

## Education Scotland Transformative Change (TC): Impact review – St Charles Primary Glasgow City.

### Purpose of visit:

The purpose of the visit is to consider whether there has been any impact from the use of Transformative Change approaches to take forward learning using eTwinning at St Charles' Primary in Glasgow. The approaches used for this work are the Three Horizons kit and the change tool - *Implemento*, both published by Education Scotland in partnership with the International Futures Forum.

### 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 eTwinning. They used the 3 Horizons toolkit and *Implemento* as a means of preparing for and planning for strategic change through eTwinning. The use of the linked ambassador was welcomed greatly by the staff and has provided the school with added confidence. They are ready to become an ambassador for a new partnered school in Glasgow from next session.

St Charles' PS is demonstrating progress on increasing their understanding of the benefits of eTwinning as an International Education teaching and learning resource and on their enhanced ability to use the website and twin space as a facility for sharing learning outcomes with European partner schools.

After an initial meeting, the head teacher and principal teacher with her P5 /P6, class embarked on the project. The teachers of P5 and P6 were then also invited to engage with the project. These teachers willingly joined the work and regular meetings took place throughout the project to consider progress and adapt work in place.

### Review process:

The review process was designed to ensure an independent review of impact based on affirmation of the school's self-evaluation account. Independence was assured through the composition of the review team including the HMI on the project team and an Education Scotland Senior Education officer Alison Drever who has national responsibility for developing learning in primaries. Affirmation was achieved through a range of activities including a "Let's talk about eTwinning " afternoon visit to the school with a timetabled agenda allowing for helpful presentations by staff, learners and the HT and PT. The impact review visit included well-presented slide presentations by learners, their confident explanations on blogging, singing and speaking in Italian, a corridor display of the knowledge gained and another colourful slideshow of all learning linked to the project.

## 1. Findings of the review

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

### **Evaluation finding:**

The head teacher submitted a very detailed self-evaluation account which described the learning and developments put in place as intended outcomes and objectives of their work. During the evaluation afternoon the head teacher and two staff gave a report of their progress using the approaches as well as their detailed report on how much they have been able to take forward eTwinning. These priorities were then analysed and confirmed in 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 there are plans to make a greater impact across the learning areas being developed to date. 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 to engage in positive discussions and even used the cards with P7 learners. Staff were also concerned about finding the time to complete the tasks.

St Charles' staff took HMI and the SEO to view the children's work in all the classes participating in the project. Through their learning in eTwinning children in St Charles PS were able to show they have have an increased knowledge and understanding of Italy, its language, culture and its people. They demonstrated well-presented work about Advent and how they communicated with their partners through the use of slideshows and letter writing. Completing eTwinning work with Italy has enabled the learners there to gain a better sense of their own identity as well as learning and researching about the parallel customs of their partner school. Staff explained well how they now had a deeper ownership of global citizenship education. They have also had fulfilling opportunities for professional learning through collaborating with an Italian school. The PT has been a driving force to the project encouraged greatly by the high quality leadership shown by the head teacher.

Parents attended a useful "open afternoon" to observe displays of their children's work. The children enjoyed demonstrating their skills in Italian and through this beginning, the parents then developed further enthusiasm from the project through attending beginner Italian classes with the Glasgow City Council International development officer for languages.

During the pilot the participants all completed an audit of the work done. This shows that children in P5 to P7 enjoyed their eTwinning learning and that they are learning a lot. From our questions and from watching the presentations we would agree with the children's findings. Staff evaluations suggested that the school timetable should be altered to give more time to the project. This was agreed.

Staff increased their skills using eTwinning through sharing their experiences and discussing challenges with a nearby nursery head who is also taking part in this pilot. All stakeholders share the staff's view that eTwinning work beginning with the Transformative change approaches has been a key driver in improving knowledge and understanding about the culture of Italy. Children are also developing enquiring minds through this work and are motivated to develop further their links to learning through eTwinning. There is a positive impact on learning in the classroom for children, on learning for the staff and in developing increased partnership links with parents.

### **Areas for development:**

During the pilot a number of issues surfaced around the use of the 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.

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

To share and record this work widely for others the children completed detailed displays of their learning within and beyond the classroom. They have taken photographs and completed extended writing work.

Staff have shared with each other and with another nearby partner nursery, how their skills in ICT and higher order thinking skills are developing through the work of the project. Staff and children can now understand and use a blog. We found that staff are enjoying leading this project work on Italy through the use of eTwinning.

Children are able to take responsibility for choosing what is to be added onto the twin-space. Before the start of this work St. Charles' PS had already been committed to promoting Global Citizenship Education. Since 2012, the Head Teacher has been involved in the Malawi Leaders of Learning project and her visits to Malawi and subsequent links with a primary there have all brought great benefits to the school. There is no doubt that this international work has also enabled an increased confidence from the senior leadership to take forward the eTwinning work.

eTwinning has increased further the existing capacity of International Education within the curriculum. The ethos and morale of the school are enhanced by this international dimension to learning. The development of eTwinning is now to be a priority included in the School Improvement Plan for 2014/2015.

Staff and children will use eTwinning further next session to support teaching and learning across the curriculum. The Head Teacher will be discussing eTwinning developments with the secondary learning community.

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

Staff and children's knowledge of the use of ICT has increased. As a result of their work in eTwinning children 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 Italy. Staff are now able to use and demonstrate software such as Scrان.

During Term 3, P5/P6 pupils benefited from the opportunity to attend weekly sessions at Celtic Learning Centre to develop further their eTwinning work.

Through this work children are developing well their awareness of global learning through exploring similarities and differences in lifestyles and childhoods such as in songs and cultural similarities. This was exemplified well through the presentations offered to the HMI and SEO on their visit.

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

Through HMI questioning and from staff comments we can see that through the highly effective leadership of the Head teacher, staff leadership especially at PT level and at classroom teacher level has improved in the context of the project and this will continue next session. Being part of the project has brought the International Education agenda further into learning and children are developing a very good awareness of their wider world. Parental partnership will continue to be developed next session as eTwinning evolves.

### **5. Conclusion**

At the beginning of this partnership between the British Council and Education Scotland, staff at St Charles were feeling unsure about how to complete the task. They used the Transformative Change approaches to open their ideas to new ways of learning that is fit for the 21<sup>st</sup> century. They then developed an action point of embedding eTwinning across learning to widen the children's knowledge and understanding of their world and in particular the world as seen in Italy. The two approaches (three horizon and implemento) were used well by staff and they are now rightly very proud of the changes that have led to exciting, fun and deep learning for all the children from P5 to P7. These changes include better use of ICT, the development of e-Twinning to effect positive curriculum developments and better linking with parents on the theme of understanding Italian culture.

The next steps are to continue linking with the initial school and build on the successful partnerships being built this session. In particular they are now involved with a new eTwinning partnership with Dalmarnock PS and another Italian partner. 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 will look forward to hearing about their continuing developments.

**Team comments on the report:**

Alison Drever SEO reviewed, commented and edited the report and concurs with its findings.

**Aileen Monaghan HMI**