TAKING LEARNING TO THE NEXT LEVEL

DIGITAL TEACHING PROFESSIONAL FRAMEWORK
Guide for teachers and trainers
The intelligent use of digital technology has become a key way of improving teaching, learning and assessment in the FE and Training sector, supporting practitioners’ continuing professional development.

The Education and Training Foundation (ETF) has created this Digital Teaching Professional Framework in collaboration with Jisc to provide a structure for practitioner development and career progression.

Introduction

What is the Digital Teaching Professional Framework?

It is a competency framework for teaching and training practitioners in the FE and Training sector. It has been developed by the Education and Training Foundation (ETF) in collaboration with Jisc and has been designed to focus on the benefits of good pedagogy supported by technology to enhance learning. It will be accompanied from January 2019 by free, online, bite-size training modules with certification. Used alongside the Jisc Discovery tool, it will enable you to identify your training needs to help you develop your teaching and training practice.

There are seven elements to the framework which cover different teaching contexts and activities:

- A - Planning your teaching
- B - Approaches to teaching
- C - Supporting learners to develop employability skills
- D - Subject-specific and industry-specific teaching
- E - Assessment
- F - Accessibility and inclusion
- G - Self development

The competency statements for each of these seven elements are mapped onto three stages of personal development:

- **Stage 1: Exploring** – practitioners assimilate new information and develop basic digital practices.
- **Stage 2: Adopting** – practitioners apply their digital practices and expand them further.
- **Stage 3: Leading** – practitioners pass on their knowledge, critique existing practice and develop new practices.

This version of the framework is designed as a practical reference guide for practitioners. There is also a fuller version of the framework with more extensive descriptions of the activities associated with each competency and detailed cross-referencing between this and other frameworks for digital proficiency and the professional standards for teachers.

Both this version and the fuller version of the framework are available on the ETF website at: [etfoundation.co.uk/edtech](http://etfoundation.co.uk/edtech)

The framework will provide the backbone and background to what will become ETF’s ‘Enhance Digital Teaching Platform’ – the overarching solution for supporting and recognising practitioners in developing professional practice using technology which will be launched in January 2019. The Enhance Digital Teaching Platform will offer a CPD dashboard that will strengthen support for staff training and better guide staff development pathways.

Download the full framework or the guide for teachers and trainers at: [ETFOUNDATION.CO.UK/EDTECH](http://ETFOUNDATION.CO.UK/EDTECH)
Who is the framework for?

The framework is designed to support you as a teacher, tutor, trainer, assessor, lecturer or instructor working in any part of the FE and Training sector, including mainstream FE provision, adult and community learning, work-based learning and teaching and learning in prisons. It is also intended to provide a framework for managers and HR staff to support staff development plans.

Why use the framework?

It helps to make clear how the use of digital technology can enhance teaching and learning. It gives you practical ideas, and you can use the accompanying training modules both as free-standing resources and to work towards certified badges.

The framework will also aid HR staff by providing a framework that can be used strategically as part of a digital skills strategy and staff development plan.

“Technology will never replace great teachers, but technology in the hands of great teachers is transformational.” George Couros
PLANNING YOUR TEACHING

Using digital technology to help you plan for better teaching and learning
| A1 | Planning and looking for information – how can technology best support your planning? | **The exploring teacher/trainer**  
**Stage 1** | I use online search strategies to identify resources and content relevant for teaching and learning. I am aware of digital environments which provide educational resources. |
|----|---------------------------------|---------------------------------|---------------------------------|
| A2 | Designing and adapting activities | **The developing teacher/trainer**  
**Stage 2** | I use search strategies to identify resources which I can modify and adapt to fit the needs of my teaching. I locate apps, games and resources to enhance learning. I evaluate the reliability of digital resources and their suitability and give feedback and recommendations on resources. |
| A3 | Support for learning and support activities including initial assessment – empowering learners through technology | **The leading teacher/trainer**  
**Stage 3** | I promote the use of digital resources by providing guidance to colleagues on effective search strategies and sites that curate and review apps for education. I review resources based on clear criteria for relevance and effectiveness. |
| A4 | Communication and collaboration with colleagues – how technology can offer broader opportunities to learners to work together | | I create complex, interactive digital resources to support my teaching objectives, evaluating and curating digital resources for others. |
Using resources to engage learners in face-to-face, blended and online learning
| B1 | Teaching and learning resources | The exploring teacher/trainer  
**Stage 1** |
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<td>I use digital resources to visualise and explain new concepts in a motivating and engaging way, e.g. by using animations or videos, games and quizzes.</td>
<td>I share educational content via e-mail attachments and links. I am aware that some online teaching resources are subject to copyright and that they may need to be quality-assured.</td>
<td>I use a range of digital resources and technologies to create a relevant, rich and effective digital learning environment. I reflect on how effective the teaching strategies used are in increasing learner engagement and active learning.</td>
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| B2 | Teaching context: face-to-face | The developing teacher/trainer  
**Stage 2** |
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<td>I use the learning environment technologies and resources that are available to me, e.g. digital whiteboards, projectors, PCs,Wifi, intranet, choosing appropriate technologies for learning objectives and contexts. I provide access to online resources for my learners.</td>
<td>I consider the social settings and interaction modes when integrating digital technologies in my teaching to increase variation. I set up learning sessions or other interactions in a digital environment to support my learners and enhance learning.</td>
<td>I implement digital strategies for active learning. I reflect on, discuss, re-design and innovate teaching strategies for actively engaging learners.</td>
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| B3 | Teaching context: blended learning | The leading teacher/trainer  
**Stage 3** |
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<td>I use some digital strategies to interact with learners. I use digital technologies, e.g. a discussion forum, to respond to learners’ concerns.</td>
<td>I set up learning sessions to support a blended teaching approach, interacting with my learners, monitoring their behaviour and providing individual guidance and support as needed. I experiment with new digital forms and formats for offering guidance and support.</td>
<td>I publish self-created digital teaching and learning content, annotating shared resources and allowing others to comment, rate, modify, re-arrange or add to them.</td>
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<th>B4</th>
<th>Teaching context: fully online - towards a community of learning (some aspects may not be possible in offender learning)</th>
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<td>I use some digital technologies to interact with learners, e.g. online forums, to respond to learners’ questions or doubts.</td>
<td>I use digital technologies to interact with my learners, monitor behaviour, provide individual support and guidance and monitor learner behaviour. I experiment with new forms and formats for offering guidance and support for learning, using digital technologies.</td>
<td>When teaching online, I use digital technologies to innovate guidance provision and encourage the development of communities of learning, remotely monitored with intervention when needed, whilst allowing for self-regulation.</td>
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Using digital technologies to improve employment prospects for your learners
### C1 Supporting digital capabilities (for employability)

#### The exploring teacher/trainer

**Stage 1**

I support learners to develop their digital capabilities and employability skills in self-regulated learning activities. I encourage learners to use digital technologies to support their individual learning activities, e.g. for finding data or information or presenting results and to enhance their employability skills.

I include activities that support learners to use digital technologies for creating content, e.g. by producing texts, sounds, images and videos.

#### The developing teacher/trainer

**Stage 2**

I use digital technologies or environments (e.g. ePortfolios, blogs, diaries, planning tools) to allow learners to manage and document all stages of their learning, e.g. for planning, information retrieval, documentation, reflection and self-assessment and to enhance their employability skills.

I promote digital content creation by learners. I use a range of different strategies to enable learners to express themselves digitally, e.g. by contributing to wikis or blogs and by using ePortfolios to enhance their employability skills.

#### The leading teacher/trainer

**Stage 3**

I develop new digital formats and/or teaching approaches to support self-regulated learning and develop employability skills, promoting self-directed learning, critical and inventive thinking and action, global citizenship and ethical practices.

I use innovative formats for promoting digital content creation by learners and use digital technologies to help them develop ethical practices of producing truthful, evidence-based original work. I guide learners in designing, publishing and licensing complex digital products and I reflect on, discuss, re-design and innovate teaching strategies for promoting digital creation by learners to enhance employability skills.

### C2 Supporting study skills

#### The exploring teacher/trainer

I support learners to use digital technologies to solve problems. I encourage learners to solve technical problems using trial and error. I encourage learners to transfer their digital competence to new situations.

#### The developing teacher/trainer

I promote learners’ digital problem solving and employability skills. I use different teaching strategies to enable learners to apply their digital skills in new contexts. I encourage learners to reflect on their digital competence and identify strategies for further development.

#### The leading teacher/trainer

I enable learners to apply their digital skills to new situations and creatively develop new solutions in unconventional ways. I reflect on, discuss, re-design and develop innovative teaching strategies for promoting learners’ digital and employability skills.

### C3 Communication and collaboration with and between learners

#### The exploring teacher/trainer

I encourage learners to use digital technologies to collaborate in activities. When implementing collaborative activities or projects, I encourage learners to use digital technologies to support their work.

#### The developing teacher/trainer

I use digital environments, e.g. blogs, wikis, virtual learning environments to support collaborative learning. I monitor and guide learners’ interactions, using digital technologies, and enable peer feedback on individual assignments.

#### The leading teacher/trainer

I use digital technologies innovatively to promote learner collaboration, e.g. for peer review and assessment, as a support for peer learning and to develop new formats for collaborative learning.
Organising your CPD to develop your subject knowledge and business and industry awareness
The exploring teacher/trainer

Stage 1

When planning my CPD I use online resources to update my subject knowledge. I use online resources to update my subject-specific, industry-related and teaching knowledge.

The developing teacher/trainer

Stage 2

I use digital resources for professional development, e.g. by participating in online courses, webinars, or consulting digital training materials and video tutorials. I use formal and informal exchanges in online communities as a source for my professional development in subject and industry-related teaching.

The leading teacher/trainer

Stage 3

I use digital resources to provide CPD to peers in subject and industry-related teaching, to participate actively in online training opportunities for myself and to advise peers on innovative teaching practices, e.g. in professional communities, through personal blogs, or by developing digital training materials for them.

D1 Teaching: subject-specific and industry-related

I support learners to develop their digital employability skills by using common digital technologies in learning activities, assignments and assessments. I encourage learners to use digital technologies to develop an understanding of industry-related technologies through targeted learning activities e.g. searching for information about specific digital technologies and skills used within their subject/industry.

D2 Raising learners’ digital employability and self-employability skills

I use digital technologies or environments to allow learners to develop industry-specific and employability-related skills, e.g. for communication, time management etc. I help learners in developing subject/industry-specific skills by ensuring access to specialist software.

I develop new digital formats and/or teaching approaches to support the development of subject/industry-specific employability skills e.g. using augmented reality or virtual reality. I use digital technologies to help learners develop wider digital employability skills to support their future career including self-employment, e.g. financial management, website design, online identity, collaboration, communication etc.
Using digital technologies to improve assessment and give better feedback
**Assessment and feedback**

**The exploring teacher/trainer**

**Stage 1**
- I integrate digital technologies into traditional assessment and feedback strategies. I plan for learners' use of digital technologies in assessment tasks, e.g. to support assignments.
- I evaluate basic data available on learner activity and performance and administrative data for individual feedback and targeted interventions. I am aware that digital assessment tools (e.g. quizzes, voting systems) can be used within the teaching process to provide me with timely feedback on learners' progress.
- I use digital technologies to compile an overview of learners' progress, as a basis for offering feedback and advice.

**The developing teacher/trainer**

**Stage 2**
- I use a range of digital assessment formats, feedback tools and e-assessment software, tools and approaches, for formative, summative and synoptic assessment, selecting the format that most accurately captures the nature of the learning outcome to be assessed. I design digital assessments that are valid and reliable.
- I use digital technologies to provide me with timely feedback on learners' progress and data analysis tools to monitor and visualise activity. I interpret the available evidence to better understand individual learners' needs for support.
- I adapt my teaching and assessment practices, based on digital data, providing personal feedback and differentiated support to learners.

**The leading teacher/trainer**

**Stage 3**
- I develop and adapt innovative assessment and feedback formats, using digital technologies. I develop new digital formats for assessment, which reflect innovative teaching approaches and allow for the assessment of soft skills.
- I use advanced data generation and visualisation methods, e.g. based on learning analytics. I use digital data to reflect on learning patterns and teaching strategies and critically assess and discuss the value and validity of different data sources.
- I reflect on, discuss, re-design and innovate teaching strategies in response to evidence concerning learners' preferences and needs as well as the effectiveness of different teaching interventions and learning formats.
Ensuring that all learners can make full use of digital technology
### F1 Accessibility

**The exploring teacher/trainer**

**Stage 1**

I understand the importance of ensuring equal access to the digital technologies used for all learners. I am aware that digital technologies can hinder or improve accessibility.

**The developing teacher/trainer**

**Stage 2**

I select digital teaching strategies that adapt to learners’ digital contexts, e.g. limited usage time, type of device available. I consider and respond to potential accessibility issues when selecting, modifying or creating digital resources and provide alternative or supportive tools or approaches for learners with special educational needs and disabilities.

**The leading teacher/trainer**

**Stage 3**

I create innovative strategies to support accessibility, using design principles to increase accessibility of resources and digital environments used in teaching and assessment, e.g. font, size, colours, language, layout, structure. I reflect on, discuss, re-design and innovate strategies for equal access to digital education.

### F2 Equality and Diversity

**The exploring teacher/trainer**

**Stage 1**

I am aware that digital technologies can support differentiation and personalisation, e.g. by providing activities at different levels and speeds.

**The developing teacher/trainer**

**Stage 2**

I use a range of digital technologies for differentiation and personalisation, adapted to account for different needs, levels, speeds and preferences. When sequencing and implementing learning activities, I allow for different learning pathways, levels and speeds and flexibly adapt my teaching strategies to changing circumstances or needs.

**The leading teacher/trainer**

**Stage 3**

Using digital technologies, I create innovative strategies to support differentiation and personalisation and reflect on, discuss, re-design and innovate teaching strategies for personalised learning.
Reflecting on professional practice, developing CPD strategies and promoting safe and comfortable digital identity
### G1 Self-assessment and reflection

**The exploring teacher/trainer**

**Stage 1**

I am aware of my development needs for using digital technology to enhance my teaching practice.

### G2 Progression and CPD - strategies to develop digital skills and pedagogy

**The developing teacher/trainer**

**Stage 2**

I actively seek out best practices, courses or other advice to improve my own digital teaching strategies and wider digital competences. I evaluate, reflect on and discuss with peers how to use digital technologies to improve educational practice.

### G3 Well-being: practitioner and learner

**The leading teacher/trainer**

**Stage 3**

I stay up to date with current research on innovative teaching and integrate findings into my teaching practice. Individually, or in collaboration with peers, I develop a vision or strategy for improving educational practice through the use of digital technologies.

I use online resources or social media to provide CPD to peers. I actively participate in online training opportunities. I use digital technologies to advise peers on innovative teaching practices, e.g. in professional communities, through personal blogs, or by developing digital training materials for them.

### G4 Managing identity: practitioner and learner

When planning my CPD I use online resources to update my subject-specific or teaching knowledge.

I explore online resources and social media for professional development, e.g. by participating in online courses, webinars, or consulting digital training materials and video tutorials. I use formal and informal exchanges in professional online communities as a source for my CPD.

I develop innovative approaches to promoting learners' ability to use digital technologies for their own well-being. I reflect on, discuss, re-design and innovate teaching strategies to promote learners' ability to use digital technologies for their own well-being.

I support learners' use of digital technologies to ensure their well-being. I develop strategies to prevent, identify and respond to digital behaviour that negatively affects learners' health and well-being (e.g. cyberbullying).

I support learners' use of digital technologies to create and secure their digital identity. I encourage learners to assume a positive attitude towards digital technologies, being aware of possible risks and limits, but also being confident that they can manage these in order to maximise the benefits.

I develop innovative approaches to promoting learners' ability to use digital technologies to create and secure their digital identity. I reflect on, discuss, re-design and innovate teaching strategies to promote learners' ability to use digital technologies to create their own digital identities.
My development plan
My development plan