

Q Julia Bishop  
A Heather C (teacher at Abbeycliff Primary School)

Q Thank you, Heather, [unclear]. Okay, so the first question, oh, I should, no, let me just define a little bit. When we're talking about technologies in this study we're really thinking about the broadest definition that you can possibly think of.

A Mmhmm.

Q So we're thinking about different devices, things that children might have access to at home that aren't necessarily toys but are used creatively and for playful purposes. iPads and phones and TVs and film, and we're interested in media content, we're interested in obviously things they use in school. so devices, media in terms of apps and websites, that type of thing.

A Yeah.

Q And also popular culture, they get, they consume from that, and then they bring in in their heads, and they might use in a, sort of as ideas or inspiration, or that sort of thing.

A Okay.

Q That's lovely. So first of all I'll ask the obvious question is really how do you use technologies, media, in your own classroom?

A Well, I mean, the biggie would have to be the board at front cos it is now a smart board. totally interactive. And so the children are watching us as we do, you know, the search. Any kind of web searches, or using apps that are all built into our smart screen, or any of those we are, I suppose, in you know, indirectly modelling using all of those all of the time.

Q Yeah.

A We use iPads daily through you know, we do guided reading. There's apps on there. You can use iPads for children who are perhaps struggling with writing, so they record themselves through Dragon Dictation, and then can write from the dictation that comes out. If they have very good ideas, but perhaps struggle getting those down on paper, we use technology to help them do that.

There's also, you know, websites that allow us to build sort of communication maps and things so that again for children, particularly with writing, who find it difficult to put their senses in order, or just need the start of a sentence so that they can finish it off. we build those so that they can have those in front of them and, and use those to help them.

Similar thing in maths. We've got, you know, Rockstars apps and things like that that the children use. Trying to think. we use internet and devices to do research projects, so through, all across the curriculum, history, geography, science, everything like that that they research through that. trying to think.

Obviously there's the computing lessons on top of that, which we do. Lots of

those unplugged sessions as well, just because of resources that we have at the minute. So then they're learning the coding vocabulary that we're trying to teach them at the minute, the algorithm and all of that kind of thing, and doing those unplugged first before we introduce them into using that Scratch of things...

Q I was going to say, is it things like Scratch and things like that that you would use with them?

A Yeah. But pre-...

Q Yes, before you get to that stage.

A Pre-Scratch, yeah. Actually, at my old school we went down the Python road and we also did some coding with using Python and Raspberry Pi and that kind of thing, so it is amazing what, like, cos I taught in Year 6 for the last three years, what they can do. If they've got that foundation, they're then coding, and it's fantastic. At ten. And it's coding that, you know, my friend uses as a PhD student, he's doing the same thing on his Python and I'm like, oh, my children do that. So...

Q Yeah, that's impressive.

A Yeah. Amazing.

Q So, yeah, gosh, let's just pick that up and go into a bit more detail. So you're using it across the, the curriculum. Is that cos the national curriculum says to do that, or is, is it sort of, is it sort of up to you how you introduce the technology, technology elements into the national curriculum? How does it work?

A I think it's mostly to do with the school and how much the school wants to involve it across the curriculum. Obviously in the computing sessions, the unplugged things and the, and the working towards the coding is from the national curriculum. But thinking about using it in, in guided reading and maths and writing, that is, you know, teacher and school-led more often than not, just because of the, the widely available apps, resources you've got on the internet, why wouldn't you? Why not?

Especially because it's right there and it's so quick and the children are so familiar with it that they almost respond better it's familiar and they can do it, and they can do it at home. So there's that crossover as well.

When a school does decide to do it there's an app that you can have at school that's free, you can also have that on your tablet at home. So there's no confusion with it. So it is, I think, a bit, a bit of both. You have to cover the curriculum, but also the school, and the... As a teacher, if you see something online you think, oh, they'd really enjoy... Oh, that would work really well for this certain lesson, or... You choose, you decide. Bit of both.

Q Yes. Yeah. So how much of it is sort of provided? You mentioned it was quite a lot on your interactive whiteboard, your smart whiteboard. How much of that is sort of being put there already for you, used by the school, and how much can you kind of recommend or bring things in or...?

A I think we're quite lucky here in that if there is something exciting that we find as

a school it's very quickly rolled out within the school. If it works for you and your class we, we tend to have each teacher will be running their own research project as they're teaching. and it can be anything. But as alongside that, if you find something useful, it's then shared out.

So there's all sorts of websites and things that we've noticed that are good, so you might mention it in a briefing to go on this website, or you'll mention that there's a free sign-up for this, you know, something else that, you know, will then get passed around.

Q Collaborating as a team...

A All the time, yeah.

Q All the time, on resources and things that are working well for you.

A Absolutely.

Q Around topics...

A Different apps, different you know, interactive things. There's, you know whole curriculums of videos and, and things based online that we share and, and do together. So that's been really good.

Q Yes. How do you share that information? Is it, you said about briefings. Is there...?

A So there's three points in a week where we meet as a team all together. There's a Tuesday briefing and a Thursday briefing, and then there's either on a Tuesday afternoon or a Thursday afternoon a staff meeting as well.

Q I see. So the team, is that a year group thing or a Key Stage 2 or a...?

A The whole school. Mmhm. And then actually we have another key stage meeting as well. So four times a week.

Q Okay, so these are all opportunities to sort of mention... Things you've discovered or...

A There's a focus... So the Tuesday briefing tends to be sort of all news, any other business, that kind of thing. And then the Thursday meeting on a morning tends to be this is the website that's really useful that I've found, let me share it with you.

So we meet in one of the upper Key Stage 2 classrooms cos they have the more interactive smart boards now. And so one teacher will model how they use it in their classroom, here's the website, here's the login, go away, have a go at it. And it doesn't have to be in a policy or anything like that, it could just be something useful that you've found and then want to share with the team.

Q Yes, and this is being actively encouraged, obviously, by the leadership.

A Oh, absolutely. Yeah. It's been really interesting to me as someone new in September to come and see that cos that's not...

Q Oh right, so you recently joined the school, yeah, right. Okay, that's interesting.

- A So it has been, yeah, it has been really lovely. It's been a nice...
- Q Has it been a...? Yeah, positive.
- A Absolutely. To have that so regularly, cause if, you know, I've worked in schools before where that does happen and it's widely encouraged, but the accessibility of being able to share that with staff all at once is limited because it's, you know, time is really precious, and they've crammed it full of all these meetings [overtalking]. So to have it here that, you know, you got anything good coming on Thursday, we'll share it, it's really useful.
- Q That's brilliant, yeah, that's really interesting, thank you. So would you say that your decisions to use technology and media in your classes, does that sort of, is that something you do kind of off your own bat, or is it something that you're doing in a kind of joined-up way with colleagues? You know, how much does it...?
- A A bit of both. definitely a bit of both. It's something that I really enjoy sharing with the children. I really like teaching computing. I think that kind of... Like I say, in writing, that use of technology when it's... When the child finds it tricky, if you've got the apps and if you've got things that you can use for them then why not? Why wouldn't you? But that is, that's a personal preference in my literacy lessons that I would do, choose to do that. That's not a, a school-wide policy.
- But then there are things that would be shared, like spelling shared Rockstars. those sorts of, you know, using research in the curriculum, across the curriculum. Those things are very much these are what we do here so please make sure your children have access to them weekly.
- And then you have the teacher ownership on adding bits more in if you'd like to, or making sure that you have more computer lessons than perhaps other, you know, that kind of ownership takes place more, I suppose, in writing and in maths, when it's cross-curric there.
- Than in the apps that we kind of employ across the school.
- Q Yeah, that's really interesting, thank you. So we've touched on, you've mentioned quite a few apps and games and websites...
- A Sorry [laugh].
- Q No, it's a, well, the question is which media do you use. Okay, here's a, how many days have you got.
- A Yeah [laugh], I know, honestly.
- Q There's a lot, so many. But I was interested, one I picked up on there that I've not actually heard about is Dragon Dictation, did you say?
- A Yes.
- Q Can you tell me a bit more about that one? That sounded very interesting.
- A It's something that actually came from my old school, that we used quite regularly. Dragon Dictation and Clicker are a couple of things that we've used

quite a bit. And it is, I mean, it's what it says on the tin really. The, you talk, you open the app, and the child presses record, they say the sentence that they'd like to say, and it follows. And it writes the sentence.

Q And it writes it. Right.

A Punctuated.

Q Using Dragand or Dragon?

A Dragon.

Q Yes, that's what I thought you said, then I suddenly thought...

A [Laugh].

Q Dragon, right.

A I've recently realised that it's now not free. So it was free as I was using it at my old school, it's now no longer free. So I'm trying to find something that...

Q Yeah. And the recognition's obviously good enough to make it a useful tool for you?

A It's a useful tool with a child who has no speech and language issue for obvious reasons. It's definitely a tool where you need to think specifically about that child. If the issue that they have is very much just, you know, they're not very confident with writing, or it's just a spelling issue that they find, so they don't want to write it down, you find lots of children are afraid of making mistakes. And the act of putting a pen or pencil on paper, and not being able to rub it out, they find difficult.

So, you know, even if you were to write it on a whiteboard pen, that'd be fine, but writing it on pen so you can't rub it out, they have an issue with. It's a good tool to just get them into, almost like the practice run, so you can read it out, you see it there, yeah, I know that's write because I, because I'm a skilled reader, perhaps, but I'm frightened of writing, so I'm just going to write, write it from there.

Q Yeah. And so then they would copy it down at... In their own time, as it were.

A Exactly. And then it takes away that fear, necessarily, if you haven't... That white page fear that you have. You know, that's, I've... Being able to start i well the app that I was using it didn't record them.

Q No, okay, so they couldn't play it, their own self back.

A No. I do use, there's another thing call a Talk Tin which uses that technology.

Q Sorry, Talk Tin?

A Yeah, Talk, Talking Tin. Which is like a red, big red button like that, and you hold it down, you say what you wanted to say, and then it plays it back to you.

Q Okay, yeah. And how would you use that in the classroom?

A A similar, similar situation, really. the only difference with that is it wouldn't be visual. So for this child in particular, if they were listening to it back, they would

still be frightened to write it down. Whereas the Talking Tin is really good for children with things like ASD or ADHD, who have working memory issues, who find it very difficult to... They've got a lovely sentence but can't remember how it started.

Q Right.

A And when they go to write it down, what was that again? So they repeat it...

Q Rewind as it were.

A And play it. Yeah.

Q Yeah, that's fascinating.

A Yeah. Very useful.

Q Yeah, I'm very interested in the oral skills cos a lot of what we've heard about is often sort of very visual things, that's why I imagine that you're using some kind of visual film, moving image, cartoon, animation, animes in your teaching?

A Yeah, absolutely. Things like the literacy, Literacy Shed. It's a website that's brilliant. It has lots of writing provocations. So short films or the Disney Pixars are also great, there's a short film starter. Using images as well to start with setting descriptions and things like that to provoke writing. Writing in particular.

Q Yes, it sounds like you think, I mean, our conversation's particularly around sort of writing and creativity, it seems.

A Yeah.

Q And maybe just you've mentioned, you know, obviously the Spelling Shed and so on, which is more about the skills of the spelling and so on, but it sounds like you're also interested in sort of trying to unlock the creativity.

A Absolutely.

Q At the same time, using these sorts of apps.

A And it's been really powerful. I mean, last year I had had a Year 6 class where we used a short film called Alma, which was about a child who sees her name written on a wall, and then opposite her there's a window of a shop that's got all these dolls in it that appear. She goes into the shop and, I mean, the end of the story is that every child sees, has the same process, and turns into a doll.

And it's really quite frightening. And then the next child walks in and the children go, no, don't do it! And it's a really lovely, well done film. I think it's a Spanish short film. But we got some absolutely fantastic writing from that, just inspired by the children, create their own style shop or just rewriting, retelling the story. Cos it's a silent film.

It's just beautiful music. So they put the words to the story and it was great imagination, it was lovely, it was really good. And I think they used that here actually. They used that in this Year 6 as well, the same...

Q The same, exactly the same film?

- A Yeah. Yeah. Cos I was mentioning it in a writing thing, I was like, oh, [unclear], no don't, they do it in Year 6 [laugh].
- Q And do you use things like YouTube or anything like that in your sessions? Would you...? I know teachers can access it, children can't, but...
- A Yes.
- Q Or when you do YouTube searching or Googling as it were that, you know, is it a kind of interactive thing...?
- A Live Google.
- Q Live Google, yes, that's a nice way of putting it.
- A Yeah. I have done it, yes. quite often. Or, you know, sometimes we do use the dictionary online as well. If we need to find out what word that is nice and quickly, we'll use that, or Nice [?]. We do a quick, somebody asked me the other day how old is the Earth exactly. Quick Google and we found out exactly how old the Earth was. So we do do that, yeah. I am, obviously you are quite conscious of having that straight up on the board, so I might do that on my screen first and then flick it on the board, just to be safe searching.
- Q Okay, so you've got a little control there about, yes.
- 00:20:08
- A Exactly. Have to be quite aware of. And the same with YouTube. So I would never play anything I hadn't played before to myself. And the, you know, there's, there's all sorts of quizzes and things like Cahoot as well. Again, because anybody can make a Cahoot very clear that you need to read the code before any images come up or...
- Q Have you had any...?
- A I've had colleagues who have done a Cahoot quiz where perhaps the questions seem quite innocent, straight off, and then there are some very indecent images that appear later on through the quiz. And of course with videos and things like that we're very aware of the Momo and that kind of phase that, what happened, and everyone was quite frightened about using videos that perhaps they hadn't checked beforehand. But it wouldn't stop me using them at all, definitely, we're still using video from YouTube or Google, but I'm very aware that it needs to be checked for [laugh]...
- Q Yes, planning is all in that respect, isn't it? So is there, we've talked a lot about creativity, so the so it says, you know, what are your aims in using this sort of technology, and I presume there's a whole range of aims.
- A Yeah.
- Q But I wondered if you had more to add to that, you know, why you use it, what you're striving for, and how you think it goes across with the children in your class.
- A I think the main reason we use it is because there's so much there. So it is such a



brilliant and instant tool for you to use in so many different ways. Because, you know, it... The fact that you can write directly on these whiteboards and you can Google live and you can get the dictation up, you know, why wouldn't you? The main really is, really, is because it gives you access to so many different resources in one resource that stands alone.

So you've got this one iPad that gives you doors to everything it, it becomes such a useful tool. Whereas, you know, with a Talking Tin, Talking Tin does one thing alone. You can't use it in any other way. But with Dragon Dictation then you could get the spelling app out, you could get the, you know, the visual timetables on that. It opens so many doors just using one device almost.

Q Yes. How do the children respond to it? Do you find it is effective, and is it effective for all of them? Does it inspire them and...? You seem very inspired and creative and, yeah, passionate, I would say, [unclear] about technology in your class.

A Yeah.

Q And I just wondered if, you know, the children respond in like fashion really.

A I think because of that the speed and the instaneity that you've got with it, that keeps the pace up for the children as well.

Q That's interesting, yeah.

A And pace at this point is so important because attention spans are very low.

Q Yes, you're Year 5, of course, aren't you?

A Exactly. And a very tricky cohort of Year 5. So if, you know, things are going on too long, or perhaps, you know, if the technology doesn't work...

Q Right, yes, which can happen.

A Which can often happen [laugh]. Then it does, you know, lead to frustrated children, they get bored very quickly, you've got perhaps low-level behaviour things that are happening to manage... And you do find that if, you know, if I'm using a whiteboard which is one set size in a room, and I'm writing on it, there is a definitely a space for that, and that must happen and, you know, modelling the handwriting and all that.

But there's no way you can enlarge that, or you can save it for later, unless you take, took a picture of it, printed it out, which I do quite often as well. If I've handwritten something. I'll take a picture of it, print it out so they've got copies of it in front of them.

So in that sense I think it's so useful for the children to, right, let's go here, let's move this, let's do that, let's open this window. Right, we need to make this bigger so let's just zoom in on it. And that is really powerful for the children. They get excited about it. There's also the interactive games that they play on there. That we play as a class.

So, you know, children coming up and using the board, and then...



Q Yes, would that be things like the rock, Times Table Rockstar and things like that, or would it be other types of games?

A Other types of games. So lots of maths games online where the children have to come up and move things around on the board. Or even things that you make yourself. So I'd you know, I did a math, an English starter, a grammar starter the other day where it was loads of different words on the board. The topic was noun, adverb, adjective and verb, and they just had to sort them.

So all the children came up and they all moved one thing into the right columns, but just that act of getting up, getting in, moving something, come back, sitting down, got their engagement, that goes really quickly. Then it's onto the next thing.

So there's no, you know, you would have had to have printed that out, do a sorting activity to cut it up, to be able to do... And that's time consuming for everybody. Whereas that's so instant, and then the pace moved on to the next.

Q Yeah. And also there's some movement there, they're actually standing up and sort of thinking about them just sitting at a desk with a piece of paper...

A Absolutely. And they're also checking, you know, looking over someone's shoulder going, no, it doesn't go there, don't, don't put it there. No, it goes that way. And they're all pointing that way to put it... So it's... It's far more accessible to all at all times than perhaps it would be if it was on a whiteboard or if it was on a piece of paper in front of you.

Q And do you think it sort of does help and support that collaborative learning and collaboration between them in a classroom setting?

A Yeah. I think the teamwork as well that it encourages, and takes away a little bit of the fear that you're on your own and if you get it wrong then it's your fault, but if you're working as a team and you listen to your partner, or listening to somebody behind you, then that takes away that fear as well. So it does help boost confidence as a whole rather than perhaps sitting there thinking, I don't know this, but M\_\_ does, so I'll just let him do it [laugh].

Q Oh, that's great. So are there any barriers that you're encountering in integrating technologies into the classroom? You...

A I mean, the big one is money. It's that there is such a fantastic resource for us to use, is that, you know, the ideal would be that every child had access to an iPad that you could...

Q So what would you spend it on? Supposing you had all the money and all the support you needed, what would be, what would be at the top of your list to change? What would you buy in?

A Either a tablet for each child or a Chromebook for each child. Something. Probably more a Chromebook just because it, that's typing skills as well on top that you wouldn't want them to lose with a, with a tablet. And it, because it would just be one of those moments where you could say, you know, let's go on this app, or let's do this, or use your Dragon Dictation if you're not sure, or...

There's the time and the place for it. I think we obviously, there's, you know, dictionary skills. Dictionary techniques you can't lose it, it needs, there needs to be a place for both, I think. you know, using reference books as well. Not just relying on the internet. It must be both of them...

Q So you're trying to balance it out a bit. Yes.

A I feel really strongly that it does. Even though I think it's such a fantastic thing, I think you have to have both. But it would be, you know, one device per child in an ideal world. Because that's the way the world's moving as well. I mean, they have one device at home, most of them.

Q Mm. Do you think it's really important for children? You know, to have sort of technology, you know, to use it in their everyday lives? Do you think it impacts also at school? Is it, are these important things that we should be putting resource into?

A It's such a double-edged sword, I think. I think there's, there's part of me which is, you know, obviously so passionate about it being such a great resource, but the other half of me does see children who have quite a terrible working memory, or are over-reliant on having things saved and instant for them, that that does come into, you know, I was reading something the other day, I can't remember who it was actually. Was talking about working memory.

But they were talking about how, you know, from an early age you were drilled in so many different telephone numbers. And you were drilled in with addresses that you had to remember by rote. And I can still remember my best friend's phone number from when I was nine.

Q Well, you had to dial it and stuff, didn't you, or press the numbers. Yeah.

A Yeah, I can definitely tell you what that 11-digit number would be.

Q Yes, exactly.

A Off the top of my head now, you know? 30 years later. It's not, it's not...

Q Yeah. Yeah, yeah.

A And that just isn't there anymore. So not having that practice, learning by rote and number, is not needed. [?]

Q Mm, mm.

A And I do, I mean, this paper was saying in particular that that's affected working memory in children now. Where perhaps they don't have to learn things by rote as much so that their, you know, they're finding that difficult. So when you're trying to learn something new, those pathways haven't been built yet. It was a really [overtalking].

Q Was it some research or something?

A Yes, yeah.

Q Yeah. So was it like in the newspaper or something like that, or...?

- A It was an article online that was like a, it was on the, yeah, it was on the TES [Times Educational Supplement].
- Q Yeah, yeah. No, it's sort of, you know, where is this knowledge coming from, you know, and that sort of thing.
- A Yeah, exactly.
- Q Okay, so there's a couple of other sections and I just want to sort of move onto those actually. So do you think any particular types of technology or media are negative for children? You've mentioned some negative, you know, concerns you've had with, on, on the sort of working memory. But any actual devices or technologies, do you think?
- A You've got to go straight to social media, I think, with that. I think it's frightening, it is frightening, the, the sort of language that you hear from children. At such a young age. you know, I can think of at least four children in my class that have body image like complete lack of confidence in their body image. You know, that rating style of how many likes you get, or how many followers you have, or the [unclear] quite a warped sense of sense of self, and your self-worth, and what that is, at such a young age, is very difficult, I think, for them to deal with, you know?
- The way that a lifestyle choice now is to be a blogger or YouTuber, and that lots of children have put a lot of store into that as their career path, so that they're not very interested in having any other opportunities. You know, we find it quite hard to get interested in clubs, like in engineering, or things like that, because children want to be YouTubers or celebs or... So I do find that hard.
- Q More of a negative, yeah.
- A Yeah, and then there's the cyber bullying side of things, and the anonymous... You know, being anonymous online.
- Q Data privacy and things like that.
- A Exactly. Being able to say what you want and not having fear of the consequence of how you're making that person feel. You know, that goes two ways. You can be the bullied or you can be the bully quite easily, and I think that frightens children when they realise that what they've actually said online they would never say to someone's face. I would never say that, never do that, but that's the same thing. And putting those two things together has been a real struggle, I know, for some children. So yeah.
- Q And do you do anything on that as part of your, you know, what you do in class?
- A I mean, it's part of the curriculum, so we cover it in PSHE, and in computing. It's part of the digital literacy side of things, being able to you know, talk about cyber bullying, know what to do, know what it is. Sending messages to children, other people, sending photos to children, all of that is covered in PSHE, as well as in the computing curriculum. So it's almost covered twice.
- But then, you know, lots of the anti-bullying weeks, and lots of the national weeks that we have also cover that.

Q Backing it up, yes.

A Children in Need covers that also. So we're almost multiple times in a term reiterating that message, trying to get that message through. If not, you know, then with specific children, specific cases, continuing that and doing a circle time, if it feels like it's needed, cos lots of, you know, all my class have a WhatsApp group. Talk to each other on the WhatsApp group. And they now have one child in tears because they've said this about me on the group and everybody else saw it and, you know, it's... They're nine!

Q Yes. And parents as well, perhaps coming in and sometimes with concerns.

A Yes. Absolutely. I haven't at this school actually, but at my previous school there was a few parents came in because two of my children set up a YouTube channel, put their address on it, put their name, full name on the YouTube channel. It was completely public access. They were there in their pyjamas playing. You know, and it was a real moment of, oh...

I didn't know much, I was doing this behind closed doors, in their bedroom. And then similar ones with, you know, Xbox games, PlayStation games, children speaking to people on the internet. I've got a child in my class at the minute who is buying lots of things on apps, knowing that it costs mum money but is doing it anyway, you know? So there's all sorts of... It's a minefield.

Q Yes. And you're being pulled, you know, your skills as a teacher, and you know, someone in a position, you know, who can hopefully try and mitigate this and it's...

A It's almost like first port of call for advice really. Because parents come to you and go, what do I do? I've found my child doing this, and then we point them in the direction or try and help ourselves and sit with the child and parent. Have a conversation about it. You know, and it is just going over, there's messages again from PSHE or Digital [?] [unclear].

Q Mm, mm. So just to there's two more sort of sections, I just wanted to push a little bit more into the sort of play creativity and learning kind of thing, and particularly the emotional sort of side. I wondered if you have any examples of children really becoming, well, you know, the emotions that are around the use of technologies when they're in class.

Is it, you know, positive, negative, intense or not intense? Boredom and all those things. Do you have any sort of thoughts or any examples you could share of that sort of thing?

A It's really sweet though, there's often times when children have seen videos of things online and they just want to share them, and they find them so funny and they want to bring them in and want to share them in the class.

Q That's interesting, so the humour side is...

A Yeah, the class will all then have a giggle, obviously it's one I'll watch first, but then the class will have a giggle.

Q So how do you manage that? Do you...? Do they bring it in, you say, okay, I'll

have a look at that, and then the next day, or something like that, or can you...?

A Yeah, exactly. Or they say, Miss, can we play this game? Or can we share this video, it's been really funny. Or a song that they've found on YouTube that they've found funny, I'll quickly watch it at break time. And then make a judgement on it.

And then, so it's almost like they come in and tell you first thing in the morning, I'll watch it at social time, and then we'll play it at snack time if it's okay.

Q Yes. I see. Yeah, yeah.

A Um, so that's lovely. To have that as a really positive moment or a giggle. It... I don't know.

Q Do you find they all, you know, are they all enthusiastic about their use of technologies in the classroom, or...?

A They get very cross if they don't have iPad time. And if the other class gets more use of the iPads than we do I definitely know about it. And, yeah...

Q Oh, so they're monitoring that then.

A Oh, absolutely. They are always watching for who's using the iPads and who's not had a turn, and it's not fair and it's my turn and they're desperate to use it. If they could use it all day they would.

Yeah. And lots of them choose it for Golden Time. So, you know, for that last 45 minutes on a Friday, one of the iPads, one of the Golden Times is iPad time. So you can go and use an iPad. I'm actually running a coding club as well, so they can come and do some coding with me.

Q Oh, lovely. In, what, golden time?

A Golden time, 45 minutes. Or lots of children who perhaps have certain behavioural needs and need a boost time, we call it, so they'll do some learning and then have a five/ten minute boost period, they can often choose to play on an iPad or a laptop as that boost time, that is what they go to. So it's definitely positive connotations within school. They are really wanting to use it.

Q Is that really all the children or are there others, others, does it exclude anybody, do you think? Are there some who don't feel comfortable with it? Or would you say...?

A I wouldn't say there's anybody who's uncomfortable with it. I'd say there are children who are more eager to use it than others. There are some people who are just not that bothered. Who could take it or leave it and would never choose it as their own free time. They'd much rather be outside or... Or doing something different. But there's nobody who I can think of or that I've worked with who flat out refused to use technology. In my school.

Q Yeah. No, it's interesting, and it's interesting to hear about how you draw on things, like coming in from home and, yeah, yes. Does that ever affect what you've planned in terms of, you know, themes that you're doing? Is that they're bringing in knowledge or examples, or, I don't know, anything that augments the

lesson that you're teaching?

A Quite often, I mean, I've got a child in my class at the minute who whatever topic that we're doing, so last week we were looking at the Mayans, and this week we've been doing something to do with the rainforest, and each week he's gone home, he's made himself a PowerPoint presentation, he's done some research of his own. He's created this PowerPoint presentation, and then just set off my list.

And then in the morning, in the afternoon, I read his, you know, this child, he's going to do a presentation for us, off you go. This presentation, on the board, he's teacher for five minutes because he's done it at home, he's used it, you know, he's created this PowerPoint, it's all got images, all comes in, it flashes and it zooms and it's all very exciting. The kids are absolutely in hysterics, but in a good way.

But you know, he does teach, he talks about, you know, the Mayan culture and the Mayan religion and the Mayan history, and it's all his own words and... Which is...

Q Is he being [unclear] the parents though? Do you think, you know, somebody...? Or is he doing this off his own bat? Do you know?

A I think it's very much off... He's very well driven. He's very bright also. But no, he's EAL, so his, his parents don't speak very much English. And his PowerPoints are all written in very good English, so it very much seems like it's his input.

Q Yeah, thank you. Just finally let's zoom onto looking at Noah in particular, if that's all right. Just, I just wonder if you can talk a little bit about specifically how he might use digital technologies and tools in the classroom, and engage with the sorts of things you've been talking about.

A Yeah. He's a funny one, Noah, I think, when it comes to technology. He would rather be the partner of somebody using it than the person using it, more often. He likes to play the games that he plays too. He'll play Spelling Shed a bit, and he'll play Rockstars, but he is also quite, he seems himself as quite competitive, so it's almost like if he's not... He won't really want to play unless he's winning.

And if somebody better than him is, or maybe more capable than him, is winning more often, he'll go, oh, I'm going to play a different game. And play something else, or find something else on the iPad to do. So it's perhaps not the best tool for him to practise in the whole class environment.

But he's very, you know, he's competent with it. Perhaps more with a tablet than with a laptop, I've noticed.

Q That's interesting, thank you. Yeah. and do you, does he sort of bring anything creative in, or does he talk about, you know, does it create a [unclear] for him?

A No.

Q No?

A No, I've not, not...



Q He likes the, the apps that you've mentioned, the Rockstars and the Spelling Shed and...

A Yeah. And he doesn't tend to stray away from those either. He tends to stay to those. Yeah. And he doesn't go to the... He's very creative, he's a very good drawer. And a very lovely artist. So he does tend to, you know, with golden times that are available, or boost times and things, he'll want to draw. Or go outside. He wouldn't choose an iPad or that.

Q Oh, that's really interesting. Oh well, thank you so much. I'm aware of time but I would wonder if there's anything that we've sort of touched on that, or that we haven't touched on, that you feel is important, or other areas that might, you wanted to speak about.

A Um, oh, I don't know.

Q It's you know, sort of things about the emotions about creativity and learning, how you support it. You know, how you see your own relationship to it, you know?

A Well I mean, I think it's really important to, like I said, to have both. That's the main thing is that it's such a brilliant tool, and children get really excited by it. And to have the apps available, and to have the things. You know, to provoke the children, the videos that we can watch, and the research that we can do. But I think it is part of our role also as a school to make sure that they can use a dictionary as well as perhaps searching for something online.

Or they would know where to go if they didn't know how many... How old the world was. Perhaps they'd know what kind of book they were looking for, to use a library. That kind of thing that I would feel we'd be doing them a disservice if we didn't include both.

Q Yeah. I mean, do you think of it, I mean, do you ever kind of try and draw from the digital realm to the physical realm and, you know, to, to make connections across? You know, so it kind of all mixes up together, and rather than it's, it's this way or that way, you know? Is it kind of a connected thing, would you say?

A Absolutely. So whenever we do research it's using both. So they have the reference books and the iPads. Or if they can't find something in the book they'll use the iPad, and vice versa.

So it is very much, it's not one or the other, it's trying to make sure that you know that there are all sorts of different ways to find out this information. It's which one you get your hands on first sort of thing.

Q Yeah, that's interesting. Yes. And do you ever try and build on their knowledge and extend it? You know, what they bring when they use the technology, are you thinking, yes, I could just pick that up and just take it a step further? Do you sort of consciously try and, you know, bring it up to another step, or apply it to other things? Are you trying to sort of...? Yeah, build on what they've got technologically?

00:44:04



A Definitely.

Q You know, so you've [unclear] as actually quite able, certainly with the iPads.

A Definitely with, I'm thinking about my old school more really, definitely when it comes to coding. When I realised how much they could pick up, cos it was very quick. Very quickly discovered that actually they, if they could have these basic core skills then they could apply them all over the place, and they were using much higher levels of, of code and of pattern programming that perhaps I, we'd anticipated.

So then I had to go away and have a look and see, actually, do you know what, they could probably handle... And they created a whole game using, you know, they... We did the flowcharts, and the if/then, whatever. The variables, they all decided... And I didn't think they'd be able to... I mean, that's in the Key Stage 3 curriculum.

So then we had to dip into that. Yeah, we had to dip into that to then go, do you know what, let's push. If they can handle it, let's go for it. And obviously it's some more than others, and I scaffolded it quite a lot. But seeing how fluent and fluid it was, and how easy it was for them to keep going, and how they got it, and the problem solving, the debugging that they did, we went with it, we rolled with it, and we did a whole different scheme that we didn't realise we were going to do.

So we kind of had to go back to the drawing board, replan it, and come back.

Q Right, yeah. So you were able to be responsive.

A Yeah.

Q Fascinating. All right, thank you so, so much, it's fascinating talking to you, really enjoyed it. I've learnt a lot.