

## One-to-one Tablets in Secondary Schools

This detailed and informative report is a long read. Anthony Pinnock gives a brief précis.

Tablets can be successfully introduced when:

School is very clear about why tablets are being introduced  
School understands what the effects on pedagogy are likely to be  
Staff, governors, parents and pupils are convinced that implementation is worthwhile

There is a clear pedagogical philosophy

There is support and engagement from leadership, teachers and parents

Leadership delegates responsibilities and tasks

There is a senior leader who can make decisions on pedagogical change: the process of change is dependent on strong leadership willing to take risks

There is a knowledgeable IT department or representative

There is a knowledgeable administrator who can negotiate with suppliers

School appoints 'device champions' among both teachers and pupils

School holds parental consultation evenings throughout the implementation

Support:

School may need technical support with issues such as wifi and network management

School may need assistance in managing a large project (project management, procurement etc.)

School may need expert help with training: integration of tablets is a process of evolution requiring ongoing professional development

Collaboration within and between schools is essential to help to share tablet knowledge and learning

Sufficient wifi is essential from the start; this needs to be revisited as tablets are used more within the school, and the school's network begins to reach its maximum capacity

Insurance can be expensive: school may need help with finding best approach to this

School may need assistance with planning and implementing pedagogical change linked to implementation of the new technology

Changes to pedagogy through personal tablet use:

Pupils work more independently and collaborate more in pairs or small groups: independent learning leads to increased pupil motivation and engagement

Teachers structure their lessons more flexibly, and rely less on whole-class teaching

The pedagogical impact of tablets develops over time, as teachers grow in confidence and develop their approach to teaching

Most students will multitask, but some will struggle to concentrate with the distractions available to them through their tablet: good classroom management skills are needed to control inappropriate use of the tablets in lessons

Tablets support co-creation between pupils and between pupils and teachers, leading to a more creative learning process

Teachers are able to monitor pupil progress more closely, and pupils receive better feedback

A tablets offers, within one device, a record of learning and research, and a means to communicate with teachers and peers to enable collaborative learning

Teachers are helped to differentiate between different styles of learning and different learning abilities, with benefits for children with special educational needs as well as to gifted and talented children

Content:

It is vital to provide access to appropriate high-quality software resources to use with the tablets

The most common use of tablets is carrying out research on the internet and accessing websites that relate to the topic being taught (note that pupils need to be critical of online sources)

Apps are used to explore and produce information: multi-purpose apps (eg. mind mapping, presentations, word processing, video, photo and audio recording) support this - advice on suitable apps may be needed

Many teachers will create their own resources to fit their needs: customisable content allows teachers to differentiate between learners (teachers may need help with development of suitable skills)