



## ICT Register Showcase Awards Scenario

### Shireland City Learning Centre (WM)

**School Description and strengths** <http://www.ict-register.net/schooldetails.php?id=357>

#### Background

Shireland CLC has been a trailblazer for developing, innovating and experimenting with new technologies to enhance, enrich and engage pupils in their own learning. They have an excellent track record of taking new technologies and linking schools and pupils with a practical and innovative application to a subject area or style of learning. They work with a range of schools annually offering each school a range of programmes linked to subject content. In the last 18 months my own school has developed podcasting for revision, mobile HP mini's for field trips and are developing pupil voice through planning for BSF. They are now key drivers for schools in making decisions related to ICT in their planning through BSF to create 21 century schools ( a 300 million project). Staff and students who work at or with Shireland CLC always come back to school invigorated, enthused and with new skills and appetite to lead innovation in their own classrooms. The CLC has been a key driver in not only leading and innovating learning but also has had huge success in partnership with schools in raising academic performance rapidly in an area of high deprivation.

#### 21<sup>st</sup> Century Learning

**Shireland City Learning Centre** provides state-of-the-art 21st century learning opportunities for schools, settings and the local community in the south of Sandwell. The CLC acts as a testbed for innovation and new ways of working, ensuring that the effective use of technology supports school improvement and the development of a 21st century education system.



**Microsoft**

The CLC is a Regional Training Centre for Apple UK, a centre for Microsoft's Innovative Teachers' Programme and the National Focus CLC for the SSAT ICT Register. It aims to :

- Support teachers and learners to test model new ways of teaching & learning using technology,
- Raise standards and improve skills through the use of effective technology,
- Embed the effective use of new digital technologies within the curriculum,

- Support the local community through a range of learning courses in Web Design, ESOL and Computer Maintenance.
- Research, trial and support the implementation of emerging educational technologies.

Through a process of a single conversation with the Head Teacher or the e-Learning Lead of a school, priorities of support are identified linking to key OfSTED action points and the school's improvement agenda. The CLC e-mersion programmes focus on improving the confidence and competence of teachers in order to make effective and creative use of technology to improve the quality of teaching and learning and improved learning outcomes. The e-mersion programmes prepare teachers to support their learners to develop their ICT skills confidently and safely. As part of the CLC core package, teachers are offered targeted areas of support, developing virtual and face-to-face planning and training of new technologies. This includes intensive sessions at the CLC for staff and learners making use of 21st century emerging technologies and online approaches to extend learning through the use of Learning Platforms.

Shireland City Learning Centre Programme Planning Matrix 2009 – 2010			
<b>Details of Learning Cohort</b>			
Institution	Temple Meadow Primary School		
Lead Teacher/s	Hannah Hignam & Support Staff		
Subject Area	e-Safety / PSHE	Target Group	Year 6
No: of Students	20 students	Target Levels	Level 3-5
<b>Details of e-Mersion Programme</b>			
Task	To create a series of digital videos reflecting on e-Safety scenarios based on SMART from the Know IT All website.		
e-Learning Focus	Students will be e-Safety Advisors.		
Learning Objectives	<ul style="list-style-type: none"> <li>To know of the potential dangers of being online.</li> <li>Be aware of how to safe guard themselves and make parents aware of potential dangers.</li> <li>Use the Learning Gateway as a tool to support the delivery of the programme.</li> <li>To develop ICT skills through the use of filming and video editing.</li> <li>Interpret the messages from the SMART site in order to create personalized digital videos.</li> <li>Understand how to structure the videos (which may include a scenario, advice &amp; positive message at the end).</li> </ul>		
Learning Outcomes	By the end of the programme, students will have demonstrated a thorough understanding of the potential dangers of being online and would be in a confident position to advise peers, teachers and parents of safeguarding. e-Safety Advisors will showcase their outcomes to Year 6 students and their parents in school.		
Self Review Framework	<p>A DVD of final digital videos will be given to the school.</p> <p><b>This programme will contribute towards the following SRF Elements:</b></p> <ul style="list-style-type: none"> <li>20-2 Most pupils have a good range of skills that enable them to access and make effective use of digital resources to support their learning.</li> <li>20-3 When using ICT, pupils engage and collaborate effectively, sustain attention and show interest.</li> </ul>		
School Based Activities	<p>Hannah to ask the Headteacher to email Darren Gooch on <a href="mailto:d.gooch@shirelandlearning.org">d.gooch@shirelandlearning.org</a> for the following access onto the Learning Gateway:</p> <ul style="list-style-type: none"> <li>Raj Kapoor – full access on the Year 6 site.</li> <li>Sam Dean – full access on the Year 6 site.</li> </ul> <p>ICT Coordinator urgently needs to set up usernames and passwords for the 20 students.</p> <p>Hannah to send the list of student usernames and passwords to Raj by week beginning 2<sup>nd</sup> Nov.</p>		



In order to monitor progress made by learners, the CLC uses a tracking mechanism to provide evidence of attainment made by each learner. Institutions participating in an e-mersion programme, record student details, current levels of achievement and target levels in a specific subject area. Teachers are then asked to make a professional judgement at the end of each programme as to the progress made by individual learners. Evaluation sheets are completed by staff and students at the end of the programme, providing qualitative data relating to the impact made from the e-mersion programme. Teachers are asked to provide information on how they would sustain new approaches to teaching and learning in their schools. Many teachers feedback to the Senior Management Team or Year Teams of their school requesting support and funds for ICT equipment to develop innovative approaches to teaching and learning. Some teachers request the loan of equipment from the CLC or use alternative methods/technology to embed within the curriculum. 'Sustainability' through the use of the learning platform is a focus that teachers are encouraged to contribute to, enabling all learners to have 24/7 access to extend learning anytime, anywhere.

A significant focus for Shireland CLC is to develop personalised learning through the support of handheld and mobile technologies to improve learning outcomes. The CLC has carried out a number of pilot programmes in researching, developing and trialling emerging educational technologies and implementing them within teaching and learning. Pilots include:

- **‘Trial the Use of Mobile Phones as a Revision Tool to Bridge the Gap Between Learning and Vulnerable Learners’** This programme enabled vulnerable learners to use their leisure technologies to connect and engage in learning. The mobile phones had an impact on the learners as they were able to share and shape their learning experiences through the use of the blue-tooth and camera functions. The technology narrowed the gap and improved engagement to produce enhanced learning outcomes to support Functional Skills and Asdan. “Everyone has a mobile phone and not an iPod, that’s why it is practical tool for learning” As a follow up, staff developed a similar programme using mobile phones, with a focus of tracking baby developments in stages at Batmanshill Pupil Referral Unit. This has contributed towards assessment and the build up of portfolio work. This project has been presented at the ICT Register Conference in January 2009 with a focus of using Mobile Phones to bridge the gap between leisure and learning.



- **‘Pilot the Use of ‘Visualisers’ to Enhance Teaching & Learning in The Classroom’** This programme aimed to explore this new technology in a range of different educational settings, particularly with the integration of other hardware and software, as a method to promote assessment for learning. Feedback taken from a range of events including dialogue with staff visiting BETT and ‘Single Conversations’ with senior managers identified visualisers as a classroom technology worth investigation. Shireland City Learning Centre purchased and loaned a visualiser to a number of settings taking part in the pilot programme. “The visualiser had a direct impact on the number of level 5 readers we achieved, as it was possible to model to the whole class how to give the ‘best’ answers” All staff involved were extremely positive about the experience with the measure of success being that all were reluctant to hand back the kit, or have since made the decision to purchase the equipment to enable them to sustain the impact the hardware was making in the school.

- **‘Exploiting the Use of HP Minis to Support 21st Century Teaching & Learning’** This pilot programme has enabled students at Perryfields High School – A Maths and Computing College to benefit from flexible access to information, resources and tools when and where they need it. HP Mini netbooks have been supplied to three departments in the school to evaluate their effectiveness and inform BSF proposals. The CLC has supported the use in school by running challenges at the CLC based around the innovative use of the netbooks, to model their use back at school.

- **‘Creating Revision Podcasts and Using Apple iPods as a Learning Tool’** A cohort of 15 Year 11 students from Perryfields High – A Maths and Computing College were lent 30 gig video iPods for a year as they prepared for their GCSE Examinations. The aim of the programme was to offer students a different way of learning, “anytime, anywhere” using the very popular iPod. During the course of

the programme students created their own Podcasts and also investigated the range of educational podcasts available. With support from the CLC, teachers from Perryfields also created Podcasts and students enjoyed being able to have the flexibility of learning in a completely different way. Following their innovative use the rule on MP3 players in school has been relaxed and many of the staff are beginning to think about how to make best use of a leisure tool for learning!

- **'Exploiting the Use of an iPod Language Lab to develop MFL Skills'** Through the use of an 'iPod Language Lab' Shireland City Learning Centre organised a programme to develop the use of iPods in language learning in one of its partner secondary schools, Heathfield Foundation Technology College. The iPod Language Lab is a briefcase that can store up to 30 iPods and an Apple Macbook. The 'Lab' allows the user to automatically disseminate audio recordings, podcasts or even videos from the macbook to the iPods with one 'sync'.



Each pilot programme and selected e-mersion programmes are shared and disseminated as case studies outlining the innovative use and practice of technologies and the impact made by learners and staff to improve learning outcomes. Case studies are presented at local, regional national conferences for a range of partners and can be found on the CLC website on [www.shirelandclc.co.uk](http://www.shirelandclc.co.uk). Programmes are also showcased locally at the Primary and Secondary Headteachers' Conferences in Sandwell, Network Meetings and Partnerships.

Shireland City Learning Centre has made a significant impact on Sandwell Schools as evidenced through the evaluations from Headteachers, teachers, learners and members of the local community. The tracking of CLC e-mersion programmes indicates significant pupil progress towards target levels, excellent pupil engagement and improvement of learning outcomes, together with increased teacher confidence towards the use of new technologies within their own institutions.

“Shireland CLC has made a significant impact on improving ICT-based teaching and learning at St Michael's. A number of subject areas have engaged in developmental projects in collaboration with CLC staff and a starting point has regularly involved appropriate professional development for the school's staff. An important feature of our collaboration with Shireland CLC is the issue of sustainability, such that at the end of projects both staff and students have gained the knowledge and skills to build upon what has been learned. Furthermore, the school's future hardware and software developments have been influenced by its work with Shireland CLC, a recent example being a move towards integrating Apple computers.” Sandwell Headteacher

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