

THE FUTURE OF EDTECH

THURSDAY 11TH FEBRUARY 2021

ONLINE

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GLOBAL EDTECH

WELCOME

A warm welcome to The Future of EdTech.

The aim of this online conference is to help attendees reflect on the positives of the last twelve months in relation to edtech adoption, what works, what the evidence says and to share insights into how both educators and edtechs can make actionable changes to improve outcomes for learners on a local, national and global level.

During the course of the day delegates will have the opportunity to discuss and debate the direction of EdTech, listen to thought leaders and inspirational speakers and engage with leading EdTech vendors.

The conference will commence with a welcome address from Caroline Wright, Director General BESA. Our opening keynote speaker will be Rose Luckin, Professor and Founder of CEO EDUCATE Ventures. A variety of high profile speakers will then deliver insightful keynotes on topical issues and emerging technologies, such as artificial intelligence, hybrid learning and the direction of the EdTech industry. A panel discussion will provide an opportunity to reflect on the impact of the Covid-19 pandemic on the EdTech, the industry, online teaching, remote learning and the positives we can take from all of this.

Sponsors and vendors will have an opportunity to network and make connections with educators and other stakeholders.

Mark Anderson and Ronan Mc Nicholl



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AGENDA

TIME	SPEAKER	TITLE
09:30	Mark Anderson	Opening
09:35	Caroline Wright	Welcome Address
09:40	Rose Luckin	EdTech in 2021
10:00	Brett Salakas	EdTech Perspectives - Australia
10:10	Tim Evans	EdTech Perspectives - Hong Kong
10:20	Dr Sharon Smith	Why Online Learning
10:30	Bukky Yusuf	EdTech Perspectives in Alternative Provision
10:40	Rikki Harrison	EdTech Perspectives - MIS
10:50	Mark Anderson	Global EdTech Perspectives
11:00	Olly Lewis	EdTech Perspectives - The UAE
11:20	Luc Piaton	EdTech Perspectives - France
11:30	Lucy Evans	Real World Learning
11:40	GraceAnn De Cesaris	AWS EdStart - Helping EdTech Globally
11:50	Jaime Donally	EdTech Perspectives - The US
12:00	Al Kingsley	Global EdTech Perspectives - "Digital Strategy now more relevant than ever"
12:20	Discussion Panel	Chair: Mark Anderson Vikki Liogier, Laura Knight, Rose Luckin, Lucy Evans and GraceAnn De Cesaris
12:50	Dawn Hallybone	EdTech Perspectives - The UK
13:00	Sally Kimangu	EdTech Perspectives - Africa
13:10	Mark Anderson	Closing Remarks

SPEAKERS



Caroline Wright

Caroline Wright is Director General of the British Educational Suppliers Association, the UK's national trade association for the education industry. Caroline joined BESA in 2012 and also leads BESA's EdTech Exchange, Europe's largest EdTech start-up network organisation. BESA works with more than 400 education suppliers.



Rose Luckin

Rosemary Luckin is a UCL Professor whose research involves blending theories from the learning sciences with techniques from Artificial Intelligence (AI). She is author of 'Machine Learning and Human Intelligence: the future of education in the 21st century' (2018), and Director of EDUCATE: a London hub for Educational Technology StartUps.



Al Kingsley

Al Kingsley is the chair of the Hampton Academies Trust which incorporates, primary, secondary and all through schools in Peterborough & is also Chair of KWEST Trust in Norfolk. Al sits on the RSC HeadTeachers' Board for The East of England and North East London and is also the group MD at EdTech company NetSupport, developing education solutions worldwide for the last 30 years.



Mark Anderson

Mark is a former school leader with more than 20 years of experience of teaching and school leadership. Mark is the most influential person in edtech in Europe and combines his successful ICT Evangelist business alongside running Global Edtech with Ronan, weekly shows of #LearnLiveUAE and #UKEdStories as well as being Head of Education at NetSupport. A multi award-winning author, blogger, international speaker and consultant trainer, ADE, MIE, MCE and GCI, when it comes to successful use of Edtech, there are few that rival Mark's knowledge, skills, experience and influence in the sector.



Brett Salakas

Teacher | Speaker | Poet | Author

Brett is an international keynote speaker, an author, the founder of #aussieED (the largest online network of teachers in Australia) and the co-founder of the ED Poets Society. Brett is a Primary School teacher and Google Certified Innovator who, over the past 20 years, has taught in South East Asia and Australia.



Tim Evans

Originally from Wales, UK, Tim is now the Educational Technology Coordinator at Stamford American School Hong Kong. Both an Apple Distinguished Educator and Google Certified Innovator, Tim is always on the look out for the latest technology that can support teaching and learning.



Dr Sharon Smith

Dr Sharon Smith (Tute Education) is a Doctor of Education, a BJET fellowship winner 2019 at British Educational Research Association (BERA), an online educator, teacher, researcher, author and school governor. Sharon's research interests include the exploration of teacher-led professional development, dialogic practice and the use of edtech to facilitate workable alternatives to homogenised education.



Bukky Yusuf

Bukky has worked in education for over two decades. She is the co-chair of the Department for Education's EdTech Leadership Group. As part of her commitment to increase diverse leadership within education, Bukky participates with a number of initiatives including WomenEd and BAMEed.



Rikki Harrison

Rikki is the Head of Education at IRIS Software Group. An experienced Assistant Head Teacher and teaching and learning consultant for the Black Country, with a track record of success, Rikki has played a key strategic role in acquiring an Ofsted Outstanding rating on two separate occasions.

SPEAKERS



Olly Lewis

An educator with experience in various middle and senior leader roles responsible for pastoral, academic and professional development within schools. Olly currently leads on digital learning, while supporting teaching and learning, along with leading the science faculty.



Luc Piaton

Luc is a Digital Learning Manager and Designer and the CEO of HAPPEE LEARNING. He specialises in cognitive neuroscience optimisation for Digital Learning. Luc is a board member of the "ClusterEdTechGrandOuest" and works passionately to develop EdTech in France.



Lucy Evans

As Chief Customer Officer at Frog Education, it is my job to ensure our Frog Schools and MATs feel an important part of our Frog family. Our shared community ethos is to offer as much flexibility as possible for bespoke projects with a view to sharing new technology features with all Frog schools thereafter.



GraceAnn De Cesaris

As Global Business Development Lead for AWS EdStart, GraceAnn works with accelerators, investors, and thought leaders around the world to help mission-driven founders solve today's most significant challenges in education. Her primary mission is to help startups bring real solutions to students, teachers, administrators, and parents worldwide.



Jaime Donally

Jaime Donally is a passionate technology enthusiast. She began her career as a math teacher and later moved into Instructional Technology. Her desire to build relationships has brought about opportunities to collaborate with students and educators around the world.



Laura Knight

Laura is an experienced teacher and leader in both maintained and independent schools. She leads on digital strategy, online safety, staff IT training, and educational technology in the curriculum at Berkhamsted Schools Group.



Vikki Liogier

Vikki is the National Head of EdTech & Digital Skills at the Education and Training Foundation (ETF). She was a member of the UK EdTech50 in 2018 and a UK EdTech 50 judge in 2020. She works to grow the strength and capability of the FE profession in harnessing learning and teaching technologies.



Sally Kimangu

Sally is the Group CEO Destination Imagination in Africa. She is also an international speaker and facilitator who welcomes every opportunity to share her expertise of women in leadership positions and digital learning best practices.



Dawn Hallybone

Dawn is the Chief Strategy Officer at 2Simple Software. She helps schools maximise the benefits of online technologies to advance approaches to both teaching and learning, whilst improving outcomes for learners of all ages. She has a focus on mental health and wellbeing and supporting approaches for pupils/staff and the whole community.

Q&A with AL KINGSLEY

Would you like to introduce yourself and your roles at NetSupport and within the wider education sector?

I'm CEO of the NetSupport Group of companies and we've been developing educational technology solutions for the last 30 years.

It won't be a surprise that my passion is education! I'm Chair of two multi-academy trusts in the United Kingdom, plus an academy for alternative provision. I also sit on the Regional Schools Commissioners' Headteacher Board for North London and Southeast of England, that helps provide support for academies across the region.

I speak at events around the world, not just about school leadership but focusing on the effective use of edtech, digital strategies, parental engagement and communication – as well as writing articles for a range of publications.

How is NetSupport responding to the pandemic?

It's an ongoing process. There were two strands we needed to address. The first was adapting and innovating within the company in how we operate, collaborate and communicate – ensuring we could support all our staff, especially as we have offices across the world.

Additionally, while we have the benefit of products that have matured over 30 years, that also generated the challenge of adapting them for an evolving education landscape. Fortunately, our ethos is of co-production and thanks to our strong connections across the education community, we quickly understood what educators' needs were. We then redirected our teams to develop and deliver brand new tools in 2020 to meet their needs.

What advice might you have for edupreneurs thinking of entering the edtech market space?

I'm all for encouraging innovation! Firstly, get to know your market. Dive right in, get involved, share, learn and get a real sense of what teachers need, not what you think they need. Then, see what else is available and whether there's a genuine benefit in adapting to a new solution. Identify your key unique features and how they will translate to a positive impact within schools.

The beauty of the education space, unlike any other vertical, is people's willingness to share both the good and the bad and provide insights, if you're willing to spend the time to engage and give back in equal measure.

What are your thoughts on the direction and future of EdTech in the coming year?

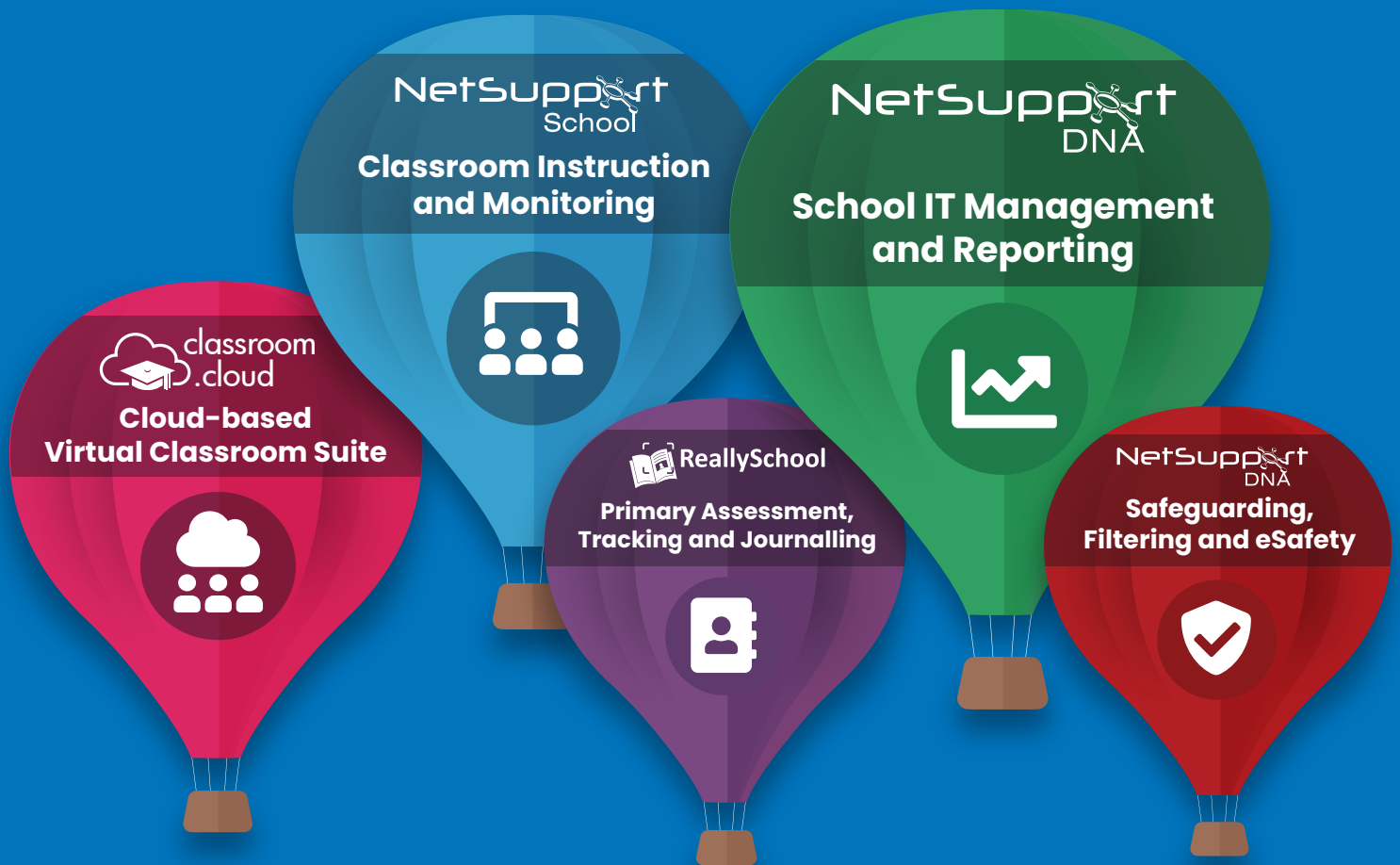
I'm tempted to change the question from 'thoughts' to 'wishes', as since the pandemic's onset, there's been huge edtech adoption to try and deliver effectively, whether it's blended learning, better communication, balancing workloads, support, wellbeing and more. I'd encourage schools to reflect on what has worked well and embed it – and if something hasn't, then not be afraid to drop it.

The situation has really accelerated the need to consider edtech – and has led to a greater understanding of its potential value if it's implemented well. Despite all the challenges, it's an exciting time, both in terms of new solutions being developed and also in schools with innovative practitioners running with them.

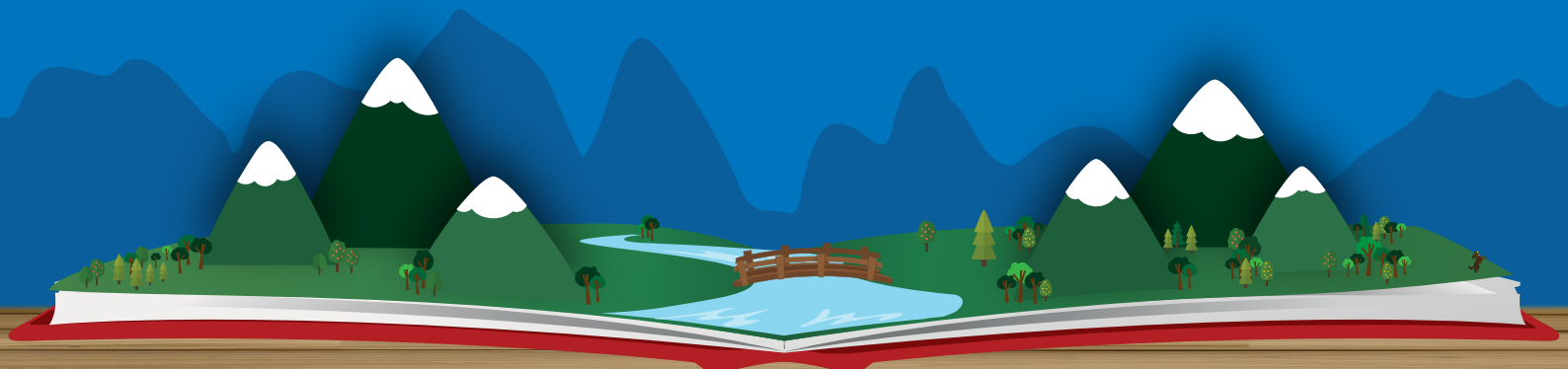




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The **Real World Learning** series was inspired by the many positive stories shared by **Frog** schools, that provided simple and often creative uses of edtech.

By sharing these through our channels we hoped to bring comfort and support to schools who may have felt unprepared for the challenges they faced. We continue to be inspired by their resourcefulness and grateful that they are willing to share their experiences with us.

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REAL WORLD LEARNING STORIES

Frog will be bringing you a selection of Real World Learning stories from around the globe. Each highlighting the important role edtech is playing in supporting teaching and learning throughout the pandemic.



Lucy Evans

Chief Customer Officer | **Frog** Education



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SPOTLIGHT ON...



CAROLINE WRIGHT

Director General
BESA

Caroline Wright is Director General of the British Educational Suppliers Association, the UK's national trade association for the education industry. Caroline joined BESA in 2012 and also leads BESA's EdTech Exchange, Europe's largest EdTech start-up network organisation. BESA works with more than 400 education suppliers. Prior to joining BESA, Caroline's career spanned the public and private sector in a range of leadership and communications roles.

From an early career as a journalist for national and local newspapers, Caroline moved into Government working as Director of Communications and other communications roles across a range of Departments including the Department for Education, Ofsted, Partnerships for Schools, The Cabinet Office, and the Department of Trade and Industry. Caroline has also held a range of Non-Executive roles including Non-Executive Director at the UK's largest acute NHS hospital trust, Barking, Havering University Hospital Trust from 2012 to 2014. She currently co-Chairs of the DfE's EdTech Leadership Group and is a Member of the Department for Trade's Education Sector Advisory Group.

Outside of her role at BESA she is also a Trustee of the Education Media Centre, Patron of the Chingford Choral Scholarship Fund, Fellow of the Royal Society of Arts, Fellow of the Royal Geographical Society and careers mentor at Davenant Foundation School. Caroline has also received Education Investor's Outstanding Contribution by an Individual Award.

Has the pandemic had a major impact on the work of BESA?

Covid-19 has left no industry untouched and BESA members will be dealing with its impact for a number of years to come. During the first lockdown the UK Government reopened many parts of the economy before schools returned so educational suppliers were particularly hard-hit by lockdown.

Even BESA's EdTech suppliers who saw huge increases in traffic on their platforms as schools pivoted to home learning found the period challenging, particularly as a significant majority of companies took the decision to make parts of their services available free of charge during the initial school closure period. A survey of BESA members last June found that BESA members alone had provided £36m of free resources to schools and colleges in the UK and internationally during the period March – June 2020.

As for BESA's work during the pandemic we have been focused on providing information and support services for our members, providing insights and feedback to Government to help inform and shape their policy decisions, as well as looking at new online ways to help connect BESA's educational suppliers to schools and education systems around the world as well as at home here in the UK.

What are the benefits of being a member and do you work with organisations overseas?

There's something on offer at BESA to suit most suppliers. We carry out leading market research surveys and reports on the UK education sector that our members tell us they value greatly and use to inform their business planning.

We provide unparalleled networking opportunities. Perhaps surprisingly we have seen our greatest ever member engagement and networking over the past year even when we haven't been able to meet face-to-face as in the past.

We champion, lobby and promote the best of our British education resources sector and use our representative voice to amplify and flag both opportunities and concerns to Government, politicians and educational policy-makers.

Internationally we work closely with the fantastic education team at the Department for International Trade to help connect UK education exporters with international education partners and buyers. Normally we would visit around a dozen countries a year with UK education suppliers. We've obviously moved to providing online support during the past year, and this new approach is so successful that we'll be keen to continue to support companies online as well as in person at leading international education exhibitions when international travel begins to become possible again.

What are your thoughts on the direction and future of EdTech in the coming year?

We have a huge opportunity over the coming year to build on the changes in practice and attitude that we have seen from the ground up in use of educational technology in schools.

From teachers who were sceptical or simply 'too busy' to explore and experiment with online platforms and curriculum resources previously, all the way through to Education Ministers who had been previously wedded to traditional pedagogies found themselves thrown into a new world of online and blended learning.

I would hazard a guess that without fail almost all of these new users of EdTech will have found at least something that has helped them in their day-to-day roles. And teachers and school leaders who were already more practiced at using technology have been able to embed and build on their experience to deliver really engaging lessons and support for their learners.

I hope that we will see these practices continue and grow over the coming period. For that to happen I believe that three key actions are required:

1. We need Governments and system-leaders to invest in infrastructure to iron out any demand-side disparities in access to one or more of a combination of connectivity, devices, and data.
2. We need the EdTech and publishing industries to continue to develop high-quality creative, innovative content that can be used in a variety of formats to suit the learner, online, off-line, print and blended that can be adapted to suit different learner abilities and aid the catch-up challenges faced as a result of potential pupil-level loss of learning during the pandemic.
3. We need a continued and focused approach to supporting teachers to continue their ongoing professional development and engagement with technology. Teachers world-wide have made super-human efforts to support children and learners. We need to ensure that they have the space, time and support to embed and develop their own understanding and use of technology within their own teaching practices.

Most importantly I hope that there will be more conversation and collaboration. As we move out of this 'emergency' phase of our global response to Covid-19. We (Governments, institutions, practitioners, parents, and learners) have all learned a huge amount. Now is the time to share experiences to ensure we build systems and practices that will ensure that our wider education sector is equipped to face future challenges and effectively support the generations of learners to come.

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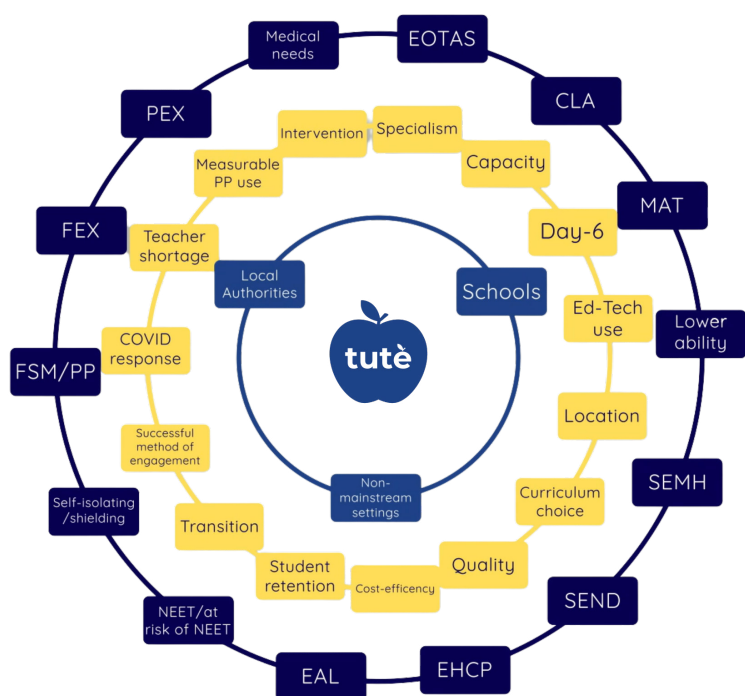
Tute has always done what the NTP is now set up to deliver. Our team of qualified teachers deliver live online lessons to fill gaps in the education of children and young people.

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We put the student at the core of everything we do.



How does it work?



What do you get?



What does it cost?

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NTP (with 75% government subsidy)	3	£5 / £15	£300
Tute Go	Up to 12	£7.50 / £90	Number of lessons completely flexible

Tute's schools are not tied to NTP. Tute Go is a cost-effective way to build meaningful programmes that are targeted to your students' needs.

Q&A with ROSE LUCKIN

Would you like to introduce yourself and your role at EDUCATE?

I am the director of EDUCATE Ventures Research Limited and its associated organisations. Our mission is to work with educational technology companies incorporating artificial intelligence in their development to use research and an evidence base as part of that process. This is extremely important. We believe that robust and effective EdTech can only be achieved by understanding what works in education. This not only improves the efficacy of the product, but also makes it more commercially viable. We also aim to demystify some of the myths around AI, which is seen as something to fear by too many people. The more users understand and engage with the technology, the better they are able to control how it is used and their response to it. AI has the potential to transform teaching and learning and, as a by-product, to remove many of the administrative burdens that currently cause stress for teachers, causing some to quit the profession. AI can be used to deliver better education and to ease pressure on the teaching profession.

Would you like to tell us about the Education Reform discussion?

I was thrilled recently to be asked to sign an open letter to the government, calling for a Royal Commission into the future of education and assessment in English, alongside some of the leading educational thinkers and policymakers. Reform is long overdue. For too long we have pitched academic learning against technical and vocational education as if the two are mutually exclusive. If Britain is to prosper globally post-Brexit and post-Covid, then we must address the anomalies in our thinking about the purpose of education, and to finally understand that knowledge accompanied by skills – both interpersonal and vocational – must be the way forward.

What are your thoughts on the direction and future of EdTech in the coming year?

The Covid pandemic provided us with unprecedented opportunities that we cannot have anticipated. In the past 12 months, EdTech has been plunged into the forefront of the education process, forcing educators and families to embrace it at breakneck speed in order to allow teaching and learning to continue in the school shutdown. However well or not we were all prepared for this, we need to embrace this opportunity, to gather information and data and apply it to the future design and development of EdTech. What is revealed was that as a country we were not ready. Too many people still don't have access to the technology or devices to learn effectively, so this must become a national conversation about how we address those challenges. The government must work with the EdTech sector to determine how to move forward with incorporating technology further into day to day teaching, because this is unlikely to be the last pandemic this generation of children live through. Ministers need to call on the expertise and experience of the industry to create a strategy that will drive this agenda. The Edtech genie is out of the bottle and can't be forced back in, however much Ministers may seek to return to traditional methods.

Would you like to tell us about your work with schools?

Through EDUCATE we focus on the Golden Triangle, the three points of which are the people who develop educational technology, the people who use educational technology (i.e. those in schools, colleges, universities, the workplace and homes) and researchers who understand how you can collect and use data to evidence whether a product or services is meeting its educational objective. Therefore our work in schools is very much concerned with helping educators and learners to apply educational technology more effectively and to connect those who develop educational technology with those in schools so that they can both work more effectively together to ensure that the educational technology that is developed is fit for purpose. We have developed and piloted a training programme called Educate 4 Schools that helps school leaders and teachers understand how to better leverage technology and we hope to scale this training programme during the next year.



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Look forward



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