



How can you secure impact when you don't have 1:1 devices?

I think where schools don't have one-to-one devices or don't have an abundance of technology at their fingertips, it's about using the technology that they have, to have the greatest impact. For example, when thinking about your mathematics learning objectives. Which objectives are best supported by the use of technology?

And that's how you have to spend the time that you have with technology, supporting those mathematical learning objectives.

I also think there's a role for technology not where every child has a device, but for the teacher to utilise as well. For example, using screen share to highlight misconceptions; turning that back onto the class to have that discussion and just removing the teacher from standing at the front of the classroom and allowing some of the technology to do some of the legwork work for them. So that they can focus more on getting that mathematical understanding out of the children, addressing misconceptions and working more closely with individual children rather than trying to teach a whole class all the time.