



## Case studies

### 2. Skovvangskolen, Allerød, Denmark

Reporter: Odile Arbeit de Chalendar – April 2009



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*This is one of 25 case studies produced for STEPS, the Study of the impact of technology in primary schools, to illustrate the impact of ICT, on schools, teachers and learners, and to highlight barriers and enablers to its effective use in the school. Further information can be found at <http://steps.eun.org>.*



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## 1. CONTEXT OF THE SCHOOL

Skovvangskolen is approximately 30km north of Copenhagen, with 550 pupils between the ages of 5 and 15 and more than 80 teachers. Pupils include 12 per cent with Danish as an additional language, approximately 25 with specific learning difficulties and up to 30 with severe physical disabilities. The school day begins at 08.10 and ends around 13.00 for the Kindergarten and 14.00 for older children. The school is located adjacent to the small town of Allerød and is surrounded by housing. It is a single storey building with an open plan arrangement.

## 2. EXAMPLE OF PRACTICE

The school uses the ICT Licence to assess pupils' capabilities at key phases across the curriculum. There is synergy between the values of the school and the vision for the use of ICT across the school both by pupils, staff and parents. The ethos of the school is reflected in its stated values:

- The school is open to new ideas and innovation.
- Individuals at school should have opportunities to influence their daily lives.
- Teachers work in teams to support a class.
- Pupils are expected to take responsibility for their own learning.
- Projects are essential in the delivery of teaching and learning.
- The school considers co-operation between pupils, parents and teachers to be essential.

This ethos is demonstrated in the learning platform that supports teachers' planning, students' work and information for parents. Students' work is stored via an e-portfolio system which can be accessed by both staff and parents: the school has worked hard to ensure that parents have access to information regarding their child's learning. Parents who have limited access to computers and/or broadband may use thin client machines set up in various locations around the school. The school has a learning centre at its heart: a resource area with books and digital resources, such as cameras and computer access. The learning centre is staffed by two full-time and three part-time specialist teachers who provide support to both pupils and staff. One member of staff works across five other schools in the area to disseminate good practice.

### 3. IMPACT, BARRIERS AND ENABLERS

#### 3.1 SCHOOL

##### ICT DEVELOPMENT PLAN, IMPLEMENTATION STRATEGY, ORGANISATIONAL CHANGES AND ATTITUDES

- **Impacts**

- The school's use of the ICT Licence to assess pupils' capabilities at key phases across the curriculum has been a motivating factor in encouraging whole-school ICT use.

- **Enablers**

- The culture of the school is very clear from the outset. There are no fences, walls or other structures to separate the school from its surroundings, children call the teachers by their first names, and the dress of both teachers and students is casual.
- The headteacher of the school fully supports the work of the ICT team and allows it to set the vision and the direction of development in co-ordination with support from UNI-C (the Danish education support organisation). Members of the team in turn work with other staff to embed the use of ICT into the learning experience of the children. The leadership has further supported developments through enhanced staffing of the learning centre compared to other schools, and increased financial support for resources.

##### RESOURCING

- **Impacts**

- Although the school is not overly resourced with digital equipment (120 desktops, 12 projectors and 4 interactive whiteboards), thought and planning means that what they do have is fully utilised. Spending is carefully monitored to ensure value for money.
- The school has one dedicated ICT room adjacent to the learning centre and will shortly replace the desktops in this area with more up-to-date equipment. Teachers may also book one of two laptop trolleys which can be moved around the school to any location with a wireless access point. Specialist subjects, such as science, also use wireless laptops and sensors in their practical work.
- At present there are four interactive whiteboards, one of which is in the learning centre, and approximately 12 data projectors which are located on trolleys with laptops so that they can be booked by teachers and moved around the school.

The school has specialist computers, software and equipment for students with disabilities, such as wheelchairs, and big or Braille keyboards.

- The school makes extensive use of online resources. Each pupil has their own home page linked to the class home page, learning resources are stored online, and teachers are encouraged to plan their work online so that it can be shared with colleagues. Teachers are able to book ICT resources through the online booking system, and access to online materials is available from outside school.
- Resourcing, both in terms of the current level of provision and future plans for development and renewal, is good.
- **Enablers**
  - The architecture of the buildings and provision of open spaces are an enabler, supporting the pedagogical exchange between teachers and students, and allowing teamwork among students.
  - The learning centre has been designed so that children can easily borrow resources by scanning the items themselves. Digital equipment, such as cameras, can be borrowed for use outside school.

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## THE CURRICULUM AND ICT

- **Impacts**
  - The use of the ICT Licence to assess pupils' capabilities at key phases across the curriculum has had a positive impact. Although there does not appear to be time set aside specifically for the teaching of ICT as a discrete subject, the use of the ICT Licence for pupils at Grade 3 means that required skills and competences have been clearly identified. This enables teachers to set a focus and measure the success of students against a predefined outcome. The school has only been using the ICT Licence for two years but it has already had a significant impact on staff development and pupil achievement.

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## ASSESSMENT OF ICT AND ICT FOR ASSESSMENT

- **Impacts**
  - Students' work is stored via an e-portfolio system, which can be accessed by both staff and parents. Parents can check their child's progress and weekly work plans online.
  - Students routinely save samples of their work to their e-portfolio, allowing the range and progression of their work to be assessed in a variety of contexts.

- **Barriers**
  - It does not appear that the school reports or monitors progress in use of ICT other than through the ICT Licence. This presents a lost opportunity to recognise the achievements of both staff and students.
- **Enablers**
  - The use of the ICT Licence has ensured that explicit assessment of ICT is taking place at Grade 3. Once a student acquires a certain skill level, they receive a diploma or certificate.
  - Online storage of pupils' work enables staff and parents to monitor achievement and share outcomes.

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## ORGANISATION OF SUPPORT

- **Enablers**
  - The school network is maintained by a technical support service provided across the six schools in the area. A technician is onsite at Skovvangskolen.

## 3.2 TEACHERS

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### THE PEDAGOGICAL ROLE OF ICT TO IMPROVE LEARNING AND TEACHING

- **Impacts**
  - Teachers can identify and exploit opportunities for the use of ICT in enhancing learning, supported by learning centre staff.
- **Enablers**
  - Staff from the learning centre work alongside classroom teachers.

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### ICT SKILLS

- **Impacts**
  - One-to-one contact between teachers and ICT specialists provides opportunities for developing confidence as well as competence. Classroom teachers are supported by specialist teachers from the learning centre as they work together, on a specific topic, over a period of time. This intensive support will certainly have an impact on the experience of pupils.
  - Teachers are expected to use their own time after school to attend courses on specific software or techniques as part of their professional development.

- **Barriers**
  - It was not clear how this arrangement was managed and whether it happened on an ad hoc basis or whether learning centre staff had an overview of all teaching programmes and therefore were able to identify where the opportunities lay.
  - There is a possibility that classroom teachers will rely on the experts and let them take charge of the activity.
  - It was unclear how activities were monitored to ensure development across the school, and whether there was any monitoring of the transferability of the skills and the impact on learning.
  - It appeared that only very small groups of teachers attended after-school sessions and therefore development using this strategy could be lengthy and patchy.
  - Due to the nature of the Danish education system, there are no formal arrangements to provide whole-staff training on a particular aspect of ICT.
- **Enablers**
  - Professional development in ICT is mainly provided within the school, but staff also attend occasional conferences organised by Uni-C.

### 3.3 LEARNERS

#### ICT SKILLS

- **Impacts**
  - ICT is used as a tool for the learning process, and in the learning process itself.
  - Internet resources are available to students without any filtering – students are expected to develop their own e-safety criteria.
- **Barriers**
  - If internet access is freely available within the classrooms, resources found may become a distraction.
- **Enablers**
  - ICT teaching and learning is based on the students' prior ICT knowledge.



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## MOTIVATION, PARTICIPATION AND CONFIDENCE

- **Impacts**
  - Learning centre facilities are available beyond the formal school day and appear to be well used. Pupils use this time to carry out research to support their planned curricular work.
- **Enablers**
  - The learning centre allows motivated students to continue learning in their own time.

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## PARTICIPATION IN ALL ASPECTS OF SCHOOL LIFE: ACADEMIC, SOCIAL, PERSONAL

- **Impacts**
  - Pupils appear to work well with ICT in small groups and individually. The relationships between teachers and pupils appear to be open and relaxed, and pupils clearly enjoy their work.

## 4. REFERENCES

- **Sources:**
  - Interviews with the head teacher, teachers and students, and lesson observations.
- **Further information:**
  - School website ([www.skovvang-skolen.dk/](http://www.skovvang-skolen.dk/)).