

SWGfL Merlin can support many priorities that you have; as a school, within your department, or as an individual.

In this questionnaire, the senior management team is asked to identify areas of the school development plan that could be facilitated through the use of Merlin

For each area, please use the following priority categories:

- 1 = very high priority, in this year's plan
- 2 = important but secondary this year
- 3 = of interest but not in current plans
- 4 = low priority, in long term plans
- 5 = not important for this department and is not in any future plan

<p>1. Accessing school information SWGfL Merlin will give you an opportunity to share your news, calendars and policies, with teachers, students and parents.</p>	
<p>2. Creating personal online workspaces for every user Every student and teacher will have their own personal online space within SWGfL Merlin. They can personalise this space and use it to store files so that they can get to them anytime, anywhere.</p>	
<p>3. Creating schemes of work and e-learning resources matched to pedagogical aims Learning can be managed using shared Our Places. Teachers can add resources to document libraries for students to access at home or in school. Students can add their work to a document library for their peers to see and their teacher to review</p>	
<p>4. Giving students access to learning outside school Students can be given their own logon to SWGfL Merlin. This can enable them to see school information and access learning resources. They will also have their own personal area where they can add information that's useful to them and store and share files in their e-portfolio.</p>	
<p>5. Supporting 'Assessment for Learning' Assessment can be supported in a variety of ways using SWGfL Merlin. Each student has an e-portfolio where they can gather examples of work and share these with a wider audience. Collaborative areas within SWGfL Merlin can be used to support peer assessment.</p>	
<p>6. Facilitating communication and collaboration SWGfL Merlin allows you to create a wide range of collaborative spaces for different purposes. Here users can post news and events, share documents, and participate in online discussions. Teachers can use these spaces to share ideas and good practice, and to mentor students. Students can use these spaces to work with each other on collaborative projects</p>	
<p>7. Sharing information with parents SWGfL Merlin can also be opened up to parents. With their logon parents will be able to access school information. You can also open collaborative spaces to parents – these could be used to provide a home-school link for their child, give them an opportunity to link with other parents, or take a more active role in school life. Alternatively you may wish to create a public area within SWGfL Merlin which is visible to anyone and which could be used as the public face of the school.</p>	



SWGfL Merlin

MERLIN READINESS QUESTIONNAIRE & TRAINING APPLICATION

Please complete the questionnaire then review your priorities and indicate below when you would prefer to have training for delegates from your school/cluster. (Note that this is **NOT** a course booking but will help us to plan our training provision.

Return to beverleymessam@wiltshire.gov.uk no later than **Friday 6 March**
Fax 01225 793348 (or earlier for consideration in Phase 1 training)

NAME _____

ROLE _____

SCHOOL _____

CLUSTER _____

* We wish to submit a **school** application for training

* We wish to submit a **cluster** application for training (all participating schools applications included)

* CLUSTER NOMINATED REP _____

* We have good ICT resources and would be willing to act as a host for training up to 20 delegates
Delete as applicable

Please tick one of the following:	
We think we will be ready to send one/two delegates on training in	
Phase 1 (Summer '09)	
Phase 2 (Summer '09)	
Phase 3 (Autumn '09)	
Phase 4 (Autumn '09)	
Phase 5 (Spring 2010)	
Phase 6 (Spring 2010)	
Phase 7 (Summer '10)	
Phase 8 (Summer '10)	

MERLIN READINESS QUESTIONS	Yes/No	Comment
1. ICT confidence and whole-school roll-out		
Essential Are the staff and pupils across the school confident in using a range of ICT?		
Essential Are there key teachers in your school who would be committed to engaging their pupils with Merlin in the early stages and who would then share their practice with others in school?		
Essential in the longer term Are key senior managers ready to see Merlin as a whole-school issue rather than just the responsibility of the ICT Subject Leader?		
Essential Are those responsible for your MIS system in school (e.g. SIMs) likely to be supportive of its integration with Merlin?		
2. Online working		
Are staff and pupils used to working online as a normal part of their work (internet, email, online resources such as Espresso or Knowledge Box)?		
Can staff and pupils currently access some resources from home from the school website or network?		
3. ICT infrastructure & out-of-hours access		
Essential in the longer term Do you have broadband internet access in each classroom rather than just in a central point such as the ICT suite?		
Essential in the longer term Are computers with internet access readily available to pupils at various times of day and in various locations?		
Do you provide out-of-lesson access to the internet for pupils?		
Do the majority of your staff and pupils have access to the internet at home?		
If so, is the majority of this broadband access?		
4. Collaboration Culture		
Are admin and planning documents and teaching and learning resources routinely stored in a shared area on the network for all staff (as appropriate) to access?		
Do you have a good culture of collaboration and sharing of resources between staff members?		
Are you ready for Merlin to enhance existing collaboration with other schools, either as part of a cluster or with secondary schools?		

Implications or possible next steps
1. ICT confidence and whole-school roll-out
If staff and/or pupil confidence with ICT is a problem make ICT improvement a whole school issue using the Becta Self Review Framework https://selfreview.becta.org.uk/
Don't go for a whole-school roll-out from the start, if you have them, get keen and capable members of staff using it first and share examples of good practice that will develop
If the answer to this is 'no' then wait to adopt Merlin at a later stage. Like all new ICT systems, things are likely to develop over time in a way that will be better able to support less confident teachers.
As Merlin is intended to impact across the whole school and a wide range of its activities it cannot be the sole responsibility of the ICT Subject Leader to implement. Merlin will need to link to a whole school vision and the school development plan involving and supported by the senior management team.
In the short-term Merlin user accounts will need to be provisioned manually however, in order to use Merlin effectively in the longer term, once all the MIS systems meet the standards required to integrate with Merlin, office staff will need to support the integration (though this will not involve a huge workload). If necessary office staff fears about the consequences of integrating the two need to be allayed.
2. Online working
A cultural shift will be required for schools to adapt to working with a learning platform (of which Merlin will form part) and this will take time! None of these are essential prerequisites for engagement with Merlin but staff who are used to these ways of working may be a step along the 'cultural shift' road.
3. ICT infrastructure & out of hours access
If Merlin is to become embedded effectively into the working of your school it will be necessary for there to be broadband internet access in all classrooms and in other locations around the school and pupils will need ready access to it
If computer access is an issue in your school you may need to look into purchasing more (perhaps considering wireless laptop solutions) or reviewing timetabled access to the resources that are already available.
For pupils without internet access away from school, consider how you might provide out of hours access (e.g. lunchtime or after school club) or provide suitable alternative resources/tasks for home work.
It may be useful to survey families to find out what access they have to ICT resources at home and establish whether non-home users can access it easily somewhere else away from school e.g. at a library/ friends/relative's
When surveying access, include a question about broadband connectivity.
5. Collaboration Culture
If documents haven't been shared electronically in the past because you don't have a network in school then Merlin could help to an extent.
Staff won't automatically start collaborating just because Merlin makes it technically possible. It may help to start with a specific task or project that staff are required to contribute to, ensuring that there is a clear structure within Merlin to support this.
Merlin is not the solution to poor collaboration but could enhance good collaboration that is already in place. Be aware that other schools in the cluster may not be ready for Merlin yet for a range of reasons, although individuals within those schools using it for cluster collaboration may act as a step towards introducing it.