

Introduction

Education globally is undergoing a transformation due to the ubiquitous nature of modern digital lifestyles and changing youth culture. Learning using culturally relevant technology and the need for pupils to learn about technology for future careers and life is vital. The communities in Highland and Scotland will in the future depend on accessing the global digital market place. Digital access for all and the skills to use it effectively are also essential for health, wellbeing and prosperity, this is particularly important for areas of digital exclusion either from rural or deprivation issues

The Highland Council Care and Learning Service have developed this Strategic Action Plan to ensure all learners have access to the appropriate technology to help them acquire these vital skills. To take 'ICT in Learning' forward in Highland a robust infrastructure must be in place along with appropriate technologies, good pedagogical practice, strong school leadership and a digitally literate staff team. The culture of use of ICT must support these areas of development. The ICT in Learning Strategic Action Plan for 2015 contains a number of key activities that aim to support the development of ICT in Learning in Highland. In August 2015, a new priority was agreed by the Highland Council. This plan contributes to the delivery of the Council Priority: 'We aim to provide our pupils with a technology-rich environment, to address their learner needs and curriculum goals, and transform their learning experience'.

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 and Highland schools, teachers and pupils must be ready to embrace changes that will inevitably take place.

In 2012, the ECS ICT Strategy Group embarked on an ambitious action plan which laid foundations for embracing technologies in Highland schools. This included the development of CaT Coaches (Curriculum and Technology) for professional learning, investments in wireless technologies, rolling refresh of hardware and deployments of software, increased use of digital reporting, monitoring and tracking are just a few of the key developments. It is recognised that ICT in Learning is constantly evolving and a new strategic action plan is required to build on these earlier developments. The ECS ICT Strategy Group has been renamed the Care and Learning ICT In Learning Strategy Group, it is now in a position to take forward this ICT in Learning Strategic Action Plan with a renewed Vision. This plan was fully approved and endorsed by the Education, Children and Adult Services Committee in February 2015.

The Highland Council are currently reviewing their ICT provision as the current managed service will come to an end in September 2016. A programme for ICT Reprovision across the Council is currently underway and ICT in Learning is a key part of the Reprovision programme. In establishing the requirements for ICT in Learning an extensive engagement process has taken place. The engagement process has provided requirements for an ICT infrastructure and key evidence to support the creation of this ICT in Learning Strategic Action Plan. The plan has a renewed Vision for ICT in learning. Learners are at the heart of our vision, by learners we mean all learners, pupils, staff and the school community. The six key areas of this plan provide the structure to ensure all aspects of ICT in learning have been considered and appropriate actions are being put in place to take ICT in Learning forward.

1. ICT in Learning Reprovision

The ICT Reprovision Programme will deliver the on-going supply of ICT Services for the Highland Council after the current out sourced managed service contract with Fujitsu Services comes to an end in September 2016. The Highland Council will also be seeking to be more efficient and effective in the use of resources dedicated to ICT.

There are certain elements of ICT service delivery that the Council will continue to 'buy in' and other elements of ICT service delivery that it will deliver 'in-house'. To enable the ICT Reprovision Programme to deliver successfully, there needs to be structured engagement to stimulate the flow of information, ideas and feedback.

1.1 ICT in Learning Engagement Activities

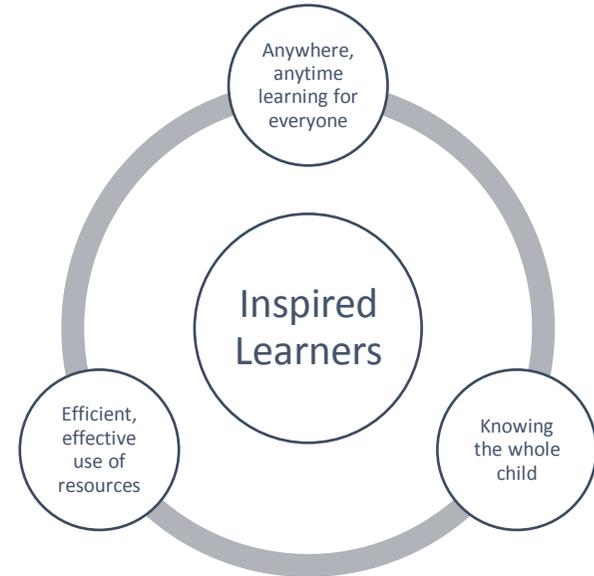
In January 2014, a number of engagement activities to establish the future requirements for ICT in Learning commenced. The breadth of activities highlighted below became collectively known as 'Building the Case for learning'.

- Engagement with a wide range of stakeholder groups, including teachers, education officers, pupils and services.
- Ongoing dialogue with other Local Authorities Education ICT Services
- A whole staff online survey which received 626 responses and over 2500 individual comments.
- Examination of National and Global Research of technology in education and key policy documentation.
- Practice enquiry looking at the life cycle of the school and use of technology
- Exploration of innovative use of new technology for learning, teaching and CPD
- An External Adviser from Education Scotland supported the ongoing process and providing information on national developments.

It is important to continue to consult with learners to ensure just as technology advances as a service we strive to continuously improve, respond to changes and be future focussed. Ongoing consultation with all learners and community partners have been built into this plan.

2. Our Vision for ICT in Learning

At the heart of our vision are our learners, who have a basic entitlement to access appropriate technologies for their learning. The vision contains three dimensions and six key strategic areas.



We will:

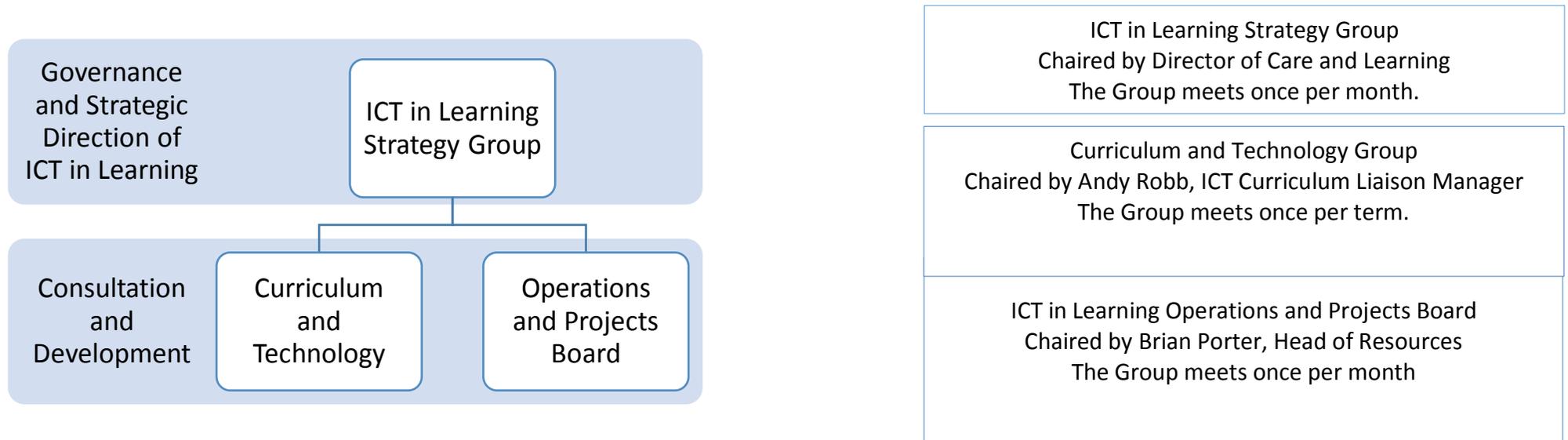
Create an ICT infrastructure that supports and inspires 3rd Millennium learners. ICT in Learning must enable the development of **digital literacy skills** that will support learners in their education careers, lifestyles and world of work.

1. Promote anywhere, anytime learning for everyone, pupils and staff
2. Getting it Right for Every child by knowing the whole child
3. Ensure that we are more effective and efficient in the use of our resources. Seek to build capacity and reduce bureaucracy.



2.1 ICT in Learning Strategy Group and Sub Groups

The ICT in Learning Strategy Group has two Sub Groups detailed below. Each group includes members that represent the stakeholders across the Highland Council, including ICT Services, Service Providers and Care and Learning Service.



All members and representatives of the above groups are contained in Appendix VI.

Care and Learning Service - ICT in Learning Contacts
<p>Louise Jones ICT in Learning Manager louise.jones@highland.gov.uk Implementation of ICT in Learning Strategic Action Plan and Pedagogical Approaches, School Leadership and CPD</p>
<p>Andy Robb ICT Curriculum Liaison Manager andy.robb@highland.gov.uk Liaison for current service issues, changes and problem management & Glow Key Contact</p>
<p>Kenny Templeton – ICT in Learning Reprovision kenny.templeton@highland.gov.uk ICT in Learning Reprovision requirements infrastructure and devices</p>
<p>Yvonne Cairns – ICT Development Officer (Schools) yvonne.cairns@highland.gov.uk Support, training and development of SEEMiS</p>

3. 21st Century Digital Literacy Skills

The table below demonstrates the skills identified to support the use of ICT in Learning and Teaching and safe and responsible use of technology in the context of significant aspects of learning. These digital literacy skills underpin the work to establish and embed 'e-safety / safe and responsible use' approaches in school communities.

21 st Century Education - Digital Literacy Skills			
Significant Aspects of Learning			
Finding and Using Information	Understanding, Analysing and Evaluating	Creating Texts	Cultural, Social and Technological Awareness
<ul style="list-style-type: none"> ➤ Search effectively ➤ Find information ➤ Be responsible about the places visited online 	<ul style="list-style-type: none"> ➤ Critically analyse information for accuracy, bias and relevance Understand the various forms of text which are: <ul style="list-style-type: none"> - Multi-modal - Visual video content - Images - Traditional text - Bite sized messages - Spoken - CfE Text Examples pg.4 ➤ Identify the cross-overs and boundaries between personal and professional roles ➤ Understand copyright, ownership rights and usage of intellectual and digital property ➤ Understand location contexts such as GPS technology and Meta-Data 	<ul style="list-style-type: none"> ➤ Organise, store, protect and publicise information and content ➤ Generate new ideas and not just ideas but the assumptions behind them, be curious ➤ Be able to express thoughts appropriately in online environments ➤ Communicate individually, in groups and publicly 	<ul style="list-style-type: none"> ➤ Protect and defend the use of technology, digital environments, networks and infrastructures ➤ Be a good digital citizen, know how to report concerns ➤ Participate and collaborate effectively ➤ Keep safe, secure and keep others safe online ➤ Understand social contexts ➤ Know one's rights and responsibilities
Linked to the Literacy and English – Experiences and Outcomes			

4.1 At a Glance - ICT in Learning High Level Actions 2014 – 2017 (To be developed)

Key Area	Descriptions and Activities	
<p>1. Infrastructure</p> <ul style="list-style-type: none"> • Access • Systems & Support 	<p>1.1 Infrastructure. In partnership with ICT Services and providers develop an ‘enabling’ infrastructure and technology rich environments in schools. The Infrastructure to provide options for both centrally managed devices with pre-installed vital software, locally managed devices such as browser only based devices and the ability to use a range of mobile devices / technologies</p>	<p>Current service development and as part of ICT Reprovision</p>
<p>1.2 Wireless environments. The Infrastructure will provide options for corporate access, curriculum access and the ability for ‘guest’ access that will enable the use of council owned devices and personal devices for internet access. Aruba Wireless environments in all schools that offer access the network or internet throughout the establishment.</p>		
<p>1.3 Introduction of a one device per pupil model for learners</p>		
<p>2. Appropriate Technologies</p> <ul style="list-style-type: none"> • Relevant Tools • Relevant Devices 	<p>2.1 In partnership with ICT Services and Care and Learning staff make available technologies that are culturally relevant for learning and teaching. Chromebook pilot evaluated and shared.</p>	<p>Current service development and as part of ICT Reprovision</p>
<p>2.2 A Care and Learning ‘Hack Space’ to support innovation and new school build designs and future classroom specifications. Using wireless to create new learning spaces in schools</p>		
<p>2.3 Ongoing support for and increased usage of SEEMiS as the service’s Information Management System.</p>		
<p>2.4 Support for the usage of Glow the Scottish Schools Digital Intranet and Google Apps for Education</p>		
<p>2.5 Ongoing development of mobile technology such as iPads and Tablets or learning and teaching.</p>		
<p>2.6 Ongoing development of the ways in which industry standard devices for creative industries can be used.</p>		
<p>3. Good Pedagogical Practice</p> <ul style="list-style-type: none"> • Effective Learning • Meeting Needs 	<p>3.1 Development of Communities of Practice for sharing approaches and case studies in Highland and further afield, nationally and globally.</p>	<p>To be taken forward immediately by ICT in Learning Team</p>
<p>3.2 Increase the ways in which schools are using pupil’s evidence of learning through e-portfolios, profiling and online spaces. Thus ensuring assessment examples are shared where appropriate and feedback obtained in a meaningful way.</p>		
<p>3.3 Open and Distance Learning (ODL) Support for Head Teachers to have current information about senior phase courses online. Guidance materials to provide accurate information about technology and operating conditions available to them.</p>		
<p>3.4 Curriculum and Technology (CaT) Coach model to be developed to ensure learners and teachers are becoming confident and competent in the ways in which technology in learning can be advanced.</p>		
<p>3.5 Support and promote the use of collaborative tools including Glow and GAFE</p>		

Key Area	Descriptions and Activities	
<p data-bbox="147 177 472 217">4. School Leadership</p> <ul data-bbox="147 272 409 395" style="list-style-type: none"> • School Strategy • ICT in Learning Approaches 	<p data-bbox="551 145 1966 209">4.1 Care and Learning ICT Team to work with Head Teachers and leaders to develop local plans for taking forward a school level vision for ICT in Learning. Exemplars and guidance to be accessible in Head Teacher Toolkit</p> <p data-bbox="551 217 1966 280">4.2 Support to use online tools and develop school websites / school level media strategies to encourage school community support.</p> <p data-bbox="551 288 1966 352">4.3 Development of plans, guidance and support for mobile learning, 1 pupil to 1 device learning and classroom management support for introducing new technologies. Accessible from an online resource.</p> <p data-bbox="551 360 1966 392">4.4 Introduction of 'Digital Leaders' pupil roles to support the development of ICT in Learning within the school.</p>	<p data-bbox="1993 145 2145 347">To be taken forward immediately by ICT in Learning Team</p>
<p data-bbox="192 488 427 568">5. Professional Learning</p> <ul data-bbox="147 608 421 730" style="list-style-type: none"> • CPD • Communities of Practice 	<p data-bbox="551 480 1966 576">5.1 Access to online resources Care and Learning ICT Team to support ongoing continuing professional development opportunities for learners (staff, pupils and community). This includes knowing what is available, community of practice and learning conversations.</p> <p data-bbox="551 584 1966 616">5.2 Baseline digital literacy skills assessment for Care and Learning Staff</p> <p data-bbox="551 624 1966 687">5.3 Development of the TEPL Model Technology Enhanced Professional Learning, class and learning space observatories developed for learning and teaching to be shared in 'real time'.</p> <p data-bbox="551 695 1966 727">5.4 CPD Courses to be available online through Care and Learning and the ICT Portal.</p>	<p data-bbox="1993 480 2145 683">To be taken forward immediately by ICT in Learning Team</p>
<p data-bbox="696 820 1543 852">6. Transforming Culture - Accountability and Mindsets</p>		
<p data-bbox="416 892 1823 916">Cross cutting theme for challenging the culture of use of ICT and establishing accountability to develop ICT in Learning.</p>		
<p data-bbox="557 948 1682 971">6.1 Inclusion of ICT in Learning statements in the Primary and Secondary Steer documentation</p>		
<p data-bbox="472 979 1767 1011">6.2 Develop the concepts of paperless classrooms by developing initiatives and providing evidence of impact.</p>		
<p data-bbox="835 1019 1404 1043">6.3 Develop the support for Digital Exam Papers</p>		
<p data-bbox="533 1059 1706 1083">6.4 HIGIOS3 and 4 referencing to develop framework for self-assessment and quality improvement</p>		
<p data-bbox="159 1099 2078 1123">6.5 Specific projects to encourage digital enthusiasm and community engagement in use of ICT – Highland Lifestyle Survey to include information on digital access</p>		
<p data-bbox="416 1139 1823 1163">6.6 ICT in Learning events – Care and Learning Staff including Business Teams, Senior Management Teams, ICT Services</p>		
<p data-bbox="125 1171 2112 1235">6.7 Highland Digital Learning – Creation of the hub for information for all Highland staff, with guidance information, videos on all aspects on the infrastructure, devices, operating procedures / info for Glow and GAFE. CPD Information and 'Where to get help where wall' and feedback.</p>		
<p data-bbox="271 1251 1966 1275">6.8 Highland Digital Literacy and 360°– Establishing and embedding E-Safety / Safe and Responsible Use approaches across school communities</p>		

Appendix I Care and Learning Service Plan

1.02 - We will continue to improve and better integrate services that enable us to “get it right” for Highland’s Children, including into employment.

- Challenge: We need to continue to contribute to the implementation of GIRFEC, enabling sharing of information between Service and Agencies through the development of the e1 project.

1.07 - Improve the quality of learning teaching and leadership capacity in our schools and communities.

- Challenge: To continually improve learning, teaching and ethos for children and young people aged 3 – 18 through implementation of the four capacities in a Curriculum for Excellence.
- Challenge: To share development and expertise in virtual learning environments, including learning centres.

Area of Action 1.2.2 Establish shared information systems for all agencies working with young people.

Area of Action 1.5.8 Invest in appropriate CPD and leadership for Learning

Area of Action 1.7.9 Highland Council Care and Learning will work in partnership with others to implement appropriate data sharing practices to ensure that young people do not miss the “choices and chances” they need.

2.16 - With our partners we will provide opportunities for Life Long Learning

- Challenge: We need to establish a system to capture and monitor the wider achievements of young people across Highland.
- Challenge: To establish systems to ensure the accreditation of wider achievement within A Curriculum for Excellence.

Area of Action 3.2.4 Share development and expertise in future GLOW

- Challenge: To successfully implement the ICT Managed Service contract in schools in collaboration with other colleagues in ICT Services and managed service providers

Area of Action 5.1.9 the service more effectively shares good practice, and promotes collegiality at all levels.

Appendix II Highland Council ICT Strategy - Vision and Principles

Our vision is to be the ICT Centre of Excellence, enabling Business Change and Transformation across the Council, and to lead on the Strategic Deployment of ICT through the Delivery of Professional, Efficient and Customer focused ICT Services

We aim to use ICT to improve service delivery and to support and enable initiatives which make Council services more accessible, more convenient, more operationally efficient, and cost-effective. The Council supports the national aims for transforming services using ICT and through this strategy will help the Council and our Partners to deliver services that are:

- Joined up in ways that make sense to the internal and external customer;
- Accessible at times and places most convenient to the customers so that they have more choice over the way in which they contact and receive public services;
- Delivered or supported electronically, facilitating faster, more reliable and better value services;
- Delivered jointly, where appropriate, by local and national partnerships, and connected to a national infrastructure;
- Delivered seamlessly, so that customers are not asked to provide the same information more than once, and so that the Council and its Partners are better able to identify, contact and meet the needs of our citizens;
- Delivered securely to ensure confidence in the use of all information held, online services and transactions;
- Open, fair and accountable so that information about the objectives, standard and performance of the Council are freely and easily available;
- Used by “e-citizens” through effective promotion of available and accessible new technologies helping citizens to gain the necessary skills to take advantage of them.

Information Management Policy Principles

- Highland Council information is a corporate asset
- We are personally responsible for the management of information.
- We will manage information to ensure compliance with statutory and regulatory requirements and good practice.
- We will make information available appropriately throughout the life cycle of the resource, including records identified for permanent preservation.
- We will manage information throughout its life cycle
- We will ensure information is accurate and fit for purpose. We will retain or dispose of information appropriately, following records management guidance

Appendix III Scottish Government - ICT in Education Objectives

Objective 1 – Change the Culture of the Use of ICT

Expected Benefits: to more closely align the use of ICT in schools with its use outside of schools; to reduce the cost of centrally procured and managed services; to deliver efficiencies at local level by greater use of technology solutions

Objective 2: Improve confidence in the use of ICT for learners, teachers, school leaders and parents

Expected Benefits: to increase the amount of sharing of practice and resource amongst teachers, leaders and learners in Scotland; improved reliability of technology in use; increased achievement for learners through the use of technology; enhanced reputation of Scotland in the wider digital world.

Objective 3: Promote new behaviours for teaching

Expected Benefits: a measurable improvement in the application of technology in learning; increased innovation by teachers and learners in classroom practice; increased achievement by learners; increased sharing and collaboration amongst teachers to develop themselves as learners.

Objective 4: Deepen parental engagement

Expected Benefits: an increase in the amount of communication between schools and homes, relating to learners achievements; increased involvement of parents in their child's learning through greater access to opportunities; increased digital literacy amongst parents.

Objective 5: Strengthen position on hardware and associated infrastructure

Benefits: an increase in the number of devices in use in schools; a reduction in the cost of maintenance of devices for local authorities; an increase in the connectivity for schools and local authorities; an improved awareness of connectivity speeds around the country; published research on the impact of connectivity on education, social and community services; a reduction in the cost of centrally procured or managed services; an increase in the sharing of good and interesting practice; an increase in the involvement of the education community in forming a shared understanding of excellence.

Appendix IV

National Policy Drivers of Vision for ICT in Learning

Scottish Government Education Act (Scotland) 1980 <http://www.legislation.gov.uk/ukpga/1980/44>

Scottish Government Education (Additional Support for Learning) (Scotland) Act 2004
<http://www.legislation.gov.uk/asp/2004/4/contents>

Skills Development Scotland, Digital Skills Framework
http://www.skillsdevelopmentscotland.co.uk/media/987939/ict_digital_technologies_sector_skills_investment_plan.pdf

Scottish Government 5 ICT in Education Objectives
<http://www.scotland.gov.uk/Topics/Education/Schools/ICTinLearning>

Getting It Right For Every Child – GIRFEC
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Scotland's Digital Future
<http://www.scotland.gov.uk/Resource/0042/00421478.pdf>

Curriculum for Excellence
<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/>

General Teaching Council of Scotland - Professional Standards
<http://www.gtcs.org.uk/standards/standards.aspx>

Appendix V ICT in Learning Strategy and Sub Groups– Members

Bill Alexander	ICT in Learning Strategy Group	Director of Care and Learning (Chair)
Andy Robb	ICT in Learning Strategy Group / Curriculum and Technology / Operations and Projects	Principal Service Information Officer / ICT Curriculum Manager
Louise Jones	ICT in Learning Strategy Group / Curriculum and Technology / Operations and Projects	ICT Curriculum Manager / ICT in Learning Reprovision Lead
Chris O'Neill	ICT in Learning Strategy Group / Curriculum and Technology	Head Teacher Charleston Academy
Colin Jack	ICT in Learning Strategy Group / Operations and Projects Board	Acting Service Information and Support Manager
John Grieve	ICT in Learning Strategy Group / Operations and Projects Board	Corporate ICT Manager
Jon Shepherd	ICT in Learning Strategy Group / Operations and Projects Board	ICT Strategy and Projects Manager
Kenny Templeton	ICT in learning Strategy Group	ICT in Learning Reprovision
Laura Gordon	ICT in Learning Strategy Group	Head Teacher Alness Academy
Robert Quigley	ICT in Learning Strategy Group	Head Teacher Milton of Leys Primary School
Vicki Nairn	ICT in Learning Strategy Group	Head of E-Government
Bernadette Cairns	ICT in Learning Strategy Group	Head of Additional Support Services
Kenny Templeton	ICT in learning Strategy Group	ICT in Learning Reprovision
Laura Gordon	ICT in Learning Strategy Group	Head Teacher Alness Academy
Robert Quigley	ICT in Learning Strategy Group	Head Teacher Milton of Leys Primary School
Alan Hoseason	Operations and Projects Board	Highlife Highland ICT Manager
Angus Gray	Curriculum and Technology Group	Curriculum Area Development Officer
Yvonne Cairns	Curriculum and Technology Group	Schools Development Officer (ICT)
Brian MacDonald	Curriculum and Technology Group	Curriculum Area Development Officer
Chris Aitken	Curriculum and Technology Group	Teacher (Wick High School)
Deirdre Murray	Curriculum and Technology Group	Teacher (Alness Academy)
Fiona Shearer	Curriculum and Technology Group	Head Teacher (Raigmore Primary School)
James Cook	Curriculum and Technology Group	Literacy and Assessment Officer
John Finlayson	Curriculum and Technology Group	Head Teacher (Portree Primary School)
Terry Kerr	Curriculum and Technology Group	CPD Development Officer
Alan Stewart	Curriculum and Technology Group	Development Officer ICT / ASN