

DUNDEE ICT MOT

This ICT MOT is a quality improvement resource which can be used for a variety of purposes and adapted to suit need.

Section 1 can be used to provide an annual snapshot of ICT in your school. It might be completed by the ICT Co-ordinator in consultation with others, and provides a summary of basic information.

The **5 strengths and weaknesses section** provides an opportunity to highlight good practice and note problem areas.

The **current ICT targets** section records the current focus of ICT developments within the school

Section 2 takes a more in-depth approach. It comprises a summary of **quality indicators and themes from the MIICE (Measuring the Impact of ICT on Childrens' Education) toolbox (updated 2009)**, where grades 1-6 can be recorded. This provides a picture of learner and teacher skills and attitudes and of the status of ICT developments within the school/department/stage/class.

(Further details of the MIICE materials can be found at www.miice.org.uk.)

This section can be used flexibly ie. a group of criteria might be selected in order to focus on the learners, management of learning or teachers' CPD in relation to ICT.

It might be completed by a teacher, a department, a management team etc.

Section 3 focuses on the **impact of ICT** in your school. It is designed to elicit more in-depth information which might

- inform the planning process
- help you to prepare for Extended Review or Inspection
- act as a stimulus for discussion and debate on ICT issues
- form the basis for Requests for Support from the ICT Support Team

DUNDEE ICT MOT

School

Date

Section 1

Basic information		Comment
Number of desktop computers in school		
Number of laptops		
Number of staff without access to a curriculum computer in their classroom/teaching area		
Do all staff have easy access to a scanner?		
Do all staff have easy access to a printer?		
Do all staff have easy access to a digital camera?		
Do staff have easy access to a computer suite for class use when needed?		
Do all staff have easy access to SEEMIS?		
Do all staff make effective use of SEEMIS?		
Number of Activeboard+2 IWBs (with integrated data projector)		
Number of other interactive whiteboards		
Number of data projectors (roof-mounted and free-standing)		
Other significant ICT equipment		
Any ICT-related projects		
Is hardware deployed effectively? eg. are the most modern machines sited in areas where the most sophisticated software is used?		
Have you gathered information about machine use? Which machines are heavily used? Which are not? (secondaries can obtain this information from the IT Section)		
Approximate percentage of staff "skilled using ICT"		
Approximate percentage of staff "fearful using ICT"		
Do you have a school website?		
Is it kept up-to-date?		
Do you have any concerns about bandwidth or hardware performance?		

DUNDEE ICT MOT

5 strengths of ICT and its use in my school

Current ICT targets

Next steps

DUNDEE ICT MOT

Section 2

MIICE - summary of quality indicators and themes (MIICE May 2009)

Group 1 - relating to the abilities and attitudes of children and young people							
<i>Quality indicators</i>	Themes	6	5	4	3	2	1
1 Learner reflection [This relates to children's and young people's ability to think about what they are doing, and their ability to put it into a number of contexts]	Taking personal responsibility for learning (HGIOS v3 2.1, 5.3, 5.5)						
	Realistic but improving culture (HGIOS v3 5.1, 5.2, 5.5)						
	Ability to articulate evaluations of actions taken (HGIOS v3 5.9)						
	Developing informed attitudes in relation to ICT in society						
2 Skills development [This relates to children's and young people's development of systematic skills in the using ICT tools for a purpose]	Effective and responsible use of ICT (HGIOS v3 2.1, 5.3)						
	Creation and presentation of their own material						
	Collection and analysis of information [see also 5.3]						
3 Managing and manipulating digital information [This relates to children's and young people's ability to modify a range of digital data types using a problem solving approach, and the ability to use the tools to model and speculate and apply the resultant information]	Ability to modify information in a variety of forms, including text, graphical objects, moving images, sounds and web pages (HGIOS v3 5.2)						
	A problem solving approach [see also 4.4] (HGIOS v3 2.1, 5.3)						
	Controlling, modelling and exploring within the digital environment						
4 Shared planning/organisation [This relates to the children's and young people's ability to work in a variety of modes (individually, in small or large groups, class) making best use of the teacher and the learning resources in the class, school and beyond, and showing a problem solving approach and the ability to break down a project into constituent elements]	Working in groups [see also 6.2] (HGIOS v3 5.2, 5.3)						
	Working with the teacher (HGIOS v3 5.3)						
	Making the most of learning resources (HGIOS v3 5.2, 5.5)						
	A problem solving approach [see also 3.2] (HGIOS v3 2.1, 5.3)						
5 Investigatory learning [This relates to the children's and young people's ability to search systematically and to make contextual use of the findings from a variety of sources, and to their ability to break down a project into manageable steps]	Searching and researching						
	Task analysis skills (HGIOS v3 5.2, 5.3, 5.5)						
	Collection and analysis of information [see also 2.3] (HGIOS v3 2.1)						
6 Shared learning [This relates to the children's and young people's ability to work as part of a team, in a flexible and constructive way]	Communicating and collaborating (HGIOS v3 2.1)						
	Working in groups [see also 4.1] (HGIOS v3 5.2, 5.3)						

DUNDEE ICT MOT

7 Motivation [This relates to the degree of children's and young people's enthusiasm, pride in their work, enterprise and active participation in their own learning]	Enthusiasm and enterprise						
	Pride in work (HGIOS v3 5.3)						
	Enterprise and active participation in their own learning (HGIOS v3 5.5)						

DUNDEE ICT MOT

Group 2 - relating to the management of learning							
Quality indicators	Themes	6	5	4	3	2	1
8 Enhancing learning outcomes [This relates to schools', teachers' and school managers' focus on setting expectations for continuing but realistic progress in the uses of ICT by children and young people and on putting it into a wider context]	Progression in learning						
	Development of new teaching styles [see also 13.2]						
	Enable learners to modify information in a variety of forms, including text, graphical objects, moving images, sounds and web pages						
	Encourage development of informed attitudes in relation to ICT in society						
9 Quality of outcomes [This relates to the setting and maintaining of high standards by children and young people on the part of staff and school managers]	Assessment policies						
	Relationship to development planning priorities						
	Planning of resources						
	Breadth of experience of ICT use in context						
10 Self esteem/confidence [This relates to schools', teachers' and school managers' policies and practices in helping children and young people to feel a sense of community, to take pride in their work and to be willing to experiment]	Use of ICT to enhance school ethos						
	Encourage pride in work						
	Encourage enterprise and the exploration of new approaches						
Group 3 - relating to continuing professional development in ICT							
Quality indicators	Themes	6	5	4	3	2	1
11 Staff use of computers as productivity tools [This relates to staff competence in the use of ICT to support their productivity as facilitators of learning]	Skills in the use of general purpose software for production/modification of learning and teaching materials						
	Skills in the use of computer tools for recording, reporting, registration, course planning and other aspects of the processes of management of learning						
	Skills in the use of communications tools such as electronic mail and the world wide web to communicate appropriate information and gather resources relevant to professional activities						
12 Staff facilitating the learning of ICT principles and good habits [This relates to staff ability to develop their role as a facilitator of learning about ICT skills, insights and attitudes, and to staff ability to make realistic contributions to holistic planning of children's and young people's learning experiences in ICT]	Developing confidence in the role of guide in a situation of less than perfect mastery						
	Balancing the established traditions of professional discretion and holistic planning for the benefit of children/young people through a whole-school approach to the progressive acquisition of knowledge, skills and attitudes						
13 Staff use of ICT as a rich and effective means of learning [This relates to skills in the selection, customisation or configuration and best use of appropriate software tools, to the development of new teaching styles embodying ICT use, and to technical understanding to overcome routine operational problems]	Skills in selection, customisation or configuration and best use of appropriate software tools and ready-made software appropriate to subject/theme						
	Development of new teaching styles [see also 8.2]						
	Sufficient knowledge to overcome everyday operational problems						

DUNDEE ICT MOT

ICT issues requiring attention

Next steps

DUNDEE ICT MOT

Section 3

Impact of ICT on teaching and learning

The following questions may be of use for teasing out information relating to:

- the permeation of ICT across the curriculum as a skills based subject and as a tool used across curricular areas
- the role of ICT in the context of pace and challenge
- the role of ICT for monitoring and tracking progress

1	<p>Is there a clear policy and plan for the use of ICT in the school/department/centre?</p> <ul style="list-style-type: none">- if so, how is the policy/plan implemented and monitored?
2	<p>Are staff/children/young people confident users of ICT?</p> <ul style="list-style-type: none">- any additional training/staff development requirements (in school and centrally offered)?
3	<p>Is there evidence of ICT being used effectively by staff and children/young people?</p> <ul style="list-style-type: none">- use of digital content? (software applications/internet etc)- wordprocessing/spread sheets/databases?- digital cameras/video/MP3/digital microscopes etc?- voting systems?- discussion groups/forums?- any innovative examples?- MIS used effectively by staff for supporting children/young people?- to aid children with mobility/learning difficulties

DUNDEE ICT MOT

4	How often is ICT used in the subject/curriculum area? Are there any factors inhibiting the use of ICT?
5	Any evidence that the use of interactive whiteboards (IWBs) is having a positive impact on teaching and learning? eg: <ul style="list-style-type: none">- web-based resources used in whole-class teaching?- video-clips/software used to help explain concepts?- presenting children's/young people's work to others?- saving notes written on the IWB for future use?- facilitating inclusion (children with EAL or expressive language difficulties)
6	What kinds of positive impacts are IWBs having on the attitudes of staff and children/young people? <ul style="list-style-type: none">- more opportunities for interaction and discussion?- increased enjoyment for children/young people and staff through more varied and dynamic use of resources?- greater motivation and engagement?- other?

DUNDEE ICT MOT

7	<p>Is there any evidence, anecdotal or other, that the use of ICT is contributing to enhanced learning, and thereby to increased achievement/attainment? eg:</p> <ul style="list-style-type: none">- what use is made of ICT for extension tasks or remediation?- do children/young people understand the expected benefits to their learning from the use of ICT?- are children/young people using ICT regularly for research, homework, independent learning?- is ICT providing sufficient challenge for children/young people?- is there differentiated use of ICT to meet the needs of individual children/young people?
8	<p>What is the role of ICT in pupil monitoring and tracking?</p> <ul style="list-style-type: none">- is the MIS system used to target-set and track?- do all staff use the MIS system effectively to access shared information?