



EdTech

Assessment Tool

Assessment Report

**Capabilities for Success:
What's Working in EdTech Today**

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#ConnectionsThatMatter

Opening: Planning and Prioritising for Success

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Rt Hon Lord Knight of Weymouth



Teaching and learning is changing, and so it must to keep up with the changing pace of the world around it. While the pandemic has changed the day-to-day execution of teaching and learning across the world, it also accelerated the evolution of technology adoption, curriculum, and other key elements of learning.

Now more than ever, it's important that we understand what works when planning for and implementing great education and that we use our precious time and resources in places that will have high impact and positive outcomes for teachers, students, and full learning communities. The strategic and planned use of technology in the classroom is also important: the data here suggests that technology like collaborative software and game-based activity supports increased levels of student engagement and leads to improved outcomes holistically.

Tech in schools cannot be for its own sake—schools must select and implement tools and programs that are truly benefiting both teacher and pupil.

This demands school leaders having a clear human-centred vision for technology that starts with how it can free teachers for more quality interactions with learners. This then means going beyond tactical interventions to implement isolated products to a whole school strategy across the curriculum.

The world of work is calling for students to finish their education more holistically prepared for the workplace, with many companies placing more focus on non-cognitive skills like communication and collaboration over more traditionally academic skills. Schooling is taking shape differently, with focus placed on the need to provide flexible, adaptable and personalised learning opportunities and are not confined to a room or building. And educators at all levels have seen clearly the need to effectively engage all members of their communities – including parents and students – to ensure that students are supported and connected regardless of where they are, and that communities have insight and understanding to the education process.

It is vital the policy changes accompany these needs, along with renewed support for teachers as they navigate new practice and tools.

Benchmarking where your school or organisations stands and being clear and planful about action is vital to ensure sustainable success across all areas. Having holistic conversations and getting real input from every level of your organisation ensures that all voices are heard; it's no secret that people are more likely to buy into changes and plans when they can see themselves and their feedback reflected therein.

This paper will take you through some of the key global and UK insights showcasing what's working well for education right now. This research is

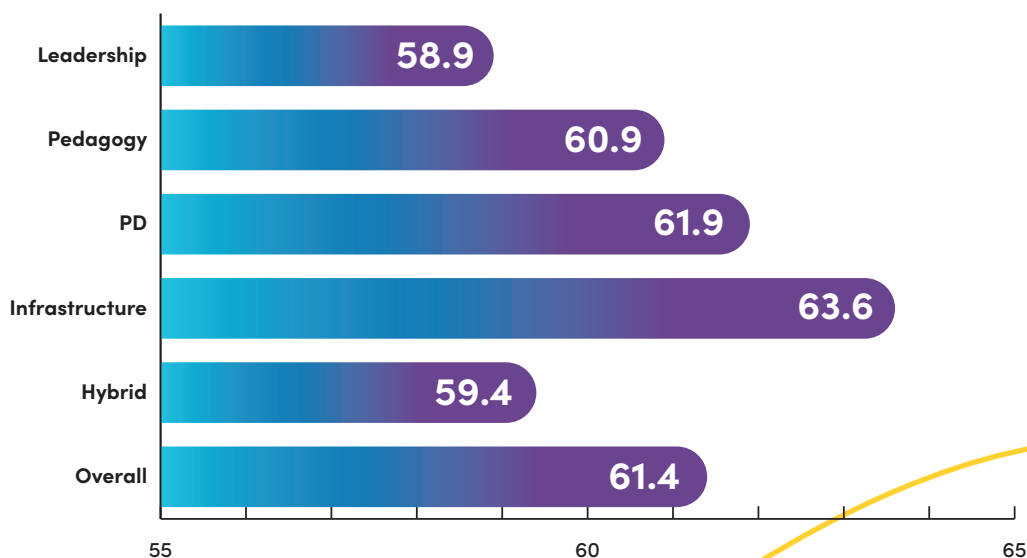
based on one of the world's largest databases of data comparing capabilities with outcomes in education, which provides on-going insights about the capabilities that are most important for positive outcomes in education.

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UK Level of development (% of 100)



Introduction & Research Basis

This research is based on more than 3,315 responses from educational leaders, policy makers, administrators, ICT coordinators, teachers and others since 2018. When this global survey was launched in mid-2018, it was difficult to imagine how much would change in education in the following four years. Through a global pandemic that brought virtual and hybrid learning into the spotlight like never before, we have seen shifts in the capabilities that lead to success in schools and organisations. In 2018, leaders who reported having detailed technology plans, involving teachers and students in planning, and who formally evaluated technology effectiveness were more likely to show better outcomes. While outcomes can be defined in many different ways, the outcomes that this survey measures include meeting teaching and learning goals, students' academic metrics, ranking in OFSTED or other similar systems, student readiness and career preparedness across the board, and others.

In 2022, while some of the key high-impact capabilities for success have remained the same, others have seen a drastic rise in their relation to positive outcomes and impact for schools during the pandemic. These include community engagement, student participation, and family participation in edtech planning. We will dive into these capabilities and outline some key best practices.



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Diving Deeper: Community & Family Engagement in EdTech Planning

At the outset of virtual learning due to COVID, the importance of engaging with the broader community that supports schools was obvious very quickly. When full communities are engaged with how learning is delivered and empowered to make active choices, learning is improved for all students.

The correlation of community engagement and high outcomes has become stronger over the course of the overall study, although there were relatively low levels of development across all geographies in the study.

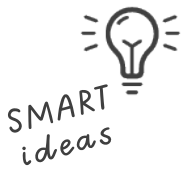
What does it look like to be highly developed in these areas?

- ✔ Families have significant involvement in ICT planning.
- ✔ Families actively support and develop students' digital competencies.
- ✔ Schools or organisations take an active role in supporting students with access to technology and infrastructure outside of school.

- ✔ Information about the use of education technology is regularly included in school communications. These communications inspire action, showcase effective use, and encourage parental and community involvement.

Here are some key ways that schools can improve community participation and engagement in technology planning:

- ✔ Provide open methods of communication to families about the day-to-day of classroom delivery. When families can see the impact of technology and classroom practice first hand, they will be best able to understand and contribute to planning choices. Messaging should help showcase students' development in academic skills, as well as skills like communication and collaboration, and should provide opportunity for dialogue with families and parents.



Have families offer input about how their students are doing at home to help create mutual trust and bi-directional conversation.

- Offer a variety of methods for the community to provide input about current and future technology planning. Ensure accessible options for participation so that families can do what works best for them - for some schools this has looked like virtual, in person, and hybrid options for large and small group meetings. Offering asynchronous options is also important - using email, a phone message line, or even text messaging to allow community members to add their input gives more people more opportunities for involvement.
- Ask specific questions, and provide materials for community members to engage with so that they can provide informed input based on more than their own children. As above, providing information in a variety of formats and languages will help ensure that all families can engage.

Broaden a school's language capacity by hiring volunteers (or students!) from the community to help translate into languages that support their neighbours.

- Ensure that community involvement and engagement is ongoing. Community engagement at the core is about building trust and relationships - with a strong foundation, it's easier to engage community members and families with key projects and decisions when they arise. Using a variety of methods - think email newsletter, social media, take-home materials, text messaging systems - all together ensure that messages are reaching families and are reinforced regularly.

Discover how Shireland Technology Primary used technology to connect families with classrooms during the pandemic, and is keeping the lines of communication open.



Diving Deeper: Student Engagement in EdTech Planning

While it may seem obvious that students should be a key stakeholder in technology planning and implementation, the reality is that they're often overlooked. Student agency, voice and choice can all begin during the planning stages of a technology implementation, and we see that the earlier and more meaningful the engagement is, the better the outcomes.

What does a high level of development in their area look like?

- ✔ **Students are represented and active in the core decision-making group for ICT plans, policies and standards. Students are often given the option to choose the tech, content, and other resources used in their classroom.**
- ✔ **Multiple opportunities exist for all students to get informed about, and engage with technology planning and implementation.**
- ✔ **Students and teachers work together to drive technology implementation.**

Research from sources including Zaretta Hammond and Cari Gillen-O'Neel confirm that when students are given opportunity for meaningful input based on their learning needs and background it makes a significant difference to how they connect with their learning. Students who have agency in their learning experience an improved sense of belonging in their school and classroom, which leads to improved engagement and academic outcomes, better attendance, and even improved graduation rates.


Here are some steps that schools and organisations can take to create sustained student involvement in ICT planning and implementation:

- ✔ **As a basis for participation in planning, provide students with options to help them understand their own learning needs. This can be done through surveys, classroom reflection activities, and conversations with teachers and peers. Understanding their own needs will allow students to provide more meaningful feedback about what options they would like to see in their classroom.**
- ✔ **Form a student council for ICT planning. Working with a diverse set of students who can not only bring their own voices to the table but also help to capture and understand the input of their peers is important. These students may also help to craft survey questions for other students and the community, allowing them to truly guide the conversation.**

Where possible, offer students credit for their participation - this type of extra curricular involvement can help develop key skills.

Much like community and family engagement, communication and engagement that happen on an ongoing basis are vital to sustainable success.

School leaders will do well to prioritise these three key areas: community engagement, student participation, and family involvement in technology planning and implementation.

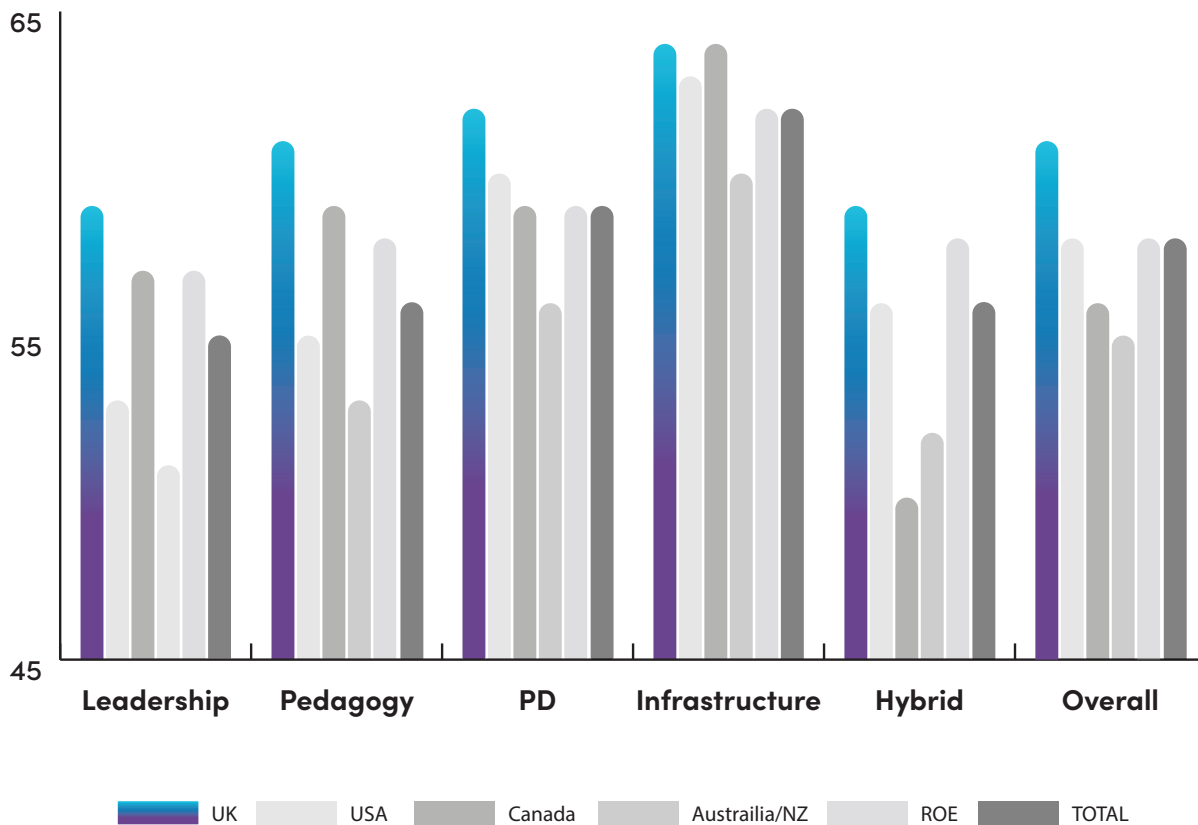


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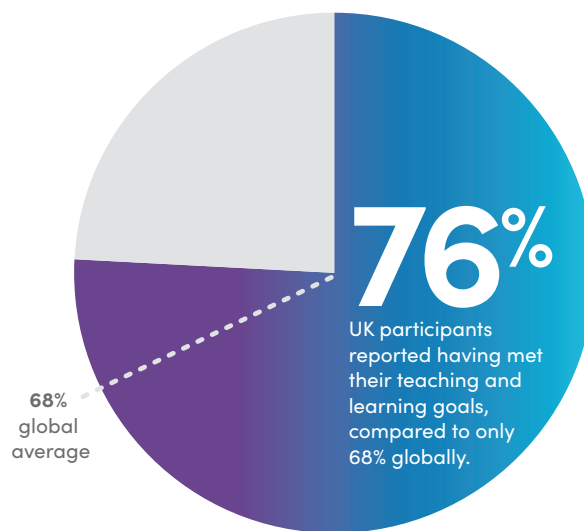
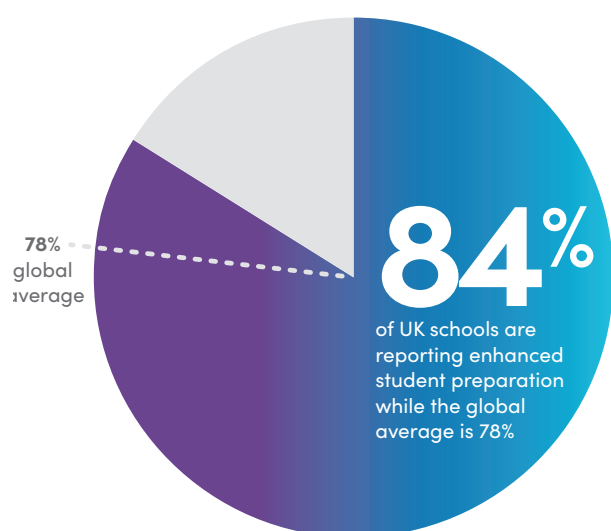
Diving Deeper: Technology in Use in UK Schools

As we discuss edtech use in schools, we can ground ourselves in data including the overall use of technology in UK schools as compared to the rest of the world. We see in the below graph that the study showed that 64% of schools in the UK are embedding the practice of embedding technology is a part of one of the five capabilities that make up the column below for pedagogy driven technology.

Development in various areas: English schools compared to other regions



Reported outcomes in English School - Above Average



And of these schools implementing ICT in their schools, is it helping them meet their goals? Above we see that 84% of these UK schools are reporting prepared student preparation at 84%, while the global average of the same metric is 78%. As well, 76% of UK study participants reported having met their teaching and learning goals, compared to only 68% globally.

Findings based on UK use of technology in schools supporting the high impact action areas of community engagement, student participation, and family involvement in technology planning and implementation

To further dive into UK specific study results, we will reference UK respondents in two outcomes groups: UK top outcomes group and UK other outcomes group. In comparing these two groups, we are able to isolate and increase our understanding of their differences between technology adoption and capabilities development. Between the two outcomes groups, it is important to note that the role of respondent (school leader, teacher etc.), and the number of students under their purview are very similar.

Technology use

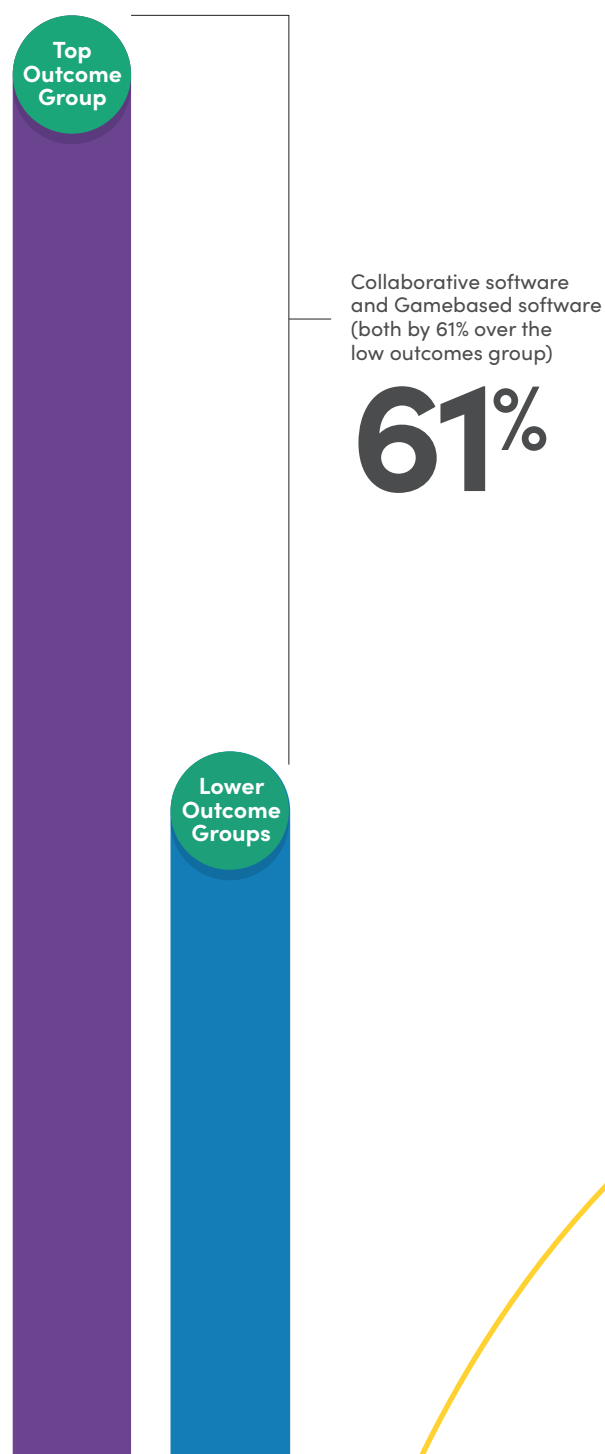
To begin, the data from the UK guides us to a conclusion around the use of edtech overall, divided into the type of technology used. Across the board, the UK top outcomes group is outperforming the UK lower group in all technology use capabilities. Said another way, there is more technology penetration in top outcome UK schools as compared to other UK schools.

There were several significant differences between the top and lower outcomes groups in relation to the type of technologies used in their school(s). The top outcomes group was much more likely to be using:

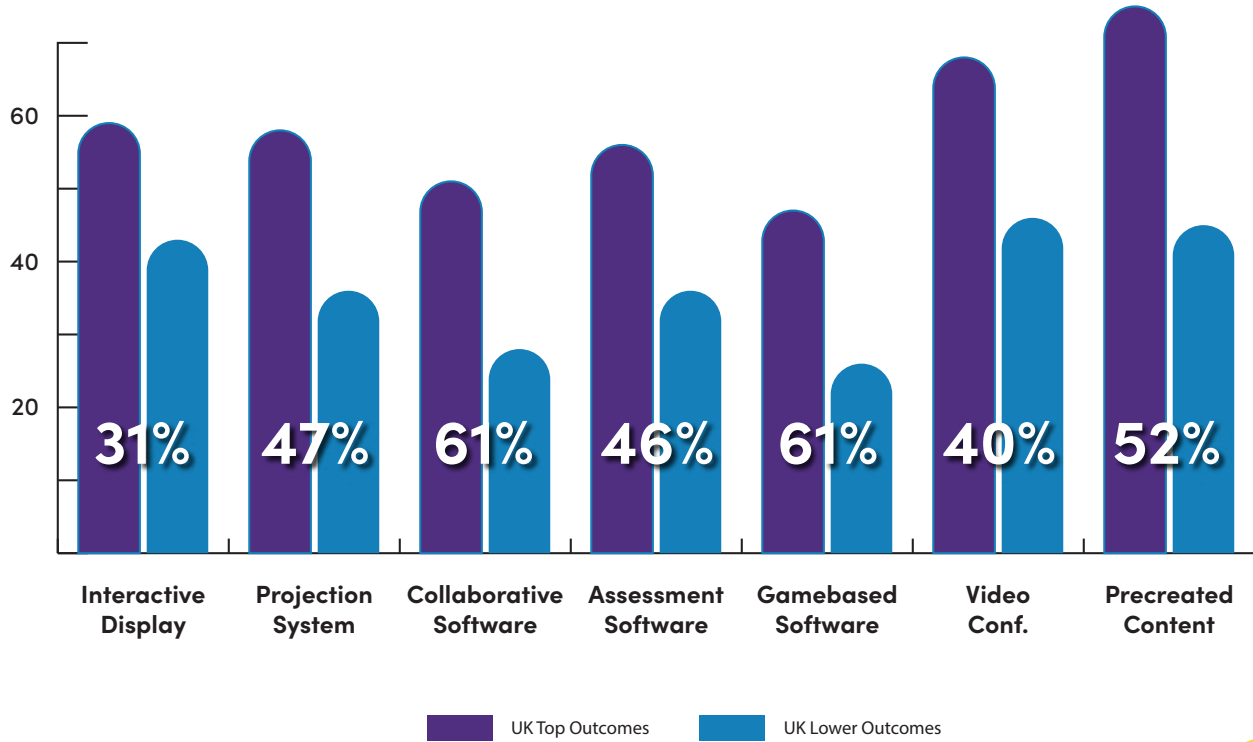
- 1. Collaborative software and Gamebased software (both by 61% over the low outcomes group)**
- 2. Precreated Content (by 52%)**
- 3. Projection Systems (by 47%)**

Using technology in school has a strong positive correlation with being a UK top performing school. While implementing any of the technology has a positive correlation with performance, with this information, we can conclude that those supporting teaching and learning with the use of collaborative software, game based software and pre-created content, are having more successful outcomes.

Schools and organisations will do well to prioritise the implementation of these types of tools, including robust and ongoing professional development for teachers to support them in having the confidence to integrate these tools with their pedagogy.



Differences in technology in use for top vs lower outcomes

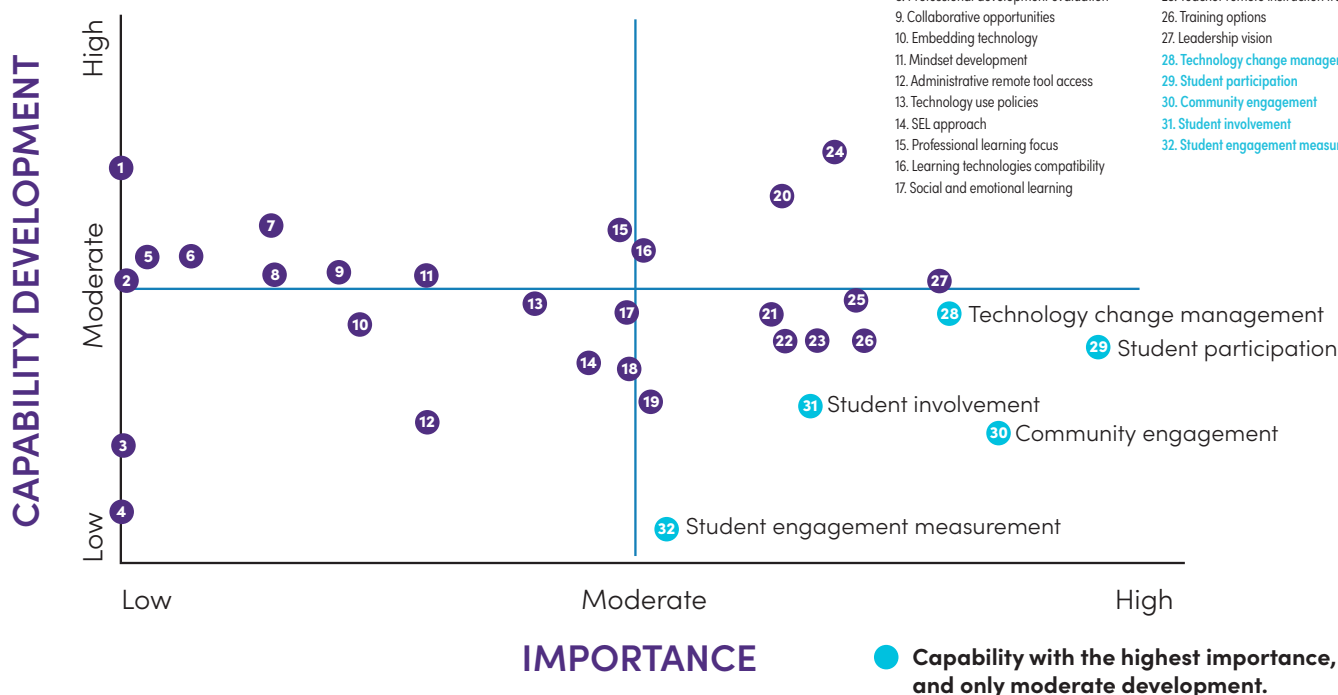


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UK Top Outcomes Group-Capability Development & Importance

CAPABILITIES

1. Parent involvement
2. Remote security and privacy approach
3. Student device and internet support
4. Disability and ELL student support
5. Technical support
6. Learning spaces
7. Student progress assessment
8. Professional development evaluation
9. Collaborative opportunities
10. Embedding technology
11. Mindset development
12. Administrative remote tool access
13. Technology use policies
14. SEL approach
15. Professional learning focus
16. Learning technologies compatibility
17. Social and emotional learning
18. Digital content
19. Remote content
20. Professional development planning
21. Teacher participation
22. Teacher evaluation
23. Strategic planning
24. Network infrastructure
25. Teacher remote instruction training
26. Training options
27. Leadership vision
28. Technology change management
29. Student participation
30. Community engagement
31. Student involvement
32. Student engagement measurement



Technology capabilities

In helping to guide us to key high impact action areas, we look at the 32 capabilities assessed in the study and their level of importance as compared to their development. The data above from the UK top outcomes groups gives us insight into the capabilities that are important to schools, but not as highly developed.

As we can see above, the data states that Community Engagement, Student Participation, Student Involvement, Student Engagement Measurement and Technology Change Management are all highly to moderately important, and low to only moderately developed relative to the top outcomes group's development in other capabilities.

We can conclude that these capabilities are top of mind for edtech development

for the UK top outcomes group, and align with the key high impact capabilities areas of community engagement, student participation, and family involvement in technology planning and implementation. We can also see a focus on students in several of the capabilities that schools in the UK top outcomes group deems important and are looking to develop further.

When the data on the 32 capabilities based on development and importance is from the UK other outcomes group, similar capabilities are high importance and low to moderate development, including Student Involvement, Student Engagement Measurement, and Technology Change Management, while the capability of Strategic Planning in this group is indicated as the capability with the highest importance, and only moderate development.

Conclusions

In the same way that relationships and trust form the foundation of a strong classroom for teaching and learning, that same trust and communication make a significant - and increasing - impact to a school or organisation's overall success. School leaders will do well to prioritise these three key areas: community engagement, student participation, and family involvement in technology planning and implementation.

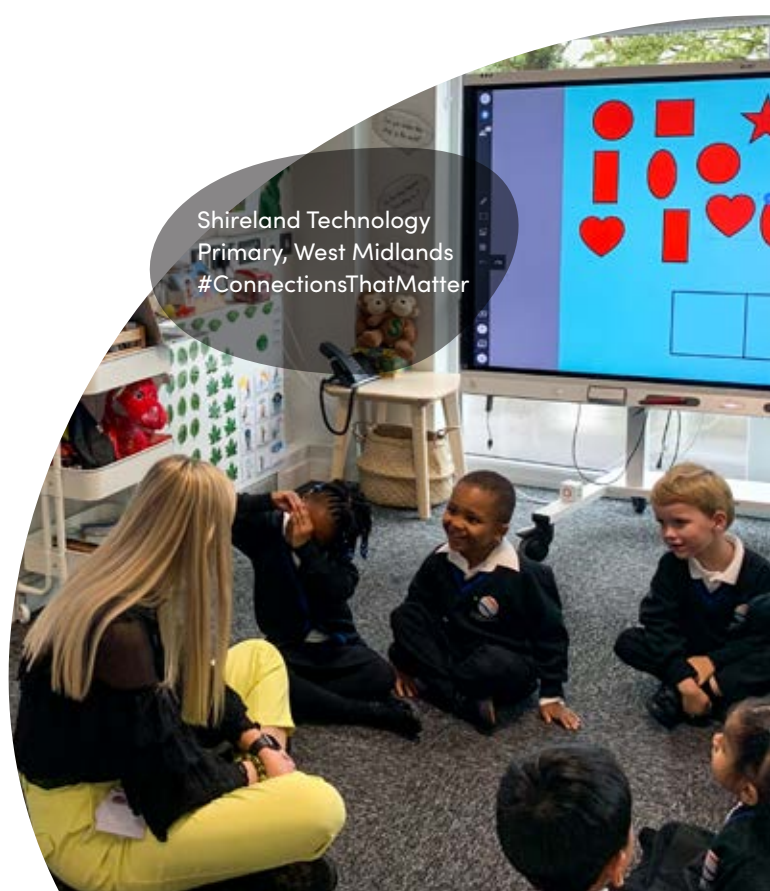
While we have outlined some ideas for improving these areas of focus, each school and organisation is unique, and as with all things, some trial and error may be required to discover the best options for engaging with an individual school community. Open and transparent communication both through change and on an ongoing basis will help to ensure everyone can meet their goals - together.

With a more tactical lens to what happens each day in classrooms, the importance of tools that increase engagement through collaborative options, game-based activities, and showcasing student voice and choice is higher than ever. This data can help schools to narrow down the vast choices that they have before them when it comes to investments in ICT and teaching tools. Selecting tools that can do many things and are accessible and simple to use regularly will help with sustainable implementation, as will ongoing, connected professional development that meets each teacher where they are.

At the heart of effective teaching and learning is connections - between teachers and pupils, between schools and their communities, between individual students, students and their learning, and between classrooms and technology. When these connections are encouraged, enabled, and supported in playful and meaningful ways, all schools can expect to see increased outcomes for their whole communities.

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