



CREATING YOUR DIGITAL STRATEGY



*“Investing in the right technology in education without a **digital strategy** is like relying on your sat nav for directions without first entering the destination.*

You can keep on driving, but you’re unlikely to end up at the right location or via the most efficient route.” - Al Kingsley, CEO Net support



NATIONAL IMPROVEMENT FRAMEWORK

Sharing information for better learning

Parents & Carers

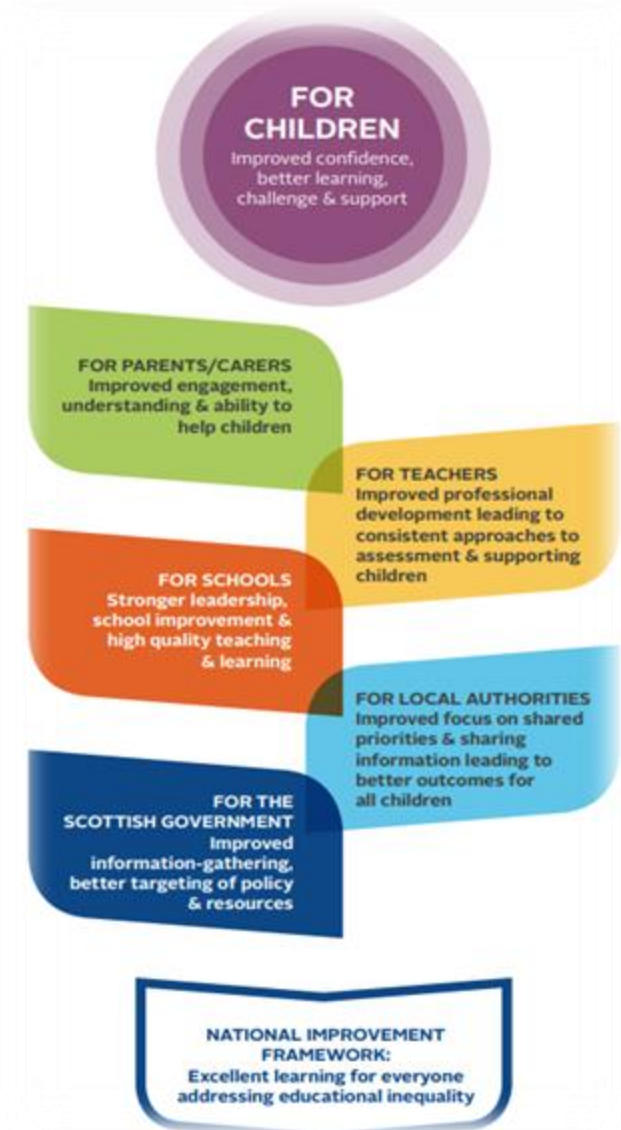
- Families are fully engaged in their child's learning and can share the learning at home.
- Families have consistently updated information. (settling child)

For Teachers

- Cutting down bureaucracy!!
- Staff are confident and skilful, engaging in high quality learning provisions

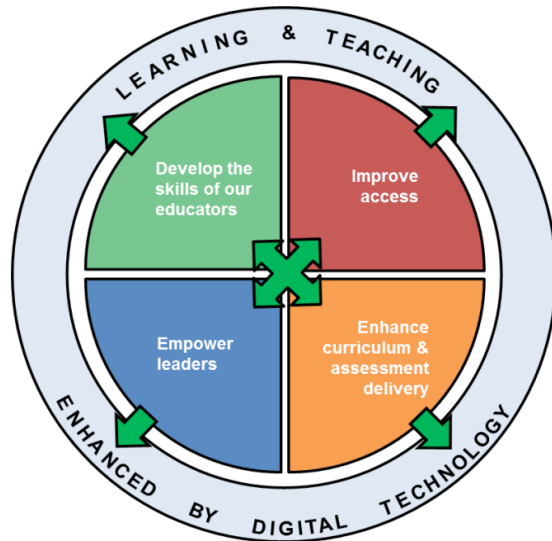
For Schools

- The outcomes for children are improved through innovative and exciting experiences enhanced by the use of digital resources.
- Leadership is strong and the communication is sustainable and relevant.



WHY ARE WE DOING THIS?

‘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’



(Glasgow City Council (2018) Digital Strategy)



WHAT IS A DIGITAL STRATEGY?

'Digital strategy' - a strategic plan formulated to achieve specific goals through a digital medium. The digital strategy will differ depending on the setting and its stakeholders and should be responsive to the needs of the environment.'

The Glasgow City Council infographic highlights, '**digital competence**' as a key component to creating a nurturing city for Glasgow's children and families.

A digital strategy is a simple document that will map out where you are in your journey, where you want to go and how you will get there.



WHERE ARE WE NOW?

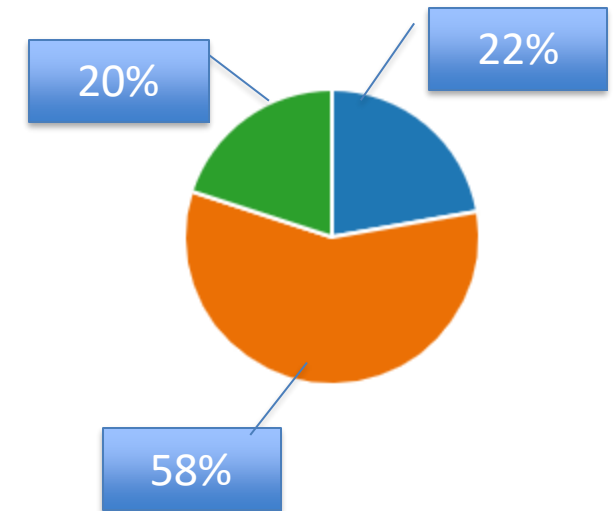


45 Responses were received

4. Does your setting have a Digital Strategy?

[More Details](#)

● Yes	10
● No	26
● Not Sure	9



WHY DIGITAL IN EARLY YEARS?

AS ADULTS HOW OFTEN DO WE USE DIGITAL TECHNOLOGY IN OUR PERSONAL LIFE?

Glasgow's children are growing up in a culture that is heavily influenced by digital enhancements in every day life.

As practitioners it is crucial that we are aware of the important role digital enhancements can play in a child's learning.

By incorporating digital enhancements into the children's curriculum we are preparing them for success in their learning and development.



BEGINNING YOUR DIGITAL JOURNEY

DEFINE YOUR WHAT AND WHY?



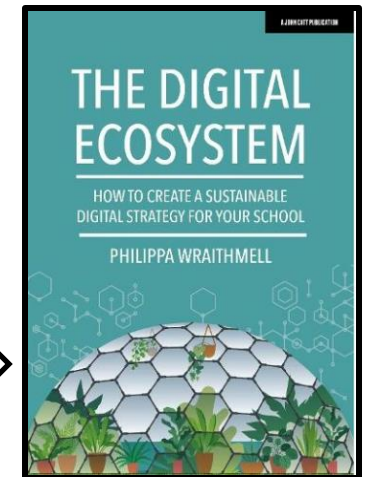
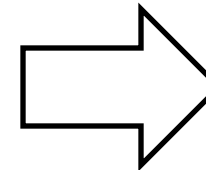
- Make a note of what you want to do and identify the tools you need to implement this to the highest quality.
- Create a plan of your next steps that you will embark on in relation to digital.
- Your strategy should have clear links to **learning and teaching, wellbeing and inclusion** and **curricular** experiences that support children's development.
- Do an audit of what digital resources you have within your setting and this will allow you to identify what resources you would like to gain. (I will include a copy of the Digital ELC audit to support this.)
- Remember the reason we are using digital enhancements is to improve outcomes for children... Pedagogy First!!



SCHOOL IMPROVEMENT PLAN

- The implementation of digital learning for our children is a critical component of improving outcomes for our children and families.
- Try having aspects of digital woven through your outcomes in order to be providing the best possible learning opportunities for Glasgow's children.
- Technology is an enhancement not an add on, use it to drive forward your vision, values and aims.

This book is a great tool to support you when creating a digital strategy and incorporating elements of digital into your School Improvement Plans.



The SAMR Model for Technology Integration

SAMR

I wonder what's in the ocean?



NO TECH

SUBSTITUTION

Tech acts as a direct tool substitute, with no functional change.

AUGMENTATION

Tech acts as a direct tool substitute, with functional improvement.

MODIFICATION

Tech allows for significant task redesign.

REDEFINITION

Tech allows for the creation of new tasks, previously inconceivable.

ENHANCEMENT

TRANSFORMATION

SAMR MODEL FOR DIGITAL INTEGRATION IN EARLY YEARS

Establishment
paper learning
journals to
document
children's
progress.
NO TECH!



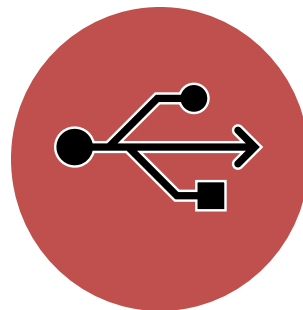
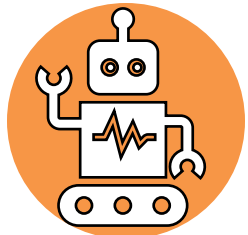
Children's journals
are online and
accessible through
devices, desktops
and not printed.
Children have access
to digital resources.
AUGMENTATION



Children, families and
staff are all engaged
in the child's learning
through the online
platform. The learning
is shared across
environments.
REDEFINITION

SUBSTITUTION

Staff are using digital
resources to type up
their children's
learning journal
inserts and then
printing them to be
added to journals.



MODIFICATION

The staff team are using
an online platform to
plan and track children's
learning, children have
access at all points
through iPads and
desktops.



WHERE DO WE WANT TO GO?

Learning and Teaching is enhanced through digital provisions.

1.

Staff are **confident** when using digital resources.

3.

4.

-Families have access to their child's learning and are **engaged** within the learning.

2.

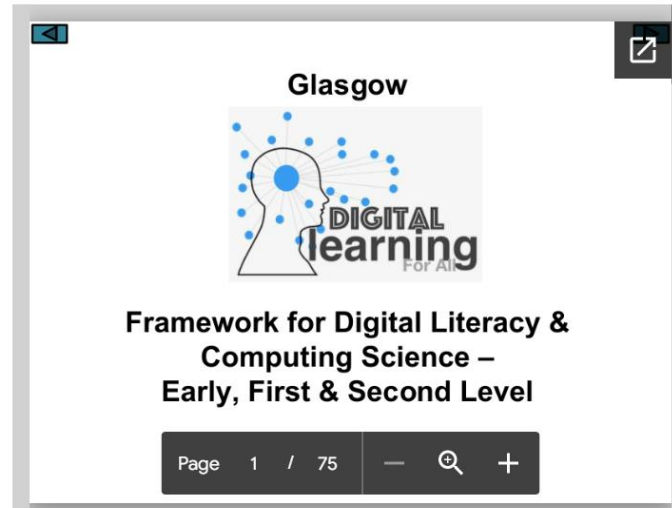
-Children have **daily access** to digital resources and use this to extend their learning **independently**.



HOW DO WE GET THERE?



GLASGOW'S DIGITAL FRAMEWORK LEADERS OF EARLY LEARNING



The framework for digital literacy and computing science is accessible through the Leaders of Early Learning Blog, This framework has been developed by practitioners for practitioners to support you in your establishment to provide progression in learning in Digital Literacy and Computing Science.



DEVELOP STAFF CONFIDENCE

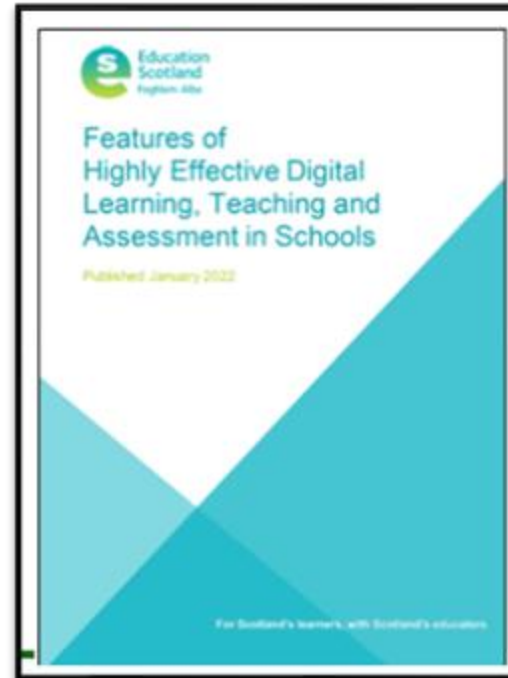
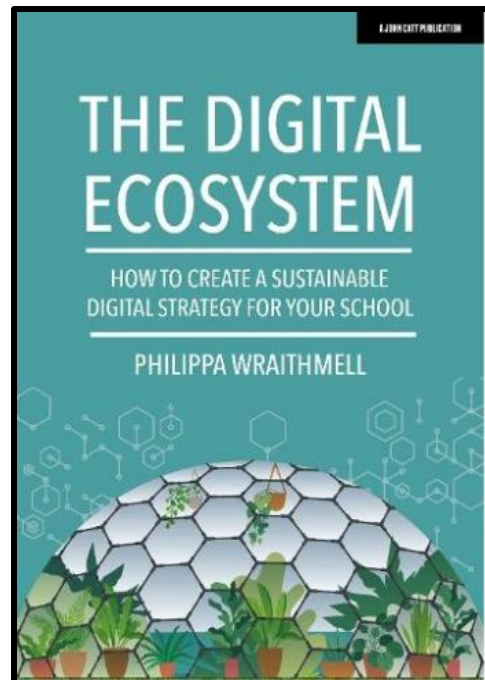
IDENTIFY INDIVIDUAL NEEDS IN YOUR STAFF TEAM

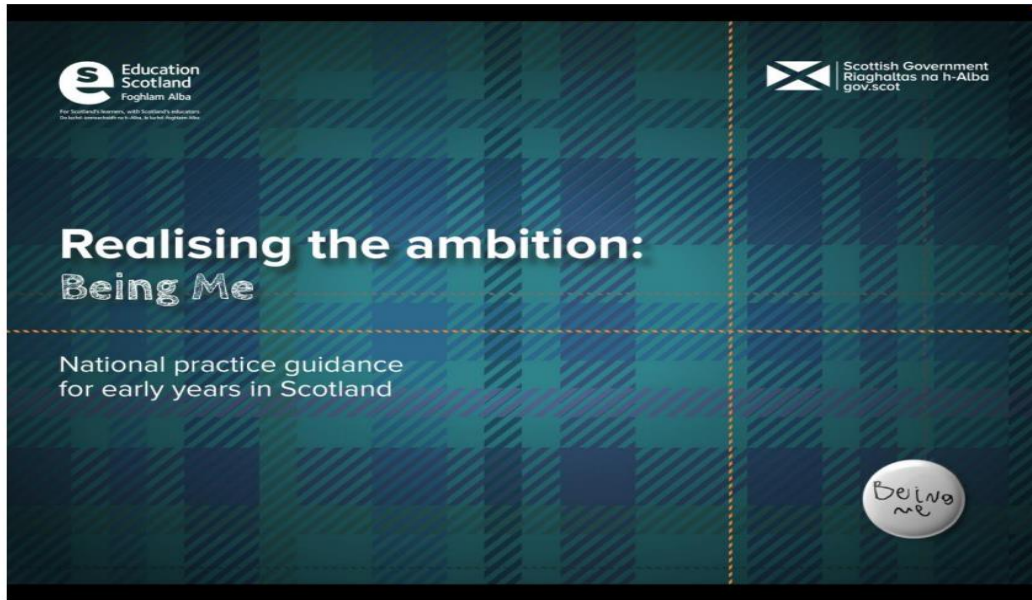
*“The question is no longer **whether** technology should have a place in the classroom, but **how** technology can be effectively integrated”*

Sir Kevan Collins



DEVELOP STAFF CONFIDENCE RELEVANT POLICIES AND READING





6.5 Our Role

- Unique learning spaces for children
- Bringing resources and experiences virtually into the setting can bring learning beyond what has been originally planned.
- Children learning through blogs, portfolios and emails are common place and can be very helpful for parents to see what children can do in real time.

6.5 digital technology and the young child

“Children can use any resource to promote their learning in at least two different ways. They can learn about a resource, and then use this knowledge to learn with it” “An emphasis on learning with and through digital technologies rather than about digital technology will best enhance children’s early learning.

6.5 The Child’s View

- Children learn through observations and often mirror behaviour of family members
- High quality interactions with others is key when learning to use technology.
 - Effective use can help to reduce barriers to learning for all children, including children with additional support needs.
- Children thrive when they ask, imagine, plan, create and interact with the world around them.



If you were lucky in the 1970s you might have seen a film on a special occasion in the school hall on a film or projector

1970s



Video still wasn't commonplace in the 80s although you may remember your teacher using acetates on an overhead projector

1980s



Probably starting in the late 80s but certainly throughout the decade VHS formats and recorded videos were commonplace in the classroom

1990s



During the 2000s, video came to the classroom in a big way and in 2005 with the launch of YouTube, everything changed

2000s



During this period we saw the rise of flipped learning and video content being increasingly used to support teaching and learning.

2010s



What's next?

2020s



LEARNING AND TEACHING

“WE NEED TO MAKE DIGITAL DEVICES AVAILABLE AS TOOLS THAT EXTEND POSSIBILITIES FOR CHILDREN AS PART OF THEIR PLAY.”



LEARNING AND TEACHING



- Children are experts in their own digital experiences
- Staff should be mindful and aware of other practitioners recording experiences and observations.
- iPads should be seen as a tool for learning and teaching on the playroom floor
- Staff should be skilled in using the various apps that link to the curricular areas
- Children should be leading their learning using a variety of digital resources.?
- Digital trackers should be used to track learning across the curriculum?



WELLBEING AND INCLUSION

- Develop confidence of staff enable all children to access digital resources.
- The families are engaged in the digital platforms being used within the setting.
- Multilingual families can easily translate learning and teaching in the home setting.
- Families have fast, relevant online communications



Glasgow's children are already immersed in the digital world lets help them develop and grow!!



WHAT PLATFORM SHOULD I USE?

The platform you choose for your strategy is your decision, choose something you feel comfortable with.



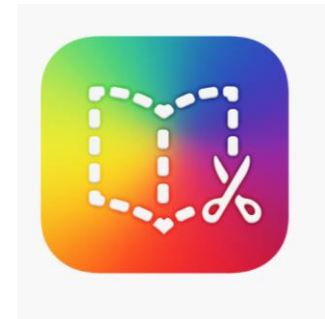
SWAY



POWERPOINT



WORD



BOOK
CREATOR



Digital Strategy



Where are we now?



- Programmable devices (Beebots, ipads, remote control cars) are used to enhance the learning through digital resources sometimes in the playrooms
- Some staff feel confident using the iPad as a tool for enhancing learning and teaching
- The staff team are open minded and ready to begin their digital journey
- The Senior Leadership Team are mostly confident with supporting others in using digital enhancements
- The families are engaging with the nursery through social media platforms such as twitter and Facebook
- The children show an awareness of digital technologies and are keen to use these within their own learning journeys



Our Aims



- Develop the digital skills of our whole staff team
- Our children's learning journey will be documented on an online platform
- The whole staff team are using the digital trackers to track, assess and develop children's learning
- Empower our children to become confident & successful in our digital world
- Support our families to be better able to support their children's learning and development
- Leadership opportunities will be developed to identify and share evolving practice
- Review our curriculum and assessment delivery, identifying opportunities to enhance these using digital technologies.



The Journey



- Survey sent out to all the staff at nursery to develop a better understanding of where each individual is in their journey
- Identify appropriate training for individual staff
- Carry out a digital audit to then create an awareness of the resources available to the staff team
- Provide workshops to develop the confidence and staff skills
- Family Learning Open Day- Seesaw Information October 2022
- Appoint DLOL's within each playroom to support the journey
- Engage in conversations with children to understand their views and opinions on digital enhancements in their learning



FINAL THOUGHT

“To improve learning, technology must be used in a way that is informed by effective pedagogy”

Using Digital to Improve Learning EEF



ANY QUESTIONS?

