



Does it matter what we say out loud when we use technology?

So when we're using educational technology, the language that we use is really, really important because we're conveying some really powerful and subliminal messages to our children about what it means to learn and where to go next and what they're learning about and how they might learn it. These are really important points.

For me what teachers say is always the most critical thing. Whether it's a really detailed explanation, even whether it's just saying good morning to a child first thing in the morning, I think every interaction is a teachable moment. And that's really important, that we always have a huge focus on what teachers say.

And when we're communicating with the children in our classrooms, it's not just the words that we're saying either. It's how we package up that language, it's the body language that we use. It's where in the classroom we are at that given moment. Are we at the front with the interactive whiteboard, or have we used wireless technology to work amongst children in groups? Are we sat around a table with the children using devices but us not, and sat there like a chair of the table? Or are we working alongside them, device to device, parallel experiences together?

In particular for children who are either reluctant readers or children particularly further up the school, who maybe for whom reading stamina is an issue. They say, if I've got a long bit of feedback, it's sometimes really hard to take in, and by the time I get to the end of it, I've forgotten the first bit. So what teachers can do really effectively there is to spread short voice notes throughout the course of a piece of work so that the children can hear the feedback in real time. So there's a really powerful application for teachers talking to pupils with technology as well.