

**A STUDY  
OF  
SUCCESSFUL IMPLEMENTATION AND  
MANAGEMENT OF EDUCATIONAL  
TECHNOLOGY IN THREE NEW SOUTH WALES  
PRIMARY SCHOOLS.**

**Submitted by**

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**A thesis submitted in partial fulfillment of the requirements of  
the degree of**

**Doctor of Education**

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**18<sup>TH</sup> APRIL, 2005**

## **STATEMENT OF SOURCES**

This thesis contains no material published elsewhere in whole or part from a thesis by which I have qualified for or been awarded another degree or diploma. No other person's work has been used without due acknowledgement in the main text of the thesis. This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution. All research procedures reported in the thesis received the approval of the Australian Catholic University Ethics Committee.

**Douglas Anthony Ashleigh**

**18<sup>th</sup> April 2005**

## ABSTRACT

The main purpose of this dissertation is to analyse why three New South Wales primary schools were successful in implementing and managing educational technology. Responding to this research focus four specific questions were considered:

1. Why have these schools been successful in implementing and managing educational technology?
2. What factors have helped and/or hindered the successful implementation and management of educational technology within the selected schools?
3. What are the indicators of successful implementation of educational technology?
4. What were the particular contributions of leadership to the successful implementation and management of educational technology within the selected schools?

This qualitative research study is based on the assumption that valuable data are gathered by studying schools that have been successful with the implementation and management of technology. In particular, the study provided a description and analysis of the *best practice* in three New South Wales Primary schools that had successfully implemented and managed educational technology.

An interactive and cyclical process of data analysis was employed with data collection, data analysis and theory development proceeding simultaneously. To reduce and display data gathered from in-depth interviews, document study and non-participant observation the qualitative data analysis program QSR NUD\*IST was utilised.

The development and validation of the study's conceptual framework shaped the study leading to the formulation of the SupportIF Model of Implementation. This model posits that success with implementation and management of educational technology is closely related to the level of interdependence between the implementation factors. The study results also endorsed the prime importance of a supportive work environment in each of the studied schools and linked this environment to the level of success realised with the implementation and management of technology and the utilisation of educational technology to enhance the achievement of student learning outcomes. The study contends that the sustainability of a school based technology initiative rests with a school's ability to dynamically balance the key implementation factors and to redesign in

light of shared practice. Tantamount to this process is a supportive work environment in each school which is the critical variable that facilitates interdependence between leadership, resources, relationships and teaching and learning factors.