selected cases that illustrate the public procurement process examining systems in various nations including Germany China South Africa Cambodia Uganda and Estonia The book also discusses the rise of electronic procurement systems E procurement and reviews the benefits of

these efficient systems Other topics presented in this comprehensive volume include practical discussions on contract negotiations bidding price strategies and cost analysis and an insightful chapter on the market s response to contract award announcements A virtual encyclopedia from numerous international experts this book was assembled by Khi V Thai Professor at Florida Atlantic University and Editor of the Journal of Public Procurement Dr Thai has provided technical assistance in the area of public procurement to governments across the world Empowering those on all sides of the issue this volume dispenses advice valuable to government officials and contractors as well as providing a comprehensive text for public administration students

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