

Bett 2022

Elevate your digital
transformation and build
community by collaboration
with Microsoft



Presented by Jo Anderson and Sonia Kendal
Welland Academy and Newark Hill Academy
Greenwood Academies Trust
March 2022



Bett 2022



Jo Anderson

Welland Academy,

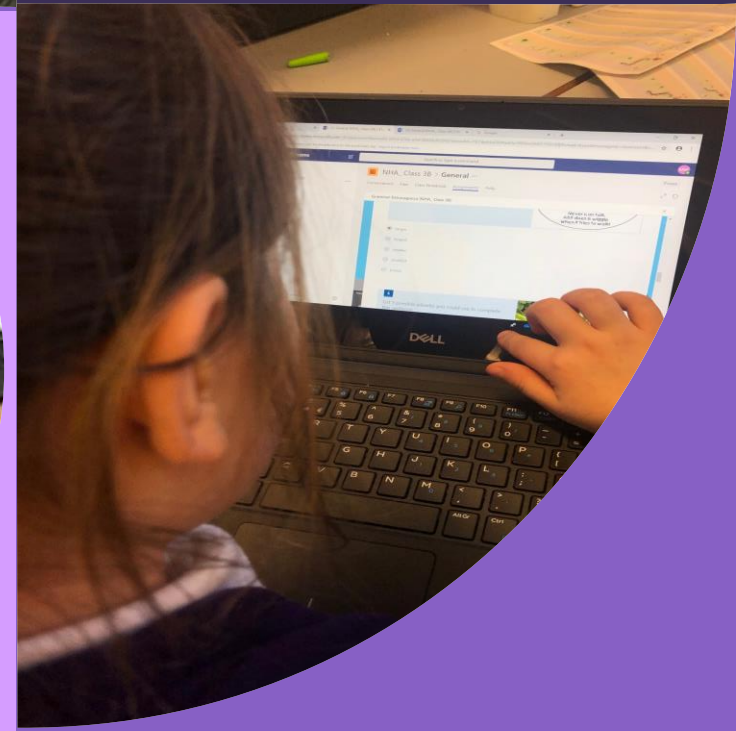
Peterborough



Greenwood Academies Trust



How
Microsoft
is with you
every step
of the way.



Bett 2022



NEWARK HILL ACADEMY

Sonia Kendal

Newark Hill Academy,

Peterborough

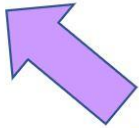


Greenwood Academies Trust

21st Century Learning Design (21CLD) Rubrics



Skills behind our learning design



Learning and Future Ready Skills



Language of Skills used with the children consistently across the academy

We are a Microsoft Showcase School



Using technology to enhance learning and life long skills



Creating inspirational opportunities to aim high in everything our children do

Bett 2022



How
Microsoft
is with you
every step
of the way.

education.microsoft.com/en-us/library?contentType=learningPath

Search

Refine results

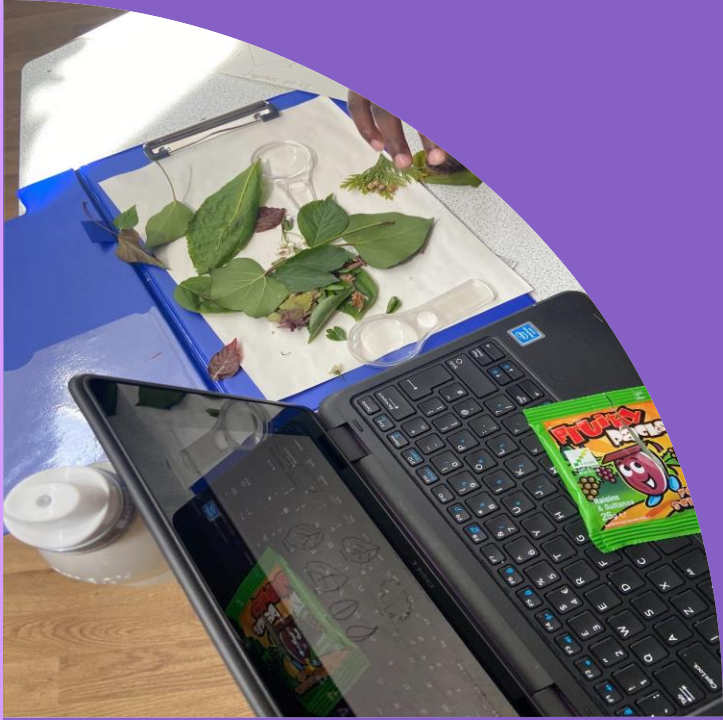
- Activity Type
 - Course
 - Learning path
 - Resource
 - Lesson plan
- Difficulty
 - Beginner
 - Intermediate
 - Advanced
- Progress
 - Not started

Learning path

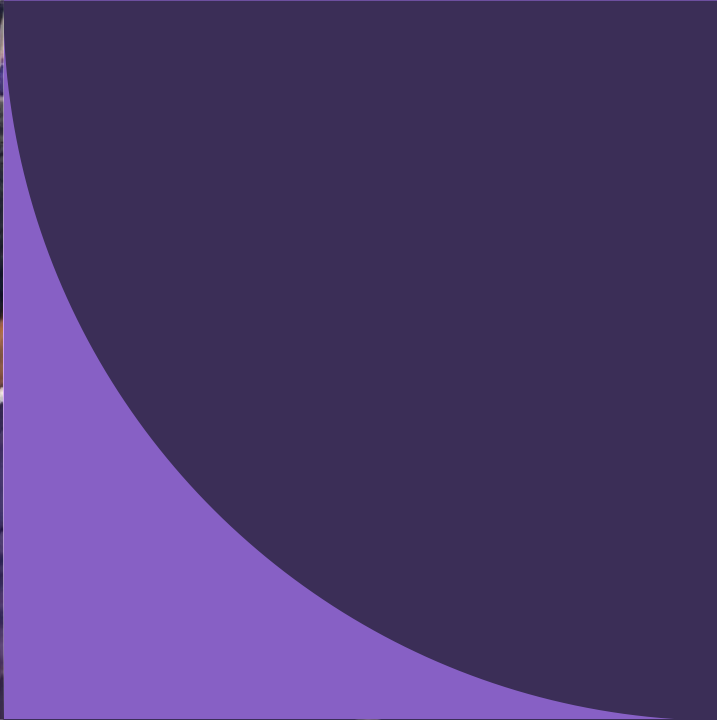
Showing 1 - 24 of 26 results

Sort by: Release date

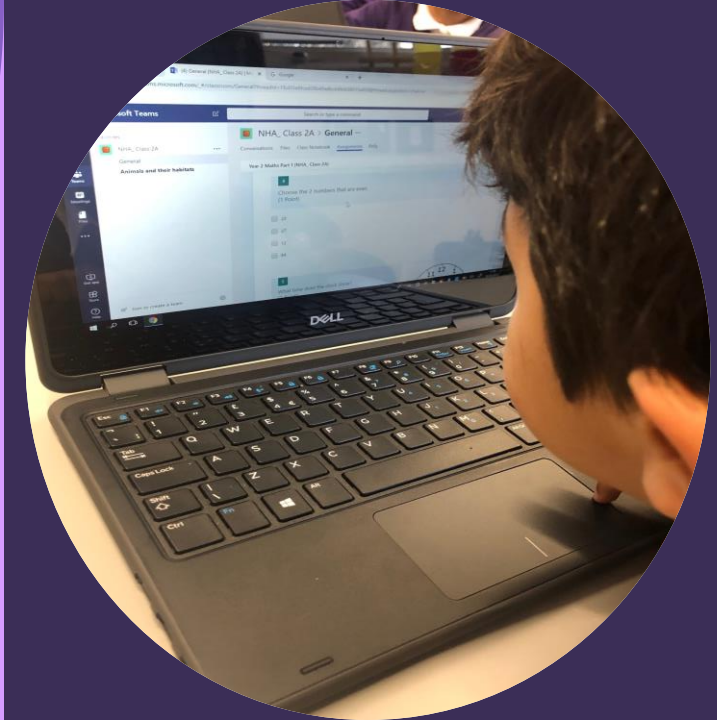
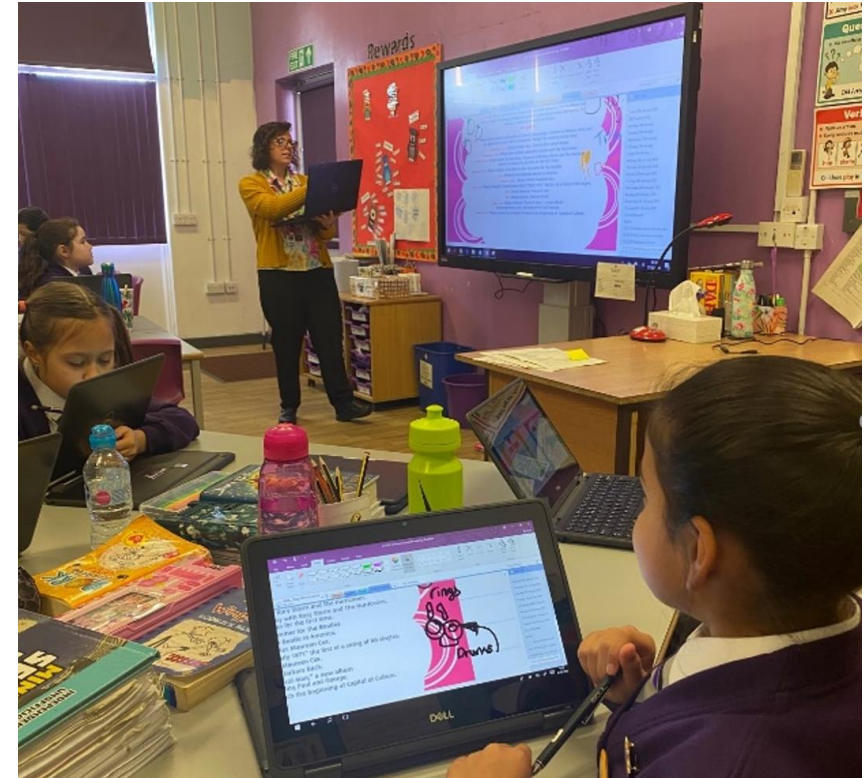
- Master Microsoft Teams for any learning environment
- Use assessment tools to conduct successful family-teacher conferences
- Create classroom communities using social and emotional practices
- Leadership in the modern workplace
- Anti-racism journey for educators with students
- Minecraft: Education Edition Coding Academy



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Implementation



Increasing the devices
Freedom for risk taking.

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Continued Professional Development

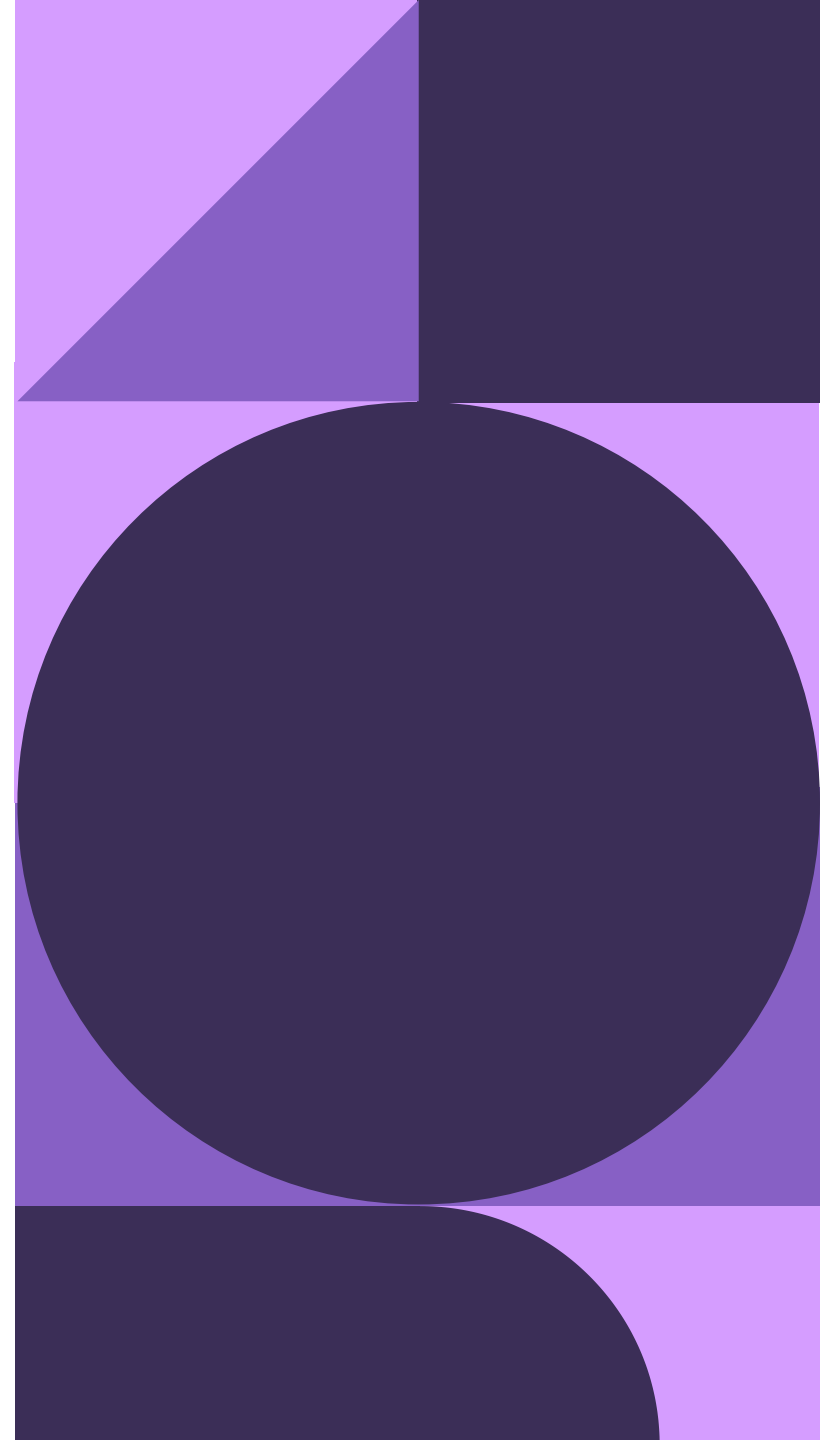
NP Digital Champions Posts Files Notes MIE Competition +

File Home Insert Draw Open in Desktop App Search

11 B A General

F25 fx

	A	C	D	E	F
1	Name	Number of Badges	Number of Points	Number of Certificates	
2	Jen	43	54165	50	
3	Sonia	39	42922	32	
4	Kath	24	39200	26	
5	Sami	36	17470	32	
6	Lou	16	16250	14	
7	Saffina	11	15770	8	
8	Chelsea	11	13500	9	
9	Taz	3	6500	3	
10	Kaeshia	5	6000		
11	Rukhsana	7	3000	4	
12	Sebina	4	2003		
13	Kris	4	2000	2	
14	Jackie	2	1000	2	



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Being a Microsoft Innovative Educator Expert (MIEE)

- Adopting Microsoft software and Apps – Trust approach
- Microsoft accredited trainers delivering CPD to whole Academy
- Microsoft Educator Community provides quality training and CPD on many aspects of using technology to support teaching and learning
- Encouraging staff to engage in MEC to develop their own knowledge and expertise – logging points and badges (need image)
- Guidance on becoming an MIEE is clear from MS
- Staff select area of expertise – mini experts to train others

	Expertise
son	MS apps inc forms, sway, te
Astill	one note
Caroline Todd	Teams
Mel Wright	Minecraft
Kathryn Revill	Forms
7 Kit Scales	OneNote/Accessibility tools
8 Lauren Millar	OneNote
9 Sharon Easey	Whiteboard
10 Daniel P-G	Accessibilty Tools
13 Abbey Barnett	Teams
17 Claudia Caputo	Skype in the classroom
20 Rebecca Cylkowski	skype
Demelza Fairbrother	Accessibility Tools
Melissa Finley	Paint 3D
ophie Letman	Sway
Lilley	Microbit
Moore	Paint 3D
	Sway

21st century learning design: Course 7 - use of ICT for learning
Completed on: 5/15/2021
[View details and certificate](#)

21st century learning design: Course 5 - self-regulation
Completed on: 5/15/2021
[View details and certificate](#)





21st century learning design: Course 8 - embedding 21CLD in practice
Completed on: 5/15/2021
[View details and certificate](#)

21st century learning design: Course 3 - skilled communication
Completed on: 5/15/2021
[View details and certificate](#)

21st century learning design: Course 2 - collaboration
Completed on: 5/15/2021

Office 365 Teacher Academy
Completed on: 2/24/2021

Microsoft is integral to how we work

Year: 6		Class Teacher: <i>Anna Kelly</i>		IEP number: 11	
My Education Plan Targets				Review Date: 11/02/2021	
 <p>My targets</p>	<p>What do I need to do?</p> 	<p>Who's going to help me and when?</p> 	<p>How will I know I've succeeded?</p> 		
<p>To edit and improve capital letters in my writing</p>	<p>I will use dictation software to plan and publish my ideas. I will use immersive reader to hear my planned ideas and support my editing. I will use a split screen to support me to edit my work (one for immersive reader and one for editing) I will use a different colour to mark my capital letters and full stops.</p>	<p>To Teacher Talk partner Home laptop</p>	<p>My writing will include capital letters that are correct 80% of the time. My typing will have capital letters and full stops from where I have edited work from my laptop. I will use dictation</p>		



WAW Job Request

By clicking, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Date Job Requested **

Please input date in format of MM/YYYY


2. Select area where issue is **

Select one main area of the Academy where the issue is:

EPS

Year 1

Job Request Form

 Microsoft Power Apps and Power Automate
@microsoft/powerapps.com
Tue 29/06/2021 11:47
By: J Anderson

EXTERNAL EMAIL Do not click on links or attachments unless you recognize the sender and know the content is safe.


Job Request Ticket

Your job request has been received and a ticket has been raised.
A member of the Site Team will be with you as soon as possible.

Thank you
Welland Site Teams

If you want to unsubscribe from these emails, please use this form

M Wright 29/06 13:51
Topic
<https://www.thinglink.com/login>



thinglink.

Login — ThingLink
Seamlessly make your images, videos, and 360 content interactive with text,...

www.thinglink.com

Induction and PDR

IT Induction

Below are the main priorities to understand and learning in order for you to be confident with how we use IT at Welland Academy.

Once completed and you have an understanding please date and sign.

If at any point you need support or have any [questions](#) please do not hesitate to ask your line manager.

Item	Link	Date and Signature
Airhead Logging on Adding and delete files Adding/deleting/sharing Launchpads	Got.airhead.io	
Office 365 and Windows Getting started with Office 365 and windows	https://education.microsoft.com/en-us/learningPath/3800b3b6	
OneDrive/Sharepoints MEC course - Streamline efficiency with Office 365 apps (1 hour) <ul style="list-style-type: none"> ✦ Opening files ✦ Creating new folders/files ✦ Naming files ✦ Using save as ✦ Sharing documents (ac editing and not editing permissions) 	https://education.microsoft.com/en-us/course/424102ca/overview	
MS Teams Transform learning with MS Teams	https://education.microsoft.com/en-us/course/9c9f5c11/overview	
Making the Most of Teams in the classroom	https://education.microsoft.com/en-us/course/d67aa4e7/overview	
OneNote - Getting Started with OneNote OneNote class Notebook	https://education.microsoft.com/en-us/course/23b7102f/overview https://education.microsoft.com/en-us/course/e597ca7b/overview	
Microsoft Forms	https://education.microsoft.com/en-us/course/ac59d6bc/ov	


Confidential

Objectives should be SMARTER (Specific, Measurable, Actionable, Realistic, Time-bounded, Enjoyable and Recorded); they should be aligned to the development plan and professional standards. Only set an appropriate number of Objectives.

Objective	Implementation	Measurable Success Criteria	Summary of Progress	Evidence of Impact and Achievement
Specifically what needs to be achieved (The WHAT)	What strategies will be employed, milestones met, and what training and support is needed to achieve (The HOW)	Success criteria populated at time of defining objective (The OUTCOME)	Performance Summary... linked to lesson observation if appropriate (Interim Review)	Performance Summary... assessing against success criteria (Closing Review)
Objective: To sustain your MIE Expert status and work towards your MCE Exam	<ol style="list-style-type: none"> 1. MEC 21st Century Learning Pathway. 2. Complete an hours MEC training per half term. 3. Develop your specialist area of OneNote with pupils in Mathematics 4. Implement accessibility tools across the curriculum. 5. Complete you MIE Expert application by May 2021 	Complete the 21 st Century Learning Pathway Continue to be an MIE Expert for 2021/22	Dec 2021 - Completed 21 CLD Pathway Transcript evidence Completed three hours of MEC training (see above transcript) OneNote is used in maths. Pupils use voice recording in reading to for answers. Immersive Reader is used widely by most pupils in many applications. EAL pupils find this useful to translate challenging words in foundation subjects.	May – Passed my MCE Exam so very secure on 21CLD Accessibility Tools embedded across all areas of the curriculum. Z uses dictate to write as strength in hands has deteriorated. Lesson reflection completed as part of the MIE Expert application – this has been submitted through the Microsoft Portal.
Objective:	6. Good or better teaching	The ARE for Year 5 will	Feb 2021 review	Sept 2021

MIE Experts Teams Channel

Luis Barbeiro (Microsoft) 25/11/2021 13:28



MIEE December Connection Call 8.12 6-7pm

Only 2 weeks to go for the **last MIEE Connection Call of the term** and of 2021! You've made it through! Check out this agenda with lots of great topics.

- MIEE **News, updates** and House Keeping,
- Updates on '**Devices for Learning**' MS UK Lead, Paul Ford
- **MIE School Communities** with Elaine Tasker from The Grimsby Institute

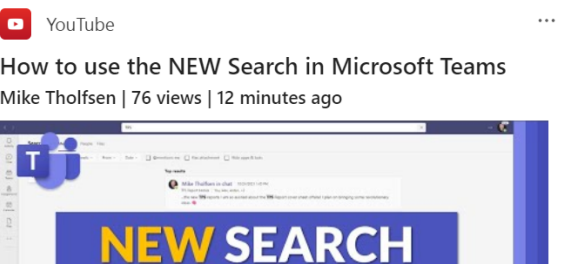
[See more](#)

The NEW Search in Microsoft Teams

A quick tutorial video on how to use the NEW Search in Microsoft Teams 🔍

A quick tutorial video on how to use the NEW Search in Microsoft Teams 🔍 Search has gotten some very nice updates and enhancements that have recently rolled out 🚀

YouTube 📺 https://www.youtube.com/watch?v=PDWE1tRQriM&list=PLdHjccRYrYNINxIFJO7XiHVdr8ah5c_7&index=5

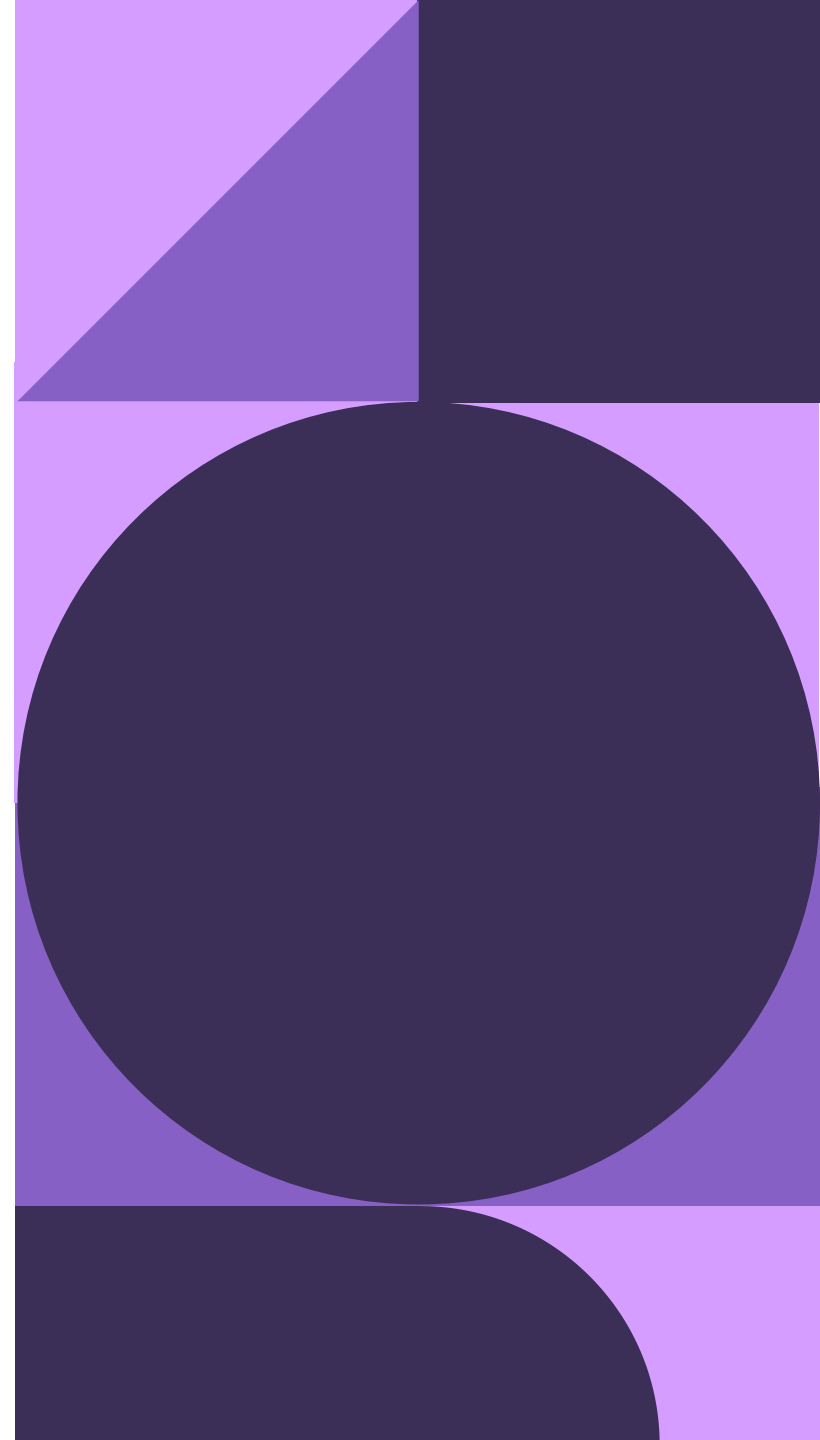


YouTube

How to use the NEW Search in Microsoft Teams

Mike Tholfsen | 76 views | 12 minutes ago

NEW SEARCH



MIE Experts Connection Calls



MIE Expert Connection Call

Join your MIE Experts Community in an inspiring meet

9.02 6-7 pm

#MIEExpert
@MSEducationUK

'The connection calls always give me ideas. I can't wait for tonight's ideas about podcasts'

Microsoft Innovative Educator Expert

Adam Grocott
ICT Champion
Jersey



MIEE Calls sharing good practice

WAW_Primary Hi all, just to let you know there is a really good course on the MEC all about home/ remote learning. Some of you might have already done it but it's very relevant to everything we are doing at the moment and might give you some extra knowledge or ideas. I will send the link here although I'm not sure if it will work: <https://education.microsoft.com/en-us/learningpath/37f9ef62> If not the course is called 'Fostering a dynamic remote learning environment with student centered tools'. It is a 3 part course worth 1500 in total. 😊

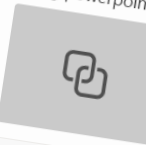


Fostering a dynamic remote learning environment with student-centered tools
In this 3-course series, teachers and administrators will learn how pedagogy needs to shift from the techniques uses in a face-to-face environment and how Office 365 and Micro... Teams can be leve...
education.microsoft.com

← Reply

JA

J Anderson 15/03/2020 16:39



Using powerpoint recorder : <https://education.microsoft.com/en-us/course/8ebc6daf/overview>

Flipped instruction with PowerPoint Recorder
This course will teach you how you can use PowerPoint Recorder to flip your instruction, providing content for students outside of class and help to improve student outcomes.

education.microsoft.com

← Reply

MW

M Wright 16/05 18:57

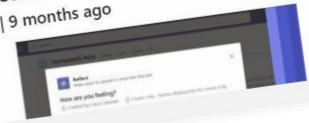
WAW_Primary In case anyone wasn't sure about how to use reflect, here is a helpful video that shows how to set it up and shows what to expect from both the teacher and student view of it. The only difference I've found is that we don't currently have the ability to customise the question or preset it but hopefully that will come soon.

It's really easy to use and gives a good snapshot of the class so you know if any additional time needs to be spent with specific children. It can also be used to evaluate how they felt a lesson went at the end to see who may need picking up for the next day. Once they have answered, they also have the chance to attach a specific emotion to their emoji.

<https://www.youtube.com/watch?v=IRurIKbVGNg>

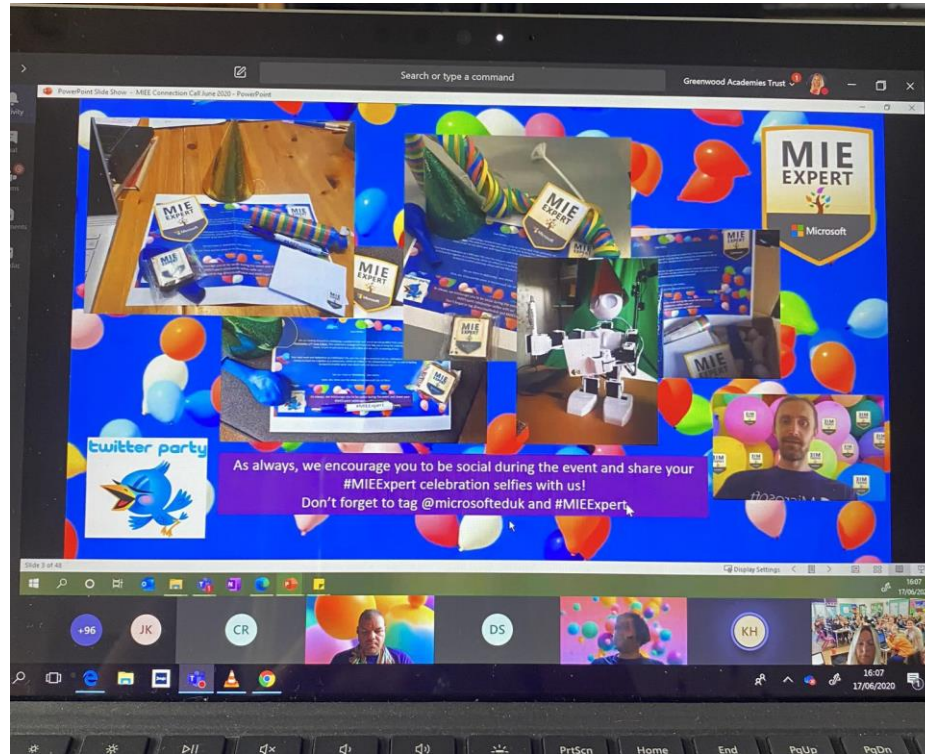


How to use Reflect to capture a pulse on student feelings (SEL) in Microsoft Teams
Mike Tholfsen | 7.1K views | 9 months ago



Bett 2022

MIE Expert Swag and Party



Application for Showcase Incubator



START THE

Incubator Path of the Showcase School Program

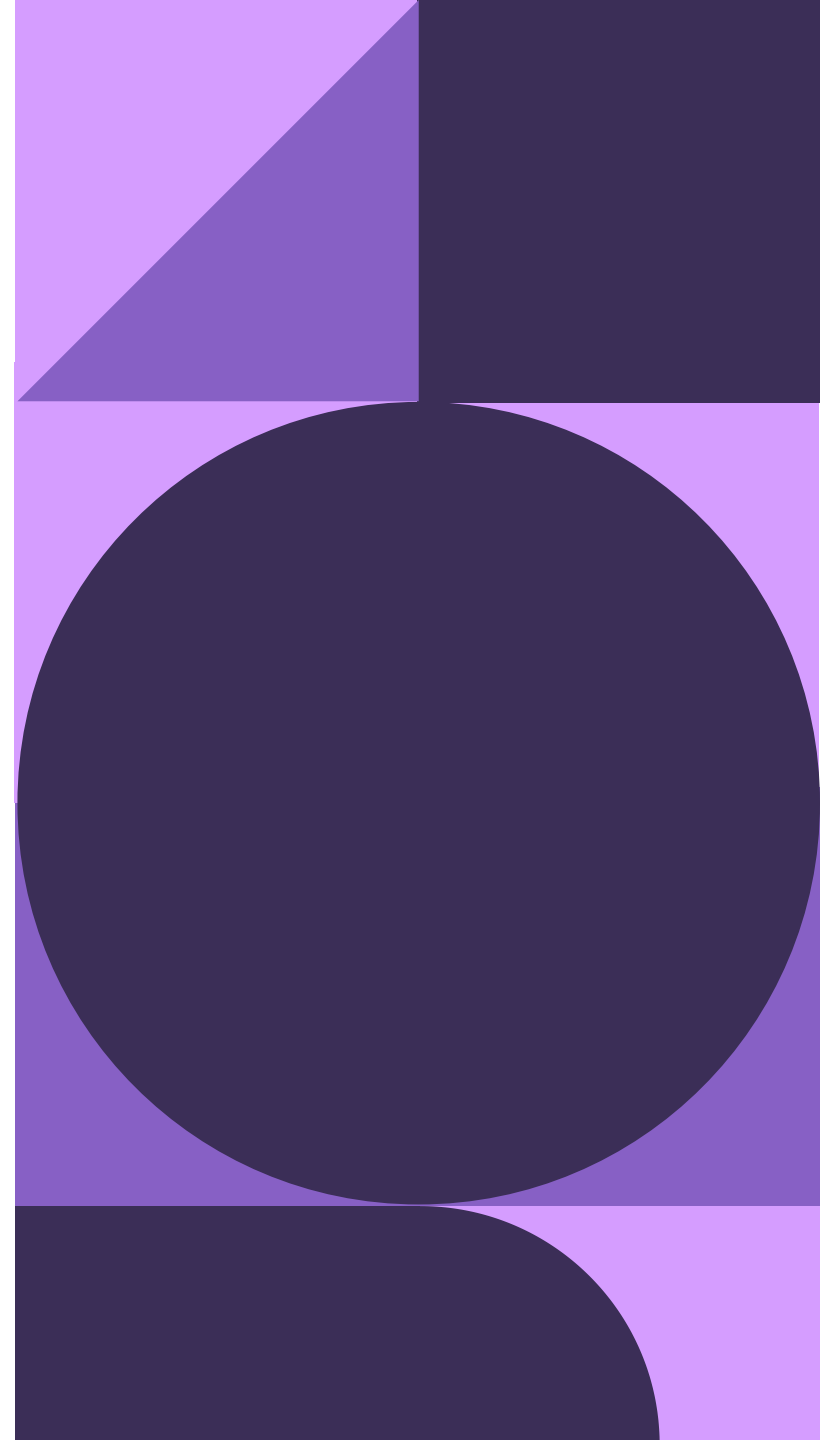
Nominate your school today!



 Microsoft

Showcase School Rubric

Metric	Leading	Advancing	Developing	Initiating
<p>1</p> <p>The school demonstrates thought-leadership in building a school-wide vision as the starting place for a holistic digital transformation using Microsoft's Education Transformation Framework</p> <ul style="list-style-type: none"> Informed by research and potential models Has specific, concrete goals for the outcomes of digital transformation Clear and easily communicated vision shared by leaders and all stakeholders Uses technology as a strategic lever where digital access is not the end goal; learning is the goal and technology is a means used to achieve that goal <p>Descriptors adapted from ETF</p>	<p>Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF</p>	<p>Has begun the collaborative process of envisioning for holistic transformation with focus on some of the ETF pillars</p>	<p>Has created a vision statement driven by current practice or incremental improvement versus focused on transformation</p>	<p>Has not yet developed a long-term school vision for education transformation</p>
<p>2</p> <p>School leader(s) foster a culture of learning and growth mindset as evidenced by their commitment to creating sustainable change in teaching and learning practices through continuous and job-embedded professional development strategies.</p> <ul style="list-style-type: none"> Builds teacher effectiveness through intensive focus on meaningful and continuous professional learning Establishes mentoring, coaching, and collaboration opportunities at the school Empower teachers to make their own decisions and take risks to meet the needs of every student Drive efforts to connect with other leaders and educators locally and globally to share best practices <p>Descriptors adapted from ETF</p>	<p>Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation</p> <p>Coaching and mentorship and a continuous growth cycle is in place for all teachers and leaders</p> <p>Learning communities internally and externally are leveraged</p> <p>Tools and learning resources are part of teachers onboarding and continuous development plans</p> <p>Teachers are leaders who help shape the school's strategic plans</p>	<p>Professional development is planned for a select group or a specific initiative</p> <p>Learning communities (internal and external) and job-embedded collaboration opportunities are established by leadership</p> <p>Support for the identified tools and resources is in place</p> <p>Teachers are encouraged to share their innovations with others</p>	<p>Some educators leverage professional development opportunities to enable education transformation</p> <p>Some learning communities and opportunities for collaboration are beginning to be consistent</p> <p>Tools and learning resources are identified for teachers to use in their professional learning journey</p> <p>Teachers have the autonomy to innovate in their own classrooms</p>	<p>Professional development is mostly training when needed on specific tools</p> <p>Learning communities and collaboration among teachers happen in an ad-hoc manner</p> <p>Tools and learning resources are accessible for educators and leaders</p> <p>Teachers can suggest new ideas</p>
<p>3</p> <p>School leader(s) drive personalized learning to meet the individual student's academic, emotional, and social needs and help every student realize their full potential. Inclusion and accessibility are integral to policies and practices.</p> <ul style="list-style-type: none"> Professional development on personalized learning leveraging technology such as Office 365 for Education, Teams (Staff/Faculty/Students), OneNote, Skype, Flippin', and Minecraft Students are encouraged to take greater responsibility for their learning The school provides accessible technology that can meet the needs of all students <p>Descriptors adapted from ETF</p>	<p>Inclusive environments with equitable access and accessibility for all students can be observed throughout the school</p> <p>Educators master strategies to support curriculum and assessment for the real world throughout the curriculum</p> <p>Personalized learning strategies are regularly used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for most students can be observed throughout the school</p> <p>Educators are trained on strategies to support curriculum and assessment for the real world throughout much of the curriculum</p> <p>Personalized learning strategies are periodically used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for some students can be observed in some classrooms</p> <p>Educators are provided with strategies to support curriculum and assessment for the real world in some areas of the curriculum</p> <p>Personalized learning strategies are used by some teachers with few students to enable them to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for students isn't readily observed in the school</p> <p>Educators are not provided with strategies to support curriculum and assessment for the real world</p> <p>Learning is not currently personalized to empower students to own their learning</p>
<p>4</p> <p>The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with future-ready skills</p> <p>Computational Thinking Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition</p> <p>Creativity and Innovation Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</p> <p>Critical Thinking Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources</p> <p>Collaboration Sharing responsibility to make substantive decisions together about the content, process, or product of the work</p> <p>Communication Producing extended or multi-modal communication</p> <p>Descriptors adapted from Jeannette Wing's work and 21CLD</p>	<p>The school is actively developing all future-ready skills for its entire student population in an age appropriate manner</p> <p>There is evidence that most students are demonstrating future-ready skills in their work on a regular basis</p>	<p>The school is actively developing specific future-ready skills for a specific group of students</p> <p>There is evidence that some students are demonstrating future-ready skills in their work on a regular basis</p>	<p>Some teachers are beginning to include some future-ready skills in their lesson plans. Students are not assessed on those skills; nor are they demonstrating these skills yet</p> <p>Future-ready skills are developed outside of the core curriculum through enrichment classes to select students</p>	<p>Few teachers are beginning to look for ways to develop one or more of the future ready skills with their students</p> <p>Future-ready skills are introduced outside of the core curriculum through one-off type of events to select students</p>
<p>5</p> <p>Data insights provide guidance for education improvements and visibility into the progress towards the digital transformation vision.</p> <ul style="list-style-type: none"> Use data to inform decisions Leaders use metrics to define and measure progress and course correct where needed Monitoring and evaluation results are shared with stakeholders for transparency, buy-in, and participation 	<p>Data is shared with all stakeholders to ensure constant alignment on direction</p> <p>Data is not only used to monitor and evaluate progress towards vision and goals, it's also used for predictions and identification of future opportunities</p>	<p>Identify data to be collected to measure progress towards the vision</p> <p>Establish a process to review the data and take actions based on insights</p>	<p>Feedback data is captured via surveys and basic tools</p> <p>Incremental improvements are sometimes made based on the feedback data</p>	<p>Vision and metrics for education transformation have not been developed</p>



Further development

Metric	Leading	Advancing	Developing	Initiating
<p>1 The school demonstrates thought leadership in building a school-wide vision as the starting place for a holistic digital transformation using Microsoft's Education Transformation Framework</p> <ul style="list-style-type: none"> Informed by research and potential models Has specific, concrete goals for the outcomes of digital transformation Clear and easily communicated vision shared by leaders and all stakeholders Uses technology as a strategic lever where digital access is not the end goal, learning is the goal and technology is a means used to achieve that goal <p>Description adapted from ETF</p>	<p>Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF</p>	<p>Has begun the collaborative process of envisioning the holistic transformation with focus on some of the ETF pillars</p>	<p>Has created a vision statement driven by current practice or incremental improvement versus focused on transformation</p>	<p>Has not yet developed a long-term school vision for education transformation</p>
<p>2 School leader(s) foster a culture of learning and growth mindset as evidenced by their commitment to creating sustainable change in teaching and learning practices through continuous and job-embedded professional development strategies</p> <ul style="list-style-type: none"> Builds teacher effectiveness through intensive focus on meaningful and continuous professional learning Establishes mentoring, coaching, and collaboration opportunities at the school Empower teachers to make their own decisions and take risks to meet the needs of every student Drive efforts to connect with other leaders and educators locally and globally to share best practices <p>Description adapted from ETF</p>	<p>Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation</p> <p>Coaching and mentorship and a continuous growth cycle is in place for all teachers and leaders</p> <p>Learning communities internally and externally are leveraged</p> <p>Tools and learning resources are part of teachers' onboarding and continuous development plans</p> <p>Teachers are leaders who help shape the school's strategic plans</p>	<p>Professional development is planned for a select group or a specific learning communities (internal and external) and job-embedded opportunities are established by leadership</p> <p>Tools and learning resources are identified for teachers to use in their professional learning journey</p> <p>Teachers are encouraged to share their innovations with others</p>	<p>Some educators leverage professional development opportunities to enable education transformation</p> <p>Some learning communities and opportunities for collaboration are beginning to be consistent</p> <p>Tools and learning resources are identified for teachers to use in their professional learning journey</p> <p>Teachers have the autonomy to innovate in their own classrooms</p>	<p>Professional development is mostly training when needed on specific tasks</p> <p>Learning communities and collaboration among teachers happens in an ad-hoc manner</p> <p>Tools and learning resources are accessible for educators and leaders</p> <p>Teachers can suggest new ideas</p>
<p>3 School leader(s) drive personalized learning to meet the individual student's academic, emotional, and social needs and help every student realize their full potential. Inclusion and accessibility are integral to practices and practices</p> <ul style="list-style-type: none"> Professional development on personalized learning leveraging technology such as Office 365 for Education, Teams (Self-paced/On-demand), OneDrive, Skype, Flipgrid, and Microsoft Students are encouraged to take greater responsibility for their learning The school provides accessible technology that can meet the needs of all students <p>Description adapted from ETF</p>	<p>Inclusive environments with equitable access and accessibility for all students can be observed throughout the school</p> <p>Educators master strategies to support curriculum and assessment for the real world throughout the curriculum</p> <p>Personalized learning strategies are regularly used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for most students can be observed throughout the school</p> <p>Educators are provided with strategies to support curriculum and assessment for the real world throughout the curriculum</p> <p>Personalized learning strategies are periodically used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for some students can be observed in some classrooms</p> <p>Educators are provided with strategies to support curriculum and assessment for the real world in some areas of the curriculum</p> <p>Personalized learning strategies are used by some teachers with few students to enable them to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for students isn't readily observed in the school</p> <p>Educators are not provided with strategies to support curriculum and assessment for the real world</p> <p>Learning is not currently personalized to empower students to own their learning</p>
<p>4 The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with future-ready skills</p> <p>Computational Thinking: Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition</p> <p>Creativity and Innovation: Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</p> <p>Critical Thinking: Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources</p> <p>Collaboration: Sharing responsibility to make substantive decisions together about the content, process, or product of the work</p> <p>Communication: Producing extended or multi-modal communication descriptors</p> <p>adapted from Jeanette Wing's work and 21CLP</p>	<p>The school is actively developing all future-ready skills for its entire student population in an age appropriate manner</p> <p>There is evidence that most students are demonstrating future-ready skills in their work on a regular basis</p>	<p>The school is actively developing specific future-ready skills for a specific group of students</p> <p>There is evidence that some students are demonstrating future-ready skills in their work on a regular basis</p>	<p>Some teachers are beginning to include some future-ready skills in their lesson plans. Students are not assessed on these skills nor are they demonstrating these skills yet</p> <p>Future-ready skills are developed outside of the core curriculum through enrichment classes to select students</p>	<p>Few teachers are beginning to look for ways to develop one or more of the future-ready skills with their students</p> <p>Future-ready skills are introduced outside of the core curriculum through one-off type of events to select students</p>
<p>5 Data insights provide guidance for education improvements and visibility into the progress towards the digital transformation vision</p> <ul style="list-style-type: none"> Use data to inform decisions Leaders can monitor to define and measure progress and course correct when needed Monitoring and evaluation results are shared with stakeholders for transparency, buy-in, and participation 	<p>Data is shared with all stakeholders to ensure constant alignment on direction</p> <p>Identify data to be collected to measure progress towards the vision</p> <p>Data is not only used to monitor and evaluate progress towards vision and goals, it's also used for predictive and identification of future opportunities</p>	<p>Feedback data is captured via surveys and focus groups</p> <p>Incremental improvements are sometimes made based on the feedback data</p>	<p>Feedback data is captured via surveys and focus groups</p> <p>Incremental improvements are sometimes made based on the feedback data</p>	<p>Vision and metrics for education transformation have not been developed</p>

Leading

Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF

Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation

Coaching and mentorship and a continuous growth cycle is in place for all teachers and leaders

Learning communities internally and externally are leveraged

Tools and learning resources are part of teachers onboarding and continuous development plans

Teachers are leaders who help shape the school's strategic plans

and

Inclusive environments with equitable access and accessibility for all students can be observed throughout the school

Educators master strategies to support curriculum and assessment for the real world throughout the curriculum

Personalized learning strategies are regularly used to empower students to own their learning

The school is actively developing all future-ready skills for its entire student population in an age appropriate manner

There is evidence that most students are demonstrating future-ready skills in their work on a regular basis

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Microsoft's Transformation Framework



Showcase Schools: **Metric 1**

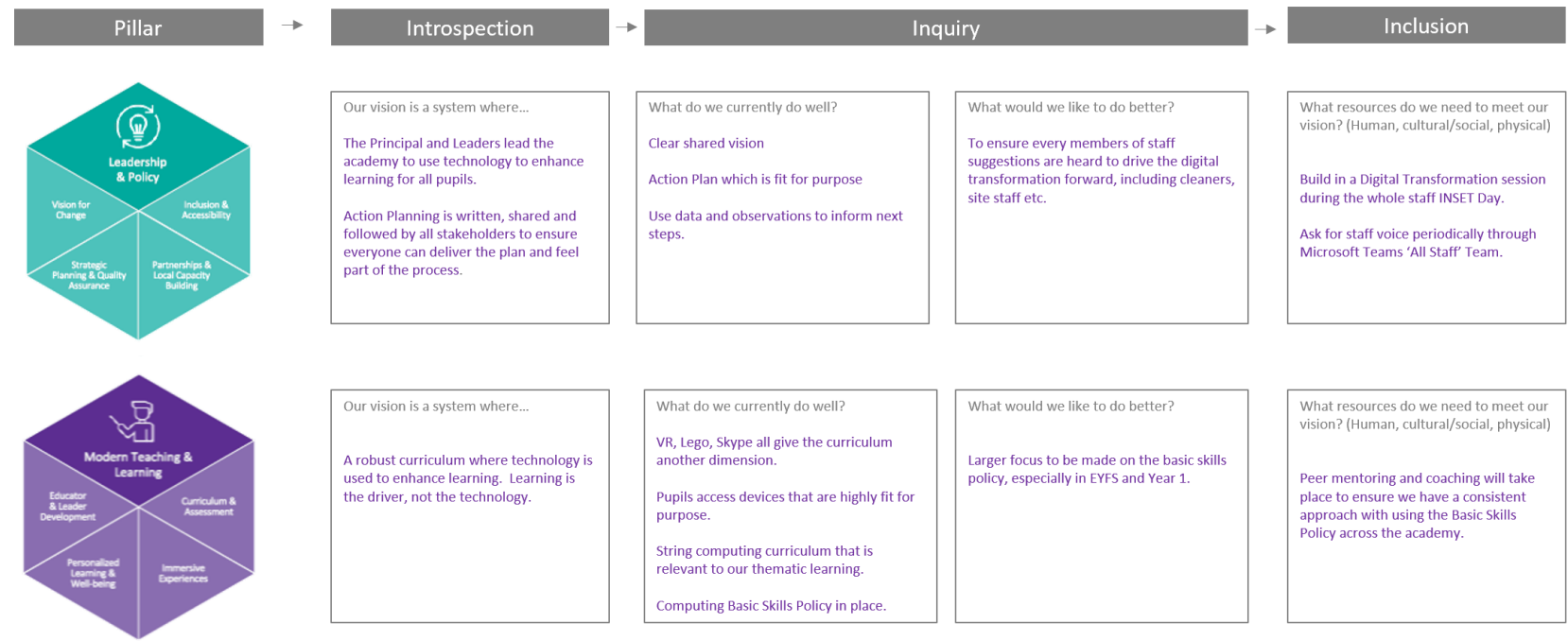


Level	Read	Learn	Do
<p>4</p> <p>Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF</p>	<p>Article: Project Red: Leadership Brief</p>  <p>ETF Capacity Planning Guide for School Leaders</p>  <p>Video: Community is a Journey</p> <p>Whitepaper: Emotion and Cognition in the Age of AI: New research from Microsoft Education and The Economist Intelligence Unit</p>	<p>Deepen Your Knowledge about all Four Pillars of the ETF</p>  <p>Design Thinking for Leading and Learning</p>  <p>SEL - Teaching Happiness Webinar Series</p>	<ul style="list-style-type: none"> Use data to identify what you are doing well and what opportunities still exist Refine the vision with your Digital Transformation team plus key stakeholders and further develop your holistic plan Plan for monitoring and evaluation from the outset. Identify your success metrics With your Digital Transformation team, use the following to help build your transformation plans: Transformation Journey

Transformation Framework

Our Transformation Journey 2019/20

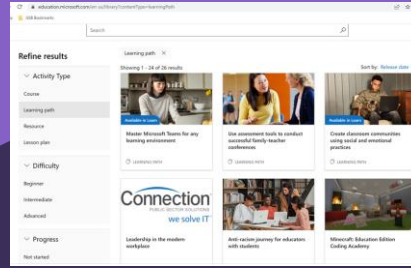
We strive to equip our pupils with skills for the future with a drive to develop the use of technology for learning across all subjects to better prepare our children for the demands of the 21st century workplace, with the belief that effective use of technology in lessons enhances and extends student learning. It is key that we ensure our children are 'life-ready' and not simply 'work ready' by delivering a personalised learning approach with strong foundations in social and emotional skills through developing a growth mindset.



Action Planning

Actions	Time Scale	Personnel	Resources	Intended Outcomes	Evaluation of Impact
To welcome other academies to see best practice of using technology across our academy.	Once per term	Principal	Principal's time.	To share good practice with other schools	Academies from other Trust Schools and local Primary Schools have visited and seen our practice.
All pupils in Year 6 to continue to use OneNote as their digital portfolio of learning	September	Teachers	60 Laptops	Pupils to have a developed Online portfolio using OneNote.	Pupils use OneNote in Year 6. This made learning in lockdown highly effective as they were used to using the tools already.
All pupils in Year 5 to continue to use OneNote as their digital portfolio of learning	Autumn 2	Teachers	90 Laptops	Pupils to have a developed Online portfolio using OneNote.	Pupils use OneNote in Year 5. This made learning in lockdown highly effective as they were used to using the tools already.
All pupils in Year 4 to continue to use OneNote as their digital portfolio of learning	Spring Term	Teachers	60 Laptops	Pupils to have a developed Online portfolio using OneNote.	Pupils use OneNote in Year 4. This made learning in lockdown highly effective as they were used to using the tools already.
Upskill Teaching Assistants so they are competent at using Sway and Flipgrid as well as Microsoft Office Tools.	Ongoing	Senior Leadership Team	TAs should complete at least one session a week on the MEC.	Have a highly skilled educator team with Microsoft Tools across the classrooms.	INSET Day delivered training for all of the tools listed. All teaching Assistants met this as they needed to publish one for the MIEE Award.
All teaching staff, teaching assistants and admin to be MIE Experts.	Summer 2020	Deputy Principal	Staff Meeting time TA release	Have a highly skilled educator team with Microsoft Tools across the academy.	All teachers and TAs have become MIEEs The Admin Team have also achieve this too.
Hold four Microsoft Training Academy Events	Autumn, Spring and Summer Term	Principal	Principal Time.	For others to learn from us and for others to share their good practice which	Held two this year. The Spring Term one was highly attended where most of the attendees came from leads came from the

Bett 2022



Collaboration Through Teams

The screenshot shows a Microsoft Teams channel named "Showcase Incubators". At the top, there are tabs for "Posts", "Files", and "Wiki", and a "General" channel icon. A "reply" button is visible at the top left of the message area. The channel header includes "US Showcase Incubators" and a "General" channel icon.

The first message is from Luis Barbeiro (Tablet Academy Ltd) dated 04/05/2021 11:18. The message content is:

Incubator to Showcase Application Workshop

Join us **next Thursday at 1pm** for the 'Incubator to Showcase Application Workshop', where you can get the **latest information** about your application to SCS, put your **questions and doubts** and get **support** for your amazing education transformation journey. **See you there.**

Below the text, there is a file attachment: "Incubator to Showcase Application Workshop .ics" with a path "UK Showcase Schools and Colleges > Showcase Incubators".

Below the file, there is a calendar event card: "Incubator to Showcase Application Workshop" on "13 May 2021 @ 13:00".

At the bottom of the message, it says "110 replies from you, Luis Barbeiro (Tablet Academy Ltd), Jennifer, and 13 others".

The second message is from T.Sharps (Guest) dated 20/05/2021 08:50. The message content is:

School Transformation Survey

Hi, we had a good close look at the transformation survey <https://github.com/MicrosoftEduIndustry/STS> yesterday with a view to deciding how to run it within the school. Has anyone run this in their school? Whilst we can see that across the board statistics are useful, we were hoping to be able to use it at a departmental level to drive departmental improvement plans. Is anyone using it in this way? If they are, how? Would anyone be prepared to hop onto a Teams call to discuss how they implemented this survey and used the data?

At the bottom of the message, there is a "See more" link.

At the bottom of the screenshot, there is a "New conversation" button and a note: "Only channel moderators can post in this channel." There is also a close button (X) on the right.

Application for Showcase school – support calls

2. Prompt 3 - Sway

'This is what we accomplished during our Showcase Incubator period...'

The application asks you to evidence your vision to prepare students for their future and how you led your staff and faculty through change by personalizing learning for everyone, and leveraging data and insights.

Prompt 3 should be aligned with the Criteria, which is aligned to the ETF. The answer to prompt 3 should follow the structure:

1. Commitment To Transform
2. Culture of Learning & Growth
3. Personalized Learning and Inclusion
4. Future Ready Skills
5. Data Drives Decisions
6. Microsoft Solution Impact

Microsoft Showcase Schools – Criteria - 2021 Only
Reaching Sustainable Transformation

1. Commitment To Transform: School's leadership vision and commitment to embark on multi-year journey guided by ETF
2. Culture of Learning & Growth: 80% of educators & leaders have a MFL profile, at least 25% of educators are MBIs, a number of educators have completed the 2022 learning path on MFL, and 75% of educators are MBI experts
3. Personalized Learning & Inclusion: Meeting every student's needs and focus on realizing everyone's potential
4. Future-Ready Skills: Clearly working on developing students' future-ready skills
5. Data Drives Decisions: Insights provide guidance for education improvements and stability into progress
6. Microsoft Solutions Impact: Learning impact can be combined to scope of MFL Solutions
 - Teams Usage - 60% (total students)
 - 20% exclusively and 80% of all devices

Rubric: aka.ms/showcase20 Showcase Schools are level 3 or 4

Sway Outline – We have designed a Sway templated to simplify the application

1 This is what we thought about education transformation before we joined Microsoft Showcase Incubator . . .

2 This is what we learned about education transformation when we engaged with Microsoft . . .

3 This is what we accomplished during our Showcase Incubator period...

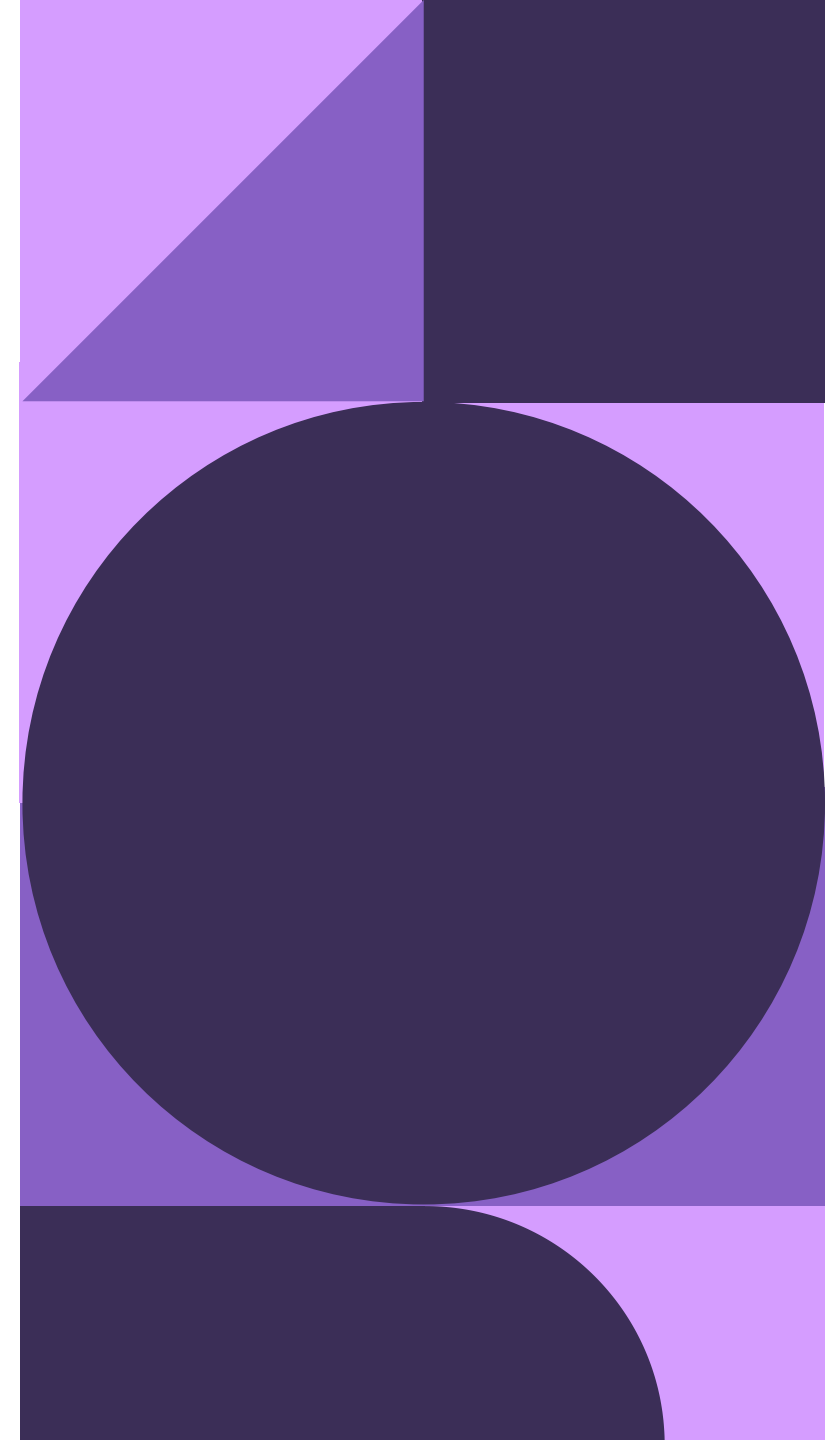
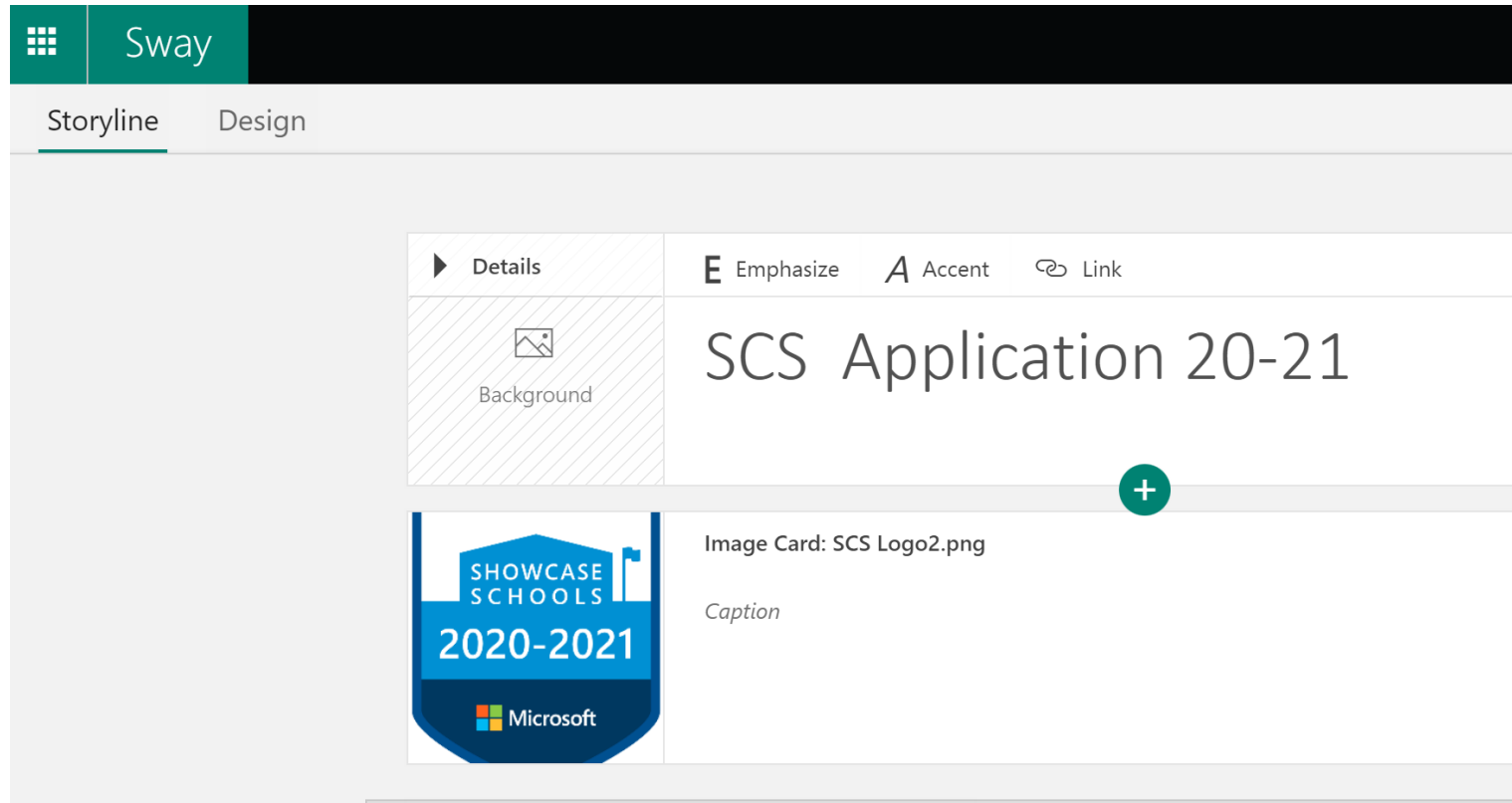
4 This is what we are doing next in our school's education transformation . . .

5 This is what we are keeping in mind as we take these next steps . . .

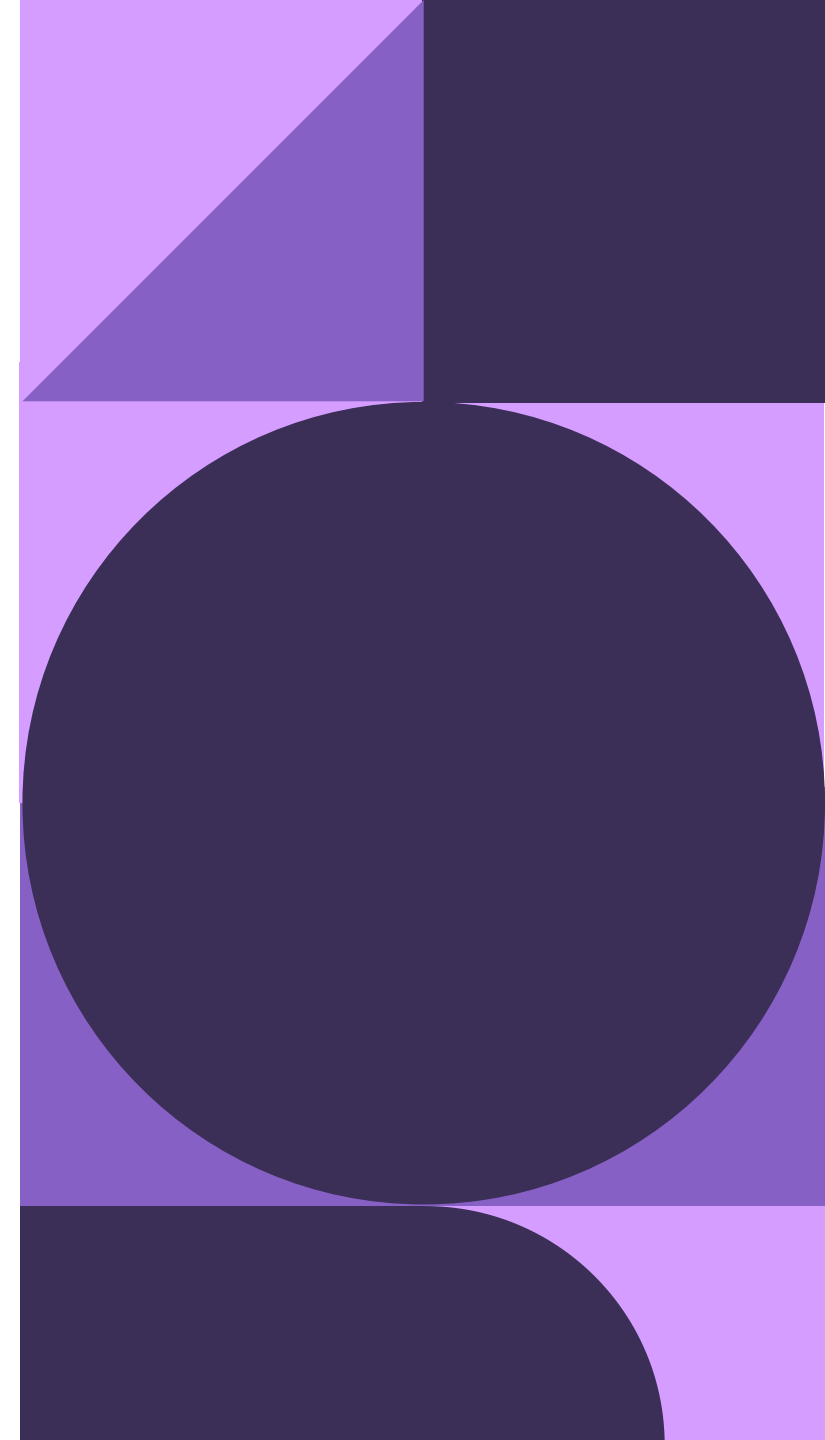
6 These are our current blockers/challenges . . .

Microsoft

The Sway Template



Showcase School 3 years on



Collaboration Through Teams

The screenshot displays the Microsoft Teams interface. On the left, the 'Teams' sidebar lists 'Your teams' including 'Reading Progress Alpha', 'MIEE Community', 'BETT 2020 - Teams site for MIE...', 'Showcase School Pr...', and 'UK Showcase Schools and Coll...'. The main chat area is for the 'Showcase Schools' channel. A message from 'Evans, Kacnel (WIM) Staff (Guest)' dated 10/11/2020 15:26 asks about live video lessons in Teams. A date separator for '11 December 2020' is visible. A post from 'Luis Barbeiro (Tablet Academy Ltd)' dated 17/11/2020 10:17 features a 'Plaque Award and Chat' announcement with a Microsoft logo and text about celebrating Showcase Schools and Colleges. A date separator for '21 January 2021' is visible. A second message from 'Luis Barbeiro (Tablet Academy Ltd)' dated 12/01/2021 10:43 is partially visible at the bottom.

Microsoft Trainers

Trainer Readiness Event - Oct 1, 4-8 pm

For current and aspiring trainers. All welcome!

Whether you're a **teacher, MIE Expert or MIE Trainer**, belong to primary, secondary, FE or HE, or even are in Showcase School, this is will be the best place to get ready for the training year ahead.

Besides the amazing speakers from Microsoft and Showcase Schools, and the **introduction to the trainers' program** and how to **get your school into training**, we will have MIE Experts and Fellows guide us through the **new resources developed to support you in delivering training**.

Join us on Oct 1, 4-8 pm, and **start your journey to become a trainer or dive deep into the latest training resources**.

Microsoft Training Academy

Verified Microsoft Trainers



Our Microsoft Trainers



Agenda

4-4:15 Welcome

4:15-4:30 Keynote 1

4:30-5 The Customer Journey, Resources for schools and your part to play

5-5:15 Break out 1

- The MIE Trainer Programme
- Ed Tech Demonstrator Schools

Break 5:15-5:30

5:30-6:15 Break out 2

- Discovery Day
- The ETF
- Fuel the Classroom: OneNote
- Fuel the Classroom: Accessibility

6:15-6:30 Keynote 2

Break 6:30-6:45

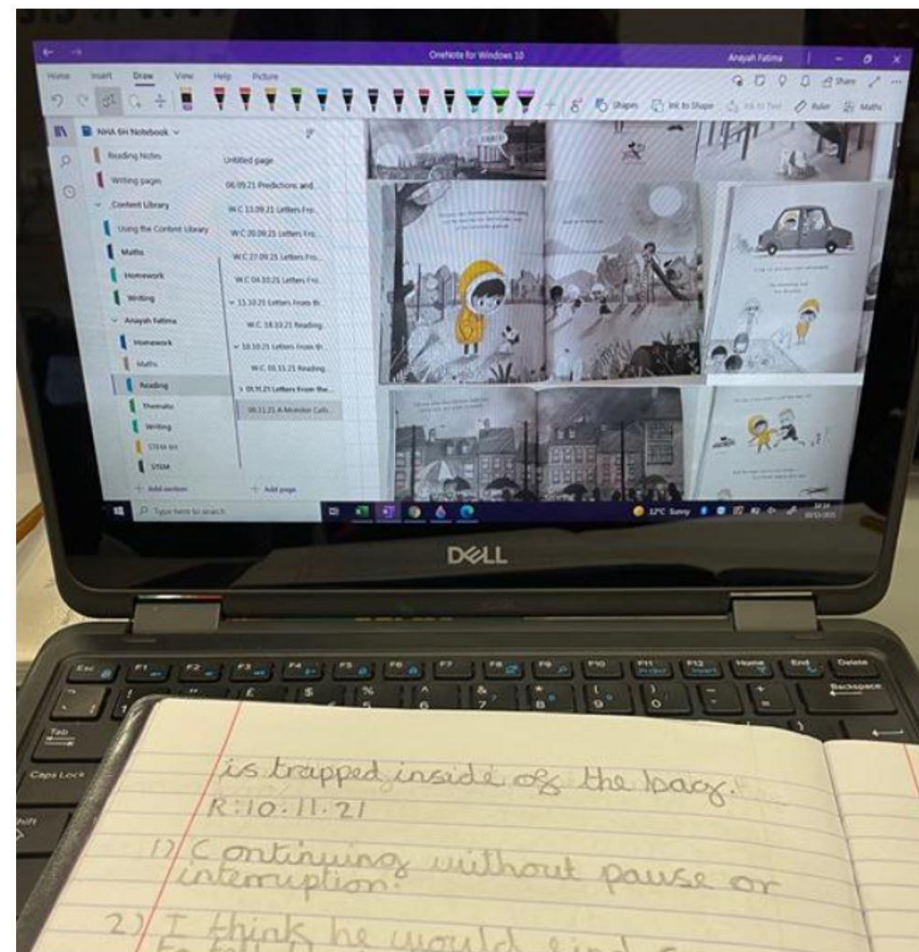
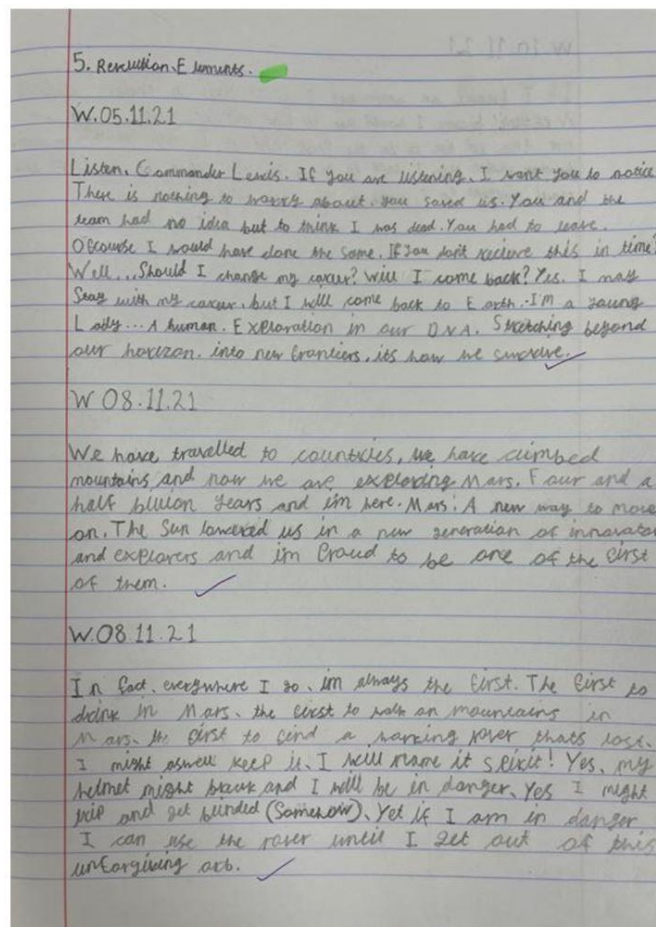
6:45-7:30 Break Out 3

- Speak to your Headteacher
- Showcase Schools Insight Event and Mentoring
- Devices/Windows 10
- Fuel the Classroom: Teams

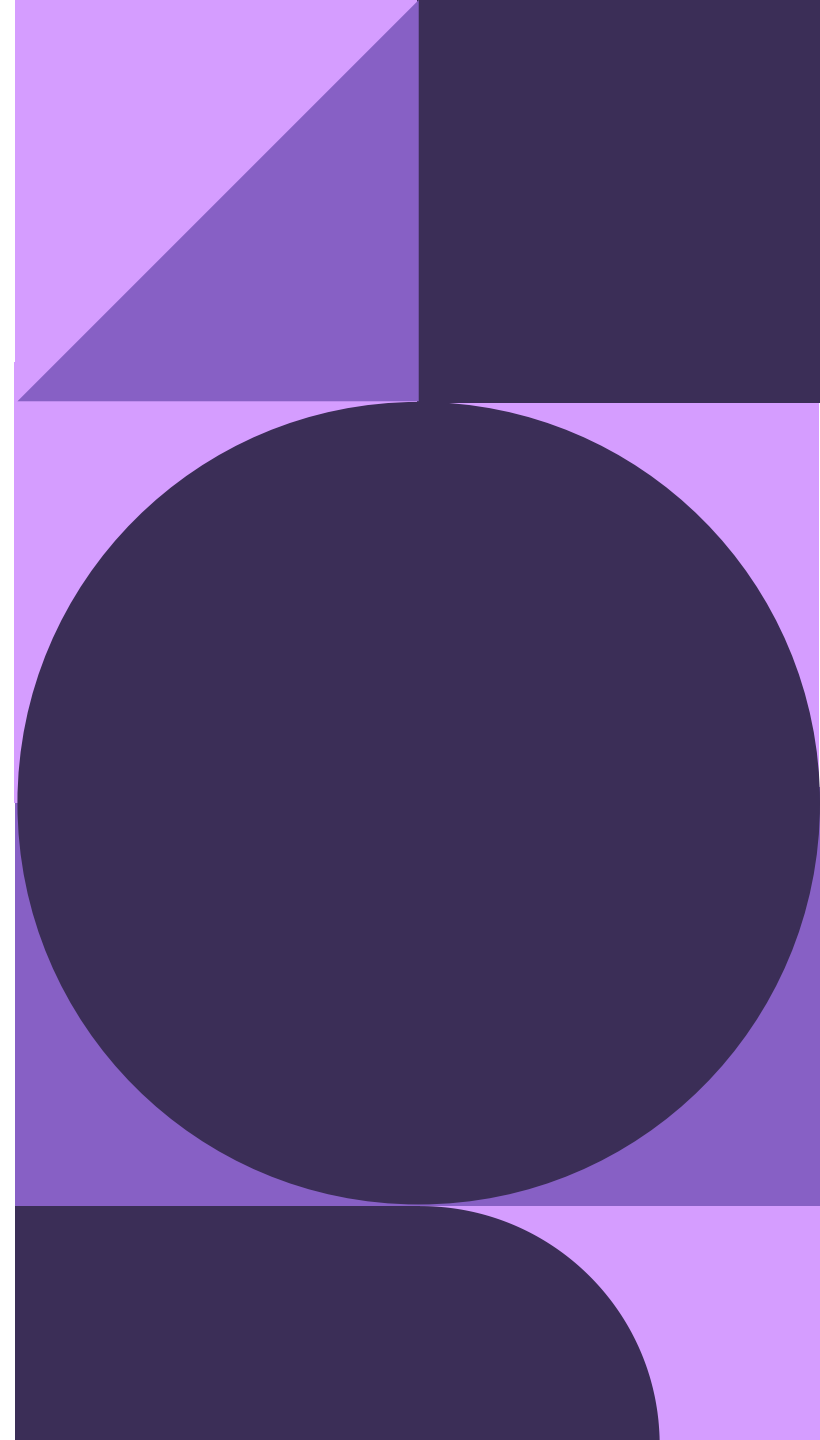
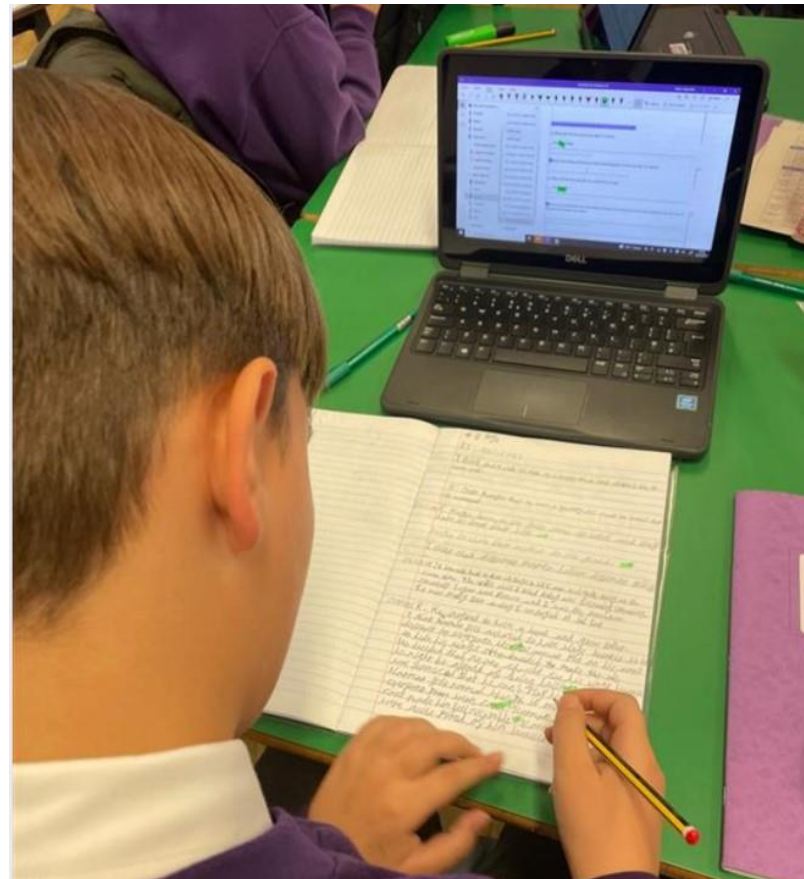
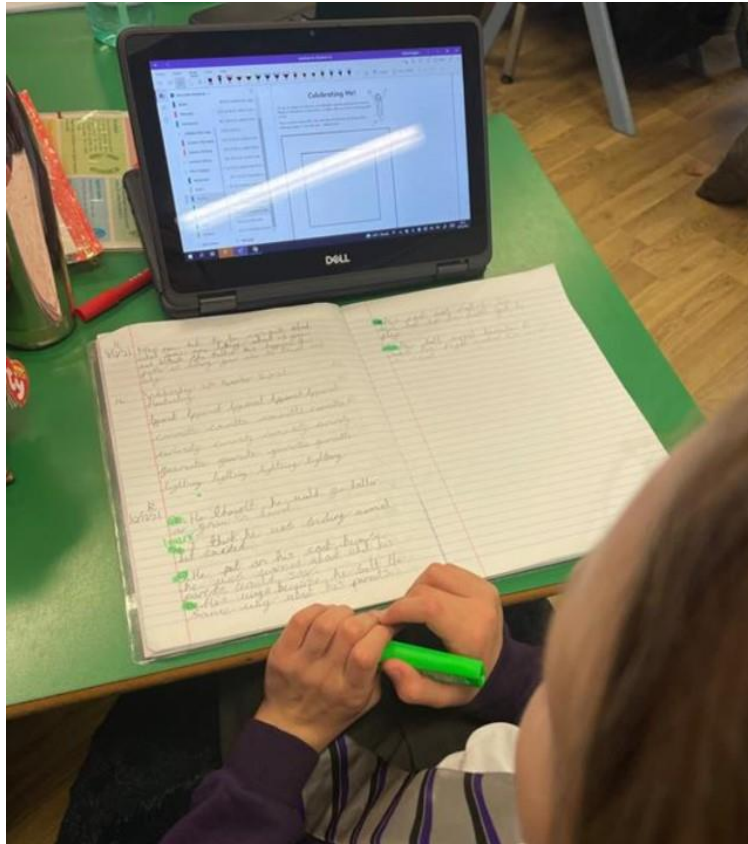
7:30-7:45 Always-On Resources Review and Journey Links to share

8 Close

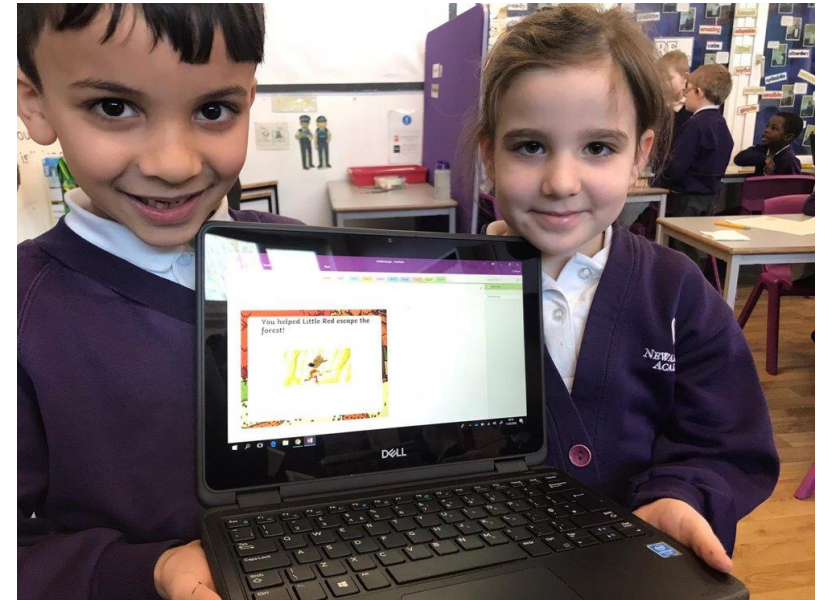
Hybrid Learning Approach



Bett 2022



Thank you



@newarkhillacad
@soniakendal

@wellandacad
@jo1anderson