

What assumptions does this dashboard make about how schools and teachers operate?

The dashboard assumes that schools have enough internet and all teachers know how to use computers and do everything technically using technology. It thinks that teachers and principals have time to look at teacher's information and see how teachers work every day. It assumes it can measure how good teachers are by looking at numbers of data. The dashboard seems to believe schools are organised and everyone knows exactly how to do their jobs. It also assumes information can easily move from teachers to principals.

What responsibilities does it place on teachers, principals, or school management?

For teachers, the dashboard expects them to update their information on it regularly, report activities, and respond to requests from the principal. Teachers would also need to put data about their lessons, attendance, and professional development activities.

The principal's responsibility is to check teachers' information, provide feedback based on what they see, and use data to make decisions about teachers' support and development. The principal might need to spend time reviewing the dashboard and taking action.

For school management, they're responsible to ensure the system is working, everyone is using it correctly, and the information being collected is actually useful and improving teaching and improving schools

Where could adoption fail due to institutional realities, not technology?

Schools might not use this dashboard if the principal is too busy with other duties to check it regularly. Many schools struggle with basic resources like textbooks and classrooms, so a digital dashboard might not be a priority.

Teachers might resist using it if they feel it's just another way to monitor them rather than help them. If schools don't have reliable internet or enough computers, the dashboard simply won't be accessible.

In schools where there's poor communication between staff and management, the dashboard might become another source of tension rather than a helpful tool. If teachers don't see how this dashboard benefits them directly, they might not put much effort into keeping it updated

What conditions would need to exist at a school for this dashboard to be used effectively?

For this dashboard to work, a school needs strong leadership from someone who believes in using data to improve teaching. The school needs reliable internet access and enough devices for teachers to use. Teachers need to see how the dashboard helps them in their work, not just how it helps management monitor them.

They need time set aside during the workday to update their information and for schools to review it. The school needs a culture of trust where teachers don't feel like they're being judged on the dashboard data.

