

EDUCATION DIGITAL LEARNING AND TEACHING STRATEGY UPDATE

1.0 EXECUTIVE SUMMARY

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The Scottish Government launched a consultation document which outlined a vision and areas for focus which will lead to the development of the National Digital Learning and Teaching Strategy for Scotland. Argyll and Bute Education Service have created a summary of this consultation which will form the basis of the Argyll and Bute Digital Learning Strategy

2.0 RECOMMENDATIONS

- 2.1 It is recommended that Community Services Committee:
- Note that Argyll and Bute Education Services continues to utilise learning technologies in a range of ways to deliver the curriculum across all of our educational establishments;
 - Note the outcomes from the consultation document which will inform the final National Digital Learning and Teaching Strategy for Scotland to be published September 2016, and
 - Note that Argyll and Bute Education Service are undertaking a full review, along with partners, of the current strategy to produce A Digital Learning Strategy for Argyll and Bute in line with the National Strategy. This strategy will be published January 2017, and
 - Community Services Committee request Education bring the digital learning strategy to a future meeting.

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3.0 INTRODUCTION

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strategy to a future meeting.

5.0 DETAIL

5.1 Digital technology is embedded in all aspects of modern life. Outside of our schools, children, young people and adults alike have access to technologies today that are transforming how they connect, share, work and play in innovative and exciting ways.

Argyll and Bute Education Services continue to support learning technologies as an important feature of the delivery of high quality learning and teaching.

The Scottish Government is planning a number of key curriculum developments which will require teachers and learners to be confident and competent in the use of technology. Argyll and Bute schools, teachers and pupils in responding to this ambition will require the necessary skills and knowledge to equip them to embrace any changes.

Argyll and Bute Education Services have been delivering learning technology across the curriculum through the following vision:

Argyll and Bute will be a 21st Century learning community whose learners are prepared to excel in a complex, interconnected changing world. To this end:

- We will ensure access to appropriate digital tools and resources to meet the needs of all learners;
- We will be adaptable and flexible in response to evolving and emerging technologies;
- We will promote the understanding of safe, legal and ethical use of digital information and technology, and
- We will support our staff in developing the skills they need to help pupils learn in a digital society.

5.2 Since the last paper presented to Committee in December 2015 Argyll and Bute Education Services work in digital learning and teaching has included:

Bring Your Own Device – A project at Oban High School allowing S4, S5 and S6 learners to bring their own tablets or smartphones and access the network to support their learning. Evaluation has concluded that network security and the range of devices learners were bringing to school made it difficult to use the devices in class to enhance learning. For example, the pupil devices were not able to connect to school servers where pupils could access their work and printers. As a result a decision has been made not to continue with this work at present. Pupils continue to access the internet and the school is continuing to encourage sensible use of smartphone technology to enhance the learning within subject areas.

Lync project – A Lync pilot is taking place with Campbeltown Grammar, Islay High and Tarbert Academy. Lync has also been installed in feeder Primaries, Gigha, Clachan, Keills and Small Isles.

There are plans to progress a curriculum delivery project in Mid Argyll over session 2016/2017. It is planned to start with senior pupils working together across schools on a project or unit.

It is anticipated that Lync will bring a number of advantages to the pilot schools, particularly to schools with shared headships such as Keills and Small Isles to promote cluster working. This will include:

- Support staff across both schools could work smarter, sharing resources and working on document;
- The Head teacher would be able to have conference calls with the management team from both schools whilst ensuring that there was a member of the management team in both schools, and
- Sharing and working on documents live between management team, clerical staff, support staff and pupils (Pupils in smaller peer groups would benefit greatly from being able to work with a pupil from another school - they would be able to share work, peer assess etc.)

Following the conclusion and evaluation of the Mid Argyll pilot project Education will be in a position to make a recommendation on future rollout plans. Should the recommendation be to proceed with rollout then a robust business case will be produced and submitted for consideration.

Domain Extension – Gigha, Clachan, Keills and Small Isles

Primaries have been successfully migrated onto the new domain. The project is now in the main roll-out to the remainder of the Primaries, this is restricted by the school summer closures however where possible work is continuing during the summer break.

The domain extension project will allow primary schools to experience similar benefits to secondary colleagues. Schools connected to the new Education Domain have noted the following advantages:

- Staff data will be more secure e.g. pupil reports, records;
- VPN access can be setup to allow staff to work securely from home;
- Data stored on the network drives will be backed up automatically overnight centrally by IT;
- Ability to retrieve work securely on any PC;
- PC updates can be carried out remotely by IT staff;
- Much larger storage per Staff email account - from existing 10Mb or 50Mb to the new standard capacity of 500Mb;
- Access to shared calendars / SharePoint within a school or between schools and also shared network folders;
- Improved Anti-Virus protection, and
- Restricted access to computer settings will prevent Pupils or Staff inadvertently changing network settings therefore assuring the PC stays operational and available on the network.

Primary iPads and literacy – There have been projects in Colgrain Primary School and St Columba's Primary School to raise attainment in literacy through the use of iPads. Education Psychology staff worked with the schools using a range of measures to assess not only attainment but also levels of motivation and engagement. There has been measurable improvement in motivation and engagement of learners in Colgrain Primary. In St Columba's Primary reading ages have increased by more than would have otherwise been expected. Building on this work there are plans to undertake further projects in aspect of both literacy and numeracy using tablet devices to further explore the potential for raising attainment and closing the gap. This work will be planned in collaboration with Education Psychology staff in session 2016/17.

Technology Showcase - On Saturday 7 May 2016 around 300 primary pupils from across Helensburgh and Lomond attended a technology showcase event with parents.

The aim of the event was to help equip young people with the necessary skills and knowledge to turn computing ideas into concepts, showcase what can be created through technology and provide additional exciting computer science related learning opportunities.

The event started with presentations on employment opportunities in the technology sector from industry experts.

Pupils from local schools expertly led 9 workshops which included an opportunity for participants to get hands with the technology. The pupils delivered outstanding presentations and engaging workshops for a range of new and exciting technologies.

The workshops included:

- Raspberry Pi - Kilcreggan
- Project Spark - Cardross
- Kodu - Rosneath
- Robotics - Arrochar
- App development and BBC Micro:Bit - Colgrain
- Animations – Hermitage Primary
- Green Screen - JLB
- Drones - St Joseph's
- Lego WeDO 2.0 – Rhu and Garelochhead

A short video has been produced of this event - <https://vimeo.com/171590459>.

GLOW - Work has been undertaken to promote the use of Glow in the Helensburgh area. This has included staff training, work with pupils in class and twilight training. During this time there has been an increase in the number of logins from HALCO schools. Further work will be undertaken to evaluate impact of this work.

- 5.3 The Scottish Government launched in September 2015 a consultation document which outlined a vision and areas for focus which will lead to the development of a National Digital Learning and Teaching Strategy for Scotland.

Response to this consultation document have been summarised in (appendix 1).

The final Digital Learning and Teaching Strategy is now scheduled for September 2016. After the publication of the final document Argyll and Bute Education Service will review current practice and establish a strategy to ensure that all learners will have access to appropriate technology to help them to realise their potential and explore skills for lifelong learning. In responding to this requirement it is proposed that an Argyll and Bute Digital Learning Strategy is prepared for publication in January 2017.

- 5.4 Digital technology has the rich potential to support education in Scotland's schools in a wide variety of ways, and is vital to ensure that our children and young people are equipped with the essential digital skills they will need to flourish in the 21st century. A well-defined strategy will contribute to the embedding of digital technology in learning and teaching across the curriculum.

- 5.5 The National Digital Learning and Teaching Strategy for Scotland will build on the important work delivered to date across Argyll and Bute education establishments to support digital learning and teaching. The following key themes will focus on the full potential of digital technology whilst achieving positive educational outcomes for all.

The four key themes are:

- Empowering leaders of change to drive innovation and investment in digital technology for learning and teaching;
- Improving access to digital technology for all learners;
- Ensuring curriculum and assessment relevance in a digital context, and
- Extending the skills and confidence of teachers in the appropriate and effective use of digital technology.

6.0 CONCLUSION

- 6.1 Argyll and Bute Council's Education Service is forward looking and ambitious, continuously focused on improving the quality of learning and teaching. Achievement, raising attainment and inclusion are paramount in the continued success of digital learning. The approach to developing a Digital Learning and Teaching Strategy for Argyll and Bute will build on:

- 1) The importance that digital technology is embedded in all aspects of modern life and core to learning and teaching;
- 2) Ensuring that every child and young person has an effective and appropriate digital learning experience led by high quality Head Teachers,

- class teachers and support staff, and
- 3) That young people in Argyll and Bute are able to develop the digital skills they will need to flourish in the 21st century.

6.2 A Digital learning and Teaching Strategy for Argyll and Bute will be published in January 2017 and will be based on A Digital Learning Strategy for Scotland published in September 2016.

7.0 IMPLICATIONS

- 7.1 Policy The model for a Digital learning and Teaching Strategy for Argyll and Bute will meet the recommendations of the Scottish Government.
- 7.2 Financial The strategy will be delivered in line with the Education Services Learning Technologies Budget.
- 7.3 Legal None.
- 7.4 HR Recruitment and training to equip staff to deliver on Digital learning and Teaching Strategy for Argyll and Bute.
- 7.5 Equalities The Digital learning and Teaching Strategy for Argyll and Bute will ensure the use of learning technologies is inclusive and relevant, accountable and engages with communities.
- 7.6 Risk The availability of adequate devices, suitable bandwidth and capacity to support increased use of digital learning.
- 7.7 Customer Services None

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September 2016

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APPENDICES

Appendix 1: Summary of Consultation on the development of a Digital Learning and Teaching Strategy for Scotland



Summary of Consultation on the Development of a Digital Learning and Teaching Strategy for Scotland

ARGYLL AND BUTE COUNCIL

April 2016

Background

In September 2015 the Cabinet Secretary for education and Lifelong learning launched a consultation document around the development of a National Digital Learning and Teaching Policy (Scottish Government , 2015).

As part of this process a Literature review was also commissioned and Published in November (Scottish Government , 2015).

The consultation process ran from that date till Mid December.

The consultation feedback paper was published on the 7th March.

Summary of the Consultation Document:

Who is this Policy for?

Policy makers at local and national level
Senior leaders including those responsible for ICT service management
Teachers and other practitioners
Parents and carers
Stakeholders

Vision for Digital Learning

"Scotland's educators, learners and parents take full advantage of the opportunities offered by technology in order to raise attainment, ambition and opportunities for all."

This vision is underpinned by the five Digital Learning and Teaching Objectives, which are to:

- **A Change in the Culture of the Use of Digital Technologies**
 - o Bridge the gap between home, school and the community by helping to spread existing online behaviours.
 - o Engage all learners and educators by promoting activity through user friendly systems which are cutting edge and cost efficient.
 - o Encourage sharing of materials.

- **Improved Confidence in the Use of Digital Technologies by Learners, Teachers, School Leaders and Parents**

- Build on the links between technology at home and in other aspects of our lives and take these experiences into schools to develop confidence in learning.
- School leadership is important and we will help existing and future school leaders understand the benefits of using technology to support and improve learning as well as what it means to be a responsible digital citizen.

- **The Promotion of New Pedagogies**

- Revisit models of classroom interaction and share good practice. Technology has changed how we learn – how we find information, how we interact – our classrooms and learning spaces need to more fully reflect this.
- Support teachers in identifying the benefits of using technology to improve pupil learning.

- **Increased and Strengthened Parental Engagement**

- Technology can provide a catalyst and a mechanism for improving parental engagement.
- Schools should actively be encouraging the use of social technology to communicate with parents and to share pupils' work and achievements.

- **Provision of the Best Possible Support for Hardware and Associated ICT Infrastructure**

- The Scottish Government will work closely with schools and LAs to ensure that the underlying infrastructure and supporting policy is of sufficient quality to ensure ICT can be used effectively to enhance learning and support delivery of CfE.

These are built on four Strategic Themes:

- Empowering leaders of change to drive innovation and investment in digital technology for learning and teaching
- Improving access to digital technology for all learners
- Ensuring curriculum and assessment relevance in a digital context
- Extending the skills and confidence of teachers in the appropriate and effective use of digital technology.

Analysis of Responses Summary (Scottish Government, 2015)

The final number of submissions received was 139, including 76 from group respondents and 63 from individual members of the public. The group respondents included academic and research institutes, education administrative bodies, education sector respondents, local government respondents, private sector organisations and third sector organisations.

The clear majority of respondents felt that the four themes are the right focus for the strategy. The primary focus for those expressing support was around equality of access to digital technology, and extending teachers' skills and confidence in the use of digital technology. As was also evident in relation to the strategic principles, support for the strategic themes was strongest amongst academic/research, education sector, local government and private sector respondents. Third sector respondents and individuals accounted for the majority of those who disagreed with the identified strategic principles.

Priorities for Action

1. The consultation document identified a number of priorities for action in relation to each of the four strategic themes, and invited respondents to comment on these.
2. Despite the strong support for the priorities for action set out in the consultation document, a substantial number of respondents suggested amendment or additions to these. The majority of group respondents in particular highlighted issues which they felt were not sufficiently represented by the proposed priorities for action, and/or suggested additional priorities for action. These comments and recommendations focused around a number of common areas:
 - Agreeing a broader definition of „leaders“ of change;

- The need to improve and expand digital access for learners and teachers. This included learners' access to digital technologies inside and outside educational establishments, and improvements to digital resources, bandwidth and infrastructure;
- A better definition of and greater emphasis on the core digital skills and literacies required for learners;
- The need to balance widening access to digital technologies with digital safety and security;
- A greater role for learners, and their parents and carers in digital learning and teaching
- The need for clarity around the role of digital learning and teaching in relation to curriculum design, research and assessment;
- Teacher training in digital technologies, in the context of Initial Teacher Training and Career Long Professional Learning;
- Addressing questions around resourcing and sustainability for implementation of the strategy.

Additional Themes raised

1. While respondents showed strong support across all elements of the consultation document, most highlighted points for consideration or amendment for the final strategy. These ranged from requests for further detail on specific points, to themes which were felt to require greater emphasis and suggestions for change to proposed elements of the strategy. Across these suggestions, a number of common themes emerged as having informed responses across all parts of the consultation. We highlight the key themes below.
2. Equality of access to appropriate digital technologies and infrastructure was identified as a significant factor for the successful delivery of the strategy. Respondents referred to significant variation across Scotland in learners' digital access outwith school, and to inconsistency in access to and the quality of digital technologies within educational establishments. It was suggested that failure to address inequalities in digital access could result in uneven

implementation of digital learning and teaching, potentially exacerbating inequality across education.

3. Respondents raised questions around resourcing of the strategy specifically in relation to achieving equality of digital access. Sustainability and affordability were also highlighted in relation to the resourcing required to improve leaders' understanding and skills around digital learning and teaching.
4. The importance of learners taking a central role in development and implementation of digital learning and teaching was a common theme across consultation responses. This was in relation to the need to ensure that approaches take account of how learners are using digital technologies inside and outside of educational establishments, and also recognising the insight and experience that learners have to offer in shaping digital learning and teaching.
5. The importance of engaging parents and carers was also highlighted as a significant theme for the strategy, and one which some suggested required greater emphasis. Respondents highlighted the need to ensure that parents and carers understand the value of digital technologies for their child's learning, and are equipped with the skills to support learners.
6. The role of digital learning and teaching across the curriculum also informed a range of consultation responses. This included a particular focus on developing learners digital capacity and literacy, over and above the core skills required to use digital technologies, to prepare learners for the changing requirements of society and the labour market in relation to digital skills.
7. The scope of the strategy was also highlighted across a number of specific consultation questions. This included reference to the potential value of the strategy taking greater account of experiences and learning outwith schools, and particularly in further and higher education sectors. Respondents also referenced scope for a more inclusive definition of "leaders".

Bibliography

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