

## **Core functions of a city learning centre**

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## **The core functions of a city learning centre are to:**

### **Support learning**

- 1 Provide inspiration and specialist leadership to show how the effective use of technology can promote equality, aspiration, motivation and achievement through enhancing the quality of teaching and learning in a range of settings and in response to the Every Child Matters agenda.
- 2 Demonstrate how the deployment of new and emerging technologies can contribute to the transforming learning and raising attainment agendas.
- 3 Exemplify, explore and innovate new and creative methods of teaching and models of learning, in all key stages and throughout the curriculum, through the provision of appropriately equipped, flexible and stimulating non-school like environments.
- 4 Develop, evaluate and promote a range of technology rich, unconventional and personalised alternative learning frameworks to attract hard to reach and disenfranchised learners and approaches to support those with special educational needs.

### **Contribute to policy**

- 5 Be a strategic part of the local authority school improvement and change management agenda by:
  - promoting and contributing to effective school self evaluation and development planning involving learning technologies,
  - providing opportunities for partner schools to take part in consultation and debate surrounding the implementation of national and local proposals concerning the deployment of learning and other technologies in the delivery of policy initiatives,
  - offering a local interface between policy and practice and strategy and operation through developing technology visioning and learner voice activities,
  - exploring and promoting methods to ensure local efficiencies and effectiveness in procurement to attract savings and value for money.
- 6 Support and contribute to the development of annual national objectives in line with the Harnessing Technology strategy determined by Becta.

## **Enable innovation**

- 7 Gather and contribute evidence to local, regional and national research programmes in order to provide informed and reliable information and guidance to other teachers and learners by:
  - seeking to analyse the impact of technology on improving skills and raising attainment,
  - designing and delivering projects that encourage innovation and the taking of risks,
  - presenting opportunities for the development of new technologies, and
  - evaluating and reporting the processes and outcomes obtained.
- 8 Undertake horizon scanning activity with a variety of partners locally and nationally in order to monitor and forecast trends, keep ahead and maintain 'leading edge' when informing strategic decision making within partner institutions.
- 9 Provide advice, guidance and support when needed by:
  - developing and exemplifying technical excellence,
  - maintaining a range of local relevant expertise, and
  - responding quickly to policy initiatives.
- 10 Identify and develop appropriate specialisms, through negotiation with other CLCs nationally, that will impact locally and which can be shared regionally and countrywide.

## **Develop partnerships**

- 11 Develop and sustain effective local, regional and national partnerships with a range of stakeholders, including young people and older learners, drawn from education and children's services, business and the community, to contribute to the gathering and sharing of evidence and information about the role and function of learning technologies, and to promote their use in a variety of circumstances.

## **Deliver continuing professional development**

- 12 Provide dedicated on-site and off-site innovative training for teachers, governors, carers, parents and others involved in the provision of children's services, in enabling them to understand the potential of technology and further develop their confidence to enable them to apply it in the transformation of learning and pupil care.
- 13 Offer further personalised support and guidance as necessary, including arranging opportunities for peer exchange and interschool

teaching, to ensure that new ways of working are sustained and embedded into practice.

- 14 Present opportunities for informal learning experiences, encouraging and enabling teachers to learn and develop skills alongside their pupils in a friendly and supportive environment.
- 15 Identify expertise in the workforce and promote local and extended networking and collaboration to develop specialist skills in a range of areas and provide real and virtual opportunities for groups of teachers, learners and others to share experiences, expertise and interests allowing them to take ownership of their own learning.

### **Provide resources**

- 16 Provide an autonomous shared resource to act as a 'neutral territory test-bed' enabling partner institutions to discover, inspect, borrow, use and evaluate alternative specialist devices and materials that might otherwise be unavailable or too expensive for them to compare and assess themselves.