

Learning

A Vision of Connected Learning Communities

*Technology alone will not transform learning,
but learning will not be transformed without it.*

Microsoft

Prepared for Stakeholders involved in the Building Schools for the Future (BSF) programme and those engaged in the Agenda For Step Change in Education.

Foreword: building learning for the future



The turn of a century has brought, both in 1900 and 2000, some significant changes in direction for learning. In the UK, this change is evident in the government's commitment to a massive programme of new school building in the 21st century. Building Schools for the Future (BSF) has made the world sit up and watch. What is learning going to look like in this third millennium? Are we building the right schools to house and inspire it? How will schools differ in structure, organisation, size and ambition? And of course how will tomorrow's schools work when in the meantime we still have to deliver today's curriculum to today's students with today's targets?

I don't believe we will ever see in our lifetimes such a commitment to renew the entire building stock that comprises our learning spaces. Getting it right at the scale of BSF involves engaging a lot of people. We can't do things on this huge scale without the support and engagement of substantial companies like Microsoft and we can't do it without the insights and vision that school students, their teachers and their communities can offer too.

The product of this new school building programme is tough to envisage. To some extent the easy way forward is to build better versions of what we had before, but we all know that won't do. The last century emphasised productivity in UK schools. With so many children, many felt it really didn't matter if a few got overlooked. This century children themselves are more scarce and the capabilities we need from them, to be good citizens, parents, employees, friends and partners are scarce too, and very different: creativity, ingenuity, community, collaboration are among a complex portfolio of key words informing the outputs from our learning spaces.

But children too have differing needs themselves. To compete for their rapt attention against the seductiveness of networked games, or their rapidly more powerful phones, new media, sport and of much more besides, requires something rather better designed than a box holding 30 children with eau de Nile walls and a whiteboard, even if the whiteboard is interactive.

Making learning seductive, engaging, challenging, ambitious and global is as great a design task as any of us have ever faced. Getting it right starts with BSF and the rest of the world is watching how we do at the start of this third millennium.

Let's do it together, and do it well.

Prof Stephen Heppell

Introduction

BSF – an unprecedented programme

Under this unprecedented multi-year, multi-phase programme, every child will be educated in a 21st century environment within 15 years. Every secondary school in England will be rebuilt, remodelled or upgraded to provide flexible, inclusive, attractive learning environments, allowing for innovative organisation and structures that will support workforce reform, involve the community by extending its facilities and provide for new 14-19 arrangements.

Education is the engine room of a knowledge economy, yet the UK education system is based on principles that have changed only marginally in the last 50 years. BSF offers a once-in-a-generation opportunity to think differently about all aspects of the education process and to ask challenging questions about what schools in a Connected Learning Community might be like if:

- Multidisciplined teams of professionals took responsibility for a cohort of students
- Students weren't grouped in uniformly sized classes
- Students weren't expected to move from one 56m² room to another every hour

- Study spaces were designed and furnished for collaborative as well as individual work
- Older students were not always required to be physically present in order to be 'attending'
- ICT infrastructure and portable devices were ubiquitous
- Other services were co-located and available to the community

This document is intended to stimulate dialogue, provide a practical guide to the challenges and opportunities that BSF brings and set out key principles for using technology to effect systemic change.

We look forward to speaking to you directly about your aspirations and plans.

For further information about the content of this brochure, please contact the BSF team at: **BSF@microsoft.com**

WHERE IS SCHOOL?

ICT increasingly allows work and learning to be done regardless of location. To date we have thought about learning in the physical sense of going to a place called a school. We need to think of learning in the future, and the schools that will facilitate it, less as an individual and physical experience and more as one that can take place across different locations – e.g. the notion of the ‘Kent school’ or the ‘Knowsley experience’.

The world is flat – the context is a globalised economy

The fundamental aim of the BSF investment is a dramatic improvement of learning and achievement to secure our future in the global, post-industrial, knowledge-age economy.

The world has changed. We compete on a global stage, with countries like India and China rapidly growing their economies. Our learners face a rapidly changing world and we must help them to succeed if they are to have choices and a voice.

BSF is not just about buildings. It is not just about transforming learning. BSF has to be about realising the potential of every young person and improving their life chances.

Schools as regenerators of local communities

Education changes lives. Education, together with sustainable economic development, can provide the catalyst to inspire learners with the skills and knowledge to become confident, self-reliant, healthy, collaborative and responsible citizens who are economically active and able to participate in a democratic society. Increased attention to personalised learning and the ‘whole child’ has forced policymakers to acknowledge that education reform cannot stop at the school gates.

Health, housing and transport are all important aspects of regeneration, but so are education and skills. These arguments tell us what we already know, but it has rarely been reflected in policy or practice that sustainable communities, families, learning outcomes and growth and regeneration are inextricably linked. The most powerful education interventions of the future will build on these links rather than separate out homes, schools and communities.

A consensus is forming that a frame of reference which concentrates on BSF as a building programme and ‘bolts on’ ICT as the construction completes, misses a major opportunity to make a significant difference to learners’ levels of achievement.

Transformation – learner led, ICT enabled

Education and learning must take account of how young people live their lives today and the skills that they need for their future. The knowledge-age model starts with ‘learner achievement’, and builds a system that helps each learner to achieve their potential. The ‘education system for the knowledge age’ needs to be different from the ‘education system for the industrial age’.

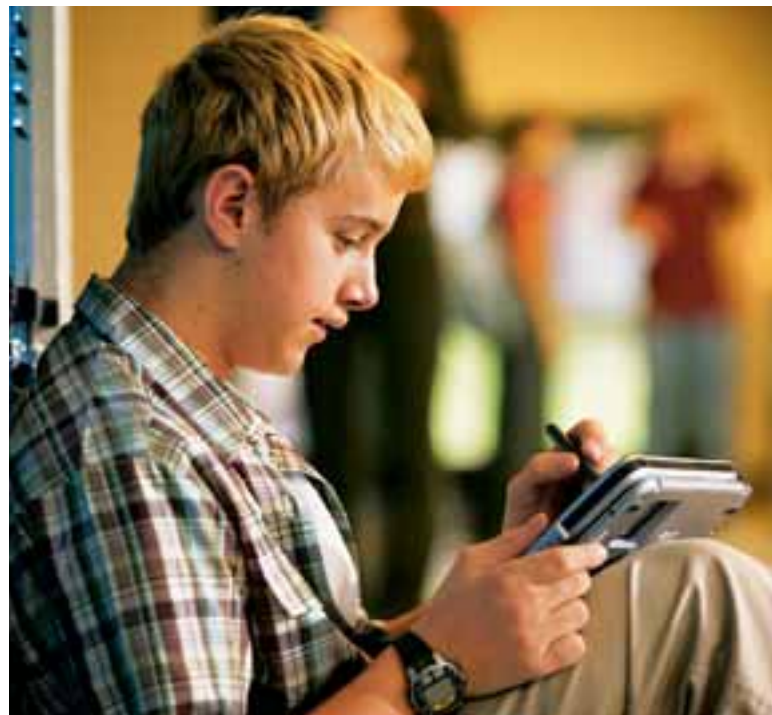
There are two key implications for school buildings that emerge from this learner-centric, ICT-enabled, agenda for future learning. First, we need to alter the way in which we design and use physical space. Second, we need to change the ways in which schools and communities relate to one another.

The Ultralab research report ‘*Building Learning Futures*’¹ suggests that the portfolio of possible school designs currently being explored in the UK is too narrow. Most heads and teachers who had experienced a new school build identified a cardinal error where ICT was ‘bolted on’ to the design after the details had been completed.

While the school building represents the largest capital investment in the education process, it is teachers and learners exploiting the full potential of ICT – not the bricks, mortar and glass – that will deliver the outcomes.

¹‘*Building Learning Futures*’:

http://rubble.heppell.net/places/media/final_report.pdf
www.buildingfutures.org.uk/pdfs/pdf_file_32.pdf



ICT AT THE CENTRE

Technology – much more than just a tool for learning.

Why should ICT be central to BSF thinking?

The positive motivational impacts of ICT are well documented¹ but the benefits of ICT reach much further.

According to the DfES², ICT is a powerful tool for learning, helping teachers explain difficult concepts, giving access to a huge range of examples and resources and engaging pupils easily. It is also a vital tool for personalisation – giving the opportunity to tailor tasks to children without hours of extra work for teachers. ICT also delivers the potential to do things like mark and analyse work automatically, monitor pupils' progress, pick out areas where a particular child has not understood, or where the whole class has missed the point and needs more explanation.

ICT is having a significant impact on learning and teaching in many schools. In some schools in Kent, for example, pupils can take themselves through a lesson ahead of class and then use the classroom session as revision and to dig deeper into the topic with the teacher as expert resource.

In some schools ICT is significantly reducing the burden of administration, freeing up time for teachers to focus on their professional role. For example, the Philip Morant school in Essex has applied ICT innovatively to manage the effective allocation of supply teachers.

Putting the student at the centre

ICT can enable schools to go much further still, changing the schooling paradigm in line with 21st century needs and the key to it is putting the student at the centre of a range of services, mediated electronically.

In this model, students learn within a web of supportive connections and as part of a broader connected learning community.

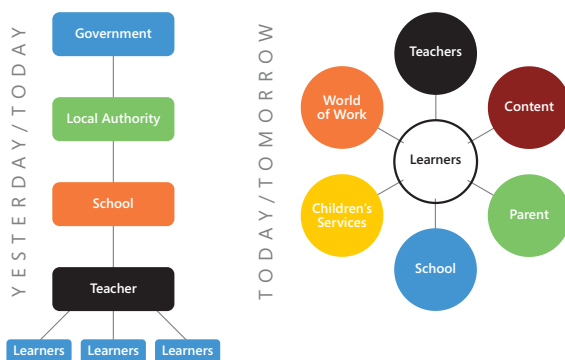
Every child matters

ICT will be a key enabler of transformation and BSF will establish an ICT infrastructure for all schools in a local authority that can achieve the unification of children's services, deliver the five outcomes of 'Every Child Matters', personalise the learning experience for all students and thereby achieve a step change in achievement.

The Connected Learning Community

Schools of the Future projects should involve all stakeholders, including students, parents, community organisations and businesses. The concept of the Connected Learning Community is one where all key stakeholders are connected together and able to freely communicate with one another. The Connected Learning Community promotes collaborative learning through new applications that dramatically improve the way people find, organise and act on information.

Fully exploiting the potential of ICT is about placing the student at the centre of services that come together to support learning



¹ The Motivational Effect of ICT on Pupils, Department of Educational Research, Lancaster University, 2004.

² Department for Education and Skills: Five Year Strategy for Children and Learners – Putting people at the heart of public services (July 2004).

WHY MICROSOFT?

A spectrum of approaches and choice, scalable platforms and unrivalled partnerships make Microsoft® the core component in your BSF requirements.

Building a system that delivers the vision of connected learning communities and the objectives of Every Child Matters requires integration at an enterprise scale. Microsoft is unique among IT companies in its ability to deliver large-scale, integrated platforms to connect people and systems.

Choice of approaches

Components from the vast range of Microsoft server, desktop, web-service, developer and third party technologies can be assembled into frameworks and architected by our Partners to meet the unique aspirations and requirements of learning communities. This means that BSF authorities will never be tied down to a single 'one-size-fits-all' approach. For example, Microsoft technologies enable a true 'mixed economy' of devices – Tablet PCs, Ultra Mobile Personal Computers (UMPC), Desktop PCs, 'thick' and 'thin' clients, PDAs, and Smartphones can all operate side by side in a 'smart-client' environment, in any proportional mix.

As a founder member of the Web Services Interoperability Consortium, Microsoft is committed to enterprise-class solutions that support open standards. This means that Microsoft solutions will interoperate with legacy and third-party applications so that you can maximise existing investments and establish a strong foundation for the future.

Scalable learning platforms

As well as supporting a mixed economy of client devices, Microsoft offers the ability to build learning systems that enable the management of learning systems, content, digital portfolios, MIS, communications, finance, HR & asset systems, timetables and a boundless list of other functions. Our BSF guides, consulting services and the engagement of our Partners, make the technology and its deployment easy to understand, map to requirements and plan.

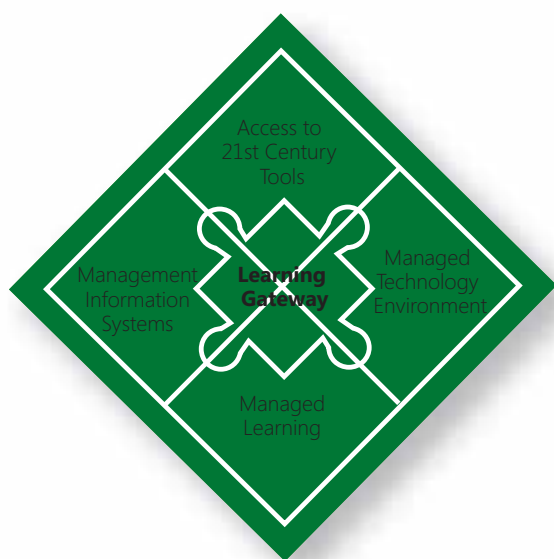
Unrivalled partnerships

Microsoft has strong partnerships with leading technology companies who are focused on supporting your success. We are involved with multiple bidding consortia, all bringing innovation and value but with the reliability and integration levels that Microsoft technologies allow.



LEARNING SOLUTIONS FOR THE SCHOOL OF THE FUTURE

Five key technology components for the Connected Learning Community



Microsoft's vision for the school of the future sits within a connected learning community – a web of connections involving parents, business, local services and the wider world with the student at the centre.

A Connected Learning Community requires five key technology components:

- Management Information Systems
- Managed Technology Environment
- Learning Gateway
- Access to 21st Century Tools
- Managed Learning

Management Information Systems

Predict needs, deploy resources and budget accurately with up-to-the-minute analysis of management data. Integrate systems and data to put the student at the centre of a range of services.

Microsoft provides a range of tools that can be used to address the need for faster and more data-driven decisions and increased productivity. In addition, Microsoft Partners provide complementary MIS solutions. (Visit our website for more information on the Microsoft BSF Partners: www.microsoft.com/uk/education/schools/bsf)

Powerful analysis and data mining technologies, flexible reporting solutions and interactive dynamic scorecards provide the tools you need to visualise complex information and make better decisions regarding courses, staff and resource deployment.

Microsoft technologies allow authorities to integrate disparate islands of applications and data to bring together vital information about individual children or students.

For example, in the case of 'at risk' children, integration software can enable key professionals to see the 'whole picture' and trigger actions or alerts where necessary. More broadly, business process integration enables organisations to react quicker to changing conditions, government regulations and service user requirements. In addition, the use of activity monitoring capabilities help track administration processes and work-flow technology can automate the flow of documents, sequence of activities and person-to-person interactions.

Technologies: *SQL Server™, Office, Business Scorecard Manager, Visual Studio®, Microsoft Dynamics AX and NAV, BizTalk® Server, Host Integration Server, InfoPath (Office).*

Access to 21st Century Tools

Enable students, teachers and managers to work productively anytime, anywhere using a mobile personal computer and a range of applications.

One to one access is no longer a pipe dream and there are a number of schools, in the UK and abroad, where children have individual access to computers. New devices such as the Ultra Mobile Personal Computer (UMPC) are making one to one access a real possibility for increasing numbers of children.



Ultra Mobile Personal Computer (UMPC)

Having access is one thing, but of even greater importance is what children then do with their computers.

Some basic applications include:

- Research
- Handling Numbers
- Visual Creativity
- Publishing
- Productivity – Writing, Modeling Numbers, Presenting etc.
- Collaboration
- Taking Notes
- Mapping

Beyond this, a key principle behind personalising learning with ICT is to use technology to engage pupils and students more deeply through a range of learning experiences. Much has been learned in recent years about the sensory pathways through which learners acquire information. There are three main types of learners: visual, auditory, and kinaesthetic/tactile. Microsoft technologies can deliver learning experiences that suit each of these learning styles.

The same principle applies to developing multiple intelligences. In addition to considering different learning styles, some UK schools are beginning to see the benefit of incorporating Multiple Intelligence thinking into their curriculum. According to Howard Gardner there are eight distinctive intelligence types. They are important because, as he himself wrote: "Ultimately a full understanding of any concept of any complexity cannot be restricted to a single model of knowing or way of representation". Again, Microsoft technologies can deliver learning experiences that can develop each of these approaches to thinking.

For example, the Microsoft Learning Suite is a collection of desktop applications that enables students to use their computers for activities that span the curriculum, learning styles and multiple intelligences.

Technologies: *Tablet PC, UMPC, Office, Student 06, Graphical Calculator, SharePoint technologies, Instant Messenger, Visio, Digital Image Suite, OneNote®, Publisher, Expressions, MapPoint®, Project*

Managed Technology Environment

Provide a unifying layer of common, managed network services across your entire learning environment – institution, LEA or region.

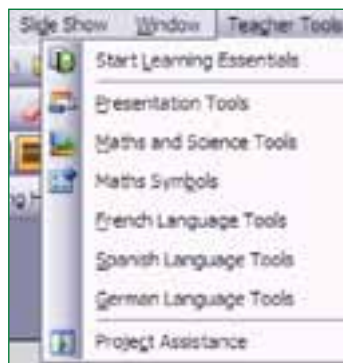
With technologies that connect people and systems securely and reliably, you can implement the foundation you need to deliver innovative information-driven services through a secure fabric of wireless and wired connections.

Identity management incorporating authentication, authorisation and secure communication enables you to roll out connected solutions, with the assurance that your critical data is protected.

Microsoft builds security, identity and trust into every layer of the computing environment protecting student privacy, valuable data and your IT systems.

With advanced firewalls, antivirus protection, directory services and remote access, along with the flexibility to leverage a diverse range of third-party solutions, you can lay the cornerstone for security across your entire network.

Provide centralised management and provisioning of desktops, servers and equipment, including the distribution of security patches, right across your organisation, to massively reduce administration overhead and improve your ability to scale. Operations management software reduces support costs for business applications and services by providing comprehensive event management, active monitoring and alerting, reporting and trend analysis.



Learning Essentials – a set of tools designed to work with Microsoft Office to support a range of subjects

VISION FOR THE CONNECTED LEARNING COMMUNITY

ICT increasingly allows learning and work to take place regardless of location.



We view the world as a rich learning environment, where students in the classroom, at home or in the workplace can easily connect to the people and the resources they need.

Think of the School of the Future less as an individual and physical experience and more as one that can take place across and between physical centres – e.g. the 'Kent school' or the 'Knowsley learning experience'.

We call this vision 'The Connected Learning Community'. Microsoft and our Partners offer a choice of approaches, scalable learning platforms and unrivalled partnerships.

Management Information Systems, access solutions, Managed Technology Environments and Managed Learning come together within a Learning Gateway framework to enable a Connected Learning Community.



1. Nursery

Even the youngest children can learn with computers. 'Power Toys' such as art tools and puzzles for Tablet PC help young children to acquire basic skills long before they can type or use a mouse.

2. Primary School

ICT in primary schools can unleash children's creativity e.g. register with Microsoft MovieMaker and a simple webcam take out the cost and complexity of producing media and enable children to create the most imaginative presentations.

For research, Microsoft Children's Encarta® provides pupils with answers that are written and illustrated for their age range. It includes an easy-to-use interface specifically designed for younger learners.

Learning Suite – a collection of integrated desktop applications that are familiar and easy to use – enables students to use their computers for activities that span the curriculum, learning styles and multiple intelligences.

Staff equipped with Tablet PCs can complete an electronic register or collate student information while they are with their class and immediately submit this information to the student administration system.

3. Secondary School

Using the Microsoft® Learning Gateway framework, students can see their assignments, feedback, learning materials and web links from a single site, and populate an e-portfolio of their work, anytime, anywhere.

Learning Gateway linked to MIS also enables staff, students and parents to have 'one view' of all student information, including grades, attendance and assessment, enabling continuous review.

Microsoft Communicator, Microsoft Live Communications Server and Microsoft OneNote® facilitate powerful videoconferencing, secure instant messaging and note-taking.

Parents can be notified through email, SMS or the school portal website if their child is absent, and the student administration system records all absences in the central database.



4. Learning centre

For those children who don't attend conventional school, Learning Gateway provides a way for teachers to help them follow an organised, goal-directed curriculum.

5. Further Education College

Learning Gateway enables students to be integrated into their learning environment at home or in the workplace. Communication and collaboration technologies enable staff and students to engage with the world of work.

6. University

Business efficiencies and student (customer) satisfaction are crucial goals for universities, and Microsoft solutions can help both these areas. For example, staff and students can use their personal MySite to share scientific data, collaborate on research findings and publish papers. They can stream course material on demand, communicate and collaborate with students, colleagues and experts from anywhere.

7. Industrial Estate Business Buildings

Being part of the connected learning community, local businesses can have direct dialogue with their local schools, college and university.

8. Business

Learning Gateway enables students to link with their college or university while on work placement. Through Microsoft IT Academy and Certification programmes, students, the community and teachers can gain valuable IT skills and industry-recognised accreditations.

9. Town Hall

Microsoft Web services and Microsoft BizTalk® Server enable you to aggregate and interpret data from diverse systems to gain a complete picture. Microsoft business intelligence solutions can provide reporting and analysis to enable informed planning.

10. Library

School networks can 'follow' the learner. When working in the library, students can log onto the Learning Gateway and work on their assignments.



11. Healthcare Centre

Technology is sufficiently advanced to enable data held on children by different authorities – health, social care, the police and education – to be aggregated to give a secure ‘big picture’ on children, particularly those who may be at risk.

12. Café

Learning Gateway makes it easy for parents, teachers, school managers and students to work anytime, anywhere.

13. Recreation Area

Portable devices such as UMPC are designed to work and provide connectivity anytime, anywhere.

14. The Home

Parents can stay in touch and involved in their child’s learning through Microsoft’s Learning Gateway. Secure portal technology shows attendance, performance, activities, events, news and more.

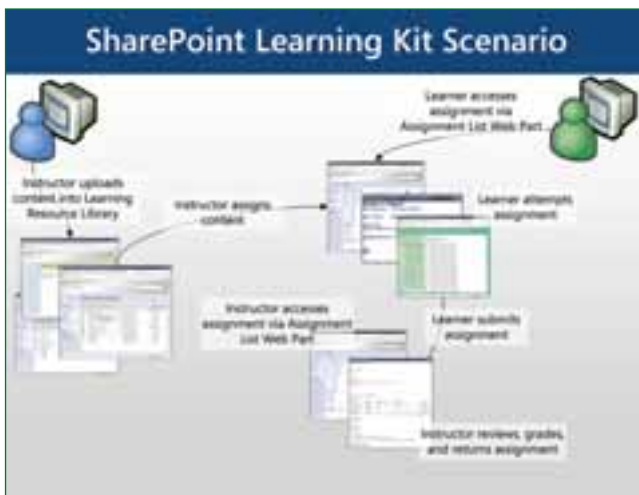
15. Wi-fi

Many cities (such as Norwich) and towns have wide-scale Wi-fi access, making it easy to have access to the tools and also to the Connected Learning Community, anytime, anywhere.

16. Technical/Network Management Area

Learning Gateway for an entire Connected Learning Community can be hosted centrally, at a school, university or by one of Microsoft’s Hosted Learning Gateway Partners. Microsoft’s integrated identity management solution enables you to manage organisation-wide user verification and authorisation from a single point of access. Network management tools allow Learning Gateway deployments to be distributed yet secure.

LEARNING SOLUTIONS FOR THE SCHOOL OF THE FUTURE



Managed Learning

While the best teachers have always personalised learning through differentiation, this is hard to do and time consuming in traditional systems. Students have different abilities, interests, aptitudes, experiences and learning preferences.

Technology can't provide all the answers, but ICT can play an important role in many aspects of personalised learning. For example, Learning Management Systems, such as SharePoint Learning Kit, enable teachers to prepare learning plans, manage curriculum, distribute content and track learning.

SharePoint Learning Kit is a SCORM 2004 compliant assignment distribution tool for Windows SharePoint® Server 2007. A key component in the Learning Gateway, it can help address workload issues and raise standards of achievement by providing an easier way of managing each of the fundamental steps in the teaching process.

SharePoint Learning Kit makes it easy to build personal and shared libraries of teaching material. Publishers such as Crocodile Clips and RiverDeep produce complete courses and individual units and these can be integrated into SharePoint Learning Kit. Teachers can add their own materials too. They can edit, adapt and enter worksheets, presentations and tests in the SharePoint Learning Kit library.

SharePoint Learning Kit enables teachers to set assignments to individuals or groups of students from class lists. They can then assign a 'due date' for students to work through the task and completed assignments can be submitted over the web.

Grading can be automatic, but teachers can also evaluate, assign grades and provide feedback as well as comments on the work, as they would for paper-based assignments.

From returned assignments, a profile of classes and individual pupils builds up, so teachers can easily spot variations in expected performance. Doing electronically what used to be done on paper provides faster feedback to the learner and saves the teacher time.

As the learner develops a body of work, e-portfolios can be built to enable them to build a record of achievement online which can be securely accessed by key stakeholders.

Technologies: *Windows SharePoint Services, SharePoint Portal Server, SharePoint Learning Kit, Learning Gateway.*

Learning Gateway

At the heart of the Connected Learning Community (CLC) is portal technology. Portals bring disparate information and data together and present it to users according to their unique requirements. Microsoft SharePoint portal technologies sit at the centre of it all and display relevant information to students, teachers, parents, school managers and trusted third parties.

For example, the portal can be used to bring parents into the learning process by providing them with real-time information telling them how their children are progressing, what their current learning tasks are and giving them access to relevant learning materials. Teachers can also use SharePoint to collaborate on projects and share materials within and beyond the traditional school boundaries, saving time and improving quality.

The challenge to schools is to bring communication under a single technology umbrella whilst extending boundaries to include the wider community. The challenge to authorities and consortia of schools is to bring member school communities together into a higher-level infrastructure.

The answer to these challenges is the Learning Gateway which connects people by connecting systems through SharePoint-based portal solutions.

Technologies: *Windows Server 2003, Windows SharePoint Server, Learning Gateway framework, SharePoint Learning Kit, Windows Media Server and Media Player, SQL Server, Live Communications Server, Exchange Server, Office Communicator, Live Meeting, Internet Information Server, .NET Framework, Identity Integration Server (MIIS) 2003.*

PUTTING IT ALL TOGETHER

Our model of technology integration, and the tools we have prepared for BSF stakeholders, mean that you can now focus on planning the educational and wider social future, confident in the knowledge that Microsoft can deliver the technology requirements for all learning needs.

Core Infrastructure

BackOffice – e.g. Server Operating Systems, Application Servers, Database Servers

Client Services – all elements of the standard 'desktop' environment: e.g. desktop OS, Office, Learning Suite

Application Integration – technology that connects disparate applications or data stores into the BSF environment

Management Information Systems (MIS) – integration with the MIS system in use by the school or authority providing access to statistics for decision making

Virtual Learning – Managed Learning Systems such as SharePoint Learning Kit

Messaging & Collaboration – email and Collaboration Servers, e.g. Exchange, SharePoint and Live Communication Server

eCommerce – e.g. cashless vending etc

Management – tools for managing the technology infrastructure. e.g. Systems Management Server, Operations Manager, System Centre Reporting Manager

Search & Content Management – a core service to provide a pervasive search service across all data stores

Database Services – core database platform providing database functionality to applications platforms

Network – all network services (wired and wireless)

Collaboration

Calendar Sharing – ability to share and access individual, group and organisational calendars

Tasks – provides functionality to allocate, update and manage tasks at an individual and group level

Instant Messaging – real-time desktop video conferencing, file sharing, VoIP and chat services

Presence – ability to identify the connectivity 'status' of an individual

Blogs & Wikis – capability for the creation of blogs and common access repositories (Wikis)

Application Sharing – sharing access to a live application enabling remote working on a single project

Whiteboard Sharing – ability to view and control whiteboard allowing free-form collaboration and teaching to remote parties

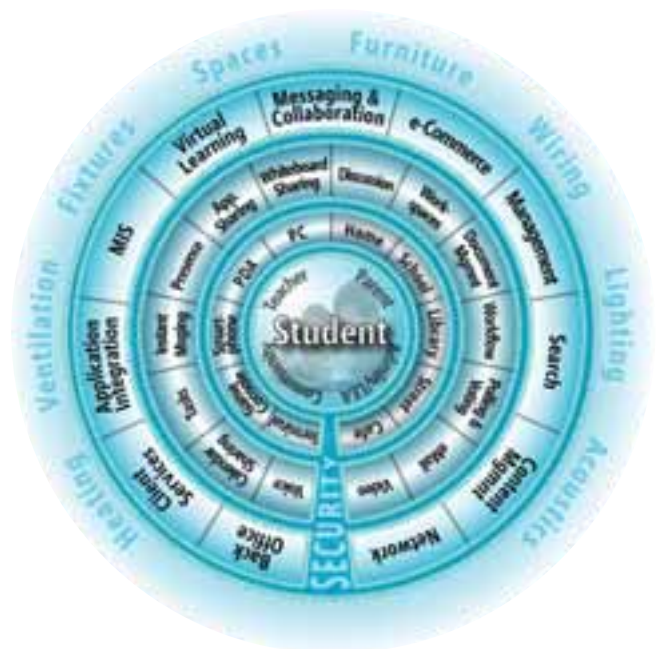
Discussion – provision of discussion forum services, providing an asynchronous means of collaborating on topics of common interests

Workspaces – virtual working environments

Document Management – service providing both formalised and ad-hoc document management services

Workflow – provision for creation of workflow elements allowing connection of collaborative tools within an application

Polling & Voting – ability to create surveys



Email – the most basic form of electronic collaboration

Voice & Video – provision of Voice over IP (VoIP) service and video streaming to be integrated in collaborative applications

Access

Geographic Location Within The Connected Learning Community – e.g. home, school, library, street, café etc

Devices – PC – inclusive term for desktops, laptops, UMPC and Tablet PCs; PDA – a device which is primarily a personal information manager; SmartPhone – a device which is primarily a phone but with some PDA type functions; Game Console – evolution of today's game consoles to computing and collaborative devices; Terminal – generic term for any browser based access (e.g. internet café, kiosk etc)

Learner

Within the Connected Learning Community, everyone is a learner – student, parent, teacher, manager, worker etc

Security

Key component without which none of this will work. Other security considerations e.g. physical security (building/facility access) should also be considered as part of this. There are 'logical' security requirements (e.g. firewall policies, encryption etc) which are delivered as part of each relevant technology component

FURTHER INFORMATION

To help BSF stakeholders, and others engaged in the agenda for educational transformation, negotiate the maze of opportunities and pitfalls, this brochure should be read in conjunction with our BSF website and the Whitepapers and Guides that can be found on the site.

Microsoft BSF Guides

Microsoft has produced three guides to help accelerate progress towards better educational outcomes. These are designed specifically to help Local Authorities develop their education visions and strategic and outline business cases.

The BSF Educational Outcomes Guide presents alternative educational models to illustrate how technology can support improved educational outcomes. The BSF Business Value Guide describes how additional value can be derived through the complementary and appropriate use of ICT and indicates routes by which that value can be delivered. The BSF Technology Guide describes architectures for area wide and enterprise scale technology infrastructure for the provision of ICT services in education.

Download the BSF Guides from the Microsoft BSF website.

Whitepapers

Kent County Council (KCC) commissioned Microsoft Consulting Services to prepare a White Paper in support of their BSF vision with a focus on the potential that ICT has to enable system-wide transformation of its education service. Download the White Paper from the Microsoft BSF website.

Microsoft BSF Partners

Choice in how you approach a BSF project is key and whether you are looking for advice or have already formed plans, there are Microsoft Partners able to offer value and innovation. Each has certified competencies and proven track records in enterprise scale implementations. Most of Microsoft's BSF partners have specific education technology capabilities.

To see in-depth profiles for all of Microsoft's BSF Partners, please visit the Microsoft BSF website.



Website

Our website has been designed to give both a high-level overview of the value of ICT at the centre of BSF and to provide the opportunity to drill down into greater detail.

At the website you can also register to receive Microsoft's education newsletter and view case studies of our extensive experience in deploying ICT in schools and colleges worldwide.

www.microsoft.com/uk/education/schools/bsf

For more information about Microsoft and
Building Schools for the Future visit:
www.microsoft.com/uk/education/schools/bsf

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