

LSIS Leadership in Technology (LIT) grant based intervention Impact study template

Provider name & contact details	Tyne Metropolitan College Margaret Scott (now left the college)
LIT Project title	“Electronic Eyes” – using technology to observe teaching and learning sessions
The project	
What problem or issue you were trying to resolve or improve with this project	<p>The target for the improvement project was to ensure that good and outstanding practice in Teaching, Learning and Assessment can be shared through technology and that consistency is achieved in terms of that good practice.</p> <p>The Ofsted Report of February 2011 judged that Teaching and Learning in college were satisfactory.</p> <p>It said “Teachers have good subject knowledge and in vocational areas are up to date with industry standards. In the better lessons, teachers are skilled at meeting the needs of different learners. They are enthusiastic, use a variety of teaching strategies to engage learners and practical work is well linked to theory. There is little inadequate teaching and the proportion of good or better lessons is improving but is still too low in a number of curriculum areas. Within lessons that are satisfactory, there is insufficient planning to provide an appropriate level of challenge for different learners. The promotion of equality and diversity in lessons is not consistent across the college, though there are good examples.”</p> <p>In addition to this our own lesson observation data indicated that there were still pockets of teaching and learning practice in college which require urgent and substantial improvement.</p> <p>The target for the improvement project was to ensure that good and outstanding practice can be shared through technology and that consistency is achieved in terms of that good practice. This is only one strand of an improvement strategy which includes the deployment of a team of Learning Coaches to work with staff.</p>
Why did you go for a technology-based solution	We went for a technology based solution to try and overcome some of the time and logistical problems which put up barriers for frequent peer observations. In addition to this technology is the only way in which teachers can watch themselves teach and reflect on what they see.

	<p>In looking for the best ways to film lessons we came across iRIS, which we quickly realised was designed specifically for this purpose and includes a range of tools which add value to the process. For example, sessions can be annotated on screen by a mentor/observer to show the teacher in question the precise moments of a session being commented on.</p> <p>It is also secure in that the system is accessed by individual log-ins and the films are held on a web based system, not on hard drives etc.</p>
<p>What did the project cost: LSIS funding + your organisation's contribution</p>	<p>The college had already invested £9,160 on the IRIS camera and other technology plus 20 licences for staff to use. The £6000 contributed by LSIS paid for a mentor (£3000) and has provided a fund for more licences to be purchased (£80 per licence for a teacher) and to buy another camera which can be used off site or in other areas where there is no internet connection.</p> <p>In order to really embed the system , something which we haven't yet achieved fully, needs a lot of 'selling' and a college wide commitment from the highest levels.</p>
<p>Describe what you did and what happened</p>	<p>We (the mentor and I) initially trained a group of 7 coaches who would in effect become 'IRIS champions' to promote the use of the camera. These were then targeted to use IRIS and to model the process to be used with staff by having a coaching relationship with the mentor.</p> <p>I talked extensively to teams of staff to 'sell the benefits of IRIS and conducted a survey to find out their views of what constituted good CPD and how they thought they might use IRIS.</p> <p>The next target was to persuade 10 excellent practitioners to use the camera and record, where possible, snippets of outstanding teaching and learning, plus to use IRIS with staff observed during the year in grade 3 sessions with a view to encouraging them to reflect on their own teaching.</p> <p>The initial training and 'marketing' went well. When we began to roll out the actual recordings there were a few technical issues to work through and some concerns about confidentiality and learner security to allay.</p> <p>The target for the year was to get 50% of staff using IRIS (about 75 people). In fact we have only achieved 26 users although several of these have used IRIS more than once.</p>

	<p>What were the barriers?</p> <ul style="list-style-type: none"> • We haven't yet won the battle to persuade staff of the value of using IRIS for recording everyday teaching sessions. They feel for the most part that they have to have a really exciting and innovative session planned before they would use the camera, and as a result they are put off booking it. • Some staff say they couldn't bear to see or hear themselves recorded. It's a type of self-consciousness that needs to be set aside. • Some staff are still wary of technology and, in spite of explanations, don't understand the very comprehensive security around their films. <p>These are issues which we need to resolve during CPD sessions this term so we can really boost the user figures from September.</p>
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The benefits and impact

<p>What benefits/ impact has the project had on:::</p>	<p>a. the work/ effectiveness of your organisation</p> <ul style="list-style-type: none"> • IRIS provides a brilliant tool to take us further in driving towards outstanding teaching and learning • Staff who have used IRIS to improve their practice have provided very positive feedback • Looking ahead to next year the use of IRIS will be expanded at the start of term 1 to encourage learners to reflect on their own (group) learning dispositions
	<p>b. the cost/ efficiency of activities</p> <ul style="list-style-type: none"> • Before purchasing IRIS there had been plans for building an observation room to allow for 'live observations' by groups of staff. IRIS has provided an much more cost efficient and generally more effective way of carrying out these
	<p>c. any other aspect of your work</p> <ul style="list-style-type: none"> • We are altering our graded observation process next year to exempt those staff who have had 3 consecutive grade 1 observations from having a formal graded observation. Instead they will use IRIS to record 3 lesson extracts illustrating excellent practice • We intend to use IRIS more in 2012-2013 to record the learner voice and to encourage learners to reflect on their learning behaviours • The additional more flexible camera will enable us to share the use with some of the work based providers who deliver training on behalf of the college (Business Partners)

<p>What contribution to the success / smooth running of the project was made by:</p>	<table border="0"> <tr> <td>LSIS funding</td> <td>essential</td> </tr> <tr> <td>Your mentor</td> <td>essential</td> </tr> <tr> <td>LSIS Associate</td> <td>essential</td> </tr> </table>	LSIS funding	essential	Your mentor	essential	LSIS Associate	essential
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<p>Do you have any comments on the funding, mentor or LSIS Associate.</p>	<p>The funding enables us to have some sustainability for the project in terms of buying more licences next year and adding the more portable and flexible camera to the kit.</p> <p>The mentor has been excellent and has really provided a lot of expertise and support in getting IRIS off the ground, working with the champions and communicating with them by email to save me having to do this 'chasing'.</p> <p>The LSIS Associate has also been excellent with supportive challenges around keeping to the schedule and making sure that impact was being measured.</p>						
<p>What lessons did you learn / what tips would you give to other providers</p>	<p>Try to pre-empt concerns about confidentiality by emphasising this thoroughly from the start.</p> <p>Ensure that all technical issues have been resolved before rolling out to staff.</p>						
<p>Telling others</p>							
<p>What have you done to share /disseminate this project with others in the sector</p>	<ul style="list-style-type: none"> • On March 8th I attended the LSIS Leadership in Technology conference in Birmingham and led a workshop on the project • I shared the project with a group of senior staff from other FE colleges visiting TyneMet • I demonstrated IRIS to the local authority adult learning leadership – North Tyneside Learning Alliance • I have shared the project with some of our Business Partners (work based learning providers who deliver training on behalf of the college) • I have demonstrated the use of IRIS to 3 local schools who are interested in the project 						
<p>Provide a quote on your experience of the LSIS LIT project.</p>	<p>“Using technology to carry out peer, self or mentor led observations is a brilliant way to promote reflection on own practice and to learn from others. The LIT project has been a great asset in getting this system off the ground and I look forward to embedding it and expanding it in 2012-2013.”</p>						

Are you happy for us to use this and your contact details for marketing and publications?	Yes.
Contact details for further information	No college contact Mike Brennan (Mentor) Smartmove Interactive Learning (Approved IRIS Connect Partners) Tel: 0845 6440110 or 0845 6440100 Email: info@smartmoveIT.co.uk

Please email all case studies to eleadership@isis.org.uk by 31st July 2012