



TOTTENHAM HOTSPUR FOOTBALL CLUB
Playing for Success at Spurs Learning Zone

**MAKING A DIFFERENCE AND MANAGING CHANGE:
RADIOWAVES, HOTSPUR RADIO. USING MULTIMEDIA TO RAISE
STANDARDS IN SPEAKING AND LISTENING**

JUNE 2010

Background

The Learning Zone was built and equipped by the club to house and run all of its community programmes including many projects delivered by Tottenham Hotspur Foundation (THF), the community arm of THFC.

We achieved Established status in November 2007

Tottenham Hotspur Study Support Centre was opened in September 2001. The Study Centre could accommodate groups of up to fifteen students.

The new centre (Spurs Learning Zone) was opened in April 2008 with capacity for 30 students.

We sit in the East of the borough of Haringey, a part of the borough which is among the most deprived areas in the country.

Local Authority

London Borough of Haringey

School /Centre

Tottenham Hotspur FC

Planning for Development:

Our original curriculum used the same activities for primary and secondary groups. The activities used Word, PowerPoint and Excel to deliver Literacy and Numeracy outcomes. The move into a larger, better equipped centre in 2008 and the development of our curriculum has seen a major move towards using more ICT and multimedia. Our curriculum at Primary and Secondary level still uses common Microsoft applications as its foundation but offers students the opportunity to work with web cams, Photostory3, Movie Maker, Comic Life software, Audacity editing software, radio broadcasting through 'Radiowaves'; Jam Trax music composing, and online learning activities.

This has been a deliberate attempt to offer a different experience to school and to maintain cutting edge teaching and learning within our centre in order to successfully and imaginatively deliver our core aims: Raise standards in Literacy Numeracy and ICT, Encourage independent Learning, Improve motivation to Learn and Improve Self Esteem.

This case study will focus on the impact of our development of multimedia work through



Purposes and identification of needs:

In team meetings feedback from staff indicated that we needed something to replace our video film work which was felt to be unstructured and not student friendly. We needed a heavy weight ICT activity to enhance a curriculum that was fun and engaging. We wanted it to provide opportunities for groupwork and collaboration, independent learning, purposeful Speaking and Listening skills, equality of access to the curriculum and tactile, hands on learning. Within those needs was a maintaining of the ethos of the PfS centre at Spurs. Radiowaves was identified at BET conference.

Resources, staffing, managing improvement:

There was the initial financial cost of buying the mp3 recorders and the Radiowaves host page plus training. However we entered into a partnership arrangement with THF to buy the equipment and were aware that some of the initial outlay could be recovered by offering radio work to other partners in paid daytime workshops. Radiowaves provided us with initial training and staff at the centre took time to become confident with the software. We piloted the work with one secondary group and found the software more reliable and the opportunities for independent learning better than video. Various members of our learning team had also used radio extensively in our summer 2008 holiday programmes which enabled us to train more staff to use it and for mentors and teachers to feel empowered and have ownership of the software and equipment. We decide to roll out radio to all of our Secondary groups in September 2008. Our reasoning ran as follows:

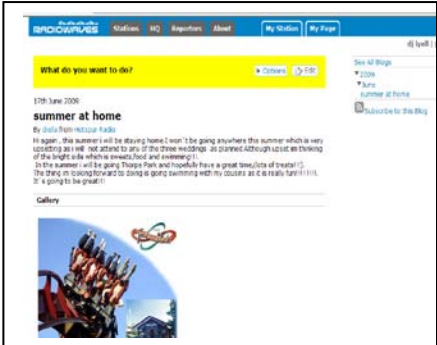


We now have a skilled and highly committed staff who are equipped to deliver high quality teaching and learning and are confident when teaching radio work and other multimedia. This allows for far better teaching and learning and improved interaction and intervention between mentors and pupils. We have used self evaluation in order to further develop our radio work in curriculum development meetings. Feedback from mentor evaluation has indicated that radio has been one of the most successful aspects of our curriculum in the last 3 terms.

Ethos, location and relationships:

Our ethos is all about positive reinforcement. Using multimedia allows students who are often lacking in confidence to access the curriculum straight away. Multimedia, in the form of radio production work, allows for differentiation where students do not need to be brilliant readers to begin using ICT to attack the activities. Radio, particularly lends itself to differentiated working and independent learning

Children’s ownership:



Radio production work through the Radiowaves podcasting website (Hotspur Radio) allows students to feel ownership of their project. Students now spend 5 weeks of

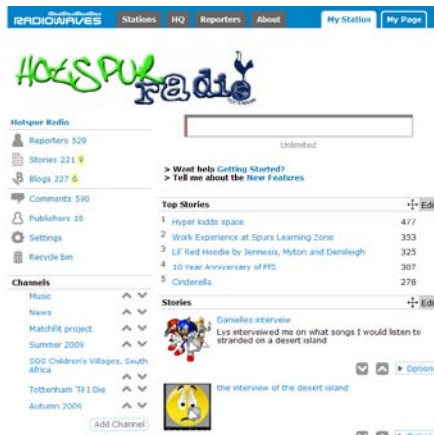
PfS Term working on some aspect of their radio programme. Students are able independently to record, edit and upload their radio programme. Students choose a log on name, upload an image for their logo and begin creating programmes and blogs. They are able to leave feedback for each other and other students in the Radiowaves family both during their time with us and beyond. It is a safe online environment where students can listen to other PfS groups and schools radio programmes. The vibrancy of the radio station gives students a chance to comment on each other's work but also to keep in touch with PfS at Spurs long after they have graduated from the programme. **Minè**, a graduate of PfS in 2005, and now a peer mentor, has a lively radio page where she regularly updates her blogs. While she was not attending as a peer mentor, when she moved schools and was busy with GCSE's, it was always a pleasure to read her blogs and comment on them. This was an unexpected development of the simple radio page idea. She had always been an enthusiastic reporter but Radiowaves provided her with a link to the PfS centre. **Minè** is currently studying A levels and we are delighted that she has returned to work for us as a volunteer mentor.

The cutting edge nature of the multimedia work at SLZ allows us to support the core aims of PfS. In developing a multimedia based curriculum we realised that it was not good enough to simply hand children a video camera and allow them to make an undirected film.

Planning outcomes:

- Purposeful speaking and listening work. We had experienced groups who recorded 45 minutes of video footage with little audio and then struggled to edit the material.
- Raising standards in literacy: The demands of radio interviewing require students to use more sophisticated and developed vocabulary. Without visuals to fall back on, you can't just 'say what you see'.
- Develop skills not just as speakers but also as active and responsive listeners. Editing audio requires concentration and focussed listening.
- Showcasing radio work at home to parents and siblings sharing of work in school to their peers and teachers.
- Improved confidence and self esteem
- Improved ICT skills
- Improved collaboration negotiation and independent learning: the demands of making a radio programme mean that students have to decide where and when to use Standard English as well as taking on roles within discussions, interviews and planning sessions.

Achieving a return on investment:



Our burgeoning online radio station has led to us being able to offer further opportunities to our partners including training THF staff to use Hotspur Radio to upload case studies of their projects, including the 'To Care is To Do' project which recently went to South Africa, as well as providing a platform for Work Experience students from Haringey and Enfield to record their time with the organisation. Our use of multimedia often allows us to be at the forefront of ICT work in the Learning Zone and then disseminate our skills to other partners within the club. Our skills have been used on many THF projects, most recently for the HOPE project, where elderly people have visited the Learning Zone to do ICT workshops. These sessions have been planned with the HOPE coordinator and the Centre manager, and delivered by the Lead Learning Mentor and the Centre teacher. This has been a very successful example of partnership working.

Radio formed a key part of our bid for Communicating for Success, a project run with funding from BT and Football Foundation. One of our channels on Hotspur Radio is Match Fit, the name given to our transition project.

Measuring the difference:

Parental evaluation

'More confident in IT skills, more independent and made more friends' **Fortismere secondary**

"His confidence has increased tremendously and his reading has also improved" **Alexandra Park**

'I am proud of my daughter for learning new things and I have seen a change in her' **Hornsey School for Girls secondary**

'Improved socialising, more confidence and a better attitude' **Alexandra Park secondary**

'My child gained more confidence from the programme' **Greig City Academy secondary**

'My child is much happier, more confident and she really enjoyed the program. In fact, she did not want it to end. A big thank you to everyone.' **Park View Academy secondary**

"I feel that my daughter's confidence was helped by attending PFS" **Hornsey School**

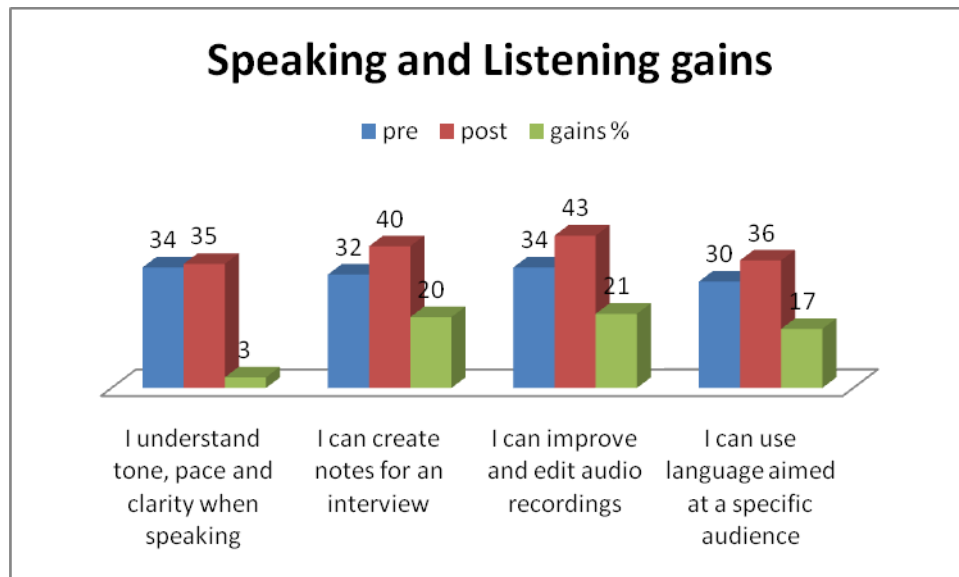
"More confident about himself and PFS gave him time to do something in the evening" **Alexandra park**

'She is better at planning her work and has improved ICT skills' **Fortismere secondary**

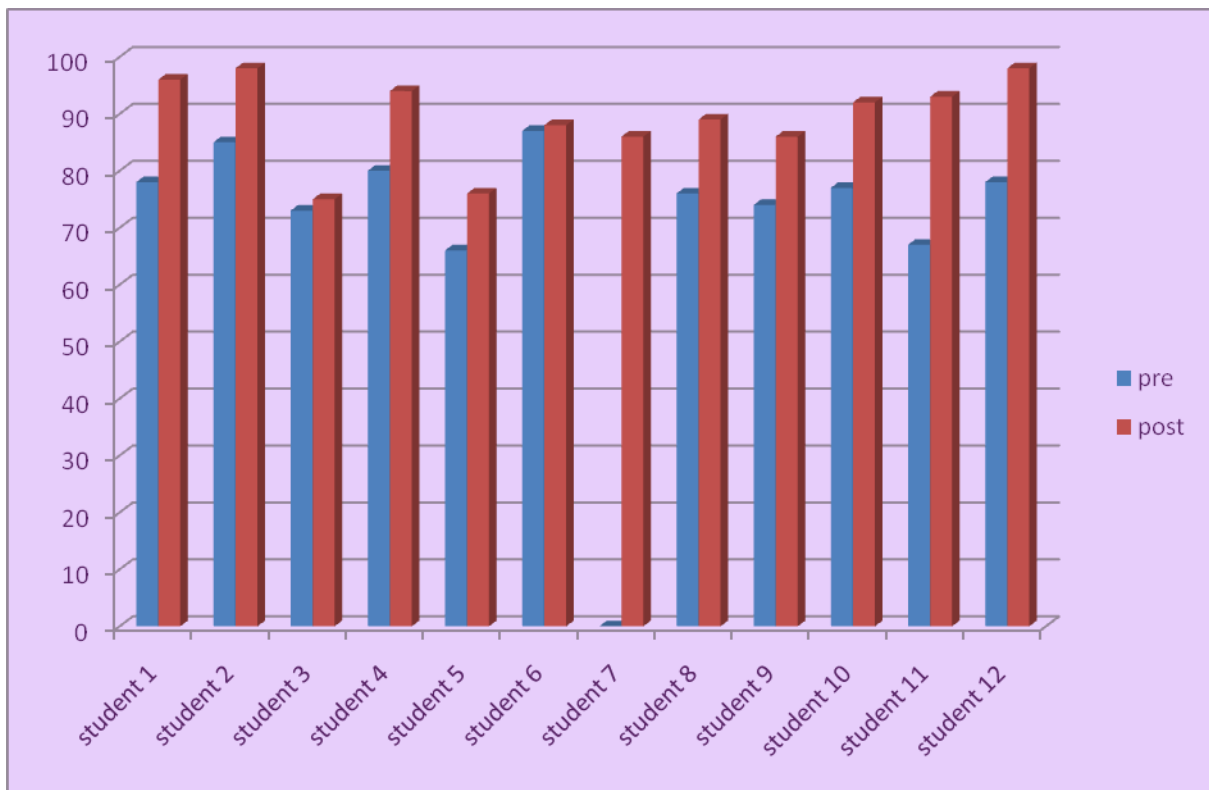
My son has been on the programme before and has thoroughly enjoyed all aspects of his learning. He is more confident, forthcoming and expressive now' **Northumberland Park Community School (S)**

"He has shown more interest in learning and creative works" **Alexandra Park**

Student evaluation: isolated gains for Speaking and listening



Gains by whole cohort based on 25 Learning Objectives



Outcomes:

We have certainly seen improved speaking and listening skills in students attending during the last year. The formal nature of radio gives children confidence to express themselves and use language well whilst the anonymity of radio has encouraged students who are less confident to get involved, safe in the knowledge that they will not be seen. An unexpected outcome has been the increased levels of verbal interaction between staff and students, a broadening of speaking outcomes. Radio gives students the chance to articulate questions, to discuss important topics in ways which would not have happened before. The Desert Island Disc activity encourages them to discuss their choices of music, film, games and leads to lively discussion and occasional light-hearted disagreement!

Similarly the showcasing is more concentrated. Students actively listen to the programmes rather than just passively watching other students around the stadium. The material is great for exit assemblies also and is a popular slot at graduation.

Next steps:

- expand the range of radio programmes being made
- encourage students to showcase music on their web page
- provide incentives for students to continue using Radiowaves beyond PfS
- disseminate to schools
- map our secondary curriculum to **Speaking and Listening Assessment Focuses for APP**

Conclusion:

We don't always get it right and in fact a danger of multimedia work is that it can take you away from what you are trying to deliver. The excitement of using multimedia and new software can distract you from your aims.

Using Radiowaves has taught us a great deal about the appropriate use of multimedia and also the benefits of good multimedia work to staff and students. All Staff receive good training and CPD and students show increased confidence and improved ICT skills alongside improved speaking and listening outcomes.

So to conclude, multimedia is essential, vital in allowing us to deliver our aims and curriculum. It is the lifeblood of our curriculum and everything flows from it. It enables differentiation, embedding and development of skills, outreach, partnerships, collaboration and innovation. Our use of multimedia through radio production is thoughtful, imaginative and developmental and I believe this it is this which makes it cutting edge. Its use is planned to match the needs of the students who attend.

We have learned important lessons over the years about the dangers of unguided multimedia work, or multimedia which is too sophisticated or skill specific. The challenge for us is to keep ahead of current developments in ICT and multimedia in schools and to always ask of multimedia, what is it for and why are we using it?

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