

Education Scotland Transformative Change (TC): Impact review – St Roch’s Secondary School Glasgow City.

Purpose of visit:

The purpose of the visit is to consider the impact of Transformative Change approaches in learning using eTwinning at St. Roch’s Secondary in Glasgow. The approaches used for this work are the Three Horizon kit and the change tool - *Implemento*, both published by Education Scotland in partnership with the International Futures Forum. This project is part of our work to support continuous improvement for Scottish education and learners.

Background:

The British Council (BC) eTwinning programme leader for links for European schools programmes, Susan Linklater requested a pilot project, to be completed in partnership with Education Scotland. Five Glasgow schools selected by their Executive Director of Education, Maureen McKenna have been working with a linked eTwinning Ambassador, funded by the BC since November 2013. They are developing innovation in teaching and learning through the use of eTwinning. They used the 3 Horizons toolkit and *Implemento* as a means of preparing for and planning for strategic change through eTwinning. At the beginning of the project the school benefitted from a helpful support visit from the International Education officer for Glasgow City council. After this visit they were better able to make good use of the toolkit. St Roch’s staff and learners are now ready to become ambassadors for a new partnered school in Glasgow from January 2015.

St Roch’s Secondary is demonstrating positive progress on increasing their understanding of the benefits of eTwinning as an International Education teaching and learning resource. Their learners, many of whom have very little previous experience of international development, are gaining a lot from working on this project .

From the beginning of the task work, learners were involved in the decisions on what information they wished to share with their partner school. This included the use of video conferencing, a skill the learners will now be able to use in other areas of their learning.

Review process:

The review process was designed to ensure an independent review of impact based on affirmation of the school’s self-evaluation. Independence was assured through the composition of the review team. This comprised of the HMI on the project team and an Education Scotland Associate Assessor inspector with great experience of developing and leading work in the secondary sector of another local authority. The success of the project was achieved through a range of activities, including using the portal well, as evidenced through the well-crafted film. It also included demonstrating the film as a “you tube” clip completed by the learners, their

confident explanations on all their learning in this area and the international Excellence award received from Glasgow City council.

The HMI team confirmed the quality of the work completed through a morning visit that included meetings with staff and learners and high quality exemplification shown with pride by the learners.

1. Findings of the review

The review team found strong evidence which supports the school's self-evaluation account. As a result, we are confident in affirming their content as accurate.

Evaluation findings:

The senior management of St Roch's submitted a very detailed self-evaluation account which describes the learning and developments put in place as intended outcomes and objectives of their work. During the evaluation morning the head teacher, depute headteacher and two staff gave a detailed report of their progress using the approaches, as well as describing how they are continuing to take forward eTwinning.

These priorities were analysed and confirmed by our findings.

We found that very good progress has been made in eTwinning. The school has a clear plan for developing the work they have begun and they aim to make a greater impact over the next session. Two unpromoted members of staff have benefitted greatly from the leadership opportunities offered to them through participation in this project. The senior management has encouraged and supported their staff to take full ownership of the work and the resultant successes achieved with the learners. The three horizons approach was used at the beginning of the project. This was led by Lesley Atkins the International development officer for Glasgow. These transformative change approaches helped the staff to develop and broaden their thinking and change present mind-sets. After the first session the staff were feeling a little unsure about how to go ahead with the work. They found using the three horizons approaches challenged them at first but after more use they were able see the benefits of using the toolkit.

St Roch's learners completed their eTwinning work as part of an activity period on a Wednesday afternoon. Learners from S1 to S6 have free choice time to select an activity. They selected the La Sagrada Familia school in Barcelona because of similarities between Catalonia and Scotland and also to sustain the Legacy of working together through Connecting Classrooms Europe. Young people told us of their enjoyment and challenge from sharing their knowledge and understanding of St Roch's Secondary and the great city of Glasgow. The pupils demonstrated considerable pride in their city and were particularly keen to share information about the recent successful Commonwealth Games.

The eTwinning activities completed were created around fulfilling the capabilities and attributes of the 4 capacities of Curriculum for Excellence.

As part of the eTwinning process, the staff and learners agreed with their partner school to meet the challenges of multi-culturalism and to enhance global awareness. Pupils in a focus group meeting explained well to the evaluation team, how they shared learning about their own school, their local area and their city with their partner school. For learners in St Roch's this also meant that pupils are learning in more detail about their own community, as well as, learning about their partner schools community. Saint Roch's Secondary are developing strong links at local level with Glasgow Housing Association. This gave the pupils valuable insight to the future of Glasgow. They shared this learning with their partner school. In particular, pupils were given access to the Commonwealth Games Athletes Village and a major local regeneration and housing site. The video produced, demonstrates clearly, enthusiastic learners, who are very proud of their city. The video also demonstrates that a considerable amount of work went into the project involving photos, interviews and messages.

As further confirmation of the quality of this work the project received an International Excellence Award from Glasgow City Council and a Quality Label from the British Council. From the conversations with learners participating in this project we can confirm the school's view that this project has built up the confidence well of the learners participating.

During our visit pupils described well how they used the "youtube" clips at all Year Group Assemblies in August 2014. It is clear that pupils at St Roch's take pride in the positive presentation of their school and their city by fellow pupils. The completion of this project supports the school improvement agenda on meeting learner needs by enabling them to become *'more self-motivated, knowledgeable about and actively involved in their own learning and development'*.

Young people demonstrated to our team that sharing ideas and information with young people from another country is extremely motivating and links in well to the tenets of Curriculum for Excellence. The project also demonstrates well the school's distributed leadership model with the pupils taking a key role in the development of the project. There is also a distributed leadership role fulfilled by the two unpromoted staff leading the learning. Staff and learners benefit from using the "Implemento" tool to consider the best and worst case scenarios before commencing with the work. .

Areas for development:

During the pilot a number of technical issues surfaced around the use of ICT to support the eTwinning portal. Lesley Atkins the international development officer has prepared a paper to be taken back to the British Council for action. HMI will be keen to see the issues listed ameliorated by the lead team in Brussels to provide learners and their teachers the best possible ICT platform for learning. The linked ambassador to the school was very supportive, especially in the early days when there were difficult technical challenges to overcome. Working with the ambassador up skilled the St Roch's team quickly to maximise the use of eTwinning within the curriculum.

The school has also recognised the following areas for further development:

- They now need to build on the knowledge and skills acquired through the process enabling the next group of learners to experience eTwinning in a more streamlined fashion.
- The staff are now studying the skills acquired to expand eTwinning to other areas of the curriculum. A positive planned development involves the Senior Phase class who also study the Modern languages for Work and Life Qualification. Staff will find a similar class in France. The learners from both establishments will share the process of creating a CV and job application and then prepare for the interview process. Each school will then compare similarities and explore differences in processes completed.

2. Impact on all stakeholders: raising ambition and expectations for change.

We found that staff are enjoying leading this project work, exemplifying aspects of the city and the local environment to learners in the La Sagrada Familia school in Barcelona through the use of eTwinning. Children are able to take responsibility for choosing what is to be shared and for the completion of their own DVD clips demonstrating knowledge gained. This international partnership work using eTwinning has enabled an increased confidence in the staff and learners and increases the understanding of International Education within the curriculum. The ethos and morale of the school are enhanced well by the international dimension to learning.

Staff and learners will use eTwinning further next session to support teaching and learning further across the curriculum.

3. Impact on learners: improving skills for learning, life and work

Young people have benefitted from studying and then teaching other learners about their own local environment. They learned to take quality photographs to share their story well visually. They improved their historical knowledge through study visits to the Emirates Arena, to Glasgow University and to the oldest house in Glasgow. They completed relevant written work to support the project. They learned to work as part of a team and sometimes by working in pairs. Through the making of the film, learners enhanced their knowledge of media studies skills. Through this project young people have shown a pride in their city and its people.

Staff and children's knowledge of the use of ICT has increased. As a result of their work in eTwinning young people have an awareness now of how information can be shared through the twin space. They are developing ICT skills and how to perform well presenting new information about their own environment and the city of Glasgow as a whole.

The knowledge skills and experiences gained were exemplified very well through the high quality film shown by the learners to the HMI and AA during the visit.

4. Impact on leaders: empowering, facilitating and equipping leaders at all levels.

We are confident that the distributive leadership of the Head teacher and DHT enables two classroom staff and all the learners to have freedom within a framework to lead an entire project to completion. Being part of the project has helped young people at St Roch's develop a very good awareness of their wider world. A new group of learners will benefit from this project work next session as eTwinning continues to evolve at St Roch's school .

5. Conclusion

At the beginning of this partnership between the British Council and Education Scotland, staff at St Roch's used the Transformative Change approaches to open their ideas to new ways of learning that is fit for the 21st century. They developed an action point of developing an eTwinning project, for a group of learners choosing this activity as part of a free choice across learning. This work widened the children's knowledge and understanding of their world and in particular the world as seen in Glasgow and in their partner school in Barcelona

The two approaches (three horizon and implemento) were used well by staff and they are now rightly very proud of the outcomes that have led to exciting, creative and deep learning in a number of curriculum areas for the group of learners participating in the project. These outcomes include enhanced skills in ICT, the development of e-Twinning to effect positive curriculum developments and a better understanding of the history and geography of their own local area and that of their partner school in Barcelona.

The next steps are to continue linking with the initial school and build on the successful partnerships being built this session. In particular the two staff leading the project plan to repeat the activity with a new group of learners. Staff will also link the achievement from this work to reflective use of individual school learner profiles. Staff demonstrate an increasing confidence and a desire to take forward leadership through the use of eTwinning. They confirm they are ready to demonstrate the use of transformative change approaches and how to take forward eTwinning for new staff and for other interested staff within their education authority and in other local authorities. We look forward to hearing about their continuing developments.

Aileen Monaghan HMI
Audrey May AA