



“ The use of information technology should make a difference to teaching and learning. One problem for us is how to take advantage of this high level of skill that our pupils have, as Heppell once said: ‘ What we seem to be observing is the Andy Pandy generation leading the Sonic Generation into the information age, and the Andy Pandy generation have some homework to do.....’

(Heppell 1993, as cited in Griffin 1995, p10)

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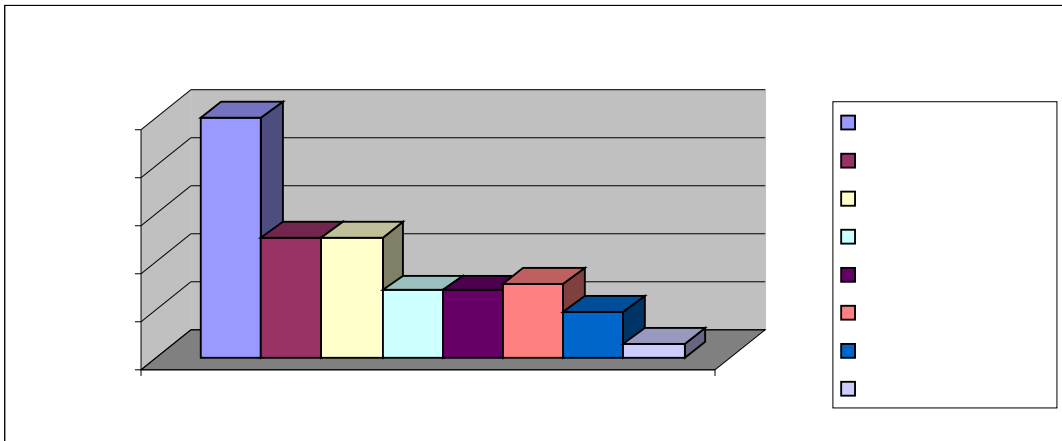
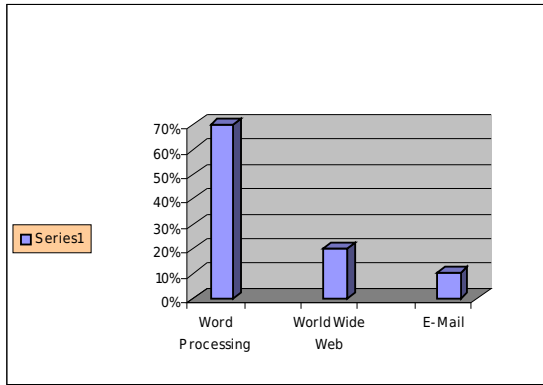
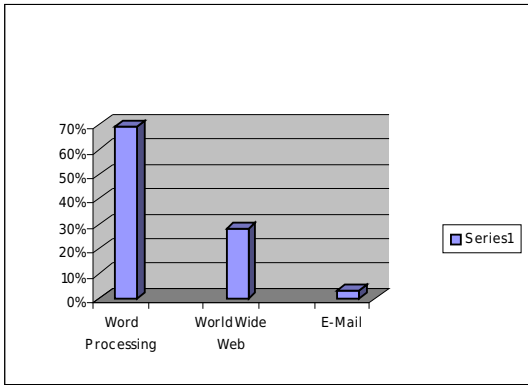
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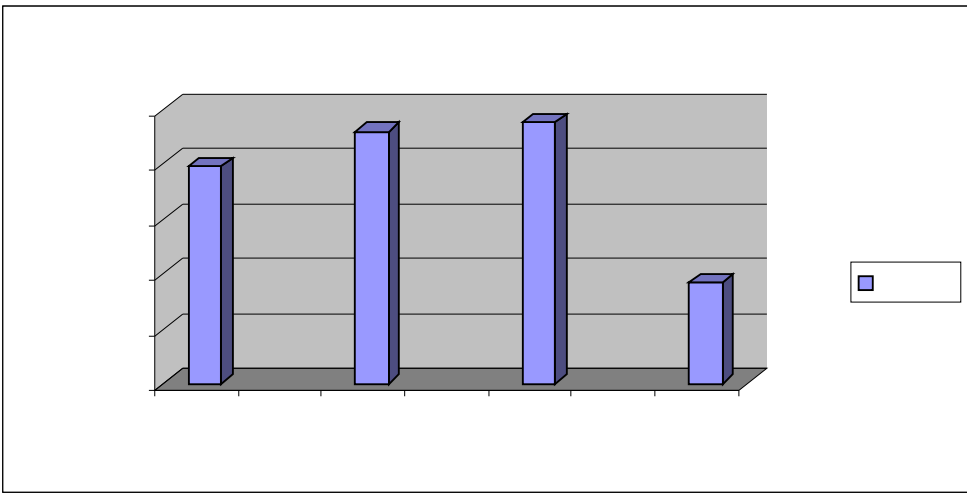
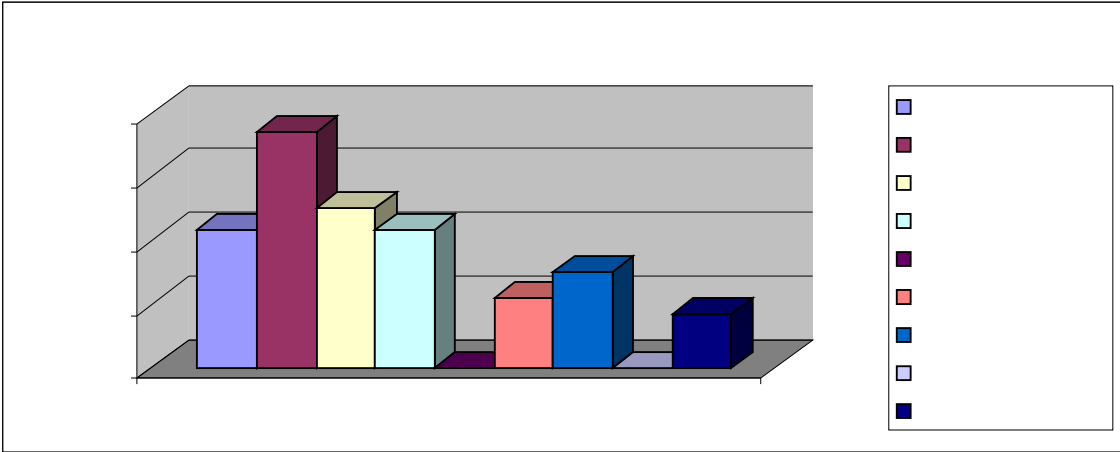
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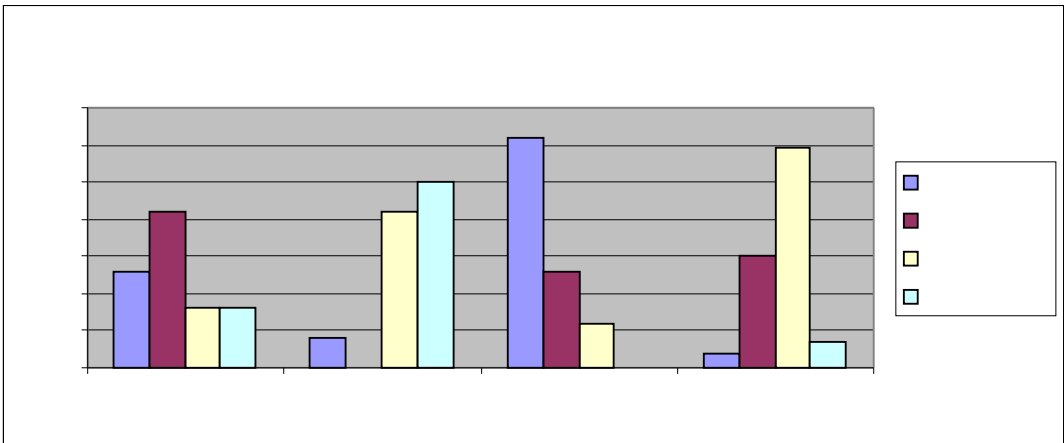
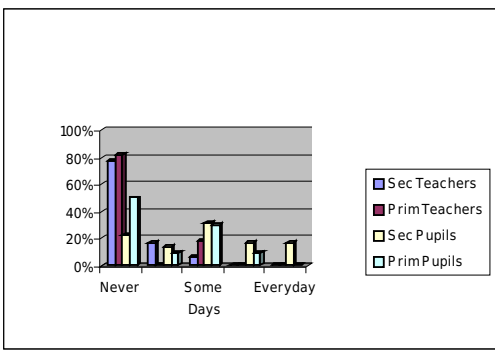
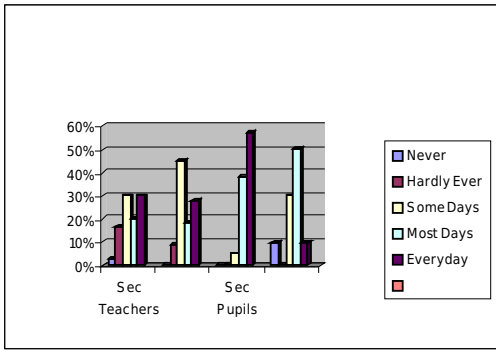
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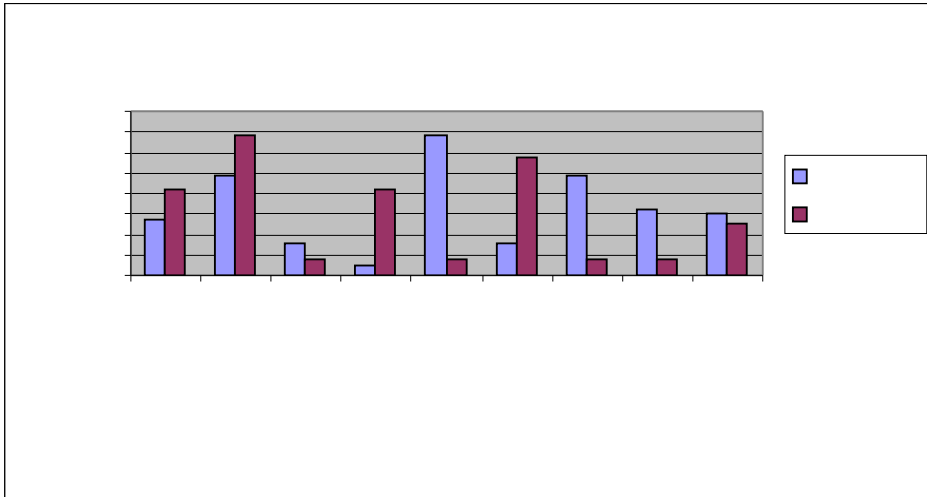
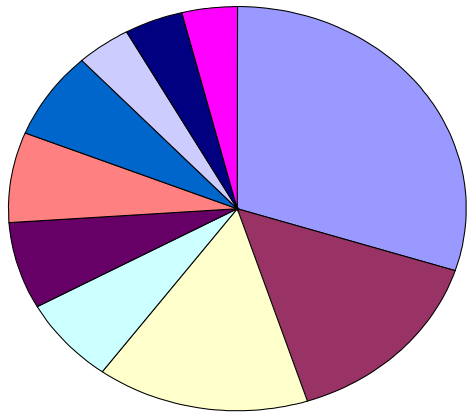
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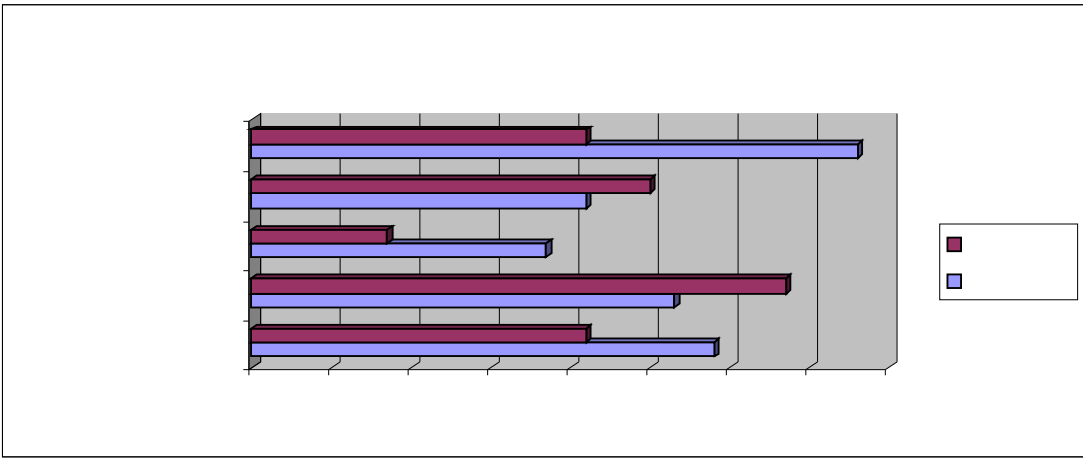
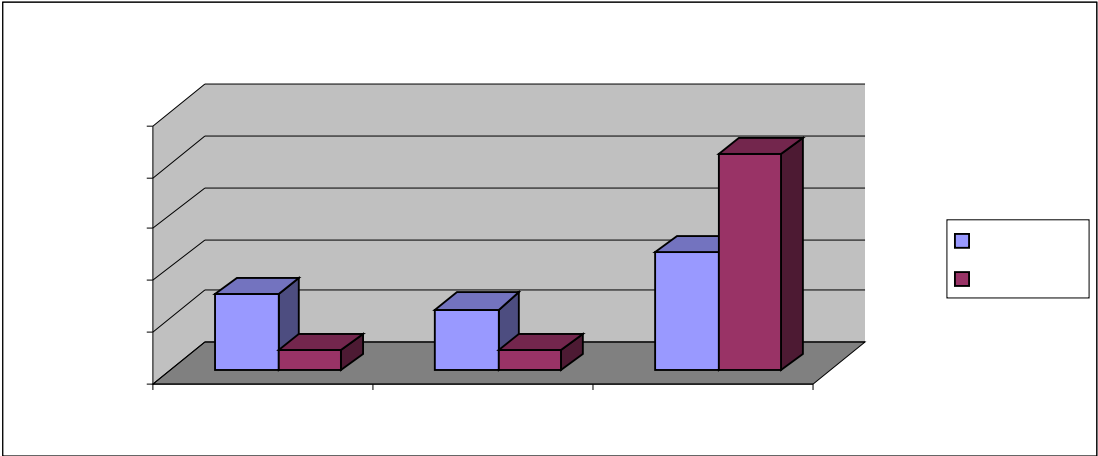
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'Educationalist who put Computers in Schools'

New Insights from Pisa 2003 (EUN)

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ICT and Pedagogy. A Report to the DFES.

Applying Educational Research- A Practical Guide for Teachers

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After the Death of Childhood: Growing up in the Age of Electronic Media.

Advisory paper on the Review of ICT in the N.I. Curriculum.

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Proposals for Curriculum & Assessment at Keystages 1 and 2.

'Pathways' Proposals for Curriculum & Assessment at Keystage 3.

Curriculum and Assessment at Keystage 3.

Part 2: Discussion Papers and Case Studies – Pathways.

Theory and Method

Research Methods in Education

'Technology in Constructivist Mathematics Classrooms'

Future Post-Primary Arrangements in N.I

Advice from the Post-Primary Working Group

Using Information and Communications Technology in Learning and Teaching: A Framework for reflection, planning and evaluation in school development

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ICT and Pedagogy

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'Introduction (p.10)

Computers in the Primary Classroom

The New Millenium and the Future of Learning' -
(p102, p103, p105)

Computers in the Primary Classroom

Issues of Multimedia in the Learning Environment' -
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Computers in the Primary Classroom

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Key Messages from the Curriculum 21 conferences and the Curriculum Monitoring Programme.

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Teaching with Computers- A New Menu for the 90's.

The European Schoolnet, An online European Community for Teachers? A Valuable Professional Resource.

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How Children Think and Learn

38 years

For 10 years

There is.

The ICT coordinator and a core team – which answers your next question.

Yes

About a year ago – before our focus inspection on ICT

It has.

It's placed second to Maths because at the minute we're involved in the numeracy strategy.

It has.

The financial resources that were given were the C2K resources plus we set up a computer suite and we obtained the funding for that from the 'Improving Schools' extra funding. 'Improving Schools' was additional funding.
Yes.

Yes.

They have.

We consider it very important . It gets top priority in the school.

Not to a great extent. I encourage the core team and the ICT coordinator – so I tend to delegate.

I would take account of this as part of their overall capabilities and I would also find that it is a complete necessity for the future.

I encouraged the staff through NOF training plus they did their EDCL qualification and the school paid for all staff including the classroom assistants to do this.

Not at the moment.

It has been set up and added to weekly by all classes but it is still at the very early stages.

Yes – I value it – as I say it's a new resource and I can see it go from strength to strength in the future as people will use it more often.

No

N/A

No.

I would. I also insist that ICT is part of their timetable and that they have a time to visit the computer suite and also use it in the classroom because they are all networked.

Primary 4 and primary 7 are getting to a stage of having a level in ICT. In the past we had a level in English and Maths but now we are getting to a stage of having this in ICT too.

Yes- the ICT core team is working on that at the minute and trying to develop it so that realistic targets are set and are being extended each year. As I said the inspection focussed on ICT and numeracy and some of the comments made were very positive and also go towards setting goals for the future. You can take – you are free to use that copy of our recent inspection report.

Yes.

Yes, we have recently employed a technician for one hour a day and he helps set up lessons for the following day and answers queries. I also have in this school, nineteen classroom assistants all with various degrees of computer skills and they are able to support the class teacher throughout the day with small groups and with individual classroom support.

Yes

I feel yes because the difference in the last number of years has been tremendous. When you visit the nursery and see the three and four year olds already using computers, I wonder what skills they will have when they reach primary 7.

Teaching on a cross-curricular basis - I believe is the main purpose of ICT!

Saying as I have just one year left to go, I don't intend looking too far into the future but I can't see any limits to it - but at the minute changes are so rapid, I think one year is enough to look ahead.

Not for ICT

Haven't studied it yet.

Yes!

There is enough people with expertise in the primary setting who can help one another in the school, in particular the ICT coordinator coordinating it and people sharing skills. It has been easy enough helping one another out.

No. It supports it.

Maybe in secondary schools but not in primary. I can see a big difference in capability as mentioned in the inspection report.

Our computer suite will probably need updating in the next year because things are moving so fast.

We need more computers in the classrooms too. We are averaging two to a classroom but we could do with half a dozen or so.

I can at 'A' Level stage and probably working its wayback.

No.

The main constraint in the past has been lack of skills and knowledge amongst staff but that is slowly improvingin fact..fairly quickly now as people are much more competent. I think those constraints have lifted and people are more confident in their own abilities.

No.

P You're Welcome.

10 years

10 years

7 years

Yes

Yes

Mainly just myself but I did take quite a bit of advice from the ICT CASS team.

We only drew it up last year- prior to this we had only been working on yearly action plans.

Yes it has. These were very much taken into account particularly the whole sway now towards looking at generic software as opposed to content specific software in delivering the ICT element of the curriculum.

It is still very much to the forefront of the school development plans for 2005. We had an inspection in October 2004 and we will have a follow-up in 18 months. The inspection focus was on Numeracy and ICT so it is still very much in the forefront of teacher's minds in that they have to be integrating ICT throughout their teaching and in particular with Numeracy.

Yes it has because numeracy has been a focus in the school this year and numeracy specifically with ICT has been a priority with all the staff to ensure that this aspect of numeracy is active.

No. There are still schemes of work to be updated. They are being used in terms of the teacher's individual planners or half-term plans where ICT is being included in this but the schemes will need to be reworked to include the ICT element.

Yes, the numeracy scheme currently and all throughout this year has been reviewed to see where ICT can be included and updated.

They do very much see the importance of ICT. They provide support to me the co-ordinator in terms of allowing me directed time and meetings with other staff. The Principal is paying for a technician to come in this year for a short period every day to support teachers and to help with any problems they are having in setting up equipment and getting projects off the ground.....so that is an important aspect of the ICT provision.

Senior Management would be very aware of ICT being used in classrooms because now the displays throughout the classrooms and in corridors are very much ICT enhanced. So, Senior Management would be very aware of the extent to which ICT is being used and would, I suppose comment and praise the work that is being done. They are also very aware that ICT is now an important part of teachers' administration work as well.

Yes. This year the whole school was given training in Clounagh on generic software. That involved seven separate days and all staff in the school had an opportunity to attend that. Also, em, the school has been running a project for the last term and I myself initiated it as ICT coordinator. We set up a school Intranet site and teachers were contributing to it on a weekly basis and the KS2 staff members in particular were set particular separate little tasks which involved getting the children using some of the new generic software. So this has had a big impact on the staff development in ICT and I think it's this kind of staff development that is necessary to continue if teaching skills that were introduced and developed during NOF training are to be brought forward and moved on.

Well, those seven days this year, also I as ICT coordinator got two days training last year in the use of web authoring software which I then disseminated to the rest of the staff. There's also been special needs software training which some of the staff attended and the Irish-medium teachers had some INSET training in ICT on their development days too. There's a minimum of 10 days if not more over the last two years.

The two terms over which NOF training took place was September '01 to February '02 and I was off on maternity leave so I just attended the school on the days of the training. During this period I didn't have much opportunity to get feedback from other staff in terms of how they felt about quality assurance or if it was an aspect of the training. My own personal opinion was that the training we received from the member of the Board's staff was of a high standard and he was very capable of helping the teachers get through the tasks that were set. I did feel though towards the end.....at that time the provider was the LSP- the Learning School's Programme whose contract expired in February '02. I did feel at the end it was rushed and really two terms wasn't long enough. Possibly it should have been allowed to run until the summer term to enable teachers time to take back what they were learning and practice it in the classroom.

Well, it's not an Intranet per se. It is only an outline platform to commend good work and behaviour in carrying out weekly tasks. It is an incentive for pupils to work hard and as I said before it has had a big impact on staff development. It did fulfil all of the functions it set out to do and from an ICT coordinator's point of view, it will be a stepping stone for the development of an authentic Intranet in the near future.

Very much because its aims meet the requirements of this year's action plans.

No. We do not have an Internet site.

Children being familiar with the wider range of software. We don't have a Scheme of Work for ICT but we are aware of and are working on an assessment/evaluation procedure checklist of some kind to help measure the use of ICT across the school.

There is no overall based assessment in ICT. Teachers currently carry out little assessments individually on skills taught in class. These are linked with subject-related objectives carried out through ICT.

Yes – the teachers are very aware that ICT must play a major role in their teaching and in particular they set targets in the areas of literacy and numeracy

We are in so far that we use graded software so that it is geared at the appropriate age group. It helps provide an idea of what each year group should be doing in terms of being introduced to the skills involved in the strands of ICT – communication, information handling, modelling and controlling etc. This is really our current guideline for setting goals for pupils.

Yes, very much so. Classroom assistants account for a large part of the school team and every one of our assistants have ICT skills and/or qualifications. We also have as mentioned earlier a technician and then there is myself as ICT coordinator. Peer support is also very strong as teachers rely on and learn from one another. Having said all of this however, in order for ICT to progress even further in our school, I believe it is important that teachers use their initiative and in doing so learn from this.

Yes – of course we have the C2K managed service that can be called upon at any time and faults are remedied quickly. We also have the part-time technician.

Yes, I most certainly do. However, it is very important that teachers be aware of the children who are not accessing ICT at home. It is these children whom we must target until the digital divide is fully addressed.

Well, the ICT suite does have its advantages and disadvantages. The disadvantages are that the delivery of different activities can be difficult to coordinate from the teacher's point of view. ICT can also be problematic from a technical point of view and if technical problems arise during a full class lesson, this can be daunting unless the teacher has some technical expertise. But to go back to the question, the answer is No – because classroom ICT still goes on and is reinforced in larger groups when time-tabled for the ICT suite.

I would say every three to five years. After this equipment would need reviewing especially with the speed of change in the field of technology. As well as that the developments in ICT and delivery of this would need to be reviewed regularly too.

Not specifically in terms of ICT but we do liaise.

I haven't read it so I cannot comment.

Yes, I see my role as being very important. Firstly it is important that I monitor equality of access for all pupils and therefore must ensure the timetable is set up to allow for this. In the classroom full use is made of the networked system and the stand alone PCs and because Senior Management take an active role in supporting ICT there is, inevitably, frequent communication in terms of reporting ICT usage.

Certainly. ICT skills cover a very broad spectrum. There are few who know absolutely everything technically and/or skills wise and therefore we can all learn from each other. I myself learn new ICT skills from my teenage children.

Yes. We have ICT literate staff in the nursery, the main school and in the Bun Scoil who can take ICT forward in the school.

Well in this school, I am - being the ICT coordinator, regarded as the specialist. I see my main role as one that encourages and supports my colleagues in the development of ICT across the school. I also offer encouragement and support at the planning stages of ICT integration so that teachers have guidance in setting realistic targets and goals for pupils in their classes.

Yes, but this doesn't mean total familiarity. It is to ensure continuity and progression across year groups and keystages. It is all about having the experience to help existing staff and new teachers too.

Yes. The school paid for all classroom assistants to take part in EDCL training delivered by NDC of Ireland. The assistants also received specific software training from the teaching staff that allows them to plan ahead and to set up programmes in advance for the teaching of specific ICT skills.

None!

We certainly need more fixed multimedia projectors and interactive whiteboards.

No – not in the primary school.

No.

Computer/pupil ratio plus lack of multimedia OHPs in classrooms to facilitate whole class teaching. ICT is still considered an add-on rather than integral to teacher planning as teachers have not yet built up a repertoire of tried and tested activities to explore the various topics in each subject area to enable them to make informed decisions about how ICT can be effectively integrated. The only option, without the tried and tested repertoire is for teachers to spend considerable time exploring software, web sites etc. Not all teachers feel this is time justifiably spent when there are books to be marked etc.

You are welcome.

This June - 28 years

Two and a half years

There is an ICT policy for the school - Yes.

Well the main people....It was drawn up before I came to the school and the main people would have been the ICT coordinator at the time, the Vice Principal in charge of curriculum and the then principal at the time would have had an input, I think.....but I'm not entirely sure and clear about that... Those are what I have been led to believe.

There is an ICT core team. It hasn't met.... I don't think it has met in my time in the school I have never reviewed the ICT policy.

Well, I know there hasn't been a review of the actual policyI mean there has been a change in the practice in the school and it reflects the current developments (obviously) because in the last couple of years we have had the introduction of the managed service and the extension of ICT throughout the school into every department and of course the class system that is unique to Northern Ireland is now extended throughout the school too. So all of these are major developments in the last year, 15 months.

Well, we have a whole-school development plan for 2005 and it's an extension of what we're doing at the moment which is to attempt to extend the use of ICT throughout the school. This, I suppose is certainly a major development that is likely to happen in that the teaching of ICT which will become more a matter for individual teachers as opposed to the specialist team in the Business Studies/ICT department. One can see developments on that front from Next September.

I am not entirely sure what that questions means.

Oh God, Yes. Surprising! The amount of money we have spent on it has been enormous. If I was to turn the clock back, you know, to say to a year or two years ago and if somebody told me then – 'You are going to spend that amount of money on ICT development in your school', I would have denied that was possible.

Financial, now this is a big one! Well the second part of the question first. Firstly, well there is no... .sorry let me start again. Going in search of additional funding.....well there's three ICT rooms in the school, one of them was formerly a Home Economics room and the school spent the money stripping out that room and putting in sort of basic benching and other equipment in order to make it an ICT room. We did that cheaply but we bought the computers for that room and they cost £25,000.

School funds – Yes. Simultaneously we're putting in a plan to the Department of Education to have the room professionally equipped as a specialist room and the work will start on that on the 26th May of this year when the 'A' level students and GCSE students leave. That will cost £45,000- now that additional funding is coming from the Department of Education so we did source that externally. And then the first part of the question- what financial resources are given to ICT? We've spent the £25,000 equipping that room with hardware, we've also spent another...(looks for file) approximate £18,000 on putting managed machines into different parts of the school and that's on top of the £25,000 I mentioned earlier. So there's been a huge investment in it.

It is interesting that you should mention that because just before lunchtime today (retrieves another file), (Name/ICT coordinator) just give me this. She said that this year because all departments have now got printers in their rooms that obviously each department has been putting in refill cartridges. If you total that across the school, that is a cost of £9,250 this year. Now I will have to put that into departmental budgets for this financial year. So that is an immediate cost. You can say that is funding we have never had to provide for in the past- do you know what I'm saying.

Well from what I have seen it mostly is. We encourage it to be integrated into all schemes of work. I have to say from schemes of work coming through to me that it isn't integrated into every scheme. It's in most of them.

Yes, on an annual basis.

Well, obviously all the developments that I have been talking about originated from Senior Management and in that sense we've driven it forward.

I suppose I'm a team member of Senior Management. I'm fairly ICT literate, you know.

Yes I would - Well if you consider OHPs and projectors. It's interesting that you should say that about OHPs. I never thought of that. It's interesting that you should say that because I was just looking at that this morning. Various departments have been to see me and I've been looking at what we actually spent. Well I budgeted last year a certain amount and I went over my budget by £27,000. I asked myself - where did it go to? Some went to the R.E. department on a projector; printers throughout the school got that amount of money (£1170), Mrs (Name) got an additional managed PC, Mrs (Name) got a printer; a laser jet went to Mrs (Name) and the library got computers (£9360). That's another £9000 I forgot about- those computers had to go in. H.E. got an OHP, Miss (Name) got an additional PC, a projector went to T&D and Mrs (Name) got another printer. So an additional £27,000 went toIt's just that....I couldn't believe it - This won't happen in following years. I've just realised that I have no money left so the English Department needn't come looking for a projector.....!!!!!!

Yes. It would be on the personal specification so we would interview with that in mind and it would be on the promotional spec as well.

Well there is an ICT coordinator and the job is delegated to her. We've had sessions this year as you know.

(Name) has had sessions and other things have been ongoing as well. I should say here that KS3 ICT is part of ICT development because children are expected to attain a level at the end of KS3. We are all involved in that.

In relation to e-mailing each other- isn't that what we are talking about? I have to say I have never e-mailed another member of staff here. Have you?... I'm glad I got you to admit that one! Although I know how to do it, I haven't done. The thing about it is an institution as small as this wouldn't.....Oh, I have! Yes, I correct myself - when I write up things for the newspaper, I send them to (Name) and she sends it on to the newspaper. I do, do it.

Well I value it in so far as I use it but I have a limited use of it. I suppose when you think of it, if you can see it clearer in a situation. I mean, I come in every morning and turn on my computer so that's there all day. If you could be pretty sure that everyone would do that, you know, rather than putting letters in your pigeon hole- I would e-mail you and say - 'Do you want to talk to me or can you look at this and tell me what you think of it'. I don't think at school, people are operating on that basis - probably quite a number of people wouldn't! I e-mailed (Name of person in the Board) because we were advertising a post for sociology and citizenship and so I e-mailed her about it. I haven't had a response- so that's the Board officer who doesn't use e-mails either!

Yes! Yes, it's a good one. Do you want to see it? It's actually being rebuilt at the moment, did you? I'm very proud of this actually.

Yes, I actually did but now I'm changing it. Just hold on a second until it comes up. Oh on that, Oh no, I won't start talking about rate your teacher. Now....what we did actually was we started out about eight or ten months ago and we had a news site which we updated on a monthly basis. We get someone to do it for us. (Mrs (Name) sends out information to it. But now we've changed it. Now where are we? And this is the new web site- now it's still in construction at the moment so it's not... ..What it's going to have is the news down here and then further links to the school policies, prospectus and other matters down here. The guy who's doing it contacted me yesterday and said - 'What do you think?' I like the idea of having the news here and then if you want to go on to find out more, then you can link here. But, I think there'll have to be more links and I was going to put down pastoral care policy, ICT policy and other policies that can go in there so that people can find out about the school but anyway....sorry...

I do.

Now, there's one - are the pupils actively involved? Well, disappointingly I went to the 6th formers about 12 months ago and said to them if any of them would be prepared to draw me up a website. They are taught website design at GCSE and I'd give them £500. Not one of them offered and I was disappointed with that because it hit a brick wall straight away.

They could do that, yes. That is a definite possibility. Maybe we'll talk about that another time.

Where is that question? Hold on – Oh yes.

I know what you're saying to me and it's interesting but I know the problem that teachers find is that they might have one computer in the room and they have difficulty integrating ICT into their teaching. Right – they can't go to one of the ICT suites because that is choker-blocked all the time so there's major problems on that front

Well, there is ICT accreditation which is ongoing and then there modular tests but it varies in the ICT department.

I'm not sure what you mean by that Maria.

I don't set them, No.

No, I don't think so.

No.

If people want some help Damien (Technician) is there. I suppose the ICT teachers are there too and whether that is adequate enough or not is debatable.

Yes I think it is actually. Not only have we Damien but we also have the managed service. I had a problem with my hardware this morning and I know I'll get it dealt with within 24 hours because that is part of the contract.

Yes I do.

Discrete? Remove much of the rationale for not including it or for including it?

Phew! Possibly, I just don't know about that. I'm not sure. It would seem to me that as a Science teacher I would have used ICT because it is central to Science teaching– datalogging equipment and they're not going to know how to use dataloggers nor realise the benefit of datalogging in an ICT class. There are elements of ICT that would be essential to be taught. I do know the Science department here use dataloggers as well and it is essential to what they do.

I don't think I look that far ahead. I suppose you should look ahead as far as you possibly can. Things are moving so rapidly at the moment, it is impossible to foresee what the future is going to be.

Well I suppose the people who go out to the primary schools in the Summer Term prior to the P7 coming in in September can best answer that question. Is there information collected about ICT skills – I don't think so.

Well if I knew what its contents were I could attempt to comment. I haven't a clue.

What? That students should help teachers?- sure- Why not? Obviously!

I would say so in this school. My feeling would be – you would have an opinion on this too but my gut instinct would be that there is.

Well I think they develop the basic skills don't they? And then obviously that enables them to build on that into their own specialist areas. I would not say there is always going to be ...I would not say there will be a time whenever there isn't specific ICT classes timetabled for KS3 classes here. Some schools may have decided not to timetable ICT but that is not the way forward for us. It will be subject specific.

I still think so. My feeling would be that there will always be people needed to teach the basic skills

Well, what we would need to do- we would need far more computers in each room rather than the one or two, the paltry number that we have. Some of the rooms- I am referring to Technology in particular would need more ICT hardware.

P Yes, they are happening aren't they in any case, you know.

Well, if you're looking at priorities Maria, in this school, the main priority would be to give the children civilised changing rooms. If we could get that done then we could think about video-conferencing. But it is appalling that conditions in which they have to change and that's my number one priority to get into civilised changing rooms. Video-conferencing is the icing on the cake.

Well the two constraints obviously would be the skills of the teachers. There are some who are just unskilled but they are in the minority and also then if we could put more computers into the classrooms. You could start off by giving out to those teachers who are demanding of me but that will be led on demand and there are teachers who are doing that and they will be in the front line. If I could get computers to them I would. Talking about finance today, has allowed me to reflect on the amount of money we've spent on ICT and that too is a big constraint.

9 years

8 years

Approximately 7 years

Now there was a core team set up about six years ago pre-NOF but this sort of dispersed as such, but we are currently considering setting up an ICT development team now that C2K is on board and post NOF. This team will obviously move ICT forward.

Yes

The Vice Principal and myself.

It is currently being reviewed.

Yes. Obviously Post NOF, there is going to be an audit of what teachers would require from INSET for ICT. There is also the implementation of the new C2K software that is available. So it is reflecting all those new developments regarding ICT.

Well, the Vice Principal is currently sending round a proforma whereby teachers have to record what their ICT requirements are with regards the development of ICT within their departments for 2005. So, in effect when those are analysed it will then place ICT exactly where it needs to be for the professional development of teachers in ICT.

Absolutely. Yes!

It has been encouraged to be integrated. The CCIT programme is one of the areas where we have concretely included ICT in many subject areas. I know that it is one of my remits to encourage teachers to put ICT into their schemes of work but in answer to- is it in them? ... is a different question.

.Well, Mr (Name) reviews on a yearly basis. I'm sure that is one area he will be looking into if he has not already done so.

Well, Mr (Name) is heavily involved in PRSD. He is bringing in three objectives for teachers to use ICT. Obviously it is to bring ICT on in terms of professional development and to move it forward Would he comment to me?

No, not directly to me but on some occasions he would comment on someone's knowledge of software and he would enquire about what people know. From my own experience from people who come into my ICT room – people who would be in favour of ICT – sometimes he would ask me about that.

R

Getting there.

Absolutely. For example the VP for curriculum has to use ICT for curriculum so she has to be au fait. I would say – yes they are.

Yes. We are currently reviewing the ICT policy and are very concentrated on ICT at the moment. The Empowering School's document also ensures that we keep thinking of teachers' professional development. So INSET days..... for example a 'Photoshop' day is coming up and in September an INSET day has been set aside and will be devoted to ICT.

Not a lot I would say. In answer to that however, there has been an element of CCIT training where I have taken Heads of Department and basically stated exactly what they had to do. In the case of CCIT there has been some form of training for teachers.

No.

Currently it is not being used. We are using 'Learning Resources' more. However, it is our intention to use it much more at some stage because we know how valuable it is. That answers your next question.

A very useful resource. I am aware that it's there but like everything else we need time.

No. Now to expand on that. Pupils had been encouraged to actually create the website and had been offered a reward in terms of money because I had a good ICT class where I was delivering an AVCE. Creating a website was an element of that..... so they were encouraged but nobody put themselves forward to do that.

It could be seen as an element of a lack of confidence but also they don't want to do anything school-related.

Well one of the main measures we use is room availability. People coming to access the ICT suites is one way we measure how subject areas are using ICT. Also problems....the more problems that occur it comes back to me as C2K manager so I am aware of what departments are using it more. Also the want of more hardware or software is another measure, then we obviously know they are using it or need more of it!

Well in years 8 and 9 in all Junior classes we run a discrete programme where ICT is delivered in isolation, so six assessments are carried out in years 8 and 9 and then in Year 10 we have the CCIT

programme where various departments are involved under the four strands and report back to me what levels of attainment pupils achieve.

Currently all subject areas are encouraged to deliver CCIT at Keystage 3- from first year to third year. This year we have four departments involved with CCIT. However, this will increase next year..... but every department is encouraged to deliver ICT at KS3 and obviously include it in their schemes of work. At KS4 there should be elements of ICT delivered through the GCSE syllabi'. Well at the moment they haven't been but from September on, there is the PRSD programme and there will be three objectives for the entire school all related to ICT.

First and foremost there is me, the ICT coordinator. I would like to think if anybody needed help, I could help them. Then there is the ICT technician who helps or is involved in helping all teachers in the support of ICT across subject areas.

It could be better- like everything else it could be better.

Yes!

Well, I think teachers can go down the avenue of – Why should I when ICT teachers are delivering it – but really what we're trying to do is to be facilitators for the subject areas. We try to incorporate into our schemes of work what they need with regards to ICT in their subject areas. So really we are facilitators of teachers and we would like to think that we are in a facilitating role and not first and foremost ICT teachers delivering what is supposed to be delivered in subject areas.

Yes!

Year to year.

No.

The Empowering School's Strategy is a document we all should be obviously reading and it's one that Senior Management and myself will have to be considering when setting milestones for future planning for teachers and pupils alike.

Yes. Absolutely.

Yes...but they are a lot more au fait with ICT – like mobiles etc. There is a lot of new technology out there that teachers will not be aware of.

Well, as I said earlier on, there was a core team – it sort of died away but there will be a new development team introduced in September. We would like to think there will be a member in each department who will be fundamental in leading the members of their departments forward.

The key word I would say is facilitator. A key role of ICT teachers is to support other teachers in the delivery of ICT in their own subject areas.

I would like to think we're supporting them.

There will always be a need for ICT teachers for GCSE and A Levels as they involve more technical aspects of computers. I wouldn't imagine that regular teachers would be expected to know this.

No. However, in the future there will be some form of training for classroom assistants. I have spoken to the Principal about this and it's part of our development plan.

The librarian has eight networked computers in her room. She has been trained but I don't liaise with the librarian- I just assume she helps people in the delivery of ICT. But she too will play a major role in the new development team.

A greater number of computers and LCD projectors.

Yes, Yes!

At Keystage 4 this is a major part of the course that I teach however, I don't have any C2K software to allow me to do this.

No. I would like to add that I am C2K manager but I never got training as a manager of this.

Resources probably would be the first cry that people would shout....I imagine. Secondly training-training is essential....and money and time.

You are welcome. It was a pleasure Mrs Hamill



[REDACTED]

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[REDACTED]