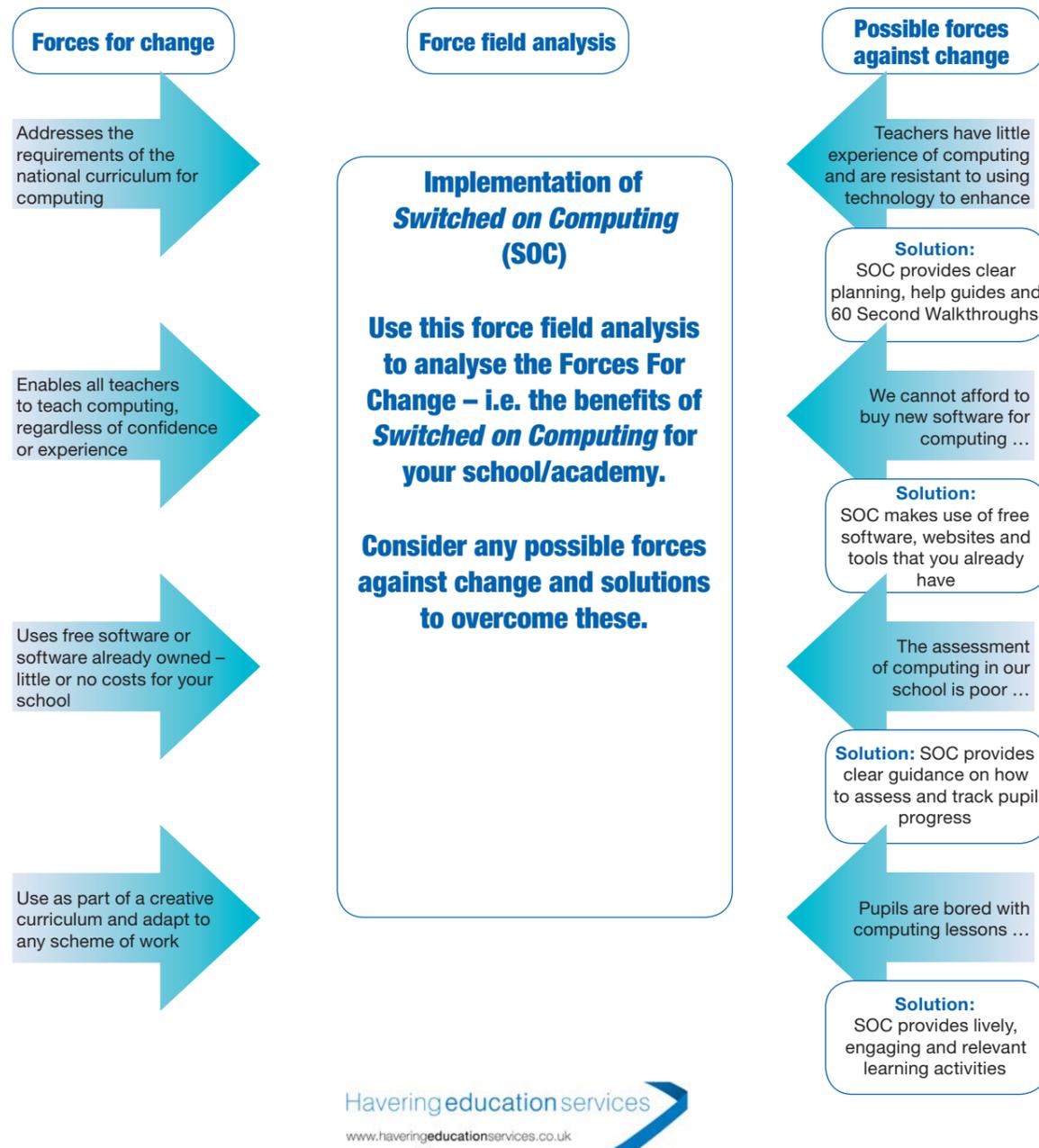


Step 5 - Additional guidance: Overcoming barriers to implementation

Switched on Computing provides a comprehensive solution to address the requirements of the computing curriculum. However, if you still need some help persuading colleagues of the benefits of the materials, you may find that a 'force field analysis' can help (see the example structure below). Complete all of the reasons why *Switched on Computing* will benefit your school/academy in the 'forces for change' boxes. Consider all of the barriers or 'possible forces against change' and find solutions to these barriers. This should help you to overcome any potential objections before they arise.



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Get started with

SWITCHED ON Computing

5 steps to success

Introduction

Many schools have told us that one of the biggest challenges they face is to win over the support of colleagues in the implementation of *Switched on Computing* and to persuade them that teaching computing can be done by all teachers, regardless of their existing skillset.

This 5-step guide is designed to provide you with some hints and tips to help you to fully embed *Switched on Computing* within your school or academy.

Step 1 - Create an action planning grid

Construct an action plan to support your implementation of *Switched on Computing*. This plan will help focus your activities and break down tasks into achievable bite-sized chunks, helping you to overcome any challenges that you may face.

This should include the following.

- Specific actions with completion dates, and the name of the staff member responsible for the action. Be realistic about what can be achieved.
- Resources that are needed – human, financial, time, etc.
- Plan for how to monitor the impact of using the scheme.



What is the best approach to rolling out *Switched on Computing* in your school?

The staff in our school are confident when teaching computing.

Try launching the scheme across all year groups. Make sure all staff know their role in the action plan.

The staff in our school have mixed computing skills.

Identify some champions to test selected units and provide feedback.

Alternatively, you may want to find a reluctant teacher and a positive teacher to get them to pilot a unit and support each other, and to then act as advocates to other teachers.

Gradually roll the scheme out.

IMPORTANT: You do not need to use the units in the order that they appear in the book. You can select the units that best meet your school's/academy's needs. NB: The Year 6 units will need to be taught as a block, owing to their project-based nature.

Add this detail to the action plan and ensure that the plan is discussed and shared with all members of staff.

Step 2 - Decide which software, websites, apps and equipment are needed

Switched on Computing gives suggestions for a range of software programs, websites, apps and equipment to use in conjunction with the units. Before starting a unit, make sure your class has access to all the resources they will need.

- Consult your technical support provider, if you have one, to see whether your school already has the programs, or if you need to install more.
- If you don't have technical support, view any online tutorials referenced in the teacher's notes or view the *Software in 60 seconds* demos on the CD-ROMs.
- Check that any websites referenced are unblocked to ensure that they will work in your classroom.
- Before buying new equipment, check whether it's already available in your school. *Switched on Computing* units are designed to use resources most primary schools will already have.

Step 3 - Consider what continuing professional development is required

Switched on Computing comes with a set of *Software in 60 seconds* video demos, as well as weblinks to help guides and videos. You may want to supplement these resources further by providing training or drop-in sessions about specific software or web tools for teaching staff. It is a good idea to undertake some analysis of the training needs of staff to ascertain what, if any, training is required. Provide a copy of the *Switched on Computing* unit overview for teaching staff to choose which units they need extra support for.

Consider the best approaches to supporting teachers training needs.

- Lunchtime or twilight surgeries
- Computing buddies to help answer questions and build confidence
- Pupil digital leaders to share their knowledge and skills

Show teachers the range of supporting materials on the *Switched on Computing* community website at www.switchedoncomputing.co.uk.

Provide colleagues with a copy of the *Computing At School/Naace Computing* in the national curriculum – A guide for primary teachers. This is available online at www.computingatschool.co.uk.

You may wish to procure external training support from a Rising Stars-approved *Switched on Computing* training provider. Contact custcare@risingstars-uk.com for details.

Step 4 - Hold a staff meeting to introduce *Switched on Computing*

To successfully embed *Switched on Computing* across the curriculum you will need to introduce all staff to the programme and get their support for your plans. A staff meeting is an ideal opportunity to do this as you will be able to use the enthusiasm of some staff members to motivate others.

Do not be surprised if you meet resistance from some who are nervous about the requirements of the computing curriculum. Here are a few tips to help you get the best response from your colleagues.

- Nurture enthusiastic colleagues and ask them to become advocates in staff meetings, and in the staffroom. Encourage them to share their positive messages through *Switched on Computing* wall displays.
- Use enthusiastic pupils to champion your cause. Present films of them talking about why they enjoy computing and the impact it is having on their learning. A group of pupil digital leaders could help to provide staff and pupils training in new software, websites and apps.
- Less-confident teachers may need some one-to-one support to help them to plan and to use new software, websites and apps. Allow them choose a 'test unit' that they will feel inspired by and most comfortable with. Ensure that they know about the *Software in 60 Seconds* demos and encourage them to use the *Switched on Computing* community website to ask for help.
- Encourage colleagues to think about how they can integrate *Switched on Computing* into their teaching by creating a computing planning overview. This will allow staff to match units to existing curriculum topics and themes, and select the appropriate software, websites and apps to be used.

