The Assembly

A quarterly e-newsletter to connect with our schools
Issue 8   MAR 2023

CLASS OBSERVATION

Headstart places great emphasis on supporting our NETs' professional growth and development. Class observation helps us identify their strength and their areas for improvement.

Every year in November and April, we visit our schools using our NET service and conduct class observations. Please enjoy the photos.

Basic Law and National Security Law Test (BLNST)

We are aware that our NETs will soon be required to pass the Basic Law and National Security Law Test. To help them prepare for it, we organised a BLNST Crash Course on 28th March (Monday) via ZOOM. The course was led by a practicing HK solicitor and it covered all the essential aspects of BLNST, including the latest updates and guidelines.

Headstart never compromises on quality. Headstart Academy is responsible for teacher training and development. The Academy regularly holds training and professional workshops to benefits our NETs.

Accent Neutralisation

100% participants think the trainer is **effective**.

100% participants commented the module helped them correct the pronunciation of **tricky sounds**.

100% participants opined the module offered **good suggestions** to neutralise accent.

100% participants would **recommend** the module to others.

Evaluation from teachers who attended
Accent Neutralisation on 13th February 2023.

Great Teaching 201

Feedback from participants:

INTERESTING AND INTERACTIVE

REFRESHED MY TEACHING EXPERIENCE

VALUABLE INSIGHTS ON "PRAISES AND ENCOURAGEMENT"

PARTICULARLY ENJOY THE IDEA SHARING PART

I WOULD RECOMMEND THIS MODULE TO OTHERS

Evaluation from teachers who attended
Great Teaching 201 on 27th February 2023.

FACTORS AFFECTING EDUCATION TECHNOLOGY USAGE IN SCHOOLS

Many argue that the use of education technology in schools is not only influenced by individual factors, such as teachers' attitudes and beliefs, but also by contextual factors such as school culture, policy, and resources. This paper proposes an ecological perspective that takes into account the complex interactions between these factors.

FINDINGS

A study was conducted using data from a national survey of 14 U.S. schools and found that the use of technology was positively associated with **teacher experience, access to support, and availability of resources**. On the other hand, the use of technology was negatively associated with **school size and the level of poverty** in the school.

PROPOSALS

1. Consider teaching style as it **complements education technology usage** when hiring teachers.
2. Give teachers opportunities to **experiment with software** and demonstrated applications.
3. Consider **providing education technology training opportunities** for teachers instead of standard professional development.

CONCLUSION

As technology continues to play an increasingly important role in education, it is crucial to understand the complex interactions between individual and contextual factors that shape its use in schools. It suggests that **policymakers and school leaders should consider the broader ecological factors** that influence technology use in schools.

Zhao, S., & Frank, K. Y. (2020). Factors affecting education technology usage in schools. American Educational Research Journal, 28(4), 507-540

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