



Programa de
Aprendizaje
Permanente



**INDICATORS AND GUIDELINES
FOR DEVELOPING A CENTER ICT
PLAN IN THE EDUCATIONAL
INSTITUTIONS PARTICIPATING IN THE
COMENIUS REGIO PROJECT
PIRKANMAA (FINLAND)- SAGRA BAJA
(SPAIN)**

**"ICT IN USE- EXCHANGING AND DEVELOPMENT OF WORKING
PROTOCOLS TO IMPROVE THE USE OF ICT AT SCHOOLS AND
THE LOCAL AREA IN OUR TWO REGIONS."
2013-1-FI1-COM13-12845**

ICT IN USE



CONNECTED TO ICT

INTRODUCTION

The study and report of results with regard to ICTs situation that we show below has been carried out within the European Project Comenius Regio “ICT IN USE- EXCHANGING AND DEVELOPMENT OF WORKING PROTOCOLS TO IMPROVE THE USE OF ICT AT SCHOOLS AND THE LOCAL AREA IN OUR TWO REGIONS.” 2013-1-FI1-COM13-12845 developed between the regions of Pirkanmaa (Finland) and La Sagra Baja County Consortium, Toledo (Spain).

The aim of Comenius Regio associations is to promote the development of cooperation activities among local and regional authorities active in the education world in Europe and to contribute this way to improve their educational offer. They allow the collaboration of regional institutions, educational centers and other relevant actors regarding education to jointly work in common interest subjects. In our case, the participating institutions are the following:

Finland:

- Akaa Town Council;
- Valkeakoski Town Council;
- ICT Department of Valkeakoski;
- Early Childhood and Elementary Education School of Viiala;
- Early Childhood and Elementary Education School of Roukon;
- Early Childhood and Elementary Education School of Pappilan;
- Secondary Education High School of Toijala;
- Upper Secondary Education High School of Akaan

Spain:

- La Sagra Baja County Consortium;
- Alameda de la Sagra Town Council;
- Parents’ Association San Roque of Alameda de la Sagra;
- Teacher Training Regional Centre of Castille and La Mancha - C.R.F.P.;
- Early Childhood and Elementary Education School (C.E.I.P.) Nuestra señora de la Asunción –Alameda de la Sagra;
- Early Childhood and Elementary Education School (C.E.I.P.) Nuestra Señora de la Salud –Yunclillos;
- Secondary Education High School (I.E.S.) San Blas—Añoover de Tajo;
- Early Childhood and Elementary Education School (C.E.I.P.) Conde de Mayalde -- Añoover de Tajo;
- Early Childhood and Elementary Education School (C.E.I.P.) Santa Marina –Magán.

Among the proposed aims in our association project it was listed the objective to improve innovation and education quality around the ICTs in the participating institutions. This aim has been implemented through different actions.

The main aims of our program are the following:

- To create a file to guide and help the school with the design of an ICT syllabus

- To provide schools with patterns that will allow to implement ICT in everyday teaching thus allowing high teaching standards.
- To share a way of working that will allow:
 - To exchange experiences between teachers and schools.
 - To make it easier for new teachers to settle in.
 - To guarantee the same opportunities for all students, by establishing the minimum requirements when dealing with ICTs.
- To provide a simple tool to evaluate the real ICT capacity of each individual school.
- To facilitate the selection of indicators to include in the PGA (Annual Programme)
- To give an overview of what has been achieved, of what we intend to achieve shortly (indicators included in the PGA) and of what remains to be achieved.

This guide is intended to assist in the elaboration of a syllabus (ICT syllabus) to be implemented and developed in public education. The guide stems from the legal obligation of implementing an ICT syllabus and from the importance of doing so with consensus among teachers.

The guide is divided into two main sections: it first includes a tool in Excel (with an user guide) to evaluate how ICTs are being implemented in schools, which will be key in the design of an ICT syllabus; secondly, it also includes a theoretical/ practical section whose aim is to explain, through practical cases, each of the indicators established in the different sections of the present ICT syllabus.

The indicators that have been chosen are based on an ICT syllabus that includes all indicators that a top ICT centre should have. Obviously, these indicators are subjective, since they have been taken from different bibliographical sources that are based, among others, on the opinion of several experts on the topic, on the implementation of ICTs in the schools that participate in the Comenius Regio, and on the real state of affairs when it comes to implement ICT in present-day education.

The guide was developed by a team that comprised Finnish and Spanish teachers working in the different schools that participate in the project. This allowed a broad perspective as regards the items that should be implemented in an ICT syllabus. To develop the guide, the team made a revision of the literature on the topic, and also analysed different ICT syllabus and guidance files from several schools. Key in the development was the feedback taken from the different surveys about ICTs that were conducted during the past academic year in both regions (<http://www.comeniusregio.hol.es/>). Once the team selected the indicators and items to be included in the ICT syllabus, the file was revised by the C.R.F.P (Regional Centre for the Formation of Teachers in Castilla La Mancha) and different experts on the topic.

CONTEXT

When it comes to reflect on the need to change the ways we teach nowadays and adapt them to current society, on many occasions, the analysis simply focuses on the need to make use of technological devices. Computers, tablets, digital boards, or smartphones are equipment that is more and more frequently used in teaching. Though this is certainly true, what comes also out naturally is that the use of technological devices in combination with

the use of the Internet has paved the way for a democratisation of knowledge and access to information. The fast access to information, the rapid spread of the use of technology, and the boost of knowledge that is generated has made professional profiles more and more undetermined nowadays. Who can guarantee that what we are teaching today will be useful and valid tomorrow?

It is therefore becoming increasingly necessary to teach our students in a way that will allow them to be self-dependent when it comes to learning. Nowadays the teacher is not the only one transmitting knowledge and the student is not the only one acquiring knowledge. We must equip students with tools that will allow them to self-acquire knowledge. Curiosity, creativity and competency (C.C.C.) will be the pillars of educations. Students need to be curious about learning new contents, curious to do research and to increase their knowledge. They need to be creative, that is to be able to connect different knowledge and to create new knowledge, because the jobs of the future are still to be created and will be renewed constantly. They need to be competent and able to use the acquired knowledge; they should not limit themselves to replicate existing models.

To achieve all of the above, we need important changes that will affect the teaching system as a whole as regards methodological, organisational, management, and curricular aspects. It is precisely this global impact of ICTs what justifies the creation and implementation of an ICT syllabus in schools. Such a syllabus will comprise all aspects of implementing of ICTs in schools and will be based on principles such as context, organisation, viability, shared vision, clarity, and evaluability of the main aims and their regular update.

“To live, learn and work successfully in an increasingly complex, information-rich and knowledge-based society, students and teachers must use a digital technology effectively. Within a very solid education setting, the Information and Communication Technologies (ICT) can enable students to acquire the necessary abilities to become:

- *capable information technology users;*
- *information seekers, analyzers and evaluators;*
- *able to solve problems and take decisions;*
- *creative and effective users of productivity tools;*
- *communicators, collaborators, publishers and producers; and*
- *informed, responsible and contributing citizens.*

Thanks to the ongoing and effective use of the ICTs in educational processes, students have the opportunity to acquire important capabilities. The teacher is the person who plays the most important role to help the student to acquire those abilities. Besides, the teacher is the responsible person to design learning opportunities as well as the appropriate environment at the classroom that facilitates the students’ of ICTs to learn and communicate. Consequently, it is critical that all classroom teachers are well prepared to offer these opportunities to the students...”

UNESCO. Competency Standards regarding ICTs for teachers. London, 2008.

SPECIFIC GUIDELINES FOR DEVELOPING THE CENTER ICT PLAN

SECTION A.- DOCUMENTATION AND GENERAL PLANNING OF THE ICTs AT THE CENTER

Among the necessary documents, the first and most important one is the ICT Plan. As we have seen, in the contextualization of the introduction, the ICT Plan is a document integrated into the Center Curriculum Proposal, proposal that, at the same time, is included inside the Center Educational Project. From this perspective, the ICT Plan should be a planning and organization document, at the center level, which guides the development and treatment of the information digital competence and the ICT integration as a didactic tool in the teaching-learning processes and it should contain the general aims, the dynamisation and management of technological resources and ICT inclusion in the different curriculum specific actions.

In a previous report, which was carried out by our association (<http://www.comeniusregio.hol.es/2012-01-17-18-40-44/2013-10-09-21-05-18/estudio-sobre-uso-de-las-tic-en-los-centros-participantes>), we focused our attention on how such an important competence for the future of our students (the development of the digital competence) and a reality (digital and information society) that implies considerable methodological and curriculum changes for teachers, does not have a working framework shared by the most of our educational centers and it is not planned and made known in writing. In different studies, “the shared view” and the “planning in the implementation” are mentioned as essential conditions for the effective ICT use in the learning processes. Therefore, we think that the first step to be given, at the center level around the ICTs, is to develop an action plan.

As a previous step to the developing the Center ICT Plan, it is necessary to know the situation where the center is regarding this field (previous actions, resources that we have, etc.), so this way we can get to know the strong and weak points of our center and we can plan some aims, indicators and actions the most realistic way as possible. We have seen, in the bibliographic review, that we have few evaluation tools, they are not enough.

There is an essential section that should be developed by the center (and made known in writing as an attached document within the Center ICT Plan) and should be known by every teacher in order to work based on such plan. This section refers to the **digital competence indicators**, which are specified according to every stage and cycles. The only way to include these indicators in our Didactic Programming and to plan different activities for their achievement is to have them as much operational, specified and clear as possible. We indicate you some links where you can see some of the classifications.

SPECIFICATION OF DIGITAL COMPETENCE INDICATORS

<http://www.gobiernodecanarias.org/educacion/Portal/WebICEC/docs/cbtic.pdf>

http://www.juandevallejo.org/profesor_files/plantic.pdf

Another section that we think it is necessary in a ICT Plan is the developing of rules with clear and very defined criteria (gathered later in the Rules regarding Coexistence, Organization and Functioning of the Center) in those aspects that can cause more problems (legal, civil, economic, among others) as for example every issue regarding the use and maintenance rules of the digital resources, spaces, security, privacy, etc. we should develop and specify as far as possible the rules in relation to the ICT use because, in many cases, there may be legal and/or criminal implications. We offer you some links with some examples and/or guidelines in that regard.

SECTION B.- ICT COORDINATOR/COMMISSION. ORGANIZATION, COORDINATION AND FUNCTIONS

This section of the document mentions indicators regarding the existence, composition, organization and functions of the ICT Commission at the educational centers.

In a previous report carried out by our association, which has been previously mentioned, we also find an assessment related to the coordinator figure, team, ICT Commission and its functioning.

<http://www.comeniusregio.hol.es/2012-01-17-18-40-44/2013-10-09-21-05-8/estudio-sobre-uso-de-las-tic-en-los-centros-participantes>

At the centers, we have become aware of the necessity of having a person or a group of persons in charge of leading the work to introduce into the center and the classroom the new technologies and raise awareness of their importance and guide and instruct the other teachers.

The first section (organization, coordination) refers to the coordinator figure in a center. It is essential the existence of a team that takes over this responsibility. Inside a center, there are positions, functions and responsibilities at an individual as well as a group level. Regarding the ICTs, it is the same. It is necessary to have a person or a team in charge of guaranteeing the ICT good practices inside the center.

<http://www.educacontic.es/blog/la-coordinacion-tic-claves-para-no-desistir>

There is a second section that refers the functions that should be assumed by a coordinator or ICT team. The next links show us some working plans developed by ICT coordinators where their functions and aims to be complied within the ICT Plan are gathered.

[http://www.iesvillaverde.es/wp-content/uploads/2013/01/coordinador TIC.pdf](http://www.iesvillaverde.es/wp-content/uploads/2013/01/coordinador_TIC.pdf)

([http://www.juntadeandalucia.es/averroes/centros-tic/41701134/helvia/sitio/upload/Anexo_VI_DCAPV_Escuela TIC 2.0 1415.pdf](http://www.juntadeandalucia.es/averroes/centros-tic/41701134/helvia/sitio/upload/Anexo_VI_DCAPV_Escuela_TIC_2.0_1415.pdf))

An ICT team should provide and advice about programs, applications and other useful resources for the work in the center. The next link shows the vision there is about the ICT coordinator and the functions that he/she has to take over.

<http://portafoliosorganizacionygestion.blogspot.com.es/2013/01/el-coordinador-tic-funciones-y.html>

We might conclude that, in the future when the ICTs are completely integrated in the classroom and their use is daily and usual, the functions and dedication of the ICT coordinator will be diminished. Such moment will determine that a center is working completely with new technologies.

SECTION C.- RESOURCES AND ICT INFRASTRUCTURES OF THE EDUCATIONAL CENTER: AMOUNT, CONDITIONS, MAINTENANCE, ORGANIZATION AND INVESTMENT.

This section of our document tries to guide, through different indicators, with regard to the available resources and ICT infrastructures, their condition, investment, maintenance, security and the basic organization/management at the center level, those resources or infrastructures.

ALTHIA

Althia Room is the only resource that can guarantee the access to the new technologies to all students of the center. Therefore, it is necessary that all teams are in optimized conditions in relation to functioning and that they offer to students as well as teachers a positive experience that encourages them to use it continuously. According to the information we have obtained, in the evaluation questionnaires about the ICT implementation in the centers, 80% of the centers consider that Althia Room is operational and the ratio to work inside it, is acceptable. This invites us to think that this resource is the most useful one and the one that would require less economic investment.

It is necessary to have online and offline resources at the different levels. The online resources should be organized and should be of easy access for the students. To this aim, we will use the markers of the browsers or we can gather them in a webmix (Symbaloo), having, in this case, one per level.

Example of webmix:

- Kindergarten: <http://www.symbaloo.com/mix/recursosdeinfantil>
- 1st and 2nd of Primary Education: <http://www.symbaloo.com/mix/recursos1ºy2ºprimaria>
- 3rd and 4th of Primary Education: <http://www.symbaloo.com/mix/recursos2ºciclo2>

The offline resources guarantee their use in classroom in case of failures in the wifi connection. To have a bank of resources in every computer organized in folders is an option at the educational CD-ROMs.

To guarantee the access of all groups to the classroom, it is necessary to establish a calendar. Besides, it is very important to have some rules with regard to Althia use for the students.

Using rules regarding Althia Room

<https://www.dropbox.com/s/6v53wl5z68m2thg/Normas%20de%20uso%20del%20aula%20de%20Inform%C3%A1tica..doc?dl=0>

TEACHER'S COMPUTERS

It is a tool that has become essential in our daily work. The use of the Papas2.0 program, the management of the academic information in Delphos, the use of office software for the evaluation, among other aspects, makes the laptop a basic tool in our daily work. This is contrary to the data that we have obtained in the evaluation of the ICT implementation at the centers, where 20% of the centers do not have computers for all teachers and this means a serious problem. If we add to this subject the fact that the computers have been already used for several years and 40% of the centers show that the laptops do not work correctly, this does give rise to a future that is not at all promising. The staff meeting should choose a management model of these resources and should determine how the management and repair of the equipment will be carried out. As a minimum

standard, it should be guaranteed that every classroom, with interactive digital whiteboards, has a computer, so the teacher's computers should be used to satisfy this need.

ESCUELA 2.0

We will differentiate, on the one hand, the interactive digital whiteboard and, on the other hand, the student's laptops. Regarding the interactive digital whiteboards, the centers have made a greater effort in relation to the incorporation of this resource in all classrooms and their implementation is being generalized. The minimum amount is the one the *Consejería* (regional Ministry) provided to the centers when they launched the program of Escuela 2.0, but, in most of the centers, this amount has been even increased and in some centers there are interactive digital whiteboards in all the classrooms of the school. The average in the centers that have been surveyed is 48% of classrooms with this resource. The interactive digital whiteboard implies the use of the projects and a way of optimizing resources is to be committed to models of projectors that are compatible and that use the same lamp mode in order to simplify and cut prices on the resources.

Another element of the Escuela 2.0 is the student's laptops. To this respect, we have to say that the effectiveness percentage of the student's laptops is inverted, with regard to Althia, and we only have 20% of centers that consider that the student's laptops are operational. It is obviously that the centers cannot afford an economic investment to provide the students with mini laptops. Nevertheless, the greatest difficulty that we find is the slow way the equipment works, what makes the work in the classroom not productive. There is a possibility to install new images in the HP equipment as well as in the THOSIBA, which have worked in some cases and they have improved the answer to the equipment. As a general reflection from our shared experience, we can say that the equipment that offers a lower performance is TOSHIBA, but we can take the most of them changing the operating system and installing a "[LUBUNTU](#)" Linux distro created specifically for laptops with few services and which considerably improves the experience with these computers.

LUBUNTU

<http://lubuntu.es/instalar-lubuntu/>

Finally, we have to determine the use that we are going to give to this equipment and the responsibility that it takes. Therefore, it is necessary to develop a using protocol of Escuela 2.0 that has to be known by the families for them to know the responsibilities that they take over when they take part of this program.

Using Protocol of Escuela 2.0

<https://www.dropbox.com/s/4212vf5fh51f1ne/Protocolo%20Escuela%202.0%20acuerdos%20profesorado%20Alameda.docx?dl=0>

KINDERGARTEN CORNER

We are once again faced with a high percentage of equipment that does not work correctly. Although all centers have computers in the Kindergarten classrooms, it is only 50% of the centers that have a computer at the "corner" as well as the computer of teacher. When the resources are scarce, there is a clear need to make the best use of the resources and in the centers where the main use of the teacher's computer is to connect it to the interactive digital whiteboard. An option that is working in some of the centers is to share the computer placed at the "corner" with the interactive digital whiteboard. We shall have to assess that we miss the possibility of working simultaneously with the computer and the interactive digital whiteboard. In order to be able to share the computer with the interactive

digital whiteboard, it is necessary to acquire a splitter cable VGA [http://www.pccomponentes.com/cable duplicador pasivo vga macho a 2x vga hembra.html](http://www.pccomponentes.com/cable_duplicador_pasivo_vga_macho_a_2x_vga_hembra.html)

SCHOOL RADIO

The school radio is a very attractive resource for the whole educational community that implies a wide range of possibilities, tasks, activities and experiences of all kind. To carry out this resource, it is necessary to have some essential technical resources and a good organization. It is necessary to develop a planning of activities, timetables, responsibilities and a great spreading. For its spreading, we can use different platforms, of the type of IVOOX (<http://www.ivoox.com/>) <http://ceipntrasraasuncion.blogspot.com.es/p/radio-escolar-alaonda.html>

Besides, it is interesting that the teachers of the centers have an instruction manual in relation to this resource to make its use easier. <https://www.dropbox.com/s/f4uyd7dr4htwf6g/COMO%20UTILIZAR%20LA%20RADIO.pdf?dl=0>

DIGITAL WHITEBOARD

A good way to have at everybody's disposal all attractive resources for the teachers and students is the use of digital whiteboards. In the ideal case, there would be such digital whiteboards in all classrooms but if this is not possible, coordination among the teachers should be needed to make use of the spaces where there are such digital whiteboards.

It is important that they are available for all teachers, who should be trained regarding this aspect, the necessary software, as well as a bank of resources and activities of the center to work with the students.

Webmix of Kindergarten with a block of links to resources to work with the digital whiteboard:

<http://www.symbaloo.com/home/mix/recursosdeinfantil>

Likewise, it is necessary to create a commitment by the teachers for the use of such resources in the classroom.

INTEGRAL CONNECTIVITY

There should be a good WIFI connection hired with the company that provides the service to the center. There should be enough signal repeaters or WIFI points. At the same time, the center should organize its office computer resources appropriately and functionally. There should be a printer or photocopier in a network and a virtual hard drive to be shared by all teachers.

INVESTMENTS

We should take into account that every center dedicates a budget item to the purchasing of equipment and ICT material or its renewal and/or replacement. This item should be done according to the economic situation of the center.

The budget item that is projected should be enough for the ICT renewal and maintenance. It would also be necessary to make the provincial and regional educational administration see the importance of providing the centers with new technological material and taking into account the maintenance of the current material.

The plan should begin with the planning of a working model with the ICTs which had been agreed by the staff meeting and with long-term aims and next step would be to take decisions where the priority should be given to the purchase of resources that guarantee the equitable access to the greatest number of students.

MAINTENANCE-TECHNICAL SERVICE

The center should promote workshops among teachers regarding the basic maintenance of the equipment (Utilities, anti-virus, cleansers,..) for them to know how to solve the problems at the user level.

We think that the educational administration should offer an appropriate technical support and at the same time train some of the members of the ICT Teams of the centers, so this way they could solve the basic and everyday problems (which are the largest percentage) that may arise when working with the ICTs. For this reason, we insist once again on the need to provide these responsible persons with some time to dedicate to these issues and continuity regarding their function.

SECTION D.- SECURITY WITHIN THE NETWORK (AUTHORIZATIONS, USE OF SOCIAL NETWORKS, PROTOCOLS FOR INTERVENTION, TRAINING, COMMUNICATION CHANNELS FAMILY-SCHOOL, TEACHERS-FAMILY, TEACHERS-TEACHERS,...)

This section of our guidelines for developing the Center ICT Plan tries to analyze the existence of protocols for action, software and other center aspects linked to the security of equipment and persons.

SECURITY AND ELECTRONIC MAIL

Teachers as well as students of the Primary and Secondary Education Centers should have different fast and safe communication channels that allow them to work without printed means and help the students to work with digital tools and resources which will train them for the future. Therefore, it is important the use of the electronic mail as a basic tool of communication exchange, but used in a responsible way and with the necessary previous training for a safe and appropriate use.

We should take into account that a great part of our students are under the age of eighteen, so the centers should have the previous authorization for the creation of electronic mail accounts and the teachers should have the appropriate training for a correct educational use and to teach such appropriate use to the students and inform and guide the families when necessary.

This link shows an authorization example to use the electronic mail:

<https://docs.google.com/file/d/0B8EhvJCjQN-yZfVwT2xJeldSSDJWSIRuLWpCdIctUQ/edit?pli=1>

SECURITY AND BLOGS, CENTER WEB AND ON-LINE SERVICES

The use of blogs inside the classroom is an educational resource that allows us to develop material and share it inside the group-class, it encourages the collaborative learning, it provides the students of the same center and any other with resources and it allows the families to interact with the work that is carried out by the students.

The access to the blogs by the educational community should be regulated for its contents to be appropriate and to be in accordance with the educational aim that they follow.

As a consequence, it is essential the training of all members in order to carry out an appropriate and responsible use of such tool.

As a reflection of the center towards outside, our webs usually offer images or videos where the students appear in many occasions, so we need to have a document where we are authorized for the use of image and video of our students. On the next link, we have two examples of image authorizations:

http://ies.sabinofernandezcampo.robledo.educa.madrid.org/index_archivos/AutIMG.pdf
<http://www.iesbenaljatib.org/uploads/images/centro/Autorizolmagen.pdf>

It is clear that the use of all the previous tools requires the previous knowledge and training of the teachers for their use, so it is essential to have a document where all of them are specified and to show the basic information regarding their use that allows the teachers to begin to use this tool and work with it with the students. Of course, the use of the tools by the students will be guarded and controlled by the teachers and, since they can use them outside the center, it is necessary to train the families with regard to the basic aspects of such tools as well as the channels for the information distribution of the center: web pages, classroom blogs, YouTube channels where videos are uploaded, ...

SECURITY ON THE INTERNET AND SOCIAL NETWORKS

Our students have devices that allow them to have direct access to all of them, so the training and education regarding the use of these social networks should be a vital aim in our educational work.

In a very few years, social networks have become a global phenomenon. They are transversal to all life orders of the persons and communities and they are extended as open systems in a constant process of construction and movement. For all of this, the training of teachers and families and the responsible learning of the students with regard to the educational use of the social networks can/should become priority objectives of the ICT Plan of an educational center.

The Technology Observatory of the Ministry of Education gathers in a monograph about social networks: <http://recursostic.educacion.es/observatorio/web/en/internet/web-20/1043-redes-sociales> their definition, their history, the classification of the users and the different environments and a group of practical applications for educators.

The training for families regarding their responsibilities towards their children, their rights and the guidelines for action and protection are important aspects for an integral education of the whole society. The Data Protection Agency has, among its duties, the diffusion of material and guidelines for families: http://www.agpd.es/portalwebAGPD/canal_joven/common/pdfs/recomendaciones_menor_es_2008.pdf and educational resources for teachers and students: <http://www.tudecideseninternet.es/menores/> which can be used in specific training activities during the course of the tutorial action.

There is a wide range of resources for young students that we can use for their training when using responsibly the Internet and the social networks: <http://www.pantallasamigas.net/>, <https://www.youtube.com/user/pantallasamigas>, some of them, supported at their beginning by institutions of the distinguished Ombudsman, by the already mentioned Data Protection Agency or the Educational Administration itself.

SECURITY, INFRASTRUCTURES AND ICT RESOURCES

An appropriate use of the ICTs requires computer equipment with up-to-date software, especially regarding security. Therefore, the equipment must have antivirus and anti-spam programs that keep them free of any virus and malicious software that can damage them, what means to have a correct maintenance and a correct updating. The centers must have at their disposal this software and they should make sure that it is correctly installed in all equipment.

The Security Office Internet User (OSI) (<https://www.osi.es/es/herramientas-gratuitas>) places at the user's disposal a wide range of free tools for such purpose.

SECTION E.- CURRICULUM DEVELOPMENT AND ICT INCORPORATION INTO THE TEACHING AND LEARNING PROCESS

This section analyzes how the correct work with the ICTs is developed and organized inside the classrooms, both by the teachers and students.

ICT ORGANIZATION IN THE CLASSROOM

There must be coordination between teachers to carry out the necessary actions inside the classroom. The fact of creating a document of "minimum aspects to be taken into account" where we specify the concrete actions that will be carried out when the teachers use the ICTs in the classroom will help us not to have an unequal use among the classes of the same level. At the center where they do not use the ICTs, we can start by determining a minimum number of sessions where the technology and Internet will be some of the main resources, these sessions can be previously determined and prepared by the coordinator or the ICT Center Commission. It might be a good beginning for the teachers to lose their fear.

It is appropriate to have moments where the teaching staff involved in a specific course or department can have meetings to plan how the ICTs are going to be used regarding the teaching as well as the learning process. It is a good moment to design innovative learning situations (see the **SAMR model**: <http://www.eduteka.org/samr.php>), to prepare digital educational resources, to look for resources on the web, to identify educational or generalist apps and/or evaluate the materials that are used.

These resources should be shared among the educational community of the center. The collaboration and the exchange of knowledge are becoming more and more important. A solution to store contents is that the center has a server or a hard disk on the network. But, with no doubt, the best solution is to use a cloud storage service, as Google Drive, Dropbox or similar services (it is recommended to use Google Apps for education).

Nowadays, there are many digital resources to work with the students who require additional educational support because of special educational needs (web pages, specific programs, apps,...). Besides, there are different learning strategies where ICTs are included which favor and make easy the acquisition of new learning processes. It is a task of the School Guidance Team to help the teachers to look for the best resources and use them to assist their students.

The curriculum adaptations can contemplate the use of digital resources inside as well as outside the classroom. It is essential to mention, in the plans carried out by the School Guidance Teams, the technology use inside the classroom as well as in the direct

intervention by the specialist. Therefore, it is important that the School Guidance Team has its own resources or at least a shared easy access to resources at the center. In the previous article written by Domingo Méndez on Educ@conTIC (<http://www.educacontic.es/blog/recursos-tic-para-necesidades-educativas-especiales>), we can find some interesting tools.

SECTION F.- TIC TRAINING OF TEACHERS AND FAMILIES

Next, we will explain the indicators gathered in our model of ICT Center Plan and we will offer different links and material that can be useful for their development.

TIC TRAINING OF TEACHERS

Under the current circumstances, the teaching training with regard to new technologies and communication is essential, as well as the development of activities related with new technologies, as a need facing the social demand when teaching in the classrooms of our schools. Therefore, it must be reflected in this ICT Plan in a general way and in the General Annual Plan of the Centers more specifically.

The use of new technologies that we have at our centers from the **beginning of the course** will be encouraged, with workshops and different specific sessions, specially directed to teachers who come to the centers for the first time; use of interactive digital whiteboards, school radio... as well as storages (physical disks and/or cloud) where there is material of the center, use of DELPHOS, PAPAS 2.0, INTEF (National Institute for Teacher Training)... **Throughout the academic course**, and with the help of the ICT coordination team (directive team and ICT coordinator) and **CRFP** (Regional Center for Teacher Training – Education Portal) the teachers can go through the different seminars, working groups and other activities related to the ICTs. In this training, it is essential to have the exchange of experiences among the members of the staff since that allows us to get to know the successful and original experiences that are being developed at the center. We can also know close experiences if the ICT coordinators hold periodical meetings with other coordinators of other centers to know and widen the experiences that are carried out in our environment, being able to establish collaborations among the centers.

ICT TRAINING OF FAMILIES

For a long time, the training for families has carried out by the teaching staff at the centers, within the annual work, to reach a correct and deeper coordination with the families and to show those computing contents that were distributed by editorial companies to complement, reinforce and widen the knowledge of students.

This way, apart from the different informative talks, we have doing many activities targeted all of them to improve and increase the course of a good relation that there must be at the center. This way, families will always be in a better situation to help, according to their possibilities, to improve their children's performance.

Given the importance and lack of training that there is regarding the ICTs, it is essential to create a School of Families specifically regarding the ICTs. To carry out this school, a group of documents has been developed to be used as support for families as well as for teachers who will teach in the classes. Besides, a group of volunteers of the family sector has been created to streamline and teach the workshop Papas2.0, tool provided by the *Consejería* (regional Ministry) for the schools and families as a new communication channel. These parents have been provided with the basic notions to explore and put into practice

those elements that are part of the program through different Using Guidelines <http://www.comeniusregio.hol.es/>.

SECTION G.- COMMUNICATION WITH TEACHERS AND FAMILIES

This section tries to analyze the activities and mass media used by the center and all the teachers and with the families and the use of other institutional programs.

TEACHERS-FAMILIES COMMUNICATION

- PAPAS 2.0, this institutional platform has a communication module that allows us to establish a flexible, reliable and secure among families and teaching team. There is an extensive documentation to know its functioning and getting the maximum efficiency and it is essential for families as well as for teachers to know it so it is necessary to boost the training carried out by the centers.

Supporting documents:

<http://www.comeniusregio.hol.es/>

- SCHOOL WEB: The web page must be the example on the Internet and it must show our distinguishing mark. It has to be a dynamic and updated element, it must transmit information with regard to the activities we develop, it should be a repository of resources and a place where we can find the documents that define the basic aspects of the center functioning for them to be accessible for the whole educational community.

Some examples of web pages are the following:

- C.E.I.P. (Nursery and Primary Education School) SANTA MARINA (<http://ceipsantamarinamagan.blogspot.com.es/>)
- C.E.I.P. (Nursery and Primary Education School) NTRA. SRA. DE LA ASUNCIÓN (<http://ceipntrasraasuncion.blogspot.com.es/>)
- C.E.I.P. (Nursery and Primary Education School) CONDE DE MAYALDE (<http://ceipcondedemayalde.blogspot.com.es/>)

- CLASS BLOG: every class is an ecosystem that generates its own information. These blogs gather all the information of the activities that are generated in a class to spread the information to the families and it may be a good means to let families know about the works and exercises that students have to do, apart from being used as a repository of resources that are used in class and familiar to all students.

Some examples of blogs are the following:

Algunos ejemplos de blogs:

- Blog of Mr. Julen (<http://julencoir.blogspot.com.es/>)
- The first ones of Alameda (<http://www.losprimerosdealameda.blogspot.com.es/>)
- Mathematics Blog of the 6th Grade (<http://elblogdesextodealameda.blogspot.com.es/>)

- SOCIAL NETWORKS: it is a very efficient tool to spread news and information regarding the activities of the center. The alerts of these tools make possible that any person can receive the information almost in real time. One of the most used social networks by teachers and institutions is Twitter. This application allows us, apart from enabling the circulation of information among all our followers, to have an institutional environment where we can get to know and share experiences with other teachers and educational centers. (Twitter Channel of the C.E.I.P. (Nursery and Primary Education School) Ntra. Sra. de la Asunción:

<https://twitter.com/CAIamedaSagra>)

The center must provide the access of such a volume of information, so it is recommended to offer tools that simplify the access to the main channels that the center has. To this respect, many applications can be helpful regarding this work:

- Mobincube (<http://www.mobincube.com/es/>): It is an intuitive editor of mobile applications that allows us to create our own app for the center (<http://mobincube.mobi/NHKDK>), making easy the access to all users to the information of the school from the mobile phone (The link only works with Android telephones).
- Symbaloo (<http://www.symbaloo.com/mix/cpntrasraasuncion1>): It is a tool that helps us to organize all the online contents, related to our center, in an easy way to surf the internet. Once the page has been uploaded as “Favorite” or even uploaded as the browser’s home page, we will have all the online contents grouped on a single screen.
- QR Code: A very useful application to have access to the information of our center from a mobile telephone. It is necessary to have a QR code reader installed (<https://play.google.com/store/apps/details?id=com.threegvision.products.inigma.Android>), which, when scanning the code, will directly link us with the link associated to the code. We need to access to some service that generates us the QR code (<https://www.unitag.io/qrcode>).

COMMUNICATION AND TEACHING MANAGEMENT

In the academic information management, we will distinguish on one hand the information for families and on the other hand the transfer of information among the teachers.

Regarding the first case, information for families, the course for the transfer of information will be the platform Papas2.0. At the center level, the results of the three-month evaluations and the absences of the students will be synchronized with the Delphos program. At the level of teachers, the monitoring of the students will be synchronized according to the absences, the grades of works and homework that have been previously ordered and the results of the periodical exams that have been previously announced, all of this with the platform papas2.0.

The transfer of the information among teachers will also be by the Platform Papas2.0, using the communication module. This module allows us to send messages to groups or select addressees. Delphos allows us to manage all the academic information of our students. The possibility of every teacher to be able to enter such platform with his/her own user and password and to have access to the group of his/her students allows the fact that all teachers implied in that group can manage their own information. But we can still have other tools that can make us easy the work of information collection. The virtual hard disks (Dropbox, OneDrive, google drive,...) allow us to share documents, among many teachers, simplifying and unifying the information collection in just one document and avoiding the tutor to manipulate different sheets or files with grades of the students of the different specialists. These documents can be used for the collection of three-month grades (<http://bit.ly/1FMhcRi>) or they can be monitoring sheets of the student that the tutor shares with specialists for the continuous collection of information.

ATTACHED DOCUMENT

**DIMENSIONS AND INDICATORS
OF THE ICT CENTER PLAN**

A. DOCUMENTATION AND ICT GENERAL PLANNING AT THE CENTER
INDICATORS
A1. ICT PLAN
To carry out the ICT context evaluation at our center as a previous step to the development of the ICT Plan
To carry out a collection of contributions of all educational sectors to incorporate them into the ICT Center Plan
To select, in the ICT Plan, the general aims/indicators to be achieved in a medium-term (4/5 years)
To plan and develop several diffusion measures and actions of the ICT Plan in the whole educative community
To develop the ICT Center Plan to organize and guide the work with the new technologies (ICT) at the educational center
To specify this ICT Plan with specific actions, directed to achieve the general aims specified in such Plan and to specify these actions in the annual general programming of the center
A2. EVALUATION
To evaluate annually this ICT Plan by the ICT Commission and the Directive Team, under the coordination of the teaching staff and the Pedagogical Coordination Commission
To evaluate annually the ICT actions of the annual general programming on the annual memory. Likewise, to incorporate this dimensions into other center evaluation processes and to establish proposals to improve for the next course
To incorporate the ICTs into the dimensions of the internal evaluation process directed to the whole educative community
A3. DIGITAL COMPETENCE
To specify in indicators (clear and evaluable) the Digital Competence and the Information Treatment Competence at our center
To distribute these indicators according to the different cycles and stages
To develop in our center different protocols or coordination documents about the Program Escuela 2.0
To promote the incorporation, in our Area Didactic programmings, of the Digital Competence and the Information Treatment Competence
To develop evaluation means of the indicators of the Digital Competence and the Information Treatment Competence
A4. RULES REGARDING COEXISTENCE, ORGANIZATION AND FUNCTIONING OF THE CENTER
To develop in our center rules (Rules regarding Coexistence, Organization and Functioning of the Center) criteria about the use and correct maintenance of the digital resources (Althia, mini laptops, smartphones, tablets, etc.) directed to the students and teachers
To develop in our center written rules for the educative community (incorporated into our Rules regarding Coexistence, Organization and Functioning of the Center or center rules) about security, privacy and copyright regarding the ICT use.
B. ICT COMMISSION. ORGANIZATION, COORDINATION AND FUNCTIONS
INDICATORS
B1. ORGANIZATION AND COORDINATION OF THE COMMISSION
To organize the ICT Commission/Team TIC at the center and to develop its functions on the center documents (ICT Plan)

To encourage the ICT Commission to be formed mainly by permanent teachers at the center
To assign to every ICT Commission member some defined and specific functions
To define the weekly dedication times for the development of their functions of the ICT Commission members
To make easy and provide the ICT Commission members with resources that allow them to have the experience and training enough regarding the ICT field
To develop a coordination calendar for the ICT Commission members
To organize and plan coordination meetings with the ICT Commission Directive Team
To plan a meeting calendar for the ICT Commission with teachers
To establish the ICT Commission coordination with the <i>CRFP</i> (Regional Center for Teacher Training)
To encourage and make easy the ICT Commission coordination with other ICT Center Commissions of the surroundings
To incorporate some ICT Commission member as a permanent member of the Pedagogical Coordination Commission

B2. FUNCTIONS OF THE COMMISSION

To develop proposals for the organization and management of the technological means and resources of the center
To have the bank of the digital resources of the center updated and well organized
To update the software of the center computers (teachers and students)
To inform about the software resources of the center to the teachers and families
To direct the installation, configuration and uninstalling of the software with a curriculum aim
To watch the correct functioning of the programs, applications, anti-virus, etc. that are installed
To guarantee the maintenance and carry out the repairs (the ones within reach) of the ICT center resources or, if it is necessary, to contact with the person responsible of the technical service
To coordinate with the external company responsible regarding the maintenance of the ICT center equipment
To develop statistics and monitoring sheets with regard to the use and application (by teachers and students) of the different ICT programs of the center (Althia, School radio, Escuela 2.0, interactive digital whiteboards, etc.) and advertise them
To plan and carry out an initial training at the beginning of the course with the new teachers regarding the Center ICT programs (interactive digital whiteboards, School radio, Escuela 2.0, etc)
To organize exchanges of experiences with other educational centers of the area
To propose and carry out training activities for the teachers related with the ICTs (working groups, seminars, projects, workshops, etc.)
To advise the teachers about the ICT use
To advise the teachers to integrate the Information and Communication Technologies in the classrooms
To advise the teachers about the curriculum material on multimedia supports, their use and incorporation strategies into the didactic planning
To analyze and evaluate (in coordination with the Directive Team) the ICT situation at the center
To review regularly the ICT Plan and to propose improvements to be included in the Annual Memory
To evaluate and supervise the organization and management of the technological means and resources of the center

C. RESOURCES AND ICT INFRASTRUCTURES OF THE EDUCATIONAL CENTER: PROVISION, CONDITIONS, MAINTENANCE, ORGANIZATION AND INVESTMENT

INDICATOR

C1. ALTHIA / COMPUTER ROOM

To organize an Althia / Computer classroom with computers
To renew periodically the computer of the Althia / Computer classroom, to guarantee that they work appropriately and to provide with tools for their correct maintenance (cleansers, anti-virus, anti-malware protection,...)

To incorporate an appropriate educational software in the computers of the classroom
To develop in the Althia / Computer classroom a bank of educational resources/software (installed programs and/or educational CDs)
To connect all the computer of the Althia room to an on-line printer
To develop a calendar of times for the teacher to distribute the use of the Althia / Computer Room
To plan well organized and structured activities to work with the different levels at the Althia room
To carry out informational meetings at the beginning of the course to explain and organize the work at the Althia room
C2. TEACHERS´ COMPUTERS
To provide all the teachers with a computer for educational purposes
To incorporate a minimum of common software into the teacher´s computers at the beginning of the course
To guarantee that the teacher´s computers work correctly
To organize the cleaning of the teacher´s computers at the end of the course (depending on their correct functioning)
C3. ESCUELA 2.0
To have computers, cupboards and interactive digital whiteboards of the program Escuela 2.0
To guarantee that the computers of the Program Escuela 2.0 work correctly
To provide the computers with an appropriate educational software
To generate an appropriate educational bank of resources/software at the center for the program Escuela 2.0
To plan well organized and structured activities to work with the students´ computers
To develop a written protocol (attached document to the ICT Plan) in relation to the computer use by the students, which should establish the following aspects: <ul style="list-style-type: none"> - Cases and conditions of the equipment when leaving the center; - Responsibility in case of breaking/failure because of an inappropriate use; - Obligation of the students to have earphones and a memory stick to work with the computers; - Authorization to create an e-mail account; - General using rules of the equipment; - Others.
To develop documents that are used as a guideline and help when applying the program Escuela 2.0
To prepare and spread tutorials or guidelines to explain the program Escuela 2.0 to the teachers
To organize meetings at the beginning of the course to explain and coordinate the work with the computers and the program Escuela 2.0
C4. KINDERGARTEN EDUCATION “CORNER”
To provide every Kindergarten class with computers for the “Computer Corner”
To guarantee that the computers work correctly
To install an appropriate educational software in the computers
To incorporate the Internet connection to all computers
To guarantee that the equipment of every Kindergarten class has a computer, printer, loudspeakers, projector and a digital whiteboard
To generate a bank of educational resources/software for Kindergarten Education
To plan well organized and structured activities to work with the different levels at the “Computer corner”
To hold meetings at the beginning of the year to explain and organize the work at the “Computer corner”
C5. SCHOOL RADIO
To provide the school with a School Radio (permanent installation or digital project)
To guarantee that the School Radio Works correctly
To store all the programs and put them at the disposal of the educational community on iVoox (or similar platform).
To develop a calendar of times for the teachers to use the School Radio and to know its availability
To establish a timetable to organize the School Radio broadcasts
To develop a calendar to distribute the use of the School Radio
To facilitate the students the possibility to listen to the broadcasts (live, at home,...)
To develop and provide tutorials and guidelines to explain the teachers about the use of the School Radio
To generate program models to help the teachers

To hold informative meetings at the beginning of the course to explain the functioning and to organize the work of the School Radio
C6. DIGITAL WHITEBOARDS
To develop a plan to progressively incorporate the interactive digital whiteboards at the classrooms
To guarantee that the digital whiteboards work correctly
To provide the center with an appropriate software to work with the interactive digital whiteboards
To generate a bank of educational resources/software for the interactive digital whiteboards
To facilitate the teachers the access and use of such software (training at some moment of the academic course)
To hold meetings at the beginning of the course to explain and organize the work with the interactive digital whiteboards
To develop tutorials or guidelines at the center that explain the teachers the use of the interactive digital whiteboards
C7. INTEGRAL CONNECTIVITY
To provide the center with an appropriate number of wifi points according to the dimension of the center (the wifi signal is received at all parts of the center)
To invest and manage the fact that the connection speed is the appropriate
To guarantee that all computers of the center are connected to an online printer or photocopier
To install a virtual hard disk to share with all the teachers
C8. INVESTMENTS
To develop criteria agreed by the School Board and the Teacher Staff to make the investments regarding the ICT equipment
To dedicate a budget item for the purchase of ICT equipment/material, their renewal and maintenance
C9. TECHNICAL MAINTENANCE-SERVICE
To designate and train a person or a team of persons to be in charge of the equipment maintenance
To organize for the teachers, by the ICT Commission, workshops about the basic maintenance of the equipment (basic problems and solutions, anti-virus, cleansers,...)
To hire an external company to be in charge of the equipment maintenance
C10. OTHER ICT RESOURCES
To specify other ICT resources in different documents (attached documents to the ICT Plan), explaining their location and management and explain the teachers so they can get to know them
To offer the parents to attend training workshops to know different educational apps and encourage the educational use of the tablets
To set up the BYOD working model at the center level and to organize a battery of devices at the disposal of the person who needs them and may not have access to them
C11. GENERAL ORGANIZATION
To carry out surveys to know the percentage of students that have a computer at home and Internet connection
To define protocols to inform the ICT Commission about the maintenance problems of the center ICT resources
To establish some center "minimum using" criteria at the staff meeting level by all the teachers and students of the ICT resources (Althia, mini laptops, interactive digital whiteboards, School Radio, etc.).
To develop and fill in the monitoring sheets that let us see the frequency of use of the center ICT material resources (Althia, mini laptops, tablets, School Radio, interactive digital whiteboards, etc.).
To explain the teachers the center ICT material resources (Althia, mini laptops, tablets, interactive digital whiteboards, etc.)
To develop a list with the available educational software for the teachers
To organize a calendar of time with the teachers to use the laptops, mini laptops, tablets, interactive digital whiteboards, etc. and to know their availability
To inform the teachers, at the beginning of every school year, about the organization protocols of this section
D. SECURITY
INDICATORS

D1. SECURITY AND E-MAILS
To organize an initial training regarding the security issues regarding the use of e-mails for the teachers (password, spam, etc.)
To organize an initial training with regard to security issues related to the e-mail for students (password, spam, etc.)
To organize an initial training with regard to security issues related to the e-mail for families (password, spam, etc.)
To develop and facilitate an authorization model for the families of the students to create an e-mail account for educational purposes, to facilitate its use and password to the teachers and these authorizations should be annually updated
To develop, at the center level, some written rules on the Rules regarding Coexistence, Organization and Functioning of the Center regarding the e-mail use for the students
D2. SECURITY AND BLOGS, CENTER WEB AND ONLINE SERVICES
To develop a document where we should specify the web resources used by the teachers and students of the center with some basic information regarding the use
To develop and spread a unique authorization document for the use of image, video and use of web tools
To train families in relation of the use of information dissemination online channels that the center has (center web, classroom blog, YouTube channel, social networks, ...)
D3. SECURITY ON THE INTERNET AND SOCIAL NETWORKS
To develop a school of families about security within the network
To organize workshops with the students regarding the safe Internet use
To develop and spread at the center an authorization model of the families for the use of social networks with educational aims with the students
To generate intervention protocols for the cases of inappropriate use of Internet and social networks
To implement at the center an "observatory of good educational practices" regarding the use of social networks
To guarantee that the Coexistence Commission of the center meets and acts according to the rules in case of coexistence problems derived from the ICT use
D4. SECURITY, INFRASTRUCTURES AND ICT RESOURCES
To provide the computers/equipment of the center with appropriate anti-virus and programs to manage the maintenance of the equipment (Ccleaner, etc.).
To acquire the relevant and necessary software licenses to develop the ICTs at the center
E. CURRICULUM DEVELOPMENT AND ICT INCORPORATION INTO THE TEACHING AND LEARNING PROCESS
INDICATORS
E1. ICT ORGANIZATION IN THE CLASSROOM
To organize and guarantee that the teachers of the center implement in a coordinated way the decisions that have been agreed by the staff with regard to the ICT Plan regarding the ICT use
To agree and develop some common criteria in writing (attached document to the ICT Plan) regarding the ICT use and incorporation into the work with the students, at the team level of stage/level/department
To coordinate the similar issues of one level, the ICT activities that are developed with the students in the different areas
To establish the teachers with their students, in a coordinated way, according to the timetable, the specific working time with the ICTs (weekly, according to the different areas, etc.)
To share ICT material and experiences at the level of stage/department and to establish some time and spaces for this concern (meetings according to the stages, levels, specific meetings)
To create a bank of ICT material and experiences according to the level/stage/department which will be transferred to the teachers the next school year
To organize and guarantee that the teachers incorporate digital competence indicators among the

Assessable Learning Standards of the areas that they teach
To plan specific activities in the class programmings of the areas to work the digital competence with their students
To encourage, among the teachers, the ICT use for the homework of the different areas
To encourage the Guidance Unit/Care, Guidance and Support Team to use the ICT resources to work with the students who require additional educational support because of special educational needs of the center
To deal the new technologies with the students who require additional educational support because of special educational needs and get all the necessary technical tools deemed necessary to use them with these students
To incorporate, by the member of the Care, Guidance and Support Team, the ICT use into the support tuition classes with the students who require additional educational support because of special educational needs
E2. ICT PROGRAMS AND ACTIVITIES IN THE CLASSROOM
To use the ICTs to present contents of the areas (presentations, videos, Internet, etc.)
To train the students regarding the basic use of the ICT resources of the center (computers, radio, interactive digital whiteboards, etc.)
To work with the students the use of the basic software package and presentations (Word, PowerPoint or similar programs)
To train the students regarding the correct Internet use and the information search in the different areas
To work with the students programs of conceptual maps in different areas
To teach the students how to use specific programs to develop creative activities (artistic, technological, etc.) as video editors, image editors, interactive multimedia posters (Glooster), etc.
To exchange information and products among the students and teachers by the e-mail and exchange platforms (Dropbox or similar programs)
To work with programming software according to the age of the student
To use the ICTs (webquest, Drive forms, Kahoot, etc.) to carry out evaluation activities with their students
To use the ICTs by the teachers to carry out the monitoring of the students (Excel templates, platforms and specific school management programs, etc.)
To teach the students to develop collaborative Works using Exchange platforms (Dropbox or similar programs)
To propose projects of content production by the students and of shared management (blogs, wikis, etc.).
To integrate the mentioned ICT elements into the previous indicators to develop project-based works in the different areas
To integrate the mentioned ICT elements into the previous indicators through the use of the students of Moodle Platforms and/or learning personalized environments
F. ICT TRAINING FOR TEACHERS AND FAMILIES
INDICATORS
F1. ICT TRAINING FOR TEACHERS
To specify and prioritize in our ICT Plan (in a general way) and in the annual general programming (in a specific way and within the Training Plan that should be developed inside the programming annually) training activities of the teachers with the ICTs (internally as well as externally)
To develop activities, seminars or workshops related with the new technologies at the center
To encourage the teachers to take part in the ICT training activities offered by the <i>CRFP</i> (Regional Center for Teacher Training)
To develop the exchange of ICT experiences among teachers that carry out training actions
To share and exchange, at the center level, the ICT innovative experiences that are developed in the center
To use, to share and create ICT material among the teachers of the center
To organize training activities to use Papás/Delphos program and other teaching management programs
To develop training activities to encourage the knowledge and management of the INTEF web page
To facilitate training activities for the teachers to know the management and use of the Althia room

(computer room), digital whiteboard-interactive digital whiteboard (Digital Board), School radio and other Center ICT projects
To train the teachers regarding the use of the Library Computer Program
To organize some training and specific support for new teachers at the center in order to be able to manage the Center ICT projects
F2. ICT TRAINING FOR FAMILIES
To develop training activities with families related with new technologies (talks, workshops, etc.).
To develop, at the center level, a “School of Families” where we work aspects related to the ICTs in an organized and systematic way
To encourage the spreading and participation of the families in the training activities proposed by the center
To provide the families with information about workshops, seminars and other activities related to the new technologies carried out at the center
To generate an Exchange of ICT experiences among families who carry out training actions
To develop a training program of “training mothers/fathers in relation with ICTs” (peer learning)
To carry out specific training activities for families in the Program Papas 2.0
G. COMMUNICATION WITH TEACHERS AND COMMUNICATION WITH FAMILIES
INDICATORS
G1. COMMUNICATION AMONG TEACHERS
To organize the information sending to the team of teachers through the messenger service of the communication module of Papas 2.0
To encourage the generation of general information notices on the noticeboard of the communication module of Papas 2.0
To agree among teachers the communication module of Papas 2.0 for the information transfer with families
To use the e-mail as a means to send personal information of the teachers
To encourage teachers to use Delphos for the management of the academic information
To develop shared documents (Dropbox, OneDrive for the collection of the grades of the students, etc.) among the team of teachers of every course to facilitate the information management (three-month evaluations, monitoring of the student,...)
To encourage the information Exchange using social networks (WhatsApp, Twitter, Facebook, etc.).
To develop shared documents, through spaces of online storage, among the teams of teachers of the same group of students for the information transfer to the tutor of the group
G2. COMMUNICATION AMONG FAMILIES
To use the communication module of the platform Papas 2.0 to send general information of the center to the families
To encourage the information exchange with the families through the communication module of the platform Papas2.0.
To send exercises and homework to the students through the communication module of the platform Papas2.0
To inform about exams and publish the grades through the module of the platform Papas2.0
To manage and inform about the absences and grades of the group through the Delphos/Papas 2.0 Program
To agree the measures for the use of Program Papas 2.0 in the communication with the families and the carrying out of other tasks of the center (publication of grades, absences, etc.)
To develop a web page at the center level with the updated information of the center
To facilitated the access to official documents of the center on the web page
To incorporate links to educational resources for the students at the web page
To have different online channels, at the center level, to spread information using different digital formats (YouTube, Calameo, iVoox, Slideshare,...).
To have at the center level a profile on social networks that spreads the information and activities in real

time allowing the interaction with families
To provide tools to facilitate the management of all the online contents at the center level (app for mobile phones, Symbaloo webmix,...)
To encourage the development of web pages by the students (blog, wiki, etc.).
To provide other messaging means at the center level using SMS, WhatsApp,...
To propose different measures at the center level to show all the online contents available for families and to encourage their use
To carry out spreading actions with families and students of our web page in such a way that the number of visits is increased and they can get to know the activities of the center and other aspects of the center