



RESEARCH INTO INTEGRATION OF ICT IN SWEDISH SCHOOLS' CURRICULUM – JUNE 2015



AIM: The Headteacher and DHT visited Sweden to investigate how ICT, and specifically tablets, were being used successfully.

CONTEXT Sweden was selected, as early research showed clearly that in Europe, two countries stood out as being at the forefront, Norway & Sweden. The population in Stockholm is diverse with an intake similar to our own schools. While ICT has been integrated into the curriculum in Sweden since 1994, when the government stopped treating it as a separate teaching subject and expected schools to integrate it fully across the curriculum, the integration of tablets as a teaching and learning tool has been very swift – just 3 years to reach this point where schools are aiming soon to have one iPad per child (Apple is the brand chosen by all schools visited).

FINDINGS

- children take school iPads home to continue their work, not usual practice in England
- homework is completed by pupils and marked on line by teachers
- the work that children produce is published via a number of electronic means including YouTube, eBooks, school websites, social media websites and teachers are quick to pick up the best ideas, programmes, APPs and start to use them.

Key to the progress made by schools visited were :

- Having a member of staff (**ICT pedagogue**) responsible for technical support, but importantly who also finds and evaluates new software for teachers then supports them to use it with pupils. This person also teaches ICT lessons to pupils.
- An understanding that tablets are best used as learning tools when they are used for **PRODUCTION** and not for CONSUMPTION (entertainment), for example when programmes/Apps used produce a presentation, a booklet, a piece of artwork or film as opposed to being used for a times tables game where they are rewarded with a tick or smiley star.
- Strong culture in Sweden of communication among teachers via social media, specifically Facebook and Twitter, where they actively share advice and resources freely.
- Motivation is high -children don't forget their iPads at home, they keep them charged, they focus for longer on their work, they see the point of the work they do, particularly if it is likely to be 'published' or shared on the internet. They are not seen as entertainment devices as much as they are here. They use the in-built programmes and websites/learning platforms creatively.

OUTCOMES FOR OUR SCHOOL

Maryland has produced a 3 year ICT improvement plan (2015-18) aiming to:

- purchase of **new innovative hardware**, such as Chromebooks and a 3D printer
- upgrade to a **new learning platform** via Google Education, to facilitate more on-line learning, homework, planning, marking, publishing of pupils' work. The focus will be on the **purposeful and productive** use of ICT in all curriculum subjects, not so much the **hardware**.
- **reduce the use of paper** in all areas – admin, parental contact, planning, testing
- review the **role of ICT staff**, e.g. strategic, operational, teaching and technical support
- redistribute our 32 iPads for **SEN pupils** (plus use of headphones and voice instructed programmes to help children with attention disorders), as well as **Early Years pupils** with upgraded apps, 2016 – this is helping pupils to make accelerated and often surprising progress where other methods had failed.