



MARKHAM
COLLEGE

ED TECH

VISION & GOALS

EARLY YEARS
& PRIMARY





Markham College recognises four broad areas of the use, value and impact of Educational Technology - EdTech in the curriculum of the school and the life of our students:

- The use of EdTech as a **set of steadily changing and evolving tools** to support teaching and learning. This includes generic, transferable skills and subject-specific skills.
- **Learning EdTech skills in their own right.** This includes such things as coding, robotics, design and presentation software.
- Understanding digital citizenship, embedding the principles of the Markham Code into their use of technology, **protecting themselves and respecting others.**
- The use of EdTech for **teachers and administrators** to enable them to perform their roles in the school. This includes communication, teaching, assessment, recording and reporting. Parents are well-informed about the technology systems and tools as part of home-school communication.

Objectives with respect to these areas:

- All members of staff are aware of and competent in the use of current educational tools and thinking with respect to Educational Technology. **They have the facilities and skills** to be able to use these to the optimum.
- All students have the opportunity to use EdTech **whenever they see the opportunity for it to enhance their learning.** They have access to the facilities and opportunities to learn the skills appropriate to their age.
- Students are constantly **made aware of the effects and implications** of their use of Technology in all aspects of their lives. They can embed these uses in an understanding and commitment to The Markham Code.
- **School systems work efficiently.** The school provides adequate equipment and training for all staff members that are appropriate to the nature of their role in the school.





Learning experiences using EdTech

- **Should be embedded in the full range of learning experiences.** In all subject areas, children should be able to decide when the use of technology will enhance their learning and the particular outcome they are aiming for, and then be able to use that technology. This may be available in the class area or somewhere else in the school where specialist facilities are found. Children learn technological skills when their use is appropriate and advantageous in context.
- **Are pointed out to children whenever they might be used.** Teachers should say that the students can use a particular technology for a particular aim. Children need to have the possibilities opened up for them.
- **Can often be collaborative.** Peer to peer learning is an important aspect. Discussing appropriate use of technology in pairs and groups is also important. Children can learn a great deal through interaction.
- **Can also be individual.** Children are encouraged to use technology in their projects. They must learn how to seek knowledge, expertise and instruction when it is needed. Children will learn skills when they know they need them. They will also learn the skill of acquiring skills.
- **Include the opportunity of learning technology for its own sake.** Children can be inspired by the creativity of coding and robotics, which can ignite a passion in some.





We constantly look through the lens of how technology can enhance learning and make it more personalised, collaborative, and relevant.

In the **Early Years**, teachers and students use **Seesaw** as a learning and digital portfolio tool to record learning experiences. In addition, our students have a Digital Portfolio based on the Seesaw platform, a powerful learning partnership between students, teachers and parents.

Teachers also use **Nearpod** to enhance children's interest-driven inquiry and allow them to explore the world. In The Early Years Foundation Stage, children use various control technologies such as **Beebots** and **remote-controlled robots**.

There is an emphasis on the **development of computational thinking**, coding and robotics. In Kinder and P1, children understand problem-solving using algorithms, create and debug simple programs using various applications and programmable robots. In addition, our subscription to **Bug Club** allows children to enhance their reading and writing skills.





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In Primary, teachers use Google Classroom as the LMS (Learning Management System). We are a Google school, and teachers take advantage of the Google Workspace, enabling students to investigate, collaborate, communicate and create. Students demonstrate their learning in a variety of ways, including:

- Collaborating and creating documents, spreadsheets, maps, presentations, and websites using Google Apps for Education
- Creating content that supports reflective learners and showcases growth and learning
- Creating unique and dynamic multimedia projects such as movies, slideshows, and music
- Connecting and collaborating with other students within Primary using educational tools collaboration features
- Publishing their creative works online

Children also develop life-long digital skills of various tools in their weekly IT lessons. We encourage students to publish both in-process and completed works in a variety of online spaces in order to build a positive digital presence. By sharing their creations online, students practise good digital citizenship and develop an increased understanding of responsible online behaviour. In addition, presenting their work online provides an authentic audience from whom they can continue to grow and learn.

Students and teachers are involved in evaluating new tools and their effectiveness toward our learning goals and school vision. Markham College will continue to support innovative and creative uses of technology for teaching and learning.

