

# Digital Inclusion as a Strategic Imperative

Tablets, apps, and platforms have been made to carry hopes that are, at their core, pedagogical and societal. Instead, we should see digital strategy as a tool for equity and inclusion, not as an end goal. To succeed, we must have a clear purpose and method rooted in teaching intentions. The conclusion is simple: **start with teaching, not with devices.**

## Feedback as an Accelerator

Feedback is one of the most powerful levers for improving learning, with an average effect size of around 0.70. As John Hattie notes, “Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.” The quality of feedback determines whether that influence helps or hinders learning.

### How digitalisation helps us make feedback better and more inclusive:



**Reach and accessibility:** Voice or video feedback makes responses more personal and comprehensible. Students can replay, pause, and annotate, which is vital for those who have difficulty with reading or language.



**Living loops:** Digital workflows make it easy to run rapid cycles (task → feedback → student response → new feedback) instead of slow “hand-in/hand-back” processes.



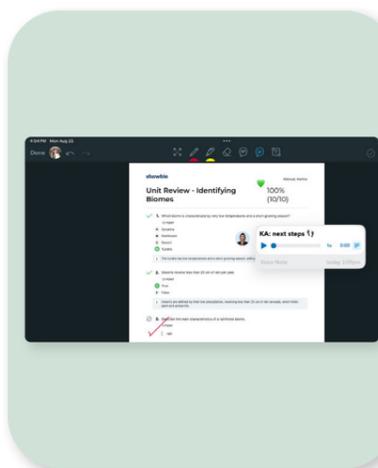
**Quality and precision:** Structured templates help teachers connect feedback to goals and success criteria. This way, students can see their progress and the next step.



**Parent partnership:** Shared feedback gives parents insight and the ability to provide support, with translation and accessibility support when necessary.



**Time where it matters:** Comments, annotations, voice notes, and short video clips shift time from administration to content and relationship.



## From Pedagogical Intention to Practical Inclusion

### What does that mean in the classroom?



**More modalities, same standards:** Students can present through text, audio, image, and video, but are assessed against clear criteria. This benefits all learners including those that are multilingual and neurodivergent.



**Visible quality:** When ‘What Does Good Look Like’ is embedded in the task, ideally with student exemplars across formats, expectations become understandable. Guesswork decreases; self-regulation increases.



**Accessible by design:** Inclusion is not an exception; it is baked in—with captioning, speech-to-text, structured templates, additional time, and translation as standard features.

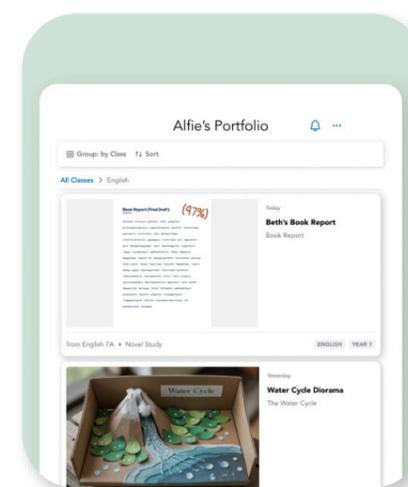


**Faster support—earlier:** Data from tasks and feedback makes it easier to spot patterns and activate early interventions before problems set in.



**Parents as partners:** Clear, translated feedback makes it easier to support at home—beyond the generic “Do you have homework?”

When digital workflows are built around pedagogical intention, something important happens for inclusion: more students can show their learning in different ways. This reduces barriers and increases the chances of success. This is inclusion in practice.



# From Device-Driven to Intentional—Principles That Endure



**Start with the WHY (equity & citizenship):** Clarify which gaps you aim to narrow (participation, achievement, attendance, access to support, home-school partnership) and how you will measure them.



**Translate the WHY into the HOW (pedagogical intention):** Prioritise high-impact practices e.g. teacher clarity, high-quality feedback, clear goals and criteria, and use technology to accelerate these.



**Steer investments with principles:** Every device must link to measurable benefit (e.g. percentage of tasks with clear criteria, time to provide feedback, the proportion of parents engaging with feedback).



**Develop teachers—not clicks:** Professional learning should focus on how to give feedback that moves learning, how to make quality visible, and how to design tasks—not on “where to find the button.”



**Scale through PLCs:** Use Professional Learning Communities to create criteria, share exemplars, moderate judgements, and track impact data. This reduces unsystematic variation and increases fairness.



**Measure what matters:** Spend less energy on logins and more on learning-process metrics e.g. time to feedback, student response rates, gains between iterations, and diversity of expression.



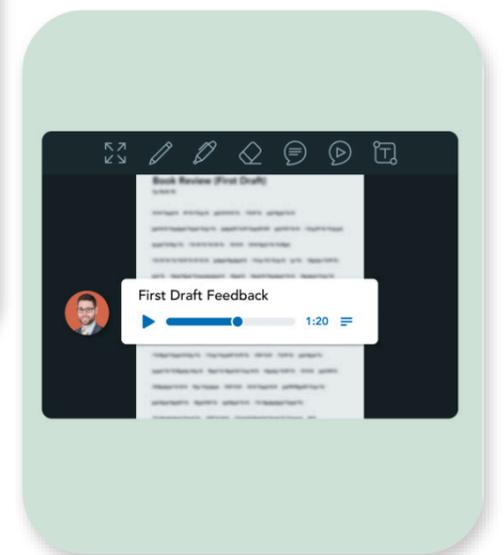
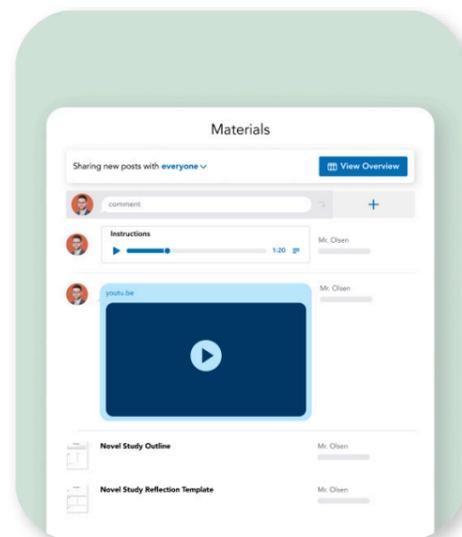
## Common Pitfalls and How to Avoid Them

**The app catalogue as the goal:** A long tool list rarely creates equity. Choose a few robust tools that serve your pedagogical principles.

**Tech debt in the classroom:** Avoid fragmented workflows where a teacher manages four surfaces for one task.

**Blaming teachers:** If outcomes lag, return to the why and how—not to more “click training.”

**Vague goals:** Without learning intentions and success criteria, feedback becomes fuzzy—with or without technology.



## Let Pedagogy Lead and Make Technology Honest

When the **WHY** and **HOW** are clear and pedagogical intention leads, technology becomes honest. It accelerates where it should and steps back where it distracts.

The device in a student's hand becomes powerful only when connected to clear goals, visible quality, and feedback that propels learning.

**A digital strategy is no shopping list—it is a system-wide commitment to equity, participation, and active citizenship in a digital world.**