

Role of technology and Primary and Secondary

Free one day EdTech training events for school leaders and ICT leads

A new series of one-day events exploring how to use technology to improve outcomes, save time and provide greater efficiencies.

- Key areas covered:**
- Assessment and curriculum
 - Time saving tools
 - MIS / VLE systems
 - Tech support
 - Digital devices



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...e been drivers that Children on Computers society and commerce in recent years. Some presented opportunities for change that have lead to in any market, we have seen both pioneers and the opposite end of the spectrum those schools that accept change.

...and Northern Ireland, the ICT Mark, administeredicator of the maturity achieved by schools in their and Management, Planning, Learning, Digital Development and use of Resources. Over eved this quality mark and can demonstrate their e of ICT delivering benefits to all aspects of school ending more broadly into the community.

...pact that technology continues to have on almost lives, nor the speed with which new ed by us. The mobile phone is ubiquitous, and not e voice communication. Broadband data ss to the internet and our personal and business an give us geographical guidance. A camera s image and sound recording capability, and local ever larger and ever cheaper.

...apps" we now have almost untold free or low cost age the information to which we have access. n "Cloud" computing, and the expansion of the ings" as well as people our access to, and use of evolve relentlessly.

...se a range of personal data tools that specifically mputers such as the iPad are popular for vspapers or books and magazines, delivered igitally. Along with laptops and MP3 players they offer us portability – anytime anywhere access.

Just as devices are now ubiquitous, with the connectivity they offer, so too is access to knowledge. It is now commonplace to use technology socially to communicate, collaborate, elicit and offer opinion, share ideas and to use Web 2.0 and Web 3.0 technologies to build knowledge. These are the skills our young people are developing, and according to Microsoft research presented at Bett 2011, these are the very same skills that employers are seeking from potential employees. This must surely be the context in which education operates? Many schools understand this and exploit technology effectively and in context, but many are still attempting to deliver success in the context of education structured in a bygone age. What should we be endeavouring to deliver in the 21st century?

We can now assume that via technology, much of knowledge is free and readily available. Learning facts from a particular text and demonstrating the ability to recall these facts under controlled examination.

Latest Magazine



Latest News

- Extra funding for maintained nursery schools needed to avoid closures
- Support to get children swimming by end of primary
- School run most stressful part of day for one in three parents
- Nine out of ten schools benefitting from music hubs
- Entrepreneur toolkit available to schools in Warwickshire

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problem solving
 networks and leading by influence
 ability
 entrepreneurialism
 written communication
 analyzing Information
 nation
 are associated with proactive development and
 links with how business and society have
 s with ICT embedded throughout their
 nce of ICT to education as a sector is far greater
 f ICT as a discrete knowledge based subject, and
 n.

ing technology into their activities? Naace sees
 ose where technology is thoroughly embedded,
 ology is available, but for various reasons is not
 ools that demonstrate effective and embedded
 the knowledge based learning agenda. When
 dent with skills and use, the ICT becomes much
 isively delivers effectiveness and efficiency so
 hing English the focus becomes the quality of
 an the ability to word process. Schools have said
 ne teaching and revision resources can lift
 mathematics by 0.5 or more.

onomic Co-operation and Development suggests
 dge Economy", but that we need to think carefully
 knowledge. It proposes four distinct types; "know
 w how" and "know who", and suggests there is
 latter three compared with the traditional
 "what" category. Schools that are confident with
 way from knowledge based curricula. Some
 adopted programmes which focus on "Learning
 based learning" which move learning away from
 e to higher level thinking skills in all subjects. This
 society and business want to see from our
 21st century. It is not about excessive
 lls per se, but allowing those skills to support the
 and more relevant curriculum.

early in 2011 some schools fully exploited their
 e who already had a culture of supporting
 anytime learning kept students and parents fully
 res or openings, and could operate almost as
 erials and activities available from anywhere,
 communications and on-line submission of
 mmon is it now for people in business to be able
 ental, creative and communication related aspects
 s from home or elsewhere? There is no reason
 al activities should stop because access to the
 pted. How many schools do we know that simply
 ame? All schools should now have access to a
 a functionality associated with it, and with the
 ccess project many more students have access to
 ig greater levels of remote learning to take place.



Add to this the impact, such as that exemplified in research undertaken by Becta which demonstrated that where parental engagement with a child's learning during primary years takes place, it can improve outcomes by as much as 50%, and therein lies a recipe for success.

Let us not forget that in this connected world we must do everything we can to ensure the safety of all learners. E-safety and Internet Literacy are essential subjects that we as a society ignore at our peril.

What does the future hold?
 In terms of technology we are starting to see individuals using multiple devices in a variety of ways. The days of the ICT suite are starting to look numbered, other than perhaps for basic skills training and use in assessment. The technology is needed when and where the learning process takes place. The "Cloud" is becoming the home of the information repository and will deliver applications and programs to our devices as and when required. Devices will become cheaper. Applications will also

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ed things" is likely to have a big impact on our
re online connectivity of systems, machines and
hology already exists, but isn't yet at sufficiently
st to be pervasive. Empowering our educators and
n and collaboration across agencies should be
ology exists to allow safe and secure sharing of
and across agencies without the need to
data repositories. Information can be shared by
their clients with integrity and information security
onals.

with new technology and the tools technology
their own relationships outside of the school
g educators should not ignore.

ge. Perhaps this is a great opportunity for UK
od infrastructure and we have some leading and
are really exploiting the benefits that can be
hology across their whole educational
ook out shortly for announcements about schools
Naace 3rd Millennium Learning Award – schools
n be achieved when technology is truly embraced
d. Many countries in the world are introducing
d look to our lead. However we have a long way
e whole sector towards the same high levels of
ere is still a culture of change that needs to be
orce that needs to be supported. We must be
y the heritage we have, but we must drive
ew opportunities in the context of the successes of

*Education Consultant with Outstream Consulting
Naace Board of Management.*

ation - a community of educators, technologists
share a vision for the role of technology in
Naace members include teachers, school leaders,
s working within and across all phases of UK

ation, Naace represents the voice of the UK
community in the schools sector at a national and
offers support to professionals across the sector
urses and the dissemination of resources,
Naace plays a key role in both members'
nt, through the challenge and support of a
nd the development of the profession as a whole,
novation and expertise.

found at www.naace.co.uk



SEND children or maintained nursery schools needed to avoid closures

26/10/2018 - 14:27

Thousands of SEND children could lose daily support unless the government continues to provide extra funding for maintained nursery schools.



Support to get children swimming by end of primary

26/10/2018 - 10:35

The government is using the PE and Sport Premium for extra lessons for children who have not yet met the expectation after core swimming lessons, and extra training on water safety



School run most stressful



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orning stress are being
re to running late (42%), arguments breaking out between
xored in traffic (41%).



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schools in music hubs

...e taught to play a musical through the 120 music hubs



Toolkit available Warwickshire

...s Toolkit provides users on running a business and stage of the process.



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Government Links

- Department for Education
- Education Funding Agency
- OFSTED
- School Performance Tables

Associations

- BESA
- CIPFA
- NASBM

Media Links

- BBC Education News
- Guardian Education
- Telegraph Education
- TES

Teaching Unions

- ASCL
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Support and funding to get children swimming by end of primary - @Swim_Englandeducationbusinessuk.net/news/26102018/...



22h

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School run most stressful part of day for one in three parents, says @MORETHAN research. I can vouch for this 😞😞 educationbusinessuk.net/news/25102018/...



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