



Authors

**ANGELA HIGGINS** - KILDARE AND WICKLOW EDUCATION AND TRAINING BOARD

**ANNA GIGLIOLI** - ENAIP FVG

**WENDY O'SULLIVAN** - KILDARE AND WICKLOW EDUCATION AND TRAINING BOARD

> Acknowledgements to the SmartVET partners

**Catherine Byrne** - KILDARE AND WICKLOW EDUCATION AND TRAINING BOARD

**Emma Beatty** - FIT

**Gilberto Collinassi** - ENAIP FVG

**Harry Greiner** - CCN

**Maria Fojk** - FIT

**Pat O'Mahony** - IVEA

**Phil Ackroyd** - CCN

**Ton Koenraad** - TELLConsult

> to the SmartVET 'Champions':

**Ann Dickson**

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**Denise Sheridan**

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**Keith Clarges**

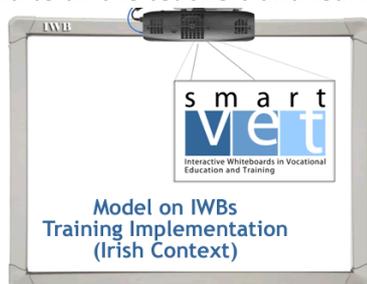
**Larry Cuffe**

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**Gillian Clarges**

**Michelle Keating**

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suitable for use with IWBs and to integrate these in everyday teaching activities.

The Learning Manual comes from the experience in the EU Project Smarteach and relies on the contributions from the group of KWETB teachers (IWB Champions), who have been involved in SmartVET from the beginning.

This paper as well as all the other documents and resources of the SmartVET Project are available for download in digital format on <http://www.smartvetproject.eu> or on the SmartVET online community at: <http://etuitionnetwork.ning.com>.

## Partners



> FIT - Fast Track into Information Technology Limited - Ireland



> KWETB - Kildare and Wicklow Education and Training Board - Ireland



> ETBI – Education and Training Boards Ireland - Ireland



> ENAIIP FVG - EnAIP Friuli Venezia Giulia - Italy

TELLConsult

> TELLConsult - Technology Enhanced Lifelong Learning Consult - Netherlands



> CCN - City College Norwich - United Kingdom



> NCTE - National Centre for Technology in Education - Ireland



Lifelong  
 Learning  
 Programme

LIFELONG LEARNING PROGRAMME 2011 - LEONARDO DA VINCI Transfer of Innovation  
 [LLP/LdV/TOI/2011/IRL-503]

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## Introduction

According to extensive research Interactive Whiteboards (IWBs) can create a range of learning opportunities for both teachers and students.

Although IWBs have become commonplace in VET colleges in Ireland, limited time and training resources have meant that they remain under utilised.

The SMART VET project has been commissioned to remedy this by:

- Identifying good practice in the delivery of training on IWBs and transferring it to the VET sector in Ireland.
- Providing VET teachers with competencies needed to design educational resources suitable for use with IWBs and to integrate them in everyday teaching activities.
- Fostering the use of IWBs in the delivery of CPD programmes to VET teachers.

During the SmartVET Project, the 'Smarteach' programme was tested, and elements were adapted based on feedback from the KWETB Project team and 'Champions' who participated in the SmartVET pilot training in Autumn 2012 and Spring 2013, to create a model that would meet the needs of the Irish context.

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### ***A MODEL FOR TRAINING ON IWB'S IN IRELAND***

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The Model for implementation of Interactive Whiteboard training (Irish Context) represents an overview of the SmartVET project for identifying and implementing best practice in IWB training for teachers and in their use in the classroom.

This document presents the development and adoption of the IWB Training 'Smarteach Model' in the Irish context and can be used by VET organisations which are planning to implement Interactive Whiteboard training.

It also acts as a guideline for VET organisations across Europe who, like Ireland, may be late adopters of Interactive Whiteboard solutions and are planning to implement IWB training in their organisations.

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### ***THE SMARTVET TRAINING MODEL***

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The SmartVET Training Programme Model:

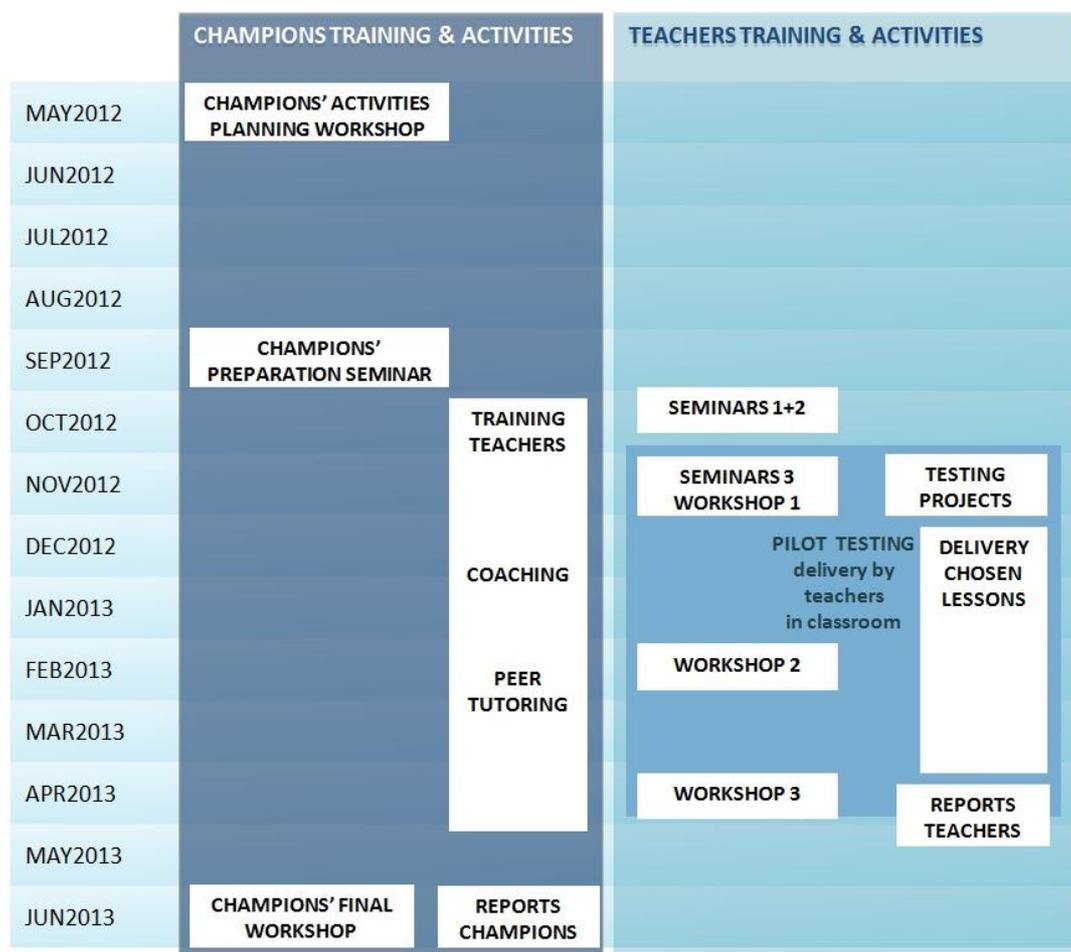
- uses the method of action research, which allows the combination of **theoretical training with practical training on the job**;
- starts from a collaborative approach based on peer to peer training and hands on learning, thanks to the identification of '**Champions**', who are more experienced teachers who can encourage the transfer of innovation, playing the role of coach and tutor to others;
- is blended and provides face-to-face meetings with champions and online activities (CDP resources and a professional community of practice);
- takes into account both teachers' technological and pedagogical skills.

# From the Pilot Training to the Bootcamp Model

## THE PILOT TRAINING

The Pilot Training Programme was based on the Smarteatch Model and included:

- Identification and training of 'Champions', to ensure the transfer and adaptation of European partners' experience among KWETB teachers;
- The training of VET teachers, through seminars and workshops held by champions, through online training and by pilot testing the IWB in the classroom.



The training of 'Champions' included:

- an *Activities Planning workshop* was held in Arklow, May 2012, to introduce the SmartVET Project and for planning the pilot activities i.e. workshops and seminars;
- a *Preparation Seminar* was held in Bray, County Wicklow in September 2012, to share the methodological reference model and the learning materials.
- Additional planning and training as required during the project

The pilot training of teachers combined face to face meetings (seminars and workshop) and training on the job, with the support of Champions and learning resources (Learning Manual, CPD materials, SmartVET community).

## INTRODUCTORY SEMINARS

The seminars were designed to transfer basic knowledge of the IWB and teaching methods; to align all the members of teacher working groups in schools and education centres. They are hosted by each Champion in their own college or school.

INTRODUCTORY SEMINARS		
Week 1 October	SEMINAR 1 IWB & EFFECTIVE LEARNING	2/4 HOURS - Communication and teaching aspects involved in the use of the IWB -
	SEMINAR 2 IWB FEATURES	2/4 HOURS - First activities with the IWB Tools
Week 1 November	SEMINAR 3 LEARNING AND TEACHING WITH IWB	4 HOURS - Activities & examples

## WORKSHOPS

The workshops were designed to motivate and prepare the teachers well before the beginning of the pilot testing, and for supporting and monitoring their activities during the IWB experimentation.

PILOTING WORKSHOPS		
PILOT IWB TESTING NOV-APR 2013		
Week 1 November	WORKSHOP I PREPARATORY	4 HOURS - Developing the teachers projects on the use of the IWB in classroom
Week 1/2 February	WORKSHOP II FOLLOW UP	2/4 HOURS - To take stock of IWB use, share & collect feedbacks
Week 2 April	WORKSHOP III FINAL	4 HOURS - To collect feedback results
Week 1 June	FINAL CHAMPIONS' MEETING	4 HOURS - To Share and discuss the workgroups' reports

## THE BOOTCAMP MODEL

Following piloting of the Training programme in autumn 2012, it was decided that teachers needed to be encouraged to have more 'hands on' experience with both the IWB software and the interactive whiteboards during the training session in order to increase confidence.

In the Irish context, teachers tend to be 'time-poor', so the model that evolved was a '**Bootcamp Model**', which reflected the need for the development of a collaborative environment for Continuing Professional Development, together with developing teacher capacity in the use of IWBs in a **short space of time**. The term 'Bootcamp' originated from the need for fast paced, energetic and hands on training sessions for teachers. The model is explained in detail in the 'Training Programme'.

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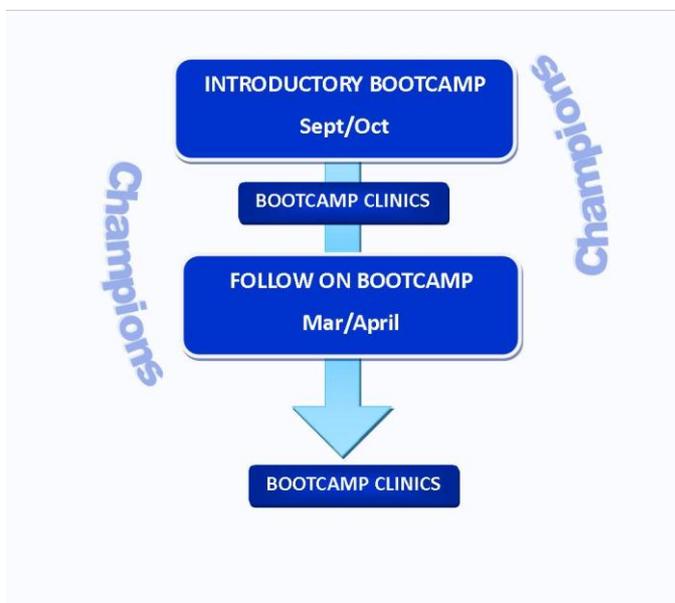
## BOOTCAMP STRUCTURE

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The Bootcamp Model is based upon the following stages:

### STAGE ONE

Champions deliver an **'Introductory Bootcamp'** in September/October to a group of teachers. The function of this bootcamp is to introduce basic IWB skills, energise participants, engage teachers in the technology and foster collaboration and reflection on their experiences. This session will motivate and prepare the teachers for their activities in the classroom.



### STAGE TWO

A **'Follow up Bootcamp'** to reenergise teachers and maintain momentum could be organised for March/April or towards the end of the school year. The content of this bootcamp can be adapted based on the feedback given by the teachers after their first training days.

This shorter session gives participants the opportunity to reflect on their own teaching practice and share experiences, positive or otherwise with their colleagues. Some advanced tools such as ordering and layering objects and using the recorder to capture lessons can be presented depending on the level of ICT skills of teachers.

### STAGE THREE

**'Bootcamp Clinics'** are an informal way for champions to meet up with and provide support to teachers. Champions may choose to organise one-to-one sessions or to bring small groups of teachers together informally to resolve issues, technical or otherwise without having to arrange lesson cover with principals or centre coordinators. All communication related to the bootcamps such as event notifications, resources, discussions or comments could be transmitted via a VLE or the SmartVET Community of Practice.



**October 3**  
Thursday



**Champions Meeting**  
October 3, 2013 from 10am to 1pm –  
Murrough Campus  
Meeting to finalise plans for SmartVET  
conference  
Organized by Wendy O'Sullivan | Type:  
planning, meeting  
You are attending.

**October 10**  
Thursday



**Final SmartVET Partner Meeting**  
October 10, 2013 to October 11, 2013 –  
Dublin/Wicklow  
Final partner meeting  
Organized by Wendy O'Sullivan | Type:  
partner, meeting  
You are attending.



**SmartVET Conference**  
October 10, 2013 all day – ETBI Piper's Hill  
Dissemination conference for SmartVET  
activities  
Organized by Wendy O'Sullivan | Type:  
conference  
You are attending.

**November 9**  
Saturday



**Dublin West Education Centre 1 Day  
Bootcamp**  
November 9, 2013 from 10am to 4pm –  
Dublin West Education Centre Tallaght  
Hands-on interactive IWB workshop for  
primary and post primary teachers. Only 15  
places available. Get in touch for more  
information. All welcome...  
Organized by Wendy O'Sullivan | Type: iw, b,  
bootcamp  
You are attending.

**Popular Event Types**

- seminar (13)
- meeting (12)
- workshop (10)
- bootcamp (6)
- training (3)

**October 2013**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**November 2013**

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Communities of Practice are described as 'groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly' (E. Wenger, 1998).

Wenger identifies three characteristics of communities of practice:

1. The Domain
2. The Community
3. The Practice

### THE DOMAIN

In Wicklow, the domain of interest was the use of Interactive Whiteboards and other interactive technologies for the enhancement of teaching and learning. During the Wicklow piloting of the project materials, participants developed increased levels of expertise and shared competence which enabled them to collaborate and interact confidently with their peers about the domain of interest.

### THE COMMUNITY

During SmartVET, teachers spent time interacting with their peers and with Champions. They learned together in Bootcamps to create class materials, and shared skills and information. Key to the establishment of the community was interaction about the use of

technology for teaching, which does not happen on a daily basis necessarily, but nevertheless becomes part of communications and relationships within the teachers' professional lives. The role of the champions as facilitators of Bootcamps played an essential part in developing the interaction and discussion of the use of technology, both during the active learning part of the Bootcamps, and also in an informal way during breaks and in gaps between the more formal delivery.

## THE PRACTICE

The SmartVET project is now promoting a sense of shared practice among groups of teachers who are diverse and who work in dispersed locations. This shared practice has brought them together, not only in common understanding of how to use Interactive Whiteboards, but also in recognition of their shared professional practice as teachers.

These aspects of the SmartVET Project have developed in five of the six participating centres of education, and have had a positive impact on professional interaction. When participating teachers meet face to face at events, they now possess common understanding and knowledge which allows them to confidently share ideas and opinions about their practice. While SmartVET ends in autumn 2013, the impact of a developing Community of Practice will last longer, and have wider effects.

The face-to-face Community of Practice was supported by a Web 2.0 on-line Community of Practice, superimposed on one developed for a previous project, tuition network. It was the intention to use this on-line platform to encourage teachers who participated in workshops and bootcamps to open up this shared interaction across the physical boundaries of the organisation. While the on-line Community of Practice was used to share events; to share materials created by teachers; and as a forum for brief blogs, it did not become a source of real sharing in the same way as that which happens on a face-to-face level.

Introducing an on-line Community of Practice potentially allows teachers to easily access a much wider range of expertise beyond the four walls of their school or education centre, and the SmartVET web 2.0 Community of Practice is designed to allow the participants to access materials prepared by a group of experts elsewhere, and to communicate with those experts if necessary. In the context of Wicklow, it was necessary to promote face-to-face interaction in a Community of Practice, and then to encourage teachers to participate on-line. We did this by introducing the use of the on-line Community of Practice during Bootcamps. SmartVET introduced the concept of the Community of Practice as a working model within the organisation, and changed the way individuals interact as professionals.

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## **SMARTVET CHAMPIONS – IDENTIFICATION AND PARTICIPATION**

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Teachers working in VET throughout the organisation's colleges and education centres were invited to apply to be Champions. Each applicant presented a lesson using an Interactive Whiteboard, and participated in a short interview. Seven champions were selected, and invited to attend training. The SMARTVET Champions were:

- Michelle Keating
- Anne McGrath
- James McLoughlin
- Keith Clarges

- Ann Dickson
  - Denise Sheridan
  - Larry Cuffe
  - Gillian Clarges and Mark Maguire (who stepped into Michelle's shoes)
- Champions participated in training in the proposed model and in meetings to prepare for the delivery of the adapted model – following the shift to Bootcamp format.
  - During these training sessions it became clear that the Champions were becoming a Community of Practice in their own right.
  - The training sessions for Champions allowed them time to develop higher level skills in the use of the Interactive Whiteboards too, and to share ideas about what worked and what did not work.
  - The Champions were also able to give valuable feedback into what worked and what did not work during delivery.
  - Those Champions who worked as part of a team in the multiplex centres were able to support and give feedback to one another between formal meetings.
  - The Champion role was essential to the success of the project, because the Champions acted as peer educators with their colleagues. And because their drive kept the project 'live' in their schools and centres.

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## **KEY LEARNING FROM THE SMARTVET PROJECT FOR AN EDUCATION AUTHORITY**

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### **VISION**

- Embed the vision for developing and enhancing the use of ICT in education in all strategic plans. There is a need to firmly embed ICT planning, annual ICT audits and needs analysis coherently across the organisation.
- Middle Management (school principals and education centre co-ordinators) are critical in the delivery of this vision, and need to be clear about the strategic goals of the organisation in this area.
- School and centre management are key animators of vision.
- In the current context, organisational vision is critical for supporting teachers, given the dimensions of change in teaching as a skill and in the integration of ICT.

### **CULTURE**

Enhancing the following areas of organisation culture can enhance the use of ICT in teaching and learning:

- Proactive integration of ICT at all levels of the service provided.
- Create a culture of staff development in the organisation – including performance indicators based on participation.
- Develop collegiality among staff – regarding participation in CPD and also in the informal culture
- Build a culture of performance management to ensure that skills are increased and to support staff when up skilling is required. This should include a requirement for teachers to demonstrate the implementation of their new skills in practice.

## LEADERSHIP

- A shared leadership model is recommended.
- Champions should be recognised as leaders with skills in ICT, and should be supported in their authority by school leaders and managers.
- A steering group should be established to support and acknowledge the role of champions; to signal and support their responsibility and authority in the eyes of their peers. And to monitor and track the implementation of the skills learned in the classroom and across other functions of the organisation.

## VALUABLE INSIGHTS

- The SmartVET project gave an insight into the challenges faced by an organisation trying to move people forward in their ICT skills and capacity.
- The implementation of the project exposed gaps at organisational level in knowledge; infrastructure and communications.
- SmartVET has been tried and tested and is a training model that teachers enjoy, which works because it gives teachers tools that they can use immediately.
- Teachers identified positively with the SmartVET model.
- There was a valuable lesson in terms of self-evaluation of the organisation in the area of change management and our approach to this.
- Through SmartVET, it became clear that teachers are looking for real practical skills which can support them in their role in the classroom, and that provision of these skills can come from within the organisation.
- The SmartVET Champions provided positive role models, and it is recommended that the organisation continue with the model, and build on the experience of the existing champions. The SmartVET Champions identified as a result of this project have become a significant resource for the organisation.
- There is a need to further explore the diversity of the employee population in the context of providing CPD – many of the employee population are part-time teachers, with other commitments, and this may have an impact on their participation in CPD, yet this participation is important in including them in the team.
- There is a huge challenge in terms of integrating ICT skills with pedagogical skills, not least because the level of pedagogical skills varies widely among the teaching population.