How can we harness the power of technology?

So when we think about inclusive practice, there's a couple of elements that we want to be thinking about. First of all, technologies give us great features and functionality that open up access at its very basic level in a range of ways. And these might be subtitles, they might be audio features or visual features, they might be symbols, they might be different coloured backgrounds and screens, large print, different kinds of devices, different kinds of roller balls and mice and touchscreens; all kinds of features that will help access to be more inclusive to children of different needs and different capabilities. But that's just about opening the door to learning, isn't it? That's about getting there in the first place.

When we think about inclusive practice, we don't just want to think about what kinds of tasks we are asking children to undertake. How can we be flexible enough to allow children to have the freedom to respond to the tasks that we set in a way that suits them, builds on their strengths and doesn't undermine things that they find more challenging? If we're asking children, for example, to write an essay, how can we use technologies to help children for whom writing is more of a challenge? That might be something as simple as a talk to text feature, for example, so that the child is then focused on editing and improving their work rather than the laborious task for them of writing the essay in the first place.

For another child, it might be that that type of evidence of learning is not appropriate at all and they might feel much more capable of displaying their learning and understanding using a totally different approach. It could be film, it could be slides, it could be animation, it could be all kinds of different things. So we've got two kinds of things we need to think about here; how are we going to open the door to learning in the first place? Through features and functionality that enable access and inclusion. And secondly, how can we use the tools and the features that technology provides us, to open up more flexibly the kinds of learning activities we were actually asking children to engage with?