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

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of technology and ICT in Primary and Secondary education

f technology and nary and Secondary

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

 ovide greater efficiencies.

Key areas

covered:

Assessment and

curriculum

Time saving tools

MIS / VLE systems

Tech support

Digital devices

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

and Northern Ireland, the ICT Mark, administered cator of the maturity achieved by schools in their and Management, Planning, Learning, al Development and use of Resources. Over eved this quality mark and can demonstrate their of ICT delivering benefits to all aspects of school anding 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 as to the internet and our personal and business an give us geographical guidance. A camera 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.

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se a range of personal data tools that specifically imputers such as the iPad are popular for vspapers or books and magazines, delivered

urgitarry. Along with rapidops 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 requisite those facts under controlled examination.



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problem solving s networks and leading by influence ility reneurialism ritten communication yzing Information

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are associated with proactive development and nks with how business and society have is 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

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

pnomic Co-operation and Development suggests dge Economy", but that we need to think carefully nowledge. 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 ased 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 terials and activities available from anywhere, communications and on-line submission of mmon is it now for people in business to be able ntal, creative and communication related aspects 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 functionality associated with it, and with the cess 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 ne online connectivity of systems, machines and :hnology already exists, but isn't yet at sufficiently it to be pervasive. Empowering our educators and n and collaboration across agencies should be logy exists to allow safe and secure sharing of and across agencies without the need to data repositories. Information can be shared by heir clients with integrity and information security

vith new technology and the tools technology heir 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 hnology across their whole educational ook out shortly for announcements about schools Jaace 3rd Millennium Learning Award - schools in be achieved when technology is truly embraced 1. 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 rce that needs to be supported. We must be the heritage we have, but we must drive w opportunities in the context of the successes of

ucation Consultant with Outstream Consulting laace Board of Management.

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

ation, Naace represents the voice of the UK mmunity in the schools sector at a national and fers 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



or maintained nursery schools needed to avoid closures

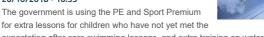
26/10/2018 - 14:27

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



expectation after core swimming lessons, and extra training on water safety











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



schools n music hubs

e taught to play a musical through the 120 music hubs



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oolkit available **Varwickshire**

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



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

Key areas

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