

Education Children and Families Committee

10am, Tuesday, 21 May 2019

Edinburgh Learns: Framework for Digital Learning

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 approve the Edinburgh Learns Framework for Digital Learning, to develop and extend digital learning across the City
 - 1.1.2 note the need for partnership working
 - 1.1.3 note the adherence to commitment on improving equity
 - 1.1.4 request a report in December 2019 which details the progress made on the implementation of the digital strategy. This should focus on any technical difficulties encountered with the infrastructure and any technical support required as identified by the officer working group including cluster technicians, school budgets and the affordability of hardware, and wifi access at home.

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Framework for Digital Learning

2. Executive Summary

- 2.1 Part of the Edinburgh Learns suite of guidance, this report details how attainment will be raised across the city's schools through improved teaching and learning, using digital technologies. It specifies the actions required at all levels to consistently and sustainably provide digital access and emphasises the need for close partnership working and the requirement to ensure equity of access.

3. Background

- 3.1 The use of digital technology is an essential part of life and learning. Evidence shows that where it is planned for strategically, and seen as complementary to learning and teaching, the impact on learners is strong¹. This Edinburgh Learns Framework provides an extensive research base, and clear guidance for officers, teachers and Headteachers on how to achieve consistent high quality digital learning in schools. It makes explicit reference to current Education Scotland advice and is based on a legacy of good practice in certain schools across the city.

4. Main report

- 4.1 Research clearly shows the benefits of well-planned, equitable use of digital technology to enhance learning (Appendix p4-6).
- 4.2 The views of previous ECF Committee (2015) show approval for the use of a 1:1 approach as 'the most equitable way to embed information and communication technology.'
- 4.3 The Framework follows guidance detailed in the Digital Learning and Teaching Strategy for Scotland namely:
- 4.3.1 to develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
 - 4.3.2 to improve access to digital technology for all learners.

¹ HMI report on Tynecastle High School 2018

- 4.3.3 to ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- 4.3.4 to empower leaders of change to drive innovation and investment in digital technology for learning and teaching.
- 4.4 To achieve this officers will support schools to work together with their cluster to define their strategy; they will work with colleagues to ensure that schools have the appropriate hardware and improved network; and they will develop professional learning that can be easily accessed and disseminated.
- 4.5 This will require improved communication and planning with our digital partners, currently CGI, as well as better arrangements to provide equitable technical support to schools.
- 4.6 In common with other Edinburgh Learns Frameworks, the guidance will be kept under review by a Strategic Group of school leaders, stakeholders and officers. This group will report annually to this Committee on progress.
- 4.7 To ensure full success, a Quality Improvement Officer has been remitted to oversee the delivery of this framework and to make the necessary links with services and partners.
- 4.8 The devices used in the delivery of digital learning are a factor considered in this strategy. The overwhelming majority of schools have followed previous guidance and deliver a 1:1, school managed approach. The consideration of the Council to trial 'Bring Your own Device' is still under review at James Gillespie's High School. The Digital School's Award self-evaluation document is being used to gauge the success of this approach. This is the same self-evaluation process identified in the Framework and is used by all schools in determining the effectiveness of their approaches and their next steps. This document will be presented to the ECF Committee in May.
- 4.9 To date, 267 users are currently accessing LT_Open wifi on their own devices at James Gillespie's High School. No learners living in poverty have been allocated a school device. The school is working with officers from the Digital Learning Team and the Quality Improvement Service to develop a strategic approach to embedding digital technology in learning and teaching, and members of staff have visited Tynecastle High School to observe good practice. To date the following successes have been noted:
 - 4.9.1 the school have a Digital Leaders group comprising of staff from a variety of subject areas who are working to develop and improve the school's Digital Strategy. This group have also created a comprehensive CLPL schedule offering digital workshops to all staff.
 - 4.9.2 Several staff are developing their use of Microsoft Notebook and Microsoft Teams with their classes. These approaches ensure that digital technologies support learning and teaching.

5. Next Steps

- 5.1 The Quality Improvement and Curriculum service aims to begin negotiations with the Digital learning Team and CGI to strengthen and improve the service to schools. We will also review the manner in which technical support is delivered to schools. This will require full consultation with Headteachers and a review of the technician service.

6. Financial impact

- 6.1 Headteachers have a devolved budget to purchase devices and employ a technician

7. Stakeholder/Community Impact

- 7.1 A programme of consultation has been planned and has already taken feedback from primary Headteachers. The Framework is currently with schools for discussion with their Parent Councils. Further events with the other Frameworks are scheduled before the end of the session.

8. Background reading/external references

None.

9. Appendices

- 9.1 Appendix 1 - Edinburgh Learns Framework for Digital learning

Teaching and Learning



Excellence in Learning

Framework for Teaching and Learning: **Digital Learning**

City of Edinburgh Council

*working to embed digital technologies in learning and
teaching to improve outcomes for all learners*

January 2019

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Aims & Rationale

The aim of this framework is to ensure excellence in the use of Digital Learning within Teaching and Learning in all of our schools and Early Learning and Childcare (ELC) settings.

The rationale for the use of digital technologies in learning and teaching (Digital Learning) is grounded in research and advice from the Scottish Government and supported by international agencies.

Since 2011, Scotland has had a national Digital Learning Strategy, the most recent second version published in 2016 - 'Enhancing Learning and Teaching through the use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland' (Scottish Government, 2016). This strategy ensures that the use of digital learning is considered, promoted and supported to ensure that its contribution to the overarching vision for Scottish Education is realised: 'excellence through raising attainment' and 'achieving equity'.

The four objectives of the Digital Learning and Teaching Strategy for Scotland are:

- to develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching
- to improve access to digital technology for all learners
- to ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
- to empower leaders of change to drive innovation and investment in digital technology for learning and teaching

(Scottish Government, 2016, p3)

The Scottish Government, in pursuit of these objectives, has asked local authorities to develop their own local strategies to take forward those objectives and deliver key actions. This framework sets out how the City of Edinburgh will work to support this national strategy and continue to enhance outcomes for all learners through the use of digital learning.

Background

In 2011, the Scottish Government published its first Digital Learning Strategy in the form of the ‘Technologies for Learning Strategy’. The five objectives of this strategy were to:

- change the culture of digital technologies in education
- improve the confidence in the use of ICT for learners, teachers, school leaders and parents
- promote new behaviours for teaching
- increase and strengthen parental engagement
- provision the best support for hardware and associated ICT infrastructure

CEC supported this strategy by developing and publishing the ‘Edinburgh ICT Self-Evaluation Framework’. This was created to provide a structure for schools to review their use of ICT and its impact on school improvement, based on the BECTA Self-Review Framework and National Objectives set out above. The framework enabled schools to review their use of ICT in the context of leadership and management, planning, learning and teaching, professional development and resources.

Education Scotland had also previously published in 2006 their Curriculum for Excellence ‘ICT to Enhance Learning’ experiences and outcomes which were the responsibility of all practitioners. (Scottish Government, 2006)

In 2012, the City of Edinburgh, after consultation with schools and a mobile technology research paper commissioned on their behalf, published a 1:1 Toolkit for schools who were ready to adopt mobile technologies as a means of delivering the national digital strategy and enhancing learning and teaching.

In 2014 the Digital Learning Team, in agreement with Headteachers, published the paper ‘Developing 1:1 Digital Learning’ highlighting two key objectives for all schools and establishments: that ICT is routinely and effectively embedded in all aspects of learning and teaching, and that all learners have personal access to ICT whenever and wherever it benefits learning (Developing 1:1 Digital Learning, City of Edinburgh Council. 2014). In 2015 the Education, Children and Families Committee of the City of Edinburgh Council noted *“the deployment of 1:1 devices as the most equitable and effective way to embed Information and Communication*

Technology (ICT) in learning and teaching". (1:1 Digital Learning Rollout Report, City of Edinburgh Council, 2015).

The Scottish Council for Development and Industry commented that *'Digital skills should be embedded in the curriculum and developing a digital literacy for all has to be integral throughout the Curriculum for Excellence'* (Scottish Council for Development and Industry, 2014, p17).

In 2015, the Scottish Government commissioned a 'Literature Review on the Impact of Digital Technology on Learning and Teaching'. The conclusion of this review noted that there was *'conclusive evidence that digital technologies can support educational attainment in general', 'indicative evidence that digital technologies can support educational attainment in literacy and closing the gap in attainment between groups of learners' and 'promising evidence that digital technologies can provide assistance to overcoming the challenges faced by some learners; improvements in employability skills and knowledge of career pathways; improved communications with parents; and time efficiencies for teachers'* (Scottish Government, 2015, p41-42).

The literature review highlighted the areas necessary for the successful implementation of digital learning. Successful implementation required *'support to teachers in the form of opportunities to learning (both formally and informally), embedding digital learning in continuing professional development and initial teacher training, direction and leadership within a school, functioning digital equipment and tools, and an environment that gives teachers the flexibility to introduce and use digital learning'* (Scottish Government, 2015, p44).

Education Scotland, also in 2015, published the 4th and current edition of How Good Is Our School? (HGIOS4) where digital technologies were mentioned throughout all three quality indicators.

The OECD, again in 2015, published their report 'Student, Computers and Learning: Making the Connection'. Whilst making quick headlines that 'computers do not improve pupil results' (BBC, 2015), the report states that *'Technology is the only way to dramatically expand access to knowledge' and that 'to deliver on the promises technology holds, countries will need a convincing strategy to build teachers' capacity. And policy-makers need to become better at building support for this agenda. Given the uncertainties that accompany all change, educators will always opt to maintain the status quo. If we want to mobilise support for more technology-rich schools, we need to*

become better at communicating the need and building support for change. We need to invest in capacity development and change-management skills, develop sound evidence and feed this evidence back to institutions, and back all that up with sustainable financing. Last but not least, it is vital that teachers become active agents for change, not just in implementing technological innovations, but in designing them too' (OECD, 2015. P4).

In 2017, Education Scotland revised their 'ICT to Enhance Learning' experiences and outcomes as part of a wider refresh of the Technologies experiences and outcomes. This refresh produced the current 'Digital Literacy' outcomes which, along with literacy, numeracy and health and wellbeing, *'should be placed at the heart of all learning, not only the technologies area of the curriculum. Digital literacy outcomes could be met in any/all curriculum areas and so all practitioners can contribute to and reinforce them'* (Education Scotland, 2017, p3).

The current Digital Learning and Teaching Strategy for Scotland emerged out of this research, insight and knowledge. This Framework seeks to turn that strategy into a reality and ensure that we are continuously working to embed technologies in learning and teaching to improve outcomes for all of our learners and ensuring equitable access to digital learning for all. We are proud to have a number of schools across Edinburgh who are leading the way nationally in their use of mobile technologies to enhance learning and teaching. This strategy will help to ensure that this opportunity extends to all schools and learners in Edinburgh.

Roles and Responsibilities

The roles and responsibilities set out below are in addition to those set out in the Framework for Teaching and Learning.

These roles and responsibilities are essential for us to move forward with digital learning and teaching in order to ensure student skills in digital technologies are developed and nurtured, that students have access to technology and are able to leverage the benefits of technology to access the curriculum and work creatively, that there is a consistent approach to the development and pursuit of excellence in digital learning across all schools and establishments, that pedagogy is improved with digital learning and also collaboration across classes, schools and clusters is improved through digital learning, that family learning is enhanced and savings made in money and time.

Role and responsibilities for the following staff are set out in the next pages: Chief Education Officer, Quality Improvement Team, Digital Learning Team, Head Teachers, Digital Leaders, Class Teachers, ICT Technicians.

With the enriching of learning and teaching and equity of opportunity at the heart of our work around digital learning, students will be entitled to:

- Experience the benefits of digital technologies at each stage of their learning
- Make use of digital technologies to support access to the curriculum
- Make use of digital technologies to support creativity

In the roles and responsibilities set out in pages 8-12, the following abbreviations are used to indicate where items have originated:

GTCS CLPL GTCS Standard for Career Long Professional Learning (2012)

GTCS SFR GTCS Standards for Registration (2012)

HGIOS4 How Good is our School 4 (2015)

NDLTS National Digital Learning and Teaching Strategy (2016)

To ensure the effective use of digital technologies across the curriculum, the **Chief Education Officer** will:

1. Provide an annual overview to Education Scotland of our progress in delivering the objectives of the Digital Learning and Teaching Strategy for Scotland, informed by School Improvement Plans
2. Actively look for opportunities to continually invest in an equitable and sustainable digital estate and infrastructure, including the procurement of appropriate digital devices (LA)
3. Ensure that digital technology is a key consideration in all local authority investment programmes pertaining to improvements in the education estate, including development resources (LA)
4. Facilitate dialogue between local authority education and IT departments to ensure that education establishments receive appropriate and effective digital access and that the future needs of learners are proactively and regularly considered (LA)
5. Ensure appropriate technical ICT support is available to all establishments to ensure ICT resources are available and online at all times
6. Support education establishments in enabling equitable digital access to all learners (LA)

To ensure the effective use of digital technologies across the curriculum, the **Quality Improvement Team** will:

Develop the skills of our educators

1. Identify and promote effective practice in digital learning in all schools, establishments and settings (LA)

Enhance curriculum and assessment delivery

2. Support education establishments in identifying how digital technology can be used to enhance learning and teaching across all curriculum areas (LA)
3. Provide support and challenge to schools, establishments and settings to bring about improvements in learning and teaching through the use of digital technologies

To ensure the effective use of digital technologies across the curriculum, the **Digital Learning Team** will:

Develop the skills of our educators
<ol style="list-style-type: none"> 1. Provide educators with access to an inspiring and ambitious range of career-long professional learning opportunities that will allow them to make the most effective use of digital technology to enrich learning and teaching and develop the digital skills of their learners (LA) 2. Create a Digital Learning Leaders' Network and actively grow the network to build capacity in schools and establishments in order to promote the benefits of digital learning for and to all learning and educators (LA) 3. Actively participate in the Regional Improvement Collaborative and share knowledge across education establishments (LA)
Improve Access
<ol style="list-style-type: none"> 4. Ensure that all learners and educators within the local authority can access the relevant Office 365 and Glow online resources (LA)
Enhance Curriculum and Assessment Delivery
<ol style="list-style-type: none"> 5. Actively work with SQA and Digital Leaders to share experiences in order to help develop and improve approaches to digital assessment (LA) 6. Support education establishments in delivering the Digital Literacy experiences and outcomes
Empower Leaders
<ol style="list-style-type: none"> 7. Provide advice and support to clusters, schools, establishments and settings regarding their current use of digital learning and support self-evaluation to identify areas for improvement 8. Support schools and establishments in developing localised cluster digital learning strategies (including integrated support for progression in digital learning and the sharing of knowledge and skills across establishments to ensure that all learners benefit from an education enhanced by digital technologies) 9. Provide access to a range of CLPL opportunities for educational leaders, allowing them to make informed decisions about the best use of digital technology to enrich education and promote digital skills development (LA) 10. Advise schools and establishments around measuring the impact of digital technologies in learning and teaching 11. Provide advice and support for schools around the Digital Schools Award Scotland

To ensure the effective use of digital technologies across the curriculum, **Headteachers** will:

Develop the skills of our educators
<ol style="list-style-type: none"> 1. Encourage educators to share innovative and effective practice both face-to-face and through digital platforms (EE) 2. Look for opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in education (EE) 3. Ensure that appropriate CLPL opportunities are offered to all staff (EE) 4. Engage parent/carer groups in discussions around the benefits of digital learning, online safety and cyber resilience (EE)
Improve Access
<ol style="list-style-type: none"> 5. Ensure that all learners, including those with additional support needs, are able to access appropriate digital technologies for learning, teaching and assessment (EE) 6. Work with the local authority to procure appropriate digital hardware and software that supports learning and teaching (EE) 7. Ensure that all learners, including those with additional support needs, are able to access appropriate digital technology for learning and teaching (EE)
Enhance Curriculum and Assessment Delivery
<ol style="list-style-type: none"> 8. Ensure that all available resources, including digital technologies, are used effectively to create and sustain effective learning environments. (HGIOS4 QI 1.5)
Empower Leaders
<ol style="list-style-type: none"> 9. Ensure that the use of digital learning within their establishment aligns closely with self-evaluation and improvement guidance at local and national level (e.g. HGIOS4 and Digital Schools Award Scotland) (EE) 10. Appoint a Digital Leader 11. Ensure that their school and learning community regularly interrogate data, making use of digital technology to support this where relevant and appropriate (HGIOS4, 1.1) 12. Measure the impact of digital technologies in learning and teaching 13. Make effective use of digital communication and balance this well with opportunities for face-to-face discussions and collegiate time (QI 1.4, Leadership and Management) 14. Engage with the Digital Schools Award Scotland

To ensure the effective use of digital technologies across the curriculum, **Digital Leaders** will:

Develop the skills of our educators

1. Keep up to date with current digital learning best practice, taking advice from and liaising regularly with the Digital Learning Team
2. Take an active role in the Digital Leaders' Network
3. Work with school leaders to ensure that appropriate CLPL opportunities are offered in their establishments to a range of educators to ensure that educators have a critical understanding of digital technologies and how these can be used to support learning (GTCS, CLPL, 3(i)) (EE)
4. Ensure that students and new staff are sufficiently supported in the appropriate and effective use of digital learning (EE)

Enhance Curriculum and Assessment Delivery

5. Work to identify opportunities to enhance assessment using digital technologies (EE)
6. Be aware of the Digital Literacy experiences, outcomes and benchmarks and support colleagues in how these may be met across the curriculum (EE)

Empower Leaders

7. Support schools and establishments in measuring the impact of digital technologies in learning and teaching
8. Support their school in working towards the Digital Schools Award Scotland

To ensure the effective use of digital technologies across the curriculum, **Class Teachers** will:

Develop the skills of our educators
<ol style="list-style-type: none">1. Have secure knowledge and understanding of current guidance on the use of digital technologies in school and know how to use digital technologies competently to enhance teaching and learning (GTCS SFR, 2012, 2.1.4)2. Engage with appropriate CLPL digital learning opportunities
Improve Access
<ol style="list-style-type: none">3. Enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning (GTCS SFR, 2012, 3.2.1)
Enhance Curriculum and Assessment Delivery
<ol style="list-style-type: none">4. Provide a range of opportunities for learners to develop their digital skills across the curriculum (EE)5. Make the best use of available resources, including digital technologies, to create, sustain and enhance a motivating environment for effective learning (QI 1.5 Management of Resources to promote equity)6. Ensure that learning is enriched and supported by effective use of digital technologies (QI 2.3, Learning, teaching and assessment)7. Ensure appropriate Digital Literacy experiences, outcomes and benchmarks are embedded in their area of the curriculum8. Provide a range of opportunities for learners to develop their creative skills using digital learning across the curriculum9. Employ a range of teaching strategies and resources including digital technologies to meet the needs and abilities of learners (GTCS SFR, 2012, 3.1.3)

To ensure the effective use of digital technologies across the curriculum, **Digital (ICT) Technicians** will

<ol style="list-style-type: none">1. Keep up to date with current trends in digital learning and liaise frequently with the Digital Learning Team and Digital Leaders2. Ensure that digital technologies, including hardware and software, are fit for purpose, up to date and easily accessible for users (EE)
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Key Strategic Actions

To ensure the effective use of digital technologies across the curriculum, Headteachers and Heads of Centres should incorporate the following key features into the work of the school in a planned approach taking account of local circumstances:

- **Self-Evaluation**

All schools and establishments should complete a digital learning self-evaluation supported by the Digital Learning Team. This will be used to inform next-steps in improvement planning and ensuring that all students have access to an equitable digital learning experience.

- **Digital Leaders**

All schools and establishments will appoint a member of staff as Digital Lead. The Digital Lead will liaise with the Digital Learning Team and keep up to date with current developments in digital learning.

The Digital Leader will be passionate about ensuring CLPL opportunities and opportunities for sharing good practice are available for all staff within the establishment, and across establishments as well, in collaboration with other Digital Learning Leads.

- **ICT Coordinators**

All schools and establishments will nominate a member of staff as ICT Coordinator. The ICT Coordinator will liaise with the Digital Learning Team, Digital Leaders and other ICT Coordinators to ensure that software and hardware are operational and up to date and any issues recorded.

- **Locality and Cluster Working**

Digital Leaders will work across clusters, offering inspiring CLPL to all staff as necessary. The Digital Learning Team will coordinate locality events to encourage further networking and sharing of good practice around digital learning.

Schools will develop cluster digital strategies to take advantage of the benefits of digital learning at all stages of learning, and during times of transition. At all times the use of digital technologies will be a key consideration in the planning of time and space. We will choose, wherever possible, to use digital technologies to work more efficiently and effectively.

References

Education Scotland (2017) [Curriculum for Excellence: Experiences and Outcomes](#)

Education Scotland (2015) [How Good Is Our School?](#) (4th Edition)

OECD (2015) [Students, Computers and Learning. Making the Connection.](#) Paris: OECD

Scottish Council for Development and Industry (2014) [Digital Solutions to the Productivity Puzzle](#)

Scottish Government (2015) [Literature Review on the Impact of Digital Technologies on Learning and Teaching](#)

Scottish Government (2016) [Enhancing Learning and Teaching through the use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland](#)

Appendices

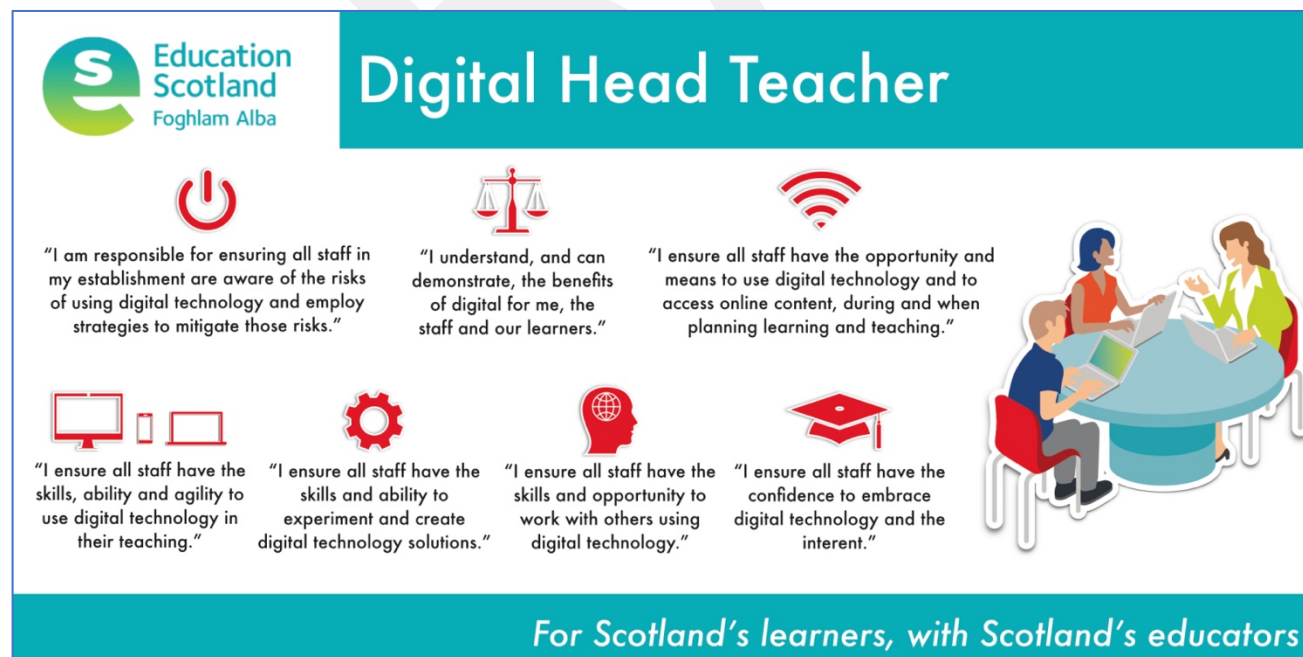
Appendix A: Education Scotland Digital Vision Diagrams

Available at <https://digilearn.scot/digital-vision/>


Digital Local Authority




Digital Head Teacher




Digital Teacher




Digital Teacher




"I have the skills and ability to experiment and create digital technology solutions."




"I understand and can demonstrate the benefits of digital for me and my learners."




"I have the opportunity and means to use digital technology and access online content, during and when planning learning and teaching."




"I have the skills, ability and agility to use digital technology in my teaching."




"I have the skills and knowledge to use the internet and digital devices safely and responsibly."



"I have the skills and opportunity to work with others using digital technology."




"I have the confidence to embrace digital technology and the internet."




For Scotland's learners, with Scotland's educators


Digital Learner




Digital Learner




"I understand and can demonstrate, the benefits of digital technology."




"I have the skills and ability to experiment and create innovative digital solutions."




"I have the skills and knowledge to use the internet safely and responsibly."




"I have the skills and opportunity to work with others using digital technology."



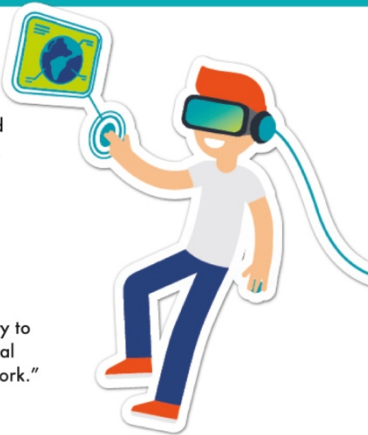
"I have the opportunity and means to use digital technology to access online content."




"I have the confidence and competence to embrace digital technology and the internet."




"I have the skills, ability and agility to select and use appropriate digital technology for learning, life and work."




For Scotland's learners, with Scotland's educators




Digital ELC & Primary School




"We will integrate digital technologies across the curriculum. Staff will demonstrate a clear understanding of how digital technology can be used to improve learning."




"We will demonstrate a commitment to ongoing professional development around digital technology, informing teachers of courses in professional development, as well as offering general support."




"We will have a digital technology strategy, and a positive attitude towards digital technology."




"We will have appropriate digital technology resources, including hardware, software and infrastructure to support particular learning environments and reflect plans for digital technology development as outlined in our policy."




"We will demonstrate an awareness that digital technology affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community."




For Scotland's learners, with Scotland's educators




Digital Secondary School




"We will integrate digital technologies across the curriculum. Staff will demonstrate a clear understanding of how digital technology can be used to improve learning."




"We will demonstrate a commitment to ongoing professional development around digital technology, informing teachers of courses in professional development, as well as offering general support."




"We will have a digital technology strategy, and a positive attitude towards digital technology."



"We will have appropriate digital technology resources, including hardware, software and infrastructure to support particular learning environments and reflect plans for digital technology development as outlined in our policy."



"We will demonstrate an awareness that digital technology affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community."



For Scotland's learners, with Scotland's educators

Appendix B: Models of Digital Technology Integration

When considering an equitable digital learning experience for all pupils, a number of successful deployment models already in use in Edinburgh. Schools should consider at what stage they are in this process during their self-evaluation and ensure that they are working towards a model where all students have equitable access to technology.

Staff have access to their own digital technology	To ensure schools and establishments enable staff to make best use of digital and mobile technology staff are issued with a mobile device. This ensures consistency of experience, improved access to CLPL and the ability to work ‘digitally by default’ working across their own establishment, cluster, neighbourhood, authority and RIC, making use of the systems available to enhance sharing and anywhere, anytime working.
Students have access to digital technology as required	In this model, popular throughout ELCs, primary schools and lower secondary, students have access to technology at the point of need via a shared model. This may be a set of mobile devices in a classroom or a shared set that can be used as required.
Students have access to their own digital technology	In this model, commonly referred to as 1:1, used in secondary schools and upper primary, students have access to their own digital technology for learning. Since 2012 this model has proved successful and has enabled learning, teaching and assessment to be more easily accessed by all learners, breaking down barriers to learning, working more creatively and improving outcomes. This model continues to enable an equitable and effective 1:1 anywhere, anytime digital learning experience for all students.

The authority’s recommended mobile device since 2014 is the iPad and this continues to be the recommended device for education. The paper ‘Developing 1:1 Digital Learning’ sets out the 1:1 implementation process and the 1:1 toolkit which was created to support schools by the Digital Learning Team.