3rd Millennium Learning Award
Information for schools

Developing 3rd millennium learning is the route to being sustainably outstanding

Schools engage with the Award because it provides an energising focus for school improvement and moving education to the next level, with powerful tools based on approaches the Award-winning schools have shown to be effective.

All members of Naace have access to the 3rd Millennium Learning Toolbox, with information and tools to stimulate and guide your own vision and developments. A key part of this toolbox is the 80+ commentary videos produced by schools that have gained the Award, explaining the issues they tackled and the reasons for their successes. These provide an unparalleled insight into how leading schools are creating the teacher and pupil attitudes that bring heightened learning and sustained achievement. In these schools learning is being driven by the children's thirst for learning, not pressure to learn. Teachers are making the changes necessary to be outstanding because together they want to create the culture that drives pupil engagement.

What is 3rd millennium learning?

Judging from the submissions from schools that have gained the Award so far, the key elements that show 3rd millennium learning is happening in a schools are:

- All the pupils are significantly more engaged with their learning, taking ownership and responsibility for their learning, leading their own learning and that of others.

- Pupils achieve significantly more, due to the higher energy they bring to their learning. They willingly commit more concentration in lessons and more of their own time to activities that support their learning. Their thirst for learning drives extension of learning in numerous ways.

- The schools capitalise very well on all the opportunities offered by technology and the connected world, not for their own sake but using these opportunities with a very clear vision of how they can have maximum impact on teaching and learning.

- The key technique the schools are using is to establish a 'virtuous spiral of improvement' that drives the improved attitudes and thirst for learning. This:

  o creates a whole-school culture that makes pupils happy to share their work with others and have it constructively criticised.

  o convinces pupils that their intelligence is not fixed and that their brains can become fitter with practice, just as muscles can.

  o by gathering evidence of each individual pupil's progression, in informal as well as academic learning, and encouraging reflection on this, enables all pupils to have confidence in their success in some areas, sufficient to enable them to tackle with energy those areas where their achievement is low compared to others.

  o encourages pupils to lead their own learning and that of others, with peer tutoring and cross-year tutoring, further raising their confidence in their ability to learn and their capabilities in learning.

The impact of engaging with the Award

The central part of a submission for the Award is a five minute video made to explain to the parents of pupils what kinds of 3rd millennium learning experience their children have in the school. As well as helping to engage parents of children at the school this is obviously also very valuable for discussions with parents of children that may come to the school.

The main value of engaging with the Award for a school is not the Award itself, it is the process of all the discussions with teachers, support staff, governors, parents and the pupils that lead to the shared understanding of what 3rd millennium learning means to you. Schools implement 3rd millennium learning in very different ways to suit the needs of their own community.

Some of the schools that have gained the Award have spent three or four years developing internal capacity to change and the conversations about learning that have driven change. If you are interested in 3rd millennium learning your first step should be to join Naace so that you can see the commentaries and look at the tools that are available. Going for the Award is something schools do only when they feel everyone is ready to make the videos and to talk about how they see 3rd millennium learning and what the impact is.

Comments made by 3rd Millennium Learning Award-winning schools at the Naace Hothouse, July 2012, were:

- "Focusing on the submission for the Award brought us together as a staff. It also got the pupils on board with how we are developing learning; it developed us as a whole community, including parents as they were involved in the video."

- "Making a submission for the Award made us all realise how much use we were making of ICT across all the subjects."

- "We had ICT very deeply embedded but staff weren't recognising how it was promoting learning."

- "The theme we used for our parent video led directly to action plans. Showing the video to parents is really effective in giving them a new perspective on the school."

As soon as you join Naace you will have access through the Naace website to the commentary videos, the 3rd Millennium Learning Toolbox and all the information about how the Award itself operates.

All the videos the Award winning schools have made for their parents are publicly available (www.naace.co.uk/thirdmillenniumlearningaward/schoolawardvideos). We are sure that you and all the teachers in your school will enjoy viewing these delightful videos that will give you a great insight into what is possible when the whole culture of the pupils in a school is driving learning.

Relationship of the Award to the Self-review Framework and the ICT Mark

The Self-review Framework is a vitally important tool for school improvement through the good use of technology. We would expect that schools applying for the 3rd Millennium Learning Award will assess themselves in the Self-review Framework at the threshold level for the ICT Mark (level 2) or above but this is not a formal requirement. Schools are not required to hold the ICT Mark in order to gain the 3rd Millennium Learning Award although many schools do.

What do you need to show in your submission?

See Appendix 4 for full details of what you need to submit. Essentially the videos need to show:

1. Learning happening in new, more engaging and better ways that makes full use of your children being connected to other people, to all sorts of resources, and having a hugely extended range of tools to work with.
2. This is NOT just about showing how technology is used in the school. We will see young people doing lots of things using technology but it is how they are learning better that we need to hear about in your videos. And why the technology enables better learning, not just what the technology does. Many schools have found that adding captions to the video is very effective in making explicit the new ways of learning being shown in the footage.
3. The presentational quality of the videos matters. A key 3rd millennium skill is being able to communicate with others using all the techniques available (not necessarily all at once!). Your parent video particularly needs to keep viewers engaged and enthralled all the way through. Some of the parent videos pack a huge amount into the five minutes. This is much more about the 'story' your video tells, and how it tells it, than about technical quality, but without sufficient attention being paid to sound, light and camera framing and movement your video won't work as well as it could with your parents. Without good presentational quality, though you might get the Award you might not get commended and be one of our 'Feature Schools'.

The critical factors to be seen in the parent video

1. As well as seeing the 3rd millennium learning experiences of the pupils there must be some explanation of why this produces better learning. (The explanation might come from captions, or what teachers, parents or pupils say.)
2. Pupils as creators.
3. Pupils leading learning; their own learning and/or the learning of others.
4. The school is a community of learning.
5. The learning environment is being developed to enhance learning. This is as much about the way the learning environment is used as about the environment itself.
6. Technology is being used well.

These six factors are what we believe differentiates 3rd millennium learning from good traditional teaching and learning. To gain the Award all six need to be shown in the parent video to some extent, to the degree that they should stimulate parents to ask questions about them. In other words they may be seen only fleetingly in the parent video and then explained more fully in the commentary, but they must all be seen. Again, use captions to highlight these important aspects.

How is 3rd millennium learning different in primary and secondary schools?

The prime job of a primary school is to enable young people to become highly proficient in learning, highly competent in the skills required, fully engaged with learning activities and collaborating widely. In the submissions you see this through pupils' confidence, ability to express themselves, and their explicit understanding of how they are learning and helping others learn.

Secondary schools should also be further developing the pupils as competent, confident learners becoming ever more effective in the wider environment beyond school, as well as in school. This means that we need to see more than how technology is supporting their learning in subjects; we need to see that the ways they are learning are providing a range of real-world 'extended entitlements' that go well beyond just getting the grades in exams.

Which examples should we look at?

Look at the 'Feature Schools' videos. Now that there are many examples available of how you might present the 3rd millennium learning happening in your school, expectations of the presentational quality of submission videos is growing.

In looking at the feature videos note the different ways the schools have told their stories. The following examples are particularly noteworthy for the reasons given:

Secondary:
Bradon Forest School – Though the sections from different departments are in some cases very short you can infer that the school is offering a very wide range of 'extended entitlements'. The commentary confirms this.
Gowerton Comprehensive School – The video appears to be rather focused on technology, but through the voice-over the students explain very clearly how the use of technology has changed how they learn and collaborate, in and out of school.
Lipson Community College – Though the video could have shown more of student life and learning, the students in the voice-over talk very eloquently about how their learning is changing through the flipped learning and social learning approaches being adopted.

Primary:
Robin Hood Primary School – The video presents the journey the pupils have as they travel through the school and all the teachers show they clearly understand how their 3rd millennium learning approaches are improving the children's learning.
Springwell Junior School – The video is presented by the students who clearly understand the power of the learning experiences they are having and how helping each other learn improves their own learning. The commentary shows the immense amount of thought and discussion put into the changes they have made by the whole staff.
St Peter's Primary School, Bratton

Nursery/KS1:
Cogan Nursery School
New Invention Infant School

Judging of the Award

This is an independent educator-led award based on the professional judgement of educators who are experienced in the ways learning can be improved in technology-rich environments. All schools that have gained the Award are part of the Award 'College' commenting on submissions, alongside the 3rd millennium learning guides who undertake judging of the submission with the other members of the Award 'College'.

Appendix 3 shows the Judging tool that is used by the 3rd millennium learning guides to assess the video submissions. The Award lasts for three years and can then be renewed through a further submission.

Register for the Award early

Registering for the Award gives you access to the Award community of schools working towards the Award and those that have gained it. We suggest that you register as soon as you feel that working towards a submission for the Award can be a useful tool to drive improvement processes in your school.

Registering for the Award does not commit you to any set timescale for making your submission. We envisage some schools may work towards the Award for a year or maybe even two years, before making their submission.

Making a submission for the Award – deadlines
Your submission for the Award can be made at any time. However, there are deadlines to guarantee that you can be presented with the Award at specific Awards events. For Awards to be presented at the Bett Show the deadline for submission is early December, for presentation at Naace Strategic Conference the deadline is early February, and other opportunities may be arranged and advertised on the 3rd Millennium Learning Award community pages.

Requirement for schools to be members of Naace
Your school, or the person leading the school submission, must be members of Naace. The community blog where you will make your submission and receive comment is only open to members and the commentaries from all schools with the Award are only available to members. Much of our communication will be via the Naace newsletter, again only open to Naace members.

Support of schools by 3rd millennium learning guides

The 3rd millennium learning guides are Naace members who work in schools or who support schools. The guides have undertaken an accreditation to ensure that they have wide and deep understanding of how schools are implementing 3rd millennium learning. Please see the guides' profiles on the website for details of the support they can offer to schools engaging with the Award.

Schools should decide for themselves whether they wish to work with a 3rd millennium learning guide in the process of developing 3rd millennium learning in their school and in making their submission. Guides can be a 'critical friend' who can bring an external friendly challenge to push thinking beyond the point that has already been reached. The negotiation of the basis of this is a matter between the school and the guide.

About Naace

The aim of Naace is to enhance learning in a connected world. We are a community of educators, technologists and policy makers who share this vision. Our members include teachers, school leaders, advisors and consultants working within and across all phases of UK education.

As a professional association we represent the voice of the UK education technology community in the schools sector at a national and international level, as well as supporting one another across the sector through conferences, courses and the dissemination of resources, research and reflection. We play a key role in members' professional development, through the challenge and support of a

community of practice, and the development of the profession as a whole, through the sharing of innovation and expertise. The 3rd Millennium Learning Award is designed to support the aims of the association.

The Award judgement process

Many of the schools that have already the gained the Award have expressed a desire to be involved in the judgement process for new submissions, as have the 3rd millennium learning guides. This is partially because they believe it is desirable to have a peer-referenced Award based firmly on the developments that schools are practically achieving, and partially because they wish to be as well informed as possible about how schools are improving learning and making it more appropriate to the current world. We hope that if you gain the Award you too will wish to be involved in this way.

When you register for the Award two 3rd millennium leaning guides will be assigned to manage the judging process when you make your submission.

If two or more of the College feel that a submission does not meet the standard, this will be flagged to others in the College so that a wider range of views can be gained. If the consensus is that the Award should not be granted, a lead guide will contact you to discuss the issues and how they can be resolved, either through re-submission (at no extra charge) if it is a matter of video quality or by further development of your 3rd millennium learning if that is the issue. The Naace Board of Management will be the final arbiters of whether an Award is granted if negotiations do not produce a way forward. Awards will then be confirmed and presented to the school with the award review that will be used on the Naace website to introduce viewers to your video. You will be invited to an Awards presentation event.

Cost of making a submission for the Award

On registration a fee of £475 is payable. This covers the cost of administration and judging of your submission when you make it.

Contact us

For any further information about the Award processes please email: 3mla@naace.co.uk

Appendix 1 - The Dimensions of Change

These are 'Dimensions of Change' that the school may be addressing. These are a strategic tool to help you take a top-level view of the different ways that your school might work on developing 3rd millennium learning.

We do not expect schools to be addressing all these dimensions of change. We typically find that schools are putting most effort into two or three dimensions, with a range of others developing to some extent and perhaps one or two yet to be addressed. It is your choice how you wish to focus change in your school.

We also believe that we are at a relatively early stage in the development of 3rd millennium learning. We expect these changes to become more and more pronounced over the next decade, though the next five years will be critical as pupil-owned internet-connected devices become pervasive and limits on their use decline.

The Dimensions:

1) Teacher dependent learning changing to self-directed, lifelong and personalised learning.

2) 20th century, pre-computer and pre-network learning skills changing to 3rd millennium learning skills.

3) Schools following externally imposed approaches to teaching and learning changing to schools deciding themselves what are the most appropriate approaches for their pupils and community.

4) Notions of fixed intelligence and limits in ability to learn changing to reflection on learning to develop the capacity to learn more and an understanding of brain plasticity.

5) Learning as something that happens in individual schools, classrooms and people changing to learning that uses connections with other people to a far greater extent.

6) Learning in extrinsically imposed ways changing to learning that happens through intrinsic learning behaviours and attitudes.

7) School learning largely isolated from home learning changing to two-way parental engagement with young peoples' learning.

8) Accredited learning happening mainly in schools changing to extended learning.

9) The amount of creativity in teaching and learning becoming considerably greater.

10) Teachers and pupils becoming increasingly aware of, and using, the kinds of pedagogy and learning that are more effective, such as student-centred enquiry-based learning.

11) Celebrating failure as the route to success, combined with providing better feedback to learners on good learning and their achievements.

Appendix 2 – Pupil activities seen in 3rd millennium learning.

These activities tend to have different importance and prominence at different ages and in different types of school. The titles in bold/italic are the ways schools tend to drive these activities.

More effective pedagogy, appropriate curriculum, personalisation.
- Social collaboration
- Games
- Creativity in work processes and in outcomes
- Enquiry-based learning
- Problem solving
- Analysis and synthesis

Providing better feedback, celebrating failure as the route to success, applauding and accrediting extended and informal learning, and stimulating 2-way connection parents, adults and pupils in other schools.
- Publishing for a purpose
- Responding to audiences and feedback
- Awareness of good learning
- Peer assessment and tutoring
- Engaging with parents and the community

Using technology well to multiply learning.
- Being global citizens; interacting with others around the world.
- Using visual and aural approaches
- Using diverse resources
- Using data on their learning, their learning needs and their achievement.
- Developing their own personal learning network using online connections.

Encouraging pupils to lead their own learning and that of others, to have an intrinsic desire to learn, and to believe that through brain plasticity their ability to learn can increase.
- Knowing how to learn
- Self-driven learning and taking risks in learning
- Exercising choice and articulating reasons for these choices, in what to learn, how to learn and how to produce work that demonstrates the outcomes of their learning.
- Being empowered, feeling both capable and permitted to do the things they need to do to learn.
- Reflection on their learning
- Confidence, resourcefulness and resilience
- Exercising pupil voice
- Personal organisation

Appendix 3 – the parent video judging tool

This is being provided as we feel it is a tool schools may find useful to analyse the different pupils' qualities that are being developed in the school. The file for printing is available in the Award community once you register for the Award.

The most important part of this judging tool is the green ellipses that are the pupil experiences we expect and hope to see.
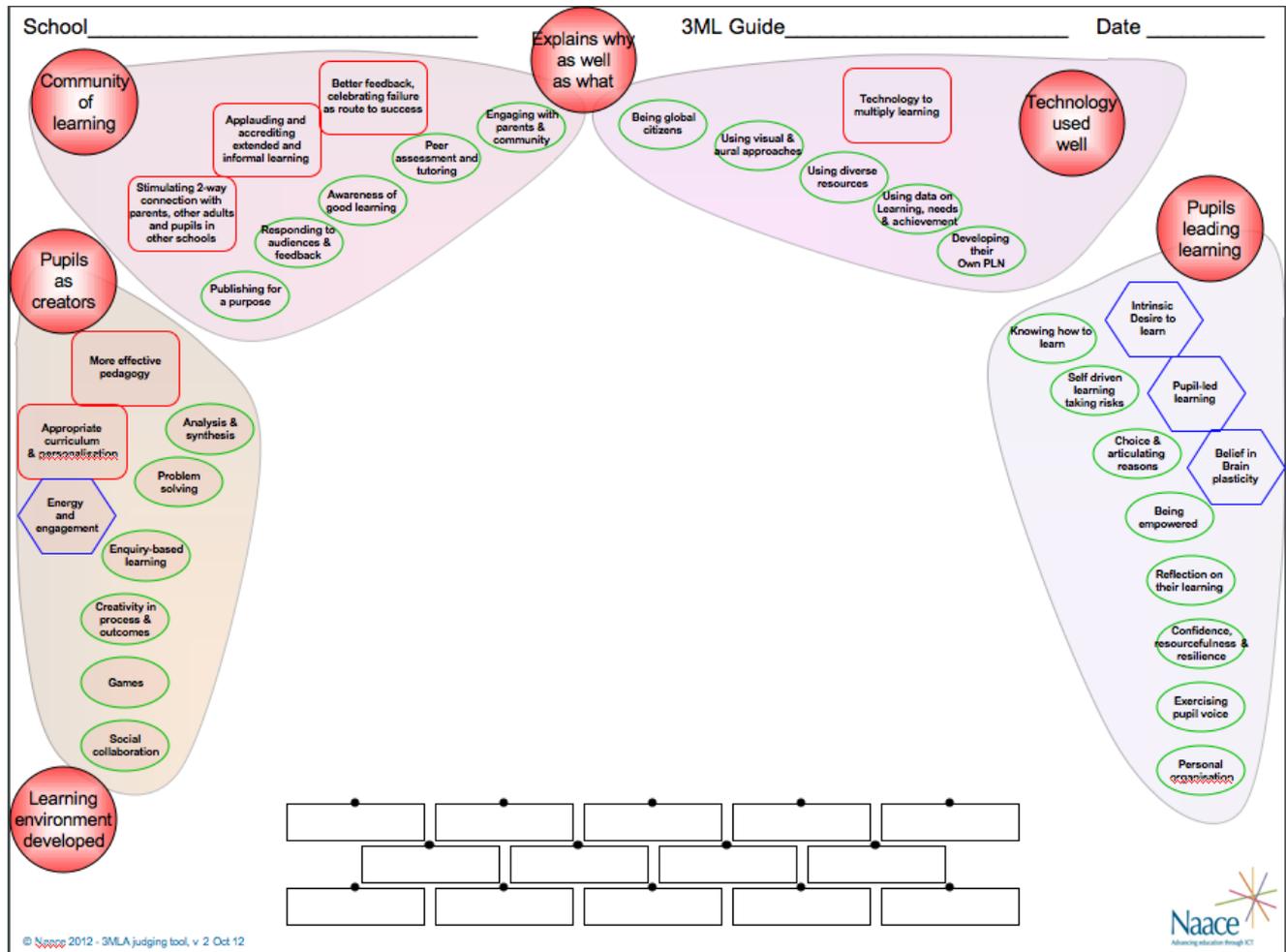
The tool is used to analyse the parent video by:
- Identifying sections of the parent video to be analysed then putting these sections into the rectangles at the bottom in sequence.
- Linking the dots on the rectangles to the green ellipses to indicate what each section shows.
- Analysing how well the dimensions of 3rd millennium learning are being addressed, as seen through the pupils' activities.
- Checking the 'critical factors' are all shown in the video to some extent.

Gaps in the coverage of 3rd millennium learning activities as shown by this analysis pose questions that the commentary may answer, or which may reflect the particular nature or ethos of the school.

Appendix 4 - What schools need to do to make a submission for the Award

There is no 'standard' definition of what 3rd millennium learning is or how schools should provide a 3rd millennium learning experience for their pupils. Indeed development of a widespread understanding of 3rd millennium learning, its diversity and the increased achievements of pupils because of 3rd millennium learning approaches, is one of the key aims of the Award. We hope that as the Award develops, so will the ways that 3rd millennium learning is adopted and its impact on achievement.

The submission is two videos:

- a promotional video (max five minutes playing time) which captures the essence of how the school has adopted new approaches to learning and showcases them to the schools' parents and whole community.

- a commentary on this promotional video, for an educational audience, explaining how the new approaches to learning have been achieved and how they are producing improvements to learning and higher achievement. This commentary can be in any form but we prefer video as it is such a powerful medium to communicate, particularly to others who know little or nothing about your school. It must be possible to review the whole commentary in a maximum of ten minutes.

These videos need to be primarily about learning. We expect to be able to see the importance of technology in the learning and teaching process but merely showing the school's use of technology, with little mention of the impact on learning, will not be sufficient to gain the Award.

Working with the schools that have gained the Award in the pilot phases during 2011/12 has clarified what the difference is between schools that are providing really good traditional teaching and learning and those that are providing 3rd millennium learning. It has also shown that there is considerable variability in the capacity of schools to explain what 3rd millennium learning is and how and why they are enabling it. When looking at the videos from schools that gained the Award in the pilot phase please focus most on those that have been identified by the Guides as more clearly and obviously showing 3rd millennium learning. Some of the Awards made in the pilot phases were based on evidence gathered in addition to the videos, which we do not expect to do now the Award is fully launched. We are expecting the *content* quality of the videos submitted to be comparable to those identified as more clearly showing 3rd millennium learning.

We are not looking for high *production* quality in the videos, unless this is being done to show pupils' capabilities in doing this. The *content* quality is what matters. We do expect the videos to be made by the school, not by professional producers of video.

Please see the separate guidance note on making videos and note that Naace has commissioned a free course to support schools engaged in video creation.