Evolving Digital Thinking
Leading digital culture and the curriculum

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Outline of session

- Welcome and Connector

- DLT overview

- Review DSAS criteria (activity)

- WHAT, SO WHAT, NOW WHAT?

- Future leadership focus and support required (activity)

- Close
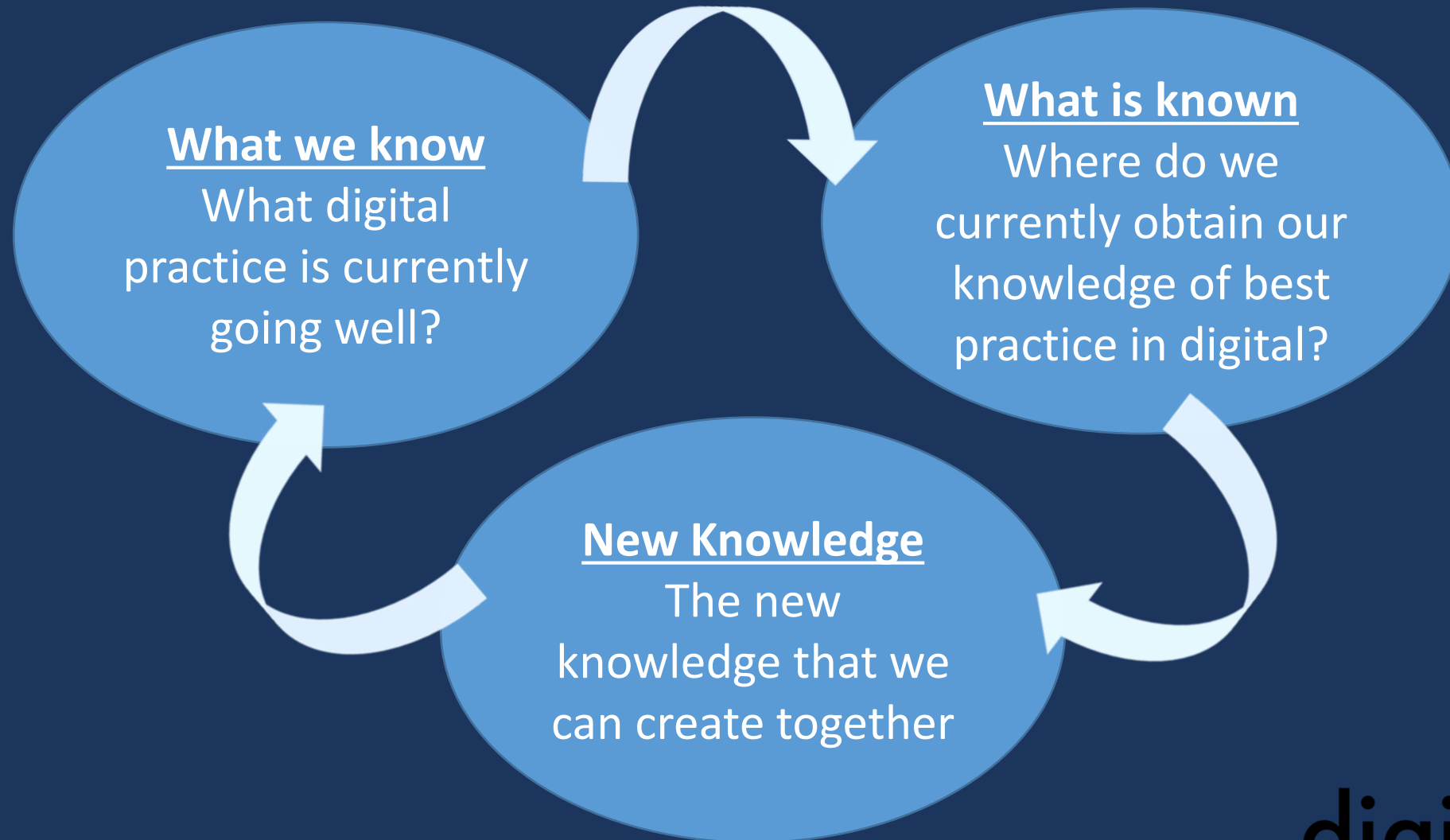
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Session objectives

- Reflect on current and emerging digital practice

- Analyse and critically review the evaluation framework of the Digital Schools Award for Scotland

  focus on the:

  - use of digital technologies to deliver the curriculum

  - digital culture of the school

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The 3 Fields of Knowledge

What we know
What digital practice is currently going well?

What is known
Where do we currently obtain our knowledge of best practice in digital?

New Knowledge
The new knowledge that we can create together

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Standard for Headship

2.1. Curriculum, Pedagogy, Leadership and Strategic Vision

2.1.3 Have an enhanced and critically informed understanding of the curriculum
 As a head teacher you:

- **Lead collegial practices and collaborative approaches to enable digital literacy and the use of digital technologies to enhance learning and teaching**

Professional Skills and Abilities

3.4 Self evaluation

3.4.1 Establish, enable and sustain a range of inclusive resilient and adaptive relationships, processes and practices which engender an ethos and culture of self-evaluation at every level of the school and learning community.

As a headteacher you lead and work collaboratively to:

- **develop a culture of critically informed practice by using evidence, including research, and analysing against national and international benchmarks;**

Leading Change - Reflective Questions

- *What successes did you experience with digital learning, teaching and assessment across your setting over the period of remote learning?*

- *How have you maintained and built upon the digital skills of practitioners and learners?*

- *What professional learning would you like to help develop digital learning, teaching & assessment across your settings?*

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Digital Technologies
In SCOTLAND

- The Digital Technologies sector is the **fastest growing sector in Scotland**.

- 100,000 people employed, **13,000** new jobs each year

- Contributes **£5.25 billion** to the Scottish economy

- Average salary is **£37,500**

- **23%** of females represent our digital industries

- **-10%** of females represent our STEM industries

Science and Technology Professionals
Total Employment:
21,700

Culture, Media and Sports Occupations
Total Employment:
8,300

Corporate Managers
Total Employment:
7,100

Business and Public Service Professionals
Total Employment:
6,400

Customer Service Occupations
Total Employment:
6,200

Over 100,000 digital technology professionals employed across the whole economy;

40% of digital technology professionals employed in tech businesses, and 60% across other parts of the economy;

Estimated that Scotland needs around 13,000 new people to work in tech every year;

Tech roles are hugely varied with current demand in web development, software, cyber security and sales & marketing;

New roles continue to emerge – areas of opportunity identified as data analytics, Artificial intelligence & machine learning and internet of things, quantum computing;

Discussion activity

What good digital learning is taking place across your setting/school and how do you know it's good?

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A changing nation: how Scottish Education will thrive in a digital world

- Tackling Digital inequality

- Leading sustainable change

- Independent self-regulated learners

- Digital Wellbeing and Safeguarding

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![Education Scotland / Foghlam Alba logo]

Learning and Teaching Online

Advice for Practitioners

December 2021

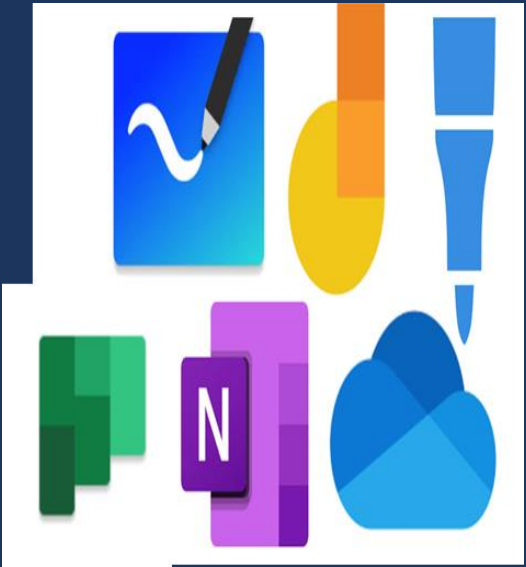For Scotland's learners, with Scotland's educators
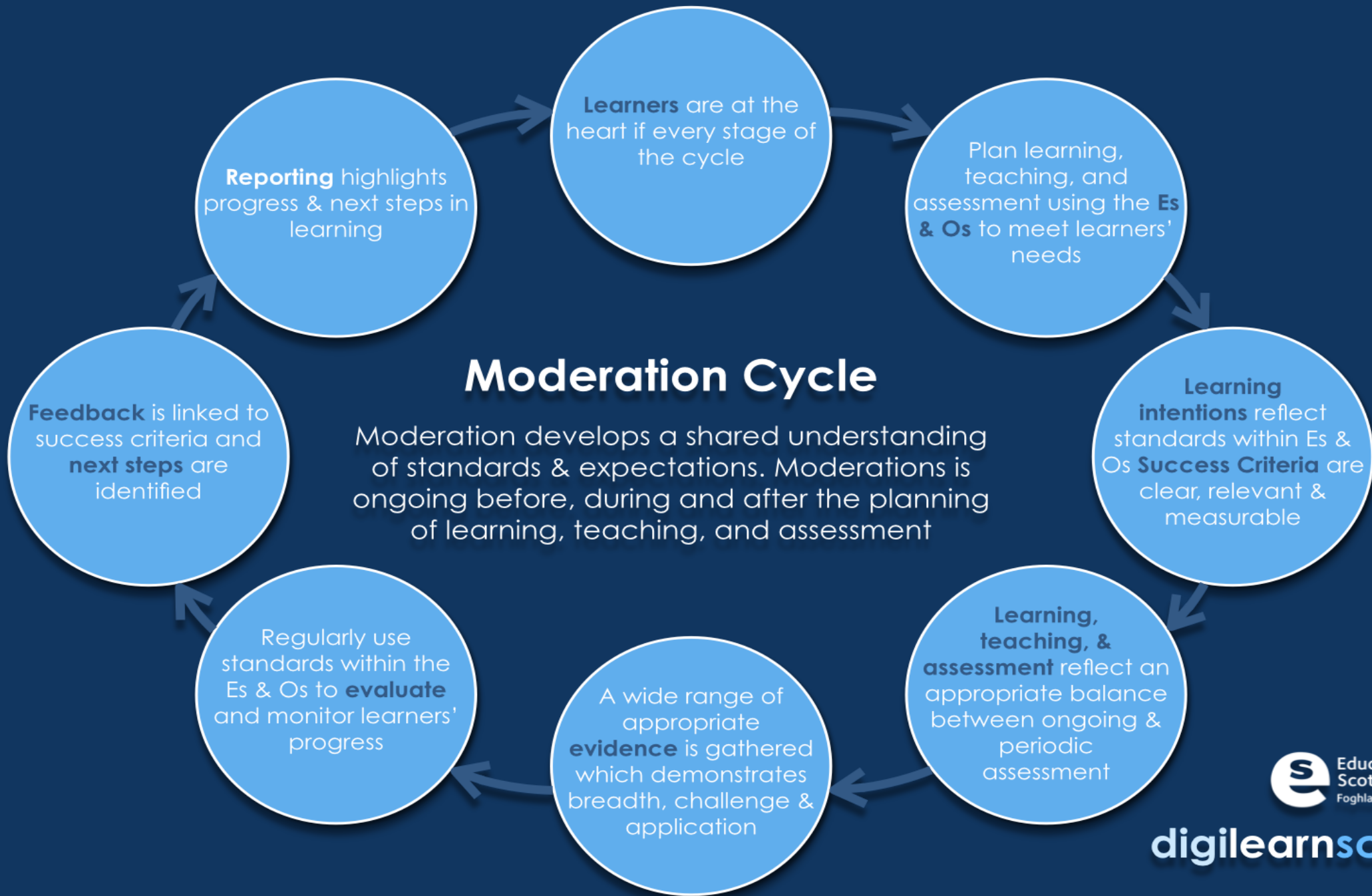
Moderation Cycle

Moderation develops a shared understanding of standards & expectations. Moderations is ongoing before, during and after the planning of learning, teaching, and assessment

Learners are at the heart if every stage of the cycle

Plan learning, teaching, and assessment using the **Es & Os** to meet learners' needs

Learning intentions reflect standards within Es & Os **Success Criteria** are clear, relevant & measurable

Learning, teaching, & assessment reflect an appropriate balance between ongoing & periodic assessment

A wide range of appropriate **evidence** is gathered which demonstrates breadth, challenge & application

Regularly use standards within the Es & Os to **evaluate** and monitor learners' progress

Feedback is linked to success criteria and **next steps** are identified

Reporting highlights progress & next steps in learning

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Digital Tools to Support Independent Learners - **Planning**

- Timetabling
- Collaborating
- Discussion
- Questioning
- Identifying requirements and consider strategies /resources required

- Mind mapping
- Storyboarding
- Sketch notes
- Quizzing
- Scheduled live interactions
- Planners
- Communal resource spaces

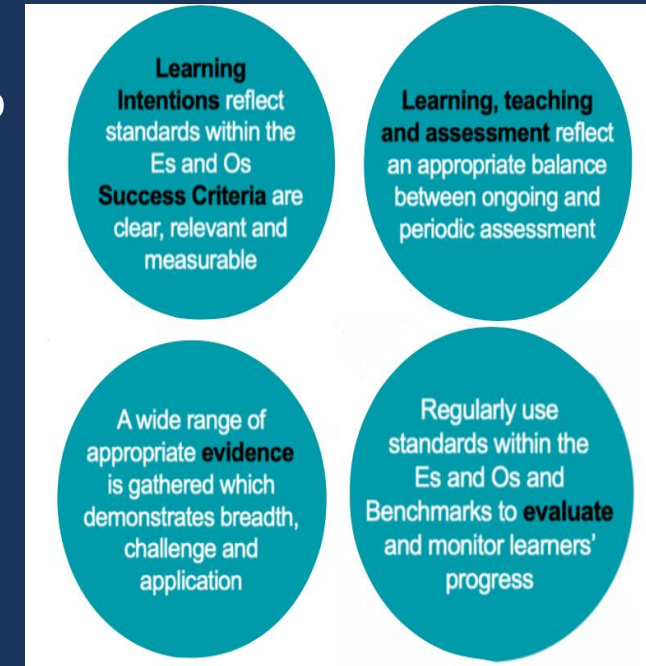Learners are at the heart of every stage of the cycle

Plan learning, teaching and assessment using the **Es and Os** to meet learners' needs

Learning Intentions reflect standards within the Es and Os **Success Criteria** are clear, relevant and measurable

Tools

Skills & Behaviours

What might this look like?
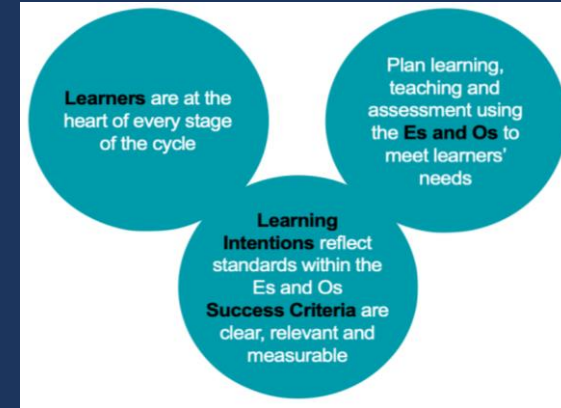
Learning, Teaching and Assessment

Digital Tools to Support Independent Learners - **Monitor**
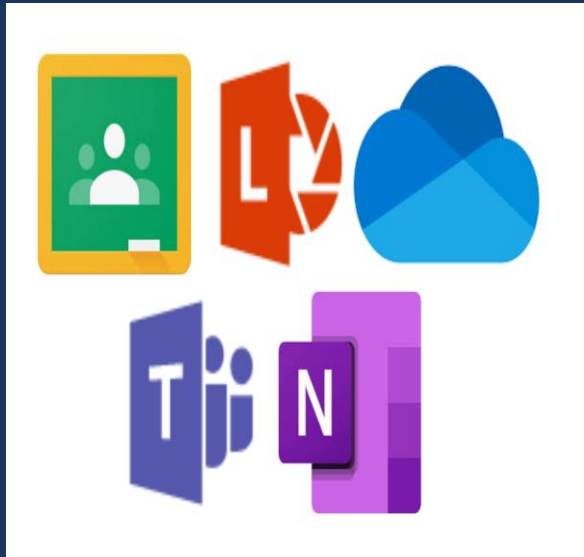
- Live interactions
- Questioning
- Identifying requirements
- Use of techniques inc. dual coding, self explanation, practice testing

- Peer interactions
- Completed visual / audio activities or recorded evidence
- Uploaded materials to Teams / Classrooms
- Scans of work

Learning Intentions reflect standards within the Es and Os Success Criteria are clear, relevant and measurable

Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment

A wide range of appropriate **evidence** is gathered which demonstrates breadth, challenge and application

Regularly use standards within the Es and Os and Benchmarks to **evaluate** and monitor learners' progress

| Tools | Skills & Behaviours | What might this look like? | Learning, Teaching & Assessment |

Digital Tools to Support Independent Learners - **Evaluate**

- Review of rubrics and insights data
- Use of signaling in materials to highlight cues for next steps
- Identifying successes and requirements to progress aligned to plans and targets

- Completed assessments and assignments
- Upload materials multiple choice to support techniques inc. interleaving
- Post Scans of work for feedback
- Rereading of material
- Independently created fishbone diagram to inform retrieval gaps

Regularly use standards within the Es and Os and Benchmarks to **evaluate** and monitor learners' progress

Feedback is linked to success criteria and **next steps** are identified

Reporting highlights progress and next steps in learning

Tools

Skills & Behaviours

What might this look like?

Learning, Teaching & Assessment

Courses, professional engagements and Live Lessons

The Future of Digital in Scottish Education

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The Future of Digital in Scottish Education

Ollie Bray
Strategic Director, Education Scotland

Keynote session
27 October, 4pm

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The Future of Digital in Scottish Education

Professor Ken Muir
University of the West of Scotland

Keynote session
07 November, 4pm

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Digital Vision Diagrams

Computing Science

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Digital Schools Award for Scotland (DSAS)

What is Digital Schools Award for Scotland (DSAS)

- National awards scheme for ELC, Primary, Secondary and Special Education Schools.

- Recognises a whole school approach to the use of digital technology in schools.

- Provides a framework to support settings assess progress and achieve excellence.

- Schools evaluate against five criteria

Revised
Digital Wellbeing – Cyber Resilience and Internet Safety
Award

DIGITAL SCHOOLS AWARDS SCOTLAND

Digital Wellbeing - definitions

- An awareness of how being online can make us feel and looking after ourselves and others when online this can include recognising the impact being online can have on our emotions, mental wellbeing and even on our physical health and knowing what to do if something goes wrong" (Childnet and UK Safer Internet Centre).

- Ensuring that digital technologies do not impact negatively on safety, relationships or mental and physical health (OpenLearn)

- Using technology in a positive way that supports physical and mental health" (Qustodio)

What's new?

- 4 Criteria

- **Leadership and Vision** - *Decision making around the ongoing management of the digital wellbeing of staff and learners in CRIS are supported through a strong school community voice*

- **Learning and Teaching** - *Teachers deploy a range of strategies to support CRIS as part of their online and face-to-face teaching which reflects incidents from data gathered.*

- **Student Digital Competence** - . *A proactive team of student CRIS leaders who are supported by staff, school senior managers and partner agencies work with peers to inform, promote and evaluate Digital Wellbeing*

- **Professional Development and Resources** - *Staff have been given appropriate professional learning relating to the age and stage of their learners and have a level of expertise to lead CRIS across the curriculum.*

Activity – See Digital Schools Award Criteria doc.

Activity – See emailed hand outs

(pre workshop reading)

Individual - Look over the criteria and choose 3 which you think are the most important to you within the context of your setting.

(Breakout rooms)

Group - Reflect on your choice and discuss the choices you have made.

Place each criteria inside the rectangle –

o   critical to meeting the needs of each student.

o   Middle rectangle if it is very important to meet the needs of each student.

o   Outside if it is important to meet the needs of each student.

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Activity – Share group thoughts

Important

Very Important

Critical

WHAT, SO WHAT, NOW WHAT? Reflect

- **What -** Identify a concept from the session that resonates with your current work

- **So What** - Why is this concept important as you plan forward as a leader in leading improvement, achievement and wellbeing?

- **Now What** - How might your future leadership focus or actions change as a result of this learning?

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Leadership Focus

- Record your future leadership focus

- What support do you require to achieve your leadership focus?

Thank you!

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