



Bridging the Digital Generation Gap: Instructional and Visionary Leadership for a Cohesive ICT School Culture

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Literature on successful ICT implementation in schools underscores the significance of attitudes and principles as pivotal determinants of ICT effectiveness. Scholars assert that ICT-related educational reform will succeed when school leaders' visions and approaches to ICT integration are congruent with the planned transformation. This paper examines the experiences of nine departmental heads and nine post-level one teachers involved in the "Classroom of the Future" project in Gauteng province, South Africa. Participants were from six disadvantaged public secondary schools, with data generated through semi-structured individual interviews. The paper posits that effective ICT integration transcends mere legislative compliance. Departmental heads should exhibit a willingness and eagerness to acquire knowledge about ICT from technical, pedagogical, and content perspectives, supported with a well-formulated and sustainable vision that promotes ICT integration and implementation. Additionally, the reluctance and hesitancy of departmental heads to embrace ICT must be eradicated to dispel the "generation-related stigma." The study highlights the critical role of departmental heads in demonstrating a commitment to creating a cadre of instructional and visionary leaders dedicated to building a cohesive ICT culture in schools. The study advances a model that could be employed in future initiatives, such as the "Classroom of the Future" project.

*Technology in
School Leadership and Learning*

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