



Impact Initiative Presentation

Leading Impact Cycle:

Title & Scope of Initiative

Improved use of new technologies across the academy

Establish practice of using digital media production to enhance learning across the curriculum - Demonstration of how the digital content can be used alongside ‘traditional pedagogy’ to develop student digital literacy and media skills.

Reinvigorating the ICT curriculum

Meet the requirements of the a broad and balanced curriculum that is linked to demographic employability for the students - Planning to help revitalise the computing curriculum and digital literacy across the Academy – especially for key groups of pupils (Boys, DV pupils and Pupils BBL4).

Justify the Academy’s investment in modern technologies

Assessment of the impact of investments in educational technology and professional learning within the academy - looking at how CPD is delivered to the staff and by whom, looking at the impact on T&L and the new technologies.

WHY: As leader of the Design and Technology area which incorporates Art & Media (and soon to include ICT) the Principal tasked me with the priority of Improved student engagement in vocational learning, help to improve teaching and learning.

- Many teachers are techno-phobes, they generally stick with what they know (until they are shown something different)
- Most teachers fully embrace new and creative ways of teaching – they simply need an injection of confidence.

*By improving the teacher’s confidence, skill and enjoyment of using new technologies in their teaching – it will lead to engaged and confident students. **Improve the ‘flow’ of learning**, allowing the pupils to become fully immersed in their work: demonstrate their leadership qualities; contribute to good teamwork; improve communication and concentration skills and develop resilience when problem solving, breaking down the student teacher barriers (no behind desk T&L)*

Leading to staff who are willing to deliver learning in a more ‘creative’ ‘active’ & constructivist manner.



Targets & Baseline

How do you do it?

Target	Baseline
<p>Change the way learning is delivered – <i>in a more collaborative manner (student / teacher partnerships), active T&L, constructivist manner.</i></p>	<p>Professional learning and student engagement projects – cross curricular and cross phase projects aimed at targeting specific areas of development</p> <p>Professional learning and student engagement projects:</p> <p>The Digital Media Project. This is a cross curricular project centred on study of 'Blood Brothers' in drama involving the development of creative digital media skills across the drama, music, art and design, technology & media departments</p> <p>The iPad Project. This involves the English and science departments developing use of iPads/ ICT to aid literacy and memory skills.</p> <p>The 3D Learning Project. This project is designed to deliver 3D enriched learning experiences, firstly in the study of geography and then more broadly across the humanities.</p>
<p>Improve the use of modern and new technologies – <i>ensure that all staff existing and new are fully confident in their application of technologies available to them, e.g. 3D technologies, iPads, etc..</i></p>	<p>Initial baseline of stakeholders – teaching and non teaching, looking at the skills gap (questionnaire).</p> <p>Staff training session</p> <p>Learning walks/ Observations</p> <p>Staff interviews</p> <p>Departmental surveys</p> <p>Student surveys</p>
<p>Change management – rapidly changing focus of the Academy; <i>new leadership, free school (14-16) attracting our best students in year 10, dissolution of the ICT curriculum, removal of one-to-one devises - Living with the legacy of bad choices made in haste (introduction of iPads)</i></p>	<p>What are the priorities of all individuals involved?</p> <ul style="list-style-type: none"> - New academy vision? - Curriculum fit for purpose (option available, promoted at options evening) 2016 - Write a plan/policy what the next steps will be regarding ICT, delivery an Academy investment.

OMA/ GAIA/ MIRANDA NET

Dr Christina Preston (MirandaNet), Bernard Dady (Gaia Technologies PLC) Tracey Ramage (OMA)

Ormiston Maritime Academy has purchased a programme of support through the Gaia Innovate CPD and student engagement service. The programme for 2015-16 (with the possibility of being a 3 year program) has the following components:

Three professional learning and student engagement projects:

- **The Digital Media Project.** This is a cross curricular project centred on study of 'Blood Brothers' in drama involving the development of creative digital media skills across the drama, music, art and design technology departments
- **The iPad Project.** This involves the English and science departments developing use of iPads to aid literacy and memory skills.
- **The 3D Learning Project.** This project is designed to deliver 3D enriched learning experiences, firstly in the study of geography and then more broadly across the humanities

Consultancy support to help the Academy make decisions about development of its virtual workspace and future portfolio of software solutions, to maximise investment in iPads as one to one devices and develop its future ICT strategy.

Trialling a new hardware solution 'Flexcat' for Lightspeed Technologies inc.

The aim of combining the CPD, student engagement project and action research elements is to:

Secure improvement through effective use of ICT

Demonstrate a return on investment in technology

Support innovation through action-research

Provide a professional development opportunities

Tracey Ramage is the lead teacher action researcher and is working with Dr Christina Preston to capture the impact of Gaia's support through the Innovate programme – along side Bernard Dady

Planning

Initial step was to identify:

- ✓ WHAT – will task be done
- ✓ WHY – will the task/ tasks be done
- ✓ WHO - will deliver the task
- ✓ HOW – will the task be delivered and how will it be measured

Create a time line – with deadlines

Points of assessment – Since most of the data to be collected will be soft data – opinion based and not easily measured in traditional methods Guskey’s principles will be used;

Participants’ Reactions - *Questionnaires • Focus groups • Interviews • Personal learning log*

Participants’ Learning - *Paper and pencil tests • Simulations and demonstrations • Participant reflections /Case study analysis • Meetings (minutes)*

Participants’ use of new knowledge or skills - *Questionnaires • Structured interviews with participants • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes (Iris)*

Student Learning Outcomes – *POINTS TO CONSIDER: What was the impact on students? • Did it affect student performance or achievement? • Did it influence students’ physical or emotional wellbeing? • Are students more confident as learners? • Is student attendance improving? • Are incidents of poor behavior decreasing?*

MEASURABLE DATA – T&L data, pupil choices for options, pupils staying at the academy (pupils who have changed their minds), behaviour data. Control data from IBB – comparison of classes (traditional teaching and / new technologies)

Blood Brothers Central Theme

Digital
storyboarding,
Video making &
editing

Digital
design &
Chromake
y editing

3D
Sculpting
Simple
Animation

Art

Sculpture & Animation Moore and Giacometti

- Students model human sculptures (in the style of using Mudbox)
- Students create characters for Blood brothers scene 'in the style of'
- Characters are animated

Drama

What if....?

Alternative scenarios

- Students storyboard and script scenes
 - Students act scenes
- Students video performances against 'green screen'
 - Students edit their clips
- Students specify the sets and backgrounds required for their scenes

Music

Digital Music Production & Editing

- Students compose music for the 'What if..?' Scenes
- Students edit music to fit video

Design Technology

Alternative scenarios

Sets and Backgrounds

- Students design sets and backgrounds for use with the 'What if...? Live video
- Students merge live video with digital backgrounds to create mini 'What if?' scenes.

Music
productio
n &
editing
software

Workshop Day

- Students bring together the animation and videos into a digital comic
 - Students plan the presentation event for parents

Multimedi
a
presentati
on

Showcase Event

- Students demonstrate how the digital comic was created
 - Show the digital comic

Activity	Software App	Support
Drama – storyboarding alternative scenarios	Adobe Voice – audio dialogue snippets/scene directions with images captured from iPad or on-line resources	Phil Badham – November
Drama – video scene performance against monochrome background	Adobe Premier Clip – edit scene performances	Phil Badham – November
Design Technology – create digital backgrounds for the alternative scene clips	Adobe Photoshop – use manipulated photographs to create digital backgrounds for the alternative scenes	Phil Badham – November
Art – model 3D sculpted characters from Blood Brothers	123D Sculpt – use virtual clay to create characters in the style of Moore & Giacometti	Gaia Studio – November
Music – compose background music for editing into video	Garageband or alternative	Joe Basketts (Gaia) - December
Cross Subject Workshop Day – merge live action & backgrounds using chromakey technology. Import clips into digital comic	Adobe Premier Pro/After Effects – merge digital backgrounds with live action drama scenes	Gaia Studio Team - February
Final Product – insert video clips and sculpture into digital comic	Gaia bespoke comic production by our studio services team	Gaia Studio Team - February

Process

Wb. Nov 2nd 2015
Drama
Start study of Blood Brothers
Create What if scenarios?

Wb. Nov 2nd 2015
Art
Start study of sculptors

Wb. Nov 8th 2015
Staff Training & Student Briefing
Introduce software tools
Set up student activities
Brief students on project

Adobe Tools

Input from Phil Badham

Sculpt+ Mudbox

Wb. Nov 16th 2015
Drama
Storyboard & script work starts for the What if? scenes

Wb. Nov 16th 2015
Art
3D virtual clay modelling
Drawing in style of

Input from Gaia digital artist

Wb. Nov 23rd 2015
Drama
Specify digital backgrounds
Handover one scene for creation using work done in art

Wb. Nov 29th 2015
Drama
Video making starts

Wb. Nov 29th 2015
Art
Drawing 'in style of' characters for one scene

Wb. Nov 29th 2015
DT
Set design and production of digital backgrounds

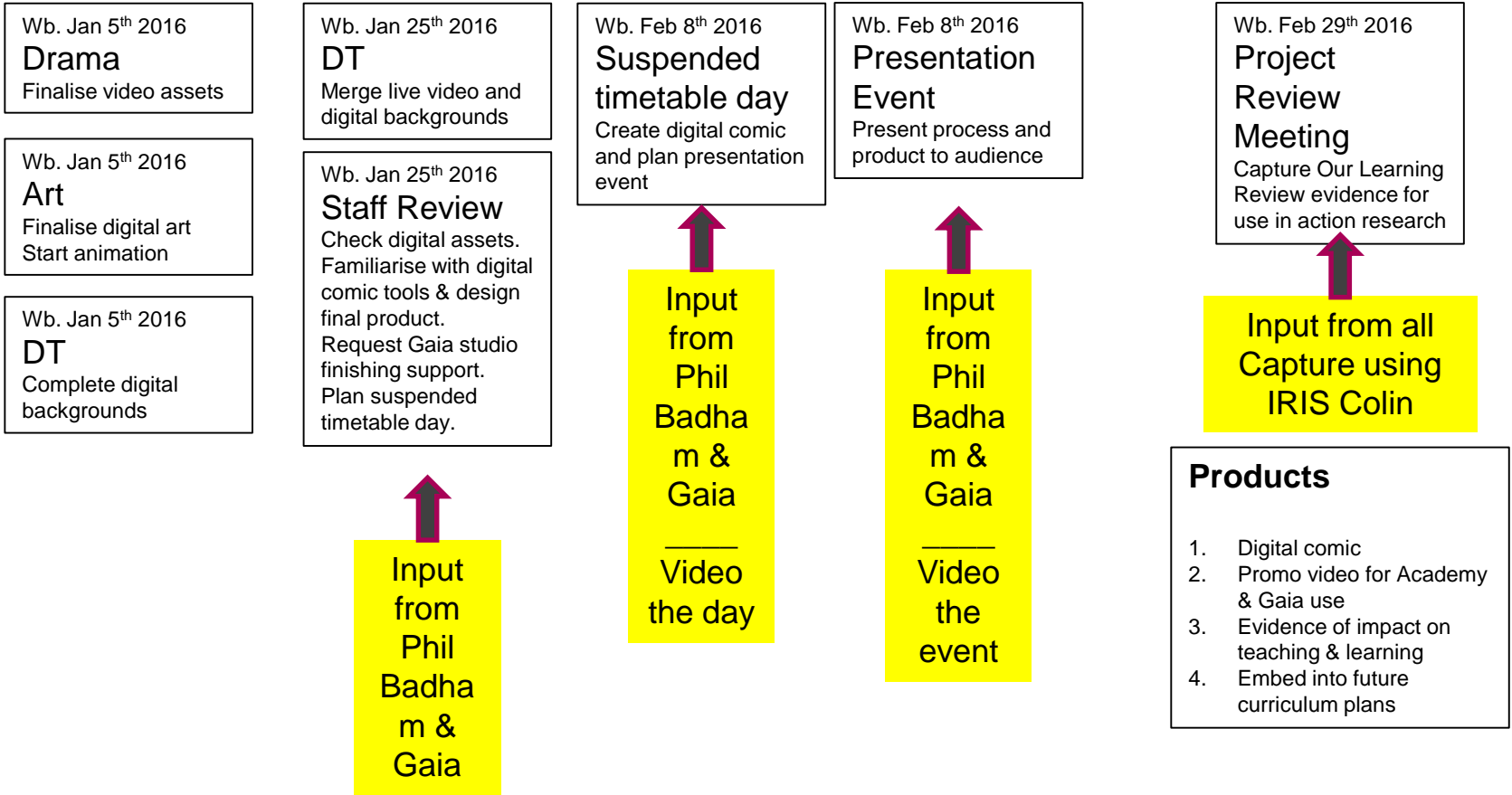
Wb. Nov 29th 2015
Music
Music composition starts

Remote support

Wb. Dec 13th 2015
Staff & Student Product Review
What has been done?
What still needs to be done?
What could be done better?
Next steps.....

Input from Phil Badham & Gaia

**Process
2016**



Progress

How do you do it?

Target 1: **Change the way learning is delivered**

- Digital media project has been completed, evaluated and next steps put in place
- Humanities projects has had one run through, has been evaluated – and has been rescheduled for September 2016 with the new HOD leading a new team (program to be delivered across the department lead by IBB)
- English project has not been successful and has been redirected to an alternative department for September 2016
- Science - lots of information but needs collating and evaluating for impact, ready to plan the next steps.

Target 2: **Improve the use of modern and new technologies**

- Whole staff base line questionnaire has taken place (teachers and non-teaching staff)
- Pupils interviews, focus groups, questionnaire have been completed, what their thoughts are on the Academy's T&L delivery
- Whole staff CPD event run – impact evaluated and action plan in place to target individuals and departments for sharing good practice, planned bespoke training to be in place for the new academic year
- Whole staff CPD planned for Academy calendar 2016/17 – for staff delivered by staff (with some specialist training)
- Introduction of a new VLE (part of the working party)
- Support manuals in place for staff – on various specialist areas of new technologies

Target 3: **Change management – rapidly changing focus of the Academy**

- New Vocational curriculum sourced/ planned for September 2016, working with the local county council to assess the employment gaps and opportunities for the next 15 years in N E lincs. – the new courses have been linked specifically with employability and have looked at boy friendly courses – this is an organic feast and new course are still being sourced for 2017
- Successful option evening – to combat the Free Academy on our door step (combat the pupils leaving in year 10)
e.g digital media production (has created 4 option groups)

Summary of impact

Cross curricular delivery of T&L – linking departments and breaking down the isolation of subjects areas (no subject is an island) e.g. Drama and music have merged their SOLs for 22016/17 and will deliver a focused program of study for the department.

Pupils – in the choices they have made, school and options. Pupil feedback on how they now view staff (better relationships, improved engagement in lessons), improved attitude to learning by a number of challenging pupils.

Staff – increased skill and confidence in the area of new technologies and constructivist learning, increased willingness to take risks and try new things with their classes.

Change in how New technologies are used in the Academy – bookable I pads

Change of the vocational curriculum – Btec and GCSE vocational qualifications which have linked to the local employment market ; network of local employers and suppliers working with the Academy support the courses (industry days) *leading to the concept of Business mentoring for pupils.*

Working with Phil Badham on the Adobe accreditation – building a portfolio of competence - leading to OMA being a training HUB for the NE England.

Community based learning hub – using the Academy as a base, to link with pupils/ parents and the local community. Also with the Ormiston community

Leadership competencies

I need to add notes to this section !

Strategic Leadership

- Self-awareness – worked with my strengths of planning, organising and persuading people to do task they would rather not (given the choice)
- Recognised that you can not keep everyone happy and sometimes compromise is the best options: early on in the process I realised that negotiating was going to be key
- Personal drive – needed to back off on the perfectionist (I have learnt that sometimes you have to pass over tasks - let other manage whilst you lead and assess)
- Set myself high standards that require me to get SLT on board – with the next steps.
- Conceptual thinking – key element I must not over think the situation, making the project too big and unmanageable, my 360 identified that I need to be less self critical and be more positive with my own abilities.

Educational Excellence

- Delivering continuous improvement – this is a key element of my II, the main focus of improvement for staff / pupils and the academy.

New curriculum

Staff CPD

Improved pupil option choices

- Modelling excellence in leadership of teaching and learning

CPD training and delivery of constructivist lessons.

Model lessons

How to do guides

Creation of a group of in house experts (staff and pupils)

- **Partnership working** - working with many parties who all had a different perspective on the outcome - Gaia technologies/ Miranda Net/ Academy Staff & pupils/ Parents/ SLT/ Academy Budget holder / De Montfort University
- **Inspiring others** – sharing good practice across the Academy/ trust and with De Monfort University

Operational Management

Information seeking – from the start of this II this was always going to be the biggest challenge – as the data is Soft data and mostly opinion based, the hard data available is subjective .

Primary Information and collection is imperative and must be back up with national research information and in-house findings

Relating to others – to get the most reliable data (Opinions) it is really important to build relationships of trust and respect

Holding others to account - communicating expectations at every stage, regular meetings and newsletters. Time table of over view – with dates set aside for feedback and impact 9including a flight path)

Levels of accountability were set early on – ensuring everyone knew exactly what was expected and when and what the consequences bit picture wise were.

Developing others – using the skills I have developed as a leader to encourage others to take leadership of their own areas, sharing skills and strategies (2 staff members are now training on the MPQML)

Final Reflections

I need to add notes to this section !

WWW:

An important aspect of this approach was to allow the staff to experiment with these opportunities afforded by the technology without the fear of being judged. The freedom to fail and to re-evaluate practice is vital to sustained change.

Student leadership: To recognize that leadership involves collaborative and interactive behaviour, involves capacity building: developing a professional culture in which self-evaluation, innovation and improvement are both valued and facilitated.

The Pupils expressed that they felt:

Fully engaged

Raised confidence

They had developed resilience

Able to describe how they do their 'best' learning

Can choose and use different resources and strategies to develop their learning

Confident in helping others learn

More Independent

Wanted to come to be in lesson/ school and learning

Higher aspirations

Made new and different friendship (ones that they did not think would be possible)

EBI:

- Though initially I was only leading a small section of the priority (action researcher for the digital media project) due to unforeseen circumstances the whole project was defaulted to myself, with limited 'Big Picture' of the required expectations shared.
- Level of decision making and autonomy was not present (many decisions above my pay scale) - therefore quite a challenge to negotiate between Gaia / Miranda Net/ Academy Staff/ SLT/ Academy Budget holder and the changing focus of a new Academy leader: priorities changed midway.
- Initial selection of the staff involved was not in my control – the previous Principal selected the staff, some of the staff selected were not appropriate (due to engagement levels, willingness to be part of the project and work commitment)
- Communication – as always has been an issues, a lot of parties with different agendas/ priorities involved.

NEXT STEPS:

- **Whole Academy questionnaire** – as a base line (redo before the end of term) staff, pupils to complete at start of September.
- **Whole Academy CPD training session** – discussing the outcomes of the staff questionnaire, discussion regarding current events in the Academy (including pupil feed back – and their expectations) discussion regarding next steps.
- **CPD for 2016/17 (to be agreed with EJC)** – next steps to share good practice and train staff using their gap analysis.
- **Cross Curricular links for all departments from Sep 2016 – to** develop the use of new technologies to improve T&L, to build staff confidence and link departments (whole Academy events), similar to the Art/ Media/ D&T/ Music/ Drama - digital media project.
- **Induction pack for all new staff** – this will include a gap analysis / SWAT analysis, a staged personalised training program to be built around needs and wants. The HOW TO booklets (with the who to go list inside)
- **Lead Teachers and group of Lead learners to be identified across the Academy** – to support training, looking into new developments/ new technologies and application of the new technologies.
- **Newsletter** – Blog on the new VLE to share good practice/ twitter links and WAGOLL from staff and pupils.

Develop staff confidence and skill across the Academy with constructivist teaching (using new and modern technologies) – Embed new technologies throughout the curriculum – Embed ICT skills throughout the whole curriculum in year 7 (to be taught holistically) – develop a fit for purpose ICT curriculum meeting the requirements of the pupils and digital literacy. Develop the VLE