

MIICE - summary of quality indicators and themes

Group 1 - relating to the abilities and attitudes of children and young people							
Quality indicators	Themes	6	5	4	3	2	1
1 Learner reflection [This relates to children's and young people's ability to think about what they are doing, and their ability to put it into a number of contexts]	Taking personal responsibility for learning						
	Realistic but improving culture						
	Ability to articulate evaluations of actions taken						
	Developing informed attitudes in relation to ICT in society						
2 Skills development [This relates to children's and young people's development of systematic skills in the using ICT tools for a purpose]	Effective and responsible use of ICT						
	Creation and presentation of their own material						
	Collection and analysis of information [see also 5.3]						
3 Managing and manipulating digital information [This relates to children's and young people's ability to modify a range of digital data types using a problem solving approach, and the ability to use the tools to model and speculate and apply the resultant information]	Ability to modify information in a variety of forms, including text, graphical objects, moving images, sounds and web pages						
	A problem solving approach [see also 4.4]						
	Controlling, modelling and exploring within the digital environment						
4 Shared planning/organisation [This relates to the children's and young people's ability to work in a variety of modes (individually, in small or large groups, class) making best use of the teacher and the learning resources in the class, school and beyond, and showing a problem solving approach and the ability to break down a project into constituent elements]	Working in groups [see also 6.2]						
	Working with the teacher						
	Making the most of learning resources						
	A problem solving approach [see also 3.2]						
5 Investigatory learning [This relates to the children's and young people's ability to search systematically and to make contextual use of the findings from a variety of sources, and to their ability to break down a project into manageable steps]	Searching and researching						
	Task analysis skills						
	Collection and analysis of information [see also 2.3]						
6 Shared learning [This relates to the children's and young people's ability to work as part of a team, in a flexible and constructive way]	Communicating and collaborating						
	Working in groups [see also 4.1]						
7 Motivation [This relates to the degree of children's and young people's enthusiasm, pride in their work, enterprise and active participation in their own learning]	Enthusiasm and enterprise						
	Pride in work						
	Enterprise and active participation in their own learning						

Group 2 - relating to the management of learning							
Quality indicators	Themes	6	5	4	3	2	1
8 Enhancing learning outcomes [This relates to schools', teachers' and school managers' focus on setting expectations for continuing but realistic progress in the uses of ICT by children and young people and on putting it into a wider context]	Progression in learning						
	Development of new teaching styles [see also 13.2]						
	Enable learners to modify information in a variety of forms, including text, graphical objects, moving images, sounds and web pages						
	Encourage development of informed attitudes in relation to ICT in society						
9 Quality of outcomes [This relates to the setting and maintaining of high standards by children and young people on the part of staff and school managers]	Assessment policies						
	Relationship to development planning priorities						
	Planning of resources						
	Breadth of experience of ICT use in context						
10 Self esteem/confidence [This relates to schools', teachers' and school managers' policies and practices in helping children and young people to feel a sense of community, to take pride in their work and to be willing to experiment]	Use of ICT to enhance school ethos						
	Encourage pride in work						
	Encourage enterprise and the exploration of new approaches						

Group 3 - relating to continuing professional development in ICT							
Quality indicators	Themes	6	5	4	3	2	1
11 Staff use of computers as productivity tools [This relates to staff competence in the use of ICT to support their productivity as facilitators of learning]	Skills in the use of general purpose software for production/modification of learning and teaching materials						
	Skills in the use of computer tools for recording, reporting, registration, course planning and other aspects of the processes of management of learning						
	Skills in the use of communications tools such as electronic mail and the world wide web to communicate appropriate information and gather resources relevant to professional activities						
12 Staff facilitating the learning of ICT principles and good habits [This relates to staff ability to develop their role as a facilitator of learning about ICT skills, insights and attitudes, and to staff ability to make realistic contributions to holistic planning of children's and young people's learning experiences in ICT]	Developing confidence in the role of guide in a situation of less than perfect mastery						
	Balancing the established traditions of professional discretion and holistic planning for the benefit of children/young people through a whole-school approach to the progressive acquisition of knowledge, skills and attitudes						
13 Staff use of ICT as a rich and effective means of learning [This relates to skills in the selection, customisation or configuration and best use of appropriate software tools, to the development of new teaching styles embodying ICT use, and to technical understanding to overcome routine operational problems]	Skills in selection, customisation or configuration and best use of appropriate software tools and ready-made software appropriate to subject/theme						
	Development of new teaching styles [see also 8.2]						
	Sufficient knowledge to overcome everyday operational problems						