

Education Scotland Transformative Change (TC): Impact review Battlefield Primary 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 Battlefield Primary school 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 the “Implemento” approach as a means of preparing 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 and from a linked ambassador. After this visit they were better able to make good use of the toolkit. Battlefield Primary staff and learners are now ready to become ambassadors for a new partnered school in Glasgow from January 2015.

Battlefield Primary is increasing their understanding of the benefits of eTwinning as an International Education teaching and learning resource. Their learners are extremely positive about finding out more about other children across the world and are gaining a lot from working on the project.

From the beginning of the task, learners were involved in the decisions on what information they wished to share with their partner school. This included letters and items shared with their partner school and a visit to the Spanish partner school by a linked student teacher from Battlefield PS.

Review process:

The review process was designed to ensure an independent evaluation 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 another HMI with extensive experience in primary education. The

success of the project was achieved through a range of activities completed , including, pupil consultations, team discussions ,and using the portal well, as evidenced through conversation with learners. It also included hearing confident explanations from a group of children regarding their learning using eTwinning. . 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 children and their teachers.

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 management team and staff participating in the project at Battlefield Primary submitted a 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 headteacher, depute headteacher and participating staff gave a comprehensive report of their progress using the approaches, as well as describing how they are planning to take forward eTwinning this session. These priorities were analysed and confirmed by our findings.

We found that good progress is being made through eTwinning. The school has a clear plan for developing the work they have begun and they aim to make a continued impact over the next session. Four members of staff have benefitted greatly from the leadership opportunities offered to them through participation in the project. The school management has encouraged and supported 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. The project presented a few challenges which were overcome well by the staff.

Battlefield Primary children in P3/P2 completed before and after questionnaires on Global Education linking to Self-esteem. The questionnaires used were part of a pilot study on Global Education in schools being carried out by Professor David Miller at Dundee University.

The children enjoyed sharing letters with children at their partner school Santa Anna in Barcelona, Spain. A highlight for the children was the fact that a student teacher linked to the school was actually able to visit the partner school and bring back information and interesting items for the children.

With their other partner in Iceland, work was shared by the children on the theme of Healthy Eating. Children also participated in a notable “Wildlife doors” competition which was inspired by the Icelandic partner. This was a huge success with participation by every class. The Icelandic partners acted as judges for the art work (and Battlefield acted for Icelandic school) . The school worked very well to link this work further by aligning it with the school’s ECO work making the whole school project into a community celebration day on ‘Wildlife Wildness’.

This project has helped children consolidate work completed in class as well as learning from sharing details on the topic with other learners.

All four teachers working on eTwinning have gained from this experience. Staff at the focus group meeting gave a very positive and detailed submission on how children had responded well and how teaching and learning had been enhanced well through the project.

Questionnaires were completed to gather evidence of the impact from the project work completed. These were highly positive. Teachers speak of the children being highly motivated and having a “greater sense of their place in the world”. They also felt their own motivation was boosted alongside the pupils.

The work completed was shared well with parents who were kept informed of progress through helpful termly newsletters. The whole-school “Wildlife Wildness Day” open event in June was well attended and the eTwinning work adds an extra dimension to this. Parents received further information about the project through a helpful website page.

Staff dealt well with a few challenges during completion of the work. Pupil questionnaires are difficult for younger pupils to participate in. The eTwinning portal was complicated initially and meant it took staff some time to become familiar with this. Staff feel the site could be more child friendly. Lesley Atkins the International Development officer for Glasgow will continue to see if any improvement can be made this session for ease of access. The school also felt that partner schools come with varying degrees of experience in any partnership. Their hope is to see a data base giving more detail about what the partner school can and will offer.

The eTwinning activities completed were created around fulfilling the capabilities and attributes of the 4 capacities of Curriculum for Excellence. Staff also wished to embed in the project many of the skills for learning ,life and work.

As part of the eTwinning process, pupils experienced success in their sharing of learning around healthy eating, on how Christmas is celebrated in Spain and through learning about Scottish Wildlife. The work of the project celebrates success and allows children to work together in teams, in pairs and sometimes individually. They are beginning to learn Spanish and use a broad range of media to share learning, such as using or making interesting Powerpoints sharing photos, improving their literacy skills through letter writing and exchanging small gifts linked to their city. This work has provided a motivating and exciting context for learning and teaching

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 staff at Battlefield primary feel strongly that ICT needs to be improved to ensure that high standards are possible when developing eTwinning work in the future. The linked ambassador to the school was very supportive, to the school and this is appreciated by the staff. Working with the ambassador up-skilled the Battlefield Primary team quickly to maximise the use of eTwinning within the curriculum.

The school has recognised the following areas for further development:

- the school's vision to become part of a successful Erasmus+ project and to engage the whole school in this. This vision has grown out of the eTwinning work undertaken last session. The school applied for Erasmus+ application this session. Unfortunately, they were unsuccessful, but they will continue to try to succeed in this aim for next session, allowing their teachers to develop partnership working further with other schools abroad.
- plans to involve parents more closely in international partnership work.

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

We found that staff are enjoying leading this project work, exemplifying aspects of their school and the children's lives in Glasgow to learners in the Santa Anna school in Barcelona through the use of eTwinning. Children are able to take responsibility for helping to choose what is to be shared. 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 again next session to support teaching and learning further across the curriculum.

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

Children have benefitted from studying and then teaching other learners about their own learning on healthy eating. They learned to take quality photographs, to share their story well visually. They completed relevant letters to support the project. They took ownership for their learning by being part of a team and sometimes by working in pairs or individually. Through this project the children had opportunities to work across differentiated groupings learning about the lives of children in two other European countries.

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. The computer site is 'safe' and thus the children are

able to share photos and experiences from their school freely. They are developing ICT skills effectively and use them well to present new information.

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

From HMI questioning and from staff comments we are confident that the distributive leadership of the Head teacher and DHT enables four classroom staff and selected learners to have freedom to progress learning through their own choice of work to share with their partner school.

5. Conclusion

The two approaches (three horizon and Implemento) were used well by staff and they have gained leadership skills and built confidence which was demonstrated well during our focus group meetings on the evaluation visit. Outcomes in place have led to exciting, creative and deep learning in a few curriculum areas for the learners participating in the project. These outcomes include enhanced skills in ICT, the development of e-Twinning to effect positive curriculum developments, and a beginner's understanding of Spanish.

The next steps are to try again with an Erasmus application to further the school's international partnership working, to encourage other staff in the school to join the eTwinning work and to encourage parents to become more involved in the work of the project.

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.

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