'First do no harm': Factors influencing teachers' ability and willingness to use ICT in their subject teaching

This article reports on a Department of Culture, Museums and Sport (DCMS) funded project which provided teachers a small amount of time off from teaching in order to explore the use of ICT in their subject teaching. The project allowed two groups of secondary teachers in different curriculum subjects teachers to explore their own areas of interest in ICT, and they were given the opportunity to meet up together to discuss their use of new technology. What conclusion was drawn?


This research article considers the implementation and impact in schools of the Behaviour Improvement Programme (BIP) and the role within it of Behaviour and Education Support Teams (BESTs). It describes the background to the programme and how it was implemented and evaluated. It considers its impact on behaviour, attendance and exclusions, and outlines the factors that contributed towards its effectiveness. It describes the specific role and activities of BESTs and the nature of the work with pupils, parents, teachers and schools. It also identifies difficulties and factors contributing to effective working.


N.B.

The Behaviour Improvement Programme (BIP) is a key part of the Every Child Matters National Behaviour and Attendance Strategy. It represents the Government's commitment to tackling behaviour and attendance and targeting resources where they are needed most.

The key objectives for the national programme are:

- The provision of full-time, supervised education for all excluded pupils
- Key workers for all pupils at risk of exclusion, truancy and criminal behaviour
- Improvements in behaviour, as measured by exclusion levels and other indicators
- A reduction in the levels of truancy and improvement in attendance levels

(http://www.everychildmatters.gov.uk/ete/behaviour/bip)