

# 2006

## Celebrating ICT in Practice

*The winners and runners-up of the  
2006 ICT in Practice Awards*



ICT in PRACTICE AWARDS



**TOSHIBA**



**viglen**

**TES**



ICT in PRACTICE AWARDS

## About the ICT in Practice Awards

This is the sixth year of Becta's ICT in Practice Awards. As in every year, they have successfully identified and highlighted examples of excellent practice in the use and support of ICT in education across the whole of the UK.

The awards allow us to share this excellent practice at local, national and even international levels, as well as rewarding individuals and teams who are consistently breaking new ground with their innovative and creative use of ICT in education.

Award winners, runners-up and shortlisted nominees become 'ambassadors of dissemination' and work with Becta to share their experiences with other practitioners.

# INTRODUCTION



The ability to inspire and motivate learners and colleagues is a common attribute of this year's ICT in Practice Awards winners. The Awards process continues to identify models of excellence and highlight exemplary practice in teaching and leadership.

This year the standard has been incredibly high, allowing us once again to share excellent practice with the educational community and to recognise individuals and teams who have demonstrated how they use ICT to make a difference.

We have placed an even greater emphasis on dissemination this year by encouraging winners to take up opportunities to inform others of their exemplary practice in a manner which supports adoption. At regional and national events these winning practitioners will make a real contribution to raising our expectations of the added value ICT provides to teaching and learning.

Owen Lynch, Chief Executive, Becta



ICT in PRACTICE AWARDS



Ramesys is again delighted to be the main sponsor for Becta's ICT in Practice Awards. Since 1984, Ramesys has delivered innovative ICT solutions to UK education in the pursuit of e-learning excellence, delivering visionary solutions that provide technology to support teaching, learning and management within the national frameworks of 'Every Child Matters' and 'Harnessing Technology'. Our support of these important and prestigious awards is important to our organisation as it upholds the main tenet of our philosophy of e-learning in the classroom and beyond. Ramesys is proud to be associated with the exemplary use of ICT in teaching, learning and leadership and we look forward to many more years of support and promotion of best practice through the ICT in Practice Awards.



The Times Educational Supplement is delighted to be the media sponsor for the Becta ICT in Practice Awards again. We believe these awards are very important in recognising exceptional and replicable ICT practice within education. The wide range of categories reflects the huge opportunities which ICT presents to teaching, learning and management across schools and colleges. The TES is particularly happy to be the sponsor of the New to Teaching category.



Adobe is proud to once again sponsor the ICT in Practice Awards, which recognise the outstanding quality, dedication and enthusiasm of individuals within the school and college community. Adobe supports education initiatives across the country by encouraging and enabling new ways of teaching and learning with its digital communication and collaboration tools. It is an honour to be part of a process which identifies and rewards those people who have excelled in their work and will be an inspiration to others in the future.

## TOSHIBA

Raising attainment standards, lowering the teacher's bureaucratic load and reducing exclusion are some of the significant benefits Toshiba's technology offers. Toshiba is committed to the classroom of the future and to continue to show the positive contribution mobile technology makes to the education process.

From the virtual whiteboard solution with Tablet PC and wireless projector to WiFi notebooks for pupils, Toshiba is committed to bringing technology to the classroom.

Toshiba are delighted to be associate sponsors of the ICT in Practice Awards 2006.



As a leading provider of innovative technology solutions and services to the education sector, Viglen believes passionately in promoting excellence in learning through the latest ICT. This is why Viglen is proud to be a sponsor of Becta's ICT in Practice Awards – awards which strive to identify exemplary practice in the use and support of ICT in all areas of education.

The awards enable Becta to share and award the excellent practice of individuals and teams who consistently demonstrate innovative and creative use of ICT. All the short-listed entries are inspiring the way in which ICT is increasingly making an impact on our education system.

## ADVICE AND SUPPORT

The Advice and Support category is open to individuals or teams outside schools and post-16 institutions who offer advice and support to practitioners in their development of effective practice with ICT.

# WINNER



North Islington Zone  
ICT Advice and Support

**Gaynor Cashin, Lynda Maple, Sandra Crapper, Nigel Hoff,  
Andrew Rigby, Jennifer Bright**  
North Islington Zone ICT Advice and Support

In their own words, 'the only way was up' for the ICT Advice and Support Team in North Islington Zone when they began their journey in 2000 and they have met the challenges facing them with enthusiasm and vigour.

Their vision has been to raise standards in the use of ICT in education by offering effective advice, support and staff development to over 20 schools in the Islington area. Their key aims have been centred on encouraging the development of independent, self-motivated and flexible learners.

This has been achieved with a focus on learning and teaching, a 'relentless' high-quality and customised CPD programme, a two-way commitment to training by the team and school staff alike, personalised coaching and careful introduction of hardware and software.

The future holds new challenges for the team and North Islington as a whole but they will stay close to the vision that they set out with in 2000, leaving a legacy of good leadership, collaboration, and an emphasis on staff development and increasing pupil attainment.

# RUNNER-UP

## **Adele Ruddock and Justin Wheelhouse** West Sussex Technicians' Forum

Sharing good practice is at the heart of Adele and Justin's exceptional work on the West Sussex Technicians' Forum, a hugely successful, home-grown initiative to link up all those working in technical support in schools across the area.

Both still provide technical support in local schools themselves, so Adele and Justin have spent the last three years building up a peer-support network of over 120 technicians in their own time. Their aim is to encourage colleagues to share good practice on- and off-line, take advantage of bespoke training courses and work in partnership with large organisations.

This has all been planned with the benefits to teachers and pupils at its heart. Adele and Justin believe that if they can offer support to technicians, fostering an atmosphere of creativity and innovation, then the whole school community will get the best out of the ICT that they have available to them.



Adele Ruddock and  
Justin Wheelhouse

## COLLABORATION

The Collaboration Award is open to all staff in early years settings, schools, local authorities, the post-16 sector and other learning centres who can demonstrate significant levels of co-operation and collaboration in the delivery of the curriculum through the medium of e-learning.

# JOINT WINNER



South East Wales  
Schools and Museum  
E-Learning Partnership

**Chris Price and Steven Singer** (Newport LEA)  
**Don Trueman** (Gwent Primary History Resources Service)  
**Sharon Ford** (Big Pit National Mining Museum)  
**Bethan Lewis** (Roman Legionary Museum Caerleon)  
**Natalie Gould** (St Patrick RC Primary School)  
**South East Wales Schools and Museum E-Learning Partnership**

The central aim of this highly creative collaboration is to teach children how to be historians. By using e-learning, the partnership has brought history to life for children across South Wales through a series of projects.

Using resources available to the museums and galleries in the area, including a real coal mine and a Roman Legionary museum, technology available to the LEA and the expertise of teachers and advisory staff across the region, the team has produced resources to be used by children both in and out of school.

These resources include a website with online activities such as worksheets and quizzes, an interactive map and films, where the pupils themselves are the stars. Everything produced is based on the history of the area and has its foundations in real documents and sources.

The judges were very impressed with the truly collaborative nature of this work, where all partners brought equally relevant and vital elements to the projects and where children were at the heart of every activity.

# JOINT WINNER

**David Whyley, Jill Purcell and Andi Bourne** (Wolverhampton LEA)  
**Patrick Flynn** (Stow Heath Junior School)  
**Sue Morris** (St Albans Primary School)  
**Lewis Bronze** (Espresso Education)  
**Learning2Go project**

The Learning2Go project team is very clear that this is not just a collaborative project about 'gadgets'. Its vision is to adapt the education system to deliver 21st century learning to 21st century learners, raising standards and aspirations throughout Wolverhampton.

The project focuses on providing high-quality learning content on personal handheld devices, which children carry with them both at school and at home.

The project's clear emphasis on embedding ICT in education offers access to pupils at any time, which gives them the opportunity to direct their own work.

One particular piece of innovation vital to the success of the first phase of the project has been to change the orientation of content on the screen of the mobile device from portrait to landscape. This has allowed even more high quality content to be offered through the devices as it more closely mirrors the proportions of a traditional PC monitor.

The Learning2Go project is now moving to its next phase and more children will be offered mobile devices to use. The team is not afraid to reach for new heights, with plans to offer wireless access to the internet throughout the whole city, affording children the opportunity to gain even more value from the devices outside school hours.



Learning2Go Team

## INCLUSION – PRIMARY AND SECONDARY

The Inclusion Award seeks to recognise and reward practitioners who have developed the use of ICT to support inclusion, either in mainstream or specialist settings, and promote access to learning, particularly beyond the learning of ICT skills.

# WINNER



Pete Wells

### **Pete Wells** Portland School, Sunderland

"How can a geek become inclusive?" That is the question that Pete, as ICT Co-ordinator at Portland School, has asked himself over the last eight years and especially during his work in the Sensory Education Department.

He has created an exciting, subject-based curriculum for the 150 13–19-year-olds in the department, all of whom have profound and multiple learning difficulties. ICT forms an integral part of this curriculum as a subject in its own right and as the key to learning in other areas.

He uses technology to bring subjects to life in ways that are accessible and appropriate to each learner. An example of this is 'green screen' technology. Films of students are superimposed onto pictures or films of different times and places so they can be singing with Elvis in Las Vegas or riding between the pyramids, all without ever leaving the room!

Pete has written many 'Horrible Sensory Stories' which offer learning in ways that amuse and excite teenagers – *Sydney and the Snot Monsters* being just one example of this hugely successful activity. Students are encouraged to tell the story themselves by using switches.

Pete has also written multimedia units for AQA, which have enabled students to achieve qualifications using media-based ICT, creating films like *Gobbin Hood and His Merry Phlegm*.

*Pete has now taken up a position at Sunderland City Learning Centres.*

# RUNNER-UP

**Sarah MacAlpine**  
Portree Primary School, Isle of Skye

Sarah shows a clear understanding of the power of ICT to support the language needs of every pupil. Working in classes which are both English and Gaelic speaking, she uses software and hardware to offer extra support to those pupils who need it. Creating materials specific sometimes to individual learners, she encourages them to aim higher.

Working with the classroom teachers, Sarah carefully plans how ICT can enhance or facilitate the proposed activities. Together, they also evaluate the success of the materials used in previous sessions. There have been obvious improvements in many pupils' work as a result of the ICT Sarah has made available.

Her imaginative use of digital video and webcams is used to reinforce good behaviour with non-compliant children, as well as encouraging the development of communication skills.

Sarah shares her success across Scotland and has created a virtual library of resources, so she and others can learn from each other's practice.

*Sarah has recently moved to Muirtown Primary School and Crown Primary School, Inverness.*



Sarah MacAlpine

## INCLUSION – POST-16

The Post-16 Inclusion Award seeks to recognise and reward practitioners who have developed the use of ICT to support inclusion beyond a school environment, and promote access to learning in ways that bridge social or educational divides.

# WINNER



Higher Rhythm Team

### **Steve Mundin, Alan Cockayne and Alex Dean Higher Rhythm Recording Studio, Doncaster**

The Higher Rhythm team set out with the express intention to use music recording technology to engage and motivate hard-to-reach young people in Doncaster and draw them back in to learning in a non-threatening setting.

They now run 11 courses in music technology, accredited by the Open College Network (OCN), which offer learners more than just the obvious recording studio skills. The creativity allows transferable, 'invisible' skills in ICT and other areas to be embedded without alienating students.

The team is passionate about the work and its success is largely due to commitment to the local community. From its base above a local record shop, the team takes courses out to wherever students may be, and has equipped the studio with the highest specification of kit possible, to ensure that learners have the best facilities to work with. The focus is on developing the whole person so it is spread much more widely than on music alone.

The team has great plans for the future and is currently moving premises to cope with the increase in demand, determined to maintain the personal experience currently on offer.

# RUNNER-UP

**Andrew Sykes**  
**NACRO Suffolk, Ipswich**

Andrew works with 16–18-year-olds who are not already involved in education, employment or training. He works closely with Connexions and the Youth Offending Team in Suffolk to help young people at risk.

His role goes beyond that of an IT trainer, encompassing co-ordination of ICT projects such as the refurbishment by students of unwanted PCs for charity, plus network administration, staff development and procurement of quality ICT resources.

He recognises that all young people have different personal, social and learning needs and that ICT can offer far more than just skills. He uses it to promote self-directed learning, self-belief and confidence, as well as social interaction. As a result, he has seen an increase in the literacy and numeracy qualifications being gained by the learners he works with, as well as a reliance on ICT by NACRO staff and learners alike.



Andrew Sykes

## LEADERSHIP – FOUNDATION STAGE AND PRIMARY

This category seeks to reward the practice of individuals in a foundation stage or primary setting who use ICT to create, manage and improve an environment where learning can flourish.

# WINNER



Susan Smith

### **Susan Smith** Hunwick Primary School, County Durham

Susan has led Hunwick Primary School through a period of great change to achieve her vision of a creative, flexible curriculum delivered through ICT.

As part of the Testbed project, she had the challenge of moving very quickly to introduce and embed a large amount of new technology. Committed to ICT in education as a principle, Susan has used her drive and enthusiasm to involve all her staff in making the most of this opportunity. She has worked closely with ICT Co-ordinators and other staff across the school to ensure that everyone has a sense of ownership about the technology used in the school.

She is keen to develop the culture of reflection that is growing in the school, through the action research that has become an important part of the school's work and her Change Management team. Susan and many of her staff are involved in sharing their good practice both locally and nationally and she has found that their success has bred pride and enthusiasm among staff and pupils alike.

Susan's response to the challenges that she faced at the beginning of her journey has had enormous impact on staff and pupils alike. Children are now driving their own learning forward and the creativity that ICT enables is offering them the opportunity to shine.

# RUNNER-UP

## **Brenda Bigland**

**Lent Rise Combined School, Burnham, Slough**



Brenda Bigland

Brenda's philosophy at Lent Rise is to 'prepare children for the world of tomorrow' and she has worked to bring the latest technology to the school to ensure that children are totally familiar with the equipment before they move on.

As well as ICT suites, digital media equipment, whiteboards, quiz systems and much more, Lent Rise offers a Cybercafé for use during the day by staff and pupils and after school by parents, who are coached by their own children.

They have been using video conferencing for several years to enhance and extend the learning experience of the children. Video conferences are held with museums and galleries as well as other schools from the UK and beyond. Each class is twinned with another EU nation and video conferencing forms an important part of the links with the various schools involved.

Brenda encourages her staff to work together, sharing skills, ideas and knowledge and she is convinced of the power of teamwork in implementing change at this scale.

## LEADERSHIP – SECONDARY

This category seeks to reward the practice of individuals in secondary schools who use ICT to create, manage and improve an environment where learning can flourish.

# WINNER



Paul Thomson

### **Paul Thomson** Jordanhill School, Glasgow

As Rector at Jordanhill for the last eight years, Paul has successfully embedded ICT as a way of enabling independent learning at all stages.

He has moved the ICT use since his arrival from subject-focused to pupil-focused, driving a culture of collaboration.

His effective leadership of the ICT strategy at Jordanhill is based on the principle that change can only happen with people driving it; ICT will never make an impact in the classroom unless staff and pupils use it. He has led a staff development programme to offer training both in and out of school, which has helped broaden staff skills and raised confidence in their use of technology.

Paul has introduced many ICT-based systems to free up teachers' time and allow better communication between staff, pupils and parents. This includes learning materials on the school's website, electronic reporting systems and online registration incorporating pastoral care information. He has also put power directly in the students' hands by giving them the opportunity to feed back comments using online surveys.

Paul's way of embedding ICT has played an important part in raising standards – it enables work to be individually tailored for pupils and helps to highlight *how* they are learning as well as what they are learning.

# RUNNER-UP

## **Andrew Storey** **Dulwich College, London**



Andrew Storey

Andrew has led the delivery of ICT in Dulwich College into a different dimension.

His conviction that self-paced learning, supported by clear and consistent teaching and usage across the curriculum, would improve the teaching and learning of ICT skills led him to develop a new and highly successful course and award scheme that he has developed into an online BTec course.

The course offers short and manageable tasks that, once completed, are marked electronically and recorded on a reporting engine. There are also formal online tests and coursework requirements. The coursework forms part of other curriculum subjects and, for the BTec, is marked as 'fit for purpose' by the relevant subject teachers.

Andrew has worked hard to bring all staff with him on his journey and the staff are now reaping the benefits of consistency across different teaching groups and the clear structure that the BTec offers. Pupils are now becoming confident, independent learners who are able and willing to work at their own pace.

Such has been the success of the course that other local schools are now using it as well as parents and older learners who complete the course using the college's Virtual Learning Environment.

## LEADERSHIP – POST-16

This category seeks to reward the practice of individuals in a post-16 setting who use ICT to create, manage and improve an environment where learning can flourish.

# WINNER



Elizabeth Morrison

### **Elizabeth Morrison** Fermanagh College, Enniskillen

As Curriculum Director at Fermanagh, Elizabeth's vision is to achieve excellence in learning. She believes strongly in the power of ICT to enhance and extend the curriculum on offer in the college.

An advocate of experimentation and willing to embrace and learn from failure, she also stresses that she would never ask anyone to do anything that she has not done herself.

As a result of this hands-on approach and leadership by example, Elizabeth has succeeded in further enabling the learning taking place in the college. Not only can students access their learning more readily and consistently, including those living in the rural area around the college who access courses on its mobile units, staff are also encouraged to try new ways of working and incorporate ICT into their working life.

There is more access to technology than ever before in the college and more use of e-learning as a part of ordinary life. Elizabeth has also used ICT to cement international links with other colleges worldwide.

As a result of this embedding of technology in both the curriculum and the management of the college, the spirit of initiative, creativity and commitment has increased among staff and students. While she is clear that the college is not at the end of its journey to embed ICT, Elizabeth's encouraging and enthusiastic leadership has been an instrumental part of this process.

# RUNNER-UP

**Rosemary Douglas**  
Mid-Kent College, Chatham



Rosemary Douglas

Tasked with increasing the effective and imaginative use of ICT in the college, Rosie faced a real challenge. She gave up her teaching post for a full-time job transforming the staff's understanding of the role of ICT and its use in the classroom.

Specific departments identified as at risk of failure in a forthcoming inspection, were targeted in the implementation of this work, as well as some departments who were already using ICT more extensively.

The key to Rosie's successful embedding of ICT in these departments has been hands-on, consistent and constant support of those practitioners involved. This included 'taster' days to try out new technology, departmental curriculum days, drop-in inspections by an internal observation team and Rosie's availability for follow-up training and hands-on support to individuals or groups. The college's Virtual Learning Environment has been widely used as a tool to reinforce practical and written work.

Rosie's commitment to support her colleagues as well as enthusiastic backing from the college's Senior Management Team and departmental leaders has led to a highly successful inspection result, with the excellent use of ICT singled out for praise. Such has been the success of the support programme in the departments involved, Rosie is now extending ICT support and training to new areas in the college.

## LEARNING ASSISTANCE – FOUNDATION STAGE AND PRIMARY

This award seeks to recognise effective practice using ICT carried out by teaching assistants, classroom assistants, learning support staff and learning assistants.

# WINNER



Pippa Carey

### **Pippa Carey** **Alexandra Junior School, Hounslow**

Pippa impressed the judges with the breadth of her support to the teaching staff, learning assistants, pupils and parents at her school. Enthusiastic about 'needs must' learning, Pippa explores the potential of each new piece of equipment or software that arrives at the school and encourages others to do the same.

She uses ICT creatively to bring lessons to life and give pupils a greater sense of pride in their work. A science lesson about the life cycle of plants was brought to life using plasticine and digital cameras. Able to watch their model flowers grow from the seed in the space of one session, children were also able to show their work to their parents after Pippa put the films on the school's website at the end of the lesson.

Pippa has worked hard to extend the use of ICT to parents. She has created an Inclusion section of the school website to enable parents to see and be involved in this aspect of the school's work. Parental use of the school's cybercafé has proved very popular, especially among the families for whom English is an additional language, who form 95 per cent of the school's intake.

Pippa's drive is leading her into new challenges and she has recently been appointed SENCO for the school. She is determined to instil the same passion and competence about ICT in the area of special needs as she has elsewhere in the school.

# RUNNER-UP

## **Pauline Golding** **Pembury School, Kent**

Pauline is very clear about the need to embrace ICT within education and her role as a Learning Assistant at Pembury School has evolved to reflect this. She works closely with teaching staff to help prepare resources and content for lessons.

Being self-taught has allowed her to be a friendly and patient face for those less confident with ICT. Now working full-time in the ICT suite, Pauline's expertise is sought throughout the school and she is keen to pass on new knowledge from and to staff and pupils alike.

As well as exploring and preparing resources for staff, Pauline's role also includes day-to-day responsibility for hardware across the school and the school website. She is also keen to use ICT to help children in the school with special educational needs and works with individual pupils and staff to find the best solution.

She runs a computer club three nights a week, encouraging children to further develop their ICT skills and to learn how to improve their school work using technology. Children leave Pembury with above-average ICT abilities and Pauline clearly plays a large part in this.



Pauline Golding

## LEARNING ASSISTANCE – SECONDARY AND POST-16

This award seeks to recognise effective practice using ICT carried out by teaching assistants, classroom assistants, learning support staff and learning assistants in secondary and post-16 settings.

# WINNER



Ian Green

### **Ian Green** Sandwell College, West Midlands

Ian has made his role of ICT technician a cornerstone to the success of the technology in the college. He has been key to the successful implementation of the Testbed project and has trained and encouraged staff in the use of the new ICT available to them. The time and support he has given to individuals has instilled such confidence with ICT among staff that he is now rarely needed to help.

He is constantly reviewing how ICT can be better used to deliver learning and teaching in the college. The judges were very impressed with this approach and one example in particular, where, keen to sustain the good relationship between students and the A level biology tutor who had moved to Los Angeles, Ian has proved that video-conferencing between Sandwell and the United States, supported by Ian himself in the classroom, can deliver a high quality of learning and teaching. The course continued so successfully that it is now being delivered to a new set of students in the same way.

Ian is willing to take risks to benefit the learner and will work in and beyond the college to support teaching staff and students alike. He encourages use of Sandwell's Virtual Learning Environment to allow students access to work outside college and has explored the use of new technologies to appeal to the various learning styles of the students and enhance their work.

# RUNNER-UP

## **Dympna Rea** La Salle Boys' School, Belfast

La Salle Boys' School serves a wide community in the West of Belfast. Pupils are offered full access to ICT facilities and an important part of Dympna's role is to ensure that the boys are given the guidance they need in using the technology available to them, as well as supporting particular tasks like internet searches and finding relevant software and content.

She works closely with specific pupils where necessary, most notably supporting a Year 11 GCSE group who require extra help. Dympna has sought to find the right technology to best help each boy in the group and supports them in person, in class and out, for example on field trips.

Dympna also supports planning and administrative processes in the school using ICT. She produces worksheets, presentations and other resources for teachers to use in class and she maintains electronic assessment recording, work planning systems and the SEN Register.

Dympna shows a high degree of commitment to underpinning the work of La Salle using relevant technologies and she willingly shares her self-taught skills with other staff in the school.



Dympna Rea

## NEW TO TEACHING

The New to Teaching Award seeks to recognise effective practice using ICT carried out by teachers who have been in the profession for three years or less. The category is open to teachers of learners of any age.

# WINNER



Jane Cooke

### **Jane Cooke** **Ivybridge Community College, Devon**

Jane has literally gone back to school, returning to teach ICT after a gap of some years to the school she attended as a pupil. She is now transforming the use of ICT in the college.

She has, from the very beginning of her teacher training, launched all of her work on to the school's Virtual Learning Environment, which has allowed pupils access to work and materials online. Other teachers are now following suit and the college website is becoming more dynamic and useful for pupils and parents as well as visitors.

Using all the technology available in the school, Jane encourages learners to develop their ICT skills and knowledge. She also seeks to engage those not immediately interested in technology, starting initiatives like her now over-subscribed 'pink and fluffy' computer club for girls.

Jane is keen to use ICT to help the transition from primary to secondary school, for example in projects that link the two stages. Her work on the 'Funky Music, Dirty Hands' project combined the use of ICT with art and music and was a great success with both pupils at Ivybridge and Year 6 pupils from local primary schools.

Now ICT Co-ordinator at Ivybridge, Jane shows great ambition for the use of ICT and is keen to share even more of her ideas across the school and beyond.

# RUNNER-UP



Paul Sutton

## **Paul Sutton** Gladesmore Community School, London

Paul wholeheartedly believes in the power of ICT to improve the quality of learning and teaching, reduce teacher workload and prepare students for working life. This means that he embeds technology in all aspects of his work – classroom resources, assessment and collaborative work with colleagues and pupils.

Eager to use media that his pupils are comfortable with, Paul incorporates technology in his maths lessons and planning to motivate and engage learners. He finds that using interactive whiteboards, PCs, interactive and online activities, as well as many other technologies, helps his pupils become more independent learners and he sees his role as teacher is changing as a result.

He also ensures that work can be accessed from outside the school on its website, to allow children to go back over points already addressed in class and test their learning, as well as to support homework tasks.

Despite the relatively short time he has spent at Gladesmore, Paul has been encouraging the staff in the school as a whole to work more with ICT and is now considered the 'ICT specialist', sharing practice and offering ideas and advice.

## TEACHING – FOUNDATION STAGE

This category seeks to recognise innovative or exemplary work by individuals or teams of teachers which has had an impact on learning in an early years setting.

# WINNER



Helen Newman

**Helen Newman**  
Sanday Community School, Orkney Isles

Helen's greatest strengths are her imagination, her ability to develop her own approaches and her aspiration for high standards. She has succeeded in embedding technology across all her practice, providing her class of three- and four-year-olds with full access to ICT and coming up with extraordinarily developed, innovative projects linking whole curriculum areas and drawing on wider community involvement.

Keen to help children express their feelings about music and art in particular, she has found ways of using ICT to help them connect what they hear or see to their feelings. The Northern Lights project is a clear example of using standard music playing applications on PCs to create visualisations of modern classical music, allowing the children to see as well as hear the music. This then helps them to draw what they feel about the music. The outstanding quality of work the children are producing for this and the Bear Hunt projects truly impressed the judges.

Helen's innovative use of software is central to her work, trying out new ways of using standard material to reach very young children. Equally impressive to the pupils' use of ICT was their ability to articulate their learning and opinions on music and art. It is not unusual in Helen's class to hear four-year-olds talking fluently about their preferences for Monet or Jackson Pollock!

# RUNNER-UP

**Amanda Painter**  
Tickhill Estfeld Primary School, Doncaster



Amanda Painter

Amanda believes that technology is a tool for teaching, learning, planning and assessment and that she has a duty to help her pupils develop the ICT skills that they will need throughout life as part of their wider learning.

She uses a wide range of ICT with her foundation class. In spite of their age, she is eager to promote learner autonomy and children are very quickly comfortable using the facilities available to them in class. She ensures that each child is able to access all the technology and seeks to find the most suitable types for each learner, whether it be the listening centre, digital cameras, PC station, remote control cars, whiteboard or other equipment.

Aware of the dangers of 'reinventing the wheel', Amanda seeks advice from national as well as local sources and is currently working with other LEAs to explore the potential of handheld devices in her classroom. She is also enthusiastic about sharing her own skills and knowledge and works with teachers across Doncaster who want to develop their ICT skills and is even planning a trip to America to seek as well as share good practice.

## TEACHING – PRIMARY

This Award seeks to recognise innovative, creative or exemplary work by individuals or teams of teachers in curriculum areas which has had an impact on learning in primary schools.

# WINNER



Miles Berry

### Miles Berry St Ives School, Haslemere, Surrey

Miles is a highly effective teacher and thinker, blending technical knowledge, enthusiasm and pedagogical theory. He has overseen huge changes in the ICT provision at St Ives School in the last five years, taking it forward to be a community that is confident in the use of technology. Eager to try new ways of working, almost everything that he has done has been achieved with Open Source free software.

In his lessons, he uses many types of technology to help children learn. His use of maths and art software has helped pupils to better understand various concepts like tessellations and symmetry and has also produced stunning visual work.

Miles's greatest innovation at St Ives has been the introduction of an open source Virtual Learning Environment, to take the best of the classroom into the pupils' homes. Children have embraced it as a way of getting immediate feedback on homework tasks, accessing resources while out of school, working collaboratively with classmates and teachers, using the discussion boards and other sites available through the VLE, and also reviewing their lessons, through recordings of sessions that are streamed on the site.

The VLE is having a big impact on the independence of learners and the ease with which teachers can track pupils' progress. He is keen to continue developing the use of the resource, hoping to further explore its effect on learning at St Ives.

# RUNNER-UP

## **Joanne Murray and Paula Burnside** **Cookstown Primary School, County Tyrone**



Joanne Murray and  
Paula Burnside

Joanne and Paula work as a team to motivate and engage their class of 11-year-olds using digital video.

Encouraged to work together at every stage of the process, their classes not only learn the skills involved in creating storylines, writing scripts, shooting a film and editing it but they also pick up many other subjects along the way. Literacy targets are met by the constant writing involved and other subjects such as history, geography and science feed in and inform the processes. ICT skills are gained by learning how to use the equipment necessary and all children, irrespective of their roles in the process, are given training.

Allowing the children to take the lead from the start by choosing their own story from all the suggestions made and asking them to give reasons behind their decisions gives the class a great sense of ownership of the whole project, as well as encouraging negotiation and other social skills to develop.

Joanne and Paula have been highly successful with this creative and innovative approach over the years and the judges were impressed with the breadth of subjects covered in one project and the highly professional results that each class has produced over the years.

## TEACHING – SECONDARY CORE

This category seeks to recognise innovative, creative or exemplary work by individuals or teams of teachers in core curriculum areas which has had an impact on learning in secondary schools.

# WINNER



Paul Dunn

**Paul Dunn**  
Royds Hall High School, Huddersfield

Paul has been very quick to recognise the potential of ICT in the learning and teaching of science. As part of a department-wide drive, he has overseen the introduction of many new technologies and has been instrumental in finding new ways of using standard equipment.

His use of webcams impressed the judges, having devised new ways of demonstrating concepts in physics to the whole class using time lapse, freeze frame, close-up demonstrations of otherwise small displays and many other techniques.

Along with the webcams, Paul uses much of the other technology available to allow his pupils to discover scientific rules and theories for themselves. He regularly uses data logging at various levels, laptops, interactive quiz equipment and digitised video. All these elements help Paul achieve his goal of an informal, relaxed learning environment where children are keen to learn. Standards have also been raised as a result of the embedding of ICT in the department, with GCSE results exceeding targets last year.

Paul is constantly looking to the future and his next venture is to ensure that pupils can share resources across a shared drive on the school's network.

# RUNNER-UP

**Gwyn ap Harri**  
Hatfield Visual Arts College, Doncaster



Gwyn ap Harri

As an ICT teacher, Gwyn believed that he could find a way of using technology for Assessment for Learning that would be directly relevant and helpful to his pupils and colleagues. Keen to reduce teacher workload including marking, and to offer students more diverse ways of gathering evidence of their work, he created an internet-based self-assessment tool for learners and teachers.

Using screen capture and other software, pupils are able to demonstrate their learning in various subjects in a much more effective way than simply writing. This is all then stored on their own profiles. They are encouraged to share ideas and files across the tool, as are teachers, and this has led to much greater collaboration between pupils and teachers alike.

Gwyn has found that the development of this tool has motivated learners and has made a direct connection for his pupils and colleagues between ICT and their learning across all subjects. As a result, an effective learning environment is developing and, alongside it, a highly effective and motivated learning community.

## TEACHING – SECONDARY NON-CORE

This category seeks to recognise innovative, creative or exemplary work by individuals or teams of teachers in curriculum areas, outside the core subjects, which has had an impact on learning in secondary schools.

# WINNER



Peter Dobbin

### **Peter Dobbin** **Aquinas Grammar School, Belfast**

Peter passionately believes in the power of ICT to bring Modern Foreign Languages to life. He has actively sought out alternative ways of delivering the curriculum to his pupils, using technology as the main medium to facilitate individually tailored learning and to make languages relevant to today's young people.

He has found ICT to suit all aspects of language learning and teaching, from audio players and internet radio for listening skills to emailing 'e-pals' in France or Spain to help develop writing skills. Reading skills are vastly improved using websites and software and speaking skills are developed using webcams to enhance role plays and allow playback and review, as well as using the internet and other software to access authentic voices and improve pupils' accents.

Running a busy classroom entirely in Spanish or French, Peter encourages the students to work on various activities throughout a lesson and uses software that allows him to monitor their progress. Judges were very impressed with the direct involvement of pupils in planning their learning, having redesigned the schemes of work themselves, to reflect how they see the content could be best taught.

Peter's success with ICT in the classroom has led him to work with other teachers to develop their skills and confidence with technology. He has set up a database of resources and ideas with teachers from 15 schools and has been involved in national training schemes.

# RUNNER-UP



Sarah Auld

## **Sarah Auld** **Frome Community College, Somerset**

Sarah works with ICT in her Media Art lessons to offer a 'safe challenge' to her pupils. She is enthusiastic about technology's potential to release learners' time, get faster results and allow them to think more about the meaning of their work, both in photography and other, more traditional artwork.

Working on different activities during one lesson, students use the freedom that ICT gives them to direct their own learning and use checklists to ensure that all their tasks are completed. Sarah uses the college portal to allow parental access to the students' work online and this also offers the opportunity to work on tasks outside school.

The judges were very impressed with the high quality of the students' work and Sarah's commitment to sharing her good practice. She passes on skills, knowledge and ideas to colleagues across all subjects in her own school and teachers in other institutions. Some staff have even taken up the Media Art courses, using Sarah's task-based online system, to facilitate independent learning.

Sarah also works with middle schools in the area to use her ICT-based art with young people about to transfer to the college. She has found this to be a great way of introducing new pupils to the college in a non-threatening and fun way.

## TEACHING – POST-16/LIFELONG LEARNING

This award seeks to recognise innovative, creative or exemplary work by individuals or teams of teachers which has had an impact on learning in a post-16 or lifelong learning environment.

# WINNER



Syd Rimmer

### **Syd Rimmer** Barking College, Essex

Syd's courses in Construction are over-subscribed and the judges felt that it was easy to see why. Working with a very diverse range of students, Syd uses all the ICT facilities available to him to allow learners to work at their own pace.

He is convinced of the power of technology to bring a practical subject like Construction to life away from the building site. He uses digital video and photography to bring the reality of the skills involved to the classroom, and this also enables students to go back over the clips as often as they need.

Syd also believes in ICT as a great leveller. He encourages his students, many of whom do not have an academic background, to use technology to help present their work well and give them a sense of pride and ownership in it.

Using the college Learning Environment, he shares documents and resources and makes them available outside college for students who want to revisit work or re-use material they have seen on the course. He finds that the use of ICT motivates and engages students and, once confident with the materials and technology available, they are enthusiastic, self-driven learners.

Syd is always looking for ways of further improving the delivery of his courses and is keen to find ways of developing more interactive materials.

# RUNNER-UP



Peter Carden

**Peter Carden**  
Bishop Auckland College, County Durham

Peter works with ICT to find new ways of engaging learners in the Plumbing courses that he runs at Bishop Auckland. He strongly believes that technology enables him as a tutor to appeal to all styles of learning.

Using technology such as digital cameras to offer an 'on-site' experience to learners in the college, he creates useful and relevant learning materials and resources, all of which are housed on the college Learning Environment, to give students access to work at all times.

Peter is keen to use resources such as the NLN Materials and other software to help make learning points easier to grasp. However, he is careful to use only what is helpful to each student, offering an individual learning experience.

He uses voting systems and other hardware and software to help reinforce learning and is an advocate of using ICT to facilitate quick and convenient assessment, encouraging students to evaluate their own work as well as using online assessment systems.

The impact of Peter's work has been much greater motivation among learners, which has led to increased retention and much improved presentation of student portfolios, bringing better results.

There was an extremely high standard of entry in the 2006 ICT in Practice Awards. All candidates should feel proud to have been nominated for these national awards by colleagues who recognise their ICT achievements. The judges would like to thank all participants, and commend the following nominees who were shortlisted across the categories.

# SHORTLIST

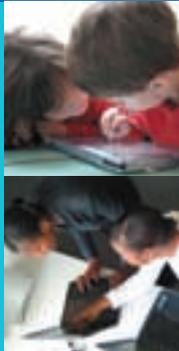
- Sharon Amison-Smith** *Abingdon and Witney College, Abingdon*
- Matthew Andrews** *Rudgwick Primary School, Horsham*
- Barnaby Blackburn** *The Abbey School, Farnham, Surrey*
- June Bolding** *St Nicholas C of E Primary School, Maldon, Essex*
- June Bridgman** *Coleg Gwent, Newport*
- Susan Burr** *Kyle Academy, Ayr*
- Douglas Butler** *ICT Training Centre, Oundle School, Peterborough*
- Jonathan Chapman** *Hessle High School, East Yorkshire*
- Hilary Clare** *Freshfield Nursery School, Stockport*
- Cathy Clarkson** *Dewsbury College, West Yorkshire*
- Gary Clawson and team** *North West Learning Grid, Widnes*
- Julia Coles** *Rowan Gate Primary School, Wellingborough*
- Rebecca Cox** *Mount Pleasant Primary School, Dudley*
- Ian Crawford** *Lyndhurst Primary School, Oldham*
- John d'Abbro** *The New Rush Hall School, Ilford*
- Garry Davies** *Wood Green High School, Wednesbury*
- John Davies and team** *Dudley Grid for Learning*
- Gary Elliot** *Henley College, Coventry*
- Graeme Ferguson** *Derby City LEA*
- Paul Foreman and team** *Connexions Nottinghamshire*
- Dave Gedny** *Davison C of E High School for Girls, Worthing*

**Alexis Jamieson** *Aberdeen College*  
**Maxine Kurzberg** *Camberley Infant and Nursery School, Surrey*  
**Ken Lewis** *Mary Eliot School, Walsall*  
**Hector McLennan** *Fermanagh College, Enniskillen*  
**Adrian Morris** *Bishop Challoner Catholic School, Birmingham*  
**Helen Myers** *The Ashcombe School, Dorking, Surrey*  
**Lesley Oliver** *Hunwick Primary School, County Durham*  
**Andy Page and team** *Halton Education Business Partnership, Cheshire*  
**Dave Pickin** *Lincolnshire County Council*  
**Daniel Powell** *Ashfield School, Kirkby-in-Ashfield*  
**Joanna Roffey** *St Thomas Primary School, Swansea*  
**May Rowan** *Portree Primary School, Isle of Skye*  
**Lynn Serafinn** *Carshalton College, Surrey*  
**Tony Shepherd** *Spen Valley Sports College, Liversedge*  
**Sharon Sweeney** *Holland Haven Primary School, Essex*  
**Alan Thompson** *Dereham St Nicholas Junior School, Norfolk*  
**Lisa Valentine** *Henshaws College, Harrogate*  
**Ross Wallis** *Sidcot School, North Somerset*  
**Julie Williams** *Bozeat Community Primary School, Wellingborough*  
**Stuart Young** *Aberdeen College*





# 2006



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ICT in PRACTICE AWARDS