

Digital Learning Strategy



JANUARY 2018



National Strategy

The Scottish Government launched a digital learning and teaching strategy for Scotland, Enhancing Learning and Teaching through the use of Digital Technology, in September 2016. Scotland's refreshed digital strategy was launched in March 2017, setting out the vision for Scotland as a vibrant, inclusive, open and outward looking digital nation, Realising Scotland's full potential in a digital world: a digital strategy for Scotland .

The national strategy papers indicate the actions for government, local authorities and schools. This strategy reflects the actions identified with clear alignment to the national objectives.



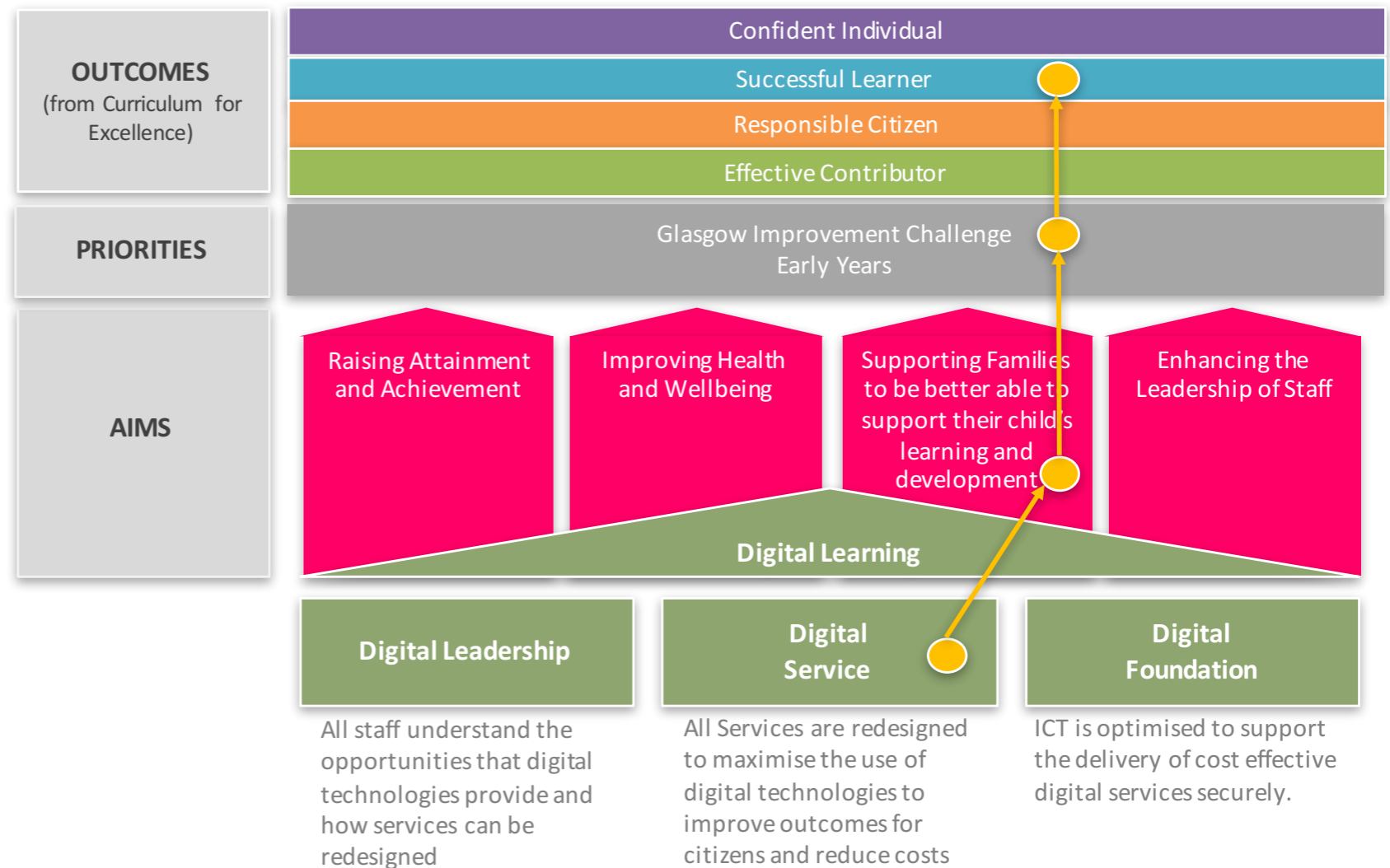
Our Vision

to empower Glasgow's young people to be Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors in a digital world, enabling and enhancing digital communication, collaboration and creation across all areas of learning.

Education Services, in collaboration with colleagues from across the city, have developed the Digital Learning Strategy, as part of Glasgow City Council's Transformation Council Programme. The three work-streams; Digital Leadership and Culture, Digital Services, Digital Foundations, clearly align with Education aims and priorities:

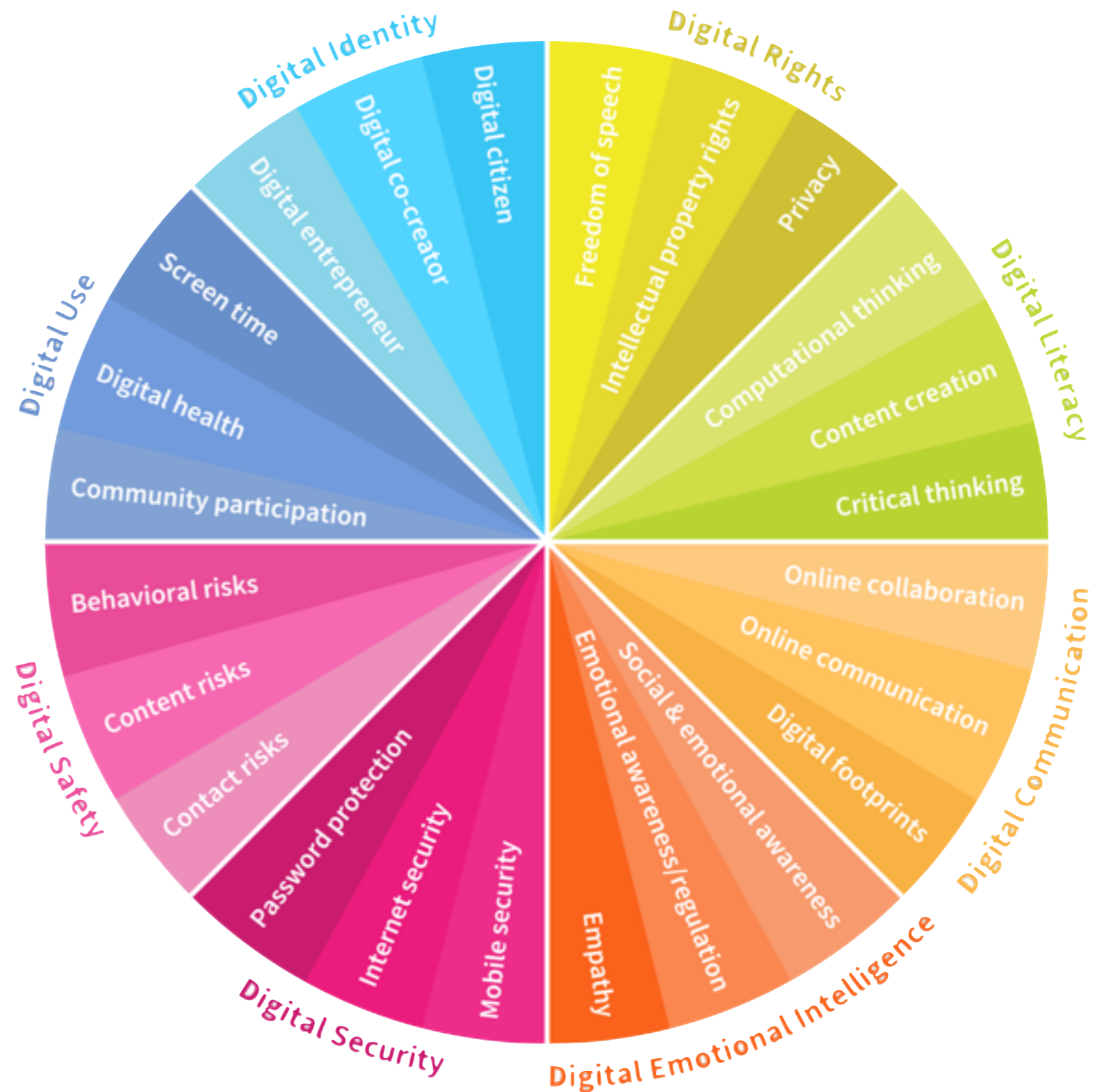
- Raising attainment and achievement
- Enhancing the leadership of staff
- Supporting families to be better able to support their children's learning and development
- Make best use of resources

Creating the "golden thread"



Outcomes

Children and Young People

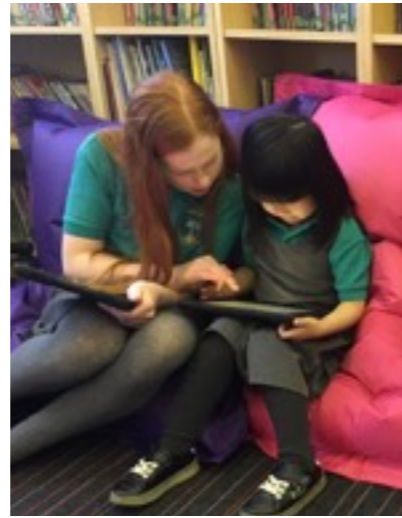


The World Economic Forum findings:

Children are using digital technologies and media at increasingly younger ages and for longer periods of time. They spend an average of seven hours a day in front of screens – from televisions and computers, to mobile phones and various digital devices. This is more than the time children spend with their parents or in school. As such, it can have a significant impact on their health and well-being. What digital content they consume, who they meet online and how much time they spend onscreen – all these factors will greatly influence children's overall development.

Outcomes

Children and Young



Digital Identity

The ability to create and manage your online identity and reputation. This includes an awareness of your online persona and management of the short-term and long-term impact of your online presence.

Digital Use

The ability to use digital devices and media, including the mastery of control in order to achieve a healthy balance between life online and offline.

Digital Safety

The ability to manage risks online (e.g. cyberbullying, grooming, radicalisation) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.

Digital Security

The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.

Digital Emotional Intelligence

The ability to be empathetic and build good relationships with others online.

Digital Communication

The ability to communicate and collaborate with others using digital technologies and media.

Digital Literacy

The ability to find, evaluate, utilise, share and create content as well as competency in computational thinking

Digital rights

The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech.

In order to prepare our children and young people for the social and economic impact of technology, we must support them to develop the social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of the digital world

Outcomes

Staff

The GTCs The Standard for Career Long Professional Learning The Professional Actions in Career-Long Professional Learning:

Can demonstrate a critical understanding of digital technologies and how these can be used to support learning.

Through self-evaluation and engaging with professional learning opportunities all staff will have increased confidence in the use of digital technology to enhance learning and teaching. They will recognise that professional learning in digital technology is integral to their professional development and that learning from and with children and young people is pertinent to developing digital technology skills for all.



Outcomes

Staff

All practitioners will have opportunities to engage in professional learning to develop digital literacy skills in:

- Using digital products and services in a variety of contexts to achieve a purposeful outcome
- Searching, processing and managing information responsibly
- Cyber resilience and internet safety

Leadership opportunities will be developed to identify and share evolving practice, to increase the digital technology skills of all staff across the city.



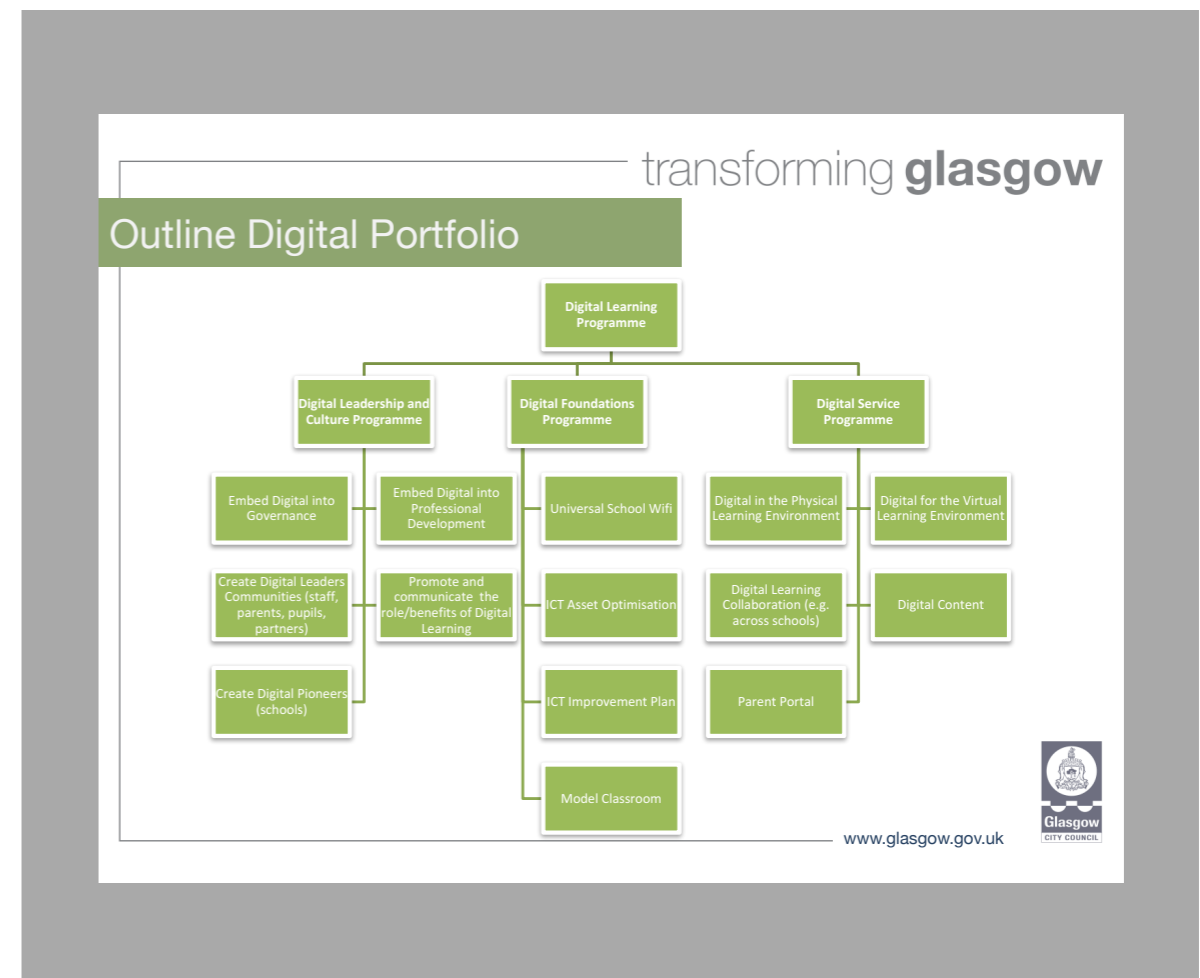
In the end technology can amplify great teaching but technology cannot replace poor teaching

OECD 2015

Outcomes

Parents

Access for parents and carers to information on children and young people’s progress will improve through digital technology. Opportunities to engage with parents will be more innovative, improving collaboration and communication. Parents and carers will be supported in improving children and young people’s digital literacy and understanding of e-safety. They will be aware of the social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of the digital world. In partnership with the establishment they will support their children to develop the eight digital intelligence skills.



Professional Learning

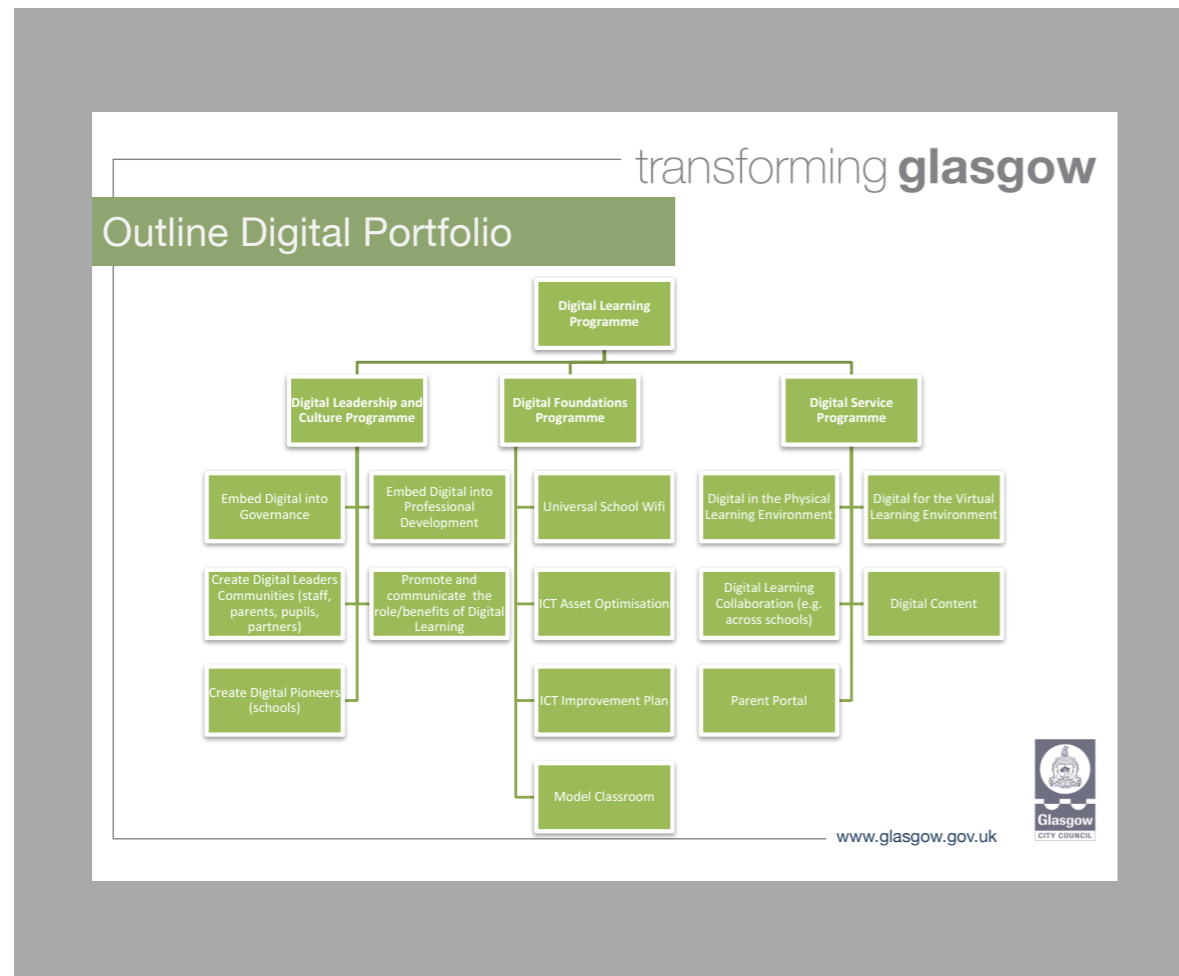
During session 2016/2017 Education Services provided a Digital Learning staff questionnaire to practitioners in all sectors. The questions gathered information on:

- *The Place of Digital Learning Across the School*
- *Technological Devices*
- *Learning and teaching environment*
- *Embedding digital education into learning*
- *E-communication*
- *E-safety*

This questionnaire provided information to determine the extent to which a variety of digital technology was used to enhance learning in establishments and to identify the professional learning needs of practitioners.



Action Planning



Actions at authority level	Actions at establishment level
<p>Digital Leadership and Culture: Embed Digital within governance Embed Digital within professional learning Launch a Digital Schools Programme Establish engagement with parents and carers</p> <p>Establish partnership to support professional learning</p> <p>Identify Digital Pioneers</p> <p>Encourage staff to share, collaborate and explore digital best practice and opportunities Establish engagement with children and young people</p>	<p>Digital learning embedded in SIP 2017/18 Develop a Digital Learning Strategy (appendix 1) Digital learning forms part of PRD/PDP Identify a Digital Leader of Learning Register with Digital Schools Programme Engagement with parents as part of school improvement process Identify professional learning needs of staff</p> <p>Host and or attend Open Doors, Teach meets</p> <p>Engage with children and young people as part of the improvement process</p>
<p>Digital Services: Provide professional learning support for digital learning</p> <ul style="list-style-type: none"> ➤ in the classroom ➤ outside of the classroom ➤ for collaboration within and across schools ➤ for communication ➤ for creation <p>Digital programme for developing progressive skills in computing science</p> <p>Digital learning to enhance learning and teaching across all curriculum areas</p> <p>Develop a parental portal</p>	<p>Identify professional learning opportunities to support digital learning</p> <ul style="list-style-type: none"> ➤ in the classroom ➤ outside the classroom ➤ for collaboration within and across schools ➤ for communication ➤ for creation <p>Ensure a programme is in place to teach progressive skills in computing science</p> <p>Identify online resources to enhance learning and teaching across all curriculum areas</p>
<p>Digital Foundations:</p> <p>Provide Schools with Wifi Provide iPads for all teachers Provide AV equipment in all classrooms/playrooms to develop interaction Provide iPads ratio 1:5 early years to P5, 1:1 P6-S6 Optimised IT asset management</p>	<p>Ensure digital foundation provided for the establishment is used effectively to enhance learning.</p> <p>Ensure all staff, children/young people and parents have a clear understanding of the responsible use of all equipment provided.</p>

Developing a Digital Learning Strategy



The self-evaluation tools H GIOS4 and HGELC Digital Technology may be used when evaluating current digital practice in your establishment, to inform the development of a Digital Learning Strategy for your establishment.

Vision

Does your vision for digital technologies articulate with GCC vision?

GCC Vision

Education Services, in collaboration with colleagues from across the city, have developed the Digital Learning Strategy, as part of Glasgow City Council's Transformation Council Programme. The three work-streams; Digital Leadership and Culture, Digital Services, Digital Foundations, clearly align with Education aims and priorities.

- Raising attainment and achievement
- Enhancing the leadership of staff
- Supporting families to be better able to support their children's learning and development
- Make best use of resources

The vision is to empower Glasgow's young people to be Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors in a digital world, enabling and enhancing digital communication, collaboration and creation across all areas of learning.

Children and young people

- What will learning look like in the classroom/playroom?
- What strategies will you have in place to ensure all learners have equal access to learning experiences?
- What role will learners play in developing and evaluating the digital strategy and its impact on learning and teaching?
- How will your curriculum plan support children/young people to develop the social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of the digital world?

- *Digital identity: The ability to create and manage your online identity and reputation. This includes an awareness of your online persona and management of the short-term and long-term impact of your online presence.*
- *Digital use: The ability to use digital devices and media, including the mastery of control in order to achieve a healthy balance between life online and offline.*
- *Digital safety: The ability to manage risks online (e.g. cyberbullying, grooming, radicalisation) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.*
- *Digital security: The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.*
- *Digital emotional intelligence: The ability to be empathetic and build good relationships with others online.*
- *Digital communication: The ability to communicate and collaborate with others using digital technologies and media.*
- *Digital literacy: The ability to find, evaluate, utilize, share and create content as well as competency in computational thinking*
- *Digital rights: The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech.*

Staff

- How will you engage all staff to realise the benefits of using digital technology to enhance teaching and learning?
- How will school leaders support the embedding of the digital strategy?
- Can you identify key people (more than one) who could lead elements of your digital strategy? This may include key members of staff who will lead on using technology to enhance learning across the curriculum, enhance learning in a specific subject area or support technical aspects of digital technologies.
- How will technology be embedded across the curriculum and be used effectively as part of the assessment process?
- How will the digital strategy support collaboration, creation and innovation using digital technology?
- How will your digital strategy enhance learning and teaching in your establishment?
- What resources do you currently have to support your strategy?
- What are some basic resources teachers might need to get started?
- Have you identified the learning needs of staff to determine appropriate CLPL opportunities?
- What opportunities will you provide for staff to share knowledge and good practice?
- How will you engage with the wider community to enhance ongoing professional learning?

Parents and Carers

- How will you engage all parents to realise the benefits of using digital technology to enhance learning and teaching?

- What role will parents play in developing and evaluating the digital strategy and its impact on learning and teaching?
- How will digital technology improve access for parents and carers to information on children and young people's progress?
- How will your engagement with parents be more innovative, improving collaboration and communication?
- How will Parents and carers be supported in improving children and young people's digital literacy and understanding of e-safety?
- How will you ensure parents are aware of the social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of the digital world?

Measuring Impact

- How will you measure the impact your digital strategy is having on learning and teaching?
- How will you know your digital strategy is raising attainment and achievement?
- How will you know your digital strategy is enhancing the leadership of staff?
- How will you know your digital strategy is supporting families to be better able to support their children's learning and development?
- How will you know your digital strategy is making best use of resources?

Management of Technology

- What will your deployment model look like?
- How will you manage the technical aspects of your digital strategy?

- How will you ensure you manage devices and data securely?
- How will you ensure staff, learners and parents are fully aware of and comply with GCC policy on data security?

Financial Sustainability

- Where can you make savings by implementing your digital strategy?
- How will you manage the ongoing costs of devices e.g. software purchases?
- What will the ongoing costs be to sustain your digital strategy?

