

ICT in the New Shape for Learning – A summary for Secondary schools

<p style="text-align: center;">Raise standards</p> <p>Standards throughout the curriculum will be raised by using ICT to support learning :</p> <ul style="list-style-type: none"> • “Anytime, anywhere” learning , not limited by time and place, for pupils and adults • Personal curriculum with access, through ICT, to courses from different providers (local, regional, national and international); • Improving basic skills for life : key learning skills and the skills needed to flourish in an information-based and ever-changing workplace • Improved motivation, attendance and behaviour in class • ICT embedded in the learning process providing the means of creating, collaborating, problem-solving, presenting and assessing learning • Wider range of learning styles supported, more adapted to individual preferences • Broader, more relevant academic and vocational curriculum provision facilitated by ICT with more individual choice to pursue personal interests • Improve ICT skills of the wider community to raise aspirations, reduce unemployment and contribute to the prosperity of the community 	<p style="text-align: center;">Resources for learning</p> <p>On line learning will provide:</p> <ul style="list-style-type: none"> • On-demand access to a wide range of media-rich content for all subject areas • High quality specialist ICT provision in PE, Art, Music, Science, DT, Media • Access to worldwide learning opportunities, materials and sources of expertise providing a global context for learning beyond the local environment • Flexible use of learning spaces to enable different types of learning delivered through ICT : individual/small groups/large groups/etc for research/ teamwork/ presentation/ supported 1:1 learning, etc • Video-conferencing will extend learning opportunities, opening up global collaborative links for learning, while reducing the need to travel <p>Learning facilitators :</p> <ul style="list-style-type: none"> • Staff trained in e-tutoring, e-mentoring, e-learning course development, able to create digital resources • Ensure online access for learners to specialist teachers, experts and support communities anywhere in the world • Deliver flexible and imaginative teaching 	
<p style="text-align: center;">Developing People and Communities</p> <ul style="list-style-type: none"> • Workforce reform <ul style="list-style-type: none"> > School leaders – clear vision and strategic understanding of the transformational role of ICT; becoming an e-confident school > Extensive continuing professional development (CPD) programme for all adults facilitating learning to ensure they have the requisite ICT skills to support e-learners > Supporting new ways of teaching and learning • Learning Centre as local hub for whole community, raising aspirations and ICT skills • Learners make a positive contribution to the community through greater e-democracy , more effective school councils and greater opportunities to influence decisions by pupils and parents through online polls and discussions • Learners contribute to the community by exploring their own creativity : publishing online content, collaborative writing, blogging, adding to a wiki, contributing to school website, TV, or radio • Learners participate in worldwide collaboration, using social networking tools to interact with global partners • Greater involvement of Kirklees citizens in the political, social, cultural and economic life of the Borough through e-democracy, leisure activities, social networking, online training and improved employment opportunities leading to community regeneration 	<p style="text-align: center;">Our belief</p> <p>The power of ICT will be harnessed to enhance teaching, learning and school administration. It will be used to facilitate greater personalisation of learning by supporting a wider range of learning styles and a broader more personalised curriculum with opportunities for learning anytime and anywhere. To achieve this ambition, all learners should have a personal learning device providing access to their own online learning space and high quality learning resources, appropriate to their age and ability, through a safe and secure broadband connection.</p>	<p style="text-align: center;">Inclusion</p> <ul style="list-style-type: none"> • Universal access to the internet for all teachers and learners will help to close the ‘Digital Divide’ • Assistive technologies will help to remove some barriers to learning due to specific types of SEN • Improved provision for EAL, vulnerable and under-achieving groups of pupils through personalised e-learning • Access to online support communities and interest groups for specific purposes • Improved access to learning opportunities for those not in school e.g. anxious non-attenders, excluded children, children in hospital, house-bound adults and children on extended holidays
	<p style="text-align: center;">Other uses of ICT</p> <ul style="list-style-type: none"> • Health – informed healthy school meal choices, fitness facilities, health monitoring by ICT • Safety and security – smartcard/biometrics for registration, library, cashless catering, network logon, access to buildings, school transport • Sustainable schools – intelligent buildings, power-saving, heating, lighting, solar panels, reducing the need to travel 	<p style="text-align: center;">Partnerships and collaboration</p> <ul style="list-style-type: none"> • Greater involvement of parents in their children’s learning through online access to assessment, attendance and behaviour records • Enhanced 14-19 curriculum provision through Collegiate collaboration between schools • Online access to e-learning opportunities in FE, HE and vocational learning partners • High quality ICT managed service from Local Education Partner, including technical support

Examples of the use of ICT in a typical day of a Year 10 pupil

Before school I access my learning platform (LP) to get ready for today. As soon as I log on the system knows I have started work. I'm reminded I need my tennis kit. In my class area, I read today's notices from my form tutor and mentor. I have an email from my partner school with some more photos of the coastal storm damage which I copy to the LP. My mum tops up the funds on my electronic account which I will access during the day by fingerprint-scanning, smartcard or PIN for meals and travel to school. I use my phone to check my social networks and receive an automatic text message reminding me about today's mentor meeting. On my way to school I listen to a podcast of yesterday's science lesson.

At school, I enter using my smartcard which registers me as physically present in school. (I will also do this to register for each session and when I leave school.) I have arrived early today to continue my project work on coastal erosion. I could have worked at home but I need to work in the studio area with my project group to edit the video and voice-over for our presentation.

When I take my break, I buy a snack in the Year 10 social area using my electronic account. I read the School Council blog and talk to my friends about the online polls on the blog. After break, I go to the lecture theatre for a PSHCE lecture by a visiting speaker where I use my personal mobile device for note-taking, voting and interacting with the lecturer. I access the internet to follow up an issue raised in the lecture and I send a question to the discussion forum for the lecturer to address later. The session is recorded so I will listen to it again.

In the next session, the teacher teaches us how to use the specialist music equipment for our work on the soundtrack for next week's project presentation. I can take my lunch at any time between sessions 3 and 5 so when I am ready I use the fingerprint scanner and touchscreen menu to get lunch. I check my phone messages and catch up with my friends.

Next, I have an online trigonometry lesson using resources on the LP from my teacher. I complete the online test which is automatically marked and the results are sent to the LP. I check my progress and make a note of the next online maths task that I have been assigned. I then meet with my mentor to discuss my work, look at my online test results and set my targets for the coming week.

In the diploma course, my group takes part in a live online lesson linking all of our schools. The tutor from the technical college teaches us via a video conference then we use the online collaborative tools to work together on the set tasks. I save my notes on the LP and we send a link to the wiki we have created to the tutor.

After school, I play in an inter-school tennis match. A report of the match is sent directly to the school blog using a mobile device and the school's wireless network.

Later, at home, I read the health and safety information on my work placement's website in readiness for my visit tomorrow. I have an instant chat session with my learning partner in the coastal school about the storm damage so I can add notes to my project and I also add a video clip from a news web site. I watch the video of the rehearsal we did today and add some comments to the group discussion forum. For my English homework, I listen to a podcast of the play I am studying but still need some help understanding it. I notice my teacher is currently online so we have an instant chat about my questions.

My parents look at the LP to check my attendance and test scores, and they read the tennis match report on the school blog. Later, I help my dad with a task he has to complete for the online ICT skills course on the school's LP. Finally, I catch up on my various social networks and play some multi-user games with my online friends from around the world.