

Teacher Digital Literacy Framework

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DRAFT

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Introduction

Context

The [Scottish Government strategy for Digital learning and teaching](#) was published in 2016. It sets out the significant contribution digital technologies can make in supporting teaching, learning and assessment.

In March 2020 practitioners and learners across Scotland were asked to work from home and learn remotely. This posed a number of challenges, from access to devices and connectivity to the confidence of our teaching staff to deliver in this mostly uncharted territory.

This framework has been developed in partnership with local authorities and teachers to support the continued progress we want to see in the use of digital technologies to support and enhance education delivery in Scottish schools.

A teacher digital literacy framework

The framework outlines the digital literacy skills, knowledge and understanding a teacher requires to deliver high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful.

The teacher digital literacy framework is based on the European Digital Competence Framework for Citizens (also known as DigComp2). DigComp2 has been developed with the contribution of a large number of experts, is endorsed at a European level and broadly meets the areas already set out in our 'digital vision diagrams for digital teacher' which are widely used in Scottish schools.

The framework will allow teachers to gather evidence for the following areas within the GTC Scotland's Standard for Career-Long Professional Learning:

2.1 Curriculum and Pedagogy

2.1.1 Have an enhanced and critically informed understanding of Pedagogical and Learning Theories and Professional Practice

As an accomplished teacher you have an enhanced and critically informed understanding of:

- digital technologies to support learning.

2.1.3 Have an enhanced and critically informed understanding of Curriculum Design

As an accomplished teacher you have an enhanced and critically informed understanding of:

- the value of learning beyond curricular areas/ subject boundaries and of cross curricular subjects, e.g. literacy, numeracy, health and wellbeing, Learning for Sustainability and digital literacy;

- the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning.

3.2 The learning context

3.2.1 Critically and effectively organise and manage learning

As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to:

- ensure that every learner has access to and are enabled to select from well-chosen/designed resources including digital technologies.

Digital Wellbeing

Digital wellbeing is the impact of using digital technology on our social and emotional wellbeing. Digital wellbeing can be promoted through strong Cyber Resilience and Internet Safety (CRIS) practices within our schools and their communities.

In the immediate and long-term future, schools face increasing demands to include digital wellbeing as part of the way they use digital technologies for learning and teaching.

It is important that the digital wellbeing of our teachers is also a consideration. The challenge is not only to ensure digital wellbeing but to establish processes and strategies, to develop the skills, knowledge and attributes to secure, manage and protect their own wellbeing.

How to use this document

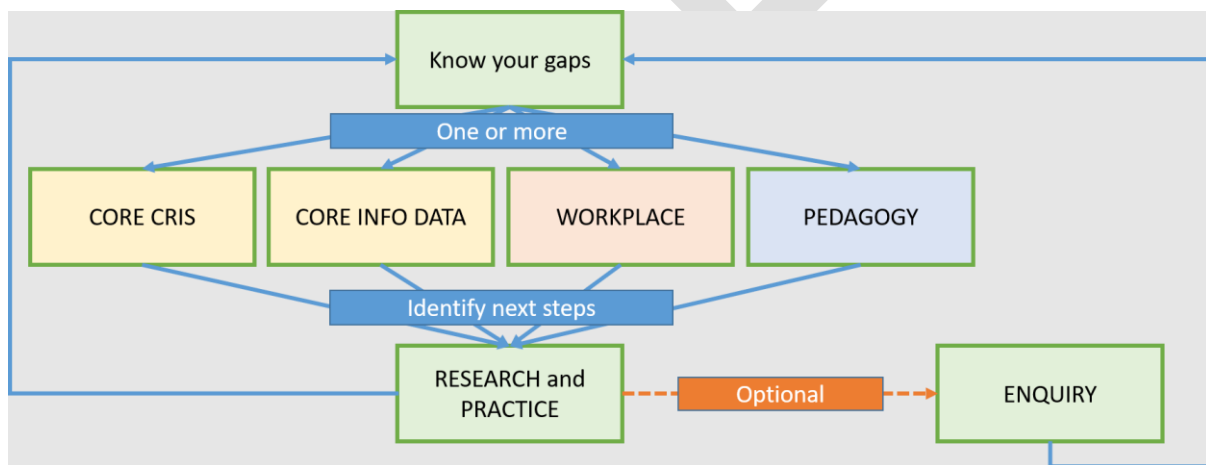
The framework complements the suite of strategic support already available such as:

- [Digital Vision diagrams](#)
- [Features of Highly Effective Digital Planning Teaching Learning and Assessment](#)
- [What digital learning might look like](#)
- [Learning and Teaching online](#)
- [Digital Schools Award Scotland](#)
- [The National Framework for Digital Literacies in Initial Teacher Education](#)

A suggested approach to engage with this document is to first read through the framework and then as set out in the final section 'Identify digital competence gaps'.

The table at the end of the document can be used to gather evidence of what you are doing, how well you are doing it and what you need to do next.

This should be an ongoing process/cycle and as stated in the final section of the framework there are also opportunities for research informed practice and enquiry.



Core skills

Cyber resilience and internet safety

Protecting devices

To protect devices and digital content, and to understand risks and threats in digital environments. To understand safety and security measures and to have due regard to reliability and privacy.

Protecting personal data and privacy

To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a “Privacy policy” to inform how personal data is used.

Managing digital identity

To create and manage one or multiple digital identities (separate work and personal), to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.

Resilience

To know how to recognise, react and recover appropriately to incidents involving devices, data, wellbeing and identity in relation to yourself and others.

Information and data literacy

Browsing, searching and filtering data, information and digital content

To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies. To be able to evaluate content to understand whether you have the right to use it and how to search for free to use content.

Evaluating data, information and digital content

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content and the impact of algorithms/systems on this.

Managing data, information and digital content

To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.

Skills for the workplace

Communication and collaboration

Interact through digital technologies

To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context, for example with learners, other teaching staff and/or parents/carers.

Share through digital technologies

To share data, information and digital content with others through appropriate digital technologies, for example with learners, other teaching staff and/or parents/carers. To act as an intermediary, to know about referencing and attribution practices.

Collaborating through digital technologies

To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge with learners, other staff and parents /carers.

Skills for teaching and learning

Pedagogy in a digitally enabled learning environment

Planning, teaching, learning and assessment

To have the skills, knowledge and confidence set out in the [Features of highly effective digital learning and teaching document](#) to use digital technology to:

- plan learning
- deliver teaching and learning
- assess learning

Developing digital content

To create and edit digital content in different formats. To be aware of how copyright and licences apply to data, information and digital content, including whether you have the right to use digital information. How to find free to use content and the importance of referencing and attribution

Integrating and re-elaborating digital content

To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.

Digital resilience

To have the skills, knowledge and confidence to prepare digital technology for use with learners. To react, respond and recover to problems when operating devices and using digital environments.

Digitally enabled learning environments

To make effective use of digital environments in order to increase access to the curriculum. To provide, and continue to develop, simple and streamlined processes to engage with learners and peers. To make use of automation when appropriate to process and manage data and repetitive tasks, for example processing digital forms, utilising self-marking tools, resource booking systems, social media alerting/posting.

Identifying needs and technological responses

To assess the needs of all learners and to identify, evaluate, select and use digital tools and possibly assistive technology to support these. To adjust and customise digital environments to personal needs (e.g. accessibility).

How do I progress my skills, knowledge and understanding?

Career long professional learning and leadership

Identifying digital competence gaps

To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development and be able to advise how to improve. To seek opportunities for self-development and to keep up-to-date with the digital evolution.

Research and evidence informed practice

Engage with the main theoretical perspectives and research in the digital learning domain. Be critically aware of the evidence and impact that digital tools, spaces and cultures can have on childhood and society and how digital learning and teaching can adapt to meet the needs' of learners.





Practitioner enquiry





To engage in self and collaborative review to measure the impact of digital tools and technologies. To produce and share practitioner enquiry into the use of digital tools and technologies.





Template to support discussion and planning





Print or complete electronically. You can download a copy of the document and access all the links from here [Teacher Digital Literacy Framework – DigiLearn \(glowscotland.org.uk\)](https://glowscotland.org.uk/Teacher-Digital-Literacy-Framework-DigiLearn)

Use the link or the QR code to find support and examples. These pages will be updated to host the most up to date and relevant support and examples.




Cyber resilience and internet safety	What am I doing?	How well am I doing it?	What should I do next?
<p><u>Protecting devices</u></p>  <p>To protect devices and digital content, and to understand risks and threats in digital environments. To understand safety and security measures and to have due regard to reliability and privacy.</p>			
<p><u>Protecting personal data and privacy</u></p>  <p>To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a “Privacy policy” to inform how personal data is used.</p>			
<p><u>Managing digital identity</u></p>  <p>To create and manage one or multiple digital identities(separate work and personal), to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.</p>			
<p><u>Resilience</u></p>  <p>To know how to recognise, react and recover appropriately to incidents involving devices, data, wellbeing and identity in relation to yourself and others.</p>			

Information and data literacy	What am I doing?	How well am I doing it?	What should I do next?
<p><u>Browsing, searching and filtering data, information and digital content</u></p>  <p>To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies. To be able to evaluate content to understand whether you have the right to use it and how to search for free to use content.</p>			
<p><u>Evaluating data, information and digital content</u></p>  <p>To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content and the impact of algorithms/systems on this.</p>			
<p><u>Managing data, information and digital content</u></p>  <p>To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.</p>			
Communication and collaboration	What am I doing?	How well am I doing it?	What should I do next?
<p><u>Interact through digital technologies</u></p>  <p>To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context, for example with learners, other teaching staff and/or parents/careers.</p>			

<p><u>Share through digital technologies</u></p>  <p>To share data, information and digital content with others through appropriate digital technologies, for example with learners, other teaching staff and/or parents/carers. To act as an intermediary, to know about referencing and attribution practices.</p>			
<p><u>Collaborating through digital technologies</u></p>  <p>To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge with learners, other staff and parents /carers.</p>			
<p>Pedagogy in a digitally enabled learning in environment</p>	<p>What am I doing?</p>	<p>How well am I doing it?</p>	<p>What should I do next?</p>
<p><u>Planning, teaching, learning and assessment</u></p>  <p>To have the skills, knowledge and confidence set out in the Features of highly effective digital learning and teaching document to use digital technology to:</p> <ul style="list-style-type: none"> • plan learning • deliver teaching and learning • assess learning 			
<p><u>Developing digital content</u></p>  <p>To create and edit digital content in different formats. To be aware of how copyright and licenses apply to data, information and digital content, including whether you have the right to use digital information. How to find free to use content and the importance of referencing and attribution.</p>			

<p><u>Integrating and re-elaborating digital content</u></p>			
 <p>To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.</p>			
<p><u>Digital Resilience</u></p>			
 <p>To have the skills, knowledge and confidence to prepare digital technology for use with learners. To react, respond and recover to problems when operating devices and using digital environments.</p>			
<p><u>Digitally enabled learning environments</u></p>			
 <p>To make effective use of digital environments in order to increase access to the curriculum.</p> <p>To provide, and continue to develop, simple and streamlined processes to engage with learners and peers.</p> <p>To make use of automation when appropriate to process and manage data and repetitive tasks, for example processing digital forms, utilising self-marking tools, resource booking systems, social media alerting/posting.</p>			
<p><u>Identifying needs and technological responses</u></p>			
 <p>To assess the needs of all learners and to identify, evaluate, select and use digital tools and possibly assistive technology to support these. To adjust and customise digital environments to personal needs (e.g. accessibility).</p>			

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Career long professional learning and leadership	What am I doing?	How well am I doing it?	What should I do next?
<p data-bbox="106 220 632 258"><u>Identifying digital competence gaps</u></p>  <p data-bbox="308 289 685 636">To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development and be able to advise how to improve. To seek opportunities for self-development and to keep up-to-date with the digital evolution.</p>			
<p data-bbox="106 661 593 737"><u>Research and evidence informed practice</u></p>  <p data-bbox="308 768 685 1115">Engage with the main theoretical perspectives and research in the digital learning domain. Be critically aware of the evidence and impact that digital tools, spaces and cultures can have on childhood and society and how digital learning and teaching can adapt to meet the needs' of learners.</p>			
<p data-bbox="106 1140 403 1178"><u>Practitioner enquiry</u></p>  <p data-bbox="308 1209 685 1430">To engage in self and collaborative review to measure the impact of digital tools and technologies. To produce and share practitioner enquiry into the use of digital tools and technologies.</p>			

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