**futurelab**
innovation in education

# Using digital technologies to promote inclusive practices in education

a Futurelab handbook

KEY TO THEMES OVERLEAF

## Key to themes

Futurelab understands that you may have specific areas of interest and so, in order to help you to determine the relevance of each project or publication to you, we have developed a series of themes (illustrated by icons). These themes are not intended to cover every aspect of innovation and education and, as such, you should not base your decision on whether or not to read this publication on the themes alone. The themes that relate to this publication appear on the front cover, overleaf, but a key to all of the current themes that we are using can be found below:

**Digital Inclusion** – How the design and use of digital technologies can promote educational equality

**Innovative Teaching** – Innovative practices and resources that enhance learning and teaching

**Learning Spaces** – Creating transformed physical and virtual environments

**Mobile Learning** – Learning on the move, with or without handheld technology

**Learner Voice** – Listening and acting upon the voices of learners

**Games and Learning** – Using games for learning, with or without gaming technology

**Informal Learning** – Learning that occurs when, how and where the learner chooses, supported by digital technologies

**Learning in Families** – Children, parents and the extended family learning with and from one another

## Preface

In April 2008, Becta commissioned Futurelab to collect insights and guidance from exploration of current inclusive practices in primary, secondary and FE education sectors. Teacher case studies, desk research and expert interviews inform the main corpus of this handbook.

The purpose of the handbook is to provide educators with guidance on using digital technologies to promote inclusive practices in schools and colleges. In so doing, the handbook addresses key educational agendas such as personalisation as reflected in the Gilbert Review, the FE White Paper, Every Child Matters, Extended Schools and the Children's Plan.

Case studies have been chosen to illustrate the potential impact digital technologies can make by widening access to learning and making possible new approaches to learning. Although the case studies provided are from different sectors, we encourage you to explore the methods and activities used in each, as these may offer new perspectives that you may wish to consider in your own context.

The main aims of this report are:

_ to summarise the evidence from research, policy and practice for the promotion of inclusive practices in schools and the FE sector

_ to highlight current inclusive practice and the role digital technologies can play in supporting learners

_ to provide useful guidance on developing inclusive activities

_ to provide a directory of resources to promote inclusive practices across the education sectors.

The audience for this report is likely to include headteachers, college principals, local authority lead practitioners and teachers. We would like to acknowledge the following people for providing insights into inclusive activities across practice, policy and academia: Anthony Bravo, Roger Broadie, James Buchanan-Dunlop, Adrian Carey, Tim Cook, Les Dix, Graeme Genty, Rachel Ireland, Jake Mansell, Desi McKeown, Paul Nesbit, Myra O'Connell, David Williams.

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**Dr Leila Walker, Futurelab with
Ann Logan, education consultant**
Futurelab 2009

# 1. INTRODUCTION TO INCLUSIVE EDUCATION

In Section 1, we are reminded of the historical events that have led to the movement for inclusive education and practices in today's education system. We explain what is meant by the term 'inclusive education', how it relates to special educational needs, and the significance of the Department for Children Schools and Families (DCSF)/Department for Innovation Universities and Skills (DIUS) personalisation agenda. We further discuss what the perceived benefits of inclusive education are, and how these benefits have changed the learner demographic of mainstream schools.

# 1.1 HISTORICAL CONTEXT

During the 1980s and 1990s there was much investment in new special schools to meet the needs of children and young people with learning and physical disabilities. The rationale for these separate schools was that mainstream education was unable to provide these young learners with the additional support and care required.

Since the start of the 21st century there has been a political shift in thinking with many special schools closing or merging with their nearest primary or secondary school or college. Advocates of this change (Ainscow 2005; CSIE 2008) cite that the social aspect of education is crucial to all learners and that a person's learning or physical difficulties are best met in an inclusive social environment, ie an inclusive educational institution.

> "Special education placement for students with disabilities has failed to demonstrate substantive advantages over regular classes despite lower teacher-pupil ratio and specialized teaching. Special Education has not proven to be academically and socially stronger than would regular class placement."
> (Bunch and Valeo 1997)

Today many mainstream schools operate with separate inclusion teams or faculties to meet the demands of a changing learner profile, which now includes children and young people with emotional and behavioural difficulties (EBD) as well as moderate to severe physical and learning considerations. Since September 2008, all schools have added a Special Educational Needs Coordinator (SENCO) – if they had not already – to their Senior Leadership Team (SLT).

As education providers have aimed to become more inclusive, their approaches to learning have had to reflect this change in learner demographic. Educational agendas (Children's Plan, 2007; Every Child Matters, 2004; Gilbert Review, 2006; Further Education White Paper, 2006; Leitch Review of Skills, 2006 and World Class Skills, 2007) all endorse the concepts of personalisation and the learner's right to have a voice. Consequently, both personalisation and learner voice are current popular levers for change in educational practice.

Education providers now need to demonstrate that they are addressing the educational needs of all their learners. For every learner who fails to progress or demonstrate their potential, the institution must be seen to intervene with additional support and services.

# 1.2 DEFINING INCLUSIVE EDUCATION

For education providers, inclusive education involves focusing on the individual needs of learners, helping them to overcome any barriers that may prevent them from reaching their potential.

**Schools**
The National Curriculum contains a statutory statement on inclusion, which refers to all pupils. It says:

"Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

_ set suitable learning challenges

_ respond to pupils' diverse learning needs

_ overcome potential barriers to learning and assessment for individuals and groups of pupils."

(National Curriculum Statutory Inclusion Statement, DCSF 2000)

Ofsted inspectors report on how schools are implementing this requirement.

Further to this, guidance for inspectors says that inclusive education

"...is more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school."
(Ofsted 2000)

The Ofsted guidance specifies that the term 'different groups' can apply to any of the following:

_ girls and boys

_ minority ethnic and faith groups, travellers, asylum seekers and refugees

_ pupils who need support to learn English as an additional language (EAL)

_ pupils with special educational needs

_ gifted and talented pupils

_ children 'looked after' by the local authority

_ other children, including sick children, young carers, and those children from families under stress

_ pregnant school girls and teenage mothers

_ any pupils who are at risk of disaffection and exclusion.

The guidance defines an educationally inclusive school as "one in which the teaching and learning, achievements, attitudes and well-being of every young person matter".

It goes on to say that the most effective inclusive schools monitor and evaluate the progress that each pupil makes:

"They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. They take practical steps – in the classroom and beyond – to meet pupils' needs effectively and they promote tolerance and understanding in a diverse society."
(Ofsted 2000)

The definition of inclusive education involves focusing on the individual needs of learners as well as fostering an understanding of social equality. A similar concept applies to further education.

**Further Education**

In its publication 'Further Education Matters', Ofsted outlines the inclusion activities on which a successful college is likely to focus. These include:

_ working with local communities to provide opportunities that meet their needs

_ drawing in people from hard-to-reach groups

_ using community venues to attract people for whom travel costs are a financial burden

_ promptly revising their policies on equal opportunities and diversity in response to changes in legislation, including the Special Educational Needs and Disability Discrimination Act 2001 and the Race Relations (Amendment) Act 2000.

(Cited from Ofsted 2005)

These colleges focus on meeting the needs of individual learners, which includes:

_ offering flexible programmes for 14 to 19 year-olds which reflect the understanding that the needs of 14 to 19 year-olds will be different than those of adults

_ enabling learners to meet their individual aspirations and achieve high success rates

_ offering opportunities to meet the needs of the widest possible range of learners.

(Cited from Ofsted 2005)

The emphasis for all learning providers in offering an inclusive learning experience is to meet the needs of the individual learner. Providers must also offer an inclusive education in the broadest sense – including those with special educational needs, those who are disengaged and those who are hard to reach.

# 1.3 REDEFINING SPECIAL EDUCATIONAL NEEDS (SEN)

The Government has designed legislation to address its wider agenda of removing the barriers to successful participation in mainstream society for people with SEN. This is significant for both schools and the further education sector.

**Schools**
The Special Educational Needs and Disability Act 2001 emphasises the rights of pupils to be included in mainstream education.

> "The Special Educational Needs and Disability Act 2001 strengthens the right of children with SEN to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with 'efficient education for other children' and there are no 'reasonable steps' which the school and local authority can take to prevent that incompatibility."
> (Ofsted 2004)

The Government's strategy for SEN, 'Removing Barriers to Achievement' (DCSF 2004), widened the concept of SEN beyond physical and intellectual abilities:

> "Difficulties in learning often arise from an unsuitable environment – inappropriate grouping of pupils, inflexible teaching styles, or inaccessible curriculum materials – as much as from individual children's physical, sensory or cognitive impairments. Children's emotional and mental health needs may also have a significant impact on their ability to make the most of the opportunities in school, as may family circumstances."

The strategy also announced the Inclusion Development Programme, which has the role of developing good practice. Its initial focus illustrates the Government's SEN priorities:

_ autistic spectrum disorder (ASD)

_ behavioural, emotional and social difficulties (BESD)

_ speech, language and communication needs (SLCN) and dyslexia

_ moderate learning difficulties (MLD).

(DCSF 2004)

The Government believes that each of these areas is a growing challenge for schools.

> "With autistic spectrum disorder, increasing numbers of children are being identified, presenting a wide range and complexity of needs. Children with behavioural, emotional and social difficulties pose similar challenges, too often leading to exclusion from school. Overcoming speech, language and communication difficulties is crucial to enabling children to access the whole curriculum. Children with moderate learning difficulties in mainstream schools are the largest group with SEN but too often can find their needs overlooked."
> (DCSF 2004)

## Citation

Michael goes to a regular school in his neighbourhood. He has an intellectual disability. But this does not keep him from getting into everything that goes on in his classroom. He plays with his classmates, and loves doing all the fun things his teacher plans.

Not so long ago, because of his disability, Michael would have gone to special classes. He would not have had a chance to go to school with his friends, play with them and learn the things they are learning. And nothing would have changed, as he grew older. But 20 years ago parents of children with intellectual disabilities began to think differently about what their children needed. They wanted them in regular classrooms. They even went to the courts to demand the rights of their children.

We know that children who have intellectual disabilities can become part of their communities. A regular education in a regular classroom is one of the first and most important ways for people with intellectual disabilities to learn and belong. Inclusive education is all about belonging and, of course, getting the education needed to become participating, contributing adults. Nevertheless, the struggle for inclusion is not over, and the battle is far from being won. Most children with intellectual disabilities still find themselves in separate classrooms.
(Cited from www.kidstogether.org)

**Further Education**

Various pieces of legislation have made an impact on how colleges meet the needs of learners, including the Disability Discrimination Act 2005, the Learning and Skills Act 2000 and the Special Educational Needs and Disability Act 2001.

Ofsted has helpfully defined what is meant by learners with learning difficulties and/or disabilities (LDD) and special educational needs (SEN). It has published a booklet to help learning providers evaluate standards in provision for students with LDD and for those in schools to help pupils with SEN for provision post-16. (Ofsted 2002)

Ofsted defines what we mean by LDD/SEN to include those with:

_ general learning difficulties

_ severe learning difficulties

_ sensory impairment – hearing and visual

_ communication disorders – autism and speech and language

_ specific learning difficulties – dyslexia, dyspraxia and dyscalculia

_ mental health issues

_ medical disabilities – physical disabilities and epilepsy

_ profound and multiple learning difficulties (sometimes known as complex difficulties) with or without challenging behaviour

_ passivity due to fear, uncertainty, low self-esteem or lack of motivation.

(Ofsted 2002)

Further education colleges, sixth-form colleges and independent specialist colleges are required to make appropriate provision for learners with learning difficulties and/or disabilities to meet individual need, according to the Learning and Skills Act. They must also provide individual programmes that promote inclusive learning and increased participation. (Cited from OPSI 2000)

The Special Educational Needs and Disability Act and the Disability Discrimination Act also cover the responsibilities of education institutions with regard to work-based learning and work placements.

Both colleges and companies have obligations under current disability legislation.

"If a learner is based mostly at college and the work-related activity is being undertaken under the auspices of the college, the college has the obligation to ensure that no discrimination takes place and will be expected to assist work placement providers in fulfilling their obligations… Where the learner is an employee of the organisation, for example, during a Modern Apprenticeship, or on work-based vocational qualifications like NVQs, the employer has the responsibility not to discriminate against the employee under the Disability Discrimination Act 1995."

(TechDis, Work experience and work-related learning www.techdis.ac.uk)

# 1.4 REDEFINING INCLUSIVE EDUCATION

Inclusive education refers to the focus of a learning institution on meeting the individual needs of its learners. As a result of the personalisation agenda (Gilbert Review, 2007; 14-19 Education and Skills White Paper, 2005), there is a demand from policy for education institutions to demonstrate inclusive practice.

Personalisation calls for educators to explicitly meet the needs of all learners, irrespective of background. In practice, this takes the form of class lists with detailed information on all that the provider knows about the learner. This information includes current levels/grades and predicted levels/grades but also any identified physical, emotional, social, behavioural or cultural attribute that may have an impact on their learning.

In schools, any young person classified with an attribute deemed to be potentially detrimental to their learning outcome is provided with an Individual Education Plan (IEP). An IEP will state what the concern is and which strategies the school is to implement to enable the young person to achieve their potential regardless of background. Upon inspection, schools must report against cohorts of young people deemed at risk of underachievement, ie those with physical, emotional, social, behavioural and/or cultural differences.

Importantly, The Government's strategy for SEN, Removing Barriers, reminds us that the SEN Code of Practice emphasises the need to involve children with SEN in decisions about their own learning. This includes developing ways to remove the barriers to learning that they may face.

> "All children, even those with the most severe or complex needs, will have views about their education and the choices before them, and all should be enabled to communicate their wishes, using specialist tools and techniques, where appropriate."
> (DCSF 2004)

In further education, provision for learners with LDD/SEN may take the form of individual support in courses. Alternatively, a discrete programme will be designed to match the needs, interests and abilities of a group of learners. In some cases, for example, in specialist colleges, learners follow an individual programme of activities. All learners should be placed in appropriate courses following extensive pre-entry and initial assessment leading to the identification of individual learning goals, upon which individual learning plans (ILPs) are based.

Ofsted suggests that:

> "While learners may vary in the range and extent of their difficulty and/or disability, individually they will require personalised programmes that allow them to learn and make progress in realistic, adult learning environments. There must also be clear routes to another level of further education provision, training for employment or more independent living."
> (Ofsted 2002)

# 1.5 PRINCIPLES OF AN INCLUSIVE INSTITUTION

A good starting point for any institution wishing to foster successful inclusive practice is to reflect on the principles behind inclusive education. Institutions should determine which principles are already fully functional in their communities, which are being partially met and which are absent.

Staff, learners and parents/carers should be given an opportunity to express their perspective and be part of the final decision-making process in making this evaluation. A single perspective would not tell the whole story, and therefore any strategies for improvement would start at a disadvantage. Furthermore, a truly inclusive institution is one where all decisions are informed and owned by all involved.

The following list of principles could be used as a simple checklist with staff, learners and parents/carers. Any difference in opinion should be addressed first, keeping in mind that any strategies for improvement need to be learner-centred.

_ Value all learners and staff equally.

_ Increase the participation of learners in the cultures, curricula and communities of their institution.

_ Restructure the cultures, policies and practices in the institution so that they respond to the diversity of learners in the community.

_ Reduce barriers to learning and participation for all learners, not only those with impairments or those who are categorised as 'having special educational needs'.

_ Learn from attempts to overcome barriers to the access and participation of particular learners to make changes for the benefit of learners more widely.

_ View any difference between learners as a resource to support learning, rather than as a problem to be overcome.

_ Acknowledge the right of learners to an education in their locality.

_ Improve institutions for staff as well as for learners.

_ Emphasise the role of the institution in building community and developing values, as well as in increasing achievement.

_ Foster mutually sustaining relationships between learning institutions and communities. Recognise that inclusion in education is one aspect of inclusion in society.

(Cited from www.urbanschools.org)
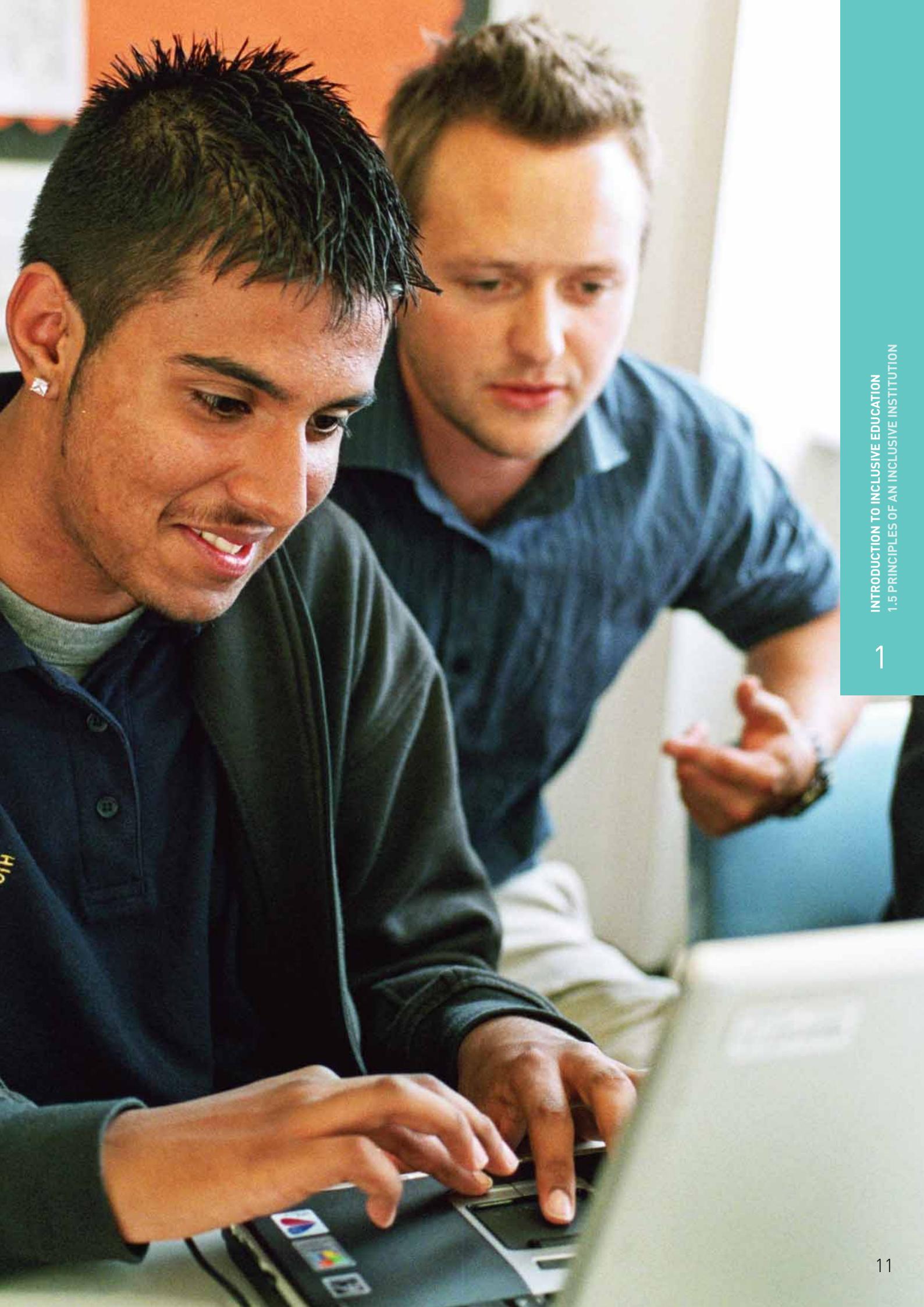
# 1.6 BENEFITS OF INCLUSIVE EDUCATION

Advocates of inclusive education will identify social and resource benefits at the top of their list of reasons for why people of all backgrounds should be taught in one learning community. Others would argue that young people with particular difficulties are best catered for in 'specifically-resourced' institutions, where their individual needs are met. Currently, the shift is certainly in favour of single learning communities where any specialist resource (usually human) can be brought in when appropriate. The benefits from social interactions with people of all backgrounds and the sharing of additional resources across a wider group are deemed, at present, to be preferable.

The following list details the perceived benefits for learners both with and without disabilities (learning, emotional, behavioural).

Benefits of inclusion for learners:

_ meaningful friendships

_ increased social initiations, relationships and networks

_ peer role models for academic, social and behavioural skills

_ increased achievement of IEPs (Individual Education Plans)

_ greater access to general curriculum

_ enhanced skill acquisition and generalisation

_ increased inclusion in future environments

_ greater opportunities for interactions

_ higher expectations

_ increased staff collaboration

_ increased parent/carer participation

_ families better integrated into community

_ increased appreciation and acceptance of individual differences

_ increased understanding and acceptance of diversity

_ respect for all people

_ preparation of learners for adult life in an inclusive society

_ opportunities to master activities by practicing and teaching others

_ greater academic outcomes

_ improvement in meeting needs for all learners, greater resources for everyone.

This list was comprised from data taken from an evaluation by the charity Kids Together (www.kidstogether.org).

There is little research that shows any negative effects from inclusion when it is done appropriately with the necessary supports and services for learners to participate and achieve the goals on IEPs and ILPs.

# 1.7 THE GROWING ROLE OF TECHNOLOGY IN ENABLING AND SUPPORTING INCLUSIVE PRACTICES

The introduction of technologies into the learning environment offers educators another opportunity to rethink their teaching and learning practices. The evidence suggests that ICT can support inclusive practice in a variety of ways, including motivating learners and deepening their engagement in the learning process.

## Schools

A growing body of evidence from Becta shows that the impact of ICT on intermediate learning outcomes – such as motivation, engagement and independence in learning – can be significant. The benefits include increased collaboration, greater engagement and persistence, more on-task behaviour and better conceptual understanding (Becta 2007).

ICT has also been shown to be effective in re-engaging disaffected young people, particularly when used to enhance creativity (Becta 2007a). It improved learners' motivation and they learned to take responsibility for their own learning. It also helped them build relationships with others.

In particular, technologies with strong visual elements – such as digital video, drama-oriented software and multimedia presentations – can be effective ways of engaging learners. Also, mobile technologies have been shown to be effective in supporting learning for disaffected and 'hard-to-reach' pupils, where attending school is problematic for personal or family/cultural reasons (Becta 2007). Online learning can also be of benefit to learners who do not do well in a formal learning context (Becta 2008).

## Further Education

ICT can have a positive impact on learners in further education in areas such as student motivation, retention, attendance and attainment, according to the Becta Review (2006).

Recent research on young people between the ages of 16 and 18 who are not in education, employment or training (NEET) has shown that ICT has the potential to draw them back into learning. They can benefit from the use of ICT in a range of ways, including having access to:

_ visual and auditory material rather than text, as their literacy levels may be low

_ authentic and real-life experiences, where they are engaging with people and working on aspects that have real aim and purpose

_ creative opportunities that allow them to explore and create in the areas of music, art, design and drama, for example.

(Cited from Becta 2008a)

All of this potential can be harnessed by educators to engage learners with a view to helping them reach their individual potential. We discuss this further in Section 3.

In Section 2, we offer some general principles which can be a starting point for educators to use in developing their inclusive practice. These are illustrated with case study examples.

In Section 3, we review the ways in which ICT can be used to support inclusive practice. This includes examples of types of technologies available and where they best promote inclusiveness. There are case study examples to illustrate.

In Section 4, we discuss how current educational policy is driving the inclusive education agenda and illustrate with case studies how schools are addressing these changes successfully.

Section 5 provides the reader with a list of resources to further support inclusive practice.

# 2. FRAMEWORK FOR DEVELOPING AN INCLUSIVE INSTITUTION

In this section, we provide some general principles on inclusive practices for consideration. This is to help educational leaders recognise and develop inclusive institutions that meet the needs of all their learners. These considerations were formed from desk research, expert interviews and case studies.

Key objectives are discussed within a practical context to help you reflect on your own educational settings, identifying inclusive qualities and those which are less so. With each objective, we provide a case study of a school/college community that is using technology to foster inclusive practices.
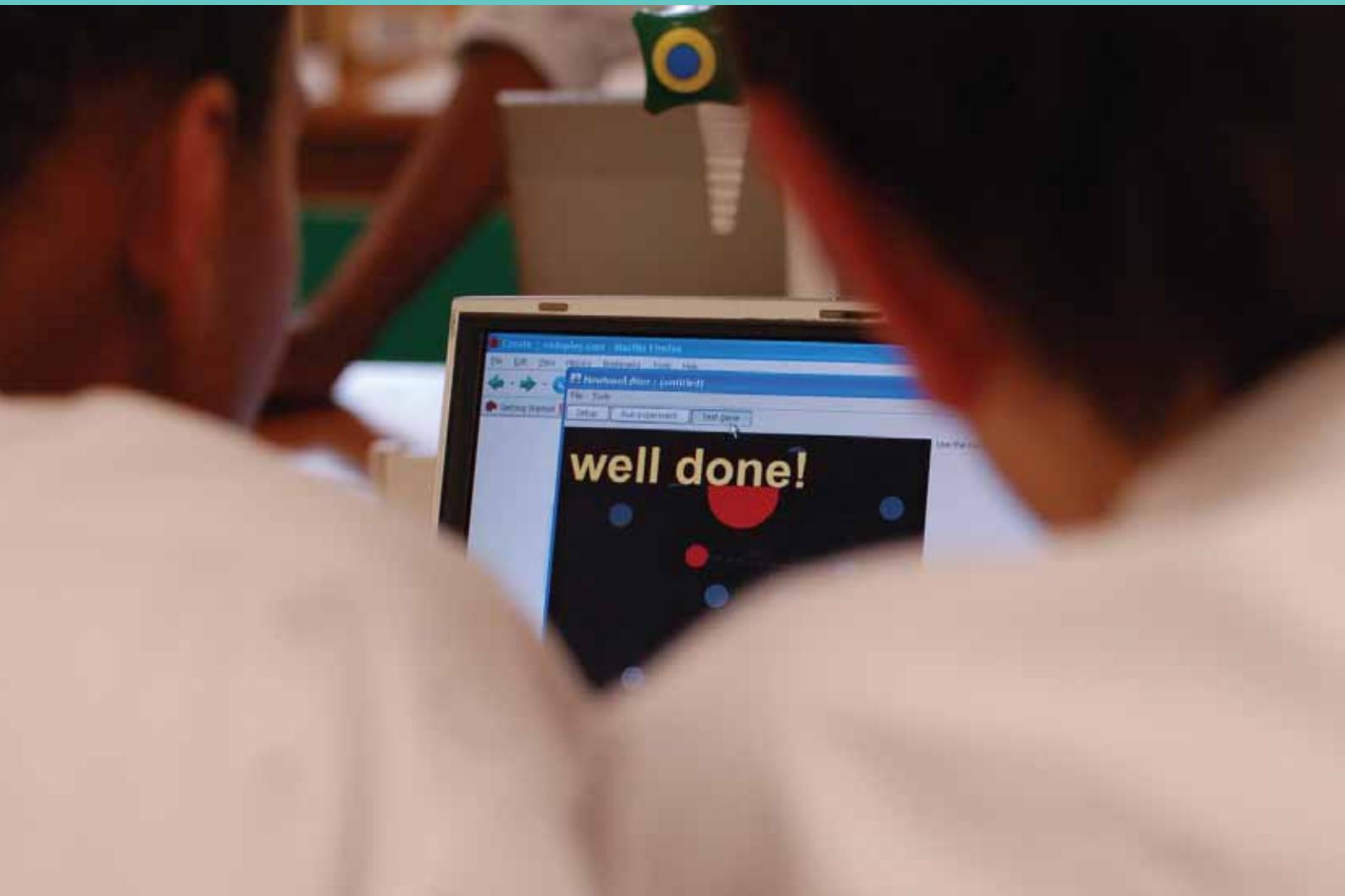
# 2.1 BUILDING AN INCLUSIVE INSTITUTION

When designing your inclusive institution, consider the following objectives. This is not an exhaustive list but rather a starting point:

_ foster a sense of community

_ develop universally-designed assessment processes

_ let learners take ownership

_ provide authentic and meaningful learning experiences

_ encourage collaborative teaching

_ encourage cooperative learning

_ develop collaborative problem-solving.

**Foster a sense of community**
Schools in England are finding ways to build bridges between themselves and their communities. A major area of activity is the Government's Extended Schools programme. An extended school works in partnership with its local authority and Children's Trust – as well as with other local schools and partners from the voluntary, community and private sectors – to offer access to a range of services and activities which support and motivate children and young people to achieve their full potential. (DCSF 2008)

Research from the Universities of Manchester and Newcastle, and from Ofsted and Mori, showed that providing extended services cultivated feelings of belonging to a community among learners. It helped improve motivation, self-confidence, behaviour, attitudes to learning, attendance and achievement of learners. (Cited from DCSF 2008)

In further education, the post-16 Citizenship curriculum requires learners to develop a sense of community. This has led to successful practice in a number of colleges, as highlighted in a series of case studies, published by the QCA (2004).

## Example: Loughborough Primary School, Lambeth

This school has actively pursued community engagement and adult learning in order to tackle low attainment in a disadvantaged part of South London. The school runs its extended services through the school's existing governance structures, which put inclusion, community involvement and adult learning at the heart of the drive to improve standards. The school has a dedicated inclusion department, covering special educational needs, English as an additional language and family learning.

It also runs an extensive programme of adult learning, which started with coffee mornings and now includes general courses, such as first aid, and more vocational learning, such as accredited IT training. The school hosts weekly surgeries with statutory agencies on benefits, housing and health, offering both one-to-one appointments and group sessions. With a high number of referrals from social services, the school has also begun offering counselling for parents and children. A breakfast club was started and later an after-school club, so the school is now open from 7:45am to 6:30pm all year round.
(Cited from DCSF, 2007b, pp 9-10)

## Example: Woolenwick Junior School, Stevenage

This school offers a wide range of after-school activities as part of the Extended Schools programme. Many of these activities are run by local service providers, clubs and volunteers. Some 85% of the school's pupils attend, including many vulnerable and looked-after children, reflecting the school's quality mark for inclusion. The clubs are run by a non-profit-making company, which also runs the school's childcare provision, with a full-time manager and a staff of eight, overseen by a school-appointed voluntary committee. Charges are made for these services to ensure that they are sustainable, and the local authority funds places for low-income families.

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## Case study: Using a television studio to demonstrate that all students have skills and knowledge to offer

The set-up of a school television studio to produce community programmes has brought all members of a school community together to visibly show how each one is of equal value.

### Context

Darlington Education Village is a federation of three schools, providing education to learners of all ages and abilities. The three schools – Beaumont Hill Special School and Technology College, Haughton School and Arts College and Springfield Primary School – are housed under one roof and share a range of resources and facilities.

### Method used for promoting inclusive practice

The television studio is a fantastic facility that is accessed by students across the village. The TV studio is accessible throughout the day and into the evening; this gives students the opportunity to have their media lessons timetabled in the studio, use the area for curriculum enrichment and create their own TV shows. All activities are overseen by Mike Bartaby, the Multi-Media Manager, who has developed learners' skills across the Education Village to enable them to become self-sufficient in terms of creating film. Learners are able to successfully work together in an area where they can all find something they are good at:


© MH Bartaby

"Everyone can find something they are good at here. Some students are naturals in front of the camera, while others may prefer script writing, editing the shots, being a camera person or a sound technician – everyone can feel that they are valued, which allows for success, both individually and as a team."
Mike Bartaby


© MH Bartaby

### Focus of inclusive practice

EVTV runs an after-school club three times a week, allowing students from all areas of the school to work together creatively and successfully. As part of the extended schools offer, students from each of the three schools come together to share and create their ideas.

### Level of success

The major success of the activity is in providing students with a context and environment that allows them to interact and find out about each other. It has developed a real 'team' approach and an ethos of respect and inclusion.

## Case study: Building a sense of community at City of Bristol College

**Context**

The City of Bristol College is the third largest college in the UK, with around 35,000 students. For the past two years, the college has run a citizenship programme for students following the CACHE certificate in childcare and education, a full-time, two-year vocational course at level 3.

**Focus of inclusive practice**

The citizenship programme was introduced for the childcare students because citizenship objectives fitted in well with the course content. Anti-discriminatory practice, a core theme in the CACHE course, is used as a focus for the programme, which revolves around four main topics:

_ understanding and respecting others

_ world religions

_ how the media influences us

_ the role of pressure groups.

**Method of inclusive practice**

Students carried out topical research projects on issues such as legal and human rights, voting systems, globalisation, the monarchy, state-funded education, hygiene in hospitals, and political and defence roles in armaments sales. They chose their own research methods and were given access to telephones, video cameras and photocopiers, as well as time in the computer rooms for web-based research. At the end of the project, they presented their findings to the rest of the class.

One pair of students investigated celebrity role models and their influence on children. They presented their work as a professional, edited music video produced with a target audience of very young people in mind. Students also selected newspaper cuttings and other media coverage of current events to use as stimulus material for group discussion. Following their research, they decided to hold a class debate on capital punishment.

In another event, young people from the college worked with students from across Bristol to contribute to the early stages of a transport policy aimed at reducing levels of pollution in the city. Students listened to presentations by local experts in the television studio at Explore@Bristol, took part in a question-and-answer session with the experts and completed a series of activities to research the issues involved. By the end of the event, they had formed their own opinions and presented group proposals to members of staff from Bristol City Council. They came away with valuable insight into local decision-making processes.

**Level of success**

The programme has been so popular with learners, that the college is now taking steps towards college-wide citizenship. Building on the programme established through the CACHE childcare course, the college is introducing citizenship in the transition programme, BTEC National Diploma in public services and as part of the personal development programme for A-level and GCSE students.

Read this case study in full at:
www.qca.org.uk/libraryAssets/media/cs_city_of_bristol.pdf.

**Develop universally-designed assessment processes**

There is a need to develop 'universally-designed' assessment systems. Universal refers to a test that is 'all inclusive' (Pearson 2006). This can be done in many ways. For instance, one way of adapting a test to become more inclusive is to strip irrelevant information out of assessment questions. This enables learners to more easily understand what is being asked of them. Research from Futurelab (2009) offers this example:

"Mei-Ling from Singapore was preparing to go to South Africa as an exchange student. She needed to change some Singapore dollars (SGD) into South African rand (ZAR)."

The text here could be replaced by the following:

"Mei-ling is from Singapore. She went to South Africa. She changed some Singapore dollars (SGD) into South African rand (ZAR)."

The extra detail in the first item can run the risk of being misunderstood, particularly the two contexts that refer to 'exchange'. The latter example has removed the information that is not relevant. This gives learners a greater opportunity to demonstrate their knowledge, skills and competencies. Such a system is accessible to the widest body of learners irrespective of potential disadvantages such as language, culture and disability. The universal design approach also includes compatibility with assistive technologies such as screen readers, alternate input devices, and screen magnification software.

Inclusive assessment systems require recognition of personalisation, most probably through technological developments that will enable 'anywhere, anytime' access to assessment. Assessment procedures should be informed by all key stakeholders but in particular by people who are selected to be representative of the population as a whole and who will be the primary 'consumers' of the assessments on offer.

## Case study: Making examinations more widely accessible using digital tools

Assessment is a key determining factor for learners engaging with school or college and finding employment.

**Context**

The Scottish Qualifications Authority (SQA) is the main educational awarding body in Scotland. CALL Scotland is the Scottish national centre supporting the use of ICT for learners with additional support needs.


© CALL/SQA

**Method used for promoting inclusive practice**

CALL and SQA have developed digital examination papers for learners with disabilities. Learners with visual or reading difficulties use text-to-speech software to read the paper; those with writing or spelling difficulties type answers on screen or use assistive technologies such as on-screen keyboards, word prediction and speech recognition.

**Focus of inclusive practice**

The inclusive practice is in response to the DDA and Disability Equality Duties and provides learners with a more independent method of support than human readers and scribes.

**Level of success**

Pilots in 2006 and 2007 showed that the learners preferred the digital exams to readers/scribes, and that fewer staff and accommodation resources were needed compared to traditional methods of support.

**Let learners take ownership**

Educators are exploring new ways to encourage learners' participation in curriculum planning, providing them with ownership over what they learn and how (Futurelab 2006, 2008). Making assessment procedures a co-partnership activity and joint decision-making process could also be part of this goal.

Moving towards a partnership that sees an equal share in responsibility between educator and learner can facilitate inclusion because it can lead to deeper engagement on the part of the learner.

As part of the Government's approach to personalisation, the Gilbert Review states: "Pupils are more likely to be engaged with the curriculum they are offered if they believe it is relevant and if they are given opportunities to take ownership of their learning" (DCSF 2006).

Enquiring Minds is an approach to teaching and learning developed by Futurelab (Futurelab 2008).

Learners at City Academy Bristol are creating more relevant courses to better engage future learners.

Delegating responsibility to learners and cultivating learner voice initiatives are also important objectives in further education.

Focusing on learner voice initiatives in further education can put learners at the centre of policy and practice. The Foster Review argues that turning the idea of learner focus into action will involve strengthening learner advocacy at national, local and college levels (DCSF 2005a).

## Case study: Fostering enquiring minds

Enquiring Minds is a new curriculum that allows learners to bring their own lesson content into the classroom.



**Context**

Ashton Park is a mixed comprehensive school with specialist sports status for students aged 11 to 18. Most of its 1,150 students come from the Ashton, Southville and Bedminster areas of South Bristol.

Method used for promoting inclusive practice
Enquiring Minds is an approach to teaching and learning, which takes learners' ideas, interests and experiences as its starting point, and provides them with more responsibility for the direction and content of their learning.

Scaffolding students' ideas into concrete learning experiences is a challenge, but with the help of a set of web-based thinking tools called Exploratree (www.exploratree.co.uk), students and their teachers have been able to take a simple interest and make it into a rich and diverse learning experience.

**Focus of inclusive practice**

Enquiring Minds' key aim was to develop a curriculum that both teachers and their students had joint ownership of. Enquiring Minds in action demonstrates how students can steer their own learning.

**Level of success**

Teachers and their students have reported higher levels of enjoyment and engagement in Enquiring Minds lessons compared with more traditionally-approached lessons.

www.enquiringminds.org

## Case study: Contributing to course design at City Academy Bristol

This institution provides a good example of linking learner participation directly to the course curricula, according to research from the Carnegie Young People Initiative. The school values learners' voices in creating better and more relevant courses for future students.

### Context

The City Academy Bristol opened in September 2003 and has specialist status in sports. The academy is much larger than most other schools. It acts as a lead partner for post-16 provision in the area, working with five other schools. The total student population is around 1,100. Many students live in neighbouring communities which are socially disadvantaged. More students than usual (55%) are entitled to free school meals. A large number are either refugees or children of asylum seekers. Three in every five students are from minority ethnic groups. Over a quarter of the students learn English as an additional language and 40 are in the earliest stages. Over a quarter of all students have some learning difficulties or disabilities and over 70 hold Statements of Special Educational Needs.

### Method of inclusive practice

The Finance Academy is one of a series of sixth-form specialist courses held at City Academy. Part of the course includes a six-week programme of work-based learning. Currently there are 25 students taking part.

The academy has a decision-making panel consisting of a student representative, industry and business members and the governing body. The panel decides on the content of the academy curriculum. Students feed back their ideas on the current curriculum. They also make suggestions for the future. These are discussed at the panel meetings, which are held three times a year. Due to the growth of the programme across the region, all participating schools are now asked to give their input to this process.

Specifically, students articulate what they need regarding personal development or aspects of the curriculum, including their work-based learning. Individual students can raise these issues, or the student representative on the panel might raise issues for the group.

Staff will do what is required to meet these needs, such as inviting in speakers from outside or organising training events.

### Focus of inclusive practice

The purpose of the engagement is to try and ensure that the courses are relevant to a young person's life.

City Academy encourages students to take ownership of their learning. Staff also work to ensure that the courses remain inspirational and worthwhile. A deeply-held belief among staff is that education is not something that older adults inflict upon young adults. In this course young people are encouraged to take a deeper interest in the purpose of the education and training provided.

### Level of success

Some 80% of students go on to university from this course, with 100% of them remaining in university for the entire course. All students have job offers at the end of the course or university. All students are confident, self-aware and employable. Over 50% are able to pursue their chosen career with a range of soft skills that make them 'work-ready'.

The students' contribution to the community is outstanding, according to Ofsted. Inspectors say that students at this college are prepared very well for their future economic well-being and for taking their place as good citizens.

The City Academy Bristol wishes to work in partnership with schools and businesses from around the world.

For more information about City Academy Bristol, read: Carnegie Young People Initiative, 'Inspiring schools, case studies for change: taking up the challenge of pupil participation', p30 (cypi.carnegieuktrust.org.uk/cypi/publications).

## Case study: A strong learner voice at Bridge College, Stockport

Bridge, a specialist college, won the national Learner Voice Award in the Representative Organisation of the Year category against competition from general further education and sixth-form colleges. The college won for the work of its student council in affiliating to the National Union of Students (NUS).

### Context

Bridge is an independent specialist day college for students with complex learning difficulties, physical disabilities, communication disorders and autistic spectrum conditions. The college has an expertise in supporting learners with communication difficulties and is a centre of excellence for Makaton, a signing system for people with learning difficulties.

### Method of inclusive practice

The commitment of staff and learners to developing feedback has transformed the concept of 'learner voice' at Bridge College over the past year. Learners succeed in having a real impact and influence on their environment through their student council and appropriately designed feedback mechanisms that include the use of sign, symbol, voice synthesisers, electronic communication aids, specialist software and speech. They use these tools to communicate with each other, with staff and with the wider community. The college thoroughly assesses the communication needs of all learners before college and provides equipment and software to help them communicate.

### Focus of inclusive practice

The project to affiliate to the NUS was proposed by the students. The college sought to support the project in order to develop skills in independence and self-esteem.

Learners take part in all staff appointments, including that of principal. There is a student panel of interviewers that devises questions and scores the answers. Those scores are incorporated into the judgement and decision-making. A candidate with a low score on that part of the interview would not be appointed.

### Level of success

The structures have become so well established that the college senior team has become fully engaged. The college itself has gained membership of the NUS, proving its active democratic structures.



© Bridge College

The community of learners and staff at Bridge is fully committed to sounding out, hearing and acting upon the student voice. Of the three students who received the learner voice award, two use electronic communication aids. Learners make regular reports to governors. One governor and the deputy principal attend student meetings. Winning the learner voice award and having autonomy within their NUS branch are two major accomplishments that have affirmed students' sense of self and ability to command a place in the adult world.

Bridge College is part of the Together Trust: www.togethertrust.org.uk/education/bridge%20college/about_us.php?area=education&s1=4&s2=1.

Find out more about the learner voice awards: www.centreforexcellence.org.uk/?Page=nomenuReadNews&id=456.

## Case study: Interviewing learners in work-based learning at ProCo NW Ltd, Wigan

This provider is creating opportunities to enhance dialogue between staff and learners. The Learning and Skills Council (LSC) has cited this as an example of good practice in its handbook, 'Developing a Learner Involvement Strategy'.

### Context
ProCo NW Ltd (ProCo) is a limited company. It was established in October 2003 with the merger of two local training providers, Metropolitan Training and Vocation Station. ProCo is owned by Wigan Metropolitan Borough Council (MBC) and the Wigan Economic Partnership. It provides apprenticeships, advanced apprenticeships and national vocational qualification (NVQ) training in construction, engineering, motor vehicle maintenance, business administration, hairdressing, health and social care, customer services and warehousing.

### Method of learner voice engagement
This work-based learning provider uses its management information system to identify a sample of learners from each department. These learners are then interviewed by the quality manager about key processes. These include recruitment and initial assessment, induction, individual learning plans and progress reviews, off-the-job training, support and on-the-job training.

The quality manager reviews the learners' files before the interviews in order to highlight areas to ask about, but the interviews are not limited to the prompts used by the quality manager.

They provide an open opportunity to discuss any issues the learner wants to raise. A summary of the questions and answers goes to the management team.

### Focus of engagement
ProCo found that learners were just ticking boxes on their written questionnaires and not really engaged in the process of giving feedback. The provider felt that learners were getting tired of closed questions on a survey form. The idea was to create the opportunity to have a dialogue with learners.

### Level of success
The provider has been able to probe more deeply into issues by using the interview approach.

For more information, read 'Developing a Learner Involvement Strategy: A handbook for the further education sector' (2007): excellence.qia.org.uk/tutors/documents/nat-developingalearnerinvolvementstrategy-pu-feb2007.pdf.

### Provide authentic and meaningful learning experiences
The Gilbert Review (DCSF 2006) calls for educators to plan lessons for groups of individuals rather than for a collective. It asks educators to consider what is relevant to the learner and what is not and how the two may be bridged. Using everyday experiences to broker between familiar and new learning experiences has been advocated as a successful teaching approach for decades.

However, instead of using a shared experience as the starting context for new learning, educators considering learners' individuality have the more difficult task of supporting a number of previous experiences and relating them to the desired new learning outcome. The premise of the latter is that a group of individuals may not necessarily share a single past experience.

### Encourage collaborative teaching
Collaborative teaching is when two or more educators take responsibility for planning, teaching and monitoring the success of all learners. Collaborative teaching can look very different from day to day, and from classroom to classroom. This is because collaborative teaching is a dynamic process that educators constantly reconfigure to fit their curriculum planning and the needs of their learners.

## Case study: Using real-life experience to inform a media lesson

Bridging learning between informal and formal learning experiences can help to engage learners.

### Context
St Katherine's is an 11-18 state comprehensive school in North Somerset with an intake of around 1,000. The majority of students who attend are from Bristol urban backgrounds.

### Method used for promoting inclusive practice
The students (Year 11 mixed ability) were given an open remit to film what they considered to be learning outside the classroom, using handheld digital camcorders. After careful editing, the students uploaded their movies onto a safe website within school in order to share their work with the class.

### Focus of inclusive practice
This was an opportunity to utilise student media dexterity. The short movies the students created promoted inclusiveness within the classroom as they shared their outside achievements with teachers and peers.

### Level of success
The students were surprised that outside learning was valued in school. Using the camcorders emancipated students from traditional pen and paper presentation of work. It was effective with disaffected as well as higher ability students.


© St Katherine's School

## Research findings on collaborative teaching

Jeanne Bauwens and Jack J Hourcade suggest three approaches to implementing collaborative teaching: team teaching, supportive learning activities, and complementary instruction. First, they describe team teaching as educators jointly planning and presenting subject content to all learners. Second, the authors describe supportive learning activities as those that reinforce, enrich or enhance learning. Finally, they describe the third approach to collaborative teaching, complementary instruction, as one educator taking primary responsibility for teaching the content material and the other for teaching functional how-to skills, so learners can successfully understand and acquire the content material.

(see 1997 article 'Cooperative teaching: pictures of possibilities' in Intervention in School and Clinic, 33, pp. 81-85, 89)

## Case study: Holding the baby- using e-learning with young people who are NEET at JHP Training in Coventry

**Context**
JHP Training was founded in 1983 to deliver Government-funded training. It offers a range of programmes including Apprenticeships 16-18, 19-25 and 25+, Young Apprenticeships, Adult Apprenticeships, Entry to Employment, Train to Gain, Young Mums to Be and Young Parents Programme.

**Focus on inclusive engagement**
Some of the objectives of the project were to:

_ reduce the instances of NEET

_ promote sustainability in employment in childcare

_ promote social inclusion

_ convey some of the realities of early parenthood, including the physical, emotional and financial consequences

_ widen learners' horizons and encourage them to progress into work-based or other learning

_ encourage more men into childcare.

**Method of inclusive engagement**
As part of a pilot project, JHP purchased 80 Realcare e-babies and a range of supporting equipment to monitor their care. The project was aimed at learners on foundation programmes such as Entry to Employment, Young Mums to be/Young Parents, NEET, those on Programme Led Pathways, and learners on Care programmes.

The equipment added a new dimension to the programmes by identifying attitude and aptitude towards care programmes and improving literacy, numeracy and communication skills in an innovative, contextualised way.

The equipment comprised eight sets of ten e-babies with slings, changing bags, wireless ID wristbands and control centre, nappies, bottles, a bump simulator and control centre software.

The programme was based on the schedules of 15 real infants and they had to be fed, rocked, burped and changed. The infants made feeding and breathing noises, they coughed and burped. Each one responded to a wireless ID attached to the learner's wrist with a tamperproof wristband.

A babysitter could be assigned if appropriate and the e-baby could be put into daycare when needed.

The e-babies registered rough handling, unsupported head, shaken baby and incorrect positioning. The electronics registered all proper care, missed care, mishandling, abuse and neglect. The e-babies were 3kg in weight and 43cm long, realistic in appearance and used a bottle or breastfeeding device. (They came in five ethnic groups and were anatomically correct.)

Wireless technology provided ease of use for learners and programmes. The bump was a unique simulator designed to replicate the weight gain and changing body shape that occurs during pregnancy. It was designed to get the wearer (male or female) to be conscious of all the extra weight associated with pregnancy and to appreciate that weight gain is not just about the baby. It promoted discussions on body image, media influence and peer pressure.

During the 12-week pilot phase, 30 learners had the opportunity to learn key aspects about caring for a baby, particularly in a nursery setting. They investigated different needs; developed knowledge and understanding of what was needed to progress onto an apprenticeship in childcare; and increased their communication skills through keeping reflective diaries and being involved in discussions on their findings.

**Level of success**
The project proved particularly useful for those learners who found communication difficult, particularly writing reflective diaries. The computer printouts, which identified how the e-babies had been cared for, proved to be invaluable in helping learners discuss their approach and the problems they encountered. The equipment also increased learners' confidence through discussion groups with healthcare professionals and has heightened their knowledge of contraception and sexually transmitted diseases.

Learners have increased their numeracy skills through calculating formulae for feeding, costs of equipment, clothing and food, and by budgeting for childcare costs. The equipment also allowed staff to contextualise numeracy skills as an integral part of the programme to make numeracy interesting and relevant.


© JHP Training

As some learners lived in sheltered accommodation and others in families who were not supportive, it was difficult for some learners to cope with the e-babies at home. To cater for these learners, JHP adapted the programme so that learners could opt to take the e-baby out for a day to show how they cope with public transport, bags, and a pushchair or carry sling, as well as having to feed, change and soothe the baby.

Taking part in the project had a significant impact on one learner, who said: "My boyfriend and I were planning to have a baby when I turn 19, but after having THAT for 3 nights, definitely NOT."

Read this case study in full at the Association of Learning Providers site:
alp.qia.oxi.net/case-studies-and-reports.

**Encourage cooperative learning**
Cooperative learning techniques can help develop inclusive practice, according to Kagan's theory of cooperative learning (Kagan 2001).

They can:

_ promote student learning and academic achievement

_ increase student retention

_ enhance student satisfaction with their learning experience

_ help students develop skills in oral communication

_ develop students' social skills

_ promote student self-esteem

_ help to promote positive race relations.

Cooperative learning is a successful strategy in which small teams of learners, each with different levels of ability, use a variety of activities to improve their understanding of a subject. Learners work through the task until group members successfully understand and complete it. Therefore, each member of a team is responsible not only for their own learning, but also for helping team-mates learn. This can create an atmosphere of achievement. Cooperative learning outcomes include:

_ gaining from each other's efforts

_ recognising that all group members share a common fate

_ knowing that one's performance is mutually caused by oneself and one's team members

_ feeling proud and jointly celebrating when a group member is recognised for achievement.

## Case study: Fostering a sense of community through shared learning experiences

Having a joint goal means shared responsibility for the outcome. This approach helps to foster a sense of community.

### Context
St Chad's is a Voluntary Aided Primary School with 210 pupils from Reception to Year 6. It has a strong community around the school, and the school and community work very closely together.

### Method used for promoting inclusive practice
The school's digital radio team includes a wide range of abilities, including SEN as well as gifted and talented children from Year 5. The radio show has been used as a vehicle to enable these children not only to work together – in a way they would not have been able to normally – but also to produce a weekly 'product' that is accessible and entertaining for the whole school community. The technology used (such as Audacity & Autocue) has enabled this collaboration to happen more effectively and allows children of all abilities to work to their strengths. This is the case whether it is writing questions, recording interviews, editing sound clips or reading the scripts on air. All members of the team feel that their input is valued and the team produces the show together, collaboratively.

### Focus of inclusive practice
The project was initiated to develop a close bond between business and enterprise and to enhance community cohesion. The idea was that, through developing life skills and collaboration, not only within the school and the community but also throughout the feeder primaries for Brighouse High School, a 'product' could be produced. This product would serve the community.

Bringing the community feature into school life and taking the work of the school further into a wider community, including the high school, has aided the transition between schools. It has also fostered positive relationships between children from various feeder schools.

### Level of success
The success has been beyond the school's expectation, at all levels. Within school the children have enjoyed the 'production' process and developed a full range of skills, both within and beyond the curriculum. The local community now wait in anticipation for the next show. They are avid listeners of the information and features that are shared on a weekly basis. This new media has improved the communication with parents.


© Brighouse High School (St Chads)

On a pyramid level, the collaboration between schools has been excellent, thanks mostly to Les Dix, the person who has led and liaised between schools, sharing good practice and developing ideas. On an authority level, the feedback from the school has led to the setting up of at least another 20 similar ideas throughout Calderdale in Yorkshire. And even on a wider scale, the children presented their project to an audience of regional ICT advisors from the Yorkshire and Humberside Grid for Learning, who also took the ideas and enthusiasm back to their respective authorities.

**Develop collaborative problem-solving**

Educators and learners need to be able to work together in order to achieve a shared goal. A successful, inclusive community will work towards common, agreed goals. One model for collaborative problem-solving involves the following six steps:

1. Define the problem in terms of needs not solutions.

2. Brainstorm possible solutions.

3. Select the solution that will best meet all parties' needs and check possible consequences.

4. Plan who will do what, where, and by when.

5. Implement the plan.

6. Evaluate the problem-solving process and at a later date how well the solution worked out.

Collaborative problem-solving allows individuals to develop a number of key skills, including:

_ working as a team player

_ active listening

_ assertion

_ managing conflict through group resolution

_ critical thinking – forming a fluid argument

_ negotiating

_ fostering mutually respectful relationships.

## Case study: Taking a collaborative approach to building a fountain

Learners at Luckwell Primary School in Bristol worked collaboratively to design and create the Luckwell Fountain for their playground. The intelligent fountain has given children as young as five the chance to learn skills such as teamwork, problem-solving, communication, persistence and inter-generational skills.

### Context

The £100,000 Fountaineers project has involved the school's 208 pupils and its staff working with Futurelab and a community design agency, Stakeholder Design. It began after Stakeholder Design came up with the idea of an intelligent fountain that would respond to people in various ways.

The fountain has a range of sensors that can react to both behaviour and touch. For example, as a child runs past it at speed the water starts to gush, emulating the speed of the child. It responds to children pressing their hands and feet on the fountain and can be programmed to react to sound and to music.

The fountain activity began as a learning process for learners and staff and now it is about to have an impact on the school's curriculum.

### Method of engagement

Stakeholder Design and Futurelab asked learners for their ideas on what the futuristic fountain should look like. The learners soon worked out that their initial ideas, such as a chocolate fountain, or one containing goldfish, would not be practical. Eventually, a design was chosen, but then the learners found out it would have to be altered because of the cost. "There were frustrations along the way, but that enabled the children to learn about compromise and about practicalities," said headteacher Sue Roberts.

### Focus of engagement

Tash Lee Jones, learning researcher at Futurelab, said: "Our aim in getting learners to be integral to the design and construction of the fountain was to establish ways to work together across a whole school and to create new relationships between teacher and learner."

"It is all about taking learning beyond the classroom and allowing children to take the lead," added Sue Roberts.



### Level of success

Without much guidance, the learners – working across age groups and classes – led the project, deciding on the fountain design.

This collaborative approach to teaching and learning has been so successful that the school plans to tie it into the changes they are making to the curriculum as a whole. They are gradually introducing a skills-based and learner-led curriculum with the fountain playing an integral part.

Cited from This is Bristol: www.thisisbristol. co.uk/nov72008/Clever-fountain-makes-splash-Bristol-schoolarticle-458756-details/article.html.

## Case study: Taking a problem-solving approach and building teamwork

Learners at Richmond Upon Thames College organised a survey of learners and met with senior managers to address their concerns around catering services. This contributed to the creation of a new catering committee with learner representatives as members.

### Context
Richmond Upon Thames College is a tertiary college with a large number of full-time students aged 16 to 19 from socially diverseareas of south-west and inner London. The college provides courses at all levels, but specialises in level 3 work. All students belong to the college's well established students' union.

### Focus of inclusive practice
The main focus of the college's citizenship programme is the group tutorial programme. Seven tutorial groups – a total of 84 students – were involved in the first year of the project.

Successive units of work established the tutor group as a small-scale participatory community and focused on the wider college community and ways of bringing about change. The main objectives of the programme were to help students achieve a variety of goals, including developing their ability to debate issues and express and justify a personal opinion to others.

### Method of inclusive practice
The tutors fostered a climate of working together and voicing views from the outset. They gave priority to icebreakers and group-building exercises that involved collective decision-making and establishing ground rules for tutor group meetings.

Instead of simply signing the student charter (which sets out roles and responsibilities), students were encouraged to assess the document critically. They were also involved from the beginning in electing tutor group representatives to the student council.

The entry level catering tutor group provided a good example of how students can take a problem-solving approach. In this example, students first raised concerns about working conditions in their training kitchen at a tutor group conference. They then arranged for the college's deputy principal to visit the department so that they could put their case in more detail. Another group followed up concerns that had been expressed about catering services in the college by carrying out a survey of prices and researching students' opinions on the quality of a range of items obtained from the college caterers and several local shops. Representatives from the project tutor groups have now joined student union executive members on newly established catering and transport committees in the college.

### Level of success
This example is part of a range of citizenship activities at the college. Most students have found at least some of the activities to be worthwhile and enjoyable. Tutors have noted that the groups following the citizenship programme are well integrated and that attendance at tutor group meetings is much higher than average.

Read this case study in full at the QCA guidance page on citizenship: www.qca.org.uk/libraryAssets/media/cs_richmond_upon_thames.pdf.

## 2.2 ENABLING INCLUSIVE PRACTICE TO HAPPEN

Inclusion policy and practice need to be woven into all aspects of the school or college, creating the conditions for a learning model that is increasingly learner-led.

There are important factors that can enable whole-institution participation. These include:

_ being clear about why provision for inclusion is being introduced – remember the purpose and don't get distracted by the process

_ being willing to change the institution's ethos and showing a commitment to listening to learners and acting on their views

_ assigning sufficient time and space for learners to be involved

_ making sure inclusive methods have sufficient status to gain the respect of the whole organisation

_ including all learners in the provision for learner voice, not just those who are actually on a representative body or who are most comfortable expressing their views

_ making sure educators are committed to developing inclusive approaches

_ training educators in inclusive practice.

The next section explores ways of using the technology in inclusive classrooms.

# 3. EDUCATION POLICY AND ICT

"We aim to put learners, young people – and their parents – in the driving seat, shaping the opportunities open to all learners to fit around their particular needs and preferences. In achieving these goals the effective use of interactive technologies is absolutely crucial."
(Harnessing Technology Strategy, DCSF 2005b)

The Government's e-strategy, Harnessing Technology, emphasises the importance of new technologies. Building on this work, Becta has published a technology strategy for the further education sector, 'Technology Strategy for Further Education, Skills and Regeneration: Implementation plan for 2008-2011'.
(Becta 2008b)

© Frank Wise School

Technology can help learners achieve real gains in pursuing the qualifications that they need. Learning providers can use technologies to support competitiveness and social cohesion, to tackle inequities and to ensure accessibility in a safe environment for all learners (Becta 2008b). It is becoming easier to learn in the workplace, home, classroom, community and even on the move, with access available in all these places to high quality digital resources. Recent developments in technology for learning allow educators to reconsider basic teaching and learning methodologies and practice. They also mean learning can be personalised to meet the needs of increasingly discriminating learners, with greater choice supported by technology-based assessment and accreditation systems. There is encouraging progress, but not for all providers.

For many, the use of technology is far more frequent and sophisticated outside the formal learning environment. For instance, video games have continued to grow in popularity. The volume of sales of video games in the UK rose from £6.4 million in 2004 to £9.4 million in 2005 (ONS 2006). This has led some educators to investigate the potential of games as tools for learning (Futurelab 2006a).

The Government's e-strategy calls on educators to make use of opportunities created by new technologies, such as games, to engage learners more widely.

"Technology is the key to personalised learning. And imaginative use of ICT should help engage more learners in the excitement of learning. Borrowing ideas from the world of interactive games, we can motivate even reluctant learners to practice complex skills and achieve much more than they would through traditional means. New technologies can attract new kinds of learners into lifelong learning."
(DCSF 2005b)

Mobile technologies such as handheld devices have been shown to have a place in further education. The use of these technologies is improving retention rates and helping learners to learn, according to research conducted by the Mobile Learning Network (MoLeNET). Learners enjoy the ease of use, the drag-and-drop facilities and the game-like nature of these tools.

## Case study: Using mobile games to widen student interest and understanding of physics

Bristol Cathedral Choir school has used Newtoon to engage a wider group of students in the learning of physics.

**Context**
Students used mobile phones and web-based games to learn more about physics.

**Method of engagement**
Newtoon is a mobile phone activity which embeds physics learning in game creation and play. Working with Futurelab, students created their own games on mobile phones. The objective of this project was to utilise technology already available in students' pockets, thereby opening up the potential for physics learning to be easily accessible outside the classroom.

**Focus of engagement**
The aim was to improve science literacy – bridging the gap between learning abstract science concepts and doing real science through simulation. The activity enabled students to actively construct science-based mobile games.

**Level of success**
The Newtoon prototype had a striking effect on learner engagement in research trials. Students of both genders and all abilities embraced the practice and demonstrated improvement in understanding key physics concepts.

www.futurelab.org.uk/projects/newtoon

## Case study: Using mobile phones in classes in English for Speakers of Other Languages (ESOL), City College Southampton

The college has been developing the use of mobile learning with funding from the ICT Effective Practice Study led by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC).

**Context**
City College Southampton serves an ethnically diverse population and is one of the largest providers of English for speakers of other languages (ESOL) in the area.

**Method of engagement**
In this project, tutors explored the use of camera phones and web publishing tools. These helped to improve learners' awareness of their locality while strengthening their language skills at the same time. Tutors used a web tool for setting up multimedia message boards to which students could add comments by sending in their own text messages or picture messages from their mobile phones.

In one instance, newly-enrolled learners had an opportunity to learn more about the layout of the college campus. Tutors uploaded a map of the campus onto the board and created zones within it. Learners, working in pairs, sent information from each zone around the campus in the form of pictures, text messages or audio files via a dedicated e-mail address. The web tool matched the messages with the appropriate zone on the image. In this way, they constructed a composite picture.

Local research played a key role in this project. For instance, learners researched past migrations of populations in and out of Southampton, and into local jobs. Learners practised grammar, idiom and pronunciation while building up their knowledge of the local area.

The activity lent itself to involved learners with physical disabilities. For example, a learner with limited mobility took part in the project by asking questions of those out on location. The learner used the web tool to support two-way communication and shared the results from this activity with others outside the course. An important part of this work was the fact that learners took charge of the content of their classes by making resources themselves.

**Focus of engagement**
By using common ICT tools such as mobile phones and a website, learners were able to improve their language skills. Encouragement to create their own resources enhanced learners' skills. This offered learners the twofold benefit of learning through creating the materials, then repeating the learning when they shared these materials with others.

**Level of success**
Learners achieved a variety of benefits. Learners with limited mobility gained from multi-sensory learning opportunities and being able to communicate using the technology. Researching the local area brought isolated groups of learners into contact with one another and with the local community. All learners improved their language skills and self-esteem.

College staff are now exploring wider uses of this approach, for example in vocational training. Other applications across the curriculum include icebreaking activities to encourage group integration, sharing data from field trips, virtual tours linking students with those in other countries, and research assignments.

Innovative Practice with E-learning guide: www.jisc.ac.uk/eli_practice.html.

Educational institutions are increasingly becoming aware of the disparity between ICT use in and out of school. Many learners are using technology at a more advanced level outside school than within the formal curriculum, according to research from Becta. Wikipedia is particularly popular both in and out of school, but other activities that could support learning – such as listening to audio and watching video – are used far more at home. Collaborative activity is also higher outside the classroom, as are file-sharing activities such as picture sharing, video sharing and music downloading.
(Becta 2008c)

Current research is exploring how to harness informal ICT use appropriately for formal educational goals, as well as attempting to better understand the role that informal ICT use plays in enhancing ICT skills amongst learners. The learning rationale is that ICT tools that are familiar to learners outside school can offer them more meaningful learning opportunities in school.
(Becta 2008c)

Despite so much use of new technologies outside the classroom, there remains a digital divide. Some 1.4 million students still have no access to the internet at home. The Government has launched the Home Access programme to address this. Becta, industry and other partners have announced a new foundation that will offer training to teachers and parents on how to introduce home access into their communities. The Home Access programme is currently being piloted in Oldham and Suffolk, focusing on 7-18 year-olds. It will be announced nationally later in the year. The aim is to have home access for all learners by 2011.

Becta is also going to explore the opportunities for informal adult learning presented by the Home Access programme. This is part of Becta's aim to create learning opportunities through technology for the digitally excluded, for disadvantaged learners and for small businesses (Becta 2008b). In its technology strategy for FE, Becta notes that this priority requires all FE providers to ensure that opportunities are made available for all learners in a safe, online environment.

# 3.1 BENEFITS OF USING DIGITAL TECHNOLOGIES

Technology can support a learner-centred and collaborative approach to learning. Digital tools such as mobile technologies, games and the internet provide an opportunity for learners to connect, communicate and collaborate. They can do all this while uploading and downloading content that matches their interests and experiences.

This section describes some of the key benefits of using digital technologies, namely: making connections, fostering collaboration, encouraging communication, and providing a dynamic repository.

## Making connections
The internet has increased the ability of people to connect online across geographies and backgrounds, as compared with the greater restrictions of face-to-face interactions. The vast amount of information that is now available to people, either through their laptops or mobile phones, is astonishing, with profiles of individuals and organisations available for anyone to communicate with and connect with in a non-intrusive manner. People with similar interests or concerns can now acknowledge, learn from and start communicating with one another.

## Fostering collaboration
Collaboration amongst groups of educators, learners and parents – as well as across mixed groups – is important to foster in an inclusive school community. New technologies have made collaboration possible. Hubs of individuals sharing stories, information and support have flourished, with groups meeting regularly over the internet in online discussion forums and online chat rooms. These groups would never have been able to communicate and work together in the past. For instance, many of these communities are based around hobbies, such as photography. Flickr (www.flickr.com) is a website that allows people to post, tag, store and search photos, as well as make comments on other users' pictures that are shared. Collaboration through organising pictures can result in dialogue between users that can be captured and used to develop mutual interest areas among a wider community, providing a debating space for important issues.

Online communities can bring great changes in thinking and process due to the potential capability of digital technology to bring together people without prejudice from geography, background and – to some extent – financial cost.

## Encouraging communication
People's need to communicate, both on a personal and working level, has been highlighted through the prolific uptake of technologies, such as computers for e-mailing and mobile phones for both texting and e-mailing. However, an even more exciting capability of new technology is its ability to enable real-time communication without distance or cost restrictions. Live webcasting, video-conferencing and web chats allow users to speak and view information in real time. In a learning context, this is an opportunity to have immediate feedback. It is a contrast to the old method of asking a question or submitting some work and then having to wait for a reply.

## Providing a dynamic repository
A myriad of digital resources are available to learners that allow them not only to download information (text, audio or visual) but also to upload their own content. The growing development of Web 2.0 technologies such as wikis, blogs and podcasts are allowing people to generate content rather than just acting as observers. They allow learners to interact with one another's content, making downloaded content accessible to others for comment or change. For instance, the National Association for the Teaching of English (NATE) has published case studies on using wikis and blogs with secondary school learners. The end result in most cases led to learners creating resources for one another and assessing one another's work (NATE 2008). Digital resources have the potential to move educators and learners towards a co-learning partnership that can encourage greater involvement and confidence from the learner.

# 3.2 ENHANCING PRACTICE

This section categorises the types of usable technologies, providing summaries and case studies that illustrate ways they can promote inclusive teaching and learning.

**Mobile devices and mobile learning**
Mobile devices, such as Personal Digital Assistants (PDAs) and mobile phones, are very widely owned today. As well as being a common feature in the lives of most UK residents, particular functions of these devices make them helpful for communicating and collaborating, ie text, visual and audio functions.

Mobile learning, such as using handheld devices, provides learners with the following opportunities:

_ allowing them to take part in collaborative projects and fieldwork

_ offering a classroom alternative to books or computers

_ bringing together learners who are widely dispersed or who have movement difficulties

_ engaging learners who in the past may have felt excluded

_ providing meaningful content from outside the classroom

_ giving them the ability to promote or campaign to a wide and diverse audience.

## An example

A group of students and teachers from Ashton Park School in Bristol went to Kenya on a three-week expedition to help build a school. The students used Tribal's mediaBoard (www.m-learning.org) to share photos and news with classmates and parents back home.

It is worth emphasising that the 'mobile' aspect of these devices is particularly desirable in learner voice initiatives. This is because mobile devices allow the learner to respond in real time to issues they may be asked about. It also enables them raise issues that arise for them at a particular time. Thoughts may be captured and stored in a private space and shared when the owner feels the time and place are appropriate. This last point is critical for some learners, as

a lack of confidence may prevent them from sharing their thoughts, whether text, audio or visual. They may choose to wait until they have seen others do so, to assure themselves that they will not be belittled or teased.

Mobile technology is also being used in further education to build confidence and improve skills.

**Audio-visual technology**
Some educators are exploring the potential use of visual and audio narratives, which may be able to provide powerful insights into learners' thoughts about their own experience.

A common application of audio-visual technology is the use of video-conferencing. Institutions are connecting with other institutions, thereby providing learners with experiences previously not available to them. Research has found that video-conferencing offers learners the opportunity to access other cultures, both unfamiliar ones and those of their home communities.

This enables:

_ links and cultural identity to be formed and maintained

_ an authentic learning experience, with learners hearing from 'the horse's mouth' and being able to respond immediately with their own thoughts

_ greater participation, as a 'real' audience means learners take their participation seriously.

(Cited from Becta 2004)

The study found that video-conferencing is, in the main, highly motivating to learners and that improvements in learner behaviour occur during video-conferencing sessions.

Video-conferencing, as shown by the Tony Blair Faith Foundation, enables people to find out first-hand about the lives and thoughts of others: What do they share? How do they differ? Does diversity matter?

Other institutions have used more conventional and familiar audio-visual technology to engage learners, with great success, such as Frank Wise School (see Case Study).

Presentation software is another familiar technology that can be used in creative ways to engage learners, as at Fermanagh College.

**Online communities**

Communicative, collaborative and community-building aspects of social software may be used to foster a learner voice culture, a more personalised approach to learning, and improved knowledge-sharing with others.

Young people in particular, but older learners as well, seem to be attracted to Web 2.0 developments. Web 2.0 is a catch-all term to describe a variety of developments on the web and a perceived shift in the way the web is used. This has been characterised as the evolution of web use from passive consumption of content to more active participation, creation and sharing – or, in other words, to what is sometimes called the read/write web (Becta 2008c). Examples include online communities, blogs and wikis. People are often attracted to these technologies for the social aspects of easy communication, coordination and online expression of personal identities.

At the same time, Web 2.0 technologies seem to harmonise well with current policy initiatives and modern thinking about educational practice, such as:

_ offering new opportunities for learners to take more control of their learning and to access their own customised information, resources, tools and services

_ encouraging a wider range of expressive capability

_ facilitating more collaborative ways of working, community creation, dialogue and knowledge sharing

_ furnishing a setting for learner achievements to attract an authentic audience.

 (Cited from Becta, 2008c)

The central challenge for institutions in considering the adoption of Web 2.0 technologies is how to support young people to engage in productive and creative social learning while protecting them from risks. Most experts who took part in a recent survey said that they favour an 'empower and manage' approach, where institutions allow young people access to public Web 2.0 sites. Learners are helped to use Web 2.0 activities for responsible and creative learning. This activity can be monitored, with action taken against threatening or unsafe online behaviour (Becta 2008c).

In particular relation to schools, The DCSF's Byron Review recommends a variety of measures, including:

_ ensuring that e-safety is embedded in the school's teaching, learning and other practices

_ using Becta's self-review framework to drive continual improvement in their use of ICT including with regard to e-safety

_ having Acceptable Use Policies that are regularly reviewed, monitored and agreed upon with parents and learners.

(Cited from DCSF, 2008a)

Web 2.0 tools such as blogs, wikis, podcasts and messaging applications could potentially make a valuable contribution to furthering the personalised learning agenda. They can support autonomous learning, peer assessment and the development of critical internet literacy. However, these technologies are not yet being used widely in this way. Most learners are using this technology for social purposes out of the classroom (Becta 2008c).

When used effectively, Web 2.0 technologies can have a positive impact on motivation and engagement by involving students in more participatory learning. For example, a recent Becta survey found that:

_ Web 2.0 can engage learners who are tentative contributors in class or who have special needs

_ it supports learners' natural curiosity by enabling expression through different media and a sense of audience

_ Web 2.0 technologies can encourage simultaneous, learner-directed discussions that extend beyond the lesson

_ the 'anytime-anywhere' availability of Web 2.0 can also be highly motivating

_ it can enhance learner autonomy and encourage extended learning through open-ended tasks

_ being published on the web can help learners feel a sense of ownership, engagement and awareness of audience

_ some educators also use Web 2.0 activities as an opportunity for peer assessment, with learners giving feedback on one another's work; this can encourage learners to pay more attention to detail and improved the quality of their work.

(Cited from Becta, 2008c)

## Case study: Using handheld technology to improve communication at Longwill School for Deaf Children in Birmingham

The Longwill School for Deaf Children is using mobile game devices to improve communication between learners and their families. This could be a model of practice for other learning institutions wishing to improve communication with under-represented learners and their families.

### Context

Longwill caters for learners with severe and profound hearing loss. Because of the nature of learners' special needs, attainment on entry is well below average. All learners have statements of special education need and several have additional special needs, including autism and behavioural difficulties. Learners come from the local area of Birmingham. Many are from socially deprived areas. Over half are eligible for free school meals and nearly three quarters come from minority ethnic backgrounds. The majority of learners have British Sign Language (BSL) as their first language.

### Method of inclusive practice

Learners record videos of themselves and their peers using gaming consoles (Sony PSPs which are handheld devices with a camera). Educators are also encouraging learners' parents and siblings to record their own messages using this device. The idea is to improve the level of communication between young learners and everyone in their families.

The technology is also useful when it comes to bedtime stories. For many parents, sign language is a second language, and this can be limiting when reading bedtime stories to their children. Teachers can now video themselves signing bedtime stories which can be downloaded onto the console. Although these can also be used on a computer, it is much nicer to have a handheld device in bed for night-time stories.

Learners also use the device to record their thinking. This is easier for them than taking notes in English since their first and most developed language is sign language.

Teachers have noticed an improvement in the quality of ideas and depths of thinking since taking this approach.

### Focus of inclusive practice

The aim is to improve home and school links between teachers, learners and their families. Teachers are able to show parents and siblings new sign vocabulary easily with this highly visual approach. It is also easier to involve families in school life by sharing a video of what their children have been learning.



© Longwill School

### Level of success

The students are very excited about using the technology and have found it easy to master. Very soon teachers had the class recording videos of themselves and their classmates telling stories in British Sign Language.

Overall, the feedback has been extremely positive. One student enthused, "I'm very interested in the handheld devices. Mrs Carter has been teaching us how to use them, and we have been taking photos and film with them. It is funny because you can see us smiling and laughing!"

The school has described this method of engagement as "a very powerful tool to encourage better communication".

www.longwill.bham.sch.uk/school.htm

## Case study: Using mobile technology to improve the learning experience of widely dispersed learners

In order to improve the learning experience of its learners and help those who are frequently away from college on placement, Stockport College decided to trial a mobile learning programme to improve interaction with its tutors and peers.

### Context

Stockport College is a further and higher learning college in the North West of England with a large number of learners following vocational and academic courses. For the mobile learning trial, it selected the 500 learners studying hairdressing at Stockport and nearby Trafford College, as these learners spend a large amount of time away from the college.

### Method used for promoting inclusive practice

Stockport chose to trial the programme on hairdressing learners, as they spend a great deal of time away from college, learning through off-site placements. The devices have therefore helped to increase their interaction with tutors.



© Stockport College

For example, once the learners have uploaded images of their latest work, the tutors can feed back quickly with their comments and suggestions. This improved responsiveness means that learners are likely to learn more quickly and receive more individual feedback on their work.

Learners can also use the devices to blog on their experiences and thoughts, offering the tutors an increased insight into how they are progressing with the course, and which additional topics they need to cover. At the core of this project is the increased communication between learners and their peers and lecturers. It has made an essential difference to the students' learning experience and their results.

### Focus of inclusive practice

A key aim of the project was to improve the learning experience and quality of learners' work by capitalising on the appeal mobile technology holds for young people. The college and its tutors hoped that by offering this added dimension to their learning experience, the learners would be more inspired and more creative in their work and its presentation.

The tutors were keen for learners to carry out a variety of tasks on the devices including taking pictures of their work and uploading them to a shared portal, as well as answering questions and completing written tasks, including blogs about their progress.

### Level of success

Both learners and tutors have responded enthusiastically to the programme. The auto focus function on the camera is ideally suited to learners' work, as they are often required to upload images of the hairstyles they have created onto the web portal for tutors to critique.

Many have been so pleased with the phones that they have chosen to add the voice and text functions, financing these themselves. Hairdressing students are not immediately associated with technology, but they adapted to it easily and the devices have proven highly valuable to their work, particularly for those learners who respond well to visual learning tasks, as opposed to written work.

Cited from: www.bcs.org

Web 2.0 can bring benefits to further education, in particular, in a range of ways, such as:

_ using instant messaging to conduct tutorials at a distance with a distributed group

_ providing easier opportunities for learners to collaborate and make word-of-mouth recommendations about sites including, or related to, course content

_ allowing learners to create their own interest groups allied to their studies

_ allowing learners to interact with other learners from different universities and countries

_ providing researchers with ways to share results faster and with opportunities for instant feedback

_ allowing the formation of ad hoc research groups

_ providing a way of having material peer-reviewed by a broad audience before publication.

(JISC, 2007)

Although educators are often alerted to the tools and sites associated with Web 2.0 by learners themselves, it doesn't mean that these are ubiquitous in learner circles.

Before using such tools, consider the following:

_ Can the tools you are using be accessed by all learners, for example can a blind, deaf or dyslexic learner access content appropriately?

_ Is it appropriate for a member of staff to have access to the site, or is it a site that is aimed at 'learners only'?

_ Do the learners want you there? Would you follow them to the students' union and listen to their conversations.

(JISC, 2007)

With these precautions in mind, Web 2.0 technology can be an attractive and powerful tool to engage learners.

There are many ways in which the technologies mentioned in Section 3 can help develop inclusive practice concepts highlighted in Section 2. Diagram 1 (on page 45) offers some ideas.

## Case study: Increasing religious tolerance through raising religious literacy

The Tony Blair Faith Foundation's 'Face to Faith' education programme aims to connect secondary school classrooms from around the world in order to support young people in reflecting on their own belief systems and those of others.

### Context
Through the British Council's network of local practitioners, the programme has identified local facilitators to support the schools in delivering the programme of lessons as well as facilitating the video-conferencing sessions.

### Method used for promoting inclusive practice
'Face to Faith' is a series of modules that support young people to reflect on their own

faith and how that shapes their views and actions. It also supports young people to learn how people of different faiths view things and how this might shape their actions.

### Focus of inclusive practice
The programme aims to bring young people together, to help them understand their differences and to celebrate diversity.

### Level of success
Pilot schools have reported that their young people are developing a more generous discourse and talking about people from different religious backgrounds.

## Case study: Using film work to overcome literacy barriers at Frank Wise School in Banbury

Every learner at this special school has been involved in high profile local premieres of movies that they have created themselves. This has given them a voice beyond the boundaries of conventional literacy.

### Context
Frank Wise School is a special school in North Oxfordshire for 101 learners aged 2 to 16 who have severe and complex learning difficulties. It has Investors in People status and was a Beacon School from 2000 to 2004. Since then, it has continued to work extensively with other schools and in 2007 was awarded specialist school status for special educational needs (cognition and learning).

### Method used for promoting inclusive practice
Using video and DVD software (iMovie and iDVD) the school has showcased two successive biennial high profile premieres at the local cinema (and one two years earlier at the local arts centre, The Mill). This is not about learners using technology. It is about how technology makes it possible for them to get their achievements, thoughts and ideas noticed, respected and acted on by the community.

In their 2004 production, 'They Hope It's All Over', the learners took a range of memorable sporting moments and went to venues such as Old Trafford and the indoor snowdome at Milton Keynes to recreate the events. Teachers' TV covered the making of the film in a documentary, 'Sporting Heroes'.

The 2006 production, 'Three Wise Men', was a tongue-in-cheek look at the history of music.

Every learner was involved in each of these productions. Equally importantly, they were part of the live event of the red carpet and paparazzi-style premiere. This was attended by nearly 400 people.

### Focus of inclusive practice
For many years the school has used film to allow its student body to communicate their views and experiences of the world without having to overcome the barrier of conventional literacy. For learners with severe or profound learning difficulties, this opens a new door to communication.



© Frank Wise School

### Level of success
The three biennial premieres have had a tremendous impact on parents, carers and the learners themselves, along with the local community. Not only has it helped to raise awareness of what the learners can achieve among people who have seen the media coverage, but it has changed parental expectations. One parent, who had never taken her 14 year-old daughter to the cinema, described how she was stunned to discover that the young girl could sit through a film lasting nearly an hour with total absorption. Learners themselves, when compiling their Leaver's Records of Achievement, always refer to the experience of seeing themselves featured on a full-size cinema screen, and how proud they felt.

Visit the school's spin-off website to find out more, including BBC coverage of the film premieres: www.parkroadict.co.uk/Site/School_Developments.html.

## Case study: Using presentation software at Fermanagh College to reach and engage learners

**Context**
Fermanagh College of Further and Higher Education provides education and training to approximately 12,000 full and part-time learners from County Fermanagh and beyond. Many learners are based in remote locations. Based in Enniskillen, Northern Ireland, the college delivers over 750 vocational and non-vocational programmes, covering a wide range of subjects.

**Focus of inclusive practice**
Tutors were presented with the challenge to ensure that learners who could not make it into college for particular sessions were not placed at a disadvantage.

Initially, tutors published presentations online through the college's learning platform following lectures and tutorial sessions, but learners continued to ask for clarification about the content. Feedback from learners was negative. One learner, when asked what was wrong, summed up by saying "what's missing here is the teacher". This was the catalyst for change at Fermanagh.

**Method of inclusive practice**
Computing Lecturer Hector McLennan began to investigate how better use could be made of presentations for learners who could not attend taught sessions. He used Microsoft Producer®, which is designed for use with Microsoft PowerPoint® and enables users to edit and publish rich-media presentations to give the look and feel of a live event.

This was taken up by a team of staff who explored the idea of adding audio and video to static presentations. The aim was to turn class lectures and practical sessions into in-house resources, linking e-learning with classroom practice.

This approach would also allow learners to use the materials time and again. The software captured sessions on video with supporting audio and synchronised with PowerPoint slides. HTML and images were then added, producing dynamic online presentations.

**Level of success**
Learners can now view practical demonstrations with accompanying commentary and listen to lectures at any time. This has proved crucial for those who cannot get to sessions in person. It is also a valuable reinforcement for classroom teaching.

This was illustrated by one learner who described his tendency to forget some concepts soon after the class. He was able to revisit the lecture online to recapture the experience and fill in gaps in understanding.

Whole course-taught sessions can be compiled and produced on CD-Roms for learners who may have difficulty with internet access.

These are a useful resource for learners, underpinning learning and providing a valuable aid to revision. The automatically generated table of contents compiled from slide titles makes it easy for learners to jump to the content of interest.

This approach allows learners to reflect and bring higher order questioning to the learning process.

Read this case study in full in 'Effective Practice with e-Learning: Case studies', JISC 2004 (www.jiscinfonet.ac.uk/Resources/external-resources/jisc-elearning-case-study-fermanagh-pdf)

## DIAGRAM 1:
## EXAMPLES OF HOW TECHNOLOGIES MAY SUPPORT INCLUSIVE PRACTICE CONCEPTS HIGHLIGHTED IN SECTION 2



PROVIDE AUTHENTIC AND MEANINGFUL EXPERIENCES

FOSTER A SENSE OF COMMUNITY

LET LEARNERS TAKE OWNERSHIP

ENCOURAGE COOPERATIVE LEARNING

DEVELOP COLLABORATIVE PROBLEM SOLVING

ENCOURAGE COLLABORATIVE TEACHING

MOBILE TECHNOLOGIES

AUDIO VISUAL including video conferencing and presentation software

ONLINE COMMUNITIES

PODCASTS

BLOGS

WIKIS

GAMES including online multi-player

LEARNING PLATFORMS including shared folders, platform-based discussion forums and chat rooms

The connecting lines indicate typical ways in which technologies may support concepts of inclusive practice.

Section 5 (the directory) has details on where to go to find out more about using these technologies.

# 4. INCLUSIVE EDUCATION POLICY DRIVERS

In Section 4, we provide an overview of the trends in current Government education policy that we see as a relevant context for developing inclusive practice.

"Arguments for inclusive education are well documented and rest on notions of equality and human rights. Much more than a policy requirement, inclusion is founded upon a moral position which values and respects every individual and which welcomes diversity as a rich learning resource."
(Centre for Studies on Inclusive Education – CSIE)

# 4.1 TRENDS IN POLICY AROUND INCLUSIVE MODELS OF EDUCATION

**Personalisation**

Personalisation can be understood simply as closely tailoring education to learners' needs and aspirations. These needs and aspirations may be assigned to learning, social, cultural and even economic factors.

> "We believe that personalising learning and teaching must play a central role in transforming England's education service [...] between now and 2020."
>
> (Gilbert Review, DCSF 2006)

The key rationale for the Government's advocacy of such practice is the drive to improve learning institutions and raise standards for all learners, regardless of intellect, ability or background. As such, personalisation can be seen as continuing the Government emphasis on tackling educational inequalities.

Key policy documents on personalisation: Children's Plan (2007); Every Child Matters (2004); Extended Schools (2007); Gilbert Review (2007); 14-19 education and skills (2005); FE White Paper: Raising Skills, Improving Life Chances (2006).

The Government's consultation document, 'Personalising Further Education: Developing a vision', defines personalisation as "working in partnership with the learner – to tailor their learning experience and pathways, according to their needs and personal objectives – in a way which delivers success". This includes:

_ responding to the needs of the whole person

_ responding to the needs of the local community and employers through flexibility in course choices, including appropriate uses of ICT and tailored approaches

_ raising the ambitions of all learners

_ encouraging learners to become lifelong learners

_ fostering the learner's ability to negotiate with the teacher/trainer and achieve at the highest possible level.

(Cited from DCSF, 2006a)

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## Case study: Using interactive whiteboards to create bespoke multi-sensory materials

Isobel Mair School is using interactive whiteboards to meet the learning needs of its young people with special educational needs.

**Context**

The Isobel Mair School is in the Clarkson area of East Renfrewshire, Scotland and currently teaches 68 boys and girls from across the local community and from other neighbouring education authorities.

**Method of inclusive practice**

Using SMART Board™ interactive whiteboards and Notebook software, teachers create bespoke multi-sensory materials for their class. This enables the teachers to cater for a range of learning styles and individual needs, helping to make learning fun and engaging the children in the lessons.

**Focus of inclusive practice**

Isobel Mair School caters for children and young people with a wide range of additional support needs. Meeting such a wide range of needs makes it necessary for teachers to differentiate, individualise, adapt and elaborate the curriculum. Creative and innovative use of technology enables them to do this.

**Level of success**

Creative and innovative use of technology has raised both attainment and achievement in the school. Last year for the very first time teachers were able to present pupils at Access 2 within the SQA framework. Technology is now used for teaching, learning and assessment.

## Case study: using ICT to meet learners' literacy needs

Learners at Bridge Training Ltd (BTL) have been using ICT for learning and assessment in their entry level 3 plastering qualifications.

### Context
BTL has been an approved training provider since 1989 and is situated close to Gloucester's city centre. It is within three miles of five of the top 10 deprived wards, with the majority of learners living in these areas.

### Focus of inclusive practice
BTL was aware that many learners were not succeeding due to a lack of vocational opportunities and that variety of opportunity is an important part of ensuring that learners are effectively engaged. The project recognised that learners who have been disengaged from learning will need to engage in training at differing rates and the flexible nature of this project made this possible. The aim was to produce an e-portfolio that would contain a wide variety of evidence to satisfy the qualification criteria.

### Method of inclusive practice
The assessment evidence comes from:

_ **High quality CCTV:** This is a true time (high quality without time delay or juddering) system. Sixteen CCTV cameras were installed in the Plastering Department to cover all areas and activities carried out on a daily basis. The cameras record learners producing naturally occurring evidence onto a 500GB hard drive. The learners become used to the presence of the camera within the environment, thus removing the problems associated around nerves and confidence. It is the responsibility of the tutor and assessor to select and collect recorded evidence to submit to learners for input to their portfolio.

_ **On-screen tuition:** Plastering is a craft that cannot easily be taught through text or lecture alone. It must have an element of demonstration to be effective. BTL has also found that 16-19 year-olds are often not keen to seek assistance within earshot of their peer group and will generally become frustrated and even aggressive on occasions, if the tutor highlights the difficulties they are encountering. Television screens with DVD players have now been installed above the plastering booths, which give the learners the ability to select the plastering activity that they require. They can then view a demonstration as often as they require. They can practise in unison with the visual demonstration.

_ **Smart Boards with Interactive voting system:** Smart Boards have been installed. Learners can attend tutor-led sessions using the Smart Board and can answer questions using the supplied keypad through the voting system. This can then be saved as an electronic file and submitted into the e-portfolio. Learners with very low levels of literacy or learners with dyslexia can attend the plastering department and receive specialist assistance.

_ **Auditable scanning software:** One of the problems found with e-portfolios was the proof of authenticity of the originator. BTL has purchased scanning software that records the originator's details and logs each occurrence of editing. It also keeps the original version.

### Level of success
It is early days, but BTL feels the results are promising.

Read this case study in full at the Association of Learning Providers site: alp.qia.oxi.net/case-studies-and-reports.

## Case study: negotiating learning goals

Located in St James' Park, the home of Newcastle United Football Club, the NUFC Learning Centre was a purpose-built learning facility. The Centre dealt with over 1,000 learners every week, offering courses in partnership with Newcastle College, University of Northumbria and Newcastle University.

Returning to learn can be daunting for many adults. Phil McBride, the NUFC Learning Centre Manager, believed that success comes from empowering adult learners to set their own learning goals and this is best done in a relaxed, informal setting.

### Focus of inclusive practice
The challenge was to create an informal, relaxed and inclusive atmosphere in which adults, as well as younger learners, could improve their literacy, numeracy and ICT skills with the help of the latest technology. The Learning Centre provided accredited programmes leading to nationally recognised qualifications in literacy and numeracy, but in a context of learning for fun. Courses were built around a mixture of online in-house and commercially produced materials with a strongly learner-centred approach.

### Method of inclusive practice
Learners were able to agree some or all of their learning goals in negotiation with tutors. Initial assessment of learners' needs and preferred learning styles took place before courses started. Learners were matched to the most suitable level and type of course.

A supportive and respectful relationship between learner and practitioner enabled the setting of agreed and achievable learning goals. All adult courses were offered on a drop-in basis in three-hour slots throughout each week. As part of the process of negotiating and defining learning goals, the Centre Manager personally met every learner on their initial visit in order to put them at ease and discuss their options.

The centre operated on these principles:

_ access to differentiated online resources can open up a more extensive and appropriate range of options for learners

_ self-directed learning through online simulations and tutorials can build learners' confidence to take up formal learning opportunities

_ learning matches learners' lifestyles.

### Level of success
Whilst the adult learners at the Centre were completely free to select their activities, many moved on to accredited programmes once they had used the Centre for a substantial period of time.

The centre moved to a new location and altered the courses offered in 2008.

Read this case study in full at: www.jisc.ac.uk/uploaded_documents/casestudy.1.doc (cited from JISC, Negotiate Learning Goals).

### Learner voice
Learner voice, or student voice as it is often referred to, is seen as key to the personalisation agenda. Listening to the voices of learners and valuing their needs and aspirations has gained much momentum over the past few years. Ofsted expects all schools and further education learning providers to demonstrate that they are engaged in learner voice activities.

These education providers must show that learners are not just being listened to but that their views and ideas have also been acted upon.

Key policy documents on learner voice: Children's Plan (2007); Every Child Matters (2004); UN Convention on the Rights of the Child (1989); Young People: Leading Change (2008); FE White Paper: Raising Skills, Improving Life Chances (2006).

## Case study: Children's online comments help inform teacher's planning at Sunnybrow Primary School, Durham

Teacher Richard Moult set up an electronic suggestion box to get the views of his learners. He used the Durham Learning Gateway as a safe online chat room with his pupils. The idea was to get feedback from pupils and get to know them better.

### Context
Most pupils at the school come from White British backgrounds. A small number of pupils of Polish heritage are at the early stages of learning English. A few pupils are Travellers. The proportion of pupils with learning difficulties or disabilities is above average.

### Method of engaging learner voice
Richard had previously tried using a traditional suggestion box to gather feedback from pupils. He then set up an electronic one using the Durham Learning Gateway, and posted some questions to find out how the children felt about their lessons and their environment.

He received some constructive comments along the lines of "I like class three when kids are being good". He found it interesting to discover how much children valued harmony in the classroom.

These exchanges led to the Durham Learning Gateway being used like a safe chat room, with the children able to say what good things they liked about the class and the lessons, as well as what they didn't like. For example, they did like the new way he had set out the classroom, but they thought the homework he set was too hard. He had previously thought they would hate the new desk arrangement and he hadn't realised the reason that children didn't hand in homework was because it was difficult.

Using the chat room also made him more aware of some of his pupil's emotional states. For example, there was one girl who often seemed down. By tracking her comments on the gateway, he realised that there was more to this than a couple of bad days and he kept an eye on her in class to try to keep her involved.

### Focus of inclusive practice
This work began with Richard's desire to get to know his pupils better. He originally started using the Durham Learning Gateway as a system that would automatically mark spelling work and return it. By chance, he found that the gateway offered an electronic guided suggestion box scheme. He started by posting some questions such as "What kind of after-school club would you like to join?" and "What can we do to make the class better?" Soon, children joined in and began to share ideas with one another.

### Level of success
Some of the children seemed to be more open to using the electronic suggestion box than having a face-to-face conversation, where the peer pressure of their classmates can colour their responses.

Richard used pupils' comments from the chat room to inform planning. For example, he block-booked time to do an extended D&T lesson on moving monsters, after realising that the children really enjoy the artistic and practical side of these lessons.

Richard felt that this had been a useful exercise for himself, but also believeed that other teachers could benefit. He suggested that this is a tool for any teacher new to a school, or a class, who wants to know about the pupils in the class and their social skills. Sometimes it can take a while to get to know the learners, but this process has helped him to do that a lot quicker.

This is based on a case study in the Evaluation Report of the ICT Test-Bed Project: www.evaluation.icttestbed.org.uk/community/research/primary/interest/learner_voice.

## Case study: Using ICT to capture learner voice - JISC enquiry into learners' experiences of e-learning

JISC used learner voice strategies to capture personal stories of e-learning in order to develop teaching practice in further and higher education.

### Context
JISC has funded two reports under its e-learning programme: 'Learner Experiences of E-learning Project (LEX)' and 'Learner Experiences of E-learning, Exploring Different Subjects (Learner XP)'. These show how learners in further and higher education are using e-learning technology. JISC also used Xube Productions to produce five video clips of learners, exploring what makes an effective learner.

### Method of learner voice engagement
These JISC-funded research projects used interviews based on an open-ended methodology, audio logs and online surveys to capture individual experiences of using technology to support learning. In the Learner XP project, learners were asked to provide regular audio-log diaries to demonstrate the different ways in which they were using the technology. Once the audio-log data was collected, a member of the research team met with a sample of learners and carried out a semi-structured interview to help contextualise the findings.

The use of audio-logs entailed leaving a phone message on a server each time learners used some kind of technology to support their learning activities. This provided a means for JISC researchers to document 'in-situ' use of technology on a daily basis. The learners' experience with the technology could then be explored in more depth in the interviews. The online survey provided background data on the learners, the types of technology they tended to use and in which circumstances.

The LEX project used an approach known as Interview Plus. This involves using an artefact related to learning, such as a blog or part of an e-portfolio, to focus learners' recall. With this method, learners' feelings about what is important come to the foreground.

Based on this work, JISC produced a series of detailed case studies. The supporting video case studies give further contextualisation of learners' experiences, with learners speaking to camera from their homes and study areas.

### Focus of learner engagement
The key area of interest was to gauge the strategies effective e-learners were using. The work has also illustrated the scope of e-learning among further and higher education learners. In order to get the views of traditionally under-represented learners, the study explored feelings about e-learning among mature learners and those from overseas, alongside learners considered to be 'digital natives'.

### Level of success
The studies discovered details about how learners use technology. For instance, HE learners make far greater use of their own personal technologies and of public websites than of those provided by their institutions.

A further discovery highlights the growing disadvantage of FE learners who do not have access to a computer with a fast broadband connection and who cannot afford to buy personal technologies.

Visit the JISC website for further information and guidance:
www.jisc.ac.uk/elp_learneroutcomes.

### Informal learning

Computers and other aspects of ICT allow people a wide variety of activities and experiences that can support learning, yet many of these transactions do not take place in traditional educational settings. In fact many of these may not be considered 'educational' according to our conventional understanding of that term. For many educators, discussion about learning is inextricably related to formal education systems (how learning institutions should be organised, managed and run). However, many people are using the technology in their homes and with their friends. This recognition requires us to acknowledge a wider 'ecology' of education where learning institutions, homes, the library and the museum all play their part (Futurelab 2004).

Some commentators have suggested that the learning experience that many young people gain outside the education can be more positive than that within. (Wikeley 2007)

The 14-19 Diploma will provide learners with "a combination of the essential knowledge and skills that employers and universities look for" (QCA 2008). Part of these skills include the ICT skills that learners often develop informally, such as playing games, taking part in online communities, creating their own blogs, and so on.

Key policy documents on informal learning: Extended Schools (2007); Learning Outside the Classroom Manifesto (2006); Shaping the Way Ahead (2008); Youth Matters (2006); The 14-19 Diploma: An overview of the qualification (2008).

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### Case study: Young people learn from their out-of-school experiences using ShoutBox!

Futurelab, together with Mobile Pie, the originators of ShoutBox, are developing a web-based mobile tool to help young people recognise and capture their out-of-school learning in order to share the experience and learn from others. This case study describes the findings from a trial with a group of young people taken from three schools in Bristol.

#### Context
ShoutBox is a cross-platform tool which allows young people to recognise and showcase learning outside the classroom. It uses technology already familiar with young people, such as mobile phones and social networking sites.

#### Method for inclusive practice
The young participants in the trial captured their out-of-school experiences on video, photo or audio applications. Young people tagged their captured experiences in themes and categories, such as sport and leadership. Young people then showcased their out-of-school learning through the www.shineweek.co.uk website hosted by Creative Partnerships and on popular social networking sites, eg BEBO or Facebook.

#### Focus of inclusive practice
ShoutBox aimed: to raise the profile and value of out-of-school learning; to enable young people to better understand the benefits from their out-of-school experiences; to support young people in their out-of-school experiences; and to inform teachers and/or 'others' of the activities young people choose to partake in out-of-school and how this may benefit their relationships and learning in school.

#### Level of success
The idea of ShoutBox was popular amongst both young people and teachers who took part in the study. All the participants in the study saw the benefits of using ShoutBox to support and showcase their outside school learning.

www.futurelab.org.uk/projects/shoutbox

## Case study: Informal learning in Second Life

Second Life is a virtual world. It is a 3D online space which members create and develop. When a person joins Second Life, they become a character in this virtual environment. They have an online representation of themselves, an avatar. Simply by joining and taking part in Second life, informal learning can take place. For instance, learning how to use the system and create an avatar develops ICT skills.

### Context
The idea is that people lead virtual lives in this world. It has an economy built to reward entrepreneurship and the currency is the Linden dollar, which is linked to the US dollar. Residents can create their own virtual goods and services. Because they retain the intellectual property rights of their products, they can sell these to others in Second Life. There is also a real estate market where residents can buy land, build their own communities and set up businesses. These activities all offer enormous potential for informal learning.

### Focus of inclusive practice
Anyone over the age of 18 can take part in Second Life. There is a separate virtual world, Teen Life, which is exclusively for young people aged 13-17. It appeals to a wide cross-section of people and offers a place for people with special needs, Virtual Ability.

This is a place where people with a wide range of disabilities and chronic illnesses can safely learn about virtual worlds.

### Method of inclusive practice
Second Life offers a flexible environment to explore learning opportunities. It can be a tool for distance learning, collaborative work, new media studies and business studies. Being part of a simulation can help learners try new ideas and learn from their mistakes. This appeals to many educators, as this can help prepare learners for similar real-world experiences.

### Level of success
Some universities and other educational institutions have begun using Second Life. For instance, the Open University has bought an island and is working with students from the National Association of Gifted and Talented Youth to explore the learning possibilities. The island will be developed and managed by learners.

Second Life has a list of resources including an education mailing list, which gives teachers an opportunity to share information. There is also a Second Life Education Wiki: www.simteach.com/wiki/index.php?title=Second_Life_Education_Wiki.

**Extended Schools/Every Child Matters agenda**

"We have increasingly strong evidence showing the positive impact of extended services on children's motivation, behaviour and engagement with learning. This is beginning to yield real improvements in attainment, particularly for the most disadvantaged pupils. And families and local communities are benefiting too, through access to a wider range of opportunities which, in turn, raise aspirations."
(DCSF 2008)

The Government's Every Child Matters agenda sets out five clear aims for all young people:

_ to be safe

_ to be healthy

_ to enjoy and achieve

_ to make a positive contribution

_ to achieve economic well-being.

A key strategy in achieving these five aims is the extended schools programme. Extended schools recognise the need to coordinate services and support available for young people and their families in and outside the normal school curriculum and timetable.

Key policy documents for extended schools and Every Child Matters: Aiming High for Young People (2007); Children's Plan (2007); Every Child Matters (2004); Extended Schools (2007); Youth Matters (2006).

**Building Schools for the Future (BSF)/
Building Colleges for the Future (BCF)**

> "Spaces will need to use technology –
> both within and outside classrooms –
> to enhance learning."
> (Gilbert Review, DCSF 2006)

Building Schools for the Future (BSF) is the biggest ever school building investment programme. The Government's aim is to rebuild or renew nearly every secondary school in England. As part of this rebuild, schools are being asked to rethink their spaces in line with future uses of technology, with 10% of spending being on ICT. Through this investment, BSF aims to drive reform and to promote both innovative and personalised learning.

The Building Colleges for the Future (BCF) programme has funded nearly 700 projects at 330 colleges. Government investment in capital projects will amount to £2.3 billion between 2007 and 2010 (LSC 2008). Capital investment plays a crucial role in the Government's implementation of its priorities for learners – as set out in the 14–19 reform programme and in 'World Class Skills: Implementing the Leitch Review of Skills in England' (HM Treasury 2007). As part of this, the LSC is targeting investment in the FE workforce to encourage more effective practice in the deployment and application of technology and e-learning.

Key policy documents for BSF: 14-19 Education and Skills (2005); Children's Plan (2007); Extended Schools (2007); Gilbert Review (2007); Building Colleges for the Future (2008); BSF website www.partnershipsforschools.org.uk; Leitch Review of Skills.

## Case study: Meeting the needs of young people with autism

A school in Leeds has shown how considering the use of technologies whilst going through BSF can result in improved learning environments.

**Context**
Allerton High School in Leeds is one of the first BSF (Building Schools for the Future) projects to be completed. Construction began in March 2007 and the school opened in September 2008. The school has specialist status in Business and Enterprise.

**Method of inclusive practice**
The school specifically supports inclusion of pupils on the autism spectrum. In order to promote their participation an 'anytime, anywhere' learning approach based on unprecedented levels of technology was adopted, including:

_ a ratio of at least one device per young person

_ a massive range of portable devices, including laptops, macbooks, mini-books, lightweight Eee PCs, and PDAs

_ innovative use of technology including Nintendo DS Lites, MP3 recorders and PlayStation Portables.

**Focus of inclusive practice**
The emphasis on pupils on the autistic spectrum was in keeping with the Every Child Matters agenda, and benefited from a partnership with the North West SILC (Specialist Inclusive Learning Centre) to develop resource provision for children with speech and language difficulties and working in partnership with the NHS.

**Level of success**
The school opened in September 2008 and all students expressed great enthusiasm and an increased sense of ownership of the new environments. Staff highlighted the role of technological integration in promoting the inclusion of autistic pupils.

# 4.2 TRENDS IN POLICY AROUND INCLUSIVE EDUCATIONAL GOALS

Over the past decade several new policies have been developed, many of which highlight the Government's intention for schools to be inclusive institutions. In particular, schools need to cater for students regardless of background, ensuring they are engaged in a relevant programme of study that optimises their life chances.

## Raising aspirations

"Many young people don't know what to aspire to. They need to be given the personal skills and confidence to go out and be what they want to be."
(Aiming High for Young People, DCSF 2007)

According to the Leitch Review of Skills (DIUS 2006), the Government must raise the level of skills across the UK's population if it is to achieve a world-class workforce that can compete successfully on a global stage. However, even with more opportunities available to young people to extend their education and training post-16, many still do not take up these opportunities. Raising aspirations amongst young people from traditionally low-paid families and communities is a priority goal for the Government and, consequently, our schools and further education learning providers.

Key policy documents on raising aspirations: Aiming High for Young People (2007); Children's Plan (2007); Gilbert Review (2007); Leitch Review of Skills (2006).

## Case study: Using online learner-generated content to observe others through their ups and downs of achieving a life goal

Year Dot (www.yeardot.co.uk) is a cross-platform resource commissioned by Channel 4 Education and produced by So Television. Year Dot is growing in popularity amongst schools as a resource that can stimulate discussions on the trials and tribulations of key transition stages in young peoples' lives.

### Context
Year Dot follows a fly-on-the-wall documentary format that cuts across both broadcast television and online. 15 teenagers over the course of a year try to gather support across the internet, through social networking and video-sharing services, to reach a personal goal.



### Method for inclusive practice
Teacher activities with this resource are often based on guiding their students in setting their own goals or simply realizing that 'changes' are part of growing up.

### Focus of inclusive practice
Year Dot aims to provide access to the life stories of young people from diverse sectors of society, and to provide insights for other young people into how they develop their aspirations and cope with failures and success. Access to social networking and sharing sites online allow any young viewer to have their say and participate in the lives of these showcased young people.

### Level of success
Some of the comments from teachers who use Year Dot include: "It shows a real day-to-day existence for these young people and the kinds of situations and emotional journeys they are making... there's nothing fantastical or glamorous about it – it's real and that's what makes it such a good learning resource"

www.yeardot.co.uk

**Promoting active citizenship
and community cohesion**

"We... see young people as key to promoting understanding between people from different backgrounds and building consensus between communities. So we need to encourage young people to bring their ambition and energy into the workplace; and we must develop young leaders who can renew society's political and decision-making structures to restore the public's confidence in them."
(Young People: Leading Change, DCSF 2008b)

The Government acknowledges that some people are becoming less engaged with the formal democratic process. Disadvantaged groups and younger people are seen to be the least likely to vote at elections. In addition, people are finding alternative ways to express their concerns and grievances by channelling their political activity beyond party politics, protesting as groups to single issues. The Government is promoting active citizenship through the school curricula and the setting up of citizen juries and summits.

The Education and Inspections Act 2006 introduced a duty for schools to promote community cohesion (OPSI 2006). According to Government guidance, this means working towards a society where all communities share a common vision and sense of belonging.

For people aged 16 and over, citizenship activities can build on and reinforce the citizenship skills and knowledge they have developed at school as part of the National Curriculum. There are various ways an organisation can support citizenship, but the most successful have encouraged young people to initiate and manage their own activities.

Many organisations already have learner councils or student unions that enable young people to be consulted and have a voice in decisions. The Post-16 Citizenship Support Programme, Learning and Skills Improvement Service, recommends that aspects of citizenship be included wherever learners meet for regular sessions, such as in tutorials, Entry to Employment (e2e), Modern Apprenticeship or other taught programmes.



Examples of approaches to citizenship provision include:

_ representative structures (such as youth councils, unions and forums)

_ group tutorial programmes

_ voluntary and community activity and campaigns

_ individual or group research projects.

(Cited from Post-16 citizenship support programme, Learning and Skills Improvement Service)

Key policy documents on active citizenship and community cohesion: A National Framework for Greater Citizen Engagement (2008); Every Child Matters (2004); Towards Consensus? Citizenship in Secondary Schools (2006); Young People: Leading Change (2008); Youth Matters (2007).

## Case study: Using online social networks to raise awareness and participation in civic action carried out by young people

Battlefront (www.battlefront.co.uk) is a cross-platform resource commissioned by Channel 4 Education and produced by Raw Television. A growing number of schools are using Battlefront to foster active citizenship amongst their student community.

### Context
Battlefront follows the lives of 20 teenagers who are driven by a passion for change. The teenagers embark on a process of campaigning using resources such as the internet to promote their individual issues and to gather support. Young people viewing the project on and offline are encouraged to get involved through online social networking and sharing sites, such as Facebook, Bebo, Flickr and YouTube.

### Method for inclusive practice
The Battlefront content, including videos and campaign blogs, can be used to stimulate discussion on the purpose of active citizenship as well as to encourage learners' participation in their own campaigns – in or out of school.

### Focus of inclusive practice
The educational goals of this project are diverse. Firstly, it offers the opportunity for viewers to understand the issues the young campaigners are raising. Secondly, it also aims to enable young people to learn more about campaigning as a process and how to use social software resources to support campaigning.



### Level of success
A recent teacher workshop facilitated by Futurelab collected the following remark from a teacher regarding the use of Battlefront in her classroom:

"The powerful aspect is its real-life authenticity. Our young people in schools can see what other young people are up to and that you can bring about a real change and you can have a voice."

www.battlefront.co.uk

### Careers guidance

"Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. They help young people make decisions and manage transitions as learners and workers."
(Careers Education and Guidance, 2003)

The Government's plan to modernise the Information, Advice and Guidance (IAG) service (Skills Commission 2008) is a response to the wider social need to raise aspirations amongst young people and families with traditionally low socio-economic backgrounds.

The LSC funds IAG in FE colleges to ensure that these services are firmly embedded into college life as part of the wider strategy to retain learners and ensure they reach their full potential.

Key policy documents on careers guidance: Aiming High for Young People (2007); Careers Education and Guidance (2003); Children's Plan (2007); Inspiration and Aspiration (2008), Youth Matters (2005).

## Case study: Using real-life career blogs to inform young people of the reality of employment

The Insiders (www.insiderjob.co.uk) is a cross-platform resource commissioned by Channel 4 Education and produced by Holler TV. A growing number of institutions and IAG providers are using The Insiders to help young people make career decisions.

### Context

The Insiders is a career information project using short-form comedy developed from the real-life work blogs of individuals across various professions, ranging from a policeman to an aspiring fashion designer. The project will span over web and TV to help 14 to 19 year-olds understand the ins and outs of working life beyond the more formal job descriptions normally available.

### Method for inclusive practice

Using the stimulus material on the website, educators use the content to discuss career stereotypes and misconceptions about careers.

### Focus of inclusive practice

The Insiders provides a space (for example, MySpace) for learners to voice their individual career needs and aspirations. It enables a dialogue between people in the know and those wishing to learn more, unveiling layers of work life not usually exposed by more orthodox career education or guidance means.



### Level of success

Here are comments from two educators who use The Insiders for career education and guidance.

"It's not really trying to promote these careers, it's really giving an in-depth look into the challenges faced by anyone in a particular career… that's it's selling point."

"The hook for the whole site is 'I wish I'd known'… before getting into a career that I'd never have chosen if I'd known what I know now!"

www.insiderjob.co.uk

### Personal learning and thinking skills

The QCA recently included a framework for the delivery of personal learning and thinking skills into the secondary curriculum.

"The framework captures the essence of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life as confident and capable individuals."
(Personal Learning and Thinking Skills, 2007)

This framework of six key skills works alongside the functional skills of maths, English and ICT already embedded in the secondary curriculum, including the 14-19 diplomas. The six key skills are:

_ independent enquirers

_ creative thinkers

_ reflective learners

_ team workers

_ self-managers

_ effective participators.

Key policy documents: 14-19 Education and Learning (2005); Personal and Learning Skills (2007); New Secondary Curriculum (2007).

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**Life skills – social and emotional aspects of learning**

Since September 2007, all secondary schools have been delivering a curriculum that includes the teaching of Social and Emotional Aspects of Learning (SEAL). The Government has endorsed the view that the development of life skills enables young people to:

"...become effective and successful learners; be self-motivated; make and sustain relationships; deal with and resolve conflict effectively and fairly, and; solve problems with others or by themselves."

(Social and Emotional Aspects of Learning for Secondary Schools, 2007)

The SEAL programme aligns with the new secondary curriculum (Secondary National Strategy, 2007), including the diplomas for 14-19 year-olds, which sets out three key aims for what the curriculum should achieve in schools and in further education institutions:

_ successful learners who enjoy learning, make progress and achieve

_ confident individuals who are able to live safe, healthy and fulfilling lives

_ responsible citizens who make a positive contribution to society; each of these aims is centred around the development of life skills.

The SEAL programme is seen as a key strategy for integrating young people from 'difficult' and 'different' backgrounds into the institution's learning community – a key inclusion policy.

Key policy documents: New Secondary Curriculum (2007); Social and Emotional Aspects of Learning for Secondary Schools (2007).

**Apprenticeships, Skills, Children and Learning Bill**

The Apprenticeships, Skills, Children and Learning Bill was published in February 2009. It focuses on key inclusion principles in that it aims to help all individuals reach their potential throughout their lives. This new legislation will establish that every suitably qualified young person, who wants an apprenticeship place, will be entitled to have one. The legislation also gives all employees the right to request training during their working lives and puts in place a new infrastructure to oversee further education and training. Local authorities will be responsible for securing education and training for all 16 to 19 year olds. The idea is to create a single offer for all children and young people from 0 to 19.

(Cited from DCSF website: The Apprenticeships, Skills, Children and Learning Bill. www.dcsf.gov.uk/ apprenticeshipsskillschildrenandlearningbill/)

# 4.3 SPECIFIC INCLUSION POLICY

All state education providers must comply with certain legal responsibilities on race, disability and gender equality. The Equal and Human Rights Commission (established under the Equality Act 2006) has taken the legislation and developed guidance for all learning providers on ensuring that they are meeting these duties. There is also guidance on dealing with discrimination and harassment, ensuring that fair treatment is offered and providing access (see www.equalityhumanrights.com – select public sector duties).

In Section 5, we provide the reader with a selection of online resources to help them foster inclusive practices within the context of their own institution. Further details of policy documents and research references discussed in previous sections are also provided.

# 5. ONLINE RESOURCES

# 5.1 GENERAL RESOURCES

This section is divided alphabetically by general resources, technology resources and policy documents.

**Advisory Centre for Education**
This is a registered charity which helps parents support their children in school.
**www.ace-ed.org.uk**

**Advisory Unit: Computers in Education**
This is an independent organisation offering information technology services and educational software to schools.
**www.advisory-unit.org.uk**

**Basic Skills Agency**
This is a national agency producing and publishing learning material to help children, young people and adults to improve basic skills.
**www.archive.basic-skills.co.uk**

**BBC Online Education**
The BBC is a starting point for resources and links to other websites.
**www.bbc.co.uk/education**

**Centre for Studies on Inclusive Education (CSIE)**
The Inclusion page has advice and information on the work of the CSIE in promoting inclusive education.
**inclusion.uwe.ac.uk**

**David Fulton Books**
Publishers of special needs books.
**www.fultonbooks.co.uk**

**Enabling Education Network (EENET)**
The Enabling Education Network is an information-sharing network aiming to support and encourage inclusion.
**www.eenet.org.uk**

**EQUALS**
This is a national organisation for teachers of pupils with severe learning difficulties.
**www.equals.co.uk**

**Facilitating Inclusion North East (FINE)**
FINE brings together 12 Local Education Authorities in the North East of England with the aim of developing more effective inclusive educational practices.
**www.fine-partnership.org.uk**

**Inclusion**
Inclusion is a free, searchable catalogue of online resources to support teaching professionals, parents and carers in meeting individual learning needs.
**inclusion.ngfl.gov.uk**

**Inclusion Development Programme**
This is operated by the DCSF's National Strategies. The aim of the programme is to support schools and early years settings through web-based materials.
**www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp**

**Inclusion.com**
This site offers free online resources for teaching professionals.
**www.inclusion.com/resources.html**

**Kidstogether.org**
Kidstogether has information and resources for children and adults with disabilities.
**www.kidstogether.org**

**NASEN (National Association for Special Educational Needs)**
NASEN publishes practical publications dealing with language development, literacy, mathematics, and classroom management.
**www.nasen.org.uk**

**Optimus Education**
The Teaching Expertise site, designed by Optimus Education, offers magazines, bulletins and conferences for teachers, including Special Children Magazine.
**www.teachingexpertise.com**

**Profound and Multiple Learning Disability Network Scotland**
This is a national Scottish network of people who have an interest in profound and multiple learning disabilities.
**www.dundee.ac.uk/pamis/forum**

**Qualifications and Curriculum Authority – Inclusion site**
Inclusion is an issue that runs across the spectrum. The QCA set up this site to offer guidance materials and activities for curriculum subjects. It also lists publications on equality and diversity, relevant to the curriculum.
**www.qca.org.uk/qca_6402.aspx**

**SENJIT (Special Educational Needs Joint Initiative for Training)**
This offers a range of publications and training.
**www.ioe.ac.uk/teepnnp/SENJIT_Home.html**

**Simon's Raising Achievement website**
This site has been developed by a Learning Support teacher to share resources that he has found useful.
**www.simonmidgley.co.uk**

**SKILL**
This supports young people and adults in further and higher education, training and employment.
**www.skill.org.uk**

**Teachernet – special needs and disability**
This site provides SEN and disability advice and materials for teachers, parents and others working with children with SEN in England.
**www.teachernet.gov.uk/wholeschool/sen**

**Teachers First**
This is an online support organization to help teachers develop inclusive practices.
**www.teachersfirst.com/inclusion.htm**

**Urban schools**
This advocates for inclusive urban schools through the engagement of families, students, practitioners, and school leaders in partnerships for transformation.
**www.urbanschools.org**

# 5.2 TECHNOLOGY RESOURCES

**Closing the Gap**
This is an online version of the US journal that promotes the use of computer technology in special education.
**www.closingthegap.com**

**Digital creativity**
An exploration of digital creativity used to engage and motivate 'hard-to-reach' learners in behavioural, emotional and social difficulties (BESD) schools, Becta, 2007. The research offers evidence that technology can have a positive effect on pupils with BESD, including those deemed hard to reach. This project demonstrated that digital creativity can be used to unlock learners' interests and creative energy in a powerful way.
**partners.becta.org.uk/upload-dir/downloads/ page_documents/research/digital_creativity_ besd.pdf**

**Edublogs**
This site offers educators a quick and easy way to get started with blogging. Learn to create and manage learner blogs by following the online tutorials.
**edublogs.org**

**Games – Futurelab**
Computer games can support collaborative learning, but a number of factors need to be taken into account. Futurelab has a host of research on using computer games with learners.
**www.futurelab.org.uk/resources/documents/ project_reports/teaching_with_games/ Guidance_for_Educators.pdf**

**Games – Learning and Skills Network**
The collaborative learning that can be achieved with games has clear advantages for learner retention and increased self-esteem. People can learn easily from others and in groups and this can help to support team-building skills. See 'Computer Games and Simulations for Adult Learning: Case studies from practice' (Learning and Skills Network 2006):
**www.lsneducation.org.uk/user/login.aspx?c ode=062546&P=062546PD&action=pdfdl&src =X0WEB**

### JISC Mail

This is an e-mail list designed for the UK further and higher education community. It aims to support topical discussion, wide collaboration and rapid communication, providing a means to share experiences, collaborate and make new contacts. The site also has news and events.
**www.jiscmail.ac.uk**

### JISC TechDis

This organisation has created resources designed to enable educators to create effective, engaging and accessible learning materials for their learners. The JISC Tech Dis mission is to support the education sector in achieving greater accessibility and inclusion by stimulating innovation and providing expert advice and guidance on disability and technology. An online toolkit and guidance is also available.
**www.techdis.ac.uk**

### Learning platforms

Becta has advice for schools on setting up learning platforms.
**schools.becta.org.uk/index.php?section=lv&catcode=ss_lv_lp_03**

### Mobile Learning in Practice

UK college tutors used mobile learning materials such as quizzes, PDA learning games and mediaBoard activities to cater for the specific needs of their students. This publication reports on the impact of these mobile learning activities on teaching and students' interest in learning. Find out how tutors integrated mobile learning into the curriculum. Published by the Learning and Skills Network (2006):
**www.lsneducation.org.uk/user/order.aspx?code=062526&src=XOWEB**

### NAACE

This national organisation encourages the effective use of information technology in education.
**www.naace.org**

### Online learning

Becta has information on creating virtual communities of learners. This is in the context of developing languages.
**schools.becta.org.uk/index.php?section=re&catcode=framework_form&rid=9794**

### Podcasting

The Assignment: Podcast site has information on creating podcasts. Peter and Andrew, two expert programmers, explain the basics. To find Assignment: Podcast, visit the site, select Free Resources, then choose the 'Go' button.
**www.btbetterworld.com/pg/developing_skills/free_resources/Assignment_Podcast/home.ikml**

### Photo-movies

BT has an online guide to using digital technology to communicate ideas through photo-movies. Since photo-movies are made with still images from a digital camera, scanner or free online photo-library, they can be created by anyone, for virtually nothing.

The site has tutorials on production, including scriptwriting, assembling the images, putting on special effects, recording the narration and laying down a music track. To find Assignment: Photo-movies, visit the site, select Free Resources, then choose the 'Go' button.
**www.btbetterworld.com/pg/developing_skills/free_resources/Assignment_Photo-movie/home.ikml**

### Presentation software

The Microsoft site has details on using its presentation software, PowerPoint.
**www.microsoft.com/office/powerpoint/producer/prodinfo/default.mspx**

### Social software

Elgg is an online site that allows 'open source' access to social software tools such as wikis, iBlogs and podcasting combined specifically for educational use. Create your own social network – quickly and easily.
**elgg.org**

### Wiki hosting

There are a variety of wiki hosting sites, making it easier for educators to create wikis for groups of learners. Sites such as PBwiki and Wiki Spaces may be useful starting points.
**pbwiki.com/academic.wiki**
**www.wikispaces.com/site/for/teachers**

# 5.3 POLICY DOCUMENTS

**Aiming High for Young People: A ten year strategy for positive activities**
DCSF, 2007
This document sets out a strategy to transform leisure-time opportunities, activities and support services for young people in England, through on-going education and youth reform. It specifies the aspirations for what services should achieve over the next 10 years.
**www.dfes.gov.uk/publications/ tenyearyouthstrategy**

**Careers Education and Guidance in England: A national framework for 11–19**
DfES, 2003
This documents sets out the Government's aim to provide the opportunity for young people to study more individually-tailored learning programmes that better meet their aspirations and enable them to achieve their full potential.
**www.teachernet.gov.uk/publications**

**The Children's Plan: Building brighter futures**
DCSF, 2007
This sets out the Government's plan of work for the next ten years. It is based on the principle that services need to be shaped by and responsive to children and young people. This gives children and young people a voice in determining the services that are provided for them. Other principles include that government needs to do more to back families and all children have the potential to succeed.
**www.dcsf.gov.uk/publications/childrensplan**

**Every Child Matters**
The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. As part of the Government's Every Child Matters agenda, local authorities will involve children and young people in the process of finding out what works best and act on this. The Government also states that when inspectors assess how local areas are doing with this, they will listen to the views of children and young people.
**www.everychildmatters.gov.uk**

**Extended Schools: Building on experience**
DCSF, 2007
This document provides case studies and testimonials from a range of stakeholders already engaged in the governments extended schools programme – a key part of the Every Child Matters agenda.
**publications.teachernet.gov.uk/ eOrderingDownload/extended%20 services%20prospectus%2012.07.07.pdf**

**Harnessing Technology Strategy**
Becta, 2005
This paper set out the Government's plans for a system-wide strategy for technology in education and skills. Its chief goal was to raise the number of schools and colleges that could be classed as e-mature.
**www.becta.org.uk**

**Harnessing Technology Strategy: Next generation learning**
Becta, 2008
This paper sets out the next phase of the Government's harnessing technology strategy – achieving a step-change in how technology is used.
**www.becta.org.uk**

**Healthy Schools Initiative**
More than 95% of schools nationally are now involved in the Healthy Schools Initiative and over 60% of schools have achieved National Healthy Schools Status. Core themes include, personal, social and health education, healthy eating, physical activity and emotional health and well-being.
**www.healthyschools.gov.uk**

**Inspiration and Aspiration: Realising our potential in the 21st century**
Skills Commission, 2008
This is the final report of the Skills Commissions Inquiry into information, advice and guidance (IAG). It sets out guidance for career services and support for young people, in order to, ensure high quality provision.
**www.edge.co.uk/docs/content/sc_iag_ inquiry_final_report.pdf**

**Leitch Review on Skills**
**Prosperity for all in the global economy**
**– world-class skills**
HM Treasury, 2006
This policy report recommends that to achieve a skills system that adds value, employers and individuals must have a strong voice through a demand-led system. The review sets out a vision that shows that the UK must urgently raise achievement at all levels of skills. Responsibility for achieving ambitions must be shared between government, employers and individuals.
**www.hmtreasury.gov.uk/independent_reviews/**
**leitch_review/review_leitch_index.cfm**

**Removing Barriers to Achievement:**
**The Government's strategy for SEN**
DCSF, 2004
This strategy follows discussion with a wide range of practitioners and policy makers in schools, local authorities, the health service and the voluntary sector as well as children and young people. It sets out the Government's vision for the education of children with SEN and disabilities. It covers four key areas: early intervention, removing barriers to learning, raising expectations and achievement and delivering improvements in partnership.
**www.standards.dfes.gov.uk/eyfs/resources/**
**downloads/removing-barriers.pdf**

**Social and Emotional Aspects of Learning**
**for secondary schools (SEAL)**
DfES, 2007
Secondary SEAL is an approach for promoting social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools.
**www.teachernet.gov.uk/publications**

**Technology Strategy for Further Education,**
**Skills and Regeneration: Implementation plan**
Becta, 2008
The priorities for the technology strategy include creating a systematic approach to professional development, offering regional support to the FE workforce. It also calls for a supported network of business leaders who will be advocates for flexible and online delivery. The strategy also prioritises the need to provide learning opportunities through technology for the 'digitally excluded', for disadvantaged learners and for small businesses. feandskills.
**publications.becta.org.uk/display.**
**cfm?resID=36018&page=1835**

**Youth Matters: Next Steps**
DfES, 2006
This sets out the Government's plans for young people to receive services and support tailored to their individual needs. Key parts of this document aim to promote social mobility. It followed a consultation with over 19,000 young people.
**www.everychildmatters.gov.uk/_files/3804D7**
**C4B4D206C8325EA1371B3C5F81.pdf**

**14-19 Education and Skills White Paper**
DCSF, 2005
A central focus of the 14-19 Education and Skills White Paper is to re-motivate disengaged learners. The proposals aim to ensure that these students have more choice over where to learn. They should also benefit from a new programme for 14-16 year olds, based on Entry to Employment. Principles include devising ways to engage those learners who have been previously hard to reach.
**www.dfes.gov.uk/publications/14-**
**19educationandskills**

**The Gilbert Review**
**2020 Vision: Report of the Teaching and**
**Learning in 2020 Review Group**
DCSF, 2006
This report argues that pupil voice work has the potential to contribute to all aspects of developing learning. It points out that reflective schools see pupil voice as far more than establishing a school council. For instance, they encourage pupils to be learning resources for one another, helping their peers to learn. They also suggest that good practice involves inviting pupils to work with teachers in curriculum teams to review schemes of work and develop plans for improving learning and teaching. Schools should also ask pupils to provide feedback on particular lessons, either through general surveys or by training them as observers of lessons. Pupils should also be involved in the selection process for new members of staff. The report presents a vision for personalising teaching and learning for children and young people aged 5 to 16 and makes recommendations for the delivery of that vision.
**www.teachernet.gov.uk/docbank/index.**
**cfm?id=10783**

**The Teachernet site**
This offers revised guidance on the education of children and young people with behavioural, emotional and social difficulties (BESD).
**www.teachernet.gov.uk/wholeschool/**
**behaviour/schooldisciplinepupilbehaviour**
**policies/besdguidance**

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## About Futurelab

Futurelab is passionate about transforming the way people learn. Tapping into the huge potential offered by digital and other technologies, we are developing innovative learning resources and practices that support new approaches to education for the 21st century.

Working in partnership with industry, policy and practice, Futurelab:

_ incubates new ideas, taking them from the lab to the classroom
_ offers hard evidence and practical advice to support the design and use of innovative learning tools
_ communicates the latest thinking and practice in educational ICT
_ provides the space for experimentation and the exchange of ideas between the creative, technology and education sectors.

A not-for-profit organisation, Futurelab is committed to sharing the lessons learnt from our research and development in order to inform positive change to educational policy and practice.

## Also from Futurelab

**Literature Reviews and Research Reports**
Written by leading academics, these publications provide comprehensive surveys of research and practice in a range of different fields.

**Handbooks**
Drawing on Futurelab's in-house R&D programme as well as projects from around the world, these handbooks offer practical advice and guidance to support the design and development of new approaches to education.

**Opening Education Series**
Focusing on emergent ideas in education and technology, this series of publications opens up new areas for debate and discussion.

## About Becta

Becta is the government agency leading the national drive to ensure the effective and innovative use of technology throughout learning. It is our ambition to utilise the benefits of technology to create a more exciting, rewarding and successful experience for learners of all ages and abilities, enabling them to achieve their potential. We do this in many ways. We make sure the right technology is available, we influence the development of policy, and we set standards and provide tools that help establish and promote best practice. We know that technology has the potential to transform learning. We are committed to inspiring education providers to realise that potential, and equip learners for Britain's future success.