Living Schools Lab

Observation Case Studies

Finland

European Schoolnet

UNIVERSITY OF WOLVERHAMPTON
KNOWLEDGE • INNOVATION • ENTERPRISE

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Introduction

With the participation of 15 partners, the two-year Living Schools Lab project promoted a whole school approach to ICT use, scaling up best practices in the use of ICT between schools with varying levels of technological proficiency. Visits to the project's Advanced Schools in 12 countries were carried out to observe school's best practices leading to a report and recommendations on developing and mainstreaming of whole school approaches to ICT.

In addition to this, twelve case studies present the evidence gathered as part of the school observation visits to two Advanced Schools in each of the 12 countries: Austria, Belgium, Cyprus, Czech Republic, Finland, France, Ireland, Italy, Lithuania, Norway, Portugal, and the Finland. Alongside the case studies, each Link Observation Visit was detailed in a blog post, along with useful links and practical ideas to try in the classroom: **http://lsl.eun.org/observation-visits**.

A framework of eight main questions was used to develop the case studies:

1. What types of technologies and resources are available in the Advanced Schools?
2. Are there recent national initiatives that have had an impact upon whole school development of ICT?
3. Who leads the decisions about the development of ICT?
4. What types of training and professional development are available to teachers?
5. How is ICT being used in different subjects?
6. What kinds of research and development are the teachers engaged with?
7. Are the Advanced Schools engaged in any partnerships or networks?
8. Are there particular areas that could be mainstreamed or replicated?

All case studies contain information that has been reviewed by National Co-ordinators. The studies outline evidence gathered as part of the Link Observation Visits and throughout the Living Schools Lab project. Further information is available on each school website about the individual school, although this may be in the home language.

All of the school visits were undertaken by Diana Bannister MBE, University of Wolverhampton. These case studies should be read in conjunction with the project's Link Observation Visits final report available at **http://fcl.eun.org/lsl**.

Observation Case Studies:
Finland

June 2013

Wäinö Aaltonen School | Turku | Finland

Number of students	463
Age group of students	6–13 years
School website	http://www.kieliluokat.fi/gb/wa.php http://www.wa-koulu.blogspot.fi/
Name of principal	Henri Littunen
LSL project Lead Teacher	Pikke Syrjä-Väisänen

Puropelto School | Turku | Finland

Number of students	523
Age group of students	12–15 years
School website	http://blog.edu.turku.fi/puris/
Name of principal	Anne Alho
LSL project Lead Teacher	Teija Frigo-Sandholm

1. What types of technologies and resources are available in the Advanced Schools?

Both of the Advanced Schools in the UK are equipped with a wide range of technologies. It is significant that the Principal of the secondary school and the headteacher of the primary school have both been in the schools for more than fifteen years.

This means that both headteachers have ultimately been responsible for the implementation and maintenance of technology since it was first introduced into schools in the UK. The resources have grown since the late 1990s and new technologies have been consistently introduced. Older technologies have been replaced and additional equipment has been purchased. Technology is integrated across all areas of the school for administration, learning and teaching. It is included as part of the whole school development plan cycle within the financial plan and the curriculum progress.

In Year Three at Broadclyst Community Primary School, most classrooms are equipped with ten PCs at the side and the students can access these as directed by the teacher. In Year Four the students have 1:1 access to laptops, but this equipment does not go home. In Years Five and Six, each individual student has access to their own PC and desk area for work. There is a room for TV broadcasts and this is used by all the students. There is 100 Mb leased broadband line. Teachers have access to a wide range of technologies including projectors, plasma screens, iPads, touch screens, voting buttons, visualizers, sound systems, TV studio, recording studio, digital cameras and video calling.

At Shireland Collegiate Academy in Years 7, 8 9, 10 and 11 students have laptops or netbooks (which belong to the school). In post-16 the students have iPads or laptops. All of the staff use Microsoft's Learning Suite and are provided with a laptop and iPad which they use in all lessons. The school of the campus is wireless enabled including an area outside.

2. Are there recent national initiatives that have had an impact upon whole school development of ICT?

In the UK, the national agency for ICT was BECTA; however, a change of government meant that this agency was closed in 2010. It was replaced by the Technology Policy Unit, but this was closed in spring 2013.

Schools had formerly looked to the information, research and development provided by BECTA to inform developments within the school. Leading schools at the forefront of using technology had previously worked with BECTA to explore and provide exemplars to demonstrate how ICT could be mainstreamed across the UK schools.

Teaching Schools are an avenue for outstanding schools to share good practice and support others. Both Advanced Schools have been designated as such and so support others to make better use of technology for learning and school improvement. There is funding to do this.

During the interviews at the beginning of the project, Kirsty Tonks, one of the lead teachers in the UK said that **"there is a lack of clear direction in terms of technology for school improvement and innovation for teaching and learning. There is an inconsistency that is greater than ever before."**

The leading teacher suggested that at a national level in the UK, technology itself has allowed schools to know who is actively developing the use of technology in teacher professional development. For example: **"Twitter gives voice to people"** [and makes it easier to share ideas at a national level.] Teachers are able to move forward on their own initiative and use the technologies to collaborate and for their own professional development.

The lead teacher in the UK stated that local support can be very inconsistent. Some local authorities still provide ICT support for schools, but they usually pay a subscription for this service. There has been a growing movement of schools to have chosen to become academies and this means that they are completely autonomous. There are some schools that form part of an academy chain or cluster and this can mean that groups of schools are able to access ICT expertise. Kirsty Tonks commented **"... autonomy is fine, if you have the expertise."** Some secondary schools have provided support for local primary schools to fill the vacuum left by the local authorities.

As an Advanced School, Shireland Collegiate Academy positions itself as a centre of excellence for ICT. The school is a Department for Education Teaching School[1] in the UK which means that it can provide training for trainee teachers. The school has worked with commercial partners including Microsoft and Steljes.

A significant number of the staff are used to demonstrate at regional and national events. The E-learning director, an Assistant Principal and four other staff all presented at the UK launch of Microsoft's Shape the Future programme in November 2012.

3. Who leads the decisions about the development of ICT?

At a national level, schools have grown in autonomy and now have to make their own decisions about ICT. In the UK primary school, the decisions are made by the headteacher who works closely with his deputy and the senior management team.

As a headteacher, Jonathan Bishop says that **"It is important to choose people who can lead on certain aspects of the projects."** Staff are encouraged to understand that **"Teaching is bigger than me and my room."** The Headteacher believes that real system change takes over five years, to allow groups of students and staff to adopt and integrate the ideas. Subject leaders are encouraged to write about and present evidence of what they are learning.

The headteacher states that it is pivotal to look at how to meet the wide diverse spectrum of student needs. **"People try to bolt on the technology without realising the change management that is required."**

In the secondary school, there is the Principal and the Director of E-Learning. However, there are a number of other staff who are involved in the whole school plan for development from different subject departments within the school.

4. What types of training and professional development are available to teachers?

At Shireland Collegiate Academy, one of the leading teachers in the Advanced School is responsible for a team of nine staff who provide ICT support for teachers.

Whilst there are Continuing Professional Development providers within the region, the school generally provides their own support to individual staff. The leading teacher is non-class based and therefore can be part of new projects and initiatives. The leading teacher provides opportunities through events for example, a marketplace of current ICT resources that are being used by staff is offered for all teachers to attend. Keynote speakers are invited into school to speak to all staff as part of the professional development.

Continuing Professional Development (CPD) is done with all the staff and it is important that it covers the learning support as well as the IT support. There are drop-in sessions where people can find out about particular software or technologies. The school delivers professional development sessions for staff including those from other local schools on

1 https://www.gov.uk/teaching-schools-a-guide-for-potential-applicants

a regular basis. The school is working with Warwick University to develop a Masters level Leadership and Management programme for the staff, and staff from local schools where the key focus will be e-learning supported school improvement.

Shireland Collegiate Academy has five teacher training days per year, but two of these days are delivered as twelve twilight sessions. This allows for the training to be regular and throughout the year. Shireland Collegiate Academy supported six primary schools locally initially, but this has grown to eleven primary schools where they provide primary curriculum support, dance art, music technology and drama and deliver this support in the Primary Schools.

At Broadclyst Community Primary School, the headteacher says that ultimately **"nobody and everybody is responsible for the training."** There is no particular member of staff who is responsible for the training, but staff are expected to **"want to know."** Staff are given additional training if there is a need. The deputy headteacher provides support for staff and they are encouraged to ask if they need additional help. The headteacher places an emphasis on recruiting staff who are self-motivated to develop their own practice.

5. How is ICT being used in different subjects?

At Shireland Collegiate Academy, there has been the full integration of ICT across the change of curriculum model – Literacy for Life model; initially this was Year 7 and 8 and a curriculum restructure for Year 8 and now in Year 9.

This means that students who join the secondary school in Year 7 are based in one area of the school and do not move to different buildings for their lessons.

E-learning is used across all subjects. Over 300 different families access the school's Learning Gateway each month via the family portal. The school's Raising Achievement Plan has e-learning elements in all of the strands as do all of the Subject plans which are held in the Learning Gateway. The Learning Gateway is used to drive learning across all subjects and years and receives almost two million student hits per year. The Learning Gateway is used to collect evidence of achievement and has the Management Information System (MIS) integrated within it.

The Learning Platform has enabled the teacher to address how to personalize learning for the students. On the Learning Gateway there are subject sites for staff where they can upload ideas on a topic that they are going to teach. Teachers can collate resources together and share materials. Resources have been collated with teaching and learning ideas for the entire curriculum. Students are able to access all their materials through **"Class Sites"**. Students can go to the **"Resource Sites"** and find all the materials for the topic. This means that where the teacher has identified that the student may require additional support, the materials have been identified. On a daily basis, the teacher can make specific materials available on the **"Class Sites"**.

The school has established **"exemplification sites"** which demonstrate what the student needs to do to achieve a particular examination grade. This enables student to access real examples of other students' work who have previously achieved the same target grade.

In Key Stage 3 (Years 7, 8 and 9) all of the students use their netbooks to deliver the competency based thematic curriculum. This means that for 19 hours a week (mornings and Wednesdays all day), it is delivered by some primary practitioners and some secondary practitioners. They use the netbooks to support Assessment for Learning and peer assessment. There are a number of examples of student authored resources both in class and after school.

In Mathematics, one of the teachers has been looking at different ways to give the students feedback for their work. The teacher has given the students feedback by creating a tutorial video to highlight some of the common mistakes. The teacher makes the videos himself using the video function on the iPad. These are then made available via YouTube.

In Year 11, students created a website called Further Your Maths[2]. This gave the students the opportunity to set up a website and support each other with their mathematics.

2 http://furtheryourmaths.co.uk

Shireland Collegiate Academy has worked for a number of years on the development of provision to support what is now being called Flipped Classroom. The school has used the Learning Gateway to provide resources to stimulate learning and then to support and monitor the process.

In Art and Design, one of the teachers described the use of technology as a three-way conversation that is essential to professional learning; students use the technology, technology for the teacher use and technology for the **"person"**.

In this school, there has been a considerable connection made between technology and classroom support as a **"joint investment."** This means that staff who have been employed as teaching assistants in the classrooms have been trained to use the technologies.

At Shireland Collegiate Academy, the lesson journey is clearly visible to everyone. Students are able to access materials through the Learning Gateway and their class sites. There is a defined starter activity where the WALTs (What are we learning today?) and WILFs (What I'm looking for?) are displayed at the beginning of every lesson and more importantly discussed with the students. The competencies are made visible to the students. Students are working with MS OneNote and can include a recorded audio or video within their work.

At Broadclyst Community Primary School, parents have access to the learning platform and can access work assigned and support their child's learning. Across the curriculum the headteacher has worked to encourage communication and collaboration combined with problem solving activities. The headteacher Jonathan Bishop says, **"Our approach is to give them something to do and solve that is worth talking about."**

In Year 6, the two classes are joined together in one large teaching area where each student has a desk with their own PC. However, the school provides two full time teachers in this area and up to five teaching assistants. This means that activities can be divided into smaller groups using additional learning spaces across the school with the students working with a teaching assistant. It means that subject knowledge and expertise can be divided between the practitioners.

The school has a photography club teaching students to take work with digital media. This encourages the students to capture the community of the school. There have been video projects were student produce a video documentary.

Students at Broadclyst Community Primary School describe how they use the TV broadcast equipment to create World News and Local News. Students use "Mathletics" and like to be able to compete with other students in other schools. One student said that **"using ICT has opened our eyes to the world, and opened up more opportunities for us."**

6. What kinds of research and development are the teachers engaged with?

Many staff at Shireland Collegiate Academy are engaged with developmental projects. The school runs a programme after school called iFamilies where students are invited into school with their parents to explore new software and applications. The activities enable parents and students to produce something together. The school believes that iFamilies has helped them to maintain a continued dialogue with parents and encouraged them to come into school. One student during the interviews commented: **"iFamilies has made me feel more confident, I now want to achieve more."**

Year 7 and 8 students have been involved in Kodu Kup[3] – a competition run by Microsoft to create a game around one of three themes. The students had six sessions over a period of six weeks. This has enabled the school to ascertain the current level of programming skills of these students and to consider the progression levels to help them design a pathway for all students.

In Year 9, the students are involved with a competition called **"Apps for Good"**. This was initially created as an after school activity, but it is now part of the curriculum for the students. It is delivered through **"focus days"** and **"achievement days"**.

The school regularly invites in external speakers to talk to all the staff, including Alan November and Professor Dylan Wiliam.

Recently Shireland Collegiate Academy has teamed up with one of the examining bodies, OCR,[4] to help support the development of six research projects across the academy. All of them involve the use of technology; from using video and audio to provide more effective feedback to developing an online family literacy project.

At Broadclyst Community Primary School, some teachers are involved in research projects through Exeter University. The teachers have been involved with observations in school to look at Lesson Study.

The school has recently been awarded $25,000 funding to lead a global project with Microsoft about student entrepreneurship.[5] This aim is for 20 schools across 20 countries (1,000 students) to create and develop ten international enterprises with project management, communication and collaboration between schools being dependent on technology.

7. Are the Advanced Schools engaged in any partnerships or networks?

Shireland has a partnership arrangement with Microsoft, Steljes/SMART, Tute, a SharePoint developer and a group of primary and secondary schools. Whilst there are no monetary benefits, it does mean that the school can access specialist support, training, cascade training and provides the venue if they want to deliver the course at the school.

Shireland Collegiate Academy is involved in a project called Apps for Good[6] and within this they are classified as a Ninja School. The school provides the regional training for the Midlands.

Through the Teaching School initiative they were successful in bidding for a grant to support 25 local primaries in preparing for the new computing curriculum and provided a series of eight workshops across 6 months.

Broadclyst Community Primary School has partnerships with Microsoft, Exeter University, South West Grid for Learning; the school partners with primary and secondary schools in the area and in Holland. This provides an opportunity for extended curriculum activities as the students work together on projects and it includes a face to face visit.

3 http://www.kodukup-europe.org/
4 www.ocr.org.uk/
5 http://globalenterprisechallenge.education/
6 www.appsforgood.org/

8. Are there particular areas that could be mainstreamed or replicated?

- The timing of lessons is structured, but technology is a tool within the lesson and it is not the focus of the lesson content.
- “Stuck Powerpoints” have been created on the main teaching topics in school. During the lesson, these are readily accessible on a PC in the corner of the classroom. The teacher can direct a student to the materials or the student can access them independently during the lesson.
- The Learning Gateway is the virtual hub of the school. All of the lesson materials and resources are fully accessible through the learning environment. Teachers share lesson materials, resources have been collated for the curriculum topics and these are accessible to all staff.
- Students are encouraged to enter local and national competitions using technology. Some of these activities have become curriculum activities to enable students and staff to have time to engage in relevant projects. Within Broadclyst Community Primary School, there is an example of an enterprise project where students have used technology to design a product and create a prototype.
- Physical learning spaces have been configured to embrace the learning technologies in schools. Students are able to work together and this is encouraged in the layout of some classrooms as well as the organisation of particular activities.
- Tablet devices are not always available for 1:1 use, but the primary school uses the devices within group work to encourage students to collaborate.
- Tablet devices are used to capture evidence of progress within the lesson with photos and videos.
- Learner response systems and Web-based voting activities are used within various subjects.
- In the secondary school, assessment is made visible to the students and the language of assessment is shared and understood by all (Emerging, Developing, Proficient, Advanced).
- There are examples of staff from the secondary school working with local primary schools; this is for a variety of subjects. In some cases, the primary school students visit the Shireland Collegiate Academy for particular subjects, e.g. Music. However, there is evidence of the secondary teachers working with primary school practitioners in their own classrooms.
- Students have connected school and home through learning activities. In the two Advanced Schools, the students and parents expect to be able to access the learning activities beyond the school day.
- In both schools, technology is used to celebrate student achievement using digital displays around the schools. These are accessible to students, staff, parents and the wider communities of the schools.

Living Schools Lab

Future Classroom Lab

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