

Teacher Digital Skills Toolkit

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Introduction

Context

This document aims to help teachers evaluate their own digital literacy skills and identify strengths or next steps for developments. It is part of Education Scotland's digital skills series of documents and is aligned to the [Scottish Government strategy for Digital learning and teaching](#) (2016) and focuses on upskilling educators, supporting leaders and developing and delivering digital literacy in the curriculum.

This toolkit has been developed in partnership with local authorities and teachers. It aligns with the [UK Government Essential digital skills framework](#), referenced in the Scottish Government's digital strategy: [A Changing Nation \(p52 Lloyds Consumer Index Survey\)](#), and the European Digital Competence Framework for [Citizens](#) and [Education](#).

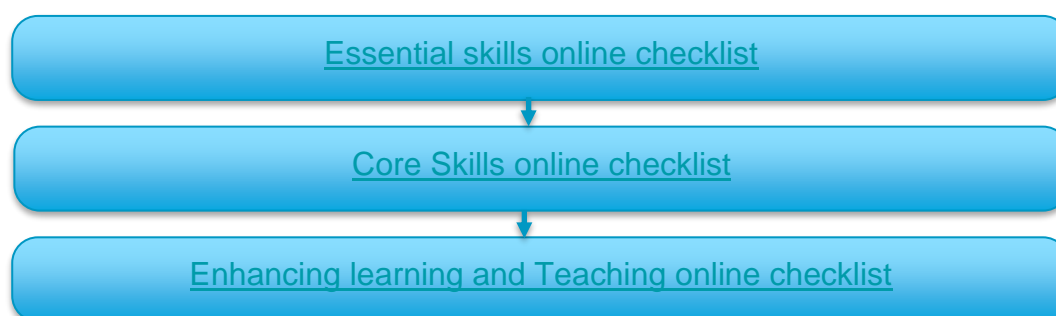
Teacher digital skills

The knowledge and skills in this document can be read as examples of digital literacy as found in the GTCS standards, such as using devices, working with colleagues and communicating with learners. Teachers should evaluate themselves with online checklist or the table in [appendix ii](#) and then identify areas to develop. The table can be used to gather evidence of what you are doing, how well you are doing it and what you need to do next.

Education Scotland has aligned its digital skills training and professional learning with this document. Some of the features of devices and platforms are managed by local authorities, such as email, and therefore we cannot provide specific support with this – please seek local authority support where this is the case.

How to use this document

The essential skills should be considered a minimum standard that all teachers should meet. The core skills build on this and teachers should strive to develop as broadly in this area as possible. The third section, on applying skills to enhance learning, requires a level of confidence and might not be met by all teachers.



Essential skills

In almost any modern workplace there is now an expectation that people can use devices, access information and troubleshoot common problems. These essential skills underpin all the other skills and knowledge in this document.

Using devices and the web

Teachers should be able to use the common devices around them, such as desktop and mobile devices. This includes knowing how to:

- Use the device's main features, such as keyboard, mouse, touchscreen or camera
- Access and log in to platforms, such as Glow
- Connect, or reconnect, a device to a Wi-Fi network
- Search the web for information and evaluate the search results
- Access and use common accessibility features, such as text size, text-to-speech, or speech-input
- Consider copyright of any content or media included in created content.

Using online platforms with colleagues

Teachers should be able to use the common communication platforms, such as email or Teams. This will depend on the platform your school or authority provides and includes knowing how to:

- Access email and send a message
- Access and join a Class, Team or group
- Access cloud storage, create a file there and share it

Using online platforms with learners

Teachers should be able to use their school's preferred online learning platform, such as Teams or Classroom to communicate with and share learning resources to learners. This includes knowing how to:

- Create a class and show learners how to join
- Create files or share files from drive storage to the class.

Section 1 - Core skills

This section develops the skills and knowledge from the essential skills level. It adds depth and breadth to the fundamentals that most educators may require in their setting, such as using devices, accessing online accounts and using their web browser to find information. This includes basic troubleshooting across each of these skills.

Devices

Teachers should be able to troubleshoot common faults or issues with devices and platforms confidently and effectively, such as:

- Connect or reconnect to Wi-Fi connections
- Install updates
- Restart a device to reset it - 'turn it off and on again'
- Organising and managing device storage.

Accounts

Teachers should be able to access work-related accounts, such as Glow, SEEMiS, GTCS, local authority HR accounts for pay, training etc. This requires these skills:

- Sign up for, or access, an account for the first time
- Create a secure password (with three random words) and setup recovery options, such as a second email account to reset the password
- Log in to the account and navigate the platform as required.
- Manage and switch between accounts where required

Web browser and searching

Teachers should be able to use available web browser to more effectively search the web and store or share results:

- Use bookmarks and favourites to store useful webpages
- Tabs and windows to view multiple webpages at the same time
- Private browsing to log in to multiple accounts at once, such as on a local authority-managed device
- Use of search features, like search commands (site:, +, -) or advanced search features and that most search engines provide a generative-AI response in the results
- Know when to clear browser cache or cookies, or use private browsing, to clear any stored information, such as username or password

Physical health

Teachers who may use devices for an extended period should consider their physical wellbeing and ensure they have regular screen breaks. The [NHS recommends the 20-20-20 rule](#) but local authorities. This knowledge should also be shared with learners in the context of their health and wellbeing:

- Eye breaks
- Movement breaks
- Stretching at desk

Cyber Resilience and Internet Safety

This section focuses on the skills and knowledge that will help educators use devices and accounts more safely and securely. It covers security, evaluating information we have, and guidance on using social media and devices for extended periods of time.

Cyber hygiene

Teachers should know that stronger and more secure passwords are required to keep accounts safer and more secure. They should be aware of the main cybercrime threats to local authorities, which are malware and phishing scams, especially through email systems.

They should:

- Use passwords that have THREE RANDOM WORDS (as well as any other platform-specific requirement, such as uppercase letters, numbers or symbols)
- Enable additional security features, including two-factor authentication (2FA) and account/password recovery with an additional email
- Know how to identify, report and who to seek support from when they encounter cybercrimes, such as phishing or malware
- Know local authority rules on handling sensitive data, especially about school and learners.

Information literacy

Teachers should possess the information literacy skills to analyse and evaluate any content they consume online. They should be aware of the risks of deliberate and malicious misinformation and understand how to mitigate them through:

- fact-checking
- reporting harmful content
- not sharing any spurious or dubious claims.

Social media

Teachers should be aware of the GTCS standards and local authority expectations relating to professional standards and reputational risk of using social media. They should:

- Consider making their personal accounts private and only visible to friends
- Use a separate teacher account for sharing and networking
- Reflect on the content they share, like or post and how it may portray them or the profession, and be wary of the use of hateful, bigoted or racist language, images or ideas

Communicate and collaborate with colleagues

This section focuses on the skills and knowledge that educators may require to communicate with colleagues on platforms such as email, Glow or video calls. It also covers the skills and knowledge required to use online storage to save, share and collaborate on files with colleagues, such as planning, reporting or profiling.

Email

Teachers should be able to:

- Manage email settings, views and etiquette; like CC, address book and email groups
- Manage their calendar schedule, view others' calendar events and create and share events
- Manage inbox content – delete or store read messages in subfolders; flags to revisit unread
- Use search box, filter and sort to find specific emails (see web search skills – use phrases and +/-)

Online Platforms

Teachers should be able to set up collaborative spaces to:

- Manage users: invite members (links, codes etc.), change permissions and remove users
- Choose appropriate permissions for members
- General use and troubleshooting: settings, channels and tabs
- Access, share and manage content
- Access stage / department / school / LA and national data from a range of sources e.g. dept/school level tracking systems, Insight, SQA attainment etc.

Video calls

Teachers should be able to:

- Join calls and meetings, including staff meetings and professional learning webinars
- Schedule and invite others to join calls, this might involve calendar integration from another app, such as the email or device calendar
- Use chat to send direct messages and settings (share screen, control camera and mic) to interact effectively and share ideas.

Cloud storage

Teachers should be able to store and manage files, including:

- Create new files from online storage, such as OneDrive or Drive
- Use folders to organise files with relevant names for files, making them easier to find
- Create a link to share files with others, manage permissions and collaborate in real-time.

Classroom skills

This section focuses on the skills and knowledge that teachers may require to support learners with their learning, such as accessibility options to make learning easier to access or multimodal resources that are more engaging and effective. It also covers the skills and knowledge to set up and use a Virtual Learning Environment, such as Teams or Classroom and how to use this to communicate and share resources with learners.

Accessibility

Teachers should be able to:

- Demonstrate general accessibility features to learners
- Evaluate learner needs and suggest a digital feature that might support this, such as text-to-speech
- Identify where support or guidance is provided from accessibility specific organisations, such as CALL Scotland.

[For devices see core skills](#)

Using platforms, apps or services

Teachers should be able to use the most common productivity apps, such as those in Microsoft 365 and Google Workspace, so that they:

- Understand the key features of platforms, apps, or services such as interactivity, accessibility features, multimedia content to choose the most appropriate for the intended use
- Create a resource by adding text, images, videos, weblinks, and using formatting and editing tools, such as spelling and grammar checkers
- Consider the design and layout of the content, such as being clear and concise with language or images, and how the resource will be accessed, such as learners using a mobile device for learning at home
- Publish, share or embed content on school platforms, such as classroom management spaces
- Utilise, if appropriate, design / editor suggestions via integrated AI tools.

Manage learning and communication in Virtual Learning Environment (Classroom/Teams)

Teachers should be able to use their setting's preferred classroom management platform to:

- Create a class space, add learners, and add other staff with owner permissions
- Manage permissions for channels and monitor posts
- Create and share assignments with relevant resources and rubrics, and provide feedback when completed
- Use platform data and analytics to track and monitor learner engagement and inform feedback or reporting
- Use folders and platform storage features to manage and maintain file storage and use available features to sequence learning resources.

Awareness of current and future developments

This section focuses on the fact that digital technology is constantly evolving. This requires teachers to stay up to date about what new devices, platforms or features might be available to them and also the novel ideas and applications that might positively affect their practice.

Technological awareness

It is important that teachers stay abreast of emerging technology (particularly those that may be deployed in their setting), including - new features and updates to apps or software and new hardware developments.

Professional learning

It is important that teachers:

- Attend CLPL locally and nationally
- Take part in Research-informed and enquiry-led practice to developing new skills or knowledge of new devices and platform
- Share learning in your setting or wider network

Section 2 - Enhancing learning and teaching

This section focuses on the deeper understanding and critically informed practice that teachers require for the [GTCS Standard for Continuous Lifelong Professional Learning](#). Teachers should consider [how the digital skills they have developed could be used to enhance the learning](#) in their setting:

- How could digital make this easier to manage in terms of time or resources?
- What can I do with digital that couldn't be done otherwise, like a trip to the moon?
- Could this learning be more exciting and meaningful to learners by using digital to create a meaningful outcome, such as a website or film instead of drawing or writing in a jotter?

Planning

Teachers should strive to:

- Involve learners in planning, use collaboration features within O365 or Google workspace to encourage sharing of thoughts, ideas and approaches to learning & teaching in a shared file or space that can be stored, shared or copied
- Meet needs of learners, considering personalisation and choice, including accessibility tools and where they can be used to foster independent learning
- Include learning intentions and success criteria as part of resource creation to ensure learners know what they are learning and why they are learning it
- Consider how online resources can be used to help families to support learners with learning at home activities, such as video, image or text explanations and examples
- Use data generated by online platforms to analyse progress and plan next steps.

Learning resources

Teachers should strive to provide resources that:

- Are accessible to learners, considering use of voice-typing, text-to-speech reading and other features to best match to learners' needs
- Match how the learners will access the resources, such as avoiding presentations when learners might typically access on mobile phones / small screen
- Use content that is visually appealing and multimodal, including use of text, audio and video
- Are clear and concise- content that reduces cognitive load through consideration of the use of white space, dual coding techniques and the amount of content being shared
- Scaffold resources that learners can edit and add their ideas to, *for example a presentation with title slide, slides for 'who, what, why, when' etc, and then layout for text and images*
- Using technology to model difficult to experience opportunities, such as those that are far away, historical, hazardous (VR or simulations) or expensive.

Learning activities

Activities should engage learners in activities that include:

- Communicating through online platform (virtual learning environment), such as chat or video calls
- Collaboration and cooperation to create shared files
- Personalisation and choice when selecting an appropriate tool or platform to express their thinking creatively

Teaching

Teachers should strive to use digital devices and platforms to provide ‘anywhere anytime’ learning that might be:

- *Flipped*, where learning materials are shared before an in-class lesson and then explored within the class
- *Fluid*, where learning starts in class, is continued out of class, and then picked up again in the next lesson
- *Hybrid*, where some aspects, or lessons, are attended in-class and others are done remotely
- *Remote* or virtual school, where learners are attending a remote video call.

Assessment

Teachers should strive to:

- Create assessments that are accessible for learners
- Match assessments to the learning activity with appropriate resourcing, such as virtual manipulatives that might match those used in the class
- Use devices to capture assessment evidence of skills, such as text, audio, images or video – used in profiles
- Use digital tools for regular low stakes formative assessment of knowledge acquisition (checking knowledge and understanding), such as quizzes that can auto-mark, provide automated instructional feedback and track progress
- Create opportunities where learners can demonstrate their skills and knowledge in a meaningful and relevant digital context, such as a website, film or presentation
- Use digital tools to provide feedback on assessment evidence directly, creating a record of next steps and in a range of modes, such as text, inking, voice or video.

A Digitally Mature School

Schools should use the [Digital Schools Award Scotland to](#) inform their strategy and leadership for a digital school. Those leading digital in schools may want to consider the following:

- Self-evaluate your school's digital maturity using the Digital Schools Award framework, using this Teacher Digital Skills document to evaluate teacher skills, knowledge and confidence
- Have a common model of apps and platforms that will reduce 'choice overload' for learners and teachers and ensuring that any used are GDPR compliant and local authority approved
- Have a common model of digital expectations and digital practice across departments with consistent platforms and tools used for:
 - Handing out work or assignments
 - Handing in work or assignments
 - Marking work, assignments and giving feedback
- Teachers should have the skills to use the model and be able to teach the required skills to learners.
- The school should have a digital literacy curriculum that provides learners with the skills required for using digital in their life beyond school (for example [Essential digital skills framework - GOV.UK \(www.gov.uk\)](#))
- Teachers should consider the learner's digital literacy as a whole when assessing progress and not individual outcomes and benchmarks.

Appendix i

Template to support discussion and planning

You may wish to use the table below or the online forms.

[Essential skills online checklist](#)

[Core Skills online checklist](#)

[Enhancing learning and Teaching online checklist](#)

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

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

Links to relevant GTCS document

Essential Skills and Section 1 - Core Skills

GTCS Standard for Full Registration:

- 2.1.3 Have a depth of knowledge and understanding of Curriculum Design: the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning; and
- 3.1.1 Plan effectively to meet learners' needs communicate appropriately with every learner, modelling and promoting competence and confidence in literacy, numeracy, health and wellbeing and digital literacy
- 3.2.1 Effectively organise and manage learning enable every learner to make full use of well-chosen resources, including digital technologies, to enhance learning, teaching and assessment, as appropriate;

Section 2 - Enhancing learning and Teaching

GTCS Standard for CLPL where the educator is required to have a deeper and critically informed knowledge of digital skills to enhance learning and teaching:

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

Appendix ii

Essential Skills	National Support	Local Support	What am I doing?	How well am I doing it?	What should I do next?
<p>Using devices and the web</p> <p>Teachers should be able to use the common devices around them, such as desktop and mobile devices. This includes knowing how to:</p> <ul style="list-style-type: none"> • Use the device's main features, such as keyboard, mouse, touchscreen or camera • Access and log in to platforms, such as Glow • Connect, or reconnect, a device to a Wi-Fi network • Search the web for information and evaluate the search results • Access and use common accessibility features, such as text size, text-to-speech, or speech-input • Consider copyright of any content or media included in created content 	<p>https://blogs.glowscotland.org.uk/glowblogs/digilearn/2023/08/04/use-your-device-effectively-and-independently-essential-skills/</p>				
<p>Using online platforms with colleagues</p> <p>Teachers should be able to use the common communication platforms, such as email or Teams. This includes knowing how to:</p> <ul style="list-style-type: none"> • Access email and send a message • Access and join a Team • Access cloud storage and create a file there 	<p>https://blogs.glowscotland.org.uk/glowblogs/digilearn/2023/08/04/communicate-with-colleagues-essential-skills/</p>				
<p>Using online platforms with learners</p> <p>Teachers should be able to use their school's preferred online learning platform, such as Teams or Classroom to communicate with and share learning resources with learners. This includes knowing how to:</p> <ul style="list-style-type: none"> • Create a class and show learners how to join • Create files or share files from drive storage to the class 	<p>https://blogs.glowscotland.org.uk/glowblogs/digilearn/2023/08/04/communicate-with-learners-on-teams-essential-skills/</p> <p>https://blogs.glowscotland.org.uk/glowblogs/digilearn/2023/08/04/communicate-with-learners-on-classroom-essential-skills/</p>				

Section 1 - Core Skills	National Support	Local Support	What am I doing?	How well am I doing it?	What should I do next?
<p>Devices</p> <p>Teachers should be able to troubleshoot common faults or issues with devices and platforms confidently and effectively, such as:</p> <ul style="list-style-type: none"> Connecting or reconnecting to Wi-Fi connections Installing updates Restarting a device to reset it - 'turn it off and on again' Organising and managing device storage 		<p>This will be specific to your local authority devices and setup. Contact your local authority for support.</p>			
<p>Accounts</p> <p>Teachers should be able to access work-related accounts, such as Glow, SEEMiS, GTCS, local authority HR accounts for pay, training etc. This requires these skills:</p> <ul style="list-style-type: none"> Signing up for, or access, an account for the first time Creating a secure password (with three random words) and setup recovery options, such as a second email account to reset the password Logging in to the account and navigate the platform as required 		<p>This will be specific to your local authority devices and setup. Contact your local authority for support.</p>			
<p>Web browser and searching</p> <p>Teachers should be able to use available web browser to search the web more effectively and store or share results:</p> <ul style="list-style-type: none"> Use bookmarks and favourites to store useful webpages Use tabs and windows to view multiple webpages at the same time Use private browsing to log in to multiple accounts at once, such as on a local authority-managed device Use search features, like search commands (site:, +, -), AI-generated results or advanced search 	<p>Generic Common Browsers Google Chrome Guide Microsoft Edge Guide Safari Guide</p> <p>Searching Search features in Google</p>	<p>This will be specific to your local authority devices and setup. Contact your local authority for support.</p>			

<p>Physical health</p> <p>Teachers who may use devices for an extended period should consider their physical wellbeing and ensure they have regular breaks. This knowledge should also be shared with learners in the context of their health and wellbeing, taking account of :</p> <ul style="list-style-type: none"> • Eye breaks • Movement breaks • Stretching at desk 	<p><u>DSE work station assessment - Healthy Working Lives</u></p>				
<p>Cyber hygiene</p> <p>Teachers should know that stronger and more secure passwords are required to keep accounts safer and more secure. They should be aware of the main cybercrime threats to local authorities, which are malware and phishing scams, especially through email systems.</p> <p>They should:</p> <ul style="list-style-type: none"> • Use passwords that have THREE RANDOM WORDS (as well as any other platform-specific requirement, such as uppercase letters, numbers or symbols) • Enable additional security features, including two-factor authentication (2FA) and account/password recovery with an additional email • Know how to identify, report and who to seek support from when they encounter cybercrimes, such as phishing or malware • Know local authority rules on handling sensitive data, especially about school and learners 	<p><u>Cyber Toolkit for Teachers – DigiLearn (glowscotland.org.uk)</u></p> <p><u>Individuals & families - NCSC.GOV.UK</u></p>				
<p>Information literacy</p> <p>Teachers should possess the information literacy skills to analyse and evaluate any content they consume online. They should be aware of the risks of deliberate and malicious misinformation and understand how to mitigate them through:</p> <ul style="list-style-type: none"> • Fact-checking • Reporting harmful content • Not sharing any spurious or dubious claims 	<p><u>Information Literacy</u></p>				

<p>Social media</p> <p>Teachers should be aware of the GTCS standards and local authority expectations relating to professional standards and reputational risk of using social media. They should:</p> <ul style="list-style-type: none"> • Consider making their personal accounts private and only visible to friends • Use a separate teacher account for sharing and networking • Reflect on the content they share, like or post and how it may portray them or the profession, such as hateful, bigoted or racist language, images or ideas 	<p>Cyber Toolkit: Communicate (NEW) – DigiLearn (glowscotland.org.uk)</p>	<p>Your local authority will have guidance. Contact your local authority for support.</p>			
<p>Email</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> • Manage email settings, views and etiquette; like CC, address book and email groups • Manage their calendar schedule, view others' calendar events and create and share events • Manage inbox content – delete or store read messages in subfolders; flags to revisit unread • Use search box, filter and sort to find specific emails (see web search skills – use phrases and +/-) 	<p>Teacher Digital Skills – DigiLearn Scot</p>	<p>This will be specific to your local authority devices and setup. Contact your local authority for support.</p>			
<p>Online Platforms</p> <p>Teachers should be able to set up collaborative spaces to:</p> <ul style="list-style-type: none"> • Manage users: invite members (links, codes etc.), change permissions and remove users • Choose appropriate permissions for members • Manage general use and troubleshooting: settings, channels and tabs • Access, share and manage content • Access stage / department / school / LA and national data from a range of sources e.g. dept/school level tracking systems, insight, SQA attainment etc 	<p>Microsoft Teams Google Classroom</p> <p>Other platforms will be specific to your needs at school and local authority level.</p>				

<p>Video calls</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> • Join calls and meetings, including staff meetings and professional learning webinars • Schedule and invite others to join calls, this might involve calendar integration from another app, such as the email or device calendar • Manage general use and troubleshooting: use chat to send direct messages and settings (share screen, control camera and mic) to interact effectively and share ideas 	<p><u>Video calls using Microsoft Teams</u></p> <p><u>Video calls with Google Meet</u></p>				
<p>Cloud storage</p> <p>Teachers should be able to store and manage files, including:</p> <ul style="list-style-type: none"> • Creating new files from online storage, such as OneDrive or Drive in Glow • Using folders to organise files with relevant names for files, making them easier to find • Creating a link to share files with others, manage permissions and collaborate in real-time 	<p><u>Microsoft Onedrive – DigiLearn Scot</u></p> <p><u>Google Drive – DigiLearn Scot</u></p>				
<p>Accessibility</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> • Demonstrate general accessibility features to learners • Evaluate learner needs and suggest a digital feature that might support this, such as text-to-speech • Identify where support or guidance is provided from accessibility specific organisations, such as CALL Scotland 	<p><u>Accessibility – Apple Education</u></p> <p><u>Accessibility tools – Microsoft Education</u></p> <p><u>Google Tools for Diverse Learners</u></p> <p><u>CALL Scotland iPad Apps for Complex Needs</u></p>				

<p>Using platforms, apps or services</p> <p>Teachers should be able to effectively use the most common productivity apps, such as those in Microsoft 365 and Google Workspace, so that they:</p> <ul style="list-style-type: none"> • Understand the key features of platforms, apps, or services such as interactivity, accessibility features, multimedia content to choose the most appropriate for the intended use • Create a resource by adding text, images, videos, weblinks, and using formatting and editing tools, such as spelling and grammar checkers • Consider the design and layout of the content, such as being clear and concise with language or images, and how the resource will be accessed, such as learners using a mobile device for learning at home • Publish, share or embed content on school platforms, such as classroom management spaces • Utilise, if appropriate, design / editor suggestions via integrated AI tools 	<p><u>Microsoft Educator Centre</u></p> <p><u>Google Education</u></p> <p><u>Apple Education Community</u></p>				
<p>Manage learning and communication in Virtual Learning Environment (Classroom/Teams)</p> <p>Teachers should be able to use their setting's preferred classroom management platform to:</p> <ul style="list-style-type: none"> • Create a class space, add learners, and add other staff with owner permissions • Manage permissions for channels and monitor posts • Create and share assignments with relevant resources, rubrics and provide feedback when completed • Use platform data and analytics to track and monitor learner engagement and inform feedback or reporting • Use folders and platform storage features to manage and maintain file storage and use available features to sequence learning resources. 	<p><u>Use Teams with Learners</u></p> <p><u>Use Google Classroom with Learners</u></p> <p><u>Apple Classroom User Guide</u></p>				

<p>New technology</p> <p>It is important that teachers stay abreast of emerging technology (especially those that may be deployed in their setting), including - new features and updates in apps or software and new hardware developments.</p>	<p><u>Intel Skills for Innovation - overview</u></p>	<p>This will be specific to your local authority. Contact your local authority for support.</p>			
<p>Professional learning</p> <p>It is important that teachers:</p> <ul style="list-style-type: none"> • Attend CLPL locally and nationally • Take part in Research-informed and enquiry-led practice to developing new skills or knowledge of new devices and platform • Share learning in your setting or wider network 	<p><u>Upcoming Webinars – DigiLearn (glowscotland.org.uk)</u></p> <p><u>IntelSkills for Innovation Competency Profile</u></p>				

Section 2 – Enhancing learning and teaching	National Support	Local Support	What am I doing?	How well am I doing it?	What should I do next?
<p>Planning</p> <p>Teachers should strive to:</p> <ul style="list-style-type: none"> • Involve learners in planning, use collaboration features within O365 or Google workspace to encourage sharing of thoughts, ideas and approaches to learning & teaching in a shared file or space that can be stored, shared or copied • Meet needs of learners, considering personalisation and choice, including accessibility tools and where they can be used to foster independent learning • Include learning intentions and success criteria as part of resource creation to ensure learners know what they are learning and why they are learning it • Consider how online resources can be used to help families to support learners with learning at home activities, such as video, image or text explanations and examples • Use data generated by online platforms to analyse progress and plan next steps 	<p>Using Digital to Enhance Learning and Teaching – DigiLearn (glowscotland.org.uk)</p>				
<p>Learning resources</p> <p>Teachers should strive to provide resources that:</p> <ul style="list-style-type: none"> • Are accessible to learners, considering use of voice-typing, text-to-speech reading and other features to best match to learners' needs • Match how the learners will access the resources, such as avoiding presentations when learners might typically access on mobile phones / small screen • Use content that is visually appealing and multimodal, including use of text, audio and video • Are clear and concise- content that reduces cognitive load through consideration of the use of white space, dual coding techniques and the amount of content being shared • Scaffold resources that learners can edit and add their ideas to, <i>for example a presentation with title slide, slides for ' who, what, why, when' etc, and then layout for text and images</i> • Use technology to model difficult to experience opportunities, such as those far away, historical, hazardous (VR or simulations) or expensive. 	<p>Using Digital to Enhance Learning and Teaching – DigiLearn (glowscotland.org.uk)</p>				

<p>Learning activities</p> <p>Activities should engage learners in activities that include:</p> <ul style="list-style-type: none"> • Communicating through online platform (virtual learning environment), such as chat or video calls • Collaboration and cooperation to create shared files • Personalisation and choice when selecting an appropriate tool or platform to express their thinking creatively 	<p>Using Digital to Enhance Learning and Teaching – DigiLearn (glowscotland.org.uk)</p>				
<p>Teaching</p> <p>Teachers should strive to use digital devices and platforms to provide ‘anywhere anytime’ learning that might be:</p> <ul style="list-style-type: none"> • <i>Flipped</i>, where learning materials are shared before a ‘in’ class lesson and then explored within the class • <i>Fluid</i>, where learning starts in class, is continued out of class, and then picked up again in the next lesson • <i>Hybrid</i>, where some aspects, or lessons, are attended ‘in’ class and others are done remotely • <i>Remote</i> or virtual school, where learners are attending a remote video call 	<p>Using Digital to Enhance Learning and Teaching – DigiLearn (glowscotland.org.uk)</p>				
<p>Assessment</p> <p>Teachers should strive to:</p> <ul style="list-style-type: none"> • Create assessments that are accessible for learners • Match assessments to the learning activity with appropriate resourcing, such as virtual manipulatives that might match those used in the class • Use devices to capture assessment evidence of skills, such as text, audio, images or video – used in profiles • Use digital tools for regular low stakes formative assessment of knowledge acquisition (checking knowledge and understanding), such as quizzes, that can auto-mark, provide automated instructional feedback and track progress. • Create opportunities where learners can demonstrate their skills and knowledge in a meaningful and relevant digital context, such as a website, film or presentation • Use digital tools to provide feedback on assessment evidence directly, creating a record of next steps and in a range of modes, such as text, inking, voice or video 	<p>Using Digital to Enhance Learning and Teaching – DigiLearn (glowscotland.org.uk)</p>				

A digitally mature school	National Support	Local Support	What am we doing?	How well are we doing it?	What should we do next?
Self-evaluate your school's digital maturity using the Digital Schools Award framework, using this Teacher Digital Skills document to evaluate teacher skills, knowledge and confidence	https://blogs.glowscotland.org.uk/glowblogs/digilearn/2022/12/20/digital-schools-award-scotland-dsas/				
<p>Have a common model of digital expectations and digital practice across departments with consistent platforms and tools used for:</p> <ul style="list-style-type: none"> ○ Handing out work or assignments ○ Handing in work or assignments ○ Marking work, assignments and giving feedback 					
Teachers should have the skills to use the model and teach the required skills to learners.	Essential skills online checklist Core Skills online checklist Enhancing learning and Teaching online checklist				
The school should have a digital literacy curriculum that provides learners with the skills required for using digital in their life beyond school (for example Essential digital skills framework - GOV.UK (www.gov.uk))	Digital Literacy for Learners – DigiLearn (glowscotland.org.uk)				
Teachers should consider the learner's digital literacy as a whole when assessing progress and not individual outcomes and benchmarks.					

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