

The Harefield Academy

ICT Vision

“Technology should fuel personalised learning. It should make it possible for learners to learn when they want to and not have to wait until an adult is ready to teach them”

Summary of ICT Vision

- The use of ICT will be fundamental in the learning and teaching and of all curriculum subjects.
- Students, staff and community users will be able to use the latest ICT resources, which will enable easy and open access.
- ICT will be used in the delivery of lessons and ICT systems will be used to record the content of each lesson for review and reinforcement.
- ICT will be used to support learning in all curriculum areas. The Harefield Academy will become a nationally recognised innovator in the use of ICT in the teaching of Sport and Physical Education.
- Through extensive use and discrete ICT lessons, students will rapidly become autonomous users of ICT, enabling them to take an active role in their own learning by accessing a range of digital resources, which they will evaluate, using high order validation skills.
- ICT skills and facilities will also be used to support personalised learning, providing access to a wide variety of resources, courses and a personal learning network. This will be particularly important to students who are competing or training away from the Academy.
- ICT will enable students to produce high quality, innovative work using the full range of multimedia resources.
- ICT will also be key to communication both inside and outside the Academy. ICT systems will enable links to be maintained with students and staff. These links will support personal mentoring of students.
- ICT administration systems will provide a single point of access to all student data. This will be used to support personal targets and provide staff with an “Academic at risk register.”
- The Academy will support and encourage “clever” and innovative use of ICT and will ensure that these are celebrated and rewarded on a regular basis.
- Students will be encouraged to use ICT for group work and projects, both at and away from the Academy.
- Students and parents will be able to access learning resources and personal work from home. ICT will be central to the involvement of parents in their child’s learning. Support to develop parents’ own ICT skills will be provided by the Academy together with online support by teachers and other staff.
- ICT training will be available for staff and to support teacher development.
- ICT will also be used to publicise and share the results of the specialist nature of the school. This will be achieved mainly through the Academy website and occasional conferences. However students will be encouraged to create their own websites to promote and sell products and services they have developed as part of an enterprise project.
- Parents will be encouraged to become involved in their children’s education, thus understanding the concepts and the goals. They will also have the opportunity to further their own education.
- The local community will also have full use of the Academy including further education classes, use of sports facilities, use of performance and lecture theatres and will view the Academy as a fully usable local facility.
- Links will be formed with local schools, to make advanced education and facilities available to those schools. ICT will be central in providing this.
- ICT will be used to fulfil the Academies vision of “Achievement through Active Learning” and to celebrate achievement at every possible opportunity.

PRINCIPLES FOR USING ICT IN LESSONS

Curriculum Principles

- ICT should support units of work - rather than determine it.
- ICT should be designed into the curriculum - rather than be a poorly considered 'bolt on' exercise.

Pedagogic Principles

- ICT should be embraced because it develops a learning task the way the teacher wishes - rather than because it adds a cosmetic gloss to familiar tasks.
- The use of ICT in the classroom should compliment students' dialogue with the teacher and each-other - rather than replace it.
- ICT software should be considered a supporting element of the teacher's differentiation strategy - rather than be regarded as sufficient in itself.

Ethical Principles

- Material from the Internet should be used critically - rather than in an unquestioning way.
- Teachers should encourage students to moderate their use of computers, particularly the Internet - rather than allow obsessive use to go unchallenged.

Practical Principles

- Teachers should trial ICT they plan to use in the classroom - rather than create barriers to ICT through the failure of untried technology.
- The priority with ICT technology should be that it is consistently reliable - rather than at the cutting edge of innovation.

Developmental Principles

- Teachers should develop the confidence to reject ICT where there is insufficient evidence that it is beneficial - rather than feel obliged to embrace technology because others have.
- Teachers should develop confidence with ICT - rather than forfeit control over the impact it has on their subject

AMAZING software tools
EMPOWERING all learners (student/adult)
ENJOYMENT of using these ICT tools
EXCITING new ways of learning a subject
FABULOUS design of multimedia software
IMMEDIATE results/outcomes
IMPROVEMENT in learning and abilities
INCREDIBLE things students can do with ICT
POSITIVE experience for all learners
POTENTIAL – only limited by learner imagination
PRODUCTIVITY – do more in less time (eventually!)
QUALITY of presentation of work improves
SATISFACTION of using ICT to create something new
TRANSFORM the way students learn and how we teach
UNIVERSAL – students, adults, families, community