

This is the third 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 rodny@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 - to rodny@miice.org.uk

Please remember that all MIICE publications are available from <http://www.miice.org.uk>

MIICE conferences

The third MIICE implementation conference was held in Moray House School of Education on Friday 16 May 2003. A total of 49 colleagues from 20 Scottish education authorities and 3 teacher education institutes attended and heard presentations about local examples of implementation of the MIICE quality framework. Heidi Fawcett, Head Teacher of St Mary's Primary RC School in Glasgow, spoke about how MIICE has been helpful in quickly articulating realistic purposes for the *planning* of a project proposal which she has been leading related to the uses of PC Tablets for learning and teaching purposes in a cluster of associated secondary and primary schools in a relatively deprived area of Glasgow. Sharon Logie and Jim Husband of Fife Council spoke about their use of MIICE to ask the right questions about the *implementation* of ICT teaching, within the 5-14 national guidelines, in a cluster of secondary and primary schools in Fife [a summary is included later in this newsletter]. John Ferrie of Greenock High School outlined the way in which he had linked MIICE and *How good is our school?* for review of the use of ICT to enhance learning during his recent secondment to Inverclyde Council. Additionally David Lines and Roddy Stuart outlined some of the plans for MIICE publications which are explained elsewhere in this newsletter

A fourth implementation conference, featuring a further range of MIICE activities throughout Scottish education, will be held in Moray House School of Education on Friday 21 November 2003. Detailed paperwork and invitations will be sent to all Scottish EAs and TEIs in early September 2003

MIICE and Masterclass

The series of 11 Masterclass courses has now run and this has considerably increased the breadth of interest in MIICE, which has been part of a session on the morning of the second day of each of the courses looking at the 'bigger picture' for the value of ICT in connection with *How good is our school?* At least one such course will run in the coming school year and the MIICE framework will be integrated into several other activities which are planned as part of the second phase of the successful Masterclass programme

The partnership is going to hold a second video conference on 18 September 2003, following the successful pilot in February 2003, looking at the ways in which Masterclass participants have reacted to MIICE and how they are beginning to make use of it

MIICE and teacher standards

Scottish teachers now have formal articulations of quality in being a teacher. The Standard for Full Registration defines the standard to which probationer teachers should aspire; it can be viewed at

<http://www.gtcs.org.uk/gtcs/probation.aspx?MenuItemID=71&ID=&selection=3>

The Chartered Teacher Standard effectively articulates what a 'damned good teacher' looks like; it can be viewed at

<http://www.gtcs.org.uk/gtcs/cpd.aspx?MenuItemID=119&ID=&selection=4>

There are not many specific references to ICT in either of these standards but there are many instances where thoughtful use of ICT can help teachers to demonstrate understanding and practical competence. MIICE is planning to publish 2 documents in August 2003 'mapping' the teacher standards against the MIICE quality framework

MIICE in a mind map

Elaine Carey of Fife Council has produced a mind map version of the MIICE quality framework. This is available, as a PDF file only, at <http://www.miice.org.uk>

Plans for the future

Discussion Paper 5 This is based on the text of the presentation given by Jim Scott, Head Teacher of Perth High School, at the initial MIICE video conference in February 2003 and has already been widely circulated, and welcomed, in draft format. It looks at a selection of MIICE components, with illustrative measures, which may be helpful for secondary schools to audit the success of their ICT programmes. It will be published in final form - in the usual editable *Word* and *AppleWorks* formats - in August 2003

Discussion Paper 4 David Lines of Midlothian Council has now drafted material which shows the links between established 5-14 national guidelines in a range of subjects, ICT activities relevant to the 5-14 national guidelines and areas of the MIICE quality framework which may relate. The purposes of this material, which is now circulating among partners for comment and preparation of guidance on how to make best use of this materials, include

- to develop a framework for auditing success in what many teachers see as a difficult area in which to exercise professional judgements
- to help teachers to be clearer about the standards by which they are fostering excellence in the use of ICT by defining 'high' standards
- to help teachers to see 'the bigger picture' about ICT as a lifelong skill

SETT The MIICE partnership will be presenting a seminar at SETT 2003, from 1.45 pm (to 2.30 pm) on Thursday 25 September 2003. Look at www.settshow.com for details

MIICE and ICT learning in Fife schools

Sharon Logie and Jim Husband of Fife Council used a selection of MIICE measures to help them with an assessment of the success with which ICT skills are taught and learned in one cluster of secondary and associated primary schools in Fife

The aims of the study were

- 1 to measure the quality of the impact of ICT on teaching and learning
- 2 to set a baseline

The research was carried out by Sharon Logie (NOF Training Officer, Primary) and Jim Husband (NOF Training Officer, Secondary). Their report will form the basis of an ICT strategy plan for all the schools in the cluster

Here are the areas of the MIICE toolbox which they used. In all of these, the references adopt the format 'x.y.z' where 'x' is the outcome number, 'y' is the component number within that outcome, and 'z' represents the measure within that component's group

For pupils

- Learner reflection (composite of 1.4.1 and 1.4.2)

- Skills development (2.2.1)
- Managing and Manipulation Data (3.3.1 and 3.3.2)
- Investigatory Learning (5.3.1 and 5.1.1)
- Shared Learning (6.1.1 and 6.1.2)
- Motivation (7.2.1 and 7.3.1)

For teachers

- Learner reflection (1.1.2 and 1.1.4)
- Skills Development (2.1.2)
- Managing and Manipulating Data (3.2.1)
- Motivation (7.1.2)
- Enhancing Learning Outcomes (8.1.2, 8.3.1, 8.3.2 and 8.3.3)
- Self Esteem & Confidence (10.1.1, 10.1.2 and 10.1.3)

For managements

- Shared Planning & Organisation (4.3.1)
- Enhancing Learning Outcomes (8.1.1)
- Quality of Outcomes (9.2.1, 9.3.1, 9.3.2, 9.4.1 and 9.4.2)
- Self-esteem/Confidence (10.1.1, 10.1.2 and 10.1.3)
- Teacher use of ICT to enrich and make learning more effective (13.1.1, 13.1.4 and 13.1.5)

The results show, unsurprisingly, that there is no uniformity of provision or standard. Management in most cases felt there were strengths in the provision of ICT for SEN pupils and pupils getting learning support. Almost all management colleagues agreed that there were major weaknesses in the use of ICT to communicate with parents or the community. Almost all the teachers recognised that ICT did motivate and challenge their pupils. Most felt that lack of experience in organising and integrating ICT meant that this was not always exploited to its best advantage. Provision for pupils was not consistent, varying from one child not having touched the computer all session to one class who had equality of provision and access across most of the ICT 5-14 strands

The recommendations which arose from the use of MIICE measures to raise the important issues include the following

- Use of Fife's ICT support materials for planning and ideas to move the focus from teaching ICT skills only into more practical applications
- Better resources management with classrooms
- Evidence of 'ICT in action' to be included in wall displays and help sheets and labels clearly displayed
- Initial focus should be on the strands Creating and presenting, and Collecting and analysing
- Deployment of more confident ICT staff in the upper primary stages
- Regular opportunities for staff to familiarise themselves with current hardware, software and support materials
- Teaching staff should be in control of ICT in learning and teaching within the classroom
- More dissemination of good practice in organising and delivering the curriculum through ICT
- Regular staff development
- Support in computer suites
- Clear procedures for reporting problems or faults

HGIOS and MIICE

Although *How good is our school?* and the MIICE quality framework are involved in measuring different levels of precision in learning, there is an evident desire to link the activities which both analyses imply, not least for workload purposes. Some also argue on 'joined up thinking' grounds

The MIICE partnership published MIICE Discussion Paper 3 on relationships between MIICE and *How good is our school?* in October 2002. But this is not an easy read. John Ferrie of Greenock High School, until recently on secondment as a development officer for Inverclyde Council, has developed a toolbox which takes the relationship forward in 2 really useful ways

1.1 Structure of the Curriculum

Breadth and balance across elements of the curriculum		
To what extent	Level	How do we know?
Do programmes of work allow for a diversity of entry points into tasks as well as a variety of satisfying exit points, to cater for different needs or experience in ICT? [8.1.1*]		
Features to consider		
<ul style="list-style-type: none"> • Articulation with Primary Provision • Levels of attainment and experience in Primary • Coverage of ICT strands across S1/S2 • Preparation for specific S3 courses e.g. <ul style="list-style-type: none"> • Business Studies • Computing Studies • Graphic Communication • Pupils reaching potential • Provision for SEN • Provision for pupils with little or no ICT experience 		
To what extent	Level	How do we know?
Is there a discernible effort to ensure that all learners gain a range of experience of ICT use appropriate to their age, experience and needs? [8.1.3*]		
Features to consider		
<ul style="list-style-type: none"> • Differentiated teaching styles • Differentiated teaching materials • Appropriate use and provision of software • Range of software and related skills <ul style="list-style-type: none"> • Word-processing • DTP • Database • Spreadsheet • Multimedia • Digital imaging and video • Computer aided drawing and graphics • Electronic presentation • Appropriate use and provision of hardware 		

- 1 Layout John's toolbox shows the links between HGIOS quality indicators and themes and MIICE measures and has space for you to record or refer to evidence to support an assigned level
- 2 Features to consider John's toolbox also offers you a starter set of features which might be considered when assessing performance; you can add your own as well. Although John's initial range of purposes were mainly concerned with secondary subject departments, MIICE hopes that this might be useful for colleagues in primary and SEN schools too

This material, in *Word* and *AppleWorks* formats, will be available from the MIICE website - <http://www.miice.org.uk> - before the end of August 2003

MIICE around Scotland

East Renfrewshire is a recent partner and is exploring the uses of MIICE in particular for post-NOF training staff evaluation, starting with a pilot in St Luke's High School in Barrhead, where the draft of Discussion Paper 5 (qv) has proved to be helpful

City of Edinburgh Council is making use of the MIICE framework to help their quality improvement team to evaluate the success of the uses of ICT in one of their recently built secondary schools

In *Highland*, Gairloch High School has decided to use the MIICE framework as the basis for the evaluation of their various ICT projects in next year's school development plan

North Lanarkshire has incorporated some MIICE related activities into their catalogue of staff development opportunities in 2003/04. MIICE is also being used to evaluate a University of Edinburgh project exploring the use of video technologies to assist Lawmuir Primary School's inclusion activities; this will feature in the November 2003 MIICE conference

Orkney had an insert in a recent meeting of head teachers, with a video link to Roddy Stuart in Glasgow, to explore the ways in which MIICE could be useful in Orkney schools

Stirling has an ICT conference in November, in Balfron, and there will be a MIICE workshop there; they are also continuing to use MIICE to assess the success of their Virtual Schoolbag project, aimed at offering assistance for looked after children

Please send details of your local projects to rodny@miice.org.uk

New partners

The MIICE partnership is delighted that Comhairle nan Eilean Siar and South Lanarkshire Council have joined during this quarter, which brings the total to 24 out of the 32 Scottish education authorities

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 (SiTC 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

EAs

Aberdeen City Council
Angus Council
Argyll and Bute Council
Comhairle nan Eilean Siar
Dundee City Council
East Ayrshire Council
East Dunbartonshire Council
East Lothian Council
East Renfrewshire Council
City of Edinburgh Council
Falkirk Council
The Fife Council

Glasgow City Council
Highland Council
Inverclyde Council
Midlothian Council
North Lanarkshire Council
Orkney Islands Council
Perth and Kinross Council
Renfrewshire Council
Scottish Borders Council
South Lanarkshire Council
Stirling Council
West Lothian Council

TEIs

University of Aberdeen
University of Dundee
University of Edinburgh
University of Strathclyde