

EdTech Leadership Group Meeting Minutes – 3rd February 2020

Attendees:

- Caroline Wright, Co-Chair and Director General of the British Suppliers Association (BESA) (CW)
- Bukky Yusuf, Co-Chair, Senior Leader Edith Kay School (BY)
- Lauren Thorpe, Head of Data & Systems Strategy at Ark (LT)
- Cat Scutt, Director of Education & Research at the Chartered College of Teaching (CS)
- David Corke, Director of Education and Skills Policy at the Association of Colleges (EP)
- Duncan Baldwin, Deputy Director of Policy at the Association of School and College Leaders (ASCL) (DB)
- Tom Parsons, Online Learning fellow, Ambition Institute (TP)
- Ian Philips, Director of Computing and ICT at Haberdasher's Aske's Boys' School and Chair Independent Schools Council's Digital Strategy (IP)
- Nic Newman, Partner at Emerge Education (NN)
- Chris Rothwell, UK Director of Education at Microsoft (CR)
- James Leonard, Head of Education UK at Google Education (JL)
- Ty Goddard, Co-Founder of the Education Foundation and Chair of EdTech UK (TG)
- Paul McKean, deputising for Paul Feldman, Chief Executive at Jisc
- Joysy John, Director of Education at Nesta (JJ)
- Paul Nicholls, Amazon Web Services (PN)
- Michael Forshaw, Founder of EdTech Impact and Innovate My School (MF)
- Scott Baker, Headteacher, London Academy of Excellence (SB)
- John Jackson, CEO London Grid for Learning
- EdTech Team **[Amended]**

Apologies:

- Dominic Norrish, Group Technology Director at United Learning
- Matthew Purves, Deputy Director for Schools at Ofsted
- Rose Luckin, Director of UCL Educate
- Stephen Fraser, Deputy Chief Executive at the Education Endowment Foundation
- James Bowen, Director of NAHT Edge at the National Association of Head Teachers
- Debra Gray, Principal and Deputy CEO at Grimsby Institute of Further & Higher Education
- Chris McFall, National Education Development Manager at Apple Education

1. Welcome and introductions

CW welcomed everyone back to the group and introduced BY as the new Co-Chair.

BY introduced herself and provided some background on her experiences with implementing and using EdTech and her key aims for the group, including:

- i. Inspiring more schools and teachers to use EdTech
- ii. Helping school leader to facilitate use of EdTech
- iii. Increase the use of assistive technology by schools and students
- iv. Enhancing students' digital skills

CW reflected on EdTech activity over the last few weeks, including: the DfE Secretary of State's keynote at the Education World Forum, Minister Skidmore's keynote speech at Bett and Lord Agnew's welcome at the Bett breakfast.

CW introduced the main focus of the meeting; working towards the EdTech Leadership Group's plan and the opportunity for collaboration and amplification that this presents.

2. EdTech Strategy update

EdTech Team **[Amended]** provided an update on the EdTech strategy and on Ministerial activity, including how Ministers reaffirmed their backing for the strategy, evidenced through EWF and Bett e.g. Lord Agnew was particularly enthused after attending the Bett DfE EdTech event, staying significantly longer than originally planned.

EdTech Team **[Amended]** ran through the EdTech announcements made at Bett, including the Assistive Technology (AT) Testbed programme and the Prior Information Notice (PIN), which is currently live.

EdTech Team **[Amended]** provided an update on the Demonstrator programme: LGfL, The Education Foundation and Sheffield Hallam Institute for Education have been appointed as delivery partners. 32 schools and colleges have been shortlisted, 2 of which are colleges that have applied as leads and a further 2 have applied as part of a consortium. We are expecting to appoint around 22 Demonstrators in total.

LGfL Official **[Amended]** provided an update on the interview process for the 32 shortlisted schools and colleges, which they are aiming to complete by the end of the month.

Discussion covered concerns over the eligibility criteria for demonstrators being more restrictive for colleges than they were for schools. The eligibility and selection criteria will be covered in the evaluation of the programme.

Discussion also recognised that although there are differences between different settings, some key principles are common across all phases of education. The programme should also focus on how these issues apply across the different education phases / settings.

Nesta Official **[Amended]** then provided an update on the innovation fund competition and testbed programmes. All 15 innovation fund winners have met their first milestones. The second wave of the competition will begin soon. There has been

significant interest in the Testbed programme from schools and colleges. The first 3 companies that have been selected for evaluations are [REDACTED]
[REDACTED] They have been matched to appropriate schools and colleges and will test the products for 1-2 terms and should have preliminary results by Autumn time.

Action: DfE EdTech team to share stats on schools and colleges on the shortlist for the Demonstrator programme.

3. EdTech Leadership Group's agreement and EdTech Strategy One Year On document

EdTech Team [**Amended**] set out how we now have ministerial agreement to combine the Strategy One-Year-On update, due in April, with the ELG's 'plan' and how this presents a significant opportunity for the group. What that agreement looks like is up to the group, it could either be:

1. Updates on the strategy and key projects that the members of the group are taking forward
2. Option 1 (above) plus any or all of the 3 projects set out below
3. Option 1 or 2 (above) plus any new pledges or collaborations that members from the group want to take forward

There are tight timescales for this work however, as a draft needs to go to Ministers by the end of the month.

Action: EdTech Team [**Amended**] to share the skeleton One-Year-On doc with the group.

Discussion within the group covered how the ELG needs to be more ambitious and proactive, especially with engagement with Ministers, and take this opportunity to celebrate what has been achieved.

4. Activity to progress key areas of work of the ELG

BY gave an overview of the 3 projects for the ELG to consider taking forward. BY asked the ELG to split into smaller groups to discuss and scope out the projects, while trying to answer the following questions:

- Who is the target audience? Who are our users?
- Who else would we want to involve?
- What are the main risks to the project?
- Is there the appetite to take this project forward? Who would do what?
- Do we want this as an ELG commitment in the EdTech one year on doc?

4.1 'EdTech toolkit': Support for EdTech use and implementation in schools and colleges:

Key points that came out of the discussion:

- The group discussed whether we should seek to create an 'EdTech guide' for educators. which would be a helpful starting point for education leaders when considering their technology journey.

- There was a wide range of views about whether or not this would be a helpful thing to do and recognition that there are a number of products out there already offering something like this (e.g. JISC, NAACE, etc).
- [REDACTED] also spoke of the 'Six Pack' guide that ISC has been creating, with help from some funding from Intel, which is designed to be tech agnostic. Further work on this is also expected as part of the delivery partner work for the EdTech Demonstrator Programme (by LGFL, the Edtech Foundation and Sheffield Hallam University).
- There was not a firm consensus that such a project should be created, beyond what's happening in the sector already, except possibly from some basic DfE guidance that starts a conversation and signposts to other support and resources.
- However, if such a guide were created, it should:
 - speak to different audiences (e.g. for infrastructure vs pedagogy).
 - focus on the types of questions that could be used. E.g. 10 questions to ask your network manager / 5 questions to ask for infrastructure, pedagogy etc.
 - Be accessible and help educators access specific advice relevant to them (e.g. how do I consider a move to the cloud?)
 - Include stories from the experience of other educators
 - Be agnostic on use of specific products
 - Recognise that good tech implementation is based on good change management
 - Recognise that everyone will be starting in a different place and that no one-size-fits-all approach works.
 - Encourage consideration of moving to the cloud, and whether they have the most fit for purpose MIS system.
 - Consider whether to include an audit tool for schools to help understand problems and potential for tech
 - Consider whether and how to link to JISC resources / services e.g. their top 10 questions for college leaders.
 - Consider how to create networks between teachers and between subject expertise to spread good practice and recommendations in context
 - Limit any burdens on schools
 - Focus on the educator's perspective
 - Be clear on the non-negotiables e.g. cloud-first, accessibility etc.

[REDACTED] suggested that group could help to develop and validate the schools guide he is producing with [REDACTED] that covers many of these issues.

4.2: [REDACTED]

Key points that came out of the discussion:

[REDACTED]

[REDACTED]

Key questions:

[REDACTED]

Key actions:

4.3 Research project: International models of EdTech support and use

Key points that came out of the discussion:

Key objectives:

- To help schools/colleges make better decisions when procuring EdTech and education systems.
- To influence policy makers through thought leadership for greater investment and support for EdTech
- Work should link to themes in the EdTech strategy and the challenges.
- Agree what is and is not in scope

Suggested deliverables included:

- A series of communications on reviews of evidence rather than one big research report
- Collection of research/evidence & overarching themes that are linked to the EdTech strategy
- Linking out to other research
- Thought leadership rather than large literature reviews

Stakeholders/Audience:

- Teachers
- Policy Makers
- SLT / MAT CEOs / College Principles

Potentially in scope:

- Literature reviews
- Expert perspectives

- Curation
- Possibly some commissioning to create evidence summaries

Out of scope:

- Creation of new research

Risks

- Clarity of purpose/audience not fully defined
- Quality of curation

Issues:

- How international examples are applicable in England
- Who will curate the work?
- How much of it needs to be truly evidenced as not much of EdTech has rigorous evidence?
- Is it just for UK or international thought leadership? E.g. AI, competency-based learning
- Recognition of the difficulty with comparing across different systems, especially around the degree of centralisation and level of autonomy within schools