Agenda Item	17.
Report No	ECAS 32/15

The Highland Council

**Education, Children and Adult Services Committee
11 February 2015**

ICT in Learning Strategy

Report by Director of Care and Learning

Summary

This report provides committee members with information on engagement activities and outcomes that have informed a new Vision and Strategic Action Plan designed to take forward ICT in Learning for Highland schools. The report also updates members on the process and next steps for ICT Reprovision relating to schools.

1.   Background

1.1   The Highland Council is reviewing 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 element. In establishing the requirements for ICT in Learning, an extensive engagement process has taken place.

1.2   In January 2014, the Care and Learning Service embarked on the engagement approach to understand the requirements for future ICT provision and also the kinds of activities required to support the development of ICT in Learning in Highland.

1.3   Education is undergoing a transformation due to the ubiquitous nature of modern digital lifestyles and changing youth culture. It is vital that learning embraces culturally relevant technology, and takes account of the need for pupils to learn about technology for future careers.

1.4   Digital access for all and the skills to use it effectively, are also essential for health, wellbeing and prosperity. This is particularly important for aspects of digital exclusion either from rural or deprivation issues

1.5   The Care and Learning Service has developed a Strategic Action Plan to ensure all learners have access to the appropriate technology to help them acquire these vital skills. This is attached as **Appendix 1**.

1.6   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.

1.7   The Scottish Government has recently introduced new structures to the curriculum which will require teachers and learners to be confident and competent in the use of technology. Highland schools, teachers and pupils must be ready to embrace changes that will inevitably take place.

1.8   The breadth of engagement activities to establish these requirements included:

- Engagement with a range of stakeholder groups, including teachers, education officers, pupils and services. All engagements have been formally recorded.
- Ongoing dialogue with other Local Authorities Education and 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 process and provided information on national developments.

1.9 The resultant Draft Vision and Strategic Action Plan has been discussed with a number of key groups including the ICT Reprovision Board, ICT in Learning Strategy Group and ICT Board (Members). The feedback from these groups and elected members has contributed further to the refinement of the plan.

2. Vision and Key Areas

2.1 The Care and Learning Service Vision for ICT in Learning, is based on the outcomes of these extensive engagement activities.

VISION

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 and use of Management Information Systems.

3. Ensure that we are more effective and efficient in the use of our resources. Seek to build capacity and reduce bureaucracy.

2.2 21st Century education and the ground swell of feedback through the engagement process has indicated the need for 'technology rich environments' in schools. In order to provide this and make a difference to learning and teaching, a new approach and strategy is required.

2.3 The approach must be a long term strategy with well laid out plans that cover all areas. The key areas that have been identified are

- **Infrastructure** – This is concerned with networks, wireless and ability for personal devices and technologies to connect, the right bandwidth capacity to support an increased pupil devices and robust local network.
- **Devices** - The increased amount of and appropriate mix of laptops, mobile devices and PCs available to schools as part of the ICT provision.
- **Pedagogy** – the science of the way technology is used in learning and for learning. Pupils using technology that is relevant for them and helps them acquire digital literacy skills. The ways in which we use content, tools and

services that are available from any device at any time including distance learning.

- **Supporting Leaders** - Head teachers and leaders require support from the service to take ICT in Learning forward in their schools and develop their own vision with pupils.
- **Staff Continuing Professional Development** - how we provide staff with opportunities to enhance their knowledge and acquire necessary skills.
- **Transforming Culture** the ways in which we as a service ensure the use of ICT in Learning is inclusive and relevant, accountability is understood for taking ICT in Learning forward and how we engage with communities to support digital access.

2.4   The Strategic Action Plan sets out the high level activities that have been requested by Head teachers and in response to feedback through the engagement process. Once approved, further work is required to show the activities in finer detail with actions and timescales. There are actions that will be required immediately, with more long term objectives to support and prepare the service for the transition to the new ICT provision post September 2016 and also to transform ICT in learning.

3   Impact on learning

3.1   By providing technology rich environments in schools, it is anticipated that learners will have greater access to information, to be able to share/create content and increased *independent* learning. This includes the ability to discover, develop and apply competencies as set out in the Highland Council's Learning and Teaching Policy, including opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills.

3.2   The use of ICT in Learning, with enhanced pedagogies can empower teachers and learners, transforming teaching and learning processes from being highly teacher dominated to become learner centred. Case studies and research conducted through the engagement process, point to learners becoming more motivated to learn, encouraging learning at home with access to online or cloud based resources

3.3   There is a requirement to measure the impact of ICT in Learning and this will be a feature of the work of the ICT in Learning Team as we transition to new ICT Service provision and ultimately seek to transform the use of ICT.

4.   ICT Reprovision and ICT in Learning

4.1   The ICT Re-provision Programme will deliver the on-going supply of ICT Services for the Highland Council after the current out sourced managed service contract 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.

4.2   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 be delivered 'in-house'. To enable the ICT Re-provision Programme to deliver successfully, there has to be structured engagement to stimulate the flow of information, ideas and feedback.

4.3   The Care and Learning Service is actively engaged with the ICT Re-provision Team to further refine the requirements provided to date, and to work up in a timely fashion, the detailed specifications to be included in the tendering process. The final specifications will developed in consultation with key stakeholders.

4.4   The re-provision programme plan is currently being reviewed along with a further refinement of the proposed service towers, this is due to be available in early February, at which point any impacts can be assessed.

4.5   The Care and Learning ICT in Learning Team is currently working on;

- Device types and numbers – Consideration being given to what type of devices would work best in the Care and Learning environment and how many devices will be required. Once this is complete it will be assessed against the affordability model.

- Chromebook pilot starting in Feb 2015. This pilot will assess the suitability of the Google Chromebook for use within the curriculum environment.

- Review of Curriculum Applications – a full review of all applications is currently underway. This will look to reduce the overall number of desktop applications required and where possible replace them with cloud based (e.g. Glow) equivalents.

4.6   There is an aspiration to achieve one device per child, but this has to be both achievable and affordable. Ongoing consultations will confirm the feasibility of this approach.

5   Implications

5.1   **Resource**. Resources have been identified and committed to support the implementation of the Strategic Action Plan. The Service model requires to be affordable within the ICT reprovision programme.

5.2   **Legal** – There are no identified legal implications associated with the Strategic Action Plan. Legal implications for the ICT Reprovision Programme will be managed through the ICT Reprovision Team.

5.3   **Equalities**

5.3.1   The Strategic Action Plan has been designed to ensure that pupils and staff have access to the technology required for their learning – all aspects of requirements for inclusion have been considered including *access* to technology for learners with Additional Support Needs and Visual Impairment.

5.3.2   Digital exclusion based on rural or deprivation issues can increase inequalities. The Strategic Action Plan aims to support the acquisition of digital literacy skills that will enable individuals to have greater access to content, tools and services vital for lifestyles, health and wellbeing and employment. Community Broadband Scotland and initiatives such as Citizens Online projects will be considered in the delivery of this plan at a school community level. Highland Council are also committed to the Scottish Wide Area Network to ensure provision of superfast broadband into all schools in the Highlands.

5.4 **Climate Change/Carbon Clever** – The Strategic Action Plan will include actions based on being more efficient and effective with the use of our resources. Using technology effectively is proven to reduce printing costs and encourage distance based learning. Supporting the direction of paperless classrooms will be a specific action.

5.5 **Gaelic** – The use of ICT in Learning will seek to support the Gaelic Language Plan by promoting access to content, tools and services which offer Gaelic learning opportunities.

5.6 **Rural Implications** – Digital Exclusion is an issue affecting many Highland communities, the opportunities to access distance and online courses will increase access for learners who due to their rural location may not be able to attend college or university. One initiative that will assist in this area is the £120million investment in superfast broadband which is currently underway. This is currently planned to reach a minimum of 84% of premises in the Highlands and Islands.

6	**Recommendations**

6.1 Members are asked to:

    I. Note the breadth of engagement and research activities to date.
    II. Endorse the ICT in Learning draft Strategic Action Plan.

Designation: Director of Care and Learning

Date: 3 February 2015

Author: Louise Jones, ICT in Learning Manager
Kenny Templeton, ICT in Learning Reprovision Project Manager

ICT in Learning
Strategic Action Plan 2015

Ro-innleachd airson Fiosrachadh,
Conaltradh agus Teicneòlas

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.

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.

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 will be 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.
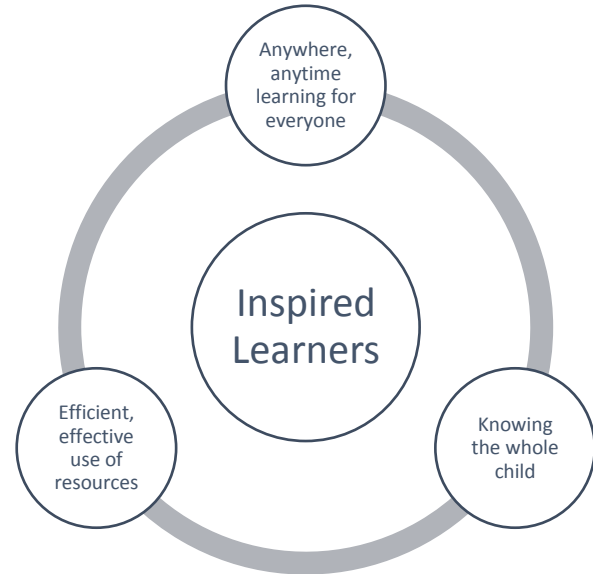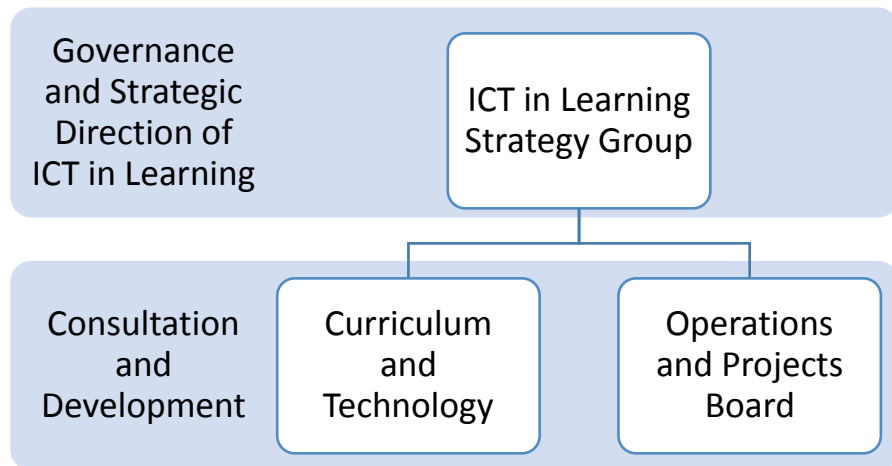
We will:

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.

Anywhere, anytime learning for everyone

Inspired Learners

Efficient, effective use of resources

Knowing the whole child

1.Infrastructure	2. Appropriate Technologies	3. Good Pedagogical Practice	4. School Leadership	5. Professional Learning
• Enabling • Access • Systems & Support	• Relevant Tools • Relevant Devices	• Effective Learning • Meeting Needs • Community Access	• School Strategy • ICT in Learning Approaches	• CPD • Communities of Practice

6. Transforming Culture   - Accountability and Mindsets

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.

Governance and Strategic Direction of ICT in Learning

ICT in Learning Strategy Group

Consultation and Development

Curriculum and Technology | **Operations and Projects Board**

ICT in Learning Strategy Group
Chaired by Director of Care and Learning
The Group meets once per month.

Curriculum and Technology Group
Chaired by Andy Robb, ICT Curriculum Liaison Manager
The Group meets once per term.

ICT in Learning Operations and Projects Board
Chaired by Brian Porter, Head of Resources
The Group meets once per month

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

Care and Learning Service - ICT in Learning Contacts

Louise Jones ICT in Learning louise.jones@highland.gov.uk
Development of ICT in Learning Strategic Action Plan and Pedagogical Approaches, School Leadership and CPD

Andy Robb ICT Curriculum Liaison Manager andy.robb@highland.gov.uk
Liaison for current service issues, changes and problem management & Glow Key Contact

Kenny Templeton – ICT in Learning Reprovision Kenny.templeton@highland.gov.uk
ICT in Learning Reprovision requirements infrastructure and devices

Yvonne Cairns – ICT Development Officer (Schools) yvonne.cairns@highland.gov.uk
Support, training and development of SEEMiS

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 will be considered within the context of Broad General Education (BGE) and Curriculum for Excellence.

21st Century Education - Digital Literacy Skills			
Significant Aspects of Learning			
Finding and Using Information	Understanding, Analysing and Evaluating	Creating Texts	Cultural, Social and Technological Awareness
- Search effectively - Find information - Be responsible about the places visited online	- Critically analyse information for accuracy, bias and relevance Understand the various forms of text which are: - 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	- 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	- 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	
1.Infrastructure • Access • Systems & Support	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	Current service development and as part of ICT Reprovision
	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.	
	Introduction of a one device per pupil model for learners	
2. Appropriate Technologies • Relevant Tools • Relevant Devices	In partnership with ICT Services and Care and Learning staff make available technologies that are culturally relevant for learning and teaching. Chromebook and iPad pilots evaluated and shared.	Current service development and as part of ICT Reprovision
	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	
	Ongoing support for and increased usage of SEEMiS as the service's Information Management System.	
	Support for the usage of Glow the Scottish Schools Digital Intranet and Google Apps for Education	
	Ongoing development of mobile technology such as iPads and Tablets or learning and teaching.	
	Ongoing development of the ways in which industry standards devices for creative industries can be used.	
3. Good Pedagogical Practice • Effective Learning • Meeting Needs	Development of Communities of Practice for sharing approaches and case studies in Highland and further afield, nationally and globally.	To be taken forward immediately by ICT in Learning Team
	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.	
	Support for Head Teachers to have current information about Open and Distance Learning (ODL) and Higher courses online. Guidance materials to provide accurate information about technology and operating conditions available to them.	
	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.	
	Support and promote the use of collaborative tools including Glow and GAFE	

Key Area	Descriptions and Activities	
4. School Leadership • School Strategy • ICT in Learning Approaches	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	To be taken forward immediately by ICT in Learning Team
	Support to use online tools and develop school websites / school level media strategies to encourage school community support.	
	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.	
	Introduction of 'Digital Leaders' pupil roles to support the development of ICT in Learning within the school.	
5. Professional Learning • CPD • Communities of Practice	Care and Learning ICT Team to support ongoing continuing professional development opportunities for learners (staff, pupils and community). This includes access to online resources and learning conversations.	To be taken forward immediately by ICT in Learning Team
	Baseline digital literacy skills assessment for Care and Learning Staff	
	Development of the TEPL Model Technology Enhanced Professional Learning, class and learning space observatories developed for 360 degree learning and teaching to be shared in 'real time'.	
	CPD Courses to be available online through Care and Learning and the ICT Portal.	

6. Transforming Culture   - Accountability and Mindsets
Cross cutting theme for challenging the culture of use of ICT and establishing accountability to develop ICT in Learning.
Inclusion of ICT in Learning statements in the Primary and Secondary Steer documentation
Develop the concepts of paperless classrooms by developing initiatives and providing evidence of impact.
Develop the support for Digital Exam Papers
HIGIOS3 and 4 referencing to develop framework for self-assessment and quality improvement
Specific projects to encourage digital enthusiasm and community engagement in use of ICT – Highland Lifestyle Survey to include information on digital access
ICT in Learning events – Care and Learning Staff including Business Teams, Senior Management Teams, ICT Services
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.

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.

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
Ruth Binks	ICT in Learning Strategy Group	Curriculum Manager
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
Ruth Binks	ICT in Learning Strategy Group	Curriculum Manager
Vicki Nairn	ICT in Learning Strategy Group	Head of E-Government
Kenny Templeton	ICT in learning Strategy Group	ICT in Learning Reprovision
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)
Michael Davidson	Curriculum and Technology Group	ICT Services Officer
Terry Kerr	Curriculum and Technology Group	CPD Development Officer
Victoria Robertson	Curriculum and Technology Group	Data Support Officer
Alan Stewart	Curriculum and Technology Group	Development Officer ICT / ASN