

Unit 2 Twitter Assignment

Part 1: Tweets

| Scenario | Tweet #1 (list leadership style) | Tweet #2 (list leadership style) |
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| School administration moves achievement and behaviour management tools to an online automated system (SIMS). Teachers within the staffing body receive training but are split regarding their views on its integration. | Diplomat It's here! SIMS: Transforming our students experiences #Allinthistogether #TheFutureIsBright #TheFutureIsSIMS | Alchemist SIMS: take the time to explore fully and ask for help. "If little labour, little are our gains"- Hesperides 752 #NoPainNoGain |
| An iPad programme is introduced to specialist music teachers with varying levels of expertise. | Strategist Developing iPads in music education, where to start? https://ipadmusiced.wordpress.com/apps-for-music-educators/ #iPadsinmusic #musiced | Individualist Unnecessary distractions or a useful addition. Join the debate. #iPadsinmusic #musiced #technologydistraction https://ipadmusiced.wordpress.com/page/2/ |
| Administration receives external funding for developing technology integration, however there are disagreements on how funding should be spent. | Opportunist iPads for all students: the best way forward. Why consider an alternative? #iPadsineducation | Achiever iPads Vs PC's Vs Cloud integration Vs web 2.0 technology. Where should school funds go? #gettingitrightfirsttime #somanymviewssolittletime |
| A school is looking at moving from a one on one laptop programme to BYOD. Teachers however are concerned regarding its implications. | Expert Research Agrees. BYOD: pupils gain ownership and responsibility over devices and learning http://cuebc.ca/cue/conference_documents/dell/AlbertaEducationBYODGuide.pdf #BYOD #21stcenturylearners | Achiever Let us know your thoughts- how can BYOD help or hinder? Here are some ideas to get you started! http://www.securedgenetworks.com/blog/20-Pros-and-Cons-of-implementing-BYOD-in-schools |
| A divide in learning experiences has occurred across a year group due to a number of teachers shying away from the use of technology. | Opportunist Technology must be in every lesson. Informal observations are imminent. #Technology4All #ConsistencyIsKey | Strategist Drop in session this week. Bring a lesson plan and discuss technology integration. Help is available! #NoQuestionIsABadQuestion |

Part 2: Explanations

Pair #1:

This scenario centers around conflict, both in terms of difficulties faced with new technology integration in a practical sense and difficulties in ensuring all staff are onboard with changes. Diplomats are characterised by their avoidance of conflict and their overly friendly and polite demeanour. Conversely Alchemist's generate social transformation and focus intensely on the truth. These two tweets therefore are stark contrasts. The first avoids all acknowledgment of the difficulties faced with a move to the electronic system of SIMS and states only the positives of the move. The second however deals directly with the issues involved and asks staff to take their time to explore. Additionally Alchemist's have an element of spiritual understanding which is demonstrated through the quotation.

Pair #2:

Scenario two explores difficulties faced with specific technology integration with a specific group. It requires a leader to support less experienced learners in their exploration of the technology whilst at the same time providing learning experiences and PD for staff. The strategic leader understands the power of mutual inquiry and therefore provides the inexperienced staff member with tools to begin their own exploration. It is clear from this tweet that the leader is open to dialogue between staff. The individualist, whilst also being open to mutual exploration, is also aware of conflicts which can occur, therefore this tweet also opens the debate as to the value of iPads in music education dealing with this potential conflict head on (even before this may have even been an issue). In addition the tweet uses popular hashtags in this field to allow the staff member to begin their own research directly within the comment.

Pair #3:

Scenario three deals with a regular issue in school- funding. With so many viewpoints it is often difficult to know which way to be pulled, however the technology leader must evaluate the possibilities and provide strategic direction. The first tweet deals with the Opportunist's response, essentially providing a strategic direction but without any outside involvement. Opportunist's are often characterised by their direct and uncompromising viewpoint. The achiever however is open to feedback and in this instance opens the discussion to others by acknowledging the varying options available.

Pair #4:

This scenario deals with a strategic decision made by administrators which is not shared by teaching staff. Expert leader's are characterised by their rational efficiency and data. Therefore the first tweet outlines the leaders own standpoint and provides rational with research to back their decision. Conversely the Achiever looks for outside help and acknowledges the potential conflicts and difficulties that may be involved with the transition. Additionally the Achiever

actively opens dialogue between administrators and teaching staff to address conflict head on.

Pair #5:

Scenario 5 deals directly with a conflict which has arisen because of staff inexperience with technology. The opportunist therefore deals with this directly and would believe that their tweet is justified in the cutthroat world. The tweet is to the point and outlines expectations clearly. The strategist however provides opportunity for the staff member to approach for support and guidance on the issue. Both deal with the conflict however the Strategist provides solutions and is less direct in tone than the Opportunist, as the Strategist realises that in order for change to occur the underlying issues must first be addressed.