

The State of Technology in Education Report

2018/19 UK&I edition



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Foreword

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The role of technology in education continues to evolve as new innovations emerge and schools increasingly embed ICT as part of teaching and learning strategies. But how can we effectively map this evolution and monitor trends to help inform future visions?

Now in its third year, our State of Technology in Education Report has established a clear picture of how the educational landscape is changing. It provides valuable insights into the perspectives of not just school leaders, but also teachers and ICT managers, creating a holistic view of what edtech looks like in UK schools today.

With greater engagement and even more participants than previous years, the 2018 State of Technology in Education report has fast become a reliable and independent resource for benchmarking against peers. It helps us learn more about the potential and impact of edtech across the country.

As an education technology company, Promethean is committed to understanding the current and future needs of schools. We make significant investment in bringing this report to market with the aim of delivering insight, guidance and inspiration.

In this year's findings, over 54% of respondents recognise the potential of edtech in classrooms, and believe that technology is a great way to engage students (more than

double what it was in 2016). This demonstrates that edtech is now firmly embedded in UK classrooms. This brings the need to invest in training to the fore, and probably explains why more school leaders than in previous years have identified staff training as a funding priority.

The prominence of teacher workload in UK education has long been debated, so it's not surprising that it has emerged as having a negative impact on learning. What is surprising, however, is the gulf of opinion that exists between senior leaders and teachers. Given that technology in all walks of life is known to save time, simplify processes and spark innovation, could we be better leveraging this potential to ease the workload burden on teachers?

These are just some of the main themes which captured my interest. There are many more insights that have come to light in this year's report. I hope they help to stimulate debate, discussion and possibly support positive change in your own school environments.



Ian Curtis

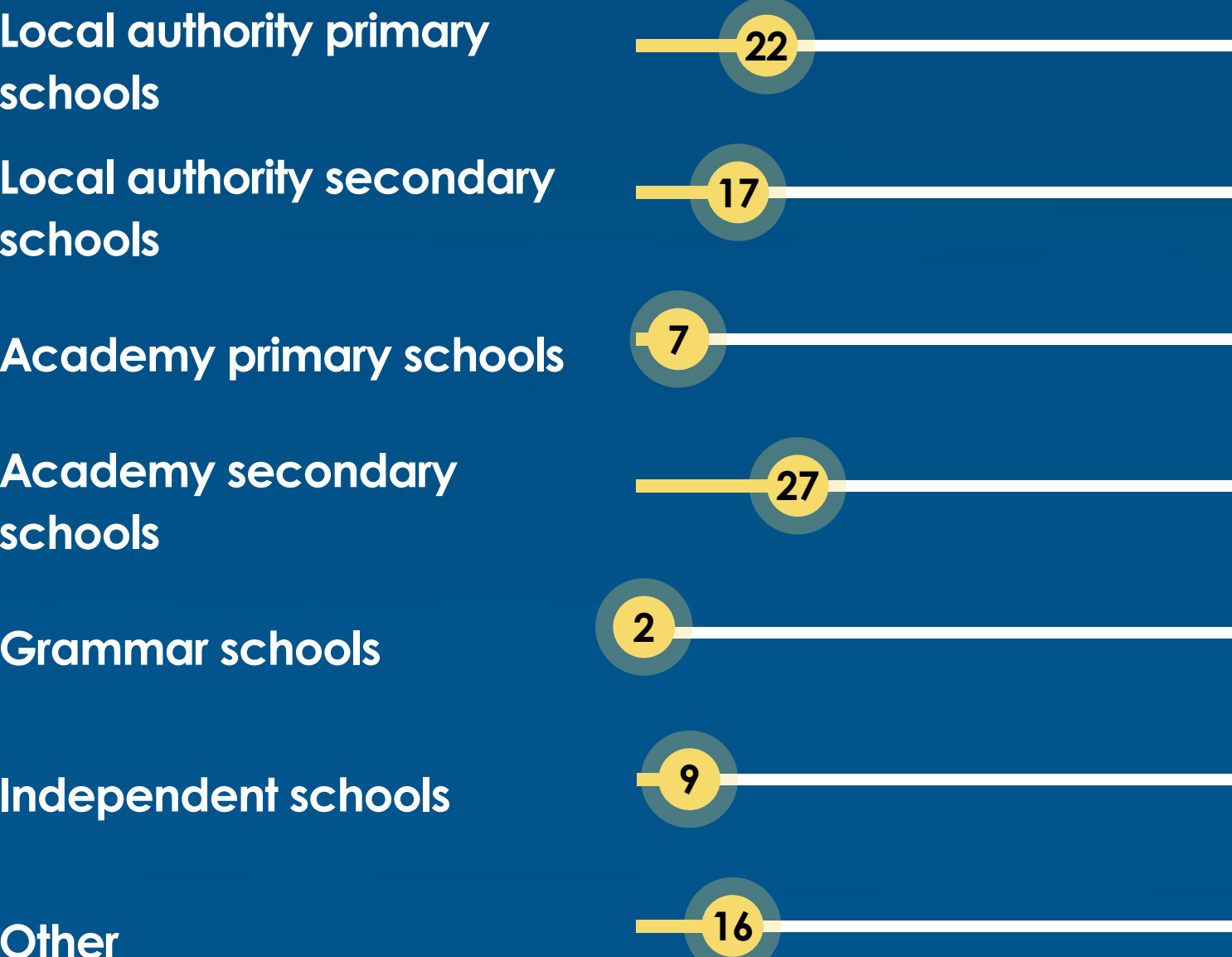
Promethean Head of Europe, Africa and Australasia

Introduction

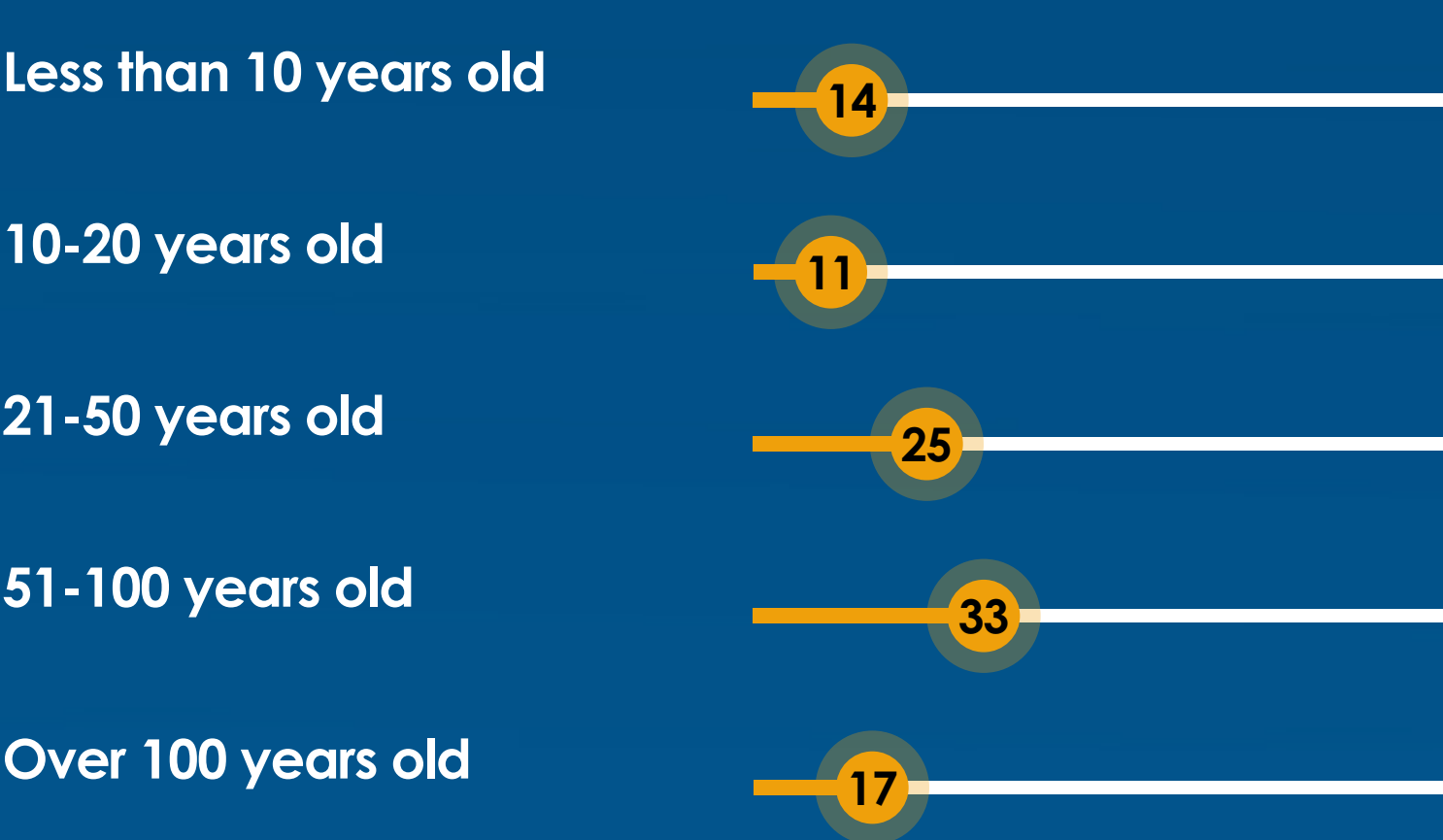
Who did we survey?

This year, we surveyed over 1,800 educators across the UK and Ireland.

They work in (%):

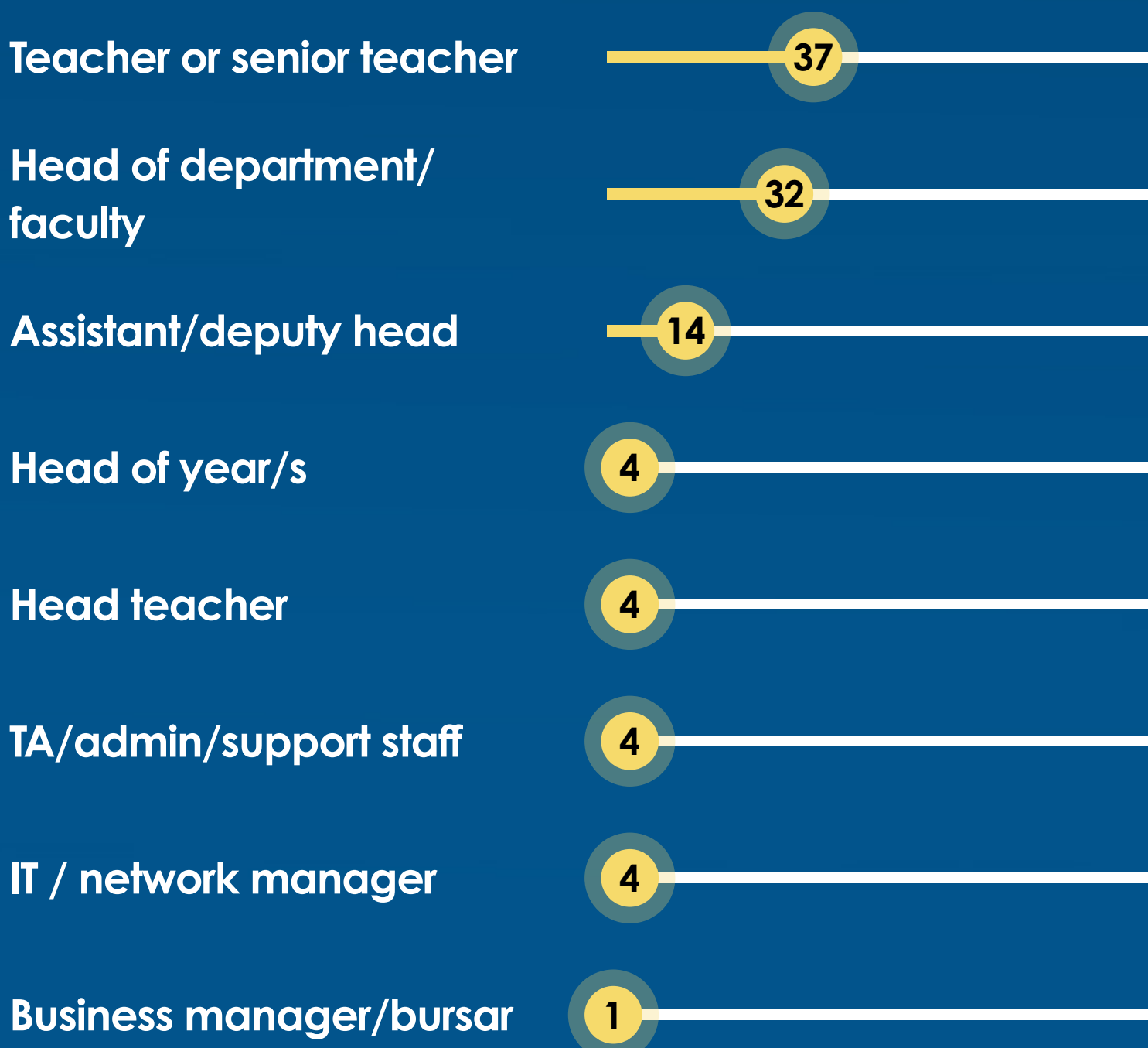


Their main school buildings are (%):

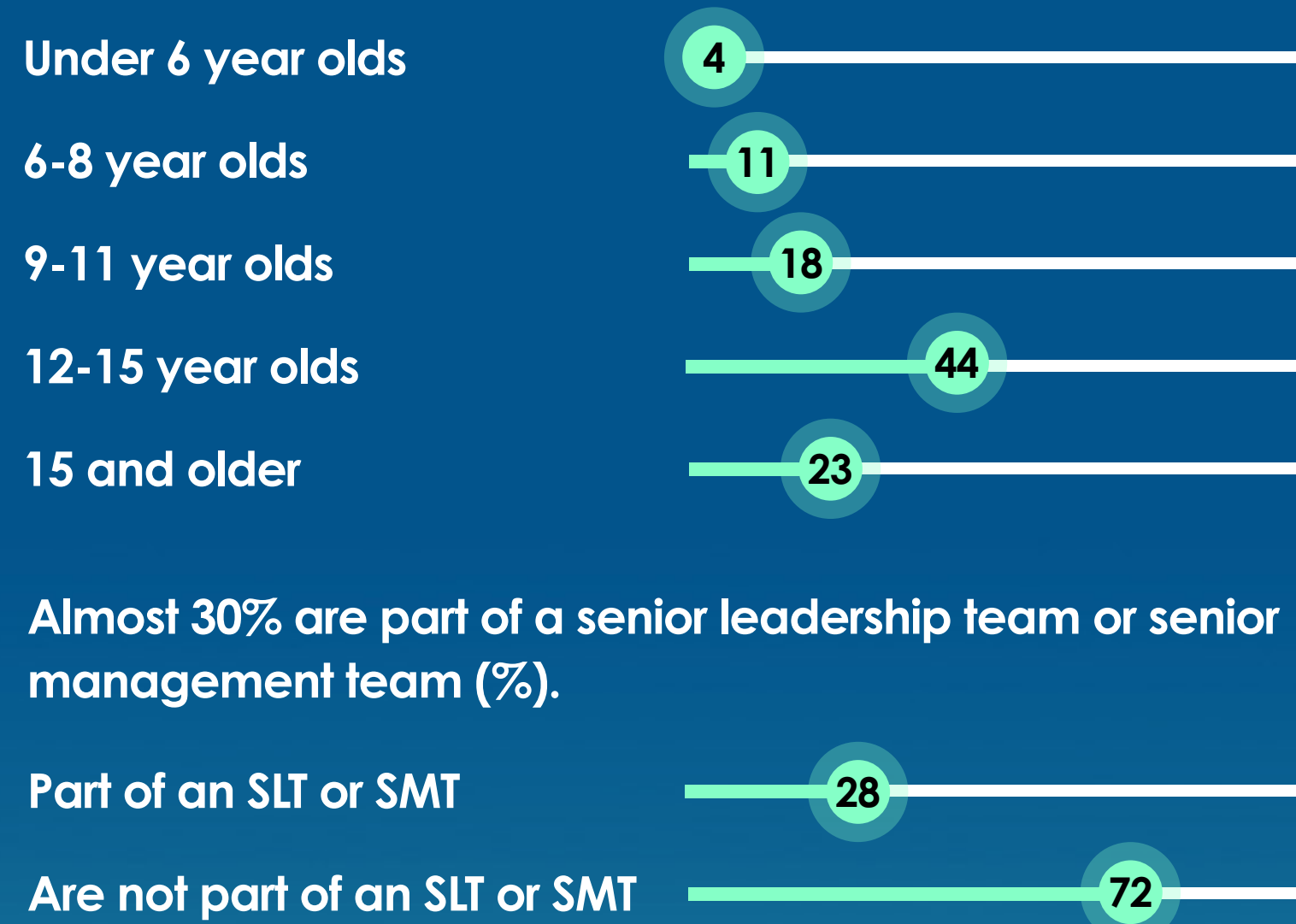


What are their roles?

Our survey respondents work in the following positions in schools (%):



Of those working in classrooms, they teach (%):



Where are they located?

Our survey respondents work in various schools across the UK. This is broken down by (%):

- 15 London
- 7 East England
- 18 South East England
- 10 South West England
- 7 West Midlands
- 7 East Midlands
- 6 Yorkshire & Humberside
- 11 North West
- 3 North East
- 3 Wales
- 6 Scotland
- 2 Northern Ireland
- 3 Republic of Ireland
- 2 Other

*“What makes an outstanding school? **One where students are happy and make good academic progress. A school where the teachers are happy and feel fulfilled and supported in their role.**”*



Head of department, academy secondary
East England

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03

Skip to chapter 04:

Schools' strategic goals for more in-depth statistics



Summary of key findings

Our annual State of Technology in Education Report is always packed full of candid insights, key trends, and technology predictions within the education sector; this year's is no different.

Here are some standout insights from this year's survey, based on our main themes:

A. Schools' strategic goals

More collaboration between SLT members and teachers

In 2017, all school leaders stated there was a clear school strategy in place but almost half of the teaching staff were unaware of it. This gap has reduced to around 25% in 2018.

25

D. Budgets

Educators want more budget for edtech

There has been a 7% increase in the number of respondents stating there is too little budget allocated to technology.

41

B. Workload and wellbeing

Teachers believe workload is having a negative impact on learning

62% of our respondents believe workload is contributing to high levels of stress in schools, but under 20% of schools are addressing the problem.

62

E. Schools' use of tech

More schools recognise the potential of edtech to engage pupils

Almost all educators (94%) now recognise that edtech can improve engagement levels and the majority (72%) think that behaviour could be improved with technology.

94

C. Staff training

More schools are prioritising staff training in their strategies

This year, 13% more school leaders identified staff training as a funding priority.

56

F. The future of tech in education

Front-of-class technology is set for major growth

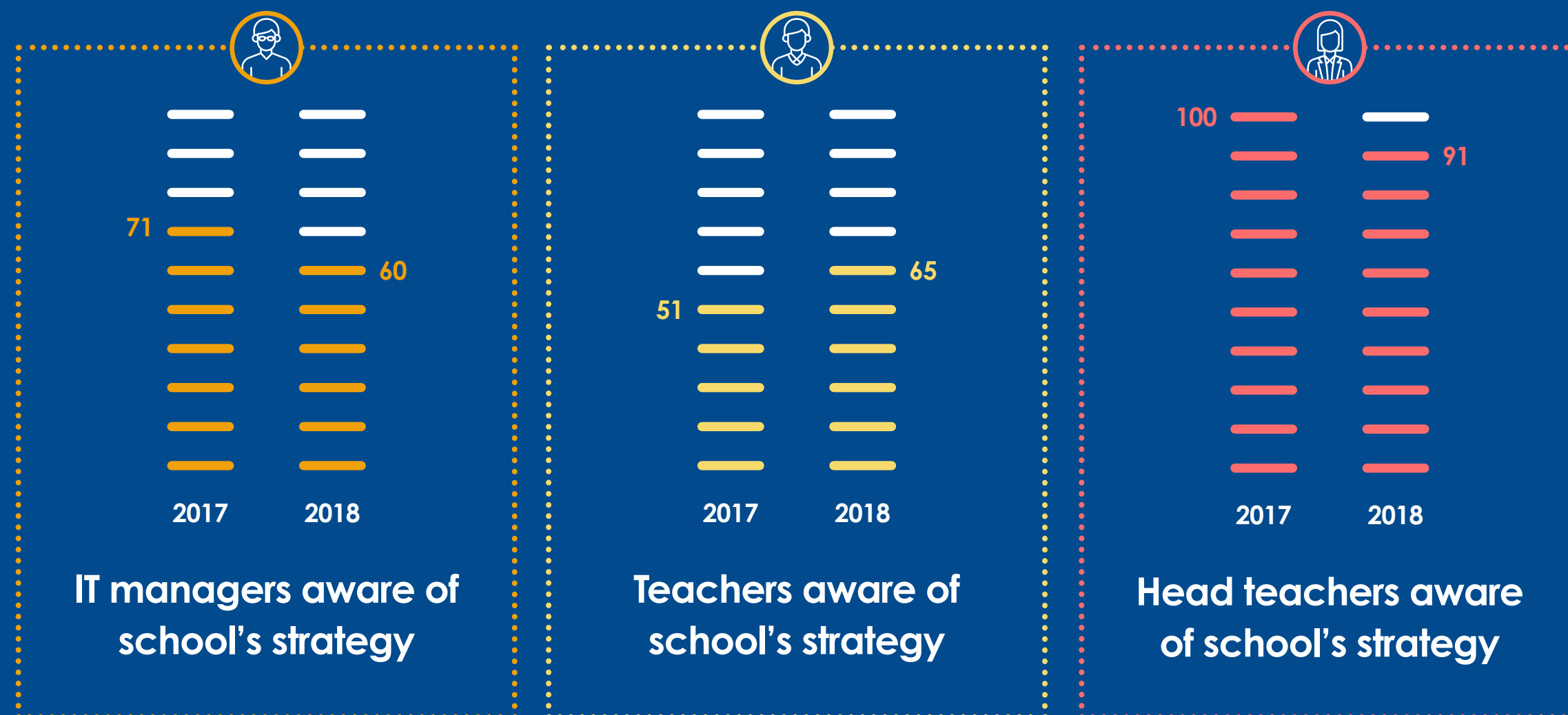
Over a quarter more respondents selected front-of-class technology — from 11% in 2017 to 37% in 2018 — as a key growth area in the next 1-3 years.

37

Schools' strategic goals

School leaders are collaborating more closely with their teaching staff this year, according to our survey. In 2017 we learnt that, **whilst all school leaders stated there was a clear strategy in place in their schools, almost half of the teaching staff and almost a third of IT managers were unaware of it.** For teachers, this gap has reduced from half to just over a quarter in 2018.

Meanwhile, IT staff feel more in the dark about their school strategies with 40% of IT managers unaware of their school's overall strategy (%)



Only 42% of academy schools believe they have a clear vision for the year ahead, however, highlighting a strategic gap in MATs (%)



When it comes to technology, in 2017 under 19% of deputy and head teachers stated that tech played an integral role in their schools' strategies. This year, the number jumped to over 27%.



Chapter 03, Section B

Workload and wellbeing

This year, we've learnt that over 62% of our respondents believe workload is contributing to high levels of stress in schools. **Despite this, under 20% of schools are addressing the problem.**

Teachers' workloads are contributing towards high levels of stress in my school (%)

62

Teachers' workloads are high but it is being actively addressed in my school (%)

20

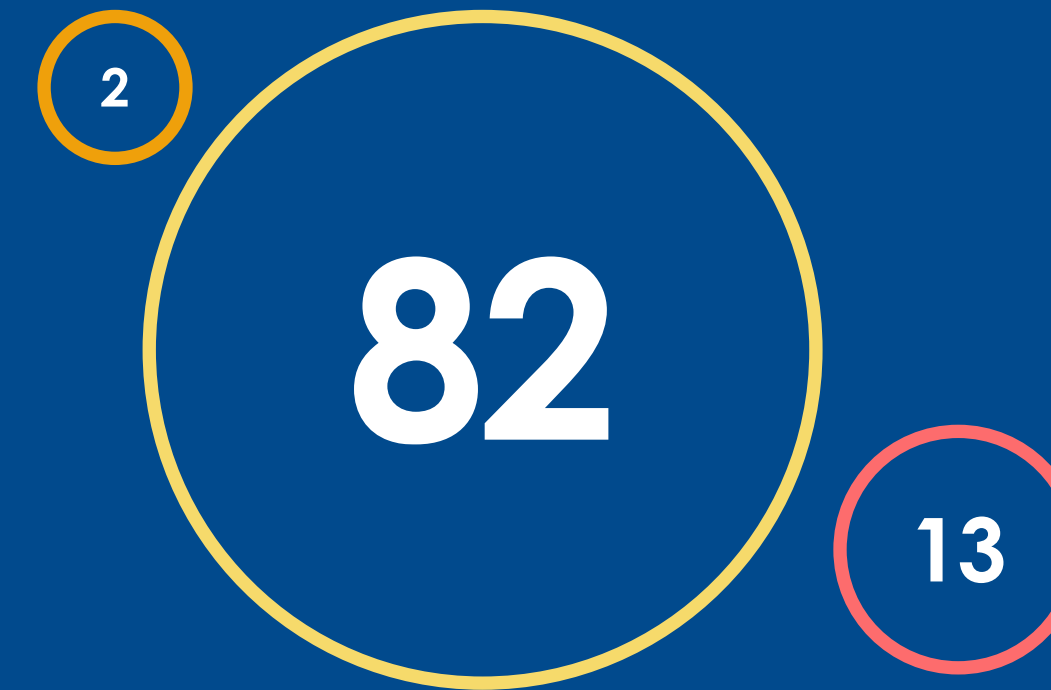
Looking more carefully at these stats, **of this 62%, less than 14% are SLT members**, pointing towards a discrepancy between the perceived gravity of the workload between teachers and school leaders.

What's more, almost 82% of teachers believe **workload is having a negative impact on pupils' learning.**

Teacher workload is contributing towards high levels of stress in my school (%)



Teacher workload is unmanageable, and it's having a negative impact on learning (%)



- IT managers
- Teachers
- Deputies & heads

Chapter 03, Section C

Staff training

According to our survey, **under 5% of teachers believe they receive full training and support on new school technologies.** Whilst this is a similar number to last year, this is down 20% from 2016.

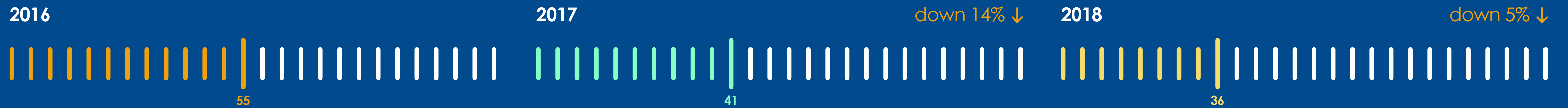
Teachers' confidence in school training is declining; this year, **under 36% of teachers believe their training is adequate;** down 5% from 2017 and 14% from the year before.

What level of training and support is provided for the edtech at your school? (%)



Our survey suggests that a greater number of schools are prioritising staff training in their strategies; **over 13% more deputies and head teachers identified staff training as a funding priority** for the coming year.

We receive adequate edtech training and support (%)



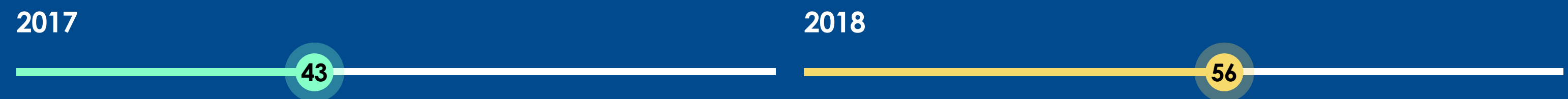
We receive full training and support (%)



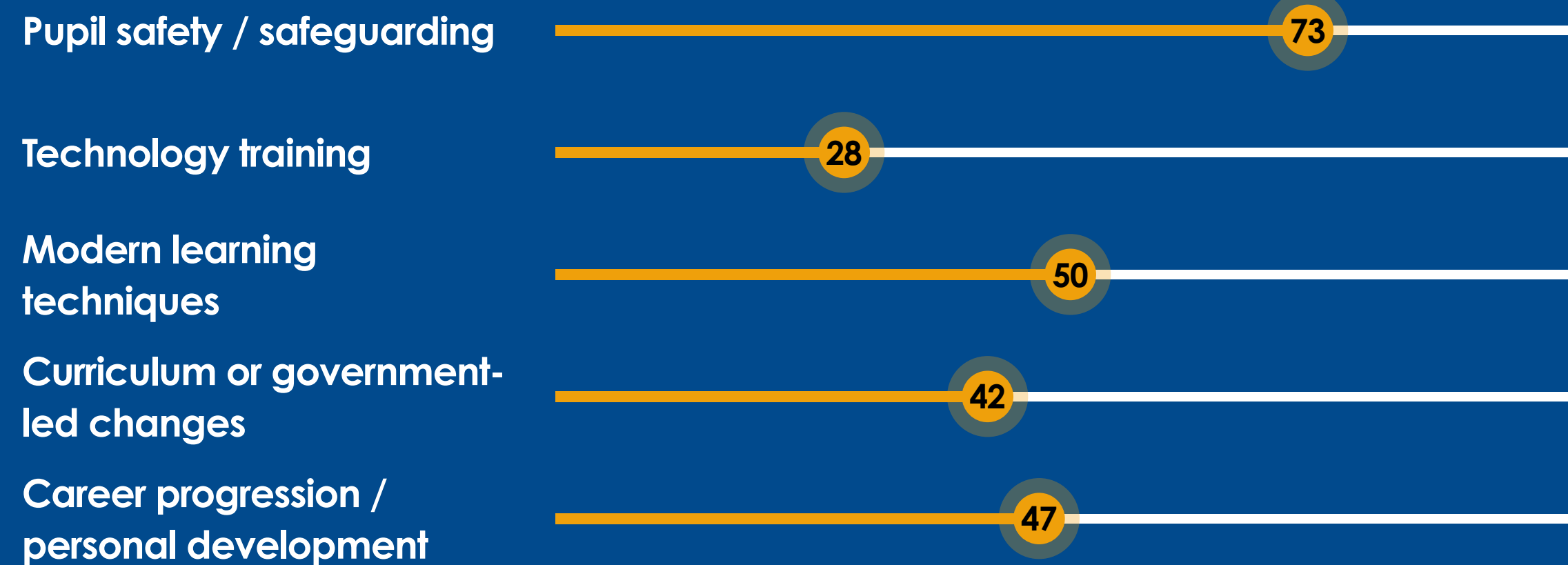
Technology training, meanwhile, is considered the lowest staff training priority.

This is unsurprising as only **47.5% of head teachers and deputies believe their school's level of edtech training is sufficient.**

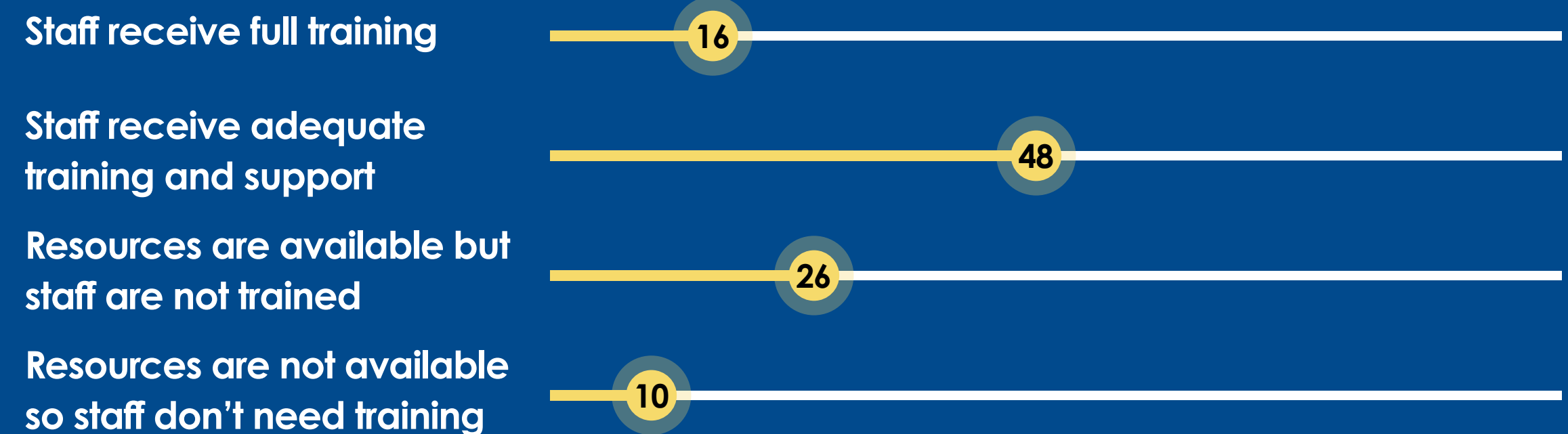
Yes, teacher / staff training is identified as a funding priority in our strategy (%)



What does your school strategy identify as a priority when it comes to teacher training? (%)



What level of training and support is provided for the edtech at your school? (%)



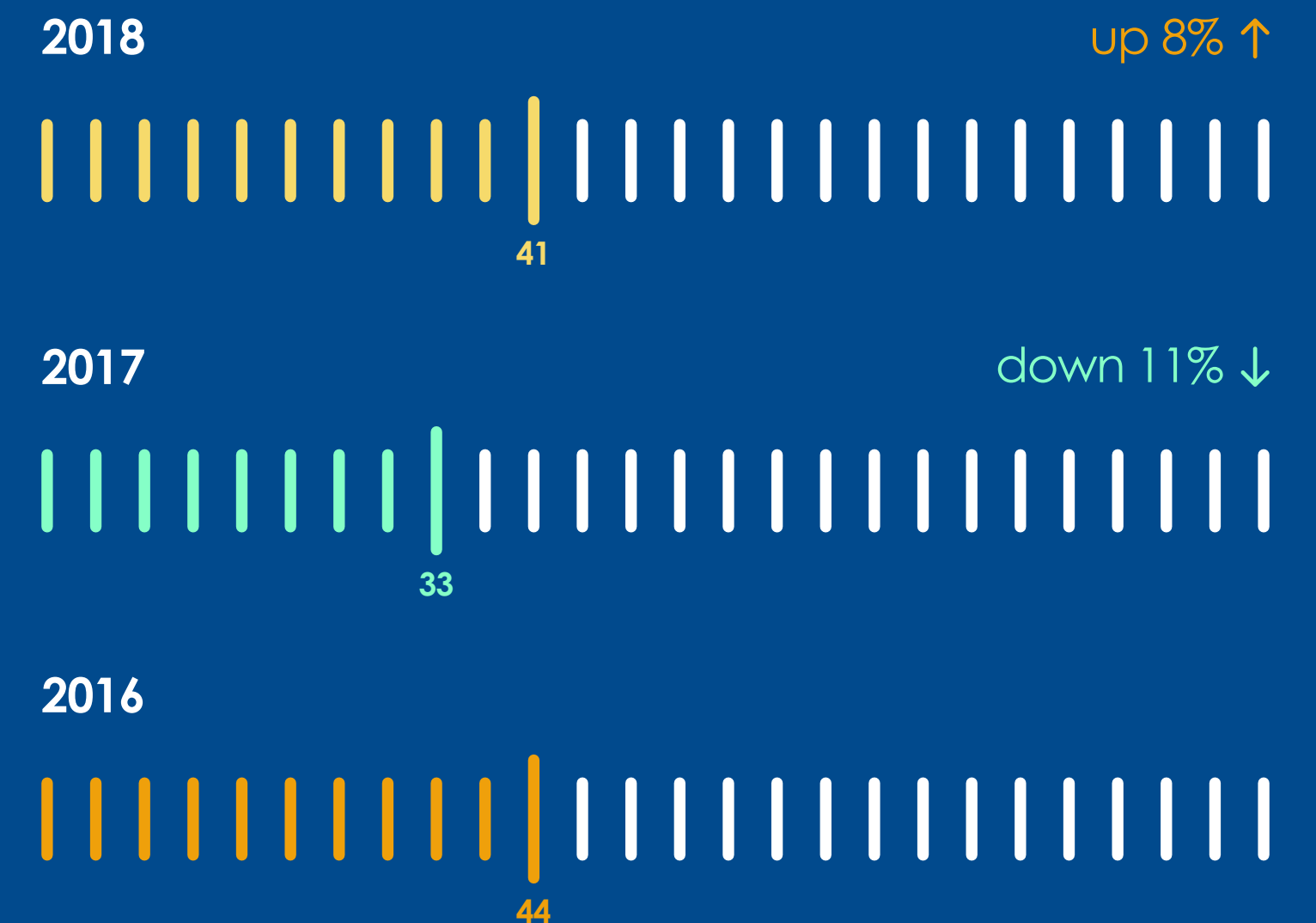
Budgets

Last year, we discovered that over 83% of teachers struggle with failing tech, whether it's sometimes, often or always. According to our survey, the situation is slowly worsening; **this year, the number has increased to over 86%**, and there's a **7.5% increase in the number of respondents stating there is too little budget allocated to technology.**

Lack of appropriate or working tech prevents me from using it to tackle common teaching issues (%)



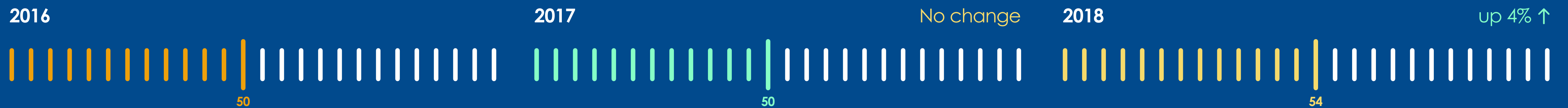
There is too little budget allocated to technology (%)



Schools' use of tech

According to both our 2016 and 2017 survey results, around 50% of teachers were striving to innovate by using tech as an education tool. This year, our survey revealed that almost **5% more teachers are striving to innovate by using technology.**

I am constantly striving to innovate by using technology as a tool for education (%)



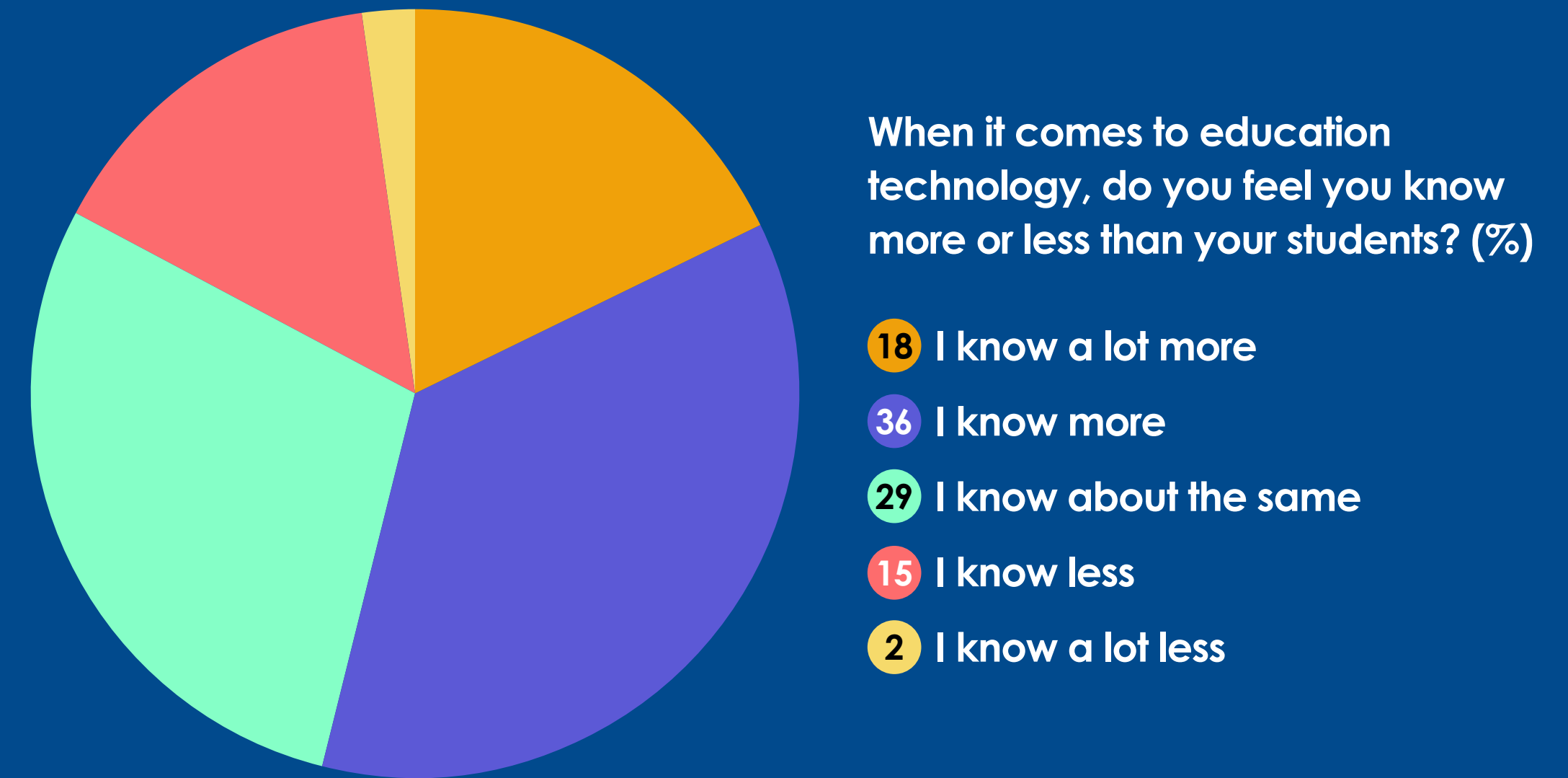
*“As an academy we are technology rich, however **maintaining the technology due to a lack of money is making it difficult to continue with some aspects.**”*



Deputy head teacher, academy secondary school
North East England

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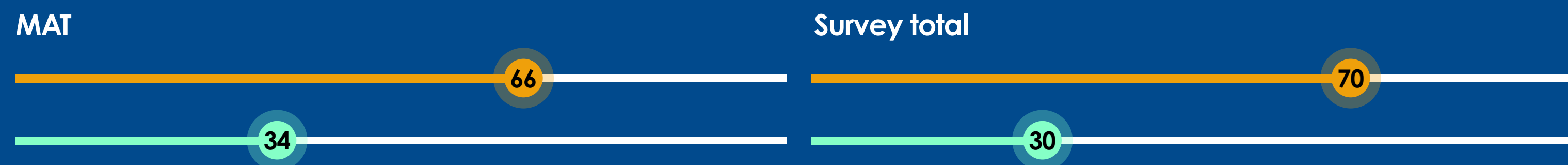
It appears that teachers are increasingly digitally-minded; over **83% state they know the same or more about edtech** than their students.



Whilst a number of schools claim to be suffering with failing or faulty technology, Multi Academy Trust (MAT) schools buck the overall trend; **over a third of respondents from academy schools state that failing tech never or rarely prevents them from using it in lessons.** The ongoing optimisation of this edtech is sometimes hampered by budgetary restrictions, however.

Does a lack of appropriate/working technology prevent you from using technology to tackle common teaching issues? (%)

○ Always / often / sometimes ○ Rarely / never



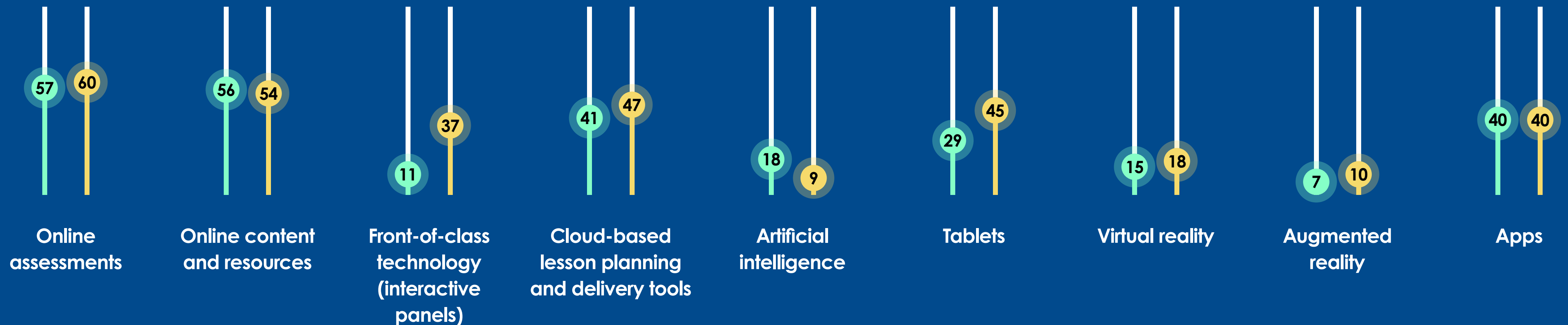
The future of technology in education

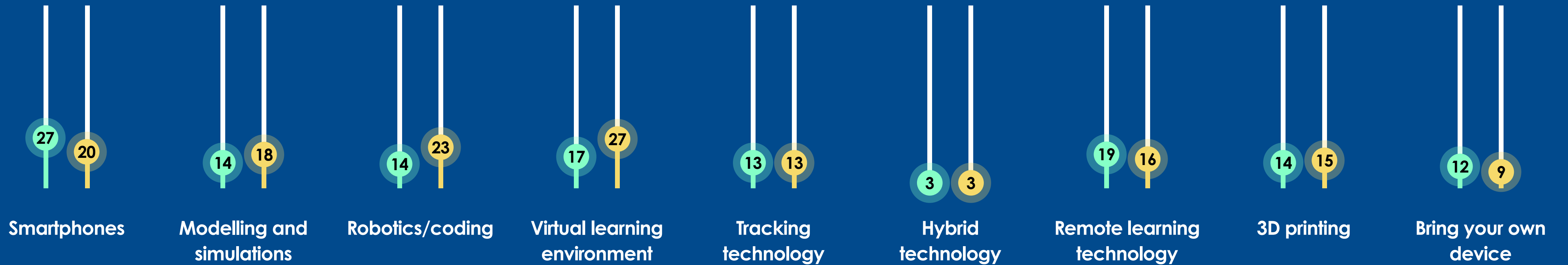
According to the majority of our survey respondents, online assessments, as well as online content and resources are likely to **see the biggest growth over the next few years.**

At the same time, over a **quarter more respondents identified front-of-class technology** (from 11% to 37%) **as a key growth area**, and over **15% more respondents selected tablets.**

Which technologies do you see making the biggest growth in the next 1 – 3 years? (%)

○ 2017 ○ 2018

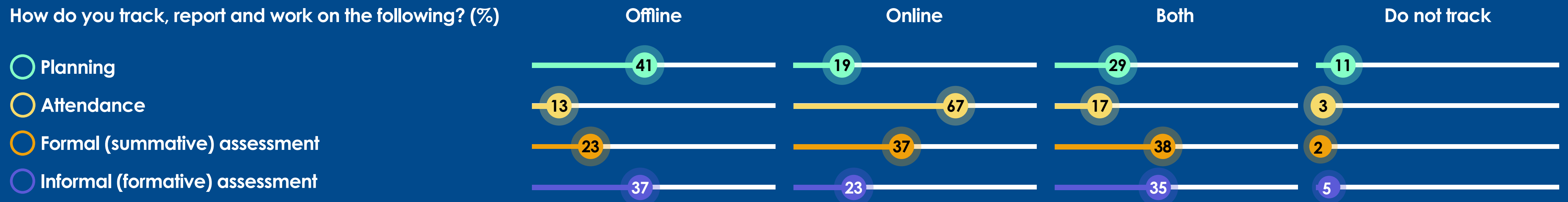




Technology already plays a key role in assessment practices, with **52% of teachers tracking summative assessment purely online**, and over 71% partly online.


Whilst only 31% of teachers track formative assessment wholly online, over **65% use digital tools in some part**; this is likely to increase as school leaders become more technologically-focused.

How do you track, report and work on the following? (%)



04

Schools' strategic goals

Skip to chapter 05:
Workload and wellbeing 

Teachers 

Heads & deputies 

IT managers 

Quick links:

[A. Highlights](#) 

[C. Insight from heads and deputy heads](#) 

[B. Insight from teachers](#) 

[D. Insight from IT managers](#) 

Highlights

This year, almost **70% of our survey respondents confirmed that their school has a clear strategic vision** for the coming academic year; 2.4% more than the year before.

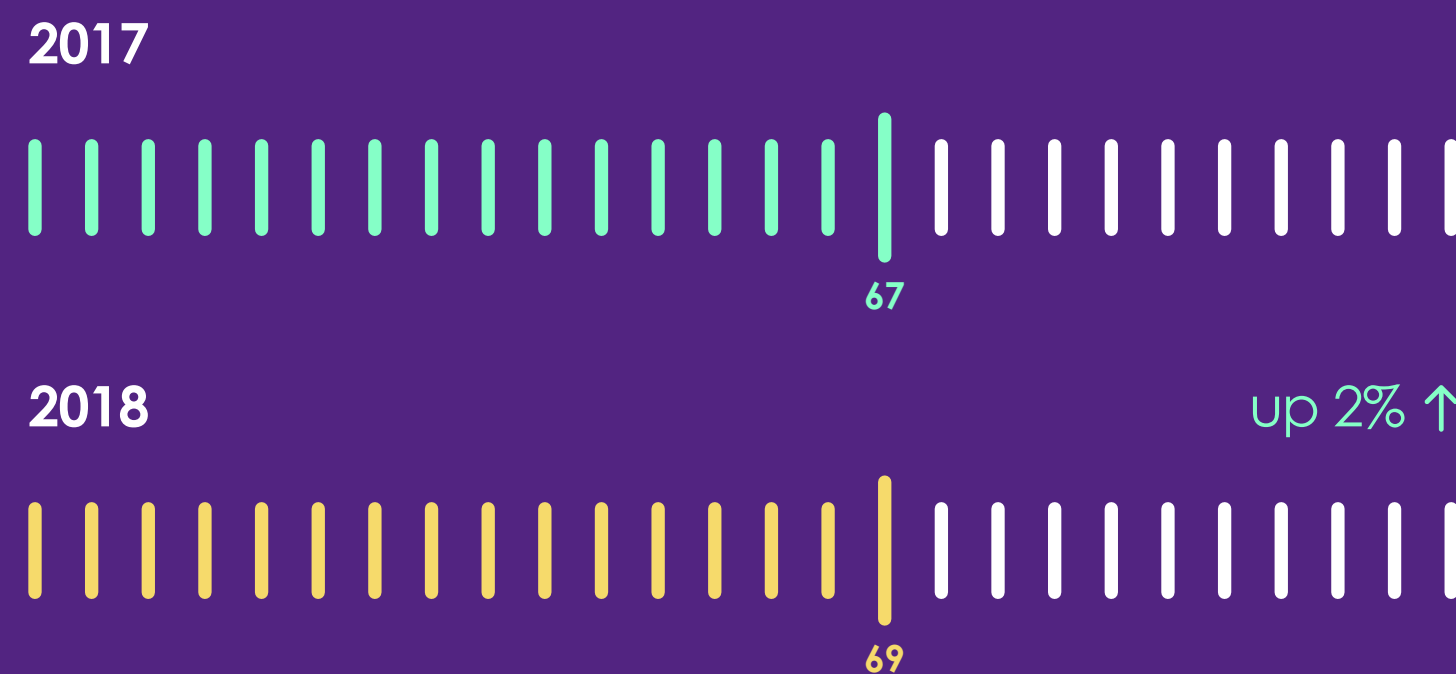
What's more, over **7% more of our respondents took an active role in formulating this strategy**. The total number, meanwhile, is still low — under 18%.

Does your school have a clear strategic vision for the year ahead? (%)



○ Yes ○ No ○ I don't know

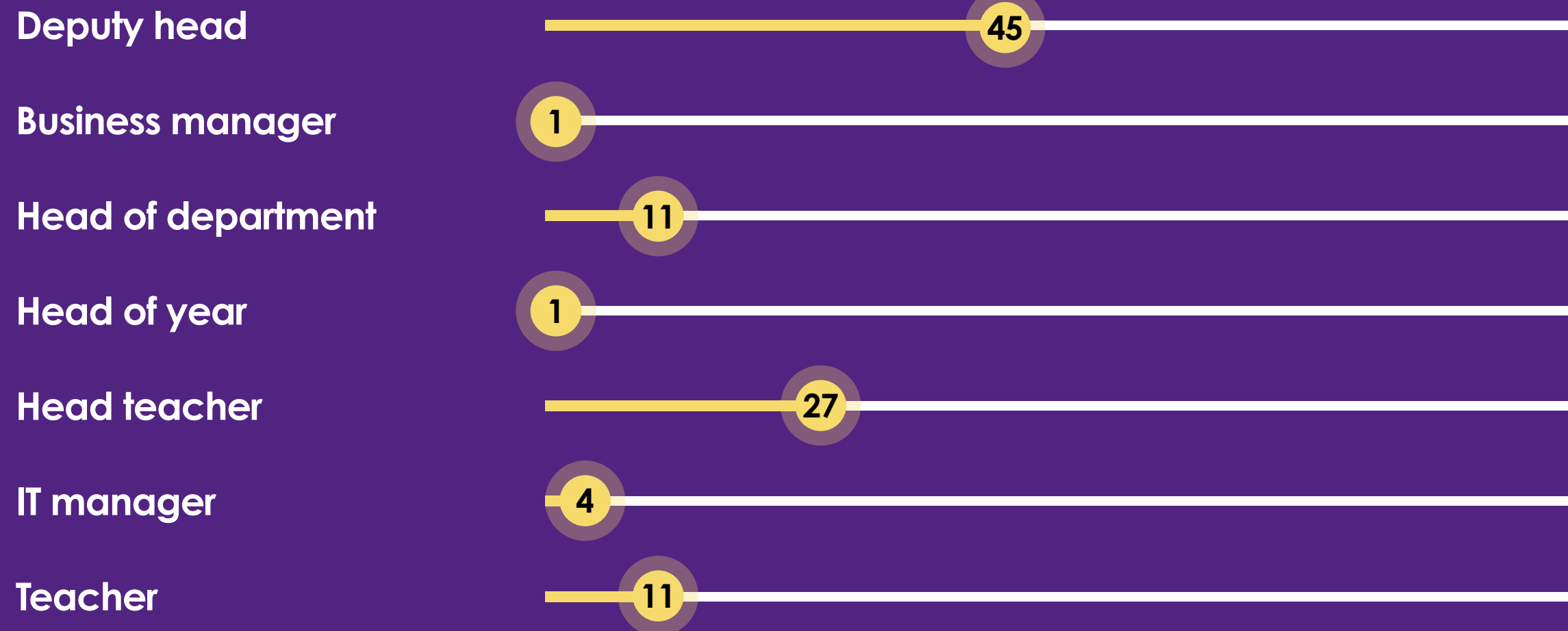
Yes my school has a clear strategic vision for the year ahead (%)



I played a lead role in formulating the school strategy (%)

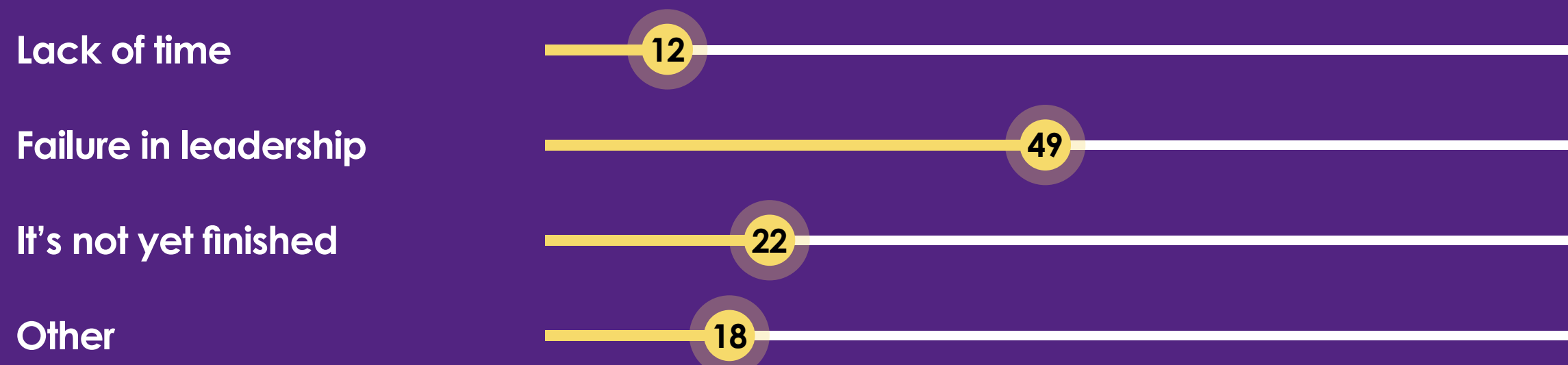


I played a key role in my school's strategy (%)

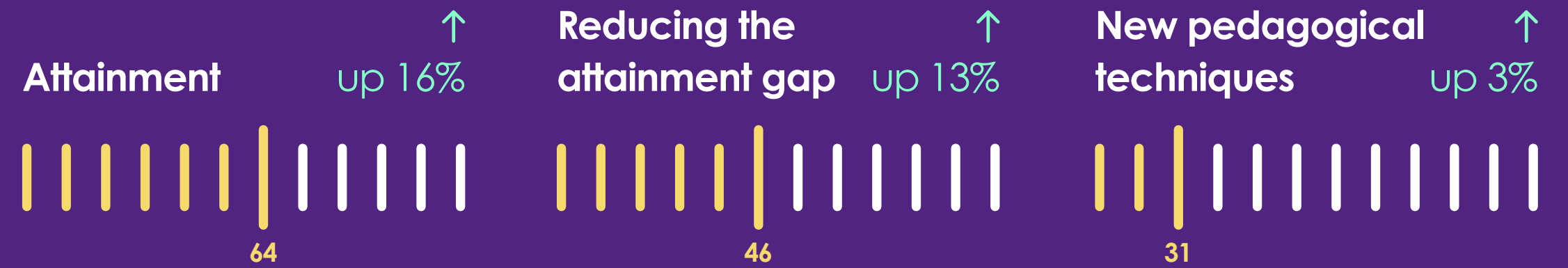


Of those schools that identify a lack of strategy, a **failure in leadership is blamed by almost half (48.7%)**.

Why doesn't your school have a clear strategic vision? (%)



Our survey respondents identified the key priorities for the coming year as (%):



What's more, compared to last year:

Over 13% more will focus on providing more creative learning experiences.

Almost 6% more identified delivering educational benefits through technology as a priority.

11.5% fewer find soft skill development a key priority.

What does your school identify as key priorities for 2018/2019? (%)

○ 2017 ○ 2018



There has been a **13% increase in overall agreement with schools' priorities**, which could be explained by the number of teachers and other school staff directly involved in their school strategies.

Do you agree with these priorities? (%)

○ 2017 ○ 2018



At the same time, there are clear trends when it comes to missed strategic priorities:

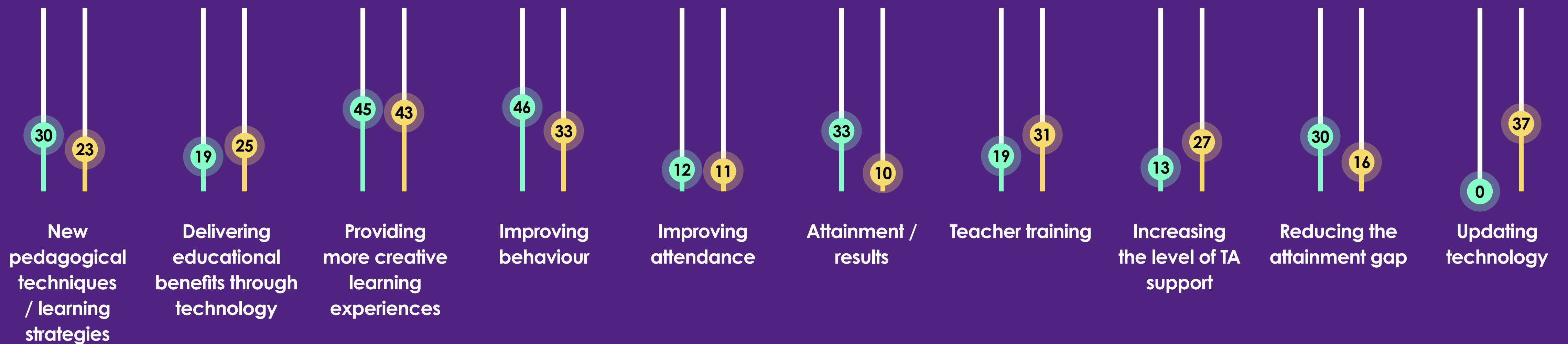
Over 25% identified delivering educational benefits with tech (6% more than in 2017)

Over 30% identified teacher training (12% more than in 2017)

37% identified updating technology (new this year)

Is there anything else that should be a key priority in 2018/2019? (%)

○ 2017 ○ 2018



Keep reading for more detailed insights from teachers, heads and IT managers about their schools' strategies.

Or skip to chapter 5: Workload and wellbeing

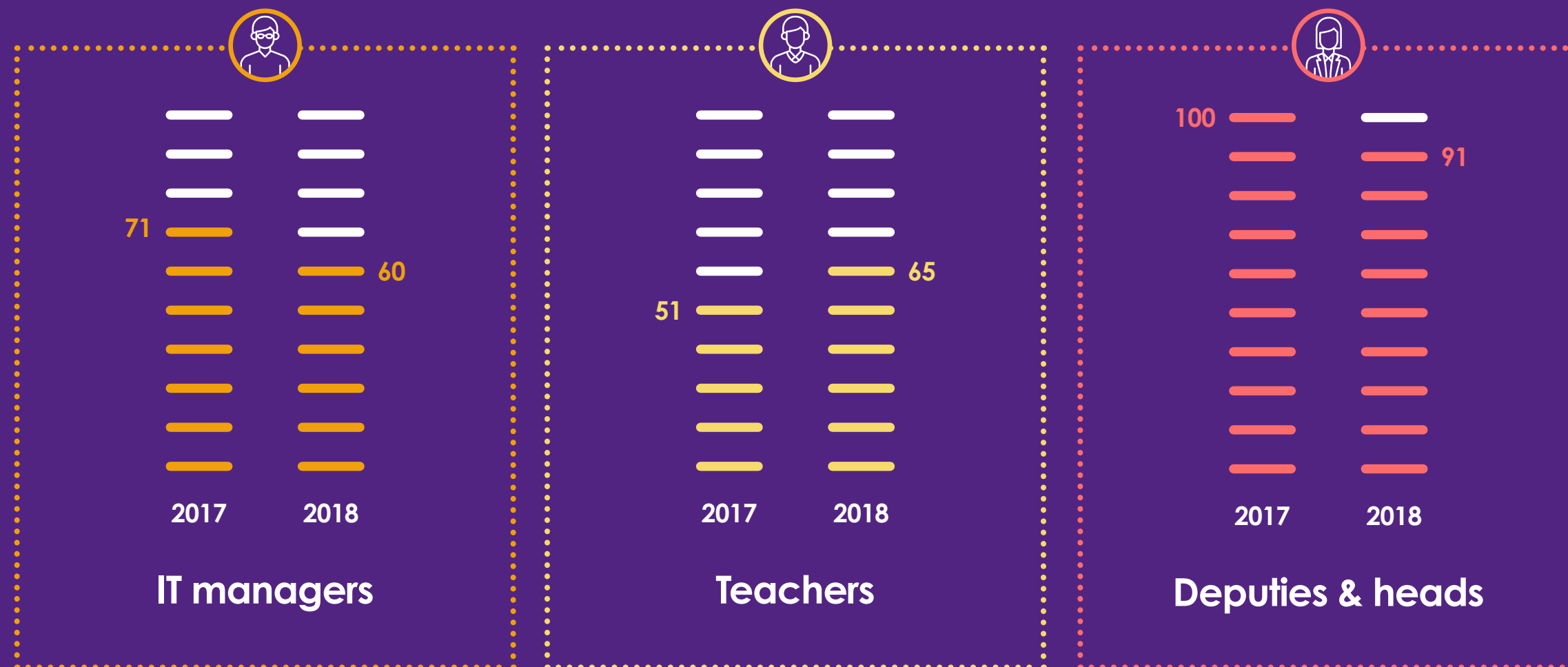




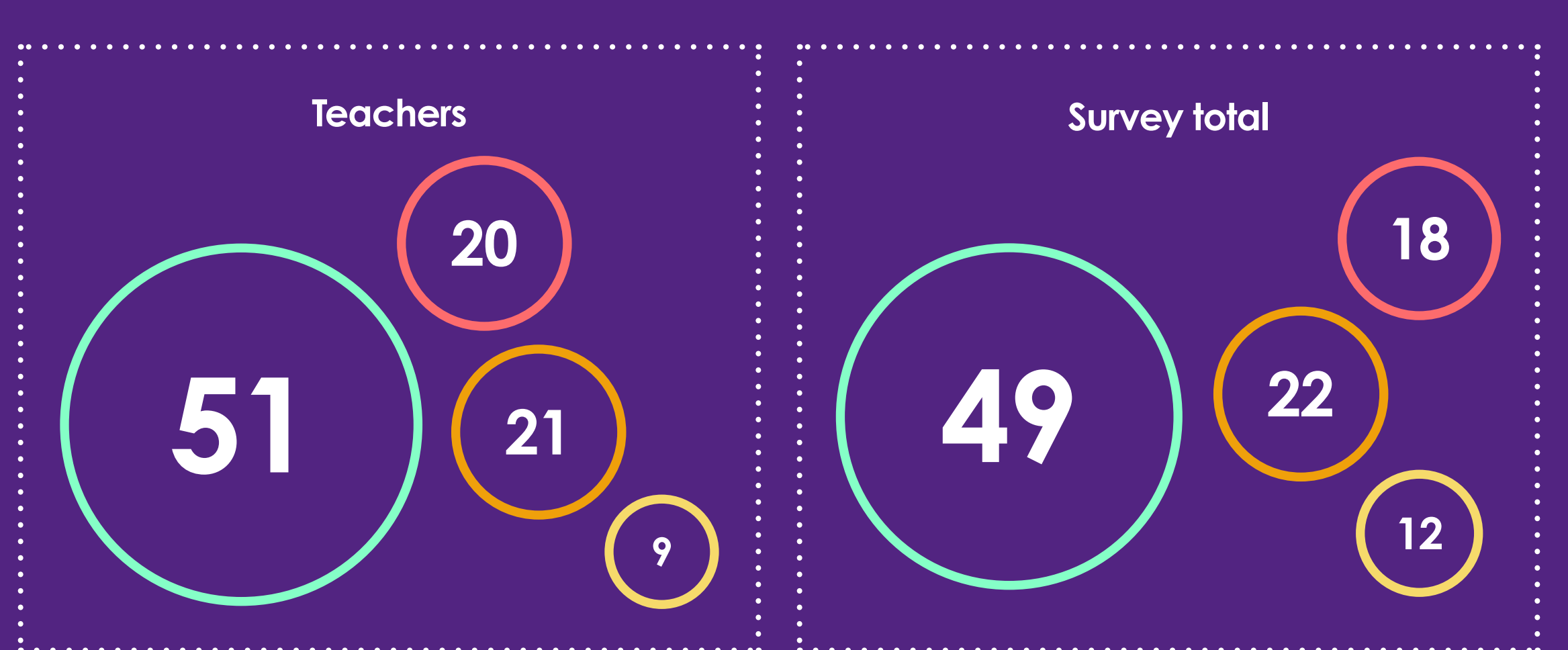
Insight from teachers

This year, **the number of teachers that are aware of their school's strategy has increased by over 13%**. This has **closed the knowledge gap on strategy between senior leaders and teaching staff from 49% to just 26%**. Meanwhile the **awareness of heads and deputies of these strategies has reduced from 100% to 91%**. Of the teachers that could not identify a clear strategy, over half blame poor leadership.

Yes my school has a clear strategic vision for the year ahead (%)



Why doesn't your school have a clear strategic vision? (%)



○ Failure in leadership
 ○ It's not yet finished
 ○ Lack of time
 ○ Other

Other reasons include:

Continual or upcoming **change in leadership**

Constantly **changing focus**

A **lack of SMART approaches** to defining school goals

Too many priorities instead of making a small number of systems work properly

*“Since being part of an academy chain, **leadership can no longer make strategic decisions** and our academy masters are incapable of making timely decisions.”*



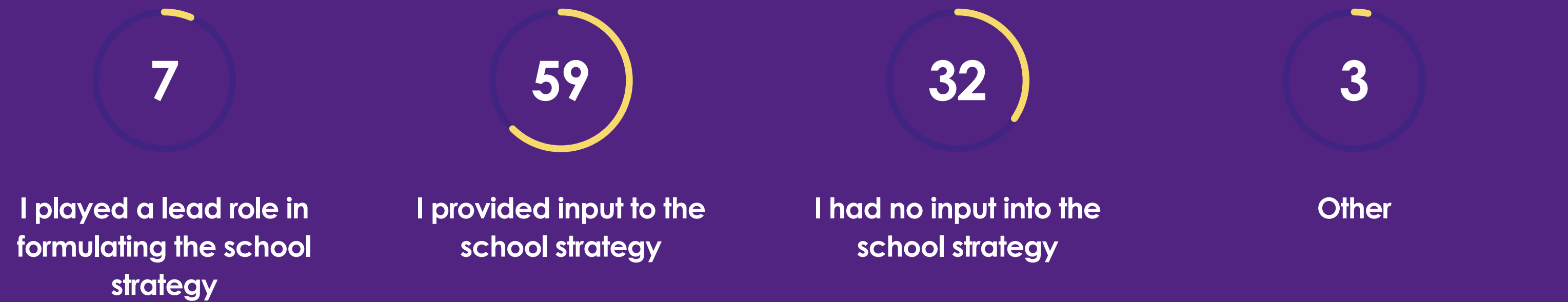
Teacher, academy secondary school
South East England

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According to our survey, under **7% of teachers took a lead role in formulating their school's strategy**, but almost 60% provided input.

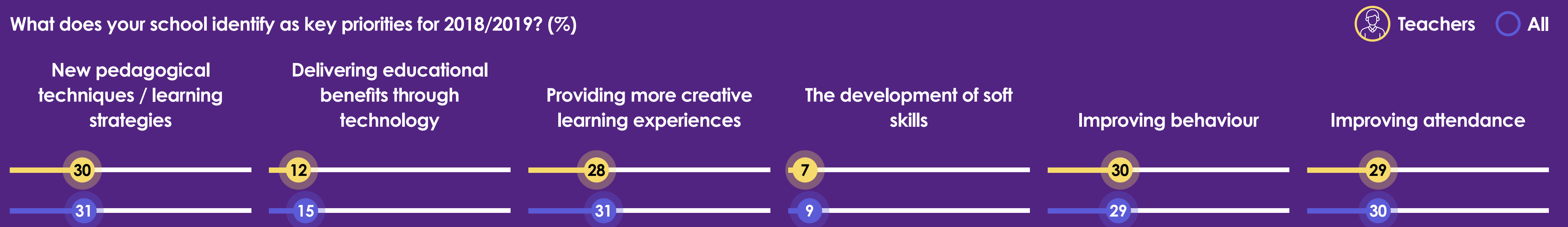
What role did you play in formulating this strategy? (%)



When looking at the priorities that teachers identified, they are largely in line with the survey total.

Fewer teachers, however, identified educational benefits through technology and teacher training as priorities in their schools' strategies than the survey average.

What does your school identify as key priorities for 2018/2019? (%)





Other priorities identified by teachers include:

Closing the **gender gap** in attainment

Further roll out of a **new VLE**

Focusing on **LGBT**

Balancing a budget and **preventing redundancies**

Maintaining a **strong sense of community and belonging** to increase citizenship

Overall, our results indicate a **growing sense of collaboration between teaching staff and senior leaders**, but there's a discrepancy between teachers' attitudes towards their schools' prioritisation of technology and training, compared to the remainder of educators.



Insight from heads and deputy heads

The lion's share (97.3%) of heads and deputy heads confirm that their school has an ongoing strategic improvement plan. When crafting these strategies, senior leaders have confirmed that pupils' needs are the highest influencing factor (59.9%), followed by results and attainment (50%).

Do you have an ongoing development plan for improving your school? (%)



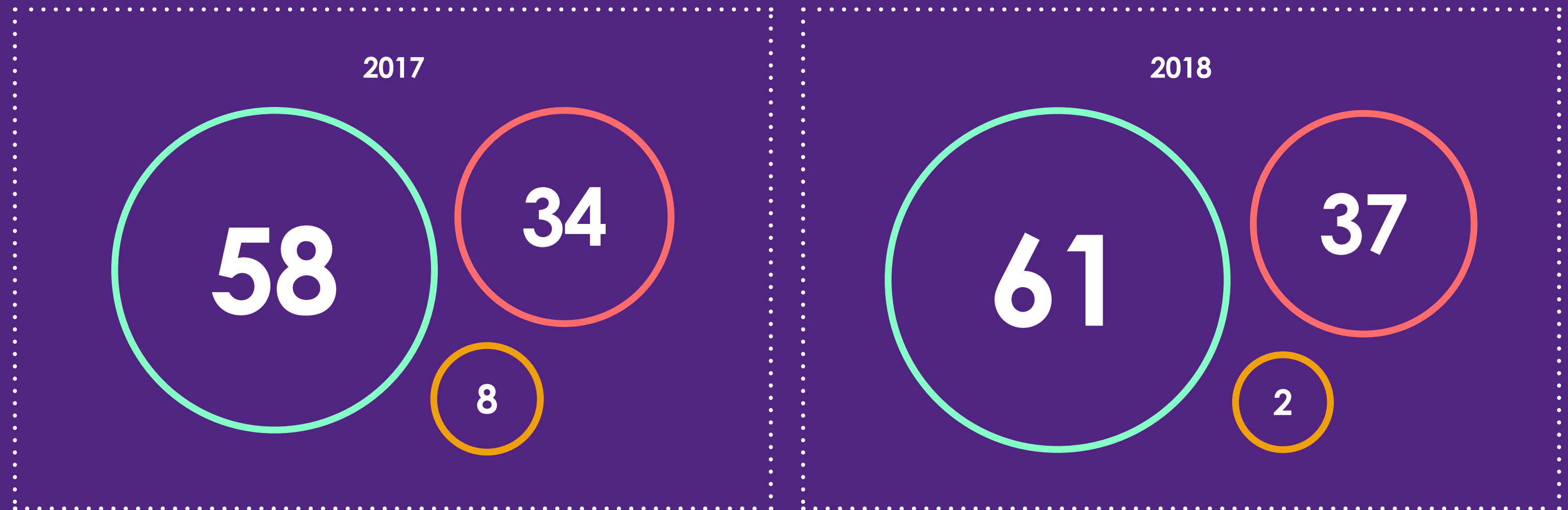
Which are the greatest influences when shaping your overall school strategy? (%)



Is technology an important component of your 2018/19 school strategy? (%)

Yes No I don't know

When addressing technology specifically, over **60% of school leaders confirm that tech is an important component of their school's strategy**; 3% more than last year.



In our annual survey, heads and deputy heads outline their top technology priorities for the coming year.

Key changes include:

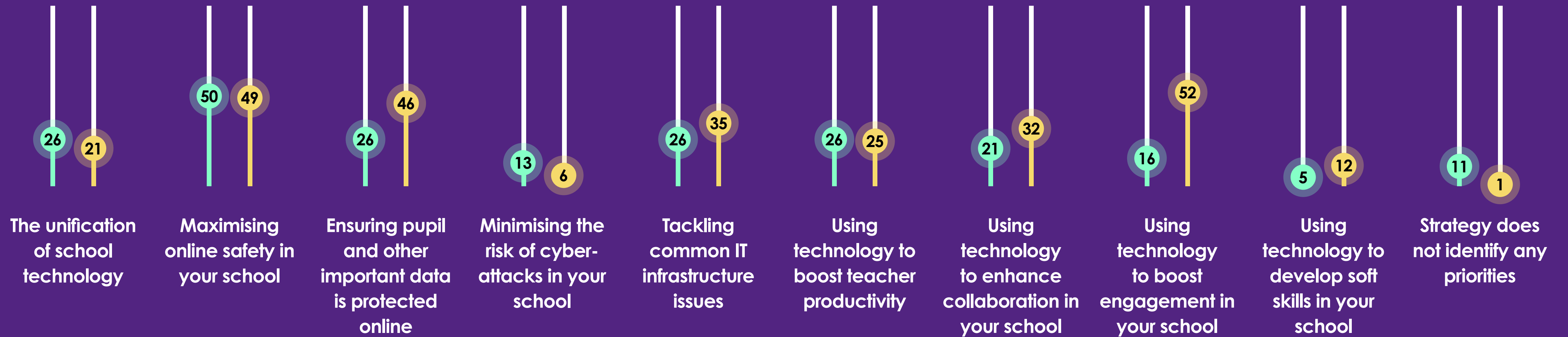
Almost 20% more school leaders identified pupil data protection as a strategic priority; most likely due to GDPR

Over 36% more intend to boost engagement with tech

11% more will focus on boosting school collaboration with tech

In terms of technology, what are the priorities in your strategy? (%)

○ 2017 ○ 2018



*“Our approach to technology isn’t good enough! **We are 10 years behind most other schools and we have no money to change that.**”*



Deputy head teacher, local authority secondary school
London

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“Staff training is currently lagging behind procurement of IT. We have one key teacher and one very capable admin, but **if they don’t share their knowledge amongst colleagues, the school won’t be able to make maximum use of the equipment bought.**”



Deputy headteacher, local authority secondary school
London

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Does your school have an ICT strategy, specifically? (%)

 Yes  No  I don't know

This year, over **7% more school leaders confirmed that their schools have a specific ICT strategy**, up from 50% in 2017.



Last year, less than 19% of schools leaders reported that tech was integral to their future strategies. This year this has increased to over 27%. Meanwhile, **over 42% said that some tech is important**, a new option for this year's survey.

How important is technology when it comes to realising your wider strategic priorities (eg. attainment, school performance, results)? (%)



When asked what overall changes heads and deputies expect to impact education in the coming years, **the majority identified budgetary restrictions (76%)**, but this is 10% fewer than last year.

The perceived impact of technology on learning has reduced, however; **down from 30% to under 18%**. Technology is becoming an ever-present part of a learning environment today, so future impact could be seen as less, as a result.

According to our survey, whilst the primary focus for the coming year is still raising overall attainment and reducing the attainment gap, **a greater number of school leaders agree that tech is integral to achieving their school's strategic goals.**

What overall changes do you think will impact student education in 2017/2018 and beyond? (%)

○ 2017 ○ 2018



*“The need for a **broad and balanced curriculum**, and reaching the high standards of maths and English tests are a challenge for schools.”*



Deputy head teacher, local authority primary school
London

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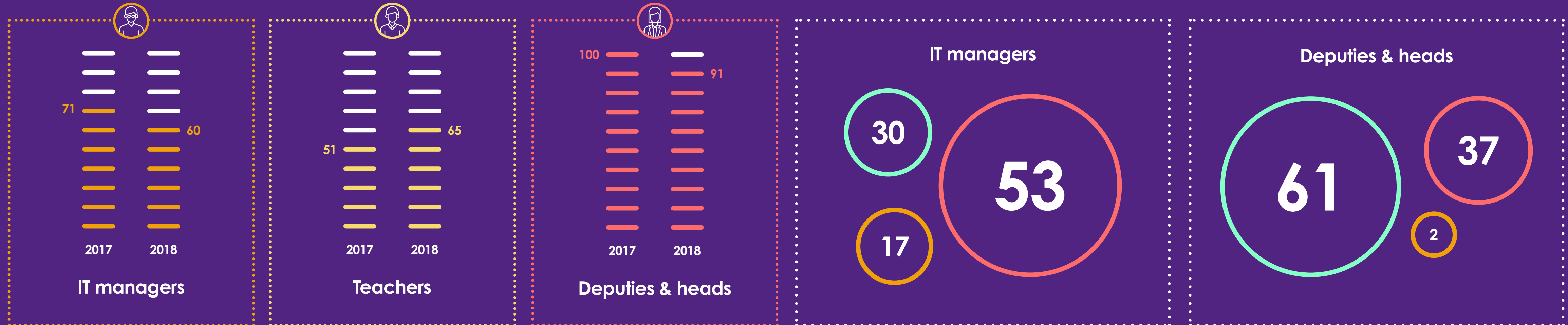


Insight from IT managers

According to our survey, there is a gap between IT managers' and school leaders' perception of the technology within their schools' strategies; under **30% of IT staff confirmed it was a priority compared to over 60% of heads and deputy heads**. This gap is corroborated by the reduction in strategic collaboration between school leaders and IT staff; **40% of IT managers are unaware of their school's upcoming strategy**.

Yes my school has a clear strategic vision for the year ahead (%)

Is technology identified as a priority in your 2018/19 school strategy? (%)

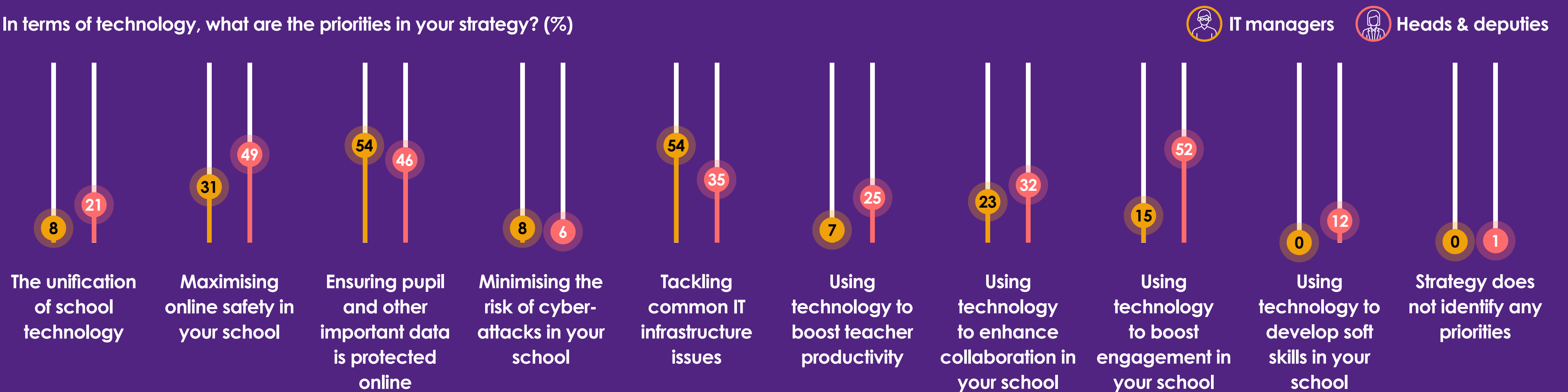


○ Yes
 ○ No
 ○ I don't know

In terms of the specific tech priorities, **a greater number of IT managers are concerned with protecting pupil data than school leaders; 54% versus 46%.**

There's also **more focus on tackling infrastructure issues**, selected by 54% of IT managers compared to just 35% of school leaders.

In terms of technology, what are the priorities in your strategy? (%)





*“It should be a priority to **provide up-to-date software and hardware**, so that teachers and students are using what is current.”*



IT manager, academy secondary school
Yorkshire and Humberside

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*“Replacing old, unfit-for-purpose equipment should be a priority, and **investing more in teaching tools such as interactive front-of-class displays**.”*



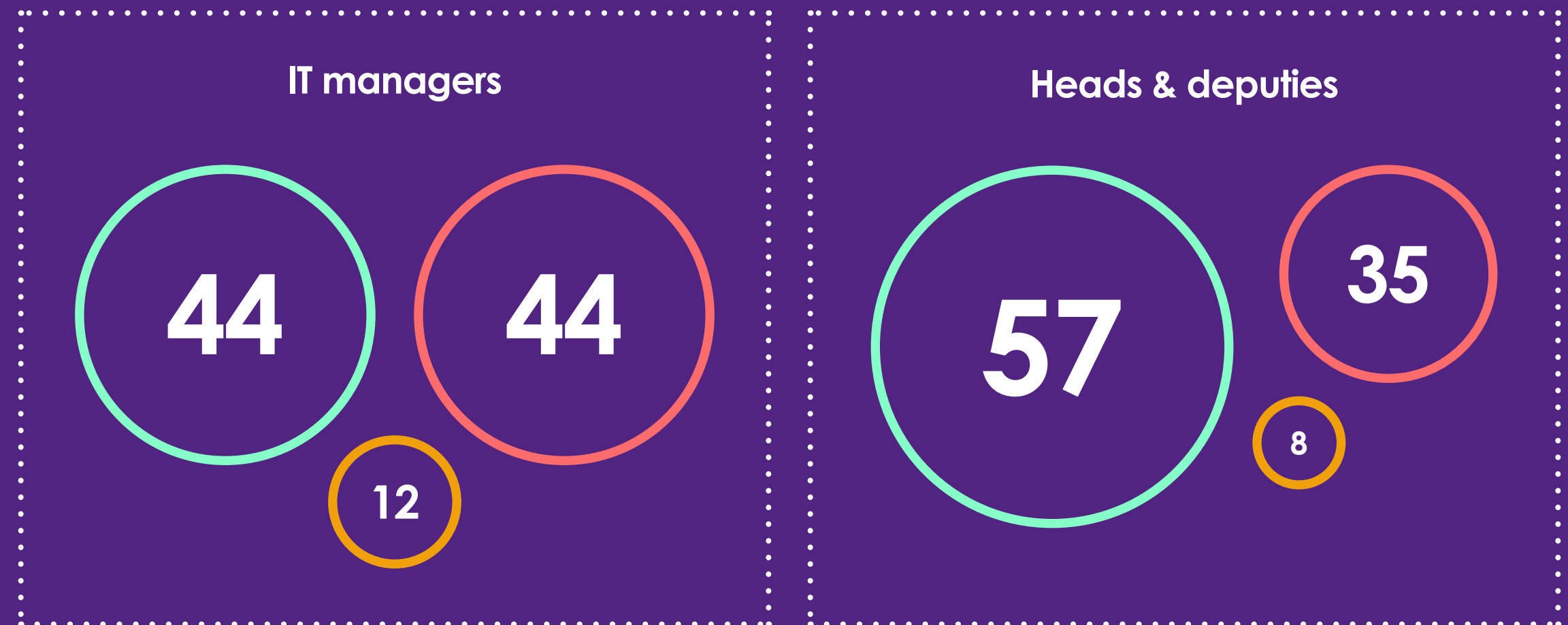
IT manager, local authority secondary
North West England

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When asked about their school's ICT strategy, specifically, **13% fewer IT managers were aware of it than school leaders.**

Does your school have a specific ICT strategy? (%) ○ Yes ○ No ○ I don't know



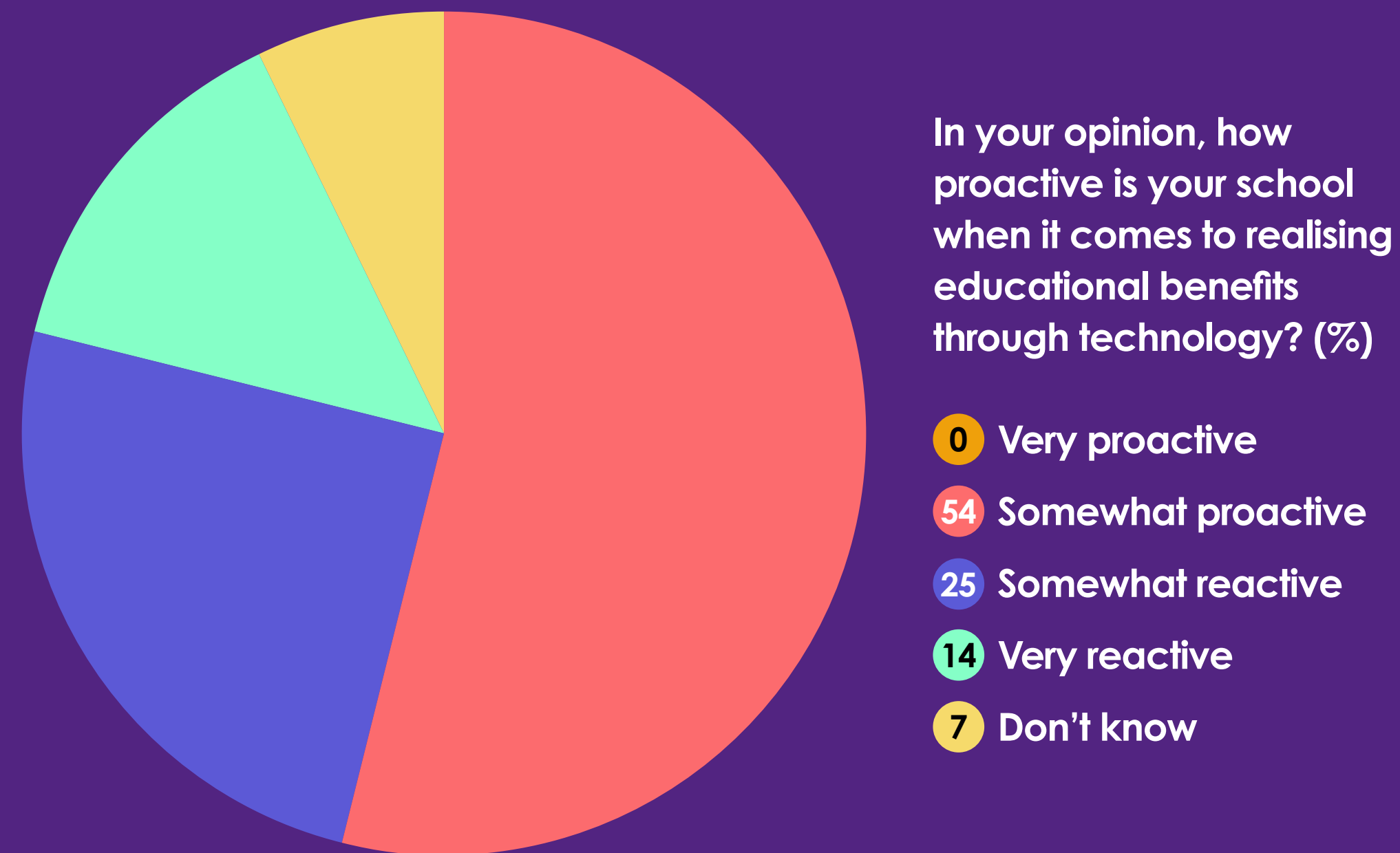
What's more, when asked about the importance of technology in the achievement of schools' overall goals, **considerably fewer IT managers identified it as playing an integral role.**

How important is technology when it comes to realising your wider strategic priorities (eg. attainment, school performance)? (%)

○ IT managers ○ Heads & deputies



The majority of IT managers (53.5%) view their school as being 'somewhat proactive' towards the educational benefits of technology, but **not one respondent considered their school 'very proactive'**.



*"I feel I have to **constantly push the importance of technology** for staff to realise the potential and importance of it."*



Deputy head teacher, local authority primary school,
London

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Overall, our survey has identified that, whilst school leaders are collaborating more closely with teaching staff on their upcoming strategic goals, **IT managers are feeling left behind**. This is perhaps a missed opportunity when a number of schools claim to view technology as an important vehicle to achieving their future goals, such as raising attainment.

05

Workload and wellbeing

Skip to chapter 06:
Staff training



Teachers



Heads & deputies



IT managers



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[C. Insight from heads and deputy heads](#)



[B. Insight from teachers](#)



[D. Insight from IT managers](#)



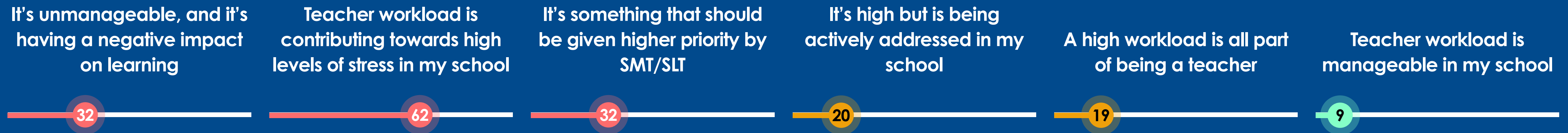
Highlights

New for this year's survey, we asked all school employees — from head teachers through to TAs and support staff on their opinions on teachers' workload and staff wellbeing.

The majority of our total respondents (**62%**) believe teachers' workload is contributing towards high levels of stress in schools, but under **20% of schools are addressing the problem**. What's more, 32% of educators believe it is having a negative impact on pupils' learning.

Fewer than **10% of our respondents (8.9%) confirmed that workload is manageable** in their schools.

Which statements come closest to describing your opinions towards the workload of teachers in your school? (%)



It is a teacher's responsibility to reduce their workload

3

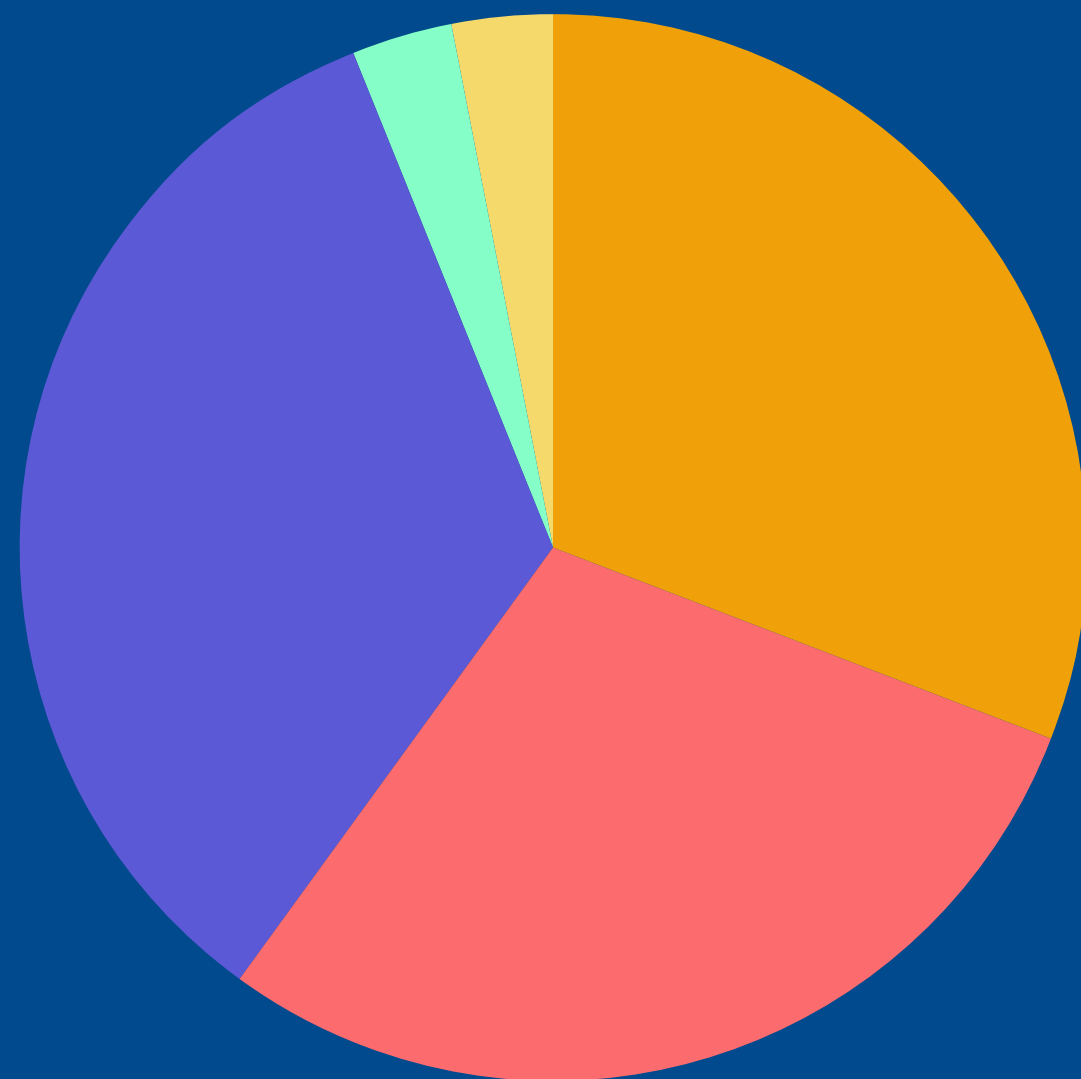
Streamlined processes and less administrative tasks would improve teachers' workload in my school

36

If teacher workload doesn't improve, we may lose valuable teaching staff in my school

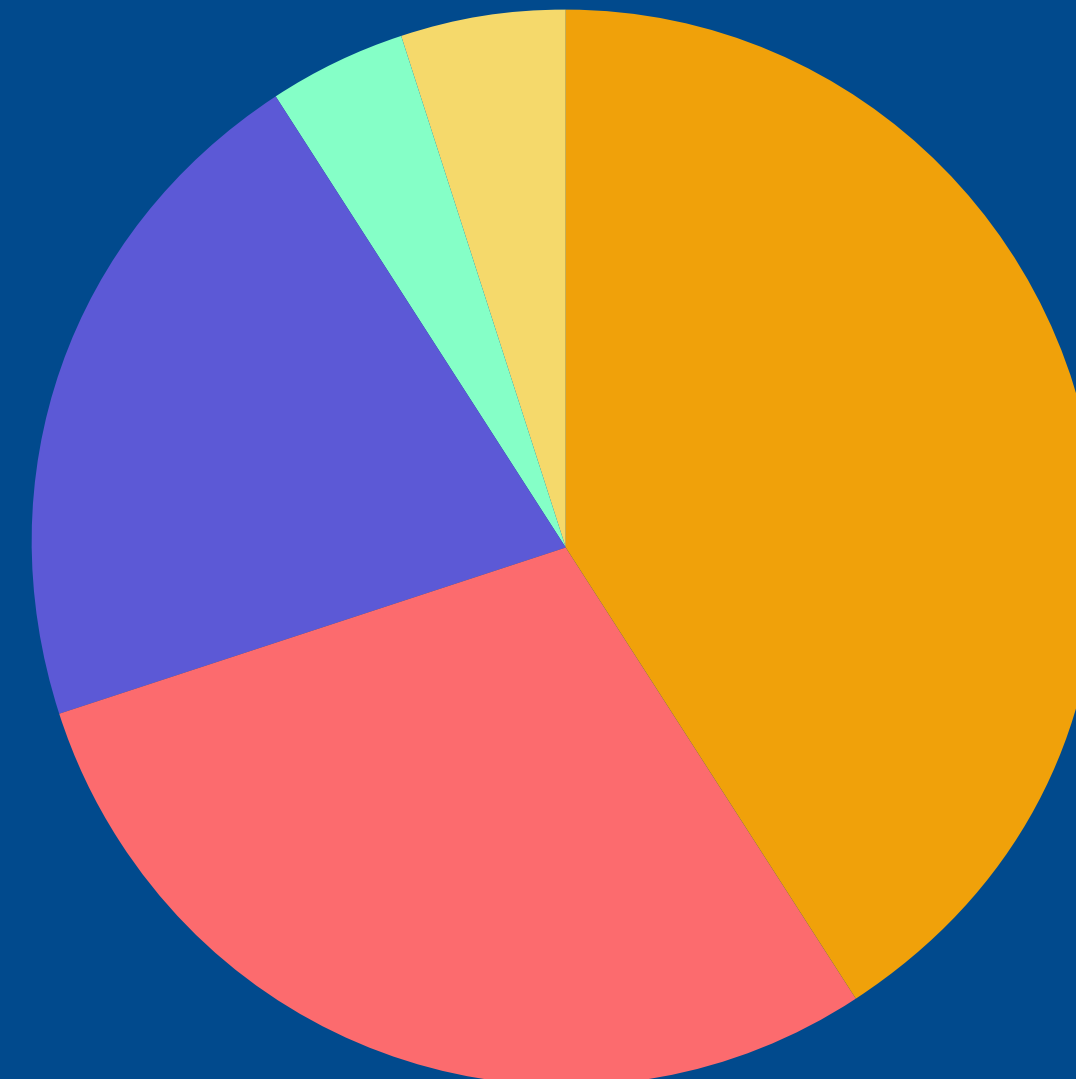
33

Over **30%** of survey respondents believe staff retention is a challenge, and over **40%** see recruitment as an **obstacle**. Fewer than 4% of educators, meanwhile, believe their schools are addressing either issue.



Is staff retention a challenge in your school? (%)

- 31 Yes
- 29 No
- 34 Not yet, but it has the potential to be
- 3 Yes, but we're addressing it
- 3 Don't know



Is recruiting new staff a challenge in your school? (%)

- 41 Yes
- 29 No
- 21 Not yet, but it has the potential to be
- 4 Yes, but we're addressing it
- 5 Don't know

*“Increased class sizes and fewer qualified teachers **increase workload and stress of all teaching staff.**”*



TA, academy secondary school
South West England

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Keep reading for more detailed insights from teachers, heads and IT managers about workload and wellbeing.

Or skip to [chapter 6: Staff training](#)



Chapter 05, Section B

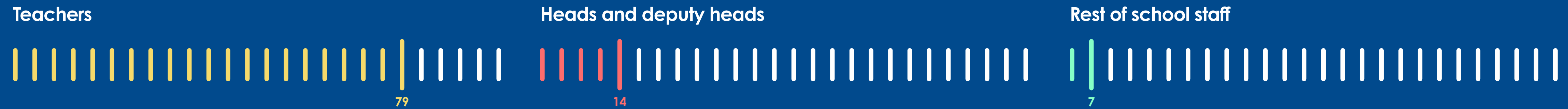
Insight from teachers



Of the 62% of survey respondents that believe teachers' workload is contributing towards high levels of stress in schools, **over 83% are teachers.**

This indicates a potential **discrepancy between the perceived gravity of the necessary workload** between teachers and school leaders.

Yes, teachers' workload is contributing towards high levels of stress in my school (%)



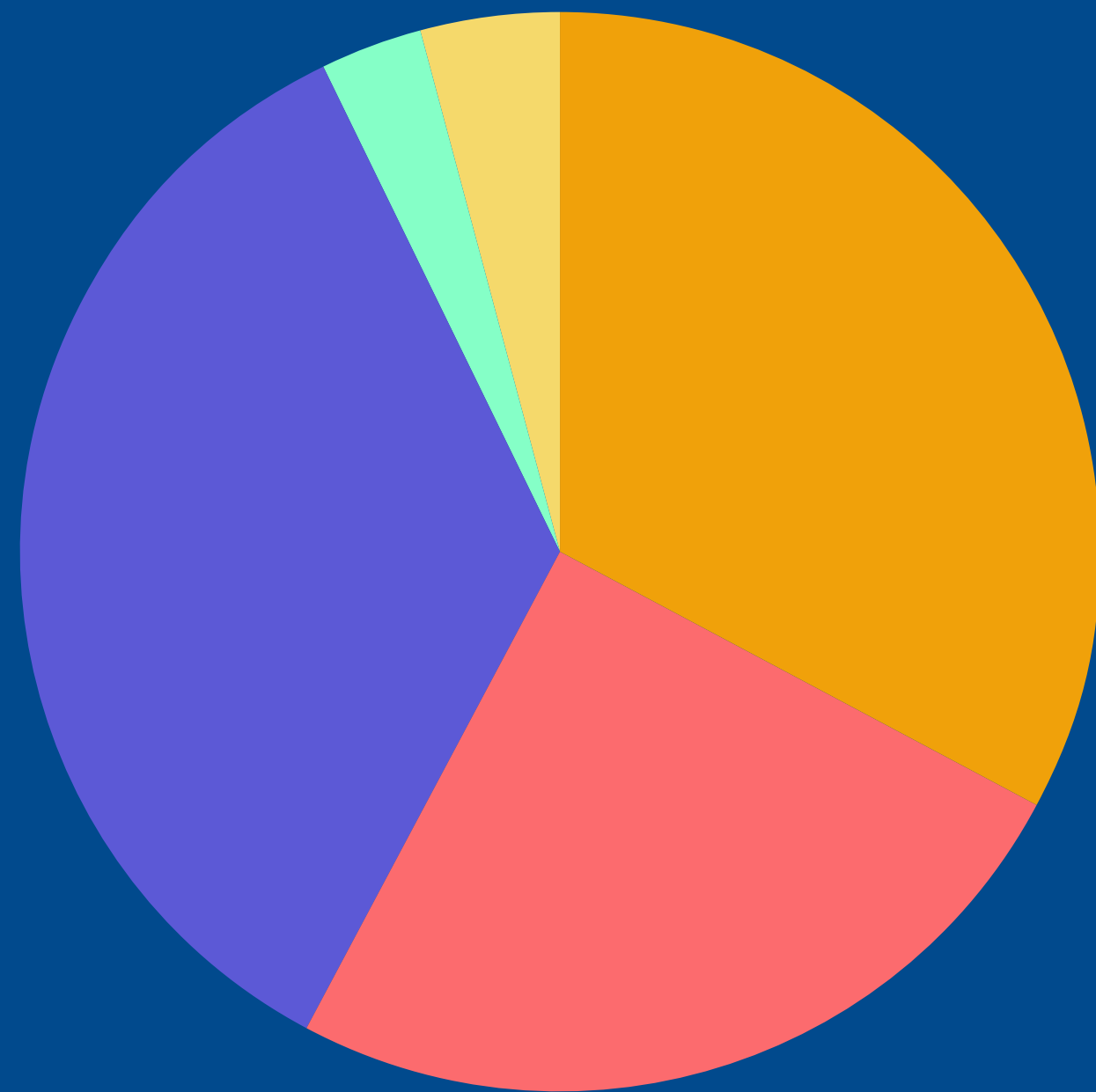
*“The problem I see is that the main source of extra work does not directly benefit my pupils, **it just makes me more stressed.**”*



Teacher, local authority primary
Scotland

Share this:  

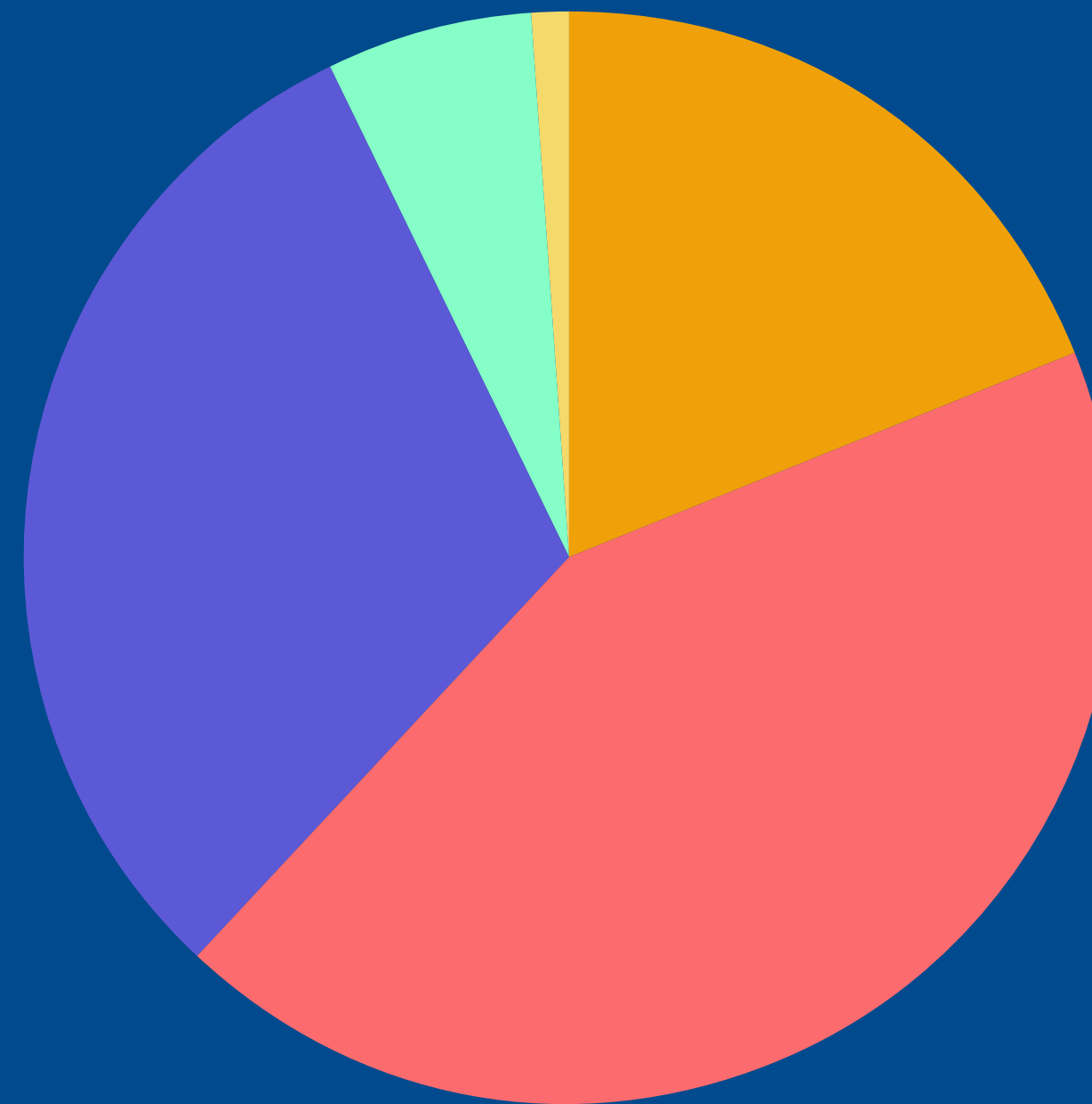
Of all our teachers surveyed, over **33% believe staff retention is an issue**, whereas less than 19% of heads and deputy heads share the same concern.



Teachers

Is staff retention a challenge in your school? (%)

- 33 Yes
- 25 No
- 35 Not yet, but it has the potential to be
- 3 Yes, but we're addressing it
- 4 Don't know



Head teachers & deputies

Is staff retention a challenge in your school? (%)

- 19 Yes
- 43 No
- 31 Not yet, but it has the potential to be
- 6 Yes, but we're addressing it
- 1 Don't know

What's more, almost **40% of all surveyed teachers think their workload should be given higher priority** by schools' leadership teams.

Teachers' workload is something that should be given higher priority by SMT/SLT (%)




- Teachers
- Heads & deputy heads

When it comes to the impact on pupils' learning, over **13% more teachers believe workload is having a negative effect** than heads and deputies.

Teachers' workload is unmanageable, and it's having a negative impact on learning (%)



- Teachers
- Heads & deputy heads



*“We are already losing staff. Workload stress has a direct impact on quality of teaching, with staff having to do administrative tasks while students are working in classrooms. **Staff don’t feel they are teaching properly and they are probably correct.** The whole system does not contribute to a healthy education system.”*



Teacher, academy secondary school,
West Midlands

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Overall, our survey results suggest **a wide discrepancy between teachers’ feelings on their workload, and school leaders’ perceptions.** We will continue to track these opinions, going forward.

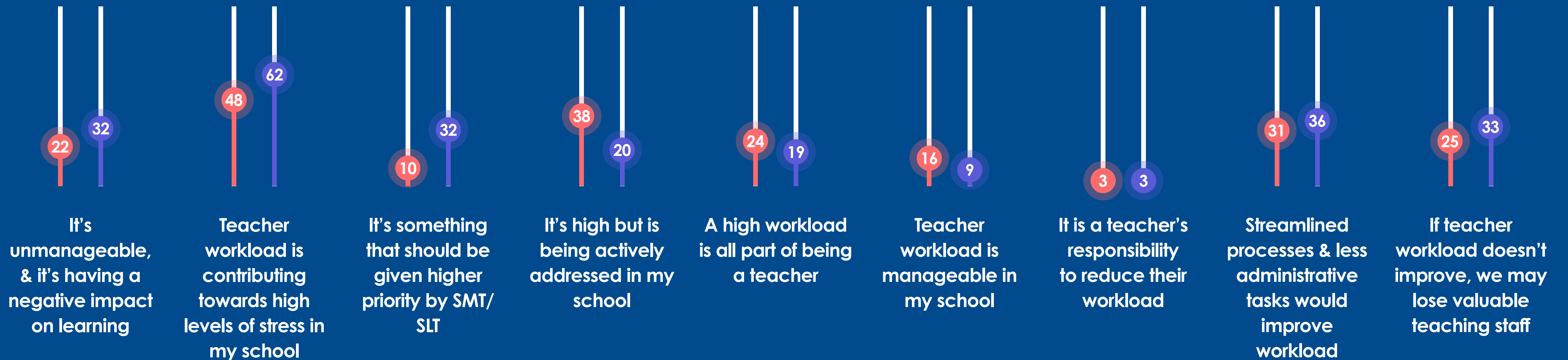


Insight from heads and deputy heads

We asked heads and deputy head teachers their opinions on their teachers' workload; **37.5% confirmed that it is high, but it is being actively addressed**. This compares to under 20% of teachers that share this opinion. Our survey has also revealed that **7% more heads and deputies believe their school's workload is manageable**, compared to the total survey figure. Of all school leaders, **under 10% believe that workload should be given higher priority** by the senior leadership or senior management teams.

Which statements come closest to describing your opinions towards the workload of teachers in your school? (%)

 Head teachers & deputies  All



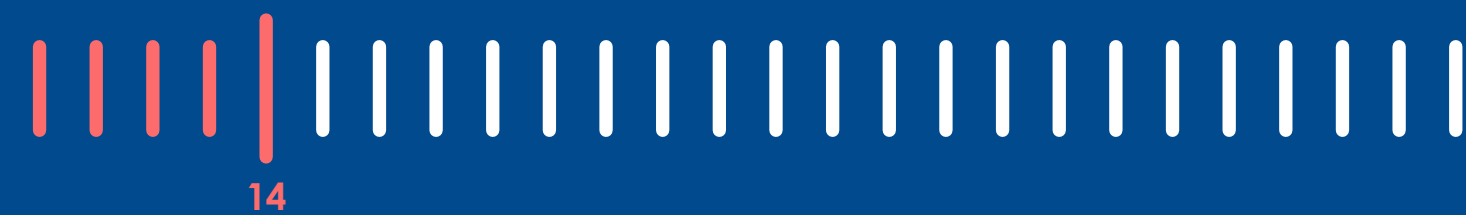
Of the total 62% respondents that believe workload is contributing towards high stress levels, under **20% are heads or deputy heads**. What's more, of the total 32% that believe workload is negatively impacting learning, **under 13% are school leaders**.

Yes, teachers' workload is contributing towards high levels of stress in my school (%)

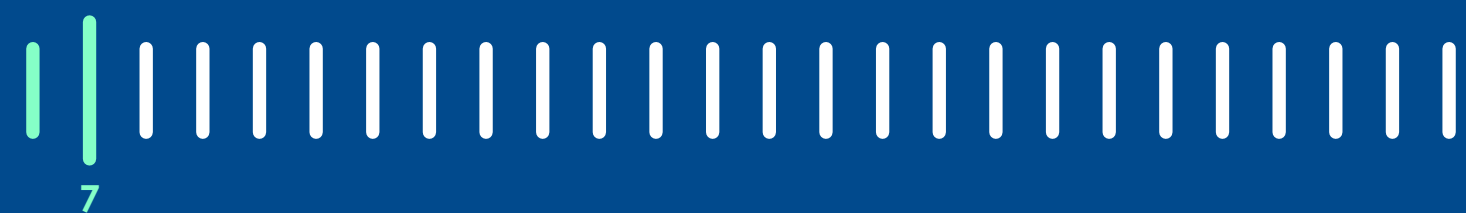
Teachers



Heads and deputy heads



Rest of school staff



Yes, teachers' workload is unmanageable, and it's having a negative impact on learning (%)

Teachers



Heads and deputy heads



Rest of school staff



"As the budget reduces, class sizes become larger and TA support is reduced, further impacting on workload."



Deputy head teacher, infant school, Cumbria

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Our survey indicates that head teachers and other school leaders are **less concerned with workload than their teaching counterparts**. This could indicate that the reality of the workload situation lies somewhere between the two opinions.



Insight from IT managers

Asked their opinions on teachers' workload, **a greater number of IT managers believe a high workload is all part of the teaching profession; 27.5% compared to under 20% of the total survey.**

Whilst 42.5% of IT managers agree that workload is generating high levels of stress in schools, almost **20% fewer were aware of this compared to the survey total.**

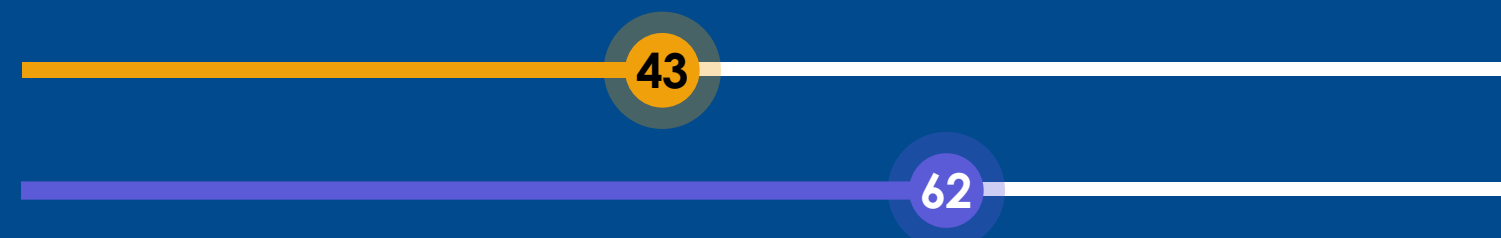
Which statements come closest to describing your opinions towards the workload of teachers in your school? (%)

 IT managers  All

It's unmanageable, and it's having a negative impact on learning



Teacher workload is contributing towards high levels of stress in my school



It's something that should be given higher priority by SMT/SLT



It's high but is being actively addressed in my school

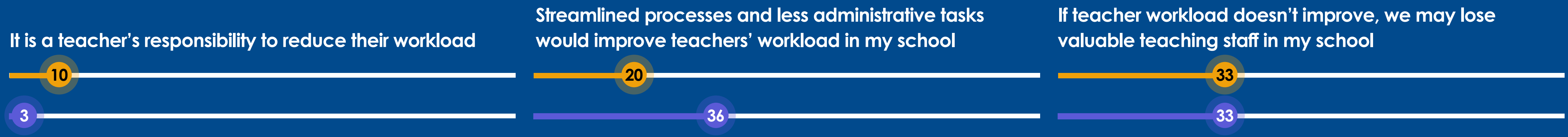


A high workload is all part of being a teacher

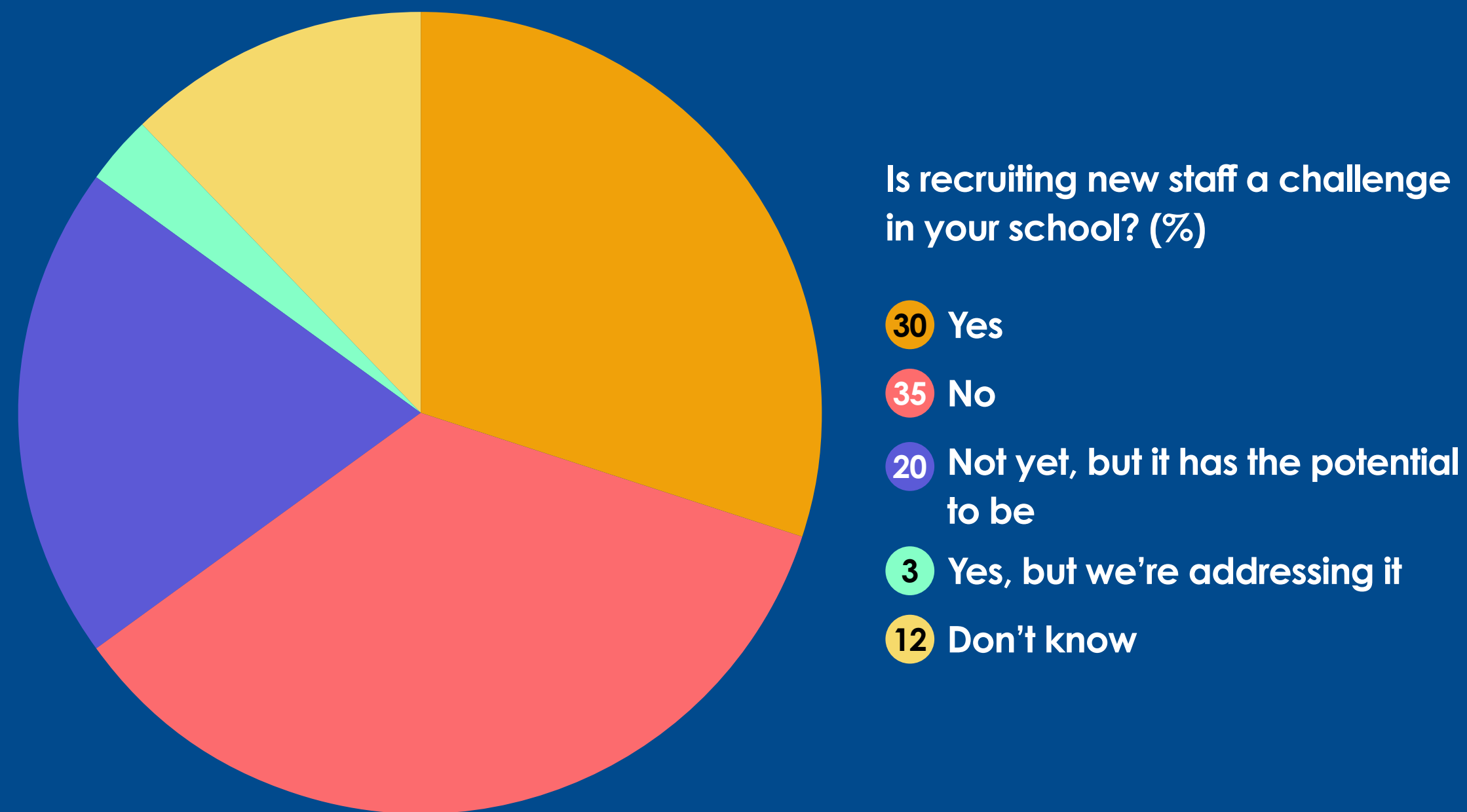


Teacher workload is manageable in my school








IT managers are **less conscious of current recruitment challenges in their schools**; 9% fewer than the survey total. A similar number, meanwhile, can see the potential problem on the horizon.

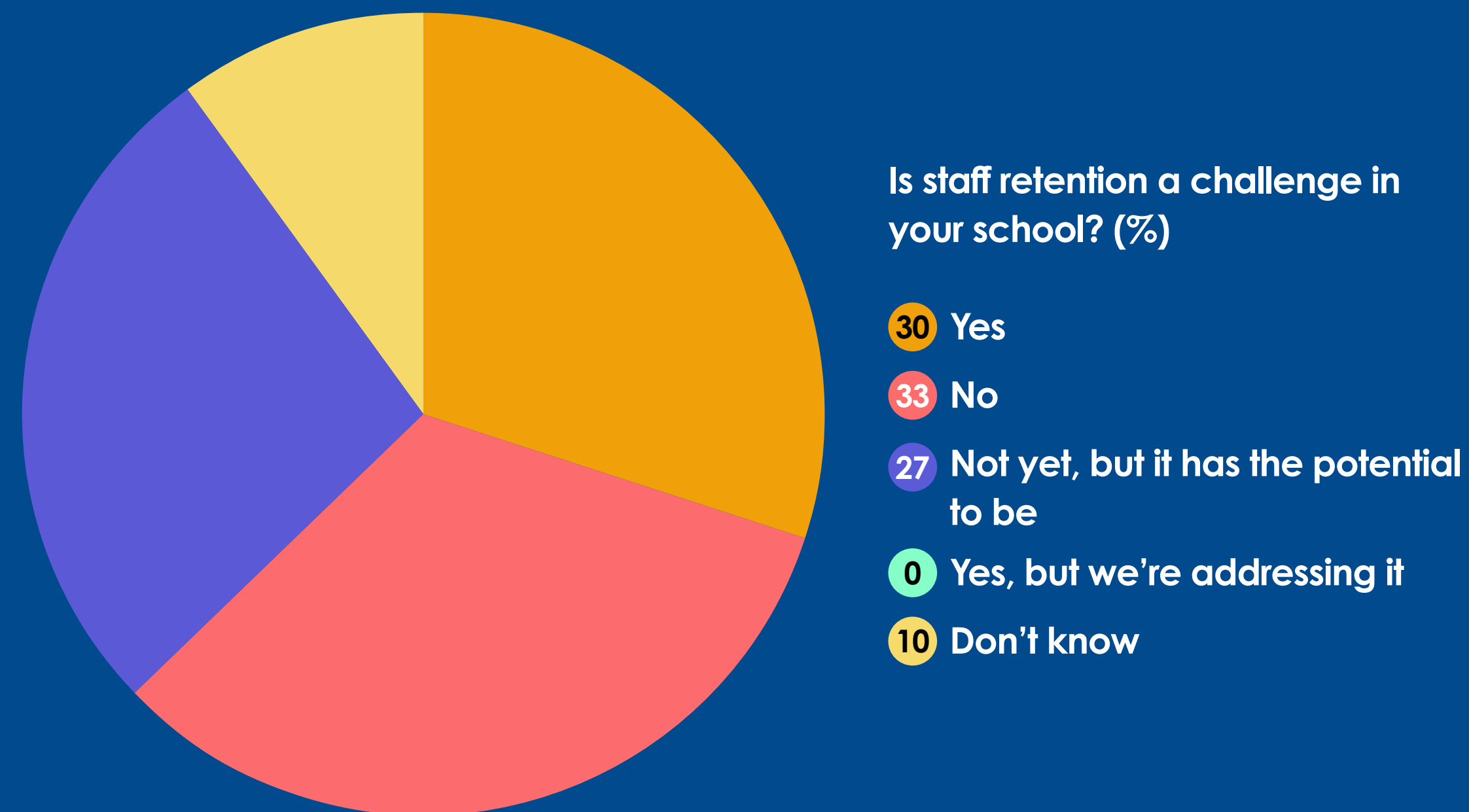


*"All staff using IT could **reduce meeting times.**"*

 IT manager, independent preparatory school, East England

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When discussing staff retention, meanwhile, **IT managers hold a similar view to teachers; 30% see it as a problem**, whereas under 20% of heads and deputies have the same opinion.



Overall, there's a clear opinion gap between IT managers and the rest of the school when it comes to staff workload, and where the responsibility lies to address the issue. These stats perhaps point towards a lack of communication between teachers, school leaders and other departments.

06

Staff training

Skip to chapter 07:
Budgets



Teachers



Heads & deputies



IT managers



Quick links:

[A. Highlights](#)



[C. Insight from heads and deputy heads](#)



[B. Insight from teachers](#)



[D. Insight from IT managers](#)



Highlights

Last year, our survey revealed that only **5% of teachers believe that they receive full training and support when it comes to the educational technologies** at their schools; down from 25% in 2016. We decided this year, therefore, to look more carefully at schools' staff training challenges. According to our respondents, teacher training is a lower priority this year; selected by 7% fewer survey respondents than last year.

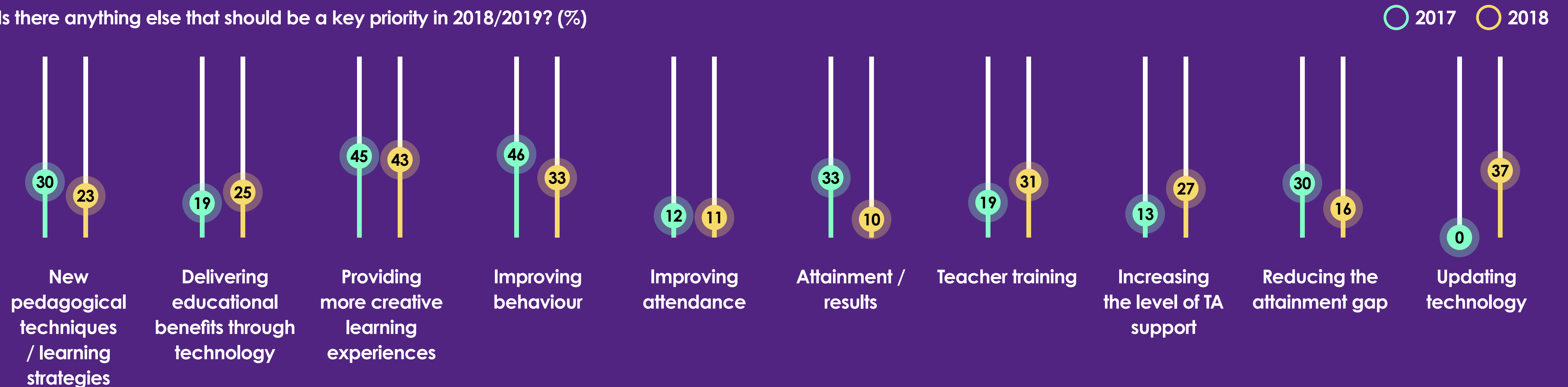
What does your school identify as key priorities for 2018/2019? (%)

○ 2017 ○ 2018



This lack of focus has not gone unnoticed, however; over **12% more survey respondents identified teacher training as something that should be a key priority** for the coming academic year.

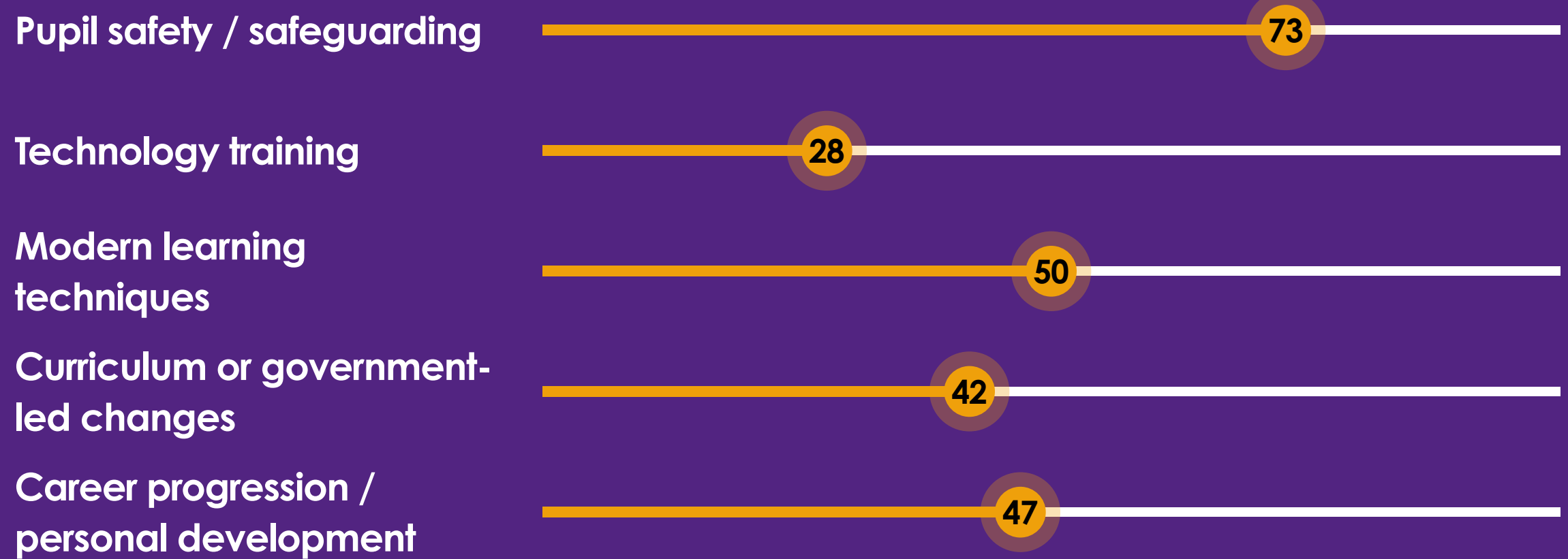
Is there anything else that should be a key priority in 2018/2019? (%)



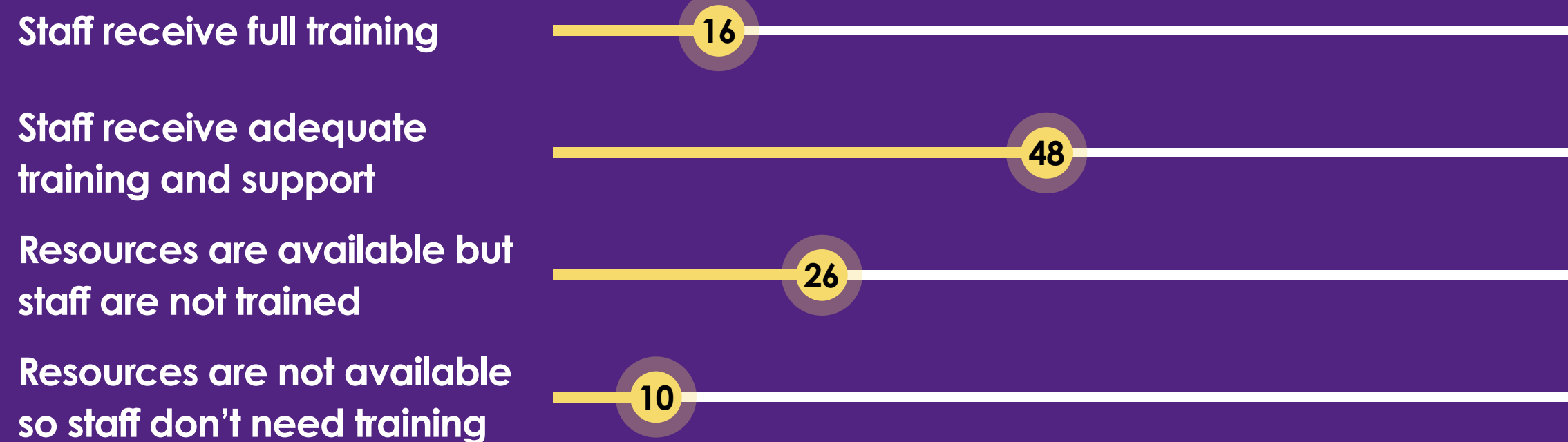
We asked senior leaders about their specific priorities for teacher training; **safeguarding was the most selected response, chosen by almost 73% of heads and deputies.**

Edtech training, meanwhile, is considered the lowest training priority, selected by under 30% of heads and deputy head teachers.

What does your school strategy identify a priority when it comes to teacher training? (%)



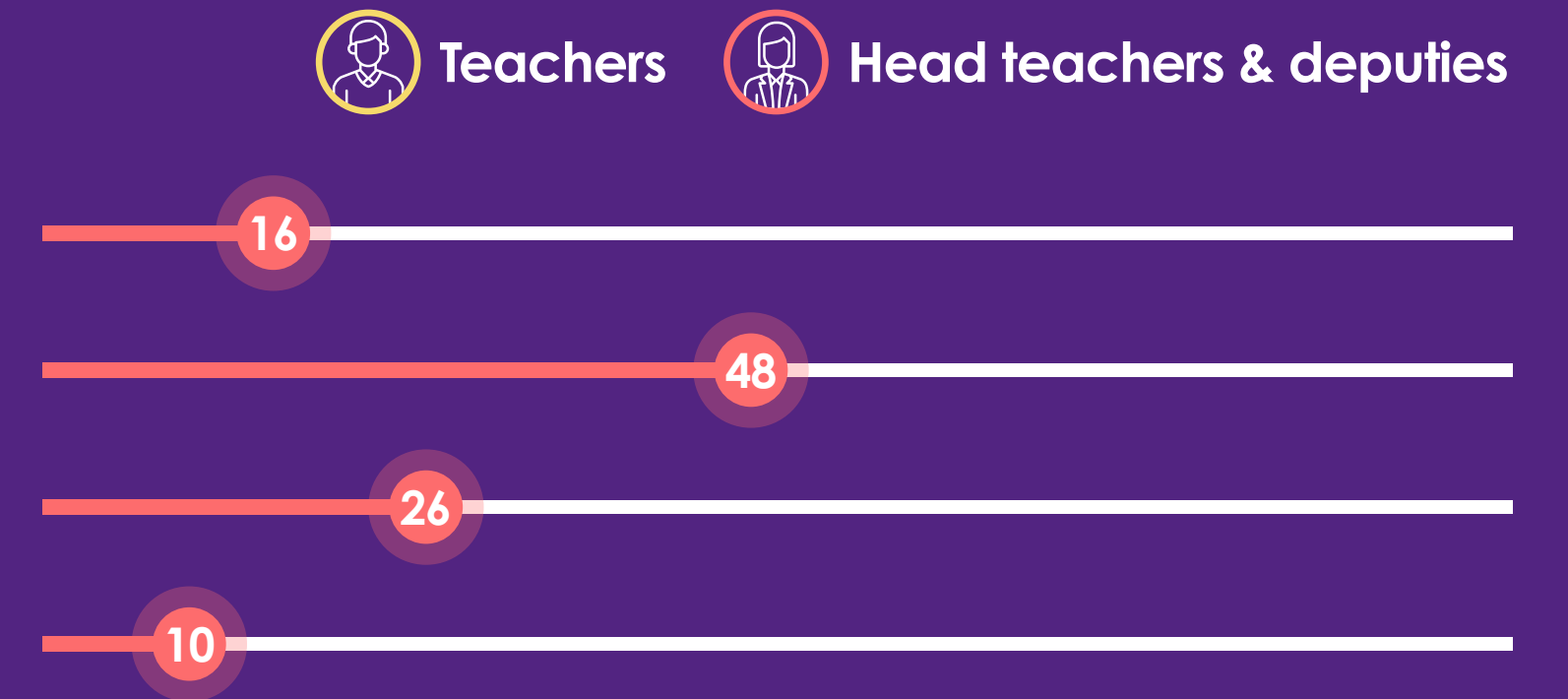
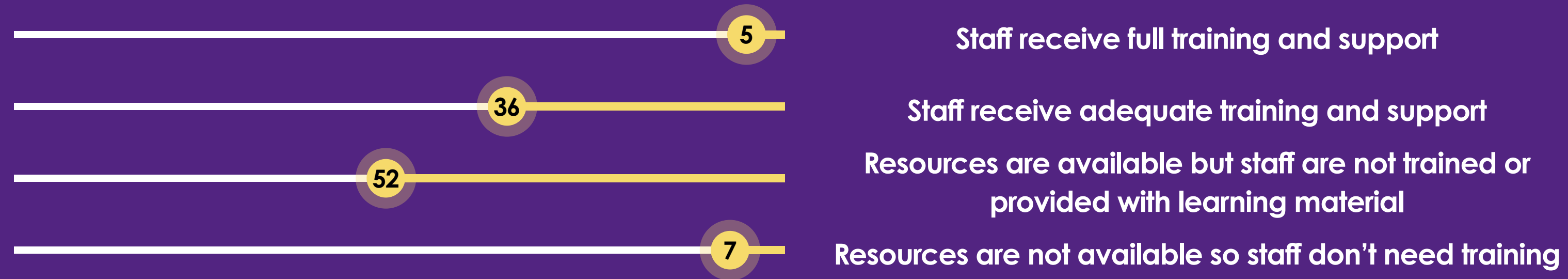
What level of training and support is provided for the edtech at your school? (%)



According to this year's survey, the number of teachers receiving full training has remained static at around 5%, whilst just over 35% believe their training is adequate. Over **16% of head teachers and deputies, meanwhile, believe their staff receive full training.**

There may be a gap, therefore, in the tech training requirements of teachers and the priority given to the situation by schools.

What level of training and support is provided to staff for the education technologies available at your school? (%)



There may be a gap, therefore, **in the tech training requirements of teachers and the priority given to the situation by schools.**

Keep reading for more detailed insights from teachers, heads and IT managers about staff training.

Or skip to chapter 7: Budgets [→](#)



Insight from teachers

Our 2018 survey suggests that a small fraction of teachers — under 5% — believe they receive full training on the school’s technologies, whilst just over **35% believe their training is adequate**. These figures are in decline; in 2016, **30% of teachers confirmed they received full training and 55% received adequate training**.

What level of training and support is provided for the edtech at your school? (%)



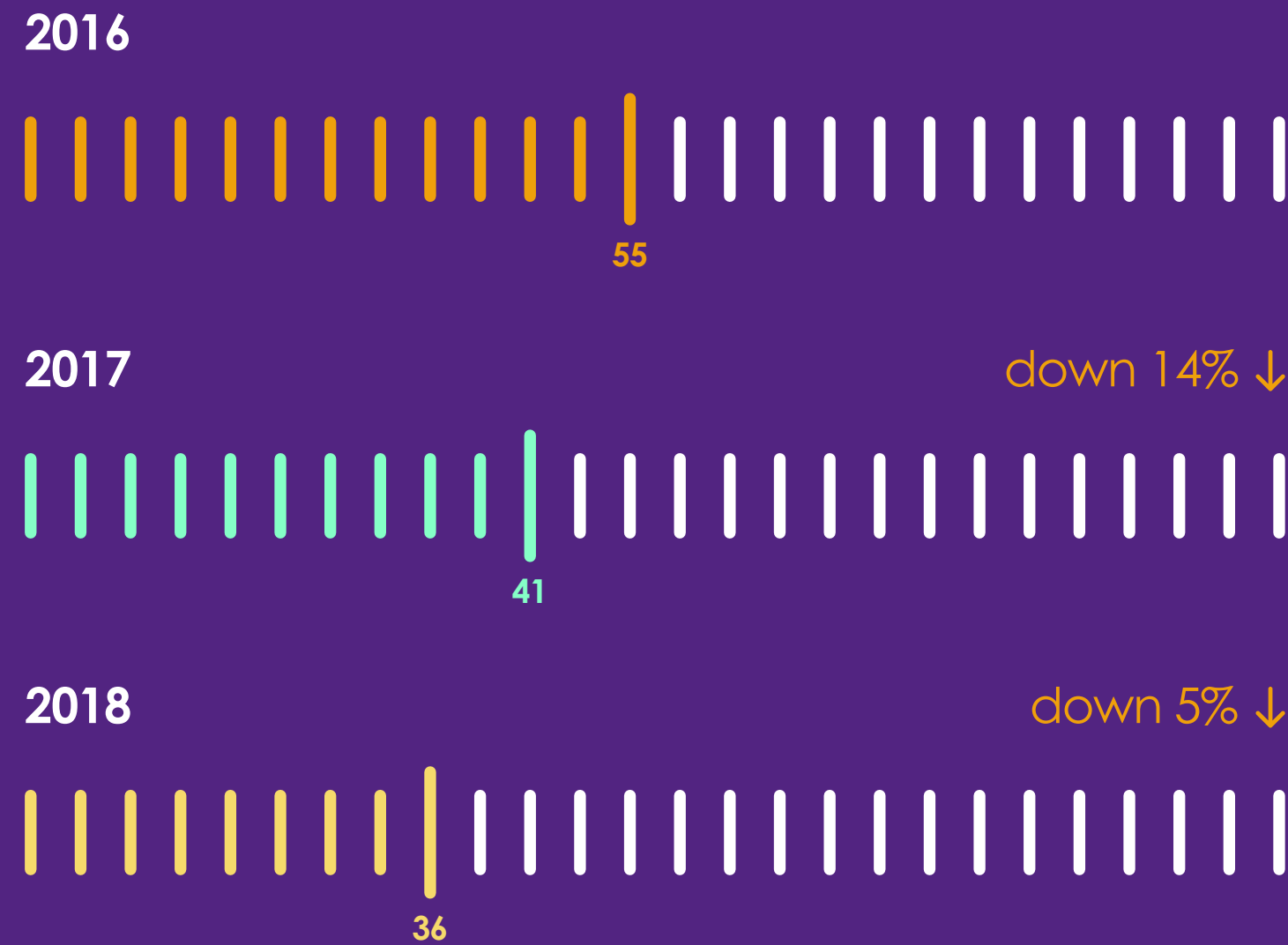
*“The 3D printer is new and I have had **just 2 hours training from someone who understands it entirely**, so he whizzed through it.”*



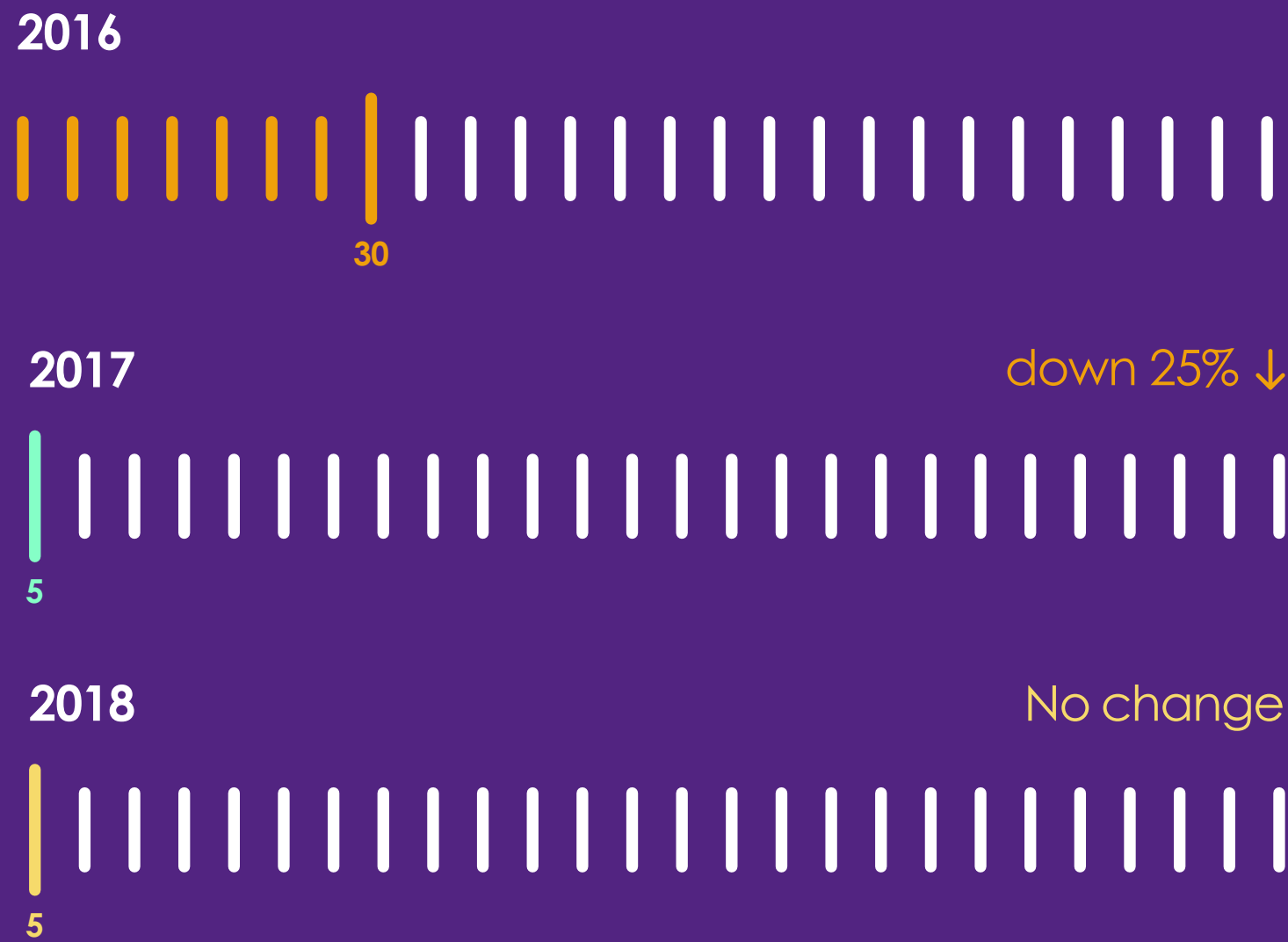
Teacher, local authority primary, Scotland

Share this:

We receive adequate edtech training and support (%)



We receive full training and support (%)



Some edtech suppliers, like Promethean, offer free support and training to their customers. **More schools could utilise this resource to help to improve this figure.**

“Technologies will only benefit my future career if I am given appropriate training. That benefit is, therefore, a random factor.”



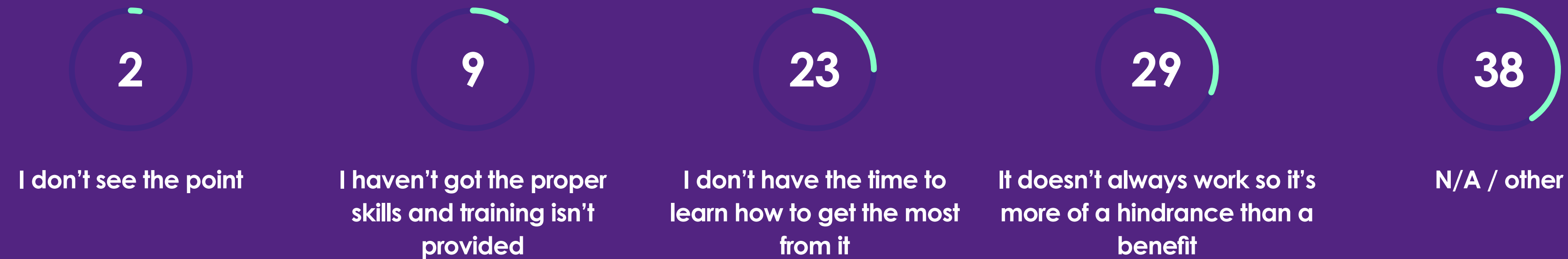
Teacher, further education provider,
South West England

Share this:



When we asked teachers **why they prefer not to use technology in their lessons (if applicable) under 9% pointed towards their skills and training.** The majority (28.6%) blamed the tech itself.

If technology is available but you don't use it in your own lesson delivery, please tell us why (%)



*“Teachers definitely need training on using iPads and visualisers during lessons. **Part of the initial investment in iPads should have included training, in my opinion.** It frustrates me that most of the teachers don't use technology to its full advantage.”*

 TA, foundation primary,
North East England

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It appears that, whilst teacher training in edtech may be a lower priority, or even lacking from a number of schools, teachers are less conscious of this as a barrier for learning; **time and failing technologies are more of a challenge than the training itself.**

Perhaps there is an issue, then, with a lack of investment in new edtech by schools, as well as training their staff.

Chapter 06, Section C

Insight from heads and deputy heads



According to over half (56.4%) of head teachers and deputies, **staff training is considered a funding priority in their schools** for the academic year 2018/19.

Is teacher/staff training identified as a funding priority in your 2018/19 school strategy? (%)



Almost **55% of school leaders confirmed that their school provides adequate training** but could go further. Just over a quarter confirmed that their school offers full training for its staff.

How do you feel about current levels of staff training provided at your school? (%)

We provide full training and support

26

We provide adequate training and support but could do more in some areas

55

Resources are available, but staff have to find time to train themselves in some areas

14

Staff are not trained or provided with learning material

4

No additional training is required

1

*“Training is often not an issue. **It is the time to implement and disseminate afterwards that can be difficult in small schools.**”*



Head teacher, local authority primary,
South West England

Share this:



*“Releasing staff to go on training is **hindered by the lack of substitute teachers available to cover the class.**”*



Assistant head teacher, catholic primary school,
ROI

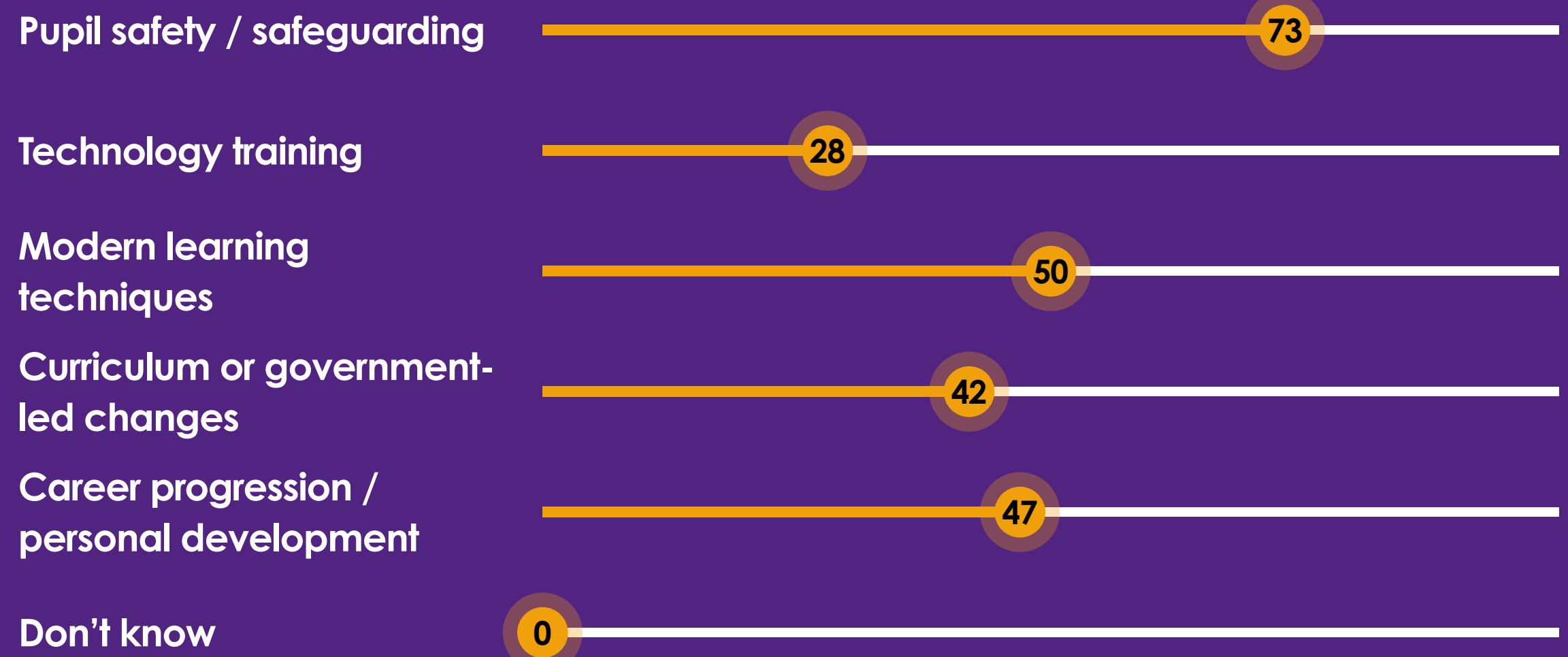
Share this:



When asked more specifically about the types of staff training their schools will focus on, **the majority (72.7%) identified pupil safety and safeguarding**, followed by modern learning techniques.

Technology training, meanwhile, was selected least as a priority by school leaders, chosen by under 30%.

What does your school strategy identify a priority when it comes to teacher training? (%)



*“It should be a priority that teachers understand the computing curriculum and have the skills to teach it. **Many teachers have not been taught the required skills such as programming and coding.**”*

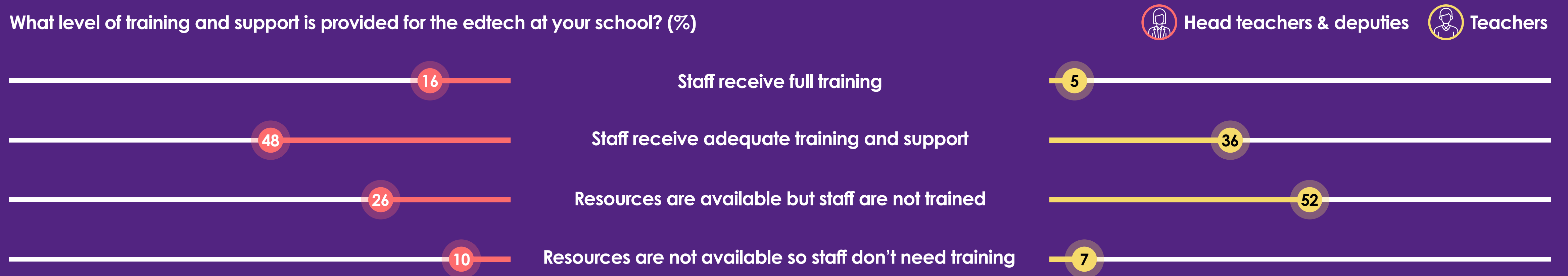


Assistant head teacher, local authority primary school
North West England

Share this:  

Despite this, only **16% of school leaders believe their school offers full edtech training and support to their staff and teachers.** That's 11% more than teachers who share that opinion.

What level of training and support is provided for the edtech at your school? (%)



*“Teachers need practical experience on how to teach using technology in the classroom. **They need time to practice.** It needs to be simple so they feel competent using the technology.”*



Assistant head teacher, Irish primary school
ROI

Share this:



So, whilst schools identify staff training as a strategic and financial priority, **the focus is mainly on pupil safety and new learning techniques.** With more extensive edtech training, however, **teaching staff would be better armed to handle online safeguarding issues and introduce more modern learning techniques;** edtech training enhances current training goals.

Chapter 06, Section D



Insight from IT managers

We asked IT managers their opinions on staff training in their schools. Whilst the majority aren't sure, **according to just 30%, staff training is a priority in their school's upcoming strategy.**

Is teacher/staff training identified as a funding priority in your 2018/19 school strategy? (%)



A smaller number of IT managers than heads are aware of their schools' training priorities around pupil safety; **the majority identified modern learning techniques as the highest priority.**

*"We use technology across the school, but it would be **beneficial to encourage and train staff to push concepts more than just relying on the technology itself.**"*



IT manager, infant school,
South East England

Share this:



What does your school strategy identify as a priority when it comes to teacher training? (%)



IT managers



Head teachers & deputies

*“There are many staff members who would benefit from basic IT instruction. **I tried this once, but the equipment available was old, slow and had different versions of Office**, depending on their age.”*



IT manager, additional learning needs school (3-19 years),
Wales

Share this:



*“**There should be time to explore and master use of equipment we have**, and consider how it can best be used to develop and support children’s learning.”*



IT manager, local authority primary,
South East England

Share this:



When asked about edtech training specifically, fewer IT managers than heads and deputies have confidence in their schools' training. Only **35% reported the provision of adequate training, almost 13% fewer than heads and deputies.** At the same time, **under 19% believe their school provides full tech training.**



Overall, many IT managers are uninformed about their schools' high-level staff training priorities, but **under 19% believe their schools provide full tech training.**

There's a **significant gap, therefore, between IT managers' and SLTs' opinions, and that of teachers.**

07

Budgets

Skip to chapter 08:
Schools' use of tech 

Teachers 

Heads & deputies 

IT managers 

Quick links:

[A. Highlights](#)



[C. Insight from heads and deputy heads](#)



[B. Insight from teachers](#)

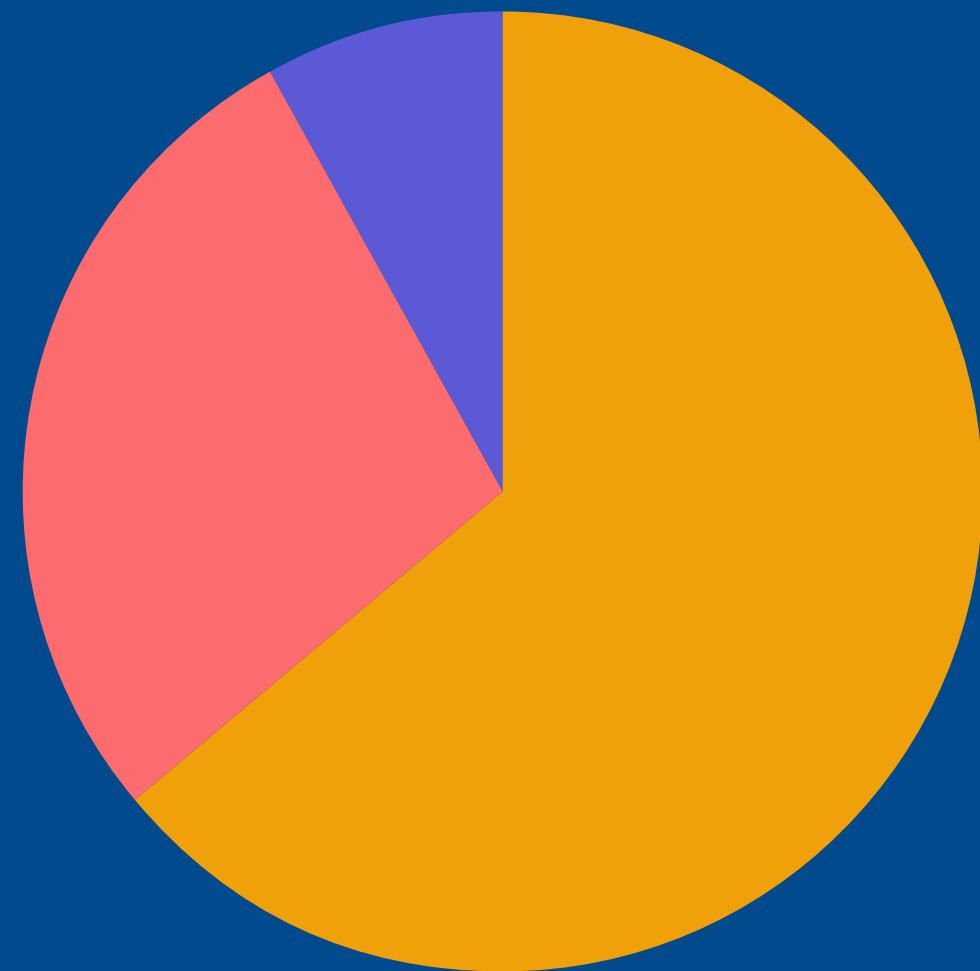


[D. Insight from IT managers](#)



Highlights

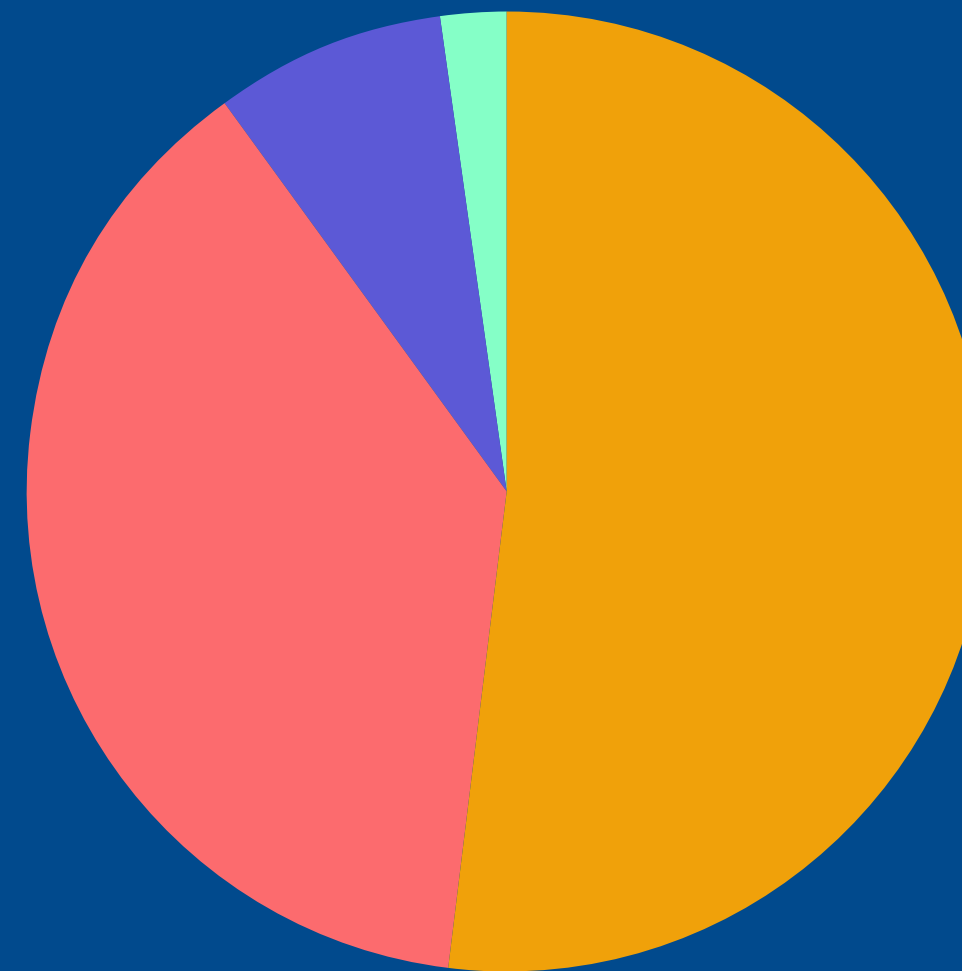
This year, the **majority school leaders (51.7%) agree that budgetary constraints will have an impact on their strategic objectives.** This figure, however, has dropped 12.5% from 2017 to 2018.



2017

Do you think budgetary constraints will make it difficult for your school to realise its strategic objectives in 2017/2018? (%)

- 64 Yes
- 28 No
- 8 Somewhat
- 0 I don't know



2018

Do you think budgetary constraints will make it difficult for your school to realise its strategic objectives in 2018/2019? (%)

- 54 Yes
- 38 No
- 8 Somewhat
- 2 I don't know

When discussing the impact on student education, however, the lion's share **(76.4%) of school leaders still identify budgets as the biggest influence.** Again, this number has dropped — down 10% this year.

The number identifying technology, meanwhile, has reduced from 35% in 2016 to 30% in 2017, and down to 18% in 2018; **technology is becoming a more widely accepted part of the educational landscape.**

What overall changes do you think will impact student education in 2017/2018 and beyond? (%)

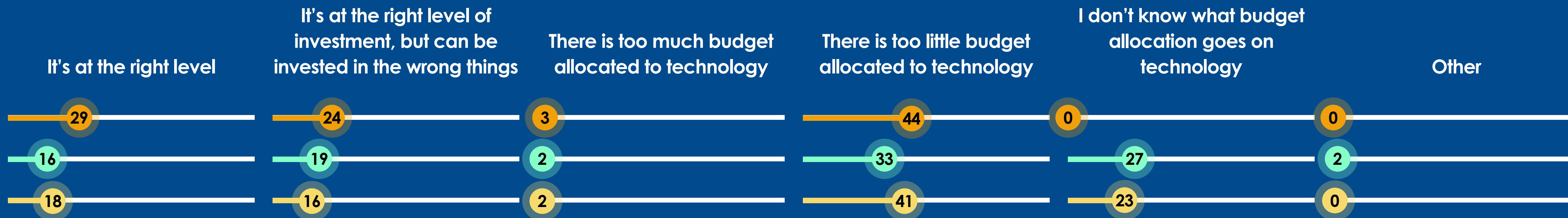
○ 2017 ○ 2018



Discussing the allocation of budget towards technology, however, over **40% of our survey respondents believe there is too little**; that's up 7.5% from the year before.

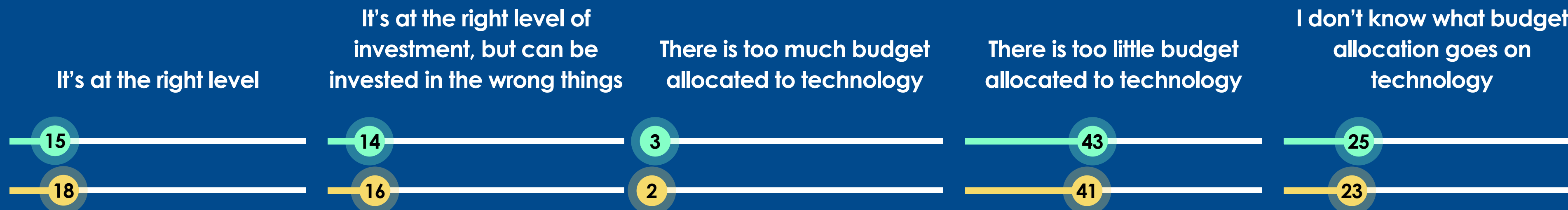
How do you feel about your school's allocation of budget to technology? (%)

2016 2017 2018



How do you feel about your school's allocation of budget to technology? (%)

MATs 2018



MAT schools have marginally less visibility on their tech budgets than the survey total, yet fewer believe budgets are at the right level. Our 2018 survey suggests that budgets, whilst an ongoing concern, are causing slightly less distress for school leaders than the year before. **Yet when it comes to edtech budget, more educators would prefer a greater budget allocation.**

Keep reading for more detailed insights from teachers, heads and IT managers about school budgets.

Or skip to chapter 8: Schools' use of tech [→](#)



Insight from teachers

Teachers, according to our survey, are **less optimistic than the rest of school staff about their schools' allocation of budget on technology.**

*“Budgeting is a difficult balance. I don't criticise the school, I think they manage the budget well. **A higher budget would mean more could be spent on technology, though.**”*



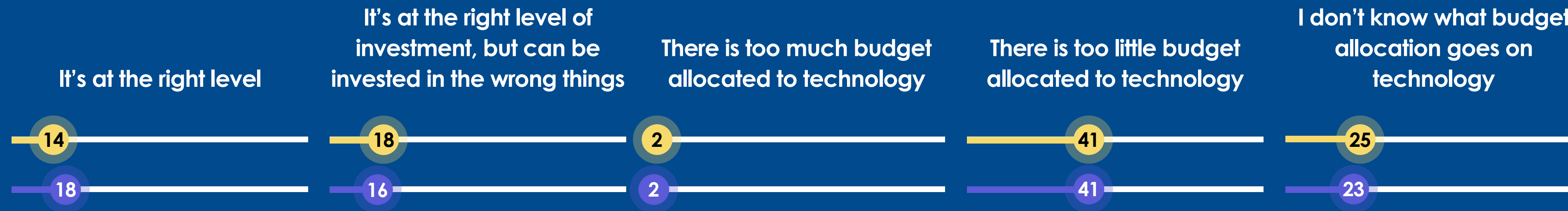
Head of department, local authority primary,
South East England

Share this:  

Almost 5% fewer teachers than the survey total believe budgets are at the right level. **Around 3% more teachers think their school's budget is misallocated.**

How do you feel about your school's allocation of budget to technology? (%)

○ Teachers ○ Total survey



*"Budget perhaps goes in the wrong areas; iPads for staff isn't a good use of tech for the cost. **Some Android tablets are more appropriate and easier to integrate into lessons, especially if given to students.**"*

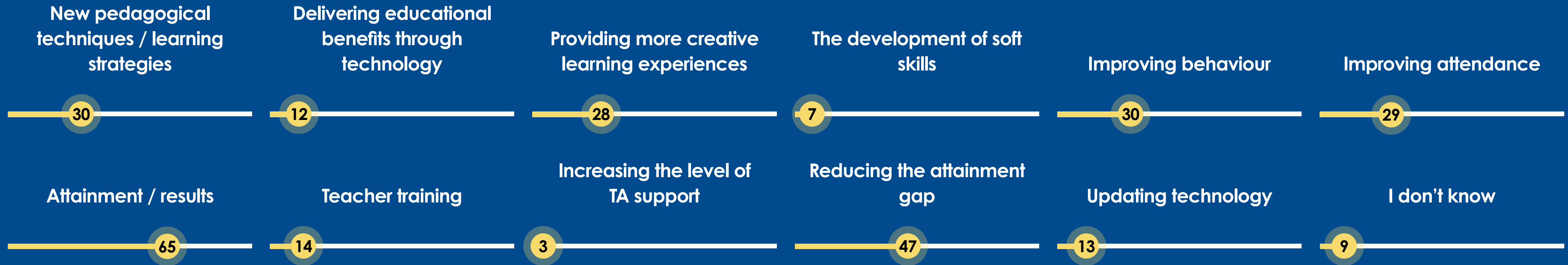


Teacher, 6th form college,
North East England

Share this:  

When asked to identify their schools' priorities for the coming year, only **13% of teachers identified 'updating technology' as a key area.** This is perhaps a significant gap in schools' strategies in 2018/2019.

What does your school identify as key priorities for 2018/2019? (%)



Teachers, meanwhile, are often the ones to use these technologies on a day-to-day basis. Yet, this year, our survey identified that over **85% of teachers are struggling with failing edtech, up almost 3% on last year.**

Does a lack of appropriate/working technology prevent you from using technology to tackle common teaching issues? (%)



*“The allocation of budget comes down to ‘what we can afford’, not what we need. Approximately **90% of the budget goes on staff salaries and then with essential items it doesn’t leave a lot to share out.**”*



Head of department, local authority primary,
South West England

Share this:



Overall, teachers are increasingly despondent about their schools' allocation of budget to tech; most would like **more funding to update their edtech to improve learning and to tackle common teaching issues.**

On a positive note, however, **more teachers see the value of technology in schools** and would like better resources to take full advantage of it.

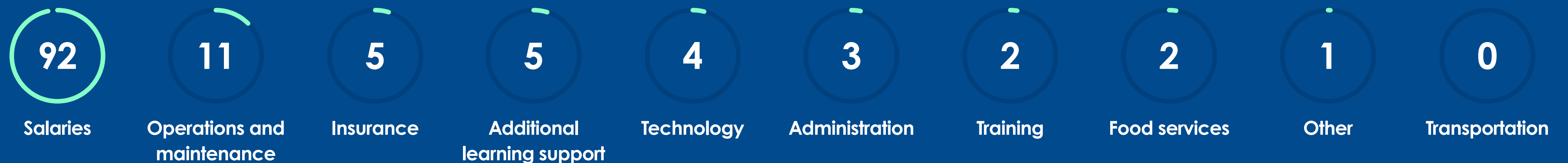
Chapter 07, Section C

Insight from heads and deputy heads



According to school leaders, salaries and operations will **take up the highest proportion of schools' budgets in the coming academic year.** Technology, meanwhile, ranks 5th.

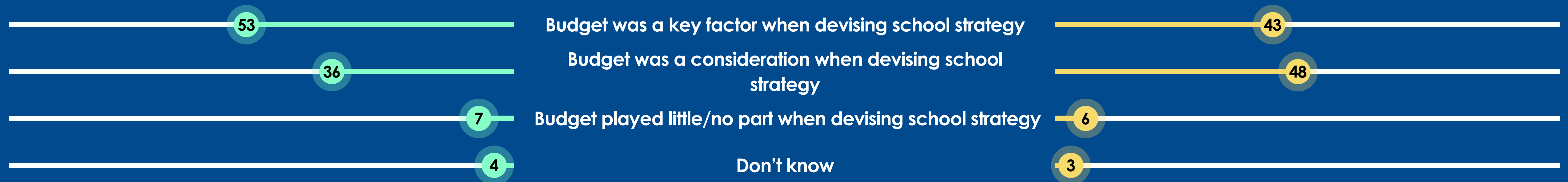
What will your school spend the most on in 2018/2019? (%)



Almost **half of school leaders confirm that budget was a consideration when planning their schools' strategies**, up from 36% last year. The number identifying budget as a key factor, meanwhile, has dropped over 10%.

How big of a role did budget play when devising your school strategy? (%)

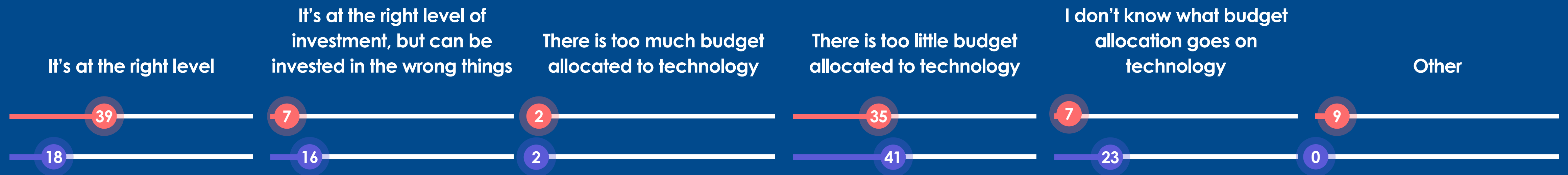
○ 2017 ○ 2018



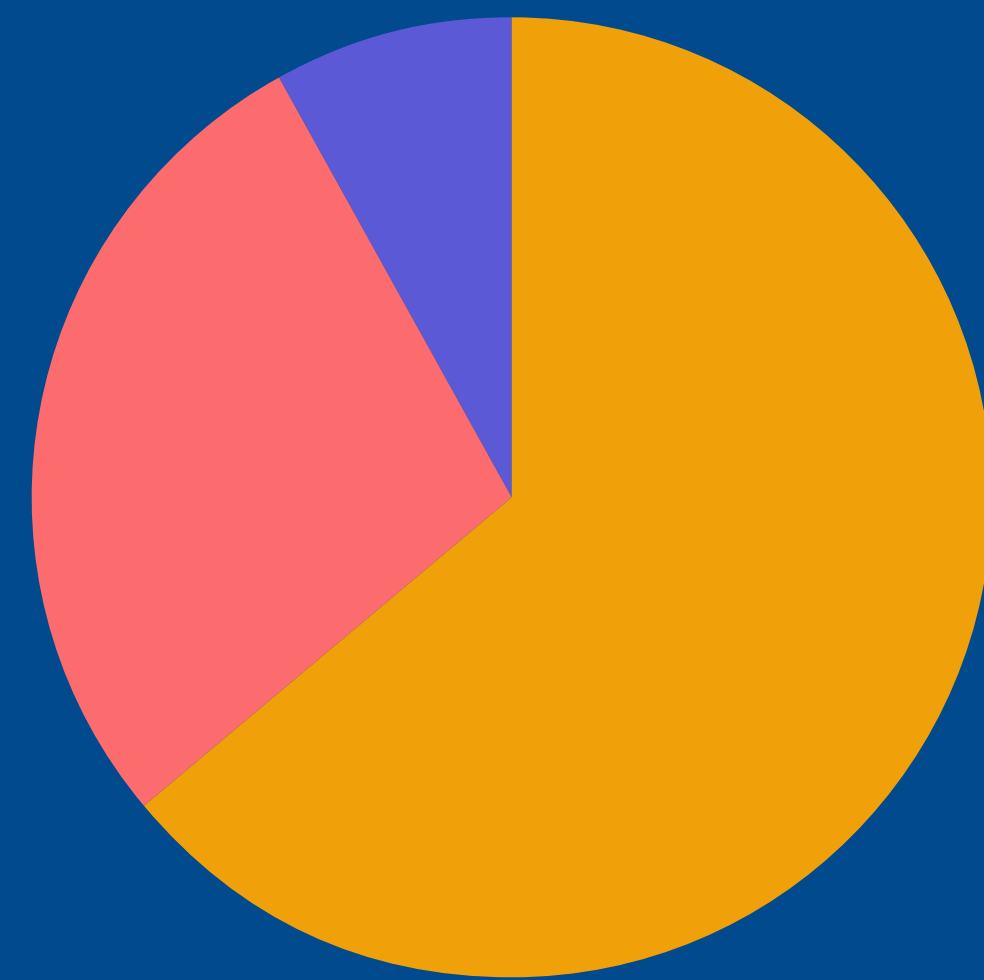
School leaders appear far more optimistic about their schools' allocation of budget towards technologies; almost **40% believe it's at the right level, compared to under 20% of the survey total.**

How do you feel about your school's allocation of budget towards technology in 2018/2019? (%)

👤 Heads and deputies ○ Total survey



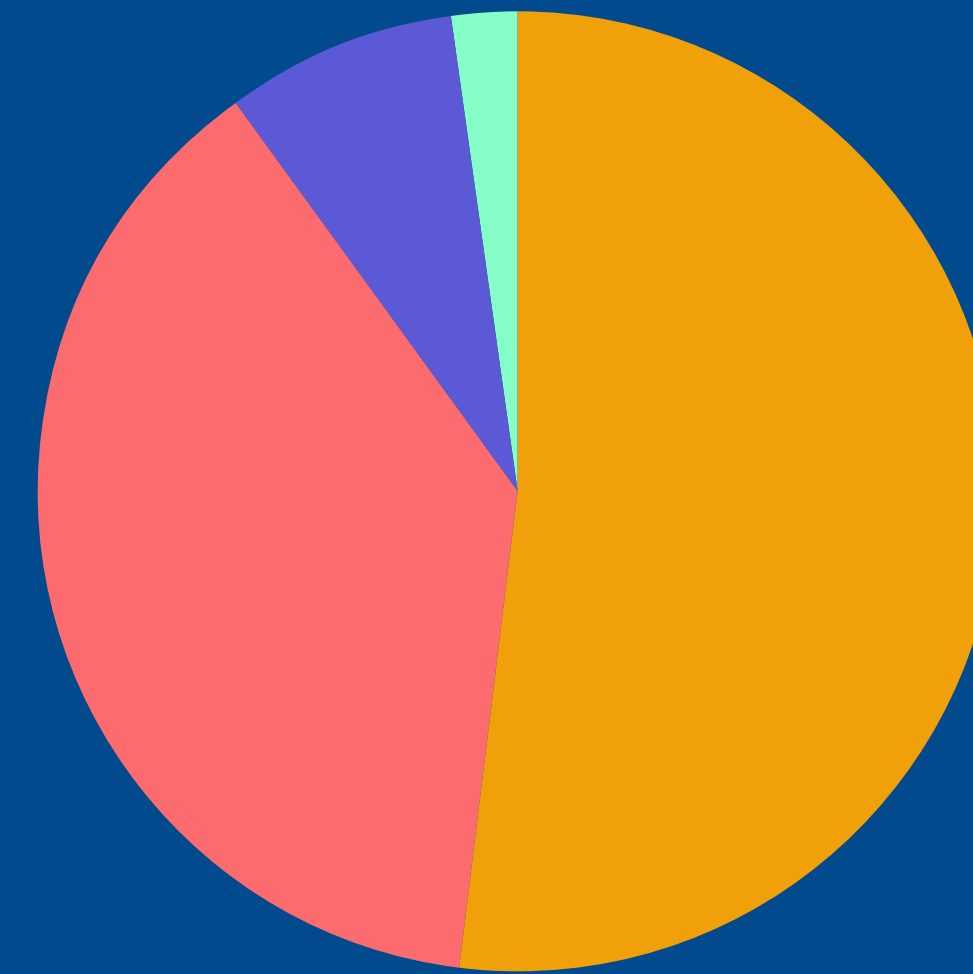
The **majority of head teachers and deputies (52.7%) still believe budgets will make it difficult to achieve schools' goals in the coming year**, but this number has dropped 12.5% since 2017's survey.



2017

Do you think budgetary constraints will make it difficult for your school to realise its strategic objectives in 2017/2018? (%)

- 64 Yes
- 28 No
- 8 Somewhat
- 0 I don't know



2018

Do you think budgetary constraints will make it difficult for your school to realise its strategic objectives in 2018/2019? (%)

- 52 Yes
- 38 No
- 8 Somewhat
- 2 I don't know

Despite the overall trend of diminishing school budgets featured in the media, **head teachers and deputies appear less concerned by edtech budgets than in previous years**, or than other school staff.

This could, however, **highlight a gap in the perception of existing tech** between those using it and those budgeting to replace it.



Insight from IT managers

Of all our survey respondents, IT managers are the most critical of the allocation of funds to technologies. **Three quarters of all IT managers believe that there is too little budget allocated to technology**, compared to just 35% of heads and deputies.

*“There’s not enough realisation that we employ far more technology now and yet our budget in real terms has shrunk, **therefore it’s impossible to stay current.**”*



IT manager, academy secondary school,
Yorkshire and Humberside

Share this:  

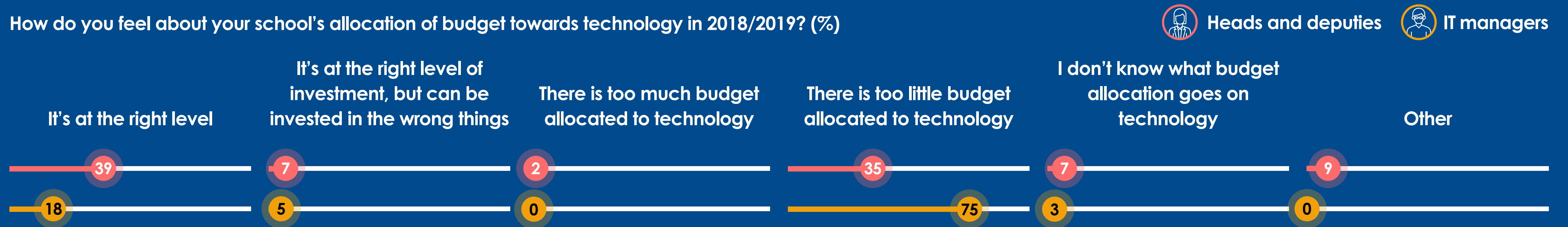
*“With a higher reliance on remote support and a tighter budget, there could be a **reduced need in some schools for technology and/or technical personnel.**”*



IT manager, infant school,
South East England

Share this:  

Under **18% of IT managers believe their school is allocating the correct amount of budget on edtech**; almost 22% fewer than head teachers and deputies.



*“The school’s budget will potentially be affected adversely by the 2020/21 funding reforms and as a result we will be focussing more on ensuring that the technology we have will meet our requirements rather than investing further. **We upgraded our servers and network last year, in advance of these changes, to ensure the biggest funding challenges would already be met.**”*

 IT manager, infant school,
South East England

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According to our survey, **IT managers are the most concerned of all school staff about schools' budgets for edtech**; 75% believe too little money is being allocated to improving existing technologies.

As the opinions of the IT experts are in stark contrast to those of most school leaders, it highlights a potential **lack of communication about the importance of upgrading resources**.

*“**BYOD will vastly help where budgets are slim for IT equipment.** Cloud computing work spaces will allow work to continue from multiple locations.”*



IT manager, local authority primary school,
North West England

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08

Schools' use of tech

Skip to chapter 09:
The future of technology in education 

Teachers 

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IT managers 

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[D. Insight from IT managers](#)



Highlights

I am constantly striving to innovate by using technology as a tool for education (%)



Educators are gradually becoming more tech-focused, according to our survey; **54% now use technology to innovate in their teaching**, to some degree. This, however, is only a small percentage increase since 2016.

Over **50% of educators believe that technology is now integral to everyday life**, so it should be present in education.

What is your opinion towards the use of technology in education? (%)

It is a necessary part of everyday life, so this should be reflected in lessons



Using technology in the classroom is a great way to engage students using a medium familiar to them



Technology is best used for teaching academic areas (e.g. hard skills)

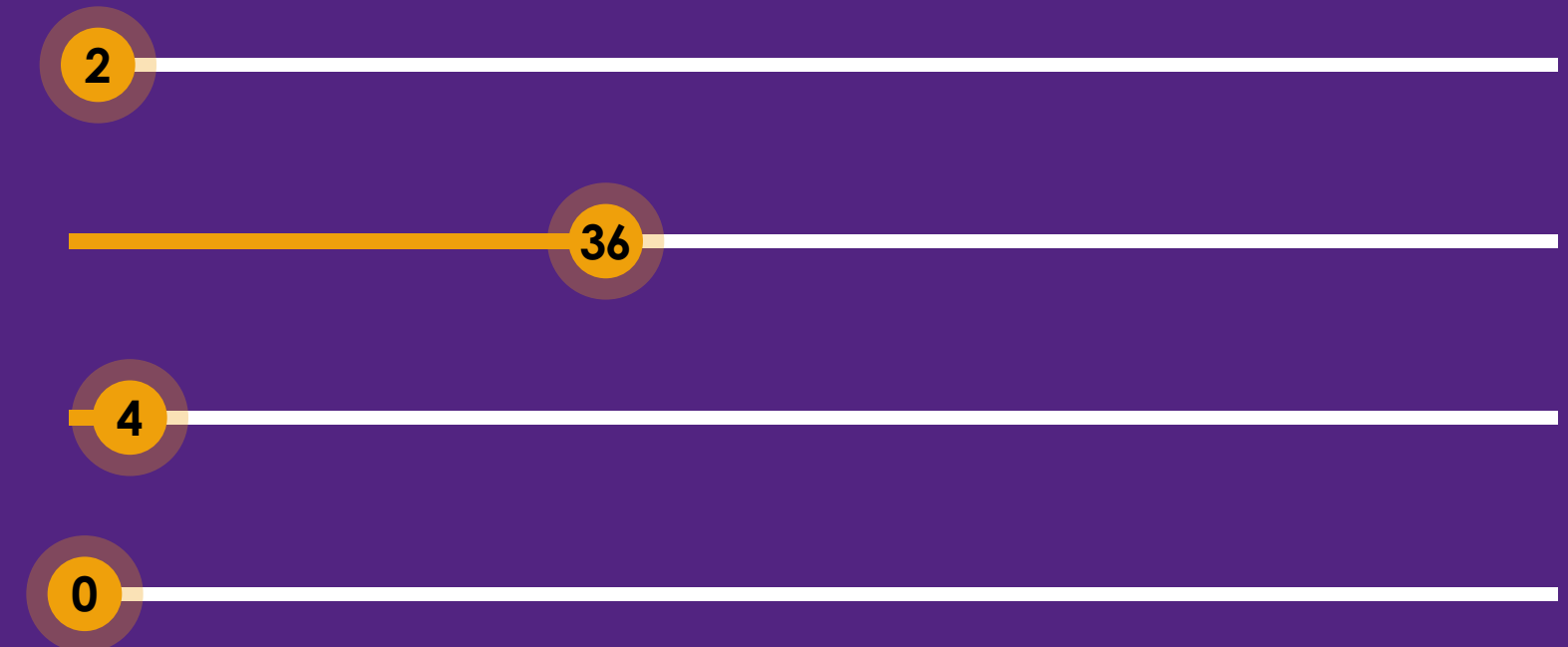


Technology is best used for teaching non-academic areas (e.g. soft skills)



A similar number also recognise that **edtech is a great way to engage pupils.**

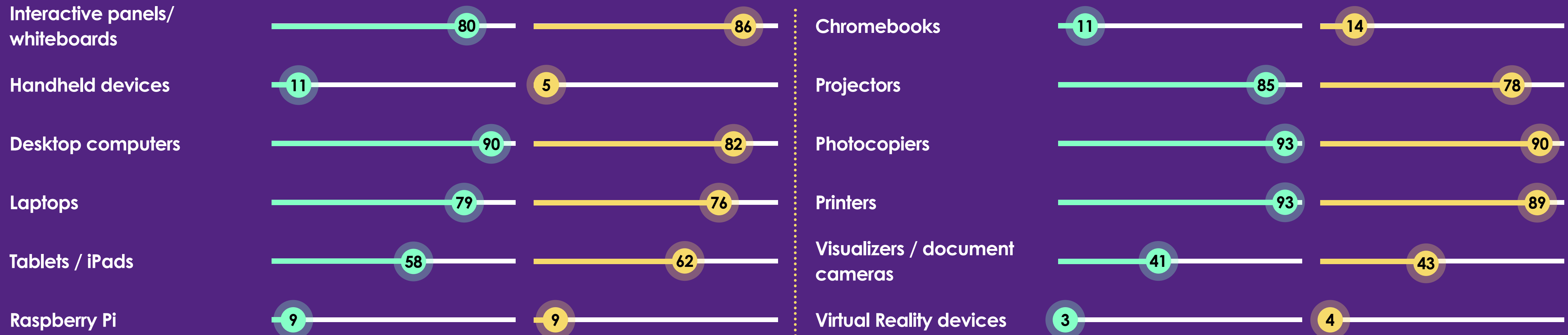
- Technology enables students to better learn soft skills
- Technology is best used where it can be appropriately adapted to the learning situation
- It creates more issues than it resolves
- There is no place for technology in the classroom

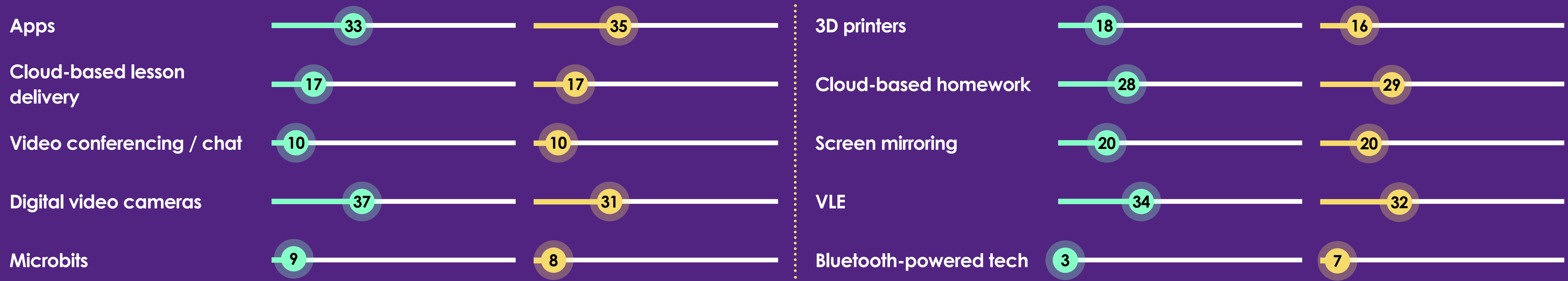


Our survey indicates a **rise in the use of handheld devices (14%), interactive panels (6%) and tablets (4%) in schools since last year.** Teaching with desktop computers, meanwhile, has dropped 8%.

Please select the technologies and ICT equipment that are available at your school and you use in your own lesson delivery (%)

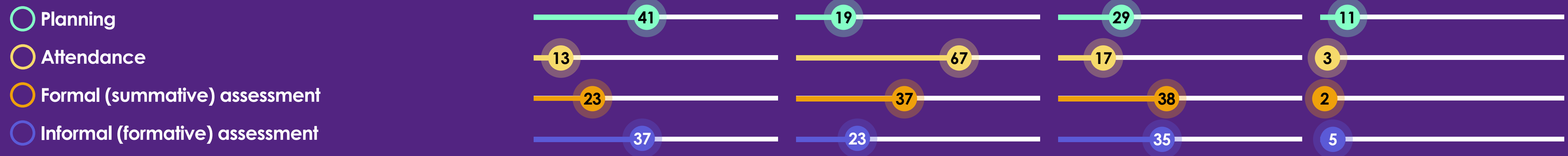
○ 2017 ○ 2018





A **greater number of educators (14.7%)** are using online tools to track summative assessment than formative. Attendance, meanwhile, is most commonly tracked online than offline (66.5%).

How do you track and report on the following? (%)



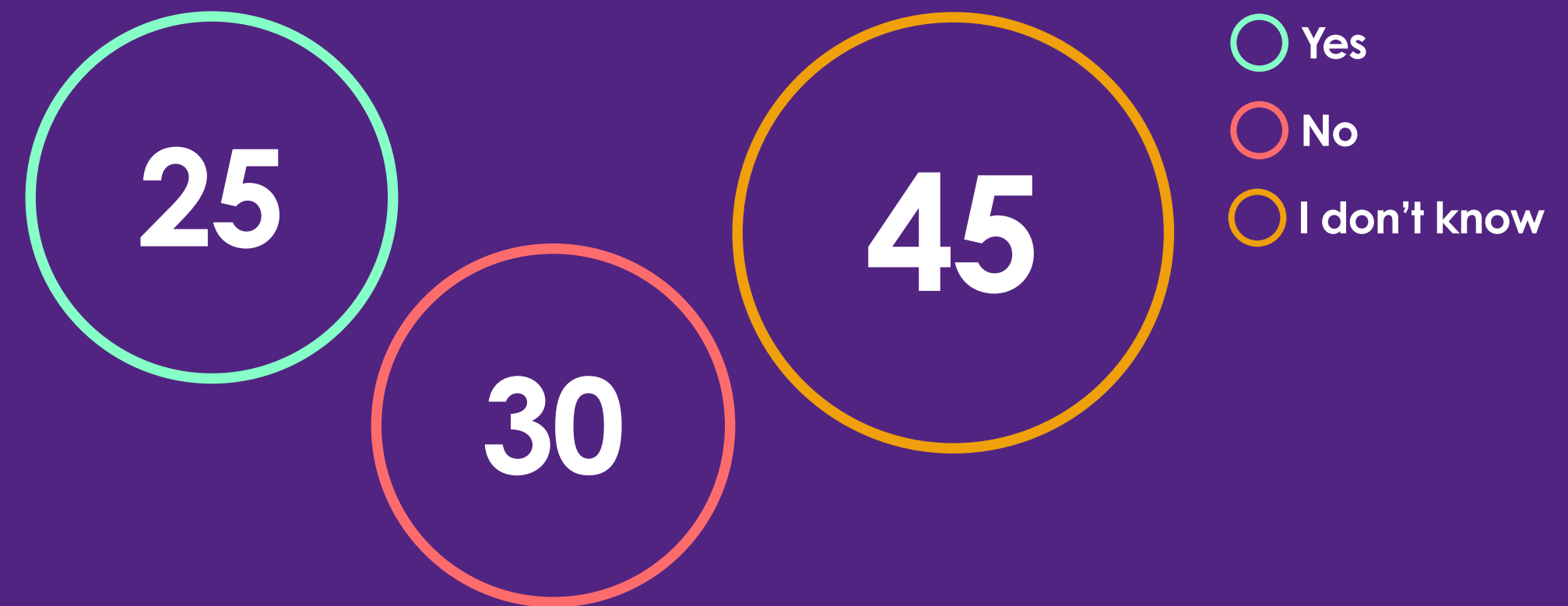
As schools increasingly store pupils' information online, however, they process more sources of sensitive data.

As a crucial development in 2018, this year we assessed educators' opinions on General Data Protection Regulation (GDPR) — the new legal requirements for processing personal data. **Almost a third (28%) are unclear about what GDPR is, and almost half (44.6%) are unsure whether it will have a positive or negative impact on education.**

Do you know what GDPR is? (%)



Do you think GDPR will have a positive impact on the education industry? (%)



Of those who know what GDPR is, the majority (86.7%) identified it as something that will impact everyone in schools to some degree, but almost **a third (31.5%) worry it will add to their workload.**

The General Data Protection Regulation (GDPR) is a new set of rules for controlling and processing personal information in all EU member states.

Which statements come closest to describing your opinions towards GDPR? (%)



*"I think, although it's important, the current measures are enough to protect data. The overwhelming legislation will undoubtedly **add to people's workloads and paranoia about handling data.**"*



Head of department, local authority secondary school,
South West England

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Overall, schools are becoming increasingly digital-first, and many now use online tools for tracking assessment and attendance. Yet **awareness of GDPR — 2018's key changes to data handling processes — is limited in some schools.**

There could, therefore, be **a widening gap between schools' digitisation and their GDPR compliance.**

Keep reading for more detailed insights from teachers, heads and IT managers about schools' use of tech.

Or skip to [chapter 9: The future of technology in education](#)



Chapter 08, Section B

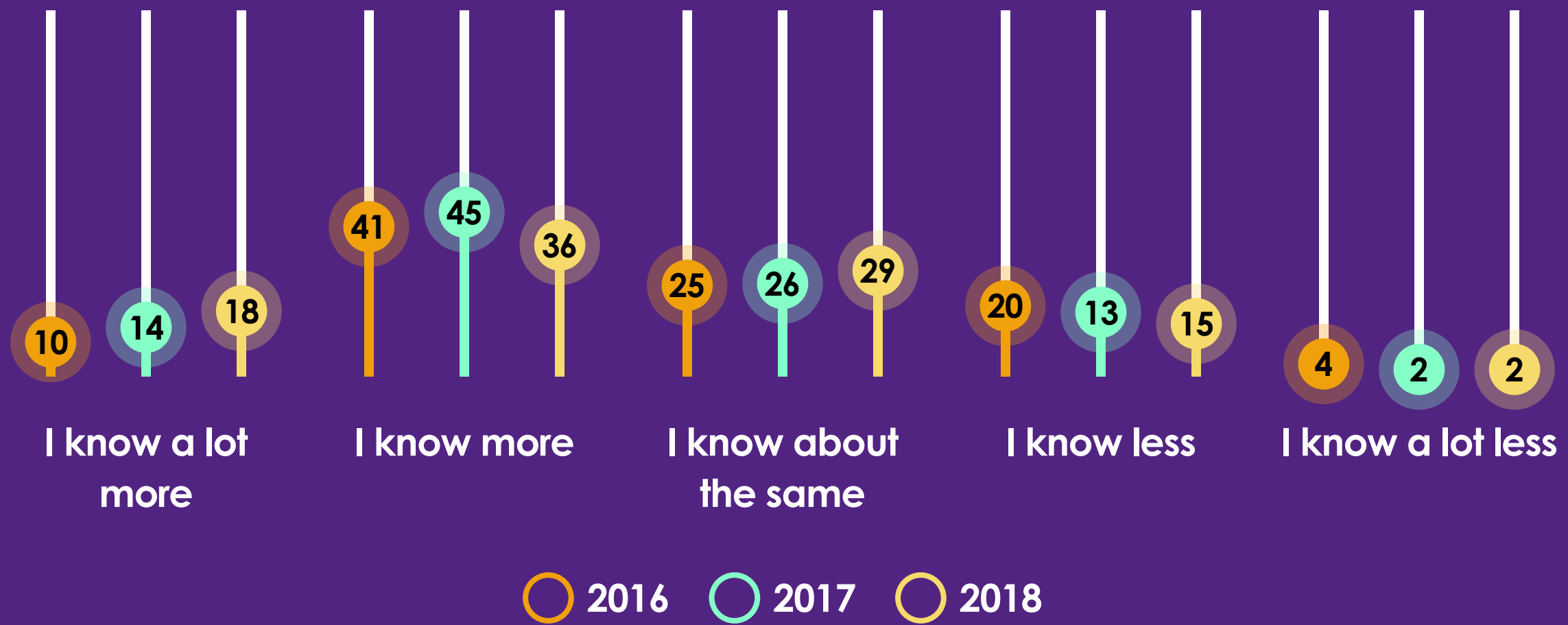
Insight from teachers



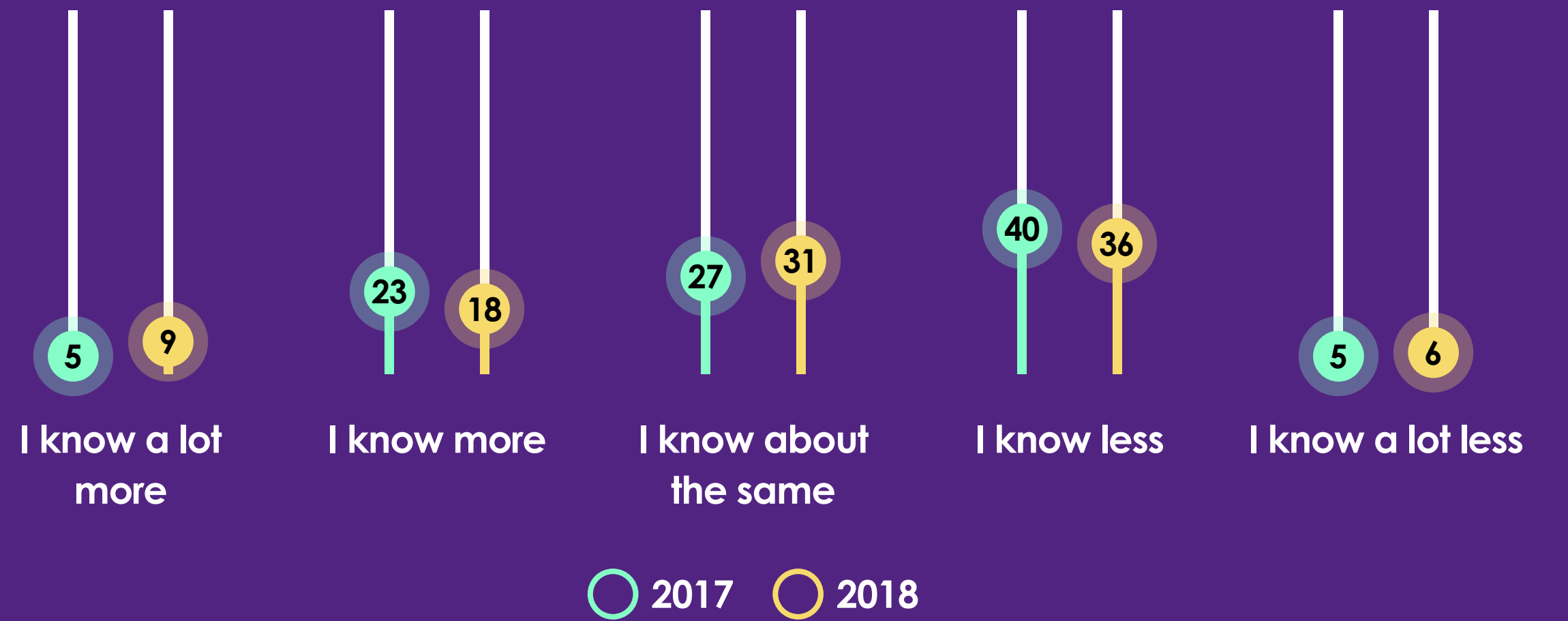
Teachers feel increasingly confident about their tech knowledge, according to our survey. Almost **20% believe they know a lot more about education technologies than their students**, up from 10% in 2016.

Whilst teachers are marginally less confident about personal tech, almost **18% still feel they know more than their pupils.**

When it comes to edtech, do you know more or less than your students? (%)



When it comes to personal tech, do you know more or less than your students? (%)



*“We should be **investing in pupils’ understanding and application of technology** and tapping into the most valid medium of our time.”*



Senior teacher, academy primary school,
East England

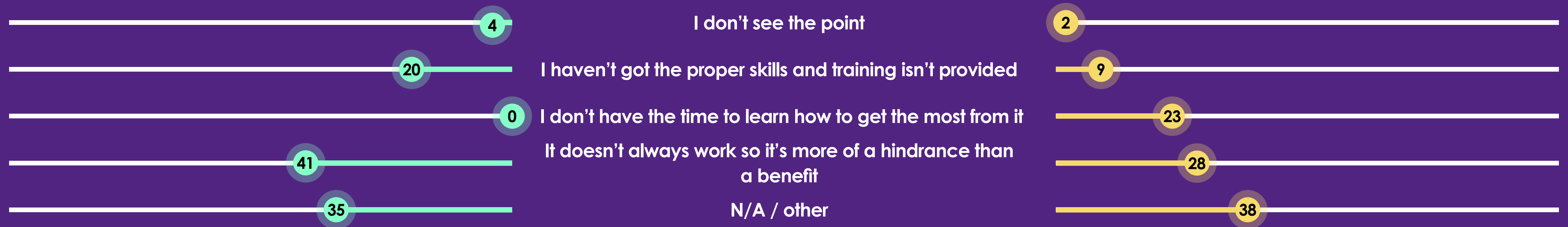
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Most teachers choose to use tech in their teaching, **but of those who don't, the majority (27%) blame faulty equipment**, as well as a lack of time to learn how to fully use it (23%).

If technology is available but you don't use in your own lesson delivery, please tell us why (%)

○ 2017 ○ 2018



*“Technology is changing the way we live so **it should change the way we learn.**”*



Head of department, independent senior school,
South East England

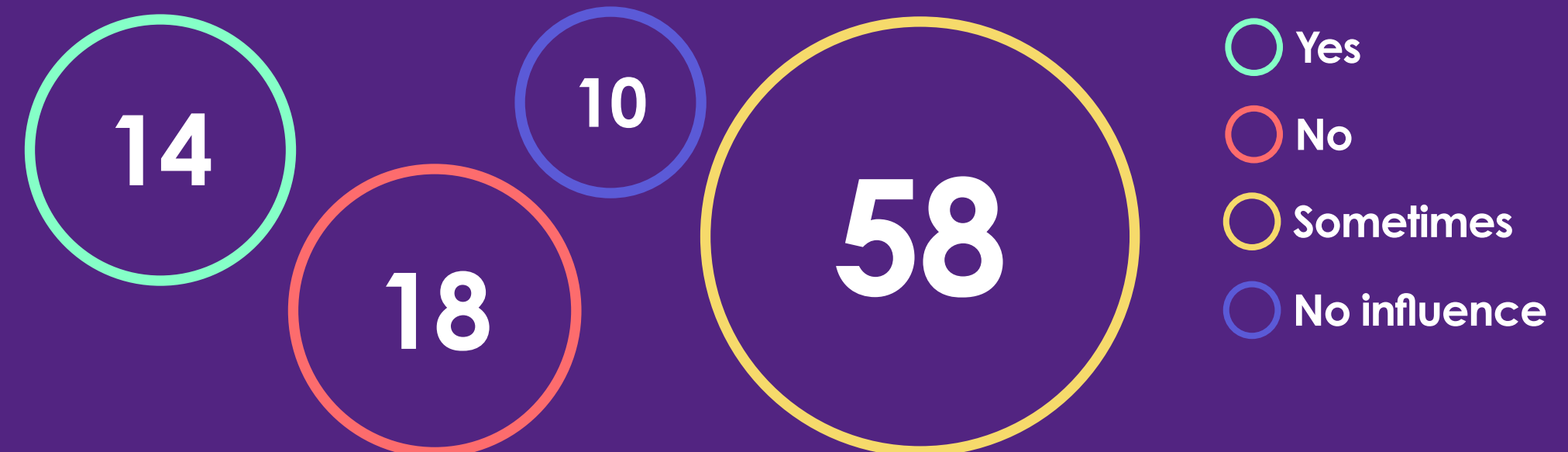
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Almost all teachers **(94.2%) recognise that edtech can improve engagement levels to some degree**, and the majority (72.3%) think that behaviour can potentially be improved with technology.

Do you feel that the use of technology for education improves engagement levels? (%)



Do you feel that the use of technology for education improves behaviour? (%)



With a greater number of teachers using edtech this year, most can **see technology's potential to improve their pupils' behaviour and engagement levels.**

Teachers also blame a lack of investment in new tech — not willingness — for their inability to use it effectively in their lessons, where applicable.

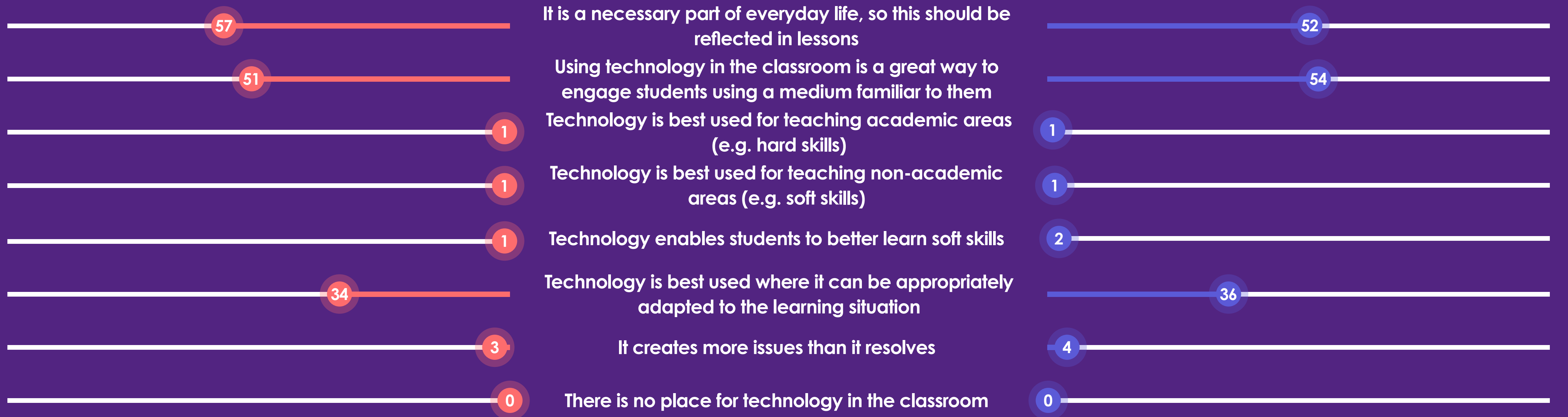


Insight from heads and deputy heads

School leaders believe technology is a necessary part of education; a greater number **(5%) identify it as something that should be used in learning practices**. It can be used to engage pupils, according to our school leaders, but it has to be appropriate to the learning scenario.

What is your opinion on the use of technology in education? (%)

 Heads and deputies  Total survey



“Technology in schools can engage children, **but it can distract them too.**”



Assistant head teacher, academy primary school,
South West England

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“In the short term, GDPR has created uncertainty but long term **it is useful to protect everyone’s data.**”



Head teacher, academy secondary school,
East England

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The vast majority (**95%**) of school leaders are well **versed on GDPR — 22.7% more than the survey total.** Yet a smaller number (8%) believe GDPR is a concern for the whole school.

A greater number (**3%**), meanwhile, feel positive that **GDPR will help schools prepare for a digital-first future.**

Do you know what GDPR is? (%)

Yes No

Heads & deputies

95

5

Total survey

72

28

What is your opinion towards GDPR? (%)

 Heads and deputies  Total survey



GDPR doesn't apply to me so I am not concerned about it



GDPR is only an SMT/SLT issue



GDPR is only an IT issue



GDPR is relevant to everyone in the school



I am concerned GDPR might affect my job



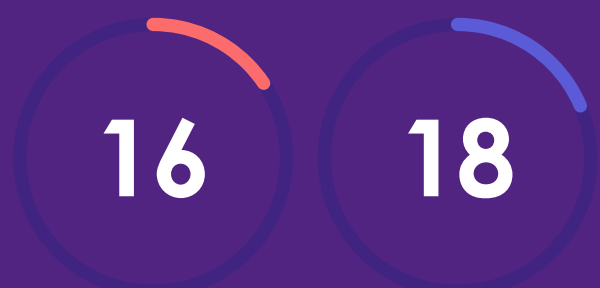
I am concerned my school has been taking insufficient measures for GDPR



I believe GDPR will be good for protecting pupils online



I worry that GDPR will make my job harder



I feel like I have had adequate support in preparation for GDPR



I think GDPR will add to my administrative responsibilities and burdens



I think GDPR will help my school be ready for a digital-first future

*"I think **protecting personal data is important and GDPR is a positive development**, although it presents significant challenges to schools."*



Deputy head teacher, local authority primary, West Midlands

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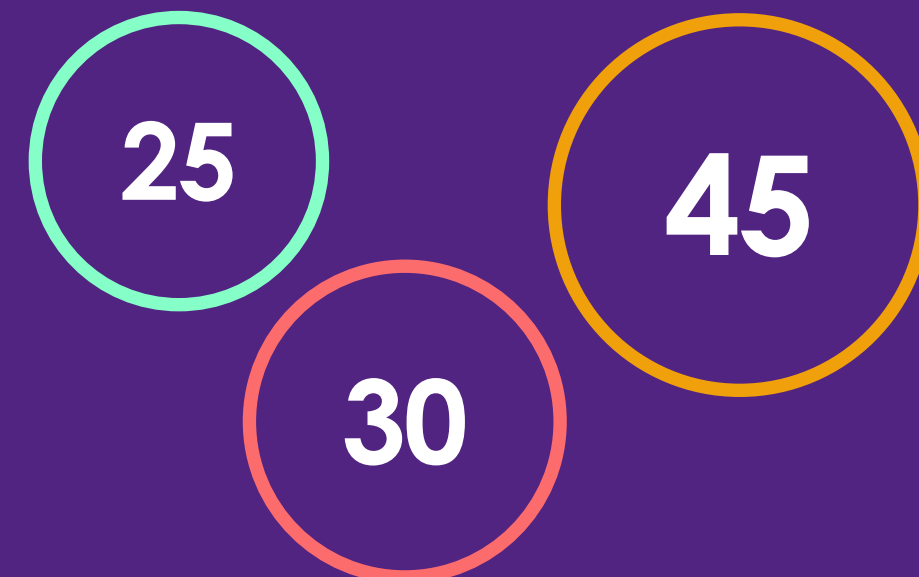
Do you think GDPR will have a positive impact on the education industry? (%)

Yes No Don't know

Heads & deputies



Total survey



Overall, **school leaders feel positively towards the use of tech in education, and most understand GDPR's new data processing requirements** in a more digital-first learning environment.

As mentioned earlier, however, a **smaller number of school leaders are aware of the challenges around faulty equipment and training requirements**, so there could be a gap between good intentions and good execution.

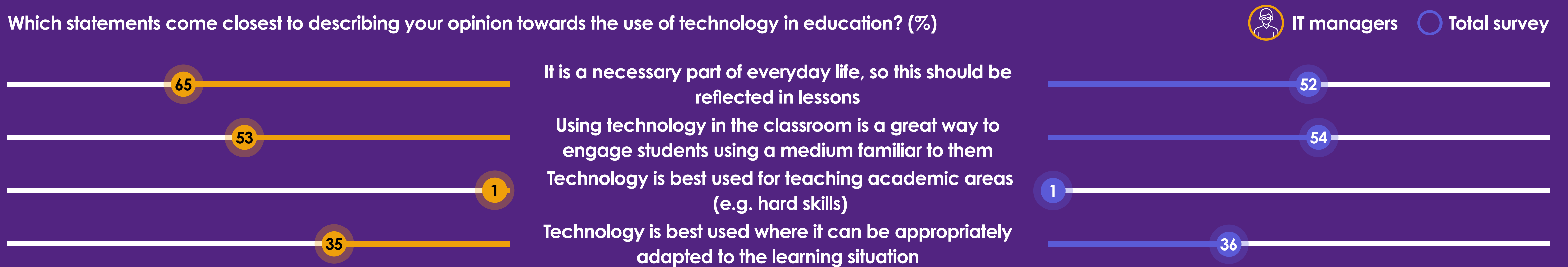


Insight from IT managers

Perhaps unsurprisingly, **a greater number of school IT managers (12.7%) are passionate about technology in education** than the survey total.

Many agree that **edtech is a useful tool to boost engagement** and is best used when adapted to specific learning scenarios.

Which statements come closest to describing your opinion towards the use of technology in education? (%)



Almost **all our IT managers understand the implications of GDPR in a school environment**, and the majority (60%) believe it will have a positive impact on education as a whole.

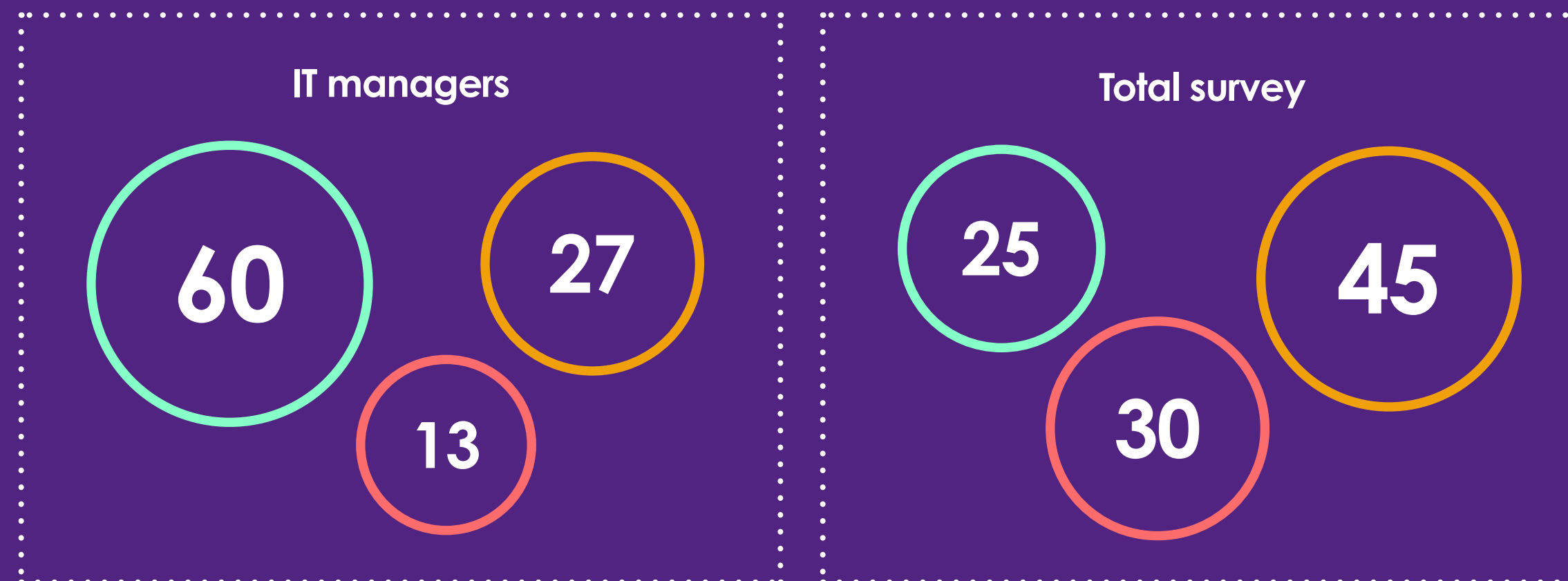
Do you know what GDPR is? (%)

Yes No



Do you think GDPR will have a positive impact on the education industry? (%)

Yes No Don't know



What's more, **16% more IT managers are concerned about the additional work GDPR is likely to create** in their jobs than the survey total.

What is your opinion towards GDPR? (%)

IT managers Total survey



48

32

I think GDPR will add to my administrative responsibilities and burdens in the school

28

15

I think GDPR will help my school be ready for a digital-first future

IT managers are schools' champions of technology in education. They are also best positioned to **understand the challenges around faulty technologies and can advise on teachers' tech needs.**

Greater collaboration between IT managers, teachers and school leaders, therefore, **could drive a more robust edtech strategy.**

*"The learning needs and outcomes **should determine the need for and use of technology in classrooms, not the other way round.**"*




IT manager, academy secondary school,
South East England

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09

Skip to chapter 10:
Conclusions 

The future of technology in education

Teachers 

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[D. Insight from IT managers](#)



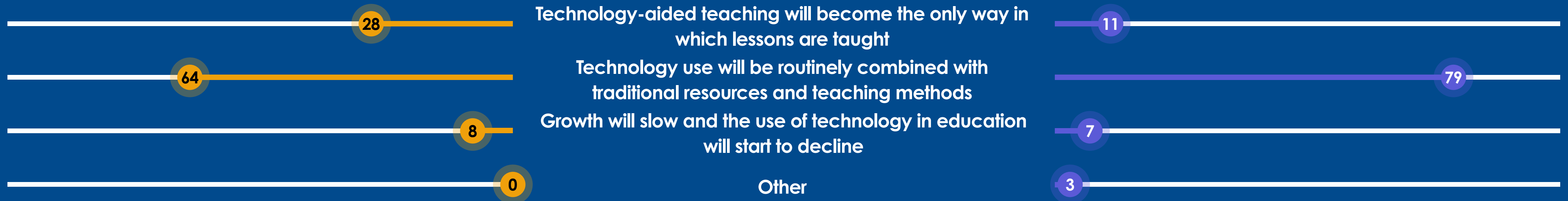
Highlights

Whilst we're heading towards a more digital future, **our survey respondents do not believe we'll ever see the demise of traditional learning practices. Technology does not replace teaching excellence, it can enhance it.**

The majority of our educators (**79%**) **believe that edtech will most likely be blended with traditional teaching resources over the next decade**, rather than replacing it.

Of the following options, which do you think is the most likely trend we will see over the next 10 years? (%)

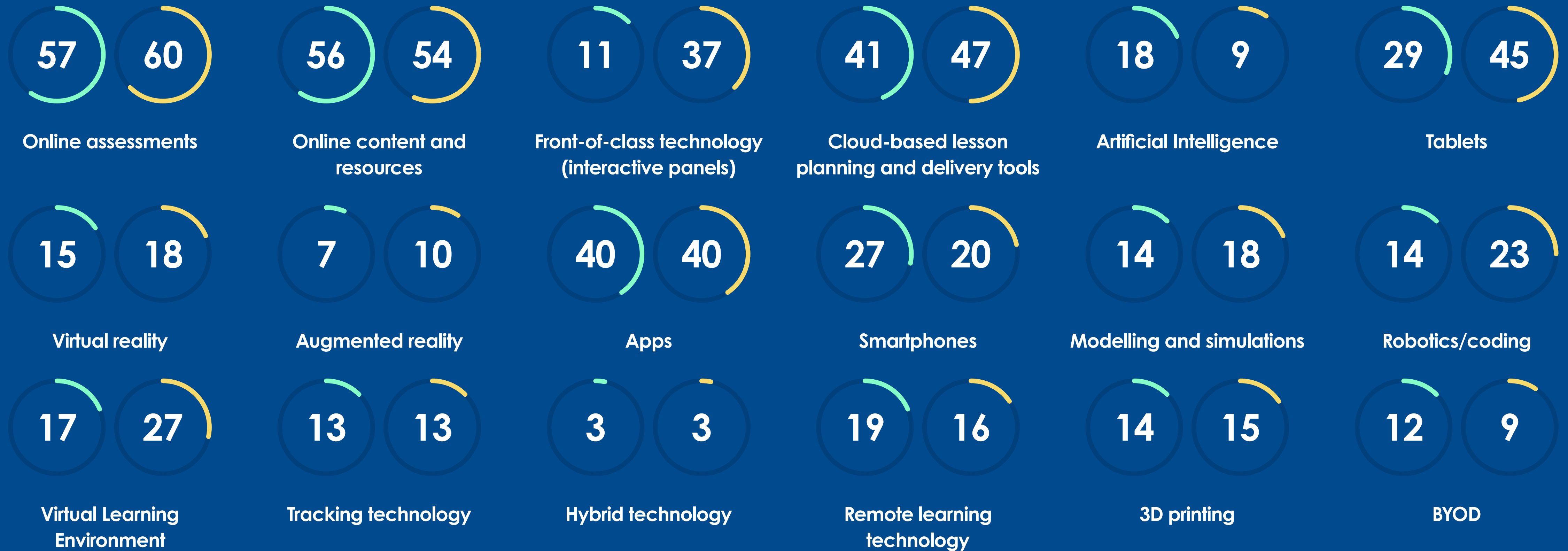
 IT managers  Total survey



According to educators, the technologies poised for growth over the next three years are online assessment, content and resources, as well as tablets, apps, and interactive front-of-class panels and whiteboards.

Which technologies do you see making the biggest growth in the next 1 – 3 years? (%)

○ 2017 ○ 2018



AI, smartphones, and Bring Your Own Device (BYOD) schemes meanwhile, are **less popular choices for growth than last year.**

Keep reading for more detailed insights from teachers, heads and IT managers about the future of tech in education.

[Or skip to chapter 10: Conclusions](#)





Insight from teachers

According to our survey, **a greater number of teachers than school leaders (4%) believe that technology-aided lesson delivery will be the only way of delivering education** in the coming decade.

Of the following options, which do you think is the most likely trend we will see over the next 10 years? (%)

Teachers Heads & deputies Total survey



Technology-aided teaching will become the only way in which lessons are taught

Technology use routinely combined with traditional resources & teaching methods

Growth will slow and the use of technology in education will start to decline

Other

“Technology is a library at your fingertips as long as it is used for what it is intended.”



Teacher, independent sixth form college,
Yorkshire and Humberside

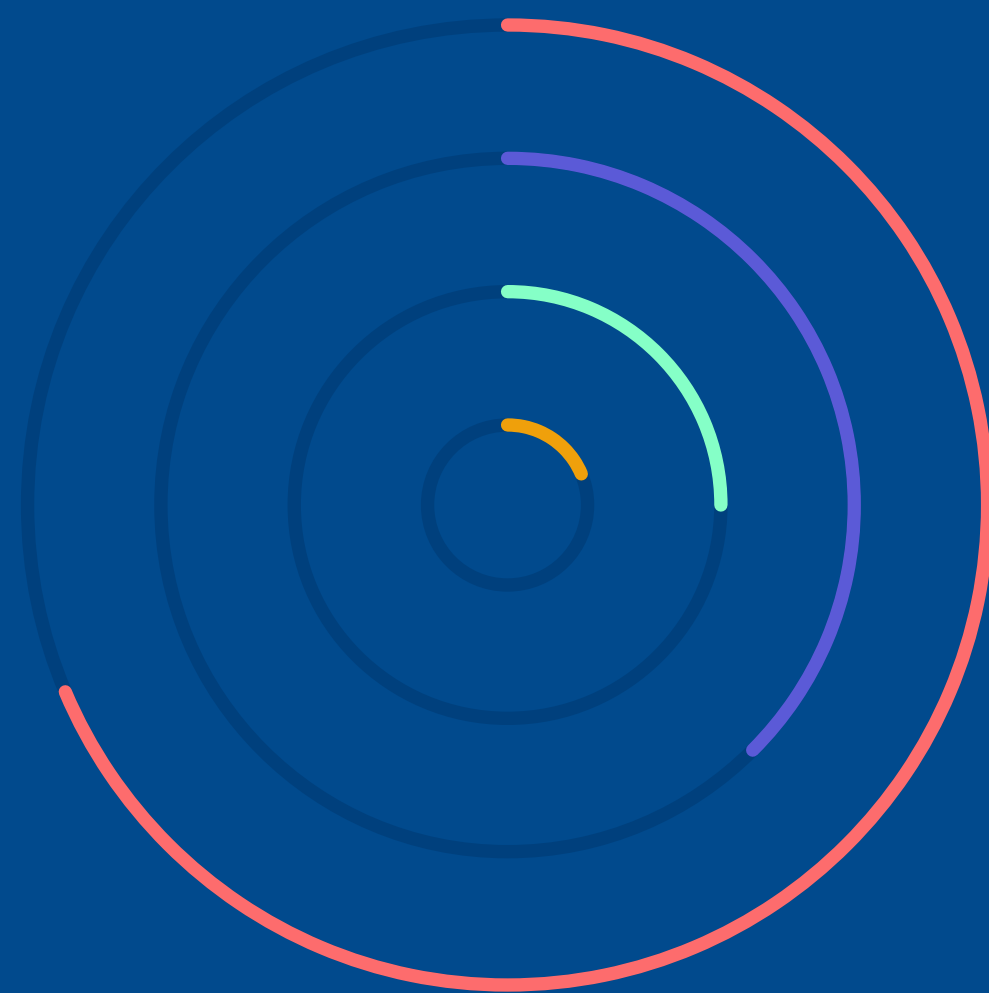
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A larger majority of teachers **(3.1% more than the total survey)** believe **online assessments will see the biggest growth in classrooms**, followed by online content. Over 37% of teachers already use online tools for summative assessment, and 23% use technology for formative assessment, so these figures are set to grow.

Which technologies do you see making the biggest growth in the next 1 – 3 years? (%)

 Teachers  Total survey



Teachers using online tools to track the following (%)

-  Attendance
-  Formal (summative) assessment
-  Informal (formative) assessment
-  Planning

“Being able to access advancements in technology will keep me up to date and relevant for pupils and allow them to see that what we are teaching applies to them.”



Senior teacher, local authority secondary school, Scotland

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Finally, we asked teachers how they thought edtech may benefit or pose a threat to their future careers.

Their answers include:

Positives

Technology should enable formative assessment to be quicker, and therefore enable students to progress quicker.

Students will be more engaged; I am finding lower ability students on A-level courses find it difficult to be without their mobiles or to follow traditional learning methods.

A wider range of skills and jobs becoming available, enabling me to promote interest and engage learners.

Creating workflows between students and teacher as part of a feedback and progress loop, access to a world outside the classroom, multimedia tools to combine written work, feedback, images and audio (great for languages!), and it's brilliant for supporting students with additional needs in a personal way.

Access to exciting and engaging resources, instant sharing of work and an online community for each class (i.e. Google classroom).

Negatives

Subject knowledge will become less valuable as teachers may become facilitators to online information.

It might make a lot of previous resources obsolete.

Not in the near future but in time, smaller A-Level subjects could be taught virtually.

Remote teaching and learning to vast classes.

Not knowing how to use new technology as an older teacher.

As a languages teacher, constant threat from online translator tools.

A risk of greater centralisation and globalisation using technology unless it is carefully and ethically managed.

If the technology in school works properly, that learning will be able to be tailored more effectively to individual needs and abilities, without the excessive hours of preparation.

Anything that saves teachers time and makes smarter use of data is a huge benefit; it enables teachers to target more effectively and improve work life balance.

Cloud-based resources mean that the sharing of great practise and video peer sharing can be easily done. Lesson observations can reach many.

Children will have the correct skills for working life.

Being 'constantly available' to parents and students is very time consuming and stressful.

Handwriting becomes even poorer; students become too reliant on the internet; increase threat of cheating in assessments.

Teachers' opinions, therefore, are mixed when it comes to the future use of technology in schools. **Many see the educational and time-saving benefits of edtech, but others worry about the loss of traditional teaching methods and the potential invalidation of their profession.**

The reality, perhaps, will be **a blended future in which technology complements and enhances traditional teaching** whilst reducing workload, rather than replacing highly-skilled teaching staff.

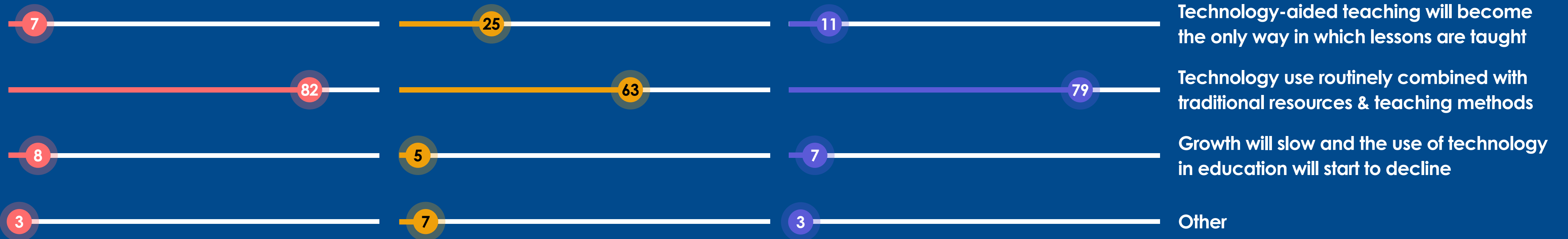


Insight from heads and deputy heads

According to the vast majority of head teachers and deputies (82%), **technology will be routinely combined with traditional teaching methods in future**. Over 18% fewer school leaders than IT managers believe technology will be the only teaching method.

Of the following options, which do you think is the most likely trend we will see over the next 10 years? (%)

 Heads & deputies  IT managers  Total survey



Head teachers are **largely in agreement on the edtech most likely to grow in the coming years**: online assessments, cloud-based lesson tools, tablets, online content, apps, and interactive panels.

Which technologies do you see making the biggest growth in the next 1 – 3 years? (%)

 Heads & deputies  Total survey



Finally, we asked school leaders how they thought edtech may benefit or pose a threat to their future careers. **Their answers include:**

Positives

Negatives

- Technology is making it easier to track student progress.
- It will ease workload in administrative tasks.
- Meeting the needs of children in line with the changing expectations of society.
- Ability to liaise with other members of staff electronically.
- Online training & webinars provide easy access to outstanding practitioners that facilitate bespoke CPD.

- Apps and tablets are great but handwriting is a skill that should not be lost.
- Too much standardisation threatens individual schools.
- Keeping up with technology changes.
- Pupils using tech inappropriately in lessons.
- When it doesn't work, there's no support to fix the problem.

Online learning and webinars will increase participation in national events and conferences that are otherwise too expensive to attend.

We will be able to analyse the way teachers teach, to make assessments increasingly diagnostic and informative.

E-portfolios, technology to give pupils with disability an equal chance, instant access to information.

Ability to access, build and review resources and student work in a variety of locations allowing for a more flexible working environment.

Huge advances in systems and assessment tracking. Online tailored teaching programs is the area I see being the most beneficial to pupil progress.

Subjects which need tech may be cut as tech budget does not support.

Working in a mix of buildings with a range of accessibility needs, the technology does not best meet the needs of the pupils when also working with some buildings that are over 200 years old.

The need for retraining, and schools buying the wrong tech too soon and wasting school funds.

Invasion of privacy.

Pupils who do not have technology at home will be left behind.

As well as improving pupils' career potential, **head teachers and other school leaders see wider benefits to greater use of technology in schools**, in the future.

These include more efficient training and career development, as well as providing a more flexible working environment for their staff. **They remain cautious, meanwhile, about data privacy and the use of budget, as well as potential exclusion of underprivileged pupils.**

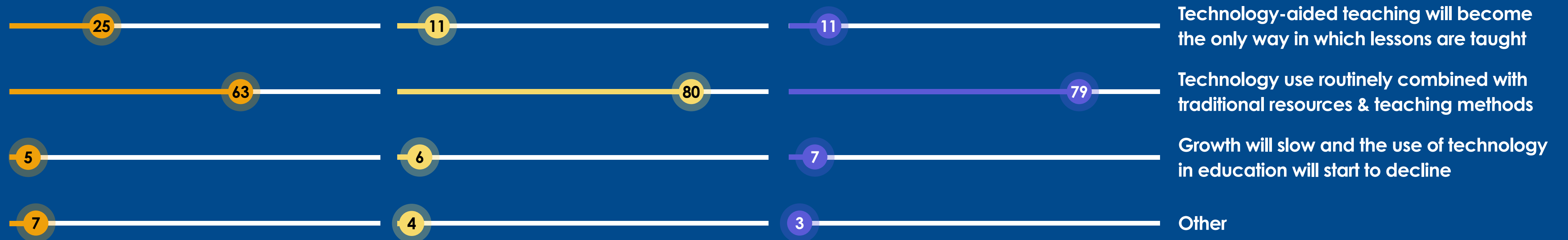


Insight from IT managers

According to our survey, **a greater number of IT managers than teachers (14.5%) believe teaching will be wholly tech-driven** in the next 10 years.

Of the following options, which do you think is the most likely trend we will see over the next 10 years? (%)

 IT managers  Teachers  Total survey



“No IT equipment is due to be refreshed as all budgets have been slashed. Currently, if it fails, it’s not fixed/replaced unless it’s under warranty.”

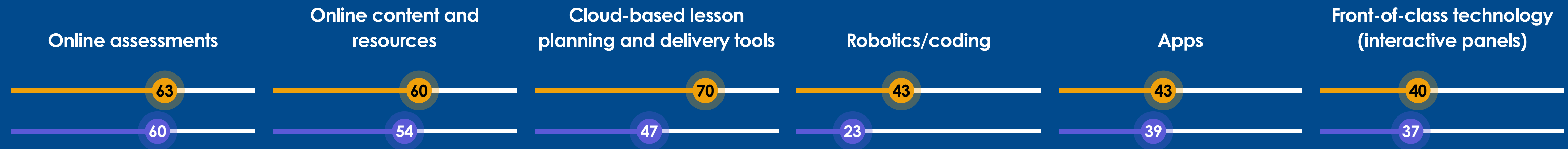
 IT manager, local authority primary school, Scotland

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The lion's share of IT managers **(70%) believe cloud-based tools will see the biggest growth in the next three years.** Unlike other school staff, IT managers believe robotics and coding will be in the top 6.

Which technologies do you see making the biggest growth in the next 1 – 3 years? (%)

 IT managers  Total survey



Finally, we asked IT managers how they thought edtech may benefit or pose a threat to their future careers. **Their answers include:**

Positives

Negatives

Less marking and more data on children's progress.

Newer teachers will have better IT training and understanding.

With the range of technological options increasing, staff with a passion in this area could become more desirable in a school that is willing to pursue these visions.

Data protection and security leaks; there is too much information which needs to be updated, and old data removed.

It will allow us to provide children with better opportunities for their futures.

Remote repairs from the overseeing county council IT unit.

Job security; there will be more demand for my knowledge and experience.

Assisting in demonstrating education in more exciting ways.

Collaborative work with students, other teachers, and other schools.

There may be less requirement for physical staff if remote learning grows.

There seems to be a decline in time allocated to the computing curriculum. It doesn't seem as important as it should be.

Technology cannot teach for you, it is a tool. The curriculum still needs to be delivered in a flexible and adaptive way, which technology can support. The only threat will be an individual's ability to adapt to the tools and technologies used in different settings.

Overall, IT managers agree with other educators that **technology can never replace excellent teaching, but potential reliance on remote learning could jeopardise some subjects.** They do believe, however, that teaching staff need to keep up with changing technologies in order to make best use of it in lesson delivery.

School IT managers confirm that **technology can provide a more collaborative learning and working environment, as well as delivering greater opportunities to pupils for their future careers.**

Conclusions

1. School-wide collaboration is improving, but it still falls short in some areas

In previous years, under half of teachers and fewer than a third of IT managers were aware of their school leaders' ongoing strategies. This year, almost two thirds of teachers provided strategic input. IT managers, meanwhile, are still largely unconsulted, despite a greater number of schools identifying technology as a strategic priority.

Takeaway:

Schools are becoming both more technologically-focused and collaborative, yet a vast number are underusing their in-house IT knowledge. To drive a more rounded, robust IT strategy that will deliver longer-term results and minimise wasted budget, school leaders should bring their IT staff to the table.

2. IT is gaining strategic focus, but there are other missed priorities

This year, over 7% more school leaders confirmed that their schools have a specific ICT strategy. What's more, last year, less than 19% of schools leaders reported that tech was integral to their future strategies. This year, this has increased to over 27%. At the same time, there is a general consensus on priorities that are still missing: delivering better education with technology, staff IT training, and updating school technologies.

Takeaway:

Strategic focus on IT at a high level is a positive step, but it's not enough; to deliver better learning outcomes with edtech, schools must provide staff with adequate training and support, as well as tools that are fit for purpose.

3. Budgets are still an overall concern, but less so than in previous years. Tech, meanwhile, is still underfunded

The majority of school leaders agree that budgetary constraints will have the biggest impact on their school's strategic objectives, but this has dropped 12.5% since 2017. At the same time, over 40% of educators believe there is too little budget allocated to technology.

Takeaway:

The IT budget allocation in schools may not be set to change rapidly, so schools have to make smarter investments to take advantage of new edtech. Consider how your existing infrastructure can support incremental improvements, and look at wide-reaching technologies like front-of-class tech and free apps that can be used in various classroom scenarios, and are supported with a strong warranty.

4. Schools are aware of GDPR, but staff IT training is an ongoing issue

Almost a third of survey respondents are unclear on GDPR—a crucial development in data protection legislation. According to our survey, tech training is considered the lowest training priority, selected by under 30% of heads and deputy head teachers, yet only 5% of teachers believe they receive full training.

Takeaway:

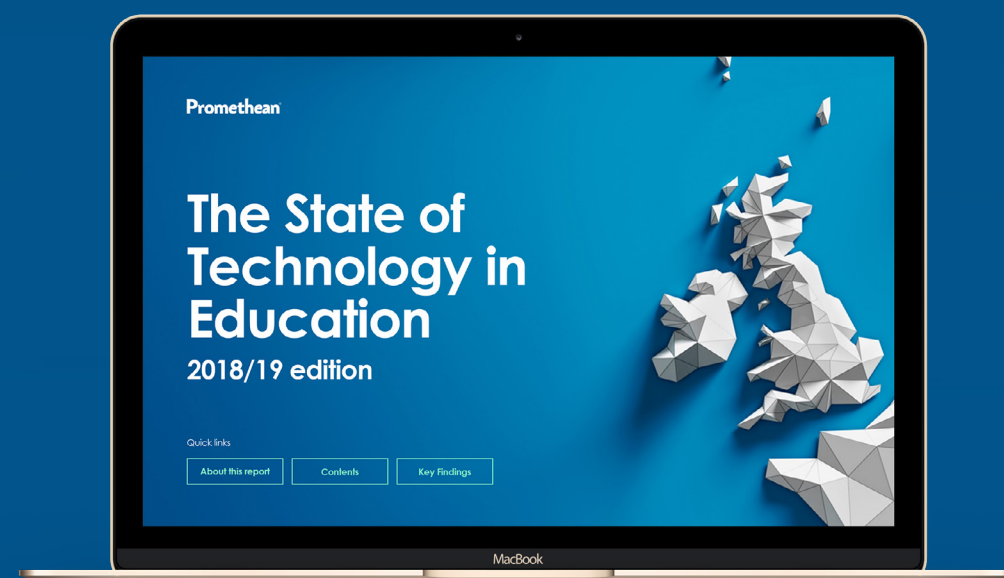
A greater number of head teachers are prioritising data protection and safeguarding issues this year, most likely due to the introduction of GDPR, yet there's a significant knowledge gap. With more extensive edtech training, teaching staff would be better armed to handle such online safety issues and protect their pupils' online identities.

5. Technology can engage more pupils, and even improve behaviour, but only when used in the right ways

This year, almost all school staff recognise that edtech can improve engagement levels to some degree. The majority (72.3%) think that behaviour can potentially be improved with technology. At the same time, a number of survey respondents agree that technology is only effective when it supports specific goals or learning outcomes.

Takeaway:

When considering any potential IT investments, schools should first ensure the tools address specific school objectives. If this investment is coupled with a thorough training scheme, it stands a far higher chance of success. Edtech should be used as a tool to aid traditional learning rather than replacing valuable educators, or used for 'technology's sake'.



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To find out more about Promethean or our education technologies, visit the Promethean World website. Or get in touch:

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