
This paper considers the ways in which the interactive whiteboard may support and enhance pedagogic practice through whole-class teaching within literacy and numeracy. Data collected from observations of whole-class lessons, alongside individual interviews and focus group discussions with class teachers and Initial Teacher Education students, has provided opportunities to consider the potential of such technology to facilitate a more creative approach to whole-class teaching. The data suggests that, in the first instance, the special features of information and communications technology such as interactivity, ‘provisionality’, speed, capacity and range enhance the delivery and pace of the session. This research seems to indicate that it is the skill and the professional knowledge of the teacher who mediates the interaction, and facilitates the development of pupils’ creative responses at the interface of technology, which is critical to the enhancement of the whole-class teaching and learning process.

Keywords: Interactive white board; Literacy and numeracy; UK.