



TRANSFORMING EDUCATION: WHAT'S NEXT?

We are witnessing a profound change in education, and it may be for the better. Change has never been easy for education, and yet we're currently in the middle of a transformation driving EdTech adoption at a pace 5-10 years faster than previously anticipated¹.

New pedagogies are being defined and developed, and we're moving beyond purely blended learning. The boundaries between modalities can be, and are being, blurred. From now on, a mix of synchronous, asynchronous, blended, face to face, and in some cases, live and remote synchronously - students at home, and at school, being taught at the same time - will be necessary.

Of course, no change is without its challenges. 20 years of talk of digital literacy and educational preparedness for the knowledge economy had to be initially condensed into 20 days of urgency.

Across the world, ICT infrastructure, its capacity, usage and responsiveness has been truly tested; and in most countries the state of unreadiness was exposed².

However, we are all learning. Communication between educators and policymakers across the globe has never been better. There are so many opportunities for increased international cooperation, regional agreements between governments, for the sharing of content and open education resources, and in response to COVID-19, for the community to produce actionable frameworks for ministries of education to implement.

We've all reacted to the situation, now is the time to really consider, what's next?

¹ Education Technology, *EdTechX on COVID-19: 'A great digital leap for both education and the future of work'*

² Catalyst, *Global Online Learning Alliance 2020, April 2020*



The promise and the challenge

Technology has been associated for some time with educational change and innovation, considered as a catalyst that will trigger the change and bring about innovation, however additional efforts – such as teacher training and support – must be carried out in order to produce sustainable changes in pedagogical practices and student learning outcomes³.

The disparities between countries⁴, counties, trusts and individual schools and students are where the biggest challenges lie. It is also where promise resides. The promise of an equitable future. The pandemic has exposed the imbalance, and now there is an opportunity to listen and learn and to provide support relative to those needs.

The reality is that no-one has all of the answers. So, we need to listen. To our students, parents, and teachers. By listening, we can do the work to construct the answers. This level of active engagement with our community, both locally and globally, will guide and inform our day-to-day behaviours and overriding policy frameworks, whilst creating more informed and better learning.

³ J. Enrique Hinostroza, *New Challenges for ICT in Education Policies in Developing Countries: The Need to Account for the Widespread Use of ICT for Teaching and Learning Outside the School*

⁴ The World Bank, *How countries are using edtech (including online learning, radio, television, texting) to support access to remote learning during the COVID-19 pandemic*

Catalysts and capabilities to motivate change

There are four, interrelated, catalysts which can motivate learning: engagement, personalisation, collaboration, and feedback⁵. These should be regarded for both students and teachers alike.

If your teachers have resources personalised to their level of technology understanding and their subject matters, they are more likely to engage with the EdTech provided to them.

If they engage with it, there is more opportunity for collaboration with their students, parents and colleagues. This leads to feedback from all parties, which can continue to drive engagement and produce more personalised learning and feedback for their students, and will create safe and supportive educational environments - whether that's online or in person.

Connected to these catalysts are your capabilities. By reviewing your current capabilities, as an individual school, trust or district, is an important first step to ensure these catalysts can work effectively. You can uncover the areas in which

- you're strong, you prioritise and you can go forward with,
- the areas you prioritise but are not as valuable to your community as you might have thought so you may be able to shift resources,
- and lastly, those capabilities that match your values but you are not currently prioritising.

By understanding your capabilities, you can shape your strategy for “what's next?”

⁵ ResourcEd, *4 catalysts for modern learning*



Interconnecting success, technology and teaching practices

Outside of the pandemic situation, it's been understood for some time that a new approach to technology in schools was and is needed. In fact, in September 2014, the Organisation for Economic Co-operation and Development (OECD) released a report concluding just that.

Great teaching practices lead the way and get results. That cannot and should not be replaced, but combined with education software plus the necessary hardware, the highest levels of success can be found. Research in 2016 produced two key statistics: 70% achieve positive success when using collaborative software frequently, and schools are 342% more likely to achieve outstanding success when using teaching best practices and technology frequently⁶.

Although we have moved quickly forward with the uptake of technology this year, these insights are worth remembering. We cannot go back, only forwards.

That means adjusting the teaching practices with supportive learning opportunities for our teachers as well as students. The old way meant that too many committed and creative teachers leave the profession and 40% expect to have left by 2024⁷.

But there is hope. We've seen how our educators have worked under immense pressure and stress during the pandemic, on top of the conditions that were already in place, and it's gone well beyond "the norm". The COVID-19 crisis has liberated many from examination circuits, leading to additional time for more in-depth curriculum discussions and the ability to spend proper time collaborating. This has been seen as a glimpse of a more sustainable and enriching teaching profession⁸.

⁶ Fiiigree Consulting, *Teaching, Technology, and Learning: Understanding the Interconnection, 2016*

⁷ TES, *'Exhausted' teachers blame workload for predicted exodus*

⁸ The Guardian, *Our school systems are broken. Let's grab this chance to remake them*

SMART Learning Suite combines lesson delivery, collaborative workspaces, game-based activities and formative assessment in one ultimate education suite. Teachers can access the suite anytime, from any computer – including at home – and send lessons to student devices.

Used by over
60 million
teachers and students
around the world



SMART[®]

©2020 SMART Technologies. All rights reserved.

Contact your SMART account manager and visit
www.smarttech.com/education



Assessment in the face of disparity

Within that research mentioned above, the following conclusions were also reached: assessment software is the most closely tied to success, followed by collaborative and content creation software, and students need to be provided with more opportunities for feedback (daily vs. weekly)⁹.

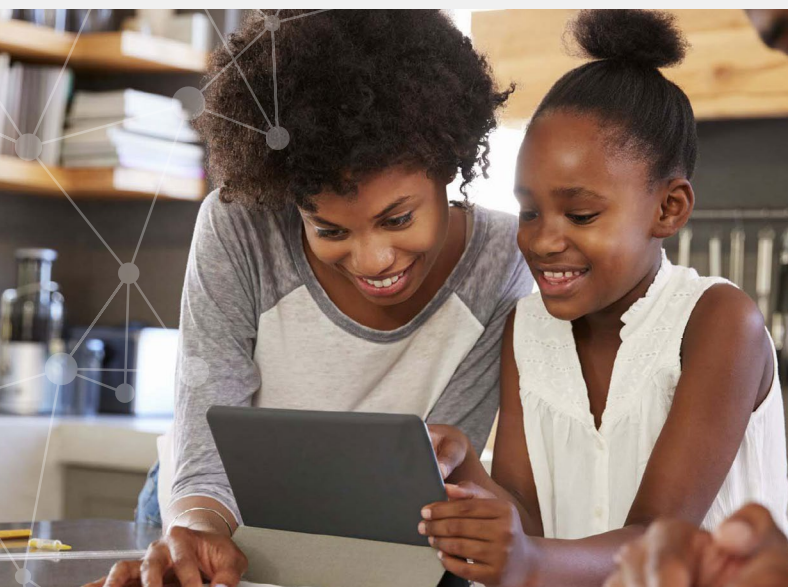
We know that as we go into the Autumn term, the learning disparities will be far reaching. While some have thrived with remote learning, others will not have actively engaged in school learning for five months. Summer learning loss is well documented, and this could be a longer standing effect where equal opportunity for or access to learning have been reduced or missing altogether.

There are also other regular provisions to consider: how school is used to structure the day, maintains social interactions, frames their existence (feeling useful, welcome and valued), and enables them to be challenged by peers and teachers alike¹⁰.

Monitoring our students as we move into the new educational routine is going to be paramount to their and our success. Using blended learning strategies, real-time feedback is more possible and will benefit all. Using dynamic content, that requires students to actively engage and provide feedback throughout their lessons is one step to ensure teachers can gather almost as much as they would in the classroom. Equability can also be found in providing the opportunity for all students to have a voice - whether that's in the classroom or online.

EdTech can provide the chance to gain greater accountability, meeting curriculum standards as well as ensuring that our students pick up and move on from where they left off.

We know that the “what next” won't look exactly like it did before, but by creating opportunities for our educators and those in education to thrive, we can sustain success for all.



⁹ Filigree Consulting, *Teaching, Technology, and Learning: Understanding the Interconnection*, 2016

¹⁰ TES, *How big will the learning gap be after lockdown?*

WORKING WITH SMART® : WE SEE YOU

We believe that true change is occurring. By redefining how we make use of technology, and don't, will balance the differences between what technology can offer and the power of physical human connection and interaction. Education is learning where the balance is, and SMART can help you with that discovery.

We believe that true change is occurring. By redefining how we make use of technology, and don't, will balance the differences between what technology can offer and the power of physical human connection and interaction. Education is learning where the balance is, and SMART can help you with that discovery.

Accessibility and flexibility are key, so the whole of your community can make use of the technology as and when required, staying connected no matter what September brings.

Wondering how prepared you or your schools are for blended learning? Discover your capabilities with our blended learning survey today. **Take the survey and access your free personalised assessment today.***

Our solutions are three-fold, and are consistently updated to serve students, teachers, and schools best. **SMART Learning Suite Online** and desktop software offers one place for educators to create and deliver interactive lessons synchronously and asynchronously, as well as enable collaborative online workspaces, game-based activities that boost engagement, easy-to-use formative assessment tools, templated reflection, and more.

Our **iQ Android™** embedded computing, which via our **SMART Board** lets teachers switch with a tap, from delivering a lesson to writing on a whiteboard to surfing the internet, bringing the world into the classroom while supporting untethered teaching.

SMART's professional development and training options provide a blended approach of face-to-face or online flexible pedagogical training to meet the requirements of individual teachers as well as fully personalised options to meet the requirements of schools, MAT's etc.

Your community is our community. We're here to listen and have designed our **SMART Exemplary programs** to provide opportunities for teacher-to-teacher, school-to-school and student-to-student conversations, widening the discussion of education's future beyond your Trust or area.

To the tireless teachers, students, parents, leaders, and communities adapting to new learning environments and navigating an uncertain future, we see you and we're here to work together.

Discover your capabilities with our blended learning survey this summer!

Access your free personalised assessment today.*

*Survey and assessment available until 10 August 2020.

Find out more: smarttech.com/education

SMART®

©2020 SMART Technologies. All rights reserved.

Contact us:
Peter Claxton
Education Strategy Manager
T: +44 7825 816636
PeterClaxton@smarttech.com