MIICE Newsletter 11

This is the eleventh quarterly summary for all who have expressed interest in MIICE. If you have comments on what should be in this newsletter, please contact Roddy Stuart on roddy@miice.org.uk or on 0141-339 7127. Contributions about initiatives in schools, teacher education establishments or education authorities will be most welcome

Please feel free to pass this newsletter on to anyone who is interested in the use of MIICE to promote good learning and teaching using ICT. Please advise MIICE about changes of e-mail address or to recommend others to receive it - contact roddy@miice.org.uk

Please remember that all MIICE publications, including copies of previous MIICE Newsletters, are available from http://www.miice.org.uk

MIICE conference in May 2005

The seventh MIICE implementation conference was held in the Godfrey Thomson Hall within the Moray House School of Education in the University of Edinburgh on Friday 20 May 2005. A total of 42 colleagues attended, from 19 Scottish EAs, 2 teacher education institutes and 2 other agencies

A primary head teacher's reaction to MIICE Andrea Morton, Head Teacher of Ladywell Primary School in Motherwell spoke about her reactions as a primary head teacher to MIICE. Her first introduction to MIICE came when she acquired a new Depute Head Teacher; Calum Maxwell had been involved in the development of the MIICE toolbox. Her first reaction was that MIICE was somewhat cumbersome. The school was already involved in the Charter Mark programme and she worried that, adding MIICE to the tools used by all staff would lead to apoplexy. Calum had linked Charter Mark and MIICE and they have found it useful for conducting audits of ICT practice among both staff and pupils, with very interesting results - copies of the more recent survey were made available to the participants. In the first survey the children were seeking more equipment and mice for the (40) laptops which they use; this year the children are asking for more pupil 'technicians' to speed up the resolution of problems, and they want more iPods and more training days. The school has a well developed system of buddying and ICT is one of the areas where the buddies go to work. There is training for both children and teachers through their ICT days where skills are learned in a real life situation. It is evident that the children have no qualms about using ICT, and that they are well organised when it comes to doing so in the classroom. They are very keen on GridClub, which is widely used. Training for staff is taken very seriously, and the ICT audits for which they use MIICE have helped to develop both the content and the form of the programmes. One essential feature is that staff get time to practise what they have learned. Nowadays all the staff have computers at home. The NOF training had been of only limited success and gave many teachers the feeling that they had too much to learn. But things have improved since then and they are focussing on the skills they need to work with the children. For example the whole staff recently had an 'away day' to Millport and they were charged with using still and movie cameras to create a presentation about their day

MIICE and the HMIE document Using ICT in Learning and Teaching Liz Galloway introduced the HMIE publication called *Using ICT in Learning and Teaching*, published in November 2004. She indicated that it is one of a series of guides to self-evaluation building on the advice in *How good is our school?* It is designed for staff with responsibility for management and delivery of learning and teaching and is meant to be

used when the school is ready to evaluate how well the school is using ICT. There are 6 generic 'key questions' (each associated with one of the 33 QIs in HGIOS). It is based on the assumption that effective quality assurance is a necessary part of ensuring that use of ICT leads to educational gains for all learners and of integrating the use of ICT into learning and teaching. There are indications about how effective teachers operate with ICT, ways in which ICT can add value to learning and teaching, aspects of effective school plans in ICT, and characteristics of effective school managers. The participants then broke up into 4 broadly geographical groups to discuss a number of aspects of similarities and differences in purpose and use between MIICE and the HMIE document. This was followed by a 'quickfire' feedback session, with the following reactions to the comparisons between MIICE and the HGIOS-derived document

- MIICE and the HMIE document are complementary rather than in competition; the HMIE document may help to set the strategic scene; MIICE can be helpful in articulating the work that has to be done and how to assess its success

- MIICE may help practitioners to 'unpick' the ICT contribution to an area of the curriculum more readily than the HMIE document

- The MIICE toolbox is helpful for planning; it would be helpful to know which measures are most widely used

- MIICE may be helpful for driving what is actually delivered within the curriculum, compared to the rather more 'managerial' approach of the HMIE document

- There is as yet limited awareness about the HMIE document

- The HMIE document may be helpful for development of school plans; MIICE may be more helpful for the practice. MIICE may have more impact on the practice of teaching

- It is very important that ICT should be fed into the current curriculum review process, probably using both sets of tools

The groups were also asked to consider the approach which is implicit in the draft MIICE discussion paper on similarities and differences between MIICE and the HMIE document

- Do we really want a third document? What is really needed is a practical document especially for class teachers to use. The subject elements of the HMIE publication may be especially helpful here. There is a need for a balanced programme

- MIICE can provide evidence for a HGIOS audit; this is re-assuring and provides good quality evidence

- Strategy and tactics do go together; but how should such a 'synergy' document be used? Cross-referencing might be useful. The language used is complex for most practitioners

- We need another synergy document like we need the common cold - it doesn't take us anywhere. The language in the HGIOS document is clearer than that in MIICE; perhaps the time is right to review and re-write the MIICE toolbox to meet this challenge after being in use for 3 years, to make it meaningful to the classroom teacher

MIICE for an EA ICT audit   Neil McDonald spoke about the decision to use MIICE as part of a major consultation which was started in the Autumn 2004 term in Glasgow schools to judge progress in application of ICT for aspects of attainment and achievement, as part of their contribution to the e-City action plan and as part of the

review process prior to contract refresh and renewal. He explained why they wanted to use MIICE as part of the consultation process and why they decided to focus part of their consultation on interviews with a representative sample of the Masterclass community in Glasgow. Roddy Stuart was invited to conduct the interviews. He explained how MIICE was used to develop questions for 53 staff and 19 groups of pupils in 6 key areas related to achievement (eg being a reflective learner). He indicated how the MIICE questions had kept the focus on learning gains rather than being obsessed by the mechanics of the process, and helped to focus on both what progress has been discerned and what matters for the future direction of policy and practice. He gave a summary of the overall conclusions by staff and pupils - mostly in line with expectations, but with a few surprises and a wealth of subtle detail - and showed a small number of quotes from the huge body of commentary which was gleaned from the 72 interviews. Neil gave a summary of what is to happen next, including the element where MIICE had been used to derive interview questions, and identified a few areas of importance in the future direction of policy, including well trained and confident staff, an appropriate infrastructure, and a spirit of adventure in learning and teaching

MIICE Discussion Paper 9

MIICE has now published Discussion Paper 9 on similarities and differences between the MIICE quality framework and the recommendations contained in the important HMIE publication *Using ICT in Learning and Teaching*, published in November 2004. This can be downloaded, in either AppleWorks or Word formats from the MIICE website. Click on the Discussion papers tab

Subject guides

The first of the guides to the use of MIICE by groups of teachers has been published and will soon appear on the MIICE website (www.miice.org.uk). Ian Midgley of Falkirk Council has prepared a guide for use in primary mathematics, based on his own experience of using MIICE to judge progress with the information handling component of mathematics 5-14. This can be downloaded in Word or PDF formats. A guide on the use of MIICE within secondary music will very soon be available; this will include some audio-visual materials as well as the traditional publication. Guides on primary science, environmental studies in primary schools and on various secondary subjects are in active preparation. There is now a Subject guides element in the MIICE website, see below

Early education

Jan Baxter, also from Falkirk Council, has used MIICE as a means of assessing the impact of the range of programmes related to the use of ICT in early education in Falkirk schools. MIICE was preferred to a system of 'grading'. They made a selection of outcomes and measures from those outcomes, and modified the questions to suit the circumstances of early education. Jan and Falkirk Council have kindly made this available on the MIICE website. You can soon download both her full report on the monitoring process as a Word file and a separate short document listing her selection of MIICE outcomes, components and measures as a Word file from the MIICE website. Look in the Miscellaneous materials>EAs sub-section under Falkirk

MIICE planned activities

ITTE conference MIICE will feature in a conference being run in the University of Dundee by ITTE (IT in Teacher Education) on Tuesday 12 July and Wednesday 13 July 2005. You can get further details from Allen Thurston of the University of Dundee on a.thurston@dundee.ac.uk

MIICE @ SETT 2005 There will be a series of MIICE seminars (each of 40 minutes) at the SETT Show in the Scottish Exhibition and Conference Centre in Glasgow in September 2005. These will reflect various perspectives on MIICE, as follows

- Head teacher perspective, with Andrea Morton and Jim Scott, on Wednesday 21 September at 9.30 am (Dochart 2)
- EA perspective, with Neil McDonald and Roddy Stuart; on Wednesday 21 September at 3.45 pm (Dochart 2)
- Teacher practitioner perspective, with Tracy Hurst and Aileen Monaghan, on Thursday 22 September at 12.45 pm (Alsh 2)
- Teacher education perspective, with Derek Robertson, on Thursday 22 September at 1.45 pm (Carron 2)

Full details and booking are through http://www.ltscotland.org.uk/sett; click on 'Seminars and keynotes' down the left hand side

Masterclass A workshop on MIICE continued to be a feature of the small series of 'classic' Masterclass in the Stirling Management Centre at the end of May 2005 and at the end of August 2005. It will also appear in the programme for a new series of Leadership for Learning Masterclass courses in the coming academic year

MIICE conference in 2006 The next MIICE conference, in May 2006, will take the form of a series of short (15-20 minute) slots where a wide range of individuals or groups would demonstrate what they have done to use MIICE within their own professional context. Anyone who would like to contribute to this conference - no date fixed yet - should make this offer known to roddy@miice.org,uk

Revision of MIICE toolbox The MIICE toolbox has been in use for 3 years in its current form and there is a strong case for a revision, perhaps to content and perhaps to language. The MIICE partners are going to consider and decide at the next meeting in September. If you have anything to contribute to this dialogue, please send a few (or many) words on "What I think should be revised in MIICE" to roddy@miice.org.uk

MIICE

MIICE - Measurement of the Impact of ICT on Children's Education - is a partnership of Scottish EAs and teacher education institutes, led by the University of Edinburgh (Scottish Interactive Technology Centre at Moray House School of Education). The partnership is dedicated to discussion and action research to enhance learning and teaching through appropriate use of ICT. The partnership is pleased that the University of Paisley has formally signed up since the publication of the last newsletter in March 2005

The partnership now has 31 EAs and 6 teacher education institutes

EAs		TEIs
Aberdeen City Council	Highland Council	University of Aberdeen
Aberdeenshire Council	Inverclyde Council	University of Dundee
Angus Council	Midlothian Council	University of Edinburgh
Argyll and Bute Council	The Moray Council	University of Paisley
Clackmannanshire Council	North Ayrshire Council	University of Stirling:
Comhairle nan Eilean Siar	North Lanarkshire Council	Institute of Education
Dumfries & Galloway Council	Orkney Islands Council	University of Strathclyde
Dundee City Council	Perth and Kinross Council	
East Ayrshire Council	Renfrewshire Council	
East Dunbartonshire Council	Scottish Borders Council	
East Lothian Council	Shetland Islands Council	
East Renfrewshire Council	South Lanarkshire Council	
City of Edinburgh Council	Stirling Council	
Falkirk Council	West Dunbartonshire Council	
The Fife Council	West Lothian Council	
Glasgow City Council		