



# The MCE in Action

The MCE in Action in Rhondda Cynon Taff, South Wales.



STRONG HERITAGE | STRONG FUTURE  
**RHONDDA CYNON TAF**  
TREFTADAETH GADARN | DYFODOL SICR

*RCT 'Dedicated to developing 21<sup>st</sup> Century Skills to embrace the digital future.'*

# Sue Jones

- ▶ Year 1 and 2 teacher in the Foundation Phase (Key Stage 1)
- ▶ Digital Teaching and Learning Lead Teacher
- ▶ Microsoft MCE & MIEE (Microsoft Innovative Educator Expert)
- ▶ Microsoft Master Training
- ▶ Microsoft Office Specialist in Word and PowerPoint 2016
- ▶ Seconded by RCT one day a week to deliver the 21 CLD/ MCE programme



# Vanessa McCarthy Brynnau Primary School



- ▶ Vanessa McCarthy - Head Teacher
- ▶ Semi-rural school in Rhondda Cynon Taff LEA
- ▶ 8 Teachers
- ▶ 20 LSAs, HLTAs, Support Staff
- ▶ 240 Pupils on roll
- ▶ Microsoft Imagine Academy
- ▶ Microsoft School
- ▶ #edtech50 school for 2019-2020
- ▶ Microsoft Training and Testing Centre



Sue Jones @brynnauprimary



## Microsoft Imagine Academy

# Vanessa McCarthy Head Teacher



## Impact of Microsoft 21<sup>st</sup> CLD for Brynnau School

- ▶ Collaboration between Education and Industry
- ▶ Excellent Professional Development for all staff
  - ▶ MCE and 21<sup>st</sup> Century Learning Programme
  - ▶ MOS Training Access for all Staff



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# The MCE Delivery

- ▶ School based face-to-face delivery @bryннаuprimary
- ▶ Workshops using Microsoft Teams and Class OneNote
- ▶ Four Day Workshop Delivery Model
- ▶ 5 Cohorts of Teachers



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# The MCE Full Pathway Solution



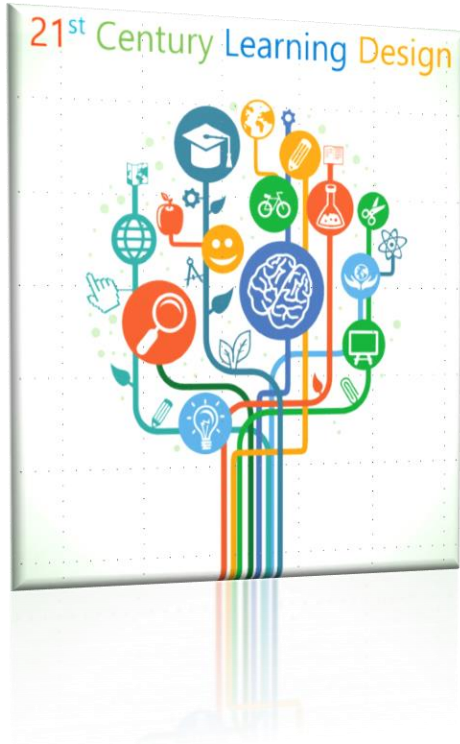
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# The 21<sup>st</sup> Century Learning Design Skills



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# Using Microsoft Class Notebook



## Rubric - Collaboration

1	<ul style="list-style-type: none"><li>Students are NOT required to work together in pairs or groups.</li></ul>
2	<ul style="list-style-type: none"><li>Students DO work together</li><li>BUT they DO NOT have shared responsibility.</li></ul>
3	<ul style="list-style-type: none"><li>Students DO have shared responsibility</li><li>BUT they ARE NOT required to make substantive decisions together.</li></ul>
4	<ul style="list-style-type: none"><li>Students DO have shared responsibility</li><li>AND they DO make substantive decisions together about the content, process, or product of their work</li><li>BUT their work is not interdependent.</li></ul>
5	<ul style="list-style-type: none"><li>Students DO have shared responsibility</li><li>AND they DO make substantive decisions together about the content, process, or product of their work</li><li>AND their work is interdependent.</li></ul>



## 21CLD Learning Activity Cover Sheet

### 1. Title of Learning Activity & Average Age of Students

Title: Design a Catapult

Average Age of Students: 14 years

### 2. What did you hope your students would learn from this learning activity?

- Understand science terms such as fulcrum, effort, load and lever arm.
- Build a scientific model and conduct an experiment that tests specific variables.
- Consider how elements of design affect performance.

### 3. Did you have learning goals from more than one discipline (for example, literature and history, or science and math) for this learning activity?

No.

### 4. Were students required to work in pairs or as a group on any part of this learning activity?

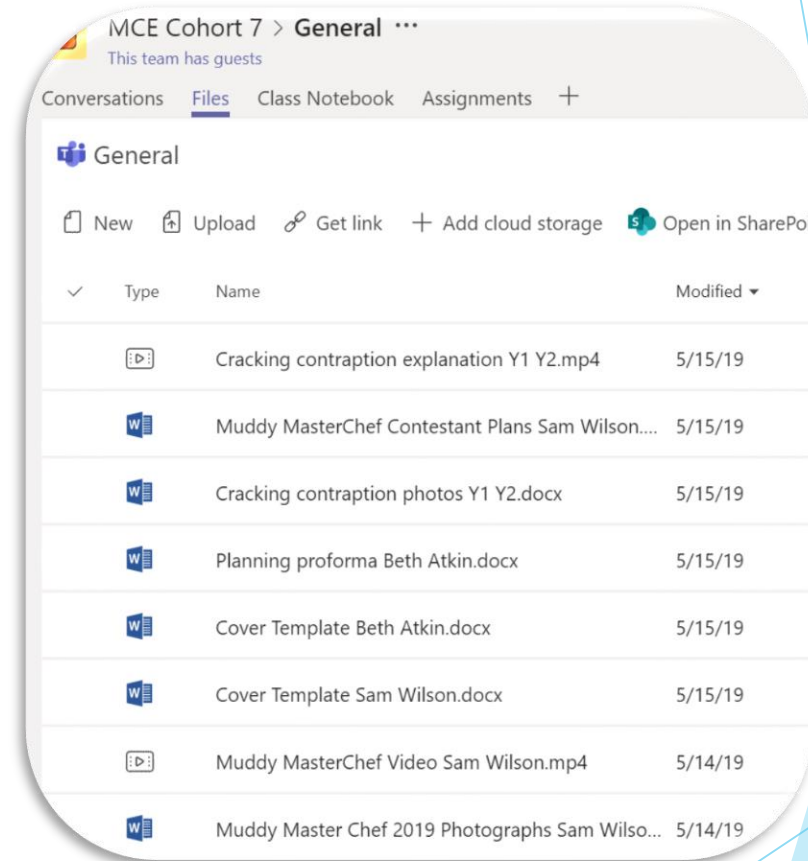
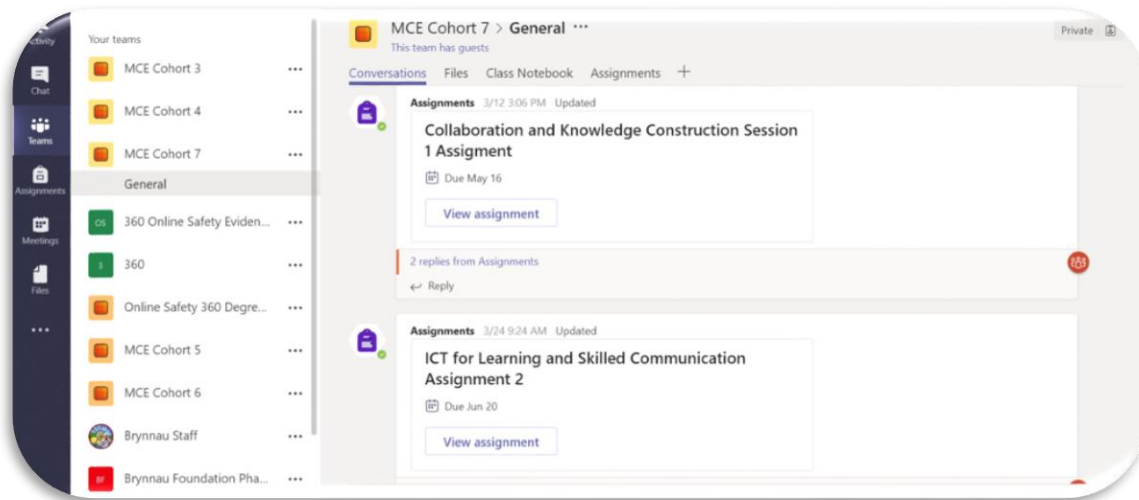
☐ No







# The 21<sup>st</sup> Century Learning Design in Practice



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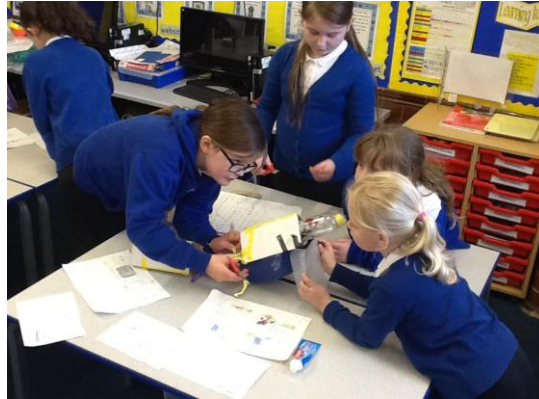


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# The 21<sup>st</sup> Century Learning Design in Practice in the Classroom

‘Cracking Contraptions’ Project - Brynnau Primary School



This project developed the skills of Real-World Problem Solving and Innovation, Knowledge Construction and Self-Regulation.

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# The 21<sup>st</sup> Century Learning Design in Practice in the Classroom

'Let's Go Wild' Project - Brynnau Primary School



This project developed the skills of Real-World Problem Solving, Collaboration and ICT for Learning.

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# The 21<sup>st</sup> Century Learning Design in Practice in the Classroom

‘Moon Zoom’ Project - Llanharan Primary School



This project developed the skills of Collaboration, Skilled Communication and Use of ICT for Learning.

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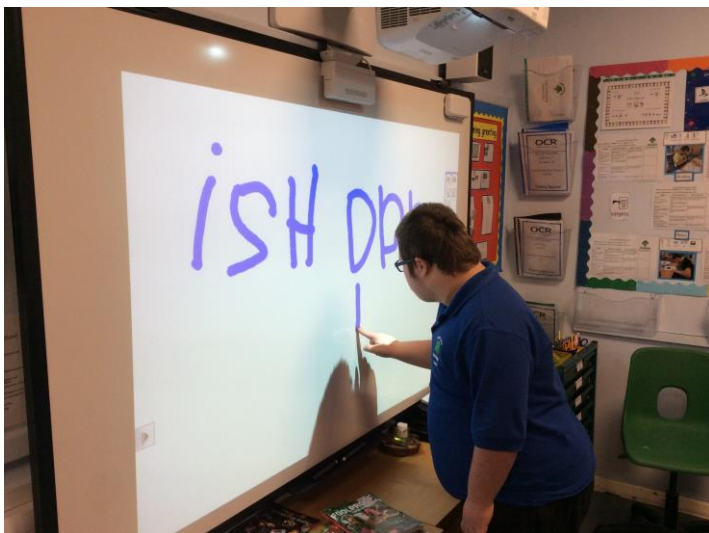
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# The 21<sup>st</sup> Century Learning Design in Practice in the Classroom

Park Lane Special School



In this setting ICT for Learning is key for Communication and for Knowledge Construction.

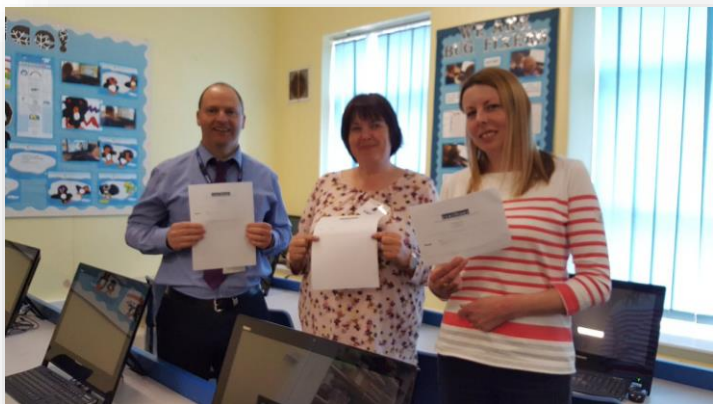
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# The MCE Certification



100%  
Pass Rate

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# Teacher's Feedback

*'The pupil's engagement throughout this process was among the highest I have seen. They had ownership of the mini project and having a real audience motivated them to create high quality work.'*

Sarah Zobole, Bodringallt Primary School

*'I found the course to be very interesting and it improved my knowledge and skills, as well as, a great net-working opportunity and sharing of good practice.'*

Fiona Sheriff, Park Lane Special School

*'I became aware of how the rubrics can support teaching and learning in the classroom to develop children as 21<sup>st</sup> Century Learners.'*

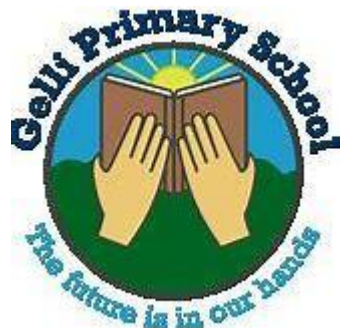
Gareth Medd, Heol-y-Celyn Primary School







# The 21<sup>st</sup> Century Learning Design in Practice in RCT Schools



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