

1. Every Child Matters: What it means for the ICT teacher



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Thanks to Muco (<http://sxc.hu/browse.phtml?f=profile&l=muco>) for the use of the photograph on the front page.

Introduction to the 2nd edition

Having received some very useful feedback from a number of people, I have revised this paper to make it easier to use by grouping particular items together, and by providing more information about what Local Authorities might be expected to do in relation to some of the activities listed here. I have also inserted many more references, including non-UK websites.

The purpose of this paper

Recent legal changes in the United Kingdom to the way education and social services work together for the benefit of children have been very profound, but so far mainly at a high level. That is to say, changes have been made and are being made at Local Authority level, but many schools have not been affected in terms of how they manage teaching and learning. This paper is intended to look at what Every Child Matters means to the teacher of information and communication technology (ICT) and to ICT in the classroom.

What **is** Every Child Matters?

Every Child Matters is an initiative which stems from the Children Act of 2004. In essence, it aims to ensure that services provided to the child, such as education and health, are joined up, so that abused and other vulnerable children don't "fall through the net", with the potentially disastrous consequences that might follow.

Under the new agenda, children and young people will be able to benefit from a wide variety of services. In keeping with the spirit of the child at the centre, choice should (ideally, and as far as possible) be exercised by the child, rather than have "it done to them".

The main changes brought about by Every Child Matters are:

- Quality of service is to be measured against 5 outcomes:
 - Stay safe
 - Be healthy
 - Enjoy and achieve
 - Achieve economic well-being
 - Make a positive contribution(This is in a different order to the order in official documents, but has the advantage of being easy to remember because it spells the acronym SHEEP.)
- Organisational changes: Local Education Authorities (LEAs) are to be replaced by Children's Services by 2008.
- As a logical consequence to this, the Education Development Plan which LEAs produce every year is to be replaced by a Children and Young Persons Plan by April 2006.
- Directors of Education, Health (children) and Social Services (children) are to be replaced by Directors of Children's Services by 2008, with most Local Authorities doing so by 2006.
- A Lead Member for Children's Services is to be appointed in each Local Authority, and to be accountable at a political level. Again, all Local Authorities have to appoint a Lead Member by 2008.

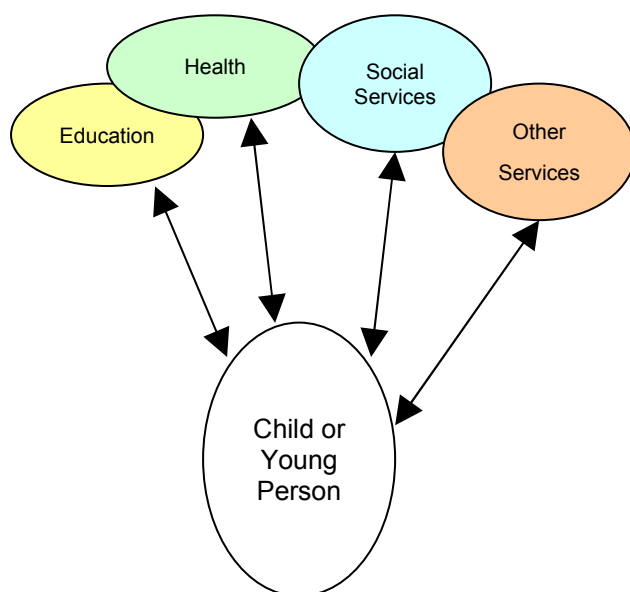
- Multi-agency working: Health, Safety, Economic in particular.
- Co-location: the physical proximity of professionals.

The bigger picture

Before looking specifically at how Every Child Matters might affect the ICT teacher, it would be useful to look at what else has been going on in education in the UK so as to be able to see it in a wider context.

Whilst there have been many different initiatives, they do, for the most part, have something in common. The key point about all the different initiatives is that they represent a different approach, from organisation-centred to person-centred.

Think of this as the equivalent of a company becoming customer-focused.



This is so fundamental a shift that even the term “initiative” is probably inaccurate.

This shift is indicated by:

- Multi-agency working, eg Joint Area Review of Local Authorities. See <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3636>

- The new inspection arrangements: Ofsted (Office for Standards in Education) inspections are now based on the Self-Evaluation Form (SEF), which now includes references to the 5 outcomes of Every Child Matters. See <http://www.ofsted.gov.uk/index.cfm?searchString=sef&fuseaction=pubs.search&submit.x=0&submit.y=0>
- Ofsted to have a common inspection framework for all services to children, looking at all 5 outcomes. See <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3884>
- The emphasis on personalised learning (which is insufficiently understood by many), which could be regarded as the adaptation of working methods to meet children’s needs. See <http://www.teachernet.gov.uk/management/newrelationship/personalisedlearning/>
- The development of Extended Schools, which provide, under the same roof, many other types of service for children besides education. See <http://www.teachernet.gov.uk/wholeschool/extendedschools/detailedguidance/>
- Lead professional: single named person with responsibility for each child.

- Workforce reform: this has already started in schools, and will probably have to be extended to other services. See <http://www.remodelling.org/>
- In addition, it is now regarded as essential to include parents and carers in education, to help ensure that services to which the child is entitled are accessed as required. See <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/teachersresources/>

There are other important changes, such as the “single conversation” between School Improvement Partners and schools (see <http://www.teachernet.gov.uk/management/newrelationship/>), but detailing them here would merely serve to divert attention from the main issues concerning the teacher of ICT.

The ICT Classroom and the 5 outcomes of Every Child Matters

In this section we look at each of the 5 outcomes and suggest features of the ICT classroom which could be introduced or maintained in order to address them (although some of the ideas are more whole-school in nature).

This is not intended to encourage a checklist approach to Every Child Matters. The bullet points here are simply suggestions as to what kind of things need to be put in place to help make it a reality as opposed to remaining as a grand vision. Neither are the lists presumed to be comprehensive: feel free to add your own!

Stay safe

Classroom environment issues

The suggestions made here can be implemented by the subject leader for ICT fairly easily. It's a good idea to implement a system in which regular checks are carried out. Some, such as electric wiring

checks, need to be carried out by specialists (the Local Authority should be able to assist), whilst others can be carried out by technicians and classroom assistants. The main issue in this section is: **how safe is your classroom?** It should be read in conjunction with the section on being healthy.

A good source of information is the ICT Advice website, at:

<http://www.ictadvice.org.uk/index.php?section=ap&rid=151&country=eng&pagenum=5&NextStart=1>

A summary of the issues was also included in my book Managing ICT, which is available in PDF format from:

http://www.terry-freedman.org.uk/ebooks/doc_page10.html

- Children are always supervised by an adult. This is, in fact, the single most effective safety measure you can adopt, and it applies to online activity as well as the physical environment.
- The person in charge of ICT ensures that checks of the equipment and wiring (etc) are carried out on a regular basis. If your school is part of a project such as PFI (Private Finance Initiative) or BSF (Building Schools for the Future), this sort of thing will probably be built in to the specifications (and if it isn't, it should be!). Similarly, if your school

buys into a managed service, or a support package from your Local Education Authority, the contract or service level agreement ought to address this. Whatever the case, this is a situation in which it is a good idea to work with the senior teacher with responsibility for buildings and maintenance in order to ensure that this aspect of health and safety in ICT is dealt with as part of a whole school approach.

- The person in charge of ICT carries out risk analysis on a regular basis.
There is a comprehensive list of resources for disaster/emergency planning at <http://www.shambles.net/pages/staff/emergency/>, not confined specifically to ICT. It isn't really feasible for one subject area of a school to have its own emergency planning procedures as such, but in a subject like ICT, which involves using equipment, it's worthwhile spending some time trying to think of some of the things that could go wrong, and how to prevent them from happening.
- Health and safety regulations are adhered to, eg no trailing wires from computers to printers.
See the ICT Advice link in the introduction to this section.
- The monitors are positioned properly so that the corners don't present a danger to children.
See the ICT Advice link in the introduction to this section.
- Children are not allowed to queue by the printer, which can

have safety implications.

Online safety

Some of these suggestions can be implemented fairly quickly, but others may need outside and/or technical assistance. If your school buys into a managed service or an LEA support package, some of these elements should be included.

- A "walled garden" (see http://searchsecurity.techtarget.com/sDefinition/0,,sid14_gci554703,00.html) provides a safe online environment in which children can search for information.
- There is restricted access to general internet messenger services...
- ... but there is safe access to moderated and closed chat rooms and forums.
- There is an internet safety policy in place...
- ... and it is actually implemented!
There is internet safety advice from Becta at: http://www.becta.org.uk/corporate/publications/publications_detail.cfm?currentbrand=1&pubid=211&cart=

and other official guidance on a range of online safety issues at: <http://safety.ngfl.gov.uk/schools/document.php3?D=d77>

- Children are taught how to protect themselves online.
- Staff (not only teaching staff) are trained in what to look for in order to keep children safe. For example, they try to ensure that children do not put personal details on their own websites or in emails.
- Children feel able to talk to an adult about cyberbullying and other forms of electronic harassment. For further information about this, and links to other advice, see: http://www.terry-freedman.org.uk/artman/publish/article_345.php and http://www.terry-freedman.org.uk/artman/publish/article_346.php
- Internet literacy and, more broadly, digital literacy are prime objectives. For example, children are taught how to look for signs of bias in electronic material.

Information management systems (IMS) and related matters

There is currently much work going on at a higher level than the school. Government agencies are looking into the possibility of having a unique identifier for each young child or person. Also, Local Authorities up and down the country are looking at how to enable the different agencies, such as health and education, to share information without compromising data protection safeguards.

At the school level, it's important to ensure that the school IMS can "talk to" the Local Authority's system. It would be a good idea to liaise with someone from the Local Authority about this, but not necessarily directly: there may be a headteachers' forum in

your locality which is looking at these issues, so it is best to check with the headteacher before doing anything.

A good IMS system in a school will enable sophisticated tracking and monitoring of each child to take place.

- The school's information management system enables different agencies to share information about a particular child easily...
- ... and can help pinpoint where a child **should** be at any specific time according to their timetable. For further information see: http://www.ictadvice.org.uk/index.php?section=ap&catcode=as_ad_02&country=eng&rid=198
- Electronic cards help to track attendance and, therefore, patterns of absence – and measures are in place to prevent fraudulent registration.
- A home messaging service is used to alert parents if their child does not show up at school.
- Voice over Internet Protocol and similar technology is used to facilitate easy communications between agencies.
- Mobile devices with GPS tracking are used to help keep school parties safe on school

trips.

This type of initiative usually comes under the auspices of e-government. Check with the e-government or corporate IT department of your Local Authority to see if there is local work going on in this area.

The question here, of course, is are the teachers and teaching assistants themselves aware of this? If not...

- ... Training should be available for staff in relation to protecting children's identities online.

Data protection issues

There are data protection issues to be considered in education. Schools are "data controllers" (in the UK) and therefore have responsibilities under the Data Protection Act. The school should therefore have a data protection policy, perhaps based on Local Authority guidelines. The school also has responsibilities under the Freedom of Information Act in the UK. The single best source of information on these topics is the guidance available on the Information Commissioner's website:

<http://www.informationcommissioner.gov.uk/>

However, individual teachers also have responsibilities in this area, most of which boil down to common sense.

- Official guidelines are adhered to with regard to children not being identifiable from photographs on the internet. See this guidance from the Information Commissioner's office:
<http://www.informationcommissioner.gov.uk/cms/DocumentUploads/taking%20photographs%20in%20schools.pdf>
- Children are taught about data protection in ways that are relevant to them personally. For example, they should be not only told, but also shown, why giving away just a snippet of information about yourself online can lead to a lot more information being revealed.

Be healthy

This should be read in conjunction with the advice on being safe, above.

Physical health

- The computer rooms have (quiet) air conditioning installed.
- The computer room has plenty of space and is well laid-out, ie it is not like an obstacle course.
- There is plenty of space at the computers for children to work on paper and discuss the work with other children.
- Health and safety regulations are adhered to. For example, children working on extended projects are encouraged to have a ten minute break from the computer in every hour...
- ... anti-RSI measures and practices are in place...
- ... monitors are positioned properly, eg glare and strain are reduced...

- ... the data projector light is positioned properly so that it doesn't "blind" anyone using the interactive whiteboard...
- ... the interactive whiteboard is non-reflective so as to reduce glare.
- The chairs in the computer room are of the correct size for the children (eg are adjustable).
- Desks or benching are at the correct height (or are adjustable).
- Co-location means that a child could be timetabled to see health or social services
- . Physical well-being can be promoted by the use of portable devices in open spaces.
- A positive atmosphere is established by having positive behaviour rules rather than negative ones.
- Disaster prevention practices are in place, thereby helping to maintain children's psychological well-being. See <http://www.becta.org.uk/fits>.
- Disaster recovery practices are in place, thereby helping to maintain children's psychological well-being.

Psychological health

- Mental well-being is promoted by learning activities which promote challenge, allow achievement and which are fun.
- The personalisation agenda has been adopted, meaning that each child has real choice, which helps to promote mental well-being.
- Children are protected from, and taught how to deal with, abusive behaviour such as cyberbullying, thereby helping to maintain their psychological well-being.
- Frustration at not being able to use programs to achieve an objective is reduced by having how-to posters on walls, thereby helping to maintain children's psychological well-being.

The role of ICT

- Shortcuts and automation techniques are taught and encouraged, thereby reducing the amount of time the children need to spend at the computer (in theory!).
- Children are able to access the internet for information on health.
- There are software programs on the school network, and used in the school curriculum, which promote healthy eating (eg nutrition programs) and healthy living.

Enjoy and achieve

It's generally accepted that the use of computers and related technology can enhance pupils' self-esteem. The technology can also enable people to participate in

ways and from places that would otherwise not be possible.

Policy issues

- The “single conversation” in the UK (see page 6) means that the focus is on leadership and management processes that promote achievement, ie the big picture.
- The school has an inclusion policy which is embedded in the policies of each subject area, including ICT....
- ... and the policy manifests itself in a commitment to ongoing expenditure on hardware, software and training as appropriate. See <http://inclusion.ngfl.gov.uk/> for inclusion issues, and join a very active mailing list by going here: <http://lists.becta.org.uk/mailman/listinfo/senit>.

Technical factors

- Managed services (see http://www.ictadvice.org.uk/index.php?section=ap&catcode=as_pur_02&country=eng&rid=426) are used to free up resources that the school can then use for other purposes, eg rather than pay a network manager £30,000, the school uses the money to pay for 1.5 teaching assistants.
- Flexible arrangements are facilitated by technology: there is a wireless network to promote the anywhere, any time model of learning.
- The children are able to use appropriate technology as and when they need to, ie there are no serious access problems.

- Online learning tools enable children who are in hospital (say) to achieve as well as those in school...
- ... All children and young people have the possibility of enjoying “always on” learning.
- Mobile devices are extensively used, which helps to facilitate personalised learning.
- The school buys well thought-out software that paces and challenges and rewards..
- Children with physical disabilities are catered for through devices such as head-operated mice

The use of space

- Internet café areas in the school promote enjoyment and achievement at the same time.
- Space is used imaginatively to incorporate computers and other technology.
- Children have control over their work, eg through the use of e-portfolios.

The role of the teacher and teaching assistants

- The children know what Level they are working at...
- ... and know how to get on to the next one up.

- The children are challenged in ICT lessons, not bored. See “Characteristics of boring ICT lessons” at http://www.terry-freedman.org.uk/artman/publish/article_390.php
 - Activities are creative and don't have an artificial ceiling.
 - Assessment for learning techniques are used in order to enable pupils to progress at the right pace for them as individuals.
 - Each pupil's needs are known by the teacher and teaching assistants, and reflected in individual education plans.
 - Software is available that enables children with special educational needs to achieve, including children identified as gifted and talented.
 - All teaching assistants (see <http://www.teachernet.gov.uk/wholeschool/teachingassistants/>) play a full part in the planning and delivery of lessons.
- computer or ICT courses at school, college and university.
 - Children are taught about current and likely future trends in computing in “the real world”.
 - Children are taught, and encouraged to think about and discuss, the social and economic effects of developments in computing in order to be better prepared for the world of work. For example, print-on-demand technology lowers the cost of self-publishing.
 - The teacher in charge of ICT adheres to the UK government's regulations concerning work-related learning, namely: learning about ICT at work...
 - ... learning about ICT for work...
 - ... learning about ICT through work.

Achieve economic well-being

To some extent the sub-sections here are arbitrary: certainly, many of the points included in “Resources and digital literacy” could have been placed in the teacher and teaching assistants section. It is, in effect, a difference of emphasis rather than a hard and fast boundary.

The role of the teacher and teaching assistants

- Students are taught how to present work well, which should help them when applying for jobs or college courses.
- Students are encouraged to apply for advanced level

See http://www.qca.org.uk/14-19/11-16-schools/index_s4-2-resources.htm, <http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/>, <http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/workrelatedlearning/> and <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3828>

- Children are taught practical skills that are valued in the workplace, ...

- ... and work towards recognised qualifications, such as the European Computer Driving Licence, which could help them get a job. See <http://www.ecdl.co.uk/>

Resources and digital literacy

See the Center for Digital Literacy website at <http://digital-literacy.syr.edu/>, Alan November's Information Literacy materials at <http://www.novemberlearning.com/Default.aspx?tabid=160>, Paul Gilster's Primer on Digital Literacy at <http://www.ibiblio.org/cisco/noc/primer.html> and my article, Collaborative Learning: Just because you *can*, doesn't mean you *should* at http://www.terry-freedman.org.uk/artman/publish/article_420.php.

- Children are taught why it's necessary to be computer-literate.
- Online learning enables **all** children to achieve economically by not missing out on their education, possibly regardless of home circumstances eg access through library, after-school club.
- Children use dedicated computer programs to help them make career choices.
- Well-designed schools, by providing a host of different learning environments, can also help children achieve this.
- Children learn about other cultures through the internet and software programs.
- Students are taught how to develop systems (including websites) for use by others.
- Students are shown how to set up e-commerce websites...
- ... or websites to act as a point of contact for potential customers in bricks and mortar establishments.
- Students are taught about the economic effects of computer technology.
- Children are taught how to, and encouraged to, evaluate the likely environmental impact of developments in computing, eg the possible effects of developments in printing on paper usage and therefore natural timber resources.
- Children use computer models to investigate how the economy works.
- Students are taught that mobile devices and the internet facilitate home-working to a much greater extent than was previously possible, thereby widening their potential choice of career.
- Students are taught about digital rights management and other copyright-related issues.
- Students are taught how to access different kinds of information, ...
- ... and how to evaluate it: information is all-important in the

information society. For an example of a rubric, see: http://www.terry-freedman.org.uk/artman/public/article_411.php.

Make a positive contribution

- All children can contribute to lessons through the use of interactive whiteboards or graphics tablets for whole-class presentation.
- The school buys software that enables children with learning difficulties to make a positive contribution.
- The school adopts new collaborative tools like blogging, wikis and podcasts, which can enable young people to make a positive contribution. See, for example, http://www.terry-freedman.org.uk/artman/public/article_127.php. For access to a free educational blogging tool, visit: <http://www.landmark-project.com/index.php>. For examples of the use of wikis in (higher) education, see http://www.emerson.edu/itg/index.cfm?doc_id=1730.
- Children are taught how to conduct themselves in forum discussions. See, for example, <http://www.albion.com/netiquette/>.
- Children are taught how to make or contribute to the production of “radio” programs through podcasting. See <http://www.stager.org/podcasting.html>, <http://groups.yahoo.com/group/Podcasting-Education/>

- Children are taught how to make digital videos...
- ...And how to interpret images (visual literacy).

For digital video in education, see: <http://edtech.guhsd.net/video.html>, <http://www.dvined.org.uk>, <http://www.adobe.com/education/digkids/main.html>, and http://www.ictadvice.org.uk/index.php?section=tl&catcode=as_cu_sec_sub_07&country=sco&rid=3801&pagenum=1&NextStart=1. For visual literacy, see <http://www.ivla.org/>.

- Children are taught how to use presentation software well. See, for example, the articles on how to use presentation software in geography, at: http://www.ictadvice.org.uk/index.php?section=tl&catcode=as_cu_sec_sub_05&rid=9296.
- Students are encouraged to develop business ideas, based on technology...
- ... and encouraged to put them into practice through schemes such as Young Enterprise. See <http://www.young-enterprise.org.uk/>
- Children are taught how to use mind-mapping tools (see <http://www.innovationtools.com/resources/min>

[dmapping.asp](#)) in order to develop their ideas,...

- and present them to others.
- Children are taught how to develop systems for others, and which take account of feedback by others. See <http://www.naction.org.uk/subjcts/ict/progress.htm>.
- Children are taught about the digital divide, both within their own country and the world as a whole. See <http://www.ed.gov/Technology/digdiv.html> for a useful USA website on this topic.
- Children from schools in different countries collaborate with each other through online forums. For a potential opportunity to explore an online collaboration too, See: http://www.terry-freedman.org.uk/artman/publish/article_367.php.
- Teachers take advantage of the non-judgemental character of ICT to help children develop higher self-esteem.
- Teachers take advantage of the provisional aspect of ICT in order to encourage pupils to try out different approaches and solutions.
- Children are taught how to ask the right questions rather than encouraged to seek “the” answer. See <http://www.fno.org/nov97/toolkit.html>.
- School buildings and infrastructure reflect the design of the curriculum, and enable technology to be used as appropriate, seamlessly. In other words, school buildings, infrastructure and individual classrooms reflect the needs of the individual child or young person. See: http://www.terry-freedman.org.uk/premium/features/article_285.shtml (subscription only), http://www.designshare.com/Services/Innovative_Schools.htm, <http://www.bsf.gov.uk/>.
- The curriculum is flexible enough to take into account individual pupils’ needs. See <http://www.standards.dfes.gov.uk/keystage3/respub/ks3flexcurric>, http://www.qca.org.uk/14-19/6th-form-schools/68_250.htm and <http://www.scotland.gov.uk/News/News-Extras/115>.

Summary: key metrics

There are 110 suggestions in the foregoing section – far too many to act as a checklist for evaluating the ICT provision in your school against Every Child Matters. In this section we suggest a smaller number of criteria by which your performance might be judged.

- Does the ICT handbook, or the ICT section of the staff handbook, contain explicit references to Every Child Matters and the 5 outcomes?
- Does the ICT policy contain statements of intent with regard to delivering on the 5 outcomes?

- Does staff induction address Every Child Matters: how it works in the school, expectations of staff, and details of, or references to, practical procedures in the school. For example, will staff know how to contact a child's Lead Professional?
- Do the scheme of work and units of work address Every Child Matters?
- Are staff able to take advantage of Continuing Professional Development (CPD) programmes concerning Every Child Matters?
- Are staff encouraged to use part of their Planning, Preparation and Assessment (PPA) time for developing resources concerning Every Child Matters?
- Are ICT lessons conducted in the **spirit** of Every Child Matters, even if not all lessons explicitly address it?
- Are there plans in place to embed Every Child Matters in day-to-day practice in the teaching of ICT?

Suggested staff training activities

This is not a definitive list by any means, but just a few suggestions to get the mental juices flowing!

- Arrange (or suggest) an awareness-raising event for the whole school. Every Child Matters affects both the school as a whole and its individual components. It should be possible to arrange for someone from your Local Authority's Children's Services to give a talk.
- Suggest or arrange training for teachers and teaching assistants in using the internet properly: not just searching, but evaluating the quality of websites found, and of

the information on them; also, personal safety online.

- Subject arrange or suggest a training event in which subject leaders and other staff identify areas where ICT can be used to address ECM in their subjects, and then see where there are commonalities. This can then start to feed into the school development plan.

Involving children and young people

Generally speaking, given half a chance children are very perceptive when it comes to pointing out where there are deficiencies, and can often come up with some excellent ideas for putting them right. Here are a few suggestions for getting them involved.

- If there is a student council, suggest that ECM is on the list of issues to be addressed.
- Run a competition for a poster about staying safe online (say). A competition is a great way of raising awareness of issues.
- Collaborate with another school (not necessarily in the UK) to discuss ECM issues and to come up with practical ideas.
- Set up a blog to which pupils can contribute and discuss their ideas for addressing ECM

Comparison with No Child Left Behind

Many people assume that Every Child Matters and the No Child Left Behind (NCLB) Act passed in

the USA are similar, because the terms have a certain similarity. However, the NCLB initiative is particularly concerned with educational attainment rather than the wider remit of Every Child Matters. Although each has the interests of the individual child at heart, the origins of the two approaches, and the areas they focus on, are very different.

Next steps

Now that you know about Every Child Matters, what can you do to implement it in the ICT provision in your school? Here is a suggested way forward:

1. With your colleagues, look at the suggestions under each of the 5 outcomes' headings and make a note of the ones you already do. You will almost certainly do some, but you must be honest with yourselves! If you have an internet safety policy, for example, but haven't trained staff in applying it in lessons, then say so, because that will get you started on step number 2. Alternatively, use a self-evaluation form (SEF), which you can download from the Ofsted website. You'll need to change the language a little (eg substitute ICT provision for school), and not all of it will be relevant, but it's a good starting point because the SEF incorporates the 5 outcomes in its questions.
2. Make a note of the ones you do **not** do yet, or the glaring holes in the SEF.
3. Decide on the order of priority in which the suggestions noted in step 2 will be addressed.
4. Draw up an action plan, or make sure that steps 2 and 3 are reflected in the ICT strategy, or the ICT section of the School's ICT Strategy.

References

(See also the in-text links).

Every Child Matters

<http://www.everychildmatters.gov.uk/>

Educational Improvement and the Impact of Integrated Children's Services, published by NAEIAC.

No Child Left Behind

<http://www.ed.gov/nclb/overview/intro/execsumm.html>

Ofsted's SEF forms

<http://www.ofsted.gov.uk> (click on Publications, then 2005, then the SEF for the type of school you work in)

Personalised learning

<http://www.standards.dfes.gov.uk/personalisedlearning/>

Internet safety advice

http://www.becta.org.uk/corporate/publications/publications_detail.cfm?currentbrand=1&pubid=211&cart=

Other relevant advice from Becta

<http://www.becta.org.uk/corporate/publications/> (click on Teachers and then scroll down to view a number of useful titles in the Becta's View series)

Building Schools for the Future

<http://www.bsf.gov.uk/>

Miscellaneous

For details of various initiatives, including Workforce Reform and PPA, see

<http://www.teachernet.gov.uk/>

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About the author



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For a free electronic newsletter called Computers in Classrooms, articles on educational technology, a premium subscription service, e-books on educational technology, information on the consultancy services available and to contact Terry, please visit his website, <http://www.ictineducation.org>.