

Improving education and training through effective use of technology

Becta, working with key partners, has developed a set of key expectations which can be used as part of the visioning process when you are planning for your future use of technology.

These are designed to challenge thinking and act as a catalyst to discussions. They can help you develop your vision of 'what good looks like' and see where you can harness the power of technology now and in the future to support teaching and learning.

The key expectations will support all those who are involved in capital programmes.

KEY THEMES

- 1 Enriching the lives of young people, families and the wider community.ⁱ
- 2 Providing excellent teaching, learning and development.
- 3 Effective partnership working between learners, providers,ⁱⁱ parents/carers and employers
- 4 A highly skilled, motivated and well-led workforce.ⁱⁱⁱ
- 5 An effective infrastructure to deliver outcomes.

The key expectations can be used by individual schools/colleges, by partnerships/federations or across a local authority. They are a reference point that you could use after you have reviewed your current position using Generator, the Self-review framework or the LA Self-review framework.

Access to a range of exemplification and an online supporting tool, ICTProVision, are available to assist you to reach decisions on how you want ICT to support improvement. For more information see www.becta.org.uk/visionfortechnologyinlearning

Inclusion of all learners underpins all of the key expectations and is an essential consideration in each theme.

i 'community' refers to a wider community, not just the community inside schools and colleges.
ii 'providers' includes learning providers and other service providers within a local authority.
iii 'workforce' refers to the whole workforce within an institution or an authority.



1 KEY EXPECTATIONS

Enriching the lives of young people, families and the wider community

1.1 INCREASING ICT ACCESS FOR THE COMMUNITY

- a. The wider community has access to the ICT resources and facilities in educational settings within and beyond the traditional teaching day.
- b. Providers ensure that young people and their families have access to technology, connectivity and online services at home and/or in community and public settings.
- c. Providers collaborate to ensure that community websites and portals provide safe access to a full range of community and public services.

1.2 ENGAGING AND MOTIVATING THE WIDER COMMUNITY IN EDUCATION, PERSONAL, SOCIAL AND ECONOMIC DEVELOPMENT

- a. Providers encourage and motivate all members of the community to use technology for learning.
- b. Educational settings offer opportunities for the wider community to develop and improve their confidence and competence in the use of technology.
- c. Technology is used for engaging and consulting with young people, families and the wider community.
- d. Technology is used to improve the range, choice, accessibility and use of the services that the community needs.



2 KEY EXPECTATIONS

Providing excellent teaching, learning and development

2.1 ACCESS TO LEARNING

- a. Educational providers have and apply consistently Acceptable Use Policies that cover learners using their own hardware (e.g. laptops, personal devices, mobile phones, etc.) within their institution(s).
- b. Learners are able to use their own hardware to access resources and continue their learning from outside their institution(s).
- c. Learners have access to a choice of software, including online tools and services, appropriate to their individual needs.
- d. Technology gives learners access to a curriculum that is appropriate to their needs (e.g. support from assistive technologies, courses at other establishments and online courses).

2.2 SUPPORT FOR LEARNING

- a. All teaching and support staff use technology creatively to develop knowledge, skills and understanding and extend learning opportunities.
- b. Learners are provided with opportunities to create, publish and use a range of resources and tools through technology.
- c. Learners are provided with online support, including 1:1 tutoring/mentoring and peer support.
- d. Technology is used to support assessment, including self-assessment, in ways and at times that are appropriate to each learner.
- e. Technology is used to ensure assessments, records of achievement and reports are available on demand to learners and others (e.g. parents/carers).
- f. The curriculum provides learners with the opportunities to develop their ICT confidence and competence.
- g. Learners are taught how to use technology safely and securely.



3 KEY EXPECTATIONS

Effective partnership working between learners, providers, parents/carers and employers

3.1 PROVIDING AREA-WIDE ACCESS TO TECHNOLOGY

- a. ICT strategic plans are developed and implemented in partnership between local authorities, schools, colleges, parents/carers, community groups and other key partners.
- b. Partners work together to ensure that access to technology and services is co-ordinated and efficient.

3.2 INFORMATION AND RESOURCE SHARING

- a. Technology is used between partners to share securely information relating to learning and safeguarding (e.g. at key transition points and within 14–19 education).
- b. Technology is used by partners to develop and share resources, expertise and skills.

3.3 WORKING TOGETHER THROUGH TECHNOLOGY

- a. Learning providers work together using technology to identify and meet the needs of learners (e.g. ensuring curriculum continuity at key transition points).
- b. Learning providers use technology, including learning platforms and social networking tools, to encourage learners, parents/carers, employers and others to work together.



4

KEY EXPECTATIONS

A highly skilled, motivated and well-led workforce

4.1 STRATEGIC LEADERSHIP FOR THE USE OF ICT

- a. Leaders create an ethos that embraces technology.
- b. Leaders conduct systematic reviews of the use of technology in their institution(s) in consultation with the workforce, learners and parents/carers (e.g. using Self-review framework, Generator or local authority Self-review framework).
- c. Senior leaders describe the vision for technology and work with their teams to refine and implement that vision.
- d. Leaders provide the workforce with the opportunities and incentives to explore the potential of emerging technologies.
- e. Leaders set and reinforce minimum standards for the workforce to use technology within teaching, learning and management.

4.2 PROFESSIONAL DEVELOPMENT AND ICT

- a. Individuals regularly evaluate their personal ICT competency to inform their professional development.
- b. The workforce evaluates the effectiveness of their use of new and existing technologies to improve the quality of teaching and learning.
- c. The workforce takes advantage of development opportunities to improve their use of ICT in teaching, learning and management.
- d. The workforce uses technology to support their professional development (e.g. online courses, online mentoring and forums, researching and sharing best practice).



5 KEY EXPECTATIONS

An effective infrastructure to deliver outcomes

5.1 TECHNOLOGY WORKS FIRST TIME, EVERY TIME, WHEREVER AND WHENEVER IT IS NEEDED

- a. The technology systems are designed around the needs of the community they will serve in consultation with those in that community.
- b. Technology systems work together, exchange information easily and are simple to use.
- c. The technology systems are proactively managed to established industry standards.

5.2 SAFETY AND SECURITY

- a. Educational providers understand risks associated with digital access and information. They discuss with users the appropriate protection and security measures that need to be taken, both for safeguarding individuals and for securing data.

5.3 SUSTAINABILITY

- a. Providers understand environmental benefits and impact of technology and this informs their ICT strategy.
- b. Providers plan for their technology investment and have a clear financial model for ICT management and support, including replacement and enhancement.
- c. Technology systems are designed to meet appropriate standards for environmental sustainability.

