



**TAKING LEARNING TO
THE NEXT LEVEL**

**DIGITAL TEACHING
PROFESSIONAL FRAMEWORK**

Full reference guide

“Technology will never replace great teachers, but technology in the hands of great teachers is transformational.”

George Couros

About the Digital Teaching Professional Framework

What is it?

The Digital Teaching Professional Framework 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 practitioners to identify their training needs to help develop their teaching and training practice.

The framework sets out different teaching contexts and activities (elements), and the main components that comprise each of these. Each component is mapped to relevant parts of the European Framework for the Digital Competence of Educators (DigCompEdu), the Education and Training Foundation Professional Standards (PS) and to Jisc’s Digital capabilities framework (Jisc). The associated activities and competency statements are adapted from the EU DigCompEdu framework. A key is provided showing how the components in each section are mapped onto these three models (DigCompEdu, PS and Jisc), and the details of the three models are set out in Appendix A.

Although the framework is organised in a way that relates to what practitioners do, it seeks to keep the focus very firmly on advancing learning with the aid of technology. The framework includes reference to ICT skills, and anticipates that there will be a component of basic digital fluency but this is not the major focus; rather it is a prerequisite for the use of digital technology in teaching, learning and assessment.

This is the full version of the framework, which is designed to 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:
ETFFOUNDATION.CO.UK/EDTECH

Who is it for?

The framework is designed to support practitioners in all the extensive areas of the FE and Training sector.

We have tried to use language that is as clear and accessible as possible and appropriate for all areas, free from jargon or obscure technological terms. The word 'practitioner' has been used generically to describe the work of teachers, tutors, trainers, assessors, lecturers and instructors from all parts of the sector. Whilst the prototype framework does not make explicit reference to, say, offender learning as yet, most of the competences it describes are relevant to most practitioners throughout most of the FE and Training sector.

We would expect the full version of this framework to be used mainly by leaders, managers and HR professionals. It includes a detailed list of activities related to each set of competency statements and a column which cross-references this digital competency framework to other professional frameworks.

There is also a short version of the framework available to provide a practical reference guide, which focuses on the competency statements.

Both versions are available for download on the ETF website at: etfoundation.co.uk/edtech

Why use the framework?

The intention is to help managers and practitioners by showing what good teaching with technology looks like and by providing support for developing professional practice, not just with the framework itself, but also with the accompanying training needs analysis tool, bite-size training modules and certified recognition for self-development. 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.

How to use the framework?

Illustrations of how the framework could be used by practitioners are shown in Appendix B using the SAMR model developed by Dr Ruben Puentedura, which is referred to in the ETF EdTech Strategy. This suggests how the effective use of digital technology can enhance and then transform the teaching and learning process through two levels of enhancement (S-substitution and A-ugmentation) followed by two levels of transformation (M-odifications and R-edefinition).

Competency Levels

The Digital Teaching Professional Framework sets out three competency levels, adapted from the European Framework for Digital Competence of Educators (ref page 9 of the DigCompEdu JRC Science for Policy Report) as follows:

- **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.

Note that an individual practitioner may not necessarily be at the same level for each of the different elements of the framework.

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?



ETF Professional Standards	4, 14
Jisc Digital Capabilities Framework	1.2, 2.1, 5.2
EU Framework for Digital Competence of Educators	2

Activities

- Formulate appropriate search strategies to identify digital resources for teaching and learning.
- Select suitable digital resources for teaching and learning, considering the specific learning context and learning objective.
- Critically evaluate the credibility and reliability of digital sources and resources.
- Consider possible restrictions to the use or re-use of digital resources (e.g. copyright, file type, technical requirements, legal provisions, accessibility).
- Assess the usefulness of digital resources in addressing the learning objective, the competence levels of the learner group as well as the teaching approach chosen.

Competency statement 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.

Competency statement 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.

Competency statement Stage 3

I promote the use of digital resources by providing guidance to colleagues and learners on effective search strategies and sites that curate and review apps for education. I review resources based on clear criteria for relevance and effectiveness.

A2

Designing and adapting activities

Activities

- Adapt and edit existing digital resources, where permitted.
- Combine and mix existing digital resources or parts of them, where permitted.
- Create new digital educational resources.
- Jointly create with others digital educational resources.
- Consider the specific learning objective, context, teaching approach, and learner group, when adapting or creating digital learning resources.

Competency statement Stage 1

I create and modify resources using basic tools and strategies, I use 'office' software to design and modify e.g. worksheets and quizzes. I create digital presentations for my teaching sessions.



ETF Professional Standards	4, 13, 16
Jisc Digital Capabilities Framework	1.2, 2.1, 2.2, 3.1, 3.2, 5.2
EU Framework for Digital Competence of Educators	2

Competency statement Stage 2

I integrate a range of interactive elements and games into my teaching resources. I modify and combine existing resources to create activities tailored to the learning context and objectives. I understand the permissions of different licences attributed to digital resources.

Competency statement Stage 3

I create complex, interactive digital resources to support my teaching objectives, evaluating and curating digital resources for others.

A3 Support for learning and support activities including initial assessment - empowering learners through technology



ETF Professional Standards	16, 17, 18
Jisc Digital Capabilities Framework	6.2, 5.2, 2.3, 1.2
EU Framework for Digital Competence of Educators	6

Activities

- Identify learners' digital skills and confidence, plan appropriate learning activities, assignments and assessments, to provide relevant scaffolding and support for learners with different digital literacy skills.
- Incorporate learning activities, assignments and assessments which encourage and require learners to:
 - Articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them.
 - Create and update personal search strategies.
 - Adapt search strategies based on the quality of information found.
 - Analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content.
 - Organise, store and retrieve data, information and content in digital environments.
 - Organise and process information in a structured environment.

Competency statement Stage 1

When planning sessions I include learning activities, assignments and assessments that encourage learners to use digital technologies to find data or information.

Competency statement Stage 2

I use learning activities to promote learners' information and media literacy. I use a range of different teaching strategies to enable learners to compare and combine information from different sources. I teach learners how to quote sources of information appropriately.

Competency statement Stage 3

I use innovative formats for activities, assignments, assessments and teaching approaches to promote learners' information and media literacy, helping learners to distinguish fact from fiction in online media and develop their skills of evidence-based argumentation.

A4

Communication and collaboration with and between colleagues and learners enhanced by technology



ETF Professional Standards	2, 6, 10, 20
Jisc Digital Capabilities Framework	4.2, 4.1, 5.2, 3.3
EU Framework for Digital Competence of Educators	1, 2, 6

Activities

A4a

- Collaborate with other practitioners on a dedicated project or task, using digital technologies
- Share and exchange knowledge, resources and experiences with colleagues and peers, using digital technologies
- Collaboratively develop educational resources using digital technologies.
- Incorporate learning activities, assignments and assessments which encourage and require learners to:
 - Use digital technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.

Competency statement Stage 1

I make some use of digital technologies for collaboration with learners.

Competency statement Stage 2

I use digital communities to exchange ideas, share and exchange resources and collaboratively develop digital resources. I use learning activities that encourage learners to collaborate and communicate using digital technologies.

Competency statement Stage 3

I use digital technologies to facilitate innovative practice. I use digital communities to help others develop their digital and teaching competences, collaborating with peers on innovating teaching practices.

A4

Communication and collaboration with and between colleagues and learners enhanced by technology



ETF Professional Standards	2, 6, 10, 20
Jisc Digital Capabilities Framework	4.2, 4.1, 5.2, 3.3
EU Framework for Digital Competence of Educators	1, 2, 6

Activities

A4b

- Help learners organise their online communications.
- Help learners communicate well with peers and experts.
- Help learners to engage in effective collaboration online.
- Help learners conduct safe and appropriate digital communication.
- Help learners become powerful and ethical online communicators.

Competency statement

Stage 1

I make some use of digital technologies for communication with professional colleagues or support staff.

Competency statement

Stage 2

I use digital technologies for communication in a structured and responsive way, selecting the most appropriate channel. I use learning activities that promote learners' use of digital communication, adapting my communication strategies to meet specific audience needs.

Competency statement

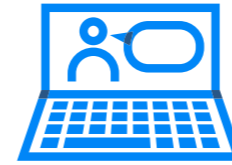
Stage 3

I reflect on and re-design communication strategies. I contribute to developing a coherent vision or strategy for using digital technologies effectively and responsibly for communication.

APPROACHES TO TEACHING

Using resources to engage learners in
face-to-face, blended and online learning

B1 Teaching and learning resources



ETF Professional Standards	3, 4, 15
Jisc Digital Capabilities Framework	5.2, 4.2, 3.1, 2.1, 2.3, 3.3
EU Framework for Digital Competence of Educators	2, 3, 5

Activities

B1a

- Visualise and explain new concepts in a motivating and engaging way using digital technologies e.g. by using animations or videos.
- Use motivating and engaging activities (e.g. games and quizzes) in digital learning environments.
- Put learners' active uses of digital technologies central to the teaching process.
- Allow learners actively to engage with subject matter using digital technologies, e.g. using different senses, manipulating virtual objects, varying the problem set up to enquire into its structure, etc.
- Promote active learning in a given learning context or for a specific learning objective using appropriate digital technologies.
- Reflect on how suitable the different digital technologies used are in increasing learners' active learning, and to adapt strategies and choices accordingly.

Competency statement Stage 1

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.

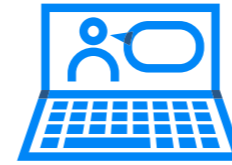
Competency statement Stage 2

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.

Competency statement Stage 3

I innovate and implement digital strategies for active learning. I reflect on, discuss, re-design and innovate teaching strategies for actively engaging learners.

B1 Teaching and learning resources



ETF Professional Standards	3, 4, 15
Jisc Digital Capabilities Framework	5.2, 4.2, 3.1, 2.1, 2.3, 3.3
EU Framework for Digital Competence of Educators	2, 3, 5

Activities

B1b

- Share resources using links or as attachments, or on online platforms or personal or institutional websites/blogs.
- Share one's own repositories of resources with others, managing their access and rights as appropriate.
- Identify and respect copyright restrictions to using, re-using and modifying digital resources.
- Appropriately reference sources when sharing or publishing resources subject to copyright.
- Attribute (open) licences to self-created resources.
- Take measures to protect sensitive data and resources (e.g. learners' grades, exams).
- Share administrative and learner-related data with colleagues and learners.

Competency statement Stage 1

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.

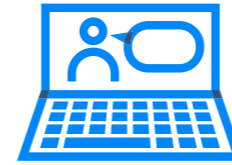
Competency statement Stage 2

I share teaching and learning resources by embedding them into digital environments. I protect any personal and sensitive data of my learners and restrict others' access as appropriate, correctly referencing copyrighted resources.

Competency statement Stage 3

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.

B2 Teaching context: face-to-face



ETF Professional Standards	1, 3, 4, 12, 14
Jisc Digital Capabilities Framework	5.2, 3.3, 4.2, 4.3
EU Framework for Digital Competence of Educators	3

Activities

- Use learning environment technologies to support teaching, e.g. electronic whiteboards, mobile devices, local intranet.
- Structure sessions so that different (practitioner-led and learner-led) digital activities jointly reinforce the learning objective.
- Structure and manage content, collaboration and interaction in a digital environment.
- Consider how practitioner-led digital interventions can best support the learning objective.
- Reflect on the effectiveness and appropriateness of the digital teaching strategies chosen and flexibly adjust methods and strategies.
- Experiment with and develop new formats and teaching methods (e.g. flipped classroom).

Competency statement Stage 1

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.

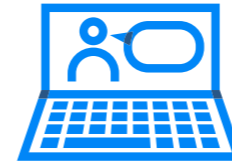
Competency statement Stage 2

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.

Competency statement Stage 3

I use digital technologies to innovate my teaching strategies. I provide full courses or learning modules in a digital learning environment. I experiment with and develop new formats and teaching strategies.

B3 Teaching context: blended learning



ETF Professional Standards	3, 4, 6, 11, 12
Jisc Digital Capabilities Framework	5.2, 4.1, 3.1, 2.3, 3.3
EU Framework for Digital Competence of Educators	3

Activities

- Set up learning activities in digital environments, having identified learners' needs for guidance and catering for them.
- Interact with learners in digital environments.
- Digitally monitor learner behaviour and offer guidance when needed.
- Use digital technologies to remotely monitor learner progress and intervene when needed, while allowing for self-regulation.
- Experiment with and develop new forms and formats for offering guidance and support, using digital technologies.
- Experiment with and develop new formats and teaching methods (e.g. flipped classroom, inquiry-based learning, peer assessment).

Competency statement Stage 1

I use some digital strategies to interact with learners. I use digital technologies, e.g. a discussion forum, to respond to learners' concerns.

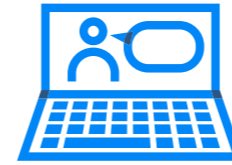
Competency statement Stage 2

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.

Competency statement Stage 3

When teaching, I use digital technologies to develop new forms and formats for offering guidance and support.

B4 Teaching context: fully online – towards a community of learning (some activities may not be possible in Offender Learning)



ETF Professional Standards	15, 11, 17
Jisc Digital Capabilities Framework	5.2, 4.1, 4.2, 4.3, 6.1, 6.2
EU Framework for Digital Competence of Educators	3

Activities

- Set up learning activities in digital environments, having foreseen learners' needs for guidance and catering for them.
- Interact with learners in digital environments and encourage them to interact with each other.
- Digitally monitor learner behaviour during a session and offer guidance when needed.
- Encourage the development of learner groups for peer learning and discussion, remotely monitored with intervention when needed, while allowing for self-regulation.
- Use digital technologies to develop and establish communities of learning.

Competency statement Stage 1

I use some digital technologies to interact with learners, e.g. online forums, to respond to learners' questions or doubts.

Competency statement Stage 2

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.

Competency statement Stage 3

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.

SUPPORTING LEARNERS TO DEVELOP EMPLOYABILITY SKILLS

**Using digital technologies to improve
employment prospects for your learners**

C1 Supporting digital capabilities



ETF Professional Standards	13, 15, 16, 17
Jisc Digital Capabilities Framework	5.2, 1.1, 6.1
EU Framework for Digital Competence of Educators	3, 6

Activities

C1a

- Use digital technologies (e.g. blogs, diaries, planning tools) to allow learners to plan their own learning.
- Use digital technologies to allow learners to collect evidence and record progress, e.g. audio or video recordings, photos.
- Use digital technologies (e.g. ePortfolios, learners' blogs) to allow learners to record and showcase their work.
- Use digital technologies to enable learners to reflect on and self-assess their learning process.

Competency statement

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.

Competency statement

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.

Competency statement

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.

C1 Supporting digital capabilities



ETF Professional Standards	13, 15, 16, 17
Jisc Digital Capabilities Framework	5.2, 1.1, 6.1
EU Framework for Digital Competence of Educators	3, 6

Activities

C1b

Incorporate learning activities, assignments and assessments which encourage and require learners to:

- Create and edit digital content in different formats.
- Express themselves through digital means.
- Modify, refine, improve and integrate information and content into an existing body of knowledge.
- Create new, original and relevant content and knowledge.
- Understand how copyright and licences apply to data, information and digital content.
- Plan and develop a sequence of understandable instructions to solve a given problem or perform a specific task.
- Share data, information and digital content with others through appropriate digital technologies.
- Know about referencing and attribution practices.

Competency statement

Stage 1

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

Competency statement

Stage 2

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.

Competency statement

Stage 3

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

Activities

- Identify and solve technical problems when operating devices and using digital environments.
- Adjust and customise digital environments to personal needs.
- Identify, evaluate, select and use digital technologies and possible technological responses to solve a given task or problem.
- Use digital technologies in innovative ways to create learning.
- Understand where a learner's digital competence needs to be improved or updated.
- Support others in their digital competence development.
- Seek opportunities for self-development and to keep up-to-date with digital evolution.

Competency statement Stage 1

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



ETF Professional Standards	1, 4, 13, 15, 16, 17, 19
Jisc Digital Capabilities Framework	6.1, 5.1, 5.2, 1.1
EU Framework for Digital Competence of Educators	6

Competency statement Stage 2

I promote learners' digital problem solving and employability skills. I use a range of teaching strategies to enable learners to apply their digital competence to new situations or in new contexts. I encourage learners to reflect on the limits of their digital competence and help them identify suitable strategies for further development.

Competency statement Stage 3

I enable learners to apply their digital competence in unconventional ways to new situations and creatively come up with new solutions or products. I reflect on, discuss, re-design and innovate teaching strategies for promoting learners' digital skills and employability skills.

C3 Communication and collaboration with learners and between learners (peer support)



ETF Professional Standards	4, 6, 16, 17
Jisc Digital Capabilities Framework	5.2, 4.1, 4.2, 4.3
EU Framework for Digital Competence of Educators	3

Activities

- Implement and/or support collaborative learning activities in which digital devices, resources or information strategies are used.
- Implement and/or support collaborative learning activities in a digital environment, e.g. using blogs, wikis, learning management systems.
- Use digital technologies for collaborative knowledge exchange among learners.
- Monitor and guide learners in their collaborative knowledge generation in digital environments.
- Allow learners to digitally present their collaborative efforts and assist them in doing so.
- Use digital technologies for peer-assessment and as a support for collaborative self-regulation and peer-learning.
- Use digital technologies to experiment with new formats and methods for collaborative learning.
- Use digital communication tools to respond promptly to learners' questions and doubts, e.g. on assignments.

Competency statement Stage 1

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.

Competency statement Stage 2

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.

Competency statement Stage 3

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.

SUBJECT AND INDUSTRY SPECIFIC TEACHING

**Organising your CPD to develop your
subject knowledge and business
and industry awareness**

D1 Teaching: subject-specific and industry-related



ETF Professional Standards	6, 7, 8, 15, 19
Jisc Digital Capabilities Framework	5.2, 3.2, 2.1, 4.1
EU Framework for Digital Competence of Educators	1, 4

Activities

- Go online to update your subject-specific competences.
- Go online to learn about new teaching methods and strategies.
- Go online to search for and identify digital resources which support professional development within your subject-specific area(s).
- Use digital technology to keep updated in your industry-related field.

Competency statement Stage 1

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

Competency statement 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.

Competency statement 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.

D2 Raising learners' digital employability and self-employability skills



ETF Professional Standards	4, 7, 9, 14, 16, 19
Jisc Digital Capabilities Framework	6.1, 5.2, 1.1, 1.2, 3.1, 3.3
EU Framework for Digital Competence of Educators	6

Activities

Incorporate learning activities, assignments and assessments which encourage and require learners to:

- Create and edit digital content using subject/industry-specific software.
- Use digital technologies to understand and develop processes that are commonly used in their subject/industry.
- Plan and develop a sequence of understandable instructions to solve a given subject/industry-related problem or perform a specific subject/industry-related task.
- Develop financial digital skills to support future self-employment or freelance work.
- Develop digital communication skills to support future self-employment or freelance work.
- Use digital technologies, such as AR and VR to support the learning of subject/industry-specific skills.

Competency statement Stage 1

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.

Competency statement Stage 2

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.

Competency statement Stage 3

I develop new digital formats and/or teaching approaches to support the development of subject/industry-specific employability skills e.g. using AR or VR to support the learning of subject/industry-specific skills. 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.

ASSESSMENT

Using digital technologies to improve assessment and give better feedback

E1 Assessment and feedback (including dynamic assessment, peer review, teachback, comparative judgement, cognitive tutoring)



ETF Professional Standards	15, 17, 18
Jisc Digital Capabilities Framework	5.2, 2.2
EU Framework for Digital Competence of Educators	4

Activities

E1a

- Use digital assessment tools to monitor the learning process and obtain information on learners' progress.
- Use digital technologies to enhance formative assessment strategies, e.g. using classroom response systems, quizzes, games.
- Use digital technologies to enhance formative and summative assessment in tests, e.g. through computer-based tests, implementing audio or video (e.g. in language learning), using simulations or subject-specific digital technologies as test environments.
- Use digital technologies to scaffold learners' assignments and their assessment, e.g. through ePortfolios.
- Use a variety of digital and non-digital assessment formats and be aware of their benefits and drawbacks.
- Critically reflect on the appropriateness of digital assessment approaches and adapt strategies accordingly.

Competency statement 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.

Competency statement 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.

Competency statement 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.

E1 Assessment and feedback (including dynamic assessment, peer review, teachback, comparative judgement, cognitive tutoring)



ETF Professional Standards	15, 17, 18
Jisc Digital Capabilities Framework	5.2, 2.2
EU Framework for Digital Competence of Educators	4

Activities E1b

- Design and implement learning activities which generate data on learner activity and performance.
- Use digital technologies to record, compare and synthesise data on learner progress.
- Be aware that learner activity in digital environments generates data that can be used to inform teaching and learning.
- Analyse and interpret available evidence on learner activity and progress, including the data generated by the digital technologies used.
- Consider, combine and evaluate different sources of evidence on learner progress and performance.
- Critically evaluate the evidence available to inform teaching and learning.

Competency statement Stage 1

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.

Competency statement Stage 2

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.

Competency statement Stage 3

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.

E1 Assessment and feedback (including dynamic assessment, peer review, teachback, comparative judgement, cognitive tutoring)



ETF Professional Standards	15, 17, 18
Jisc Digital Capabilities Framework	5.2, 2.2
EU Framework for Digital Competence of Educators	4

Activities E1c

- Use digital technology to grade and give feedback on electronically submitted assignments.
- Use assessment management systems to enhance the effectiveness of feedback provision.
- Use digital technologies to monitor learner progress and provide support when needed.
- Adapt teaching and assessment practices, based on the data generated by the digital technologies used.
- Provide personal feedback and offer differentiated support to learners, based on the data generated by the digital technologies used.
- Enable learners to evaluate and interpret the results of formative, summative, self- and peer-assessments.
- Help learners to identify areas for improvement and to develop learning plans to address these areas.
- Use digital technologies to enable learners to remain updated on progress and make informed choices on future learning priorities, optional subjects or future studies.

Competency statement Stage 1

I use digital technologies to compile an overview of learners' progress, as a basis for offering feedback and advice.

Competency statement Stage 2

I adapt my teaching and assessment practices, based on digital data, providing personal feedback and differentiated support to learners.

Competency statement Stage 3

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.

ACCESSIBILITY AND INCLUSION

Ensuring that all learners can make
full use of digital technology

F1 Accessibility



ETF Professional Standards	1, 4, 5
Jisc Digital Capabilities Framework	5.1, 1.1, 3.1
EU Framework for Digital Competence of Educators	5

Activities

- Provide equitable access to appropriate digital technologies and resources, e.g. ensuring that all learners have access to the digital technologies used.
- Select and use digital strategies which respond to the learner's digital context, e.g. contextual constraints to their technology use (e.g. availability, institutional restrictions - offender learning, work based learning), competences, expectations, attitudes, misconceptions and misuses.
- Use digital technologies and strategies, e.g. assistive technologies, designed for learners in need of special support (e.g. learners with physical or mental constraints; learners with learning disorders).
- Consider and respond to potential accessibility issues when selecting, modifying or creating digital resources and to provide alternative or compensatory tools or approaches for learners with special needs.
- Use design principles for increasing accessibility for the resources and digital environments used in teaching.
- Continuously monitor and reflect on the suitability of the measures implemented to improve accessibility and adapt strategies accordingly.

Competency statement 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.

Competency statement 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.

Competency statement 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



ETF Professional Standards	1, 4, 5, 16
Jisc Digital Capabilities Framework	5.1, 3.1, 4.1
EU Framework for Digital Competence of Educators	5

Activities

- Address the special needs of individual learners (e.g. dyslexia, ADHD, overachievers) using digital technologies
- Allow for different learning pathways, levels and speeds when designing, selecting and implementing digital learning activities.
- Devise individual learning plans and use digital technologies to support these.
- Adapt communication strategies to the specific audience and be aware of cultural and generational diversity in digital environments.

Competency statement Stage 1

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

Competency statement 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.

Competency statement 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.

SELF DEVELOPMENT

**Reflecting on professional practice,
developing CPD strategies and promoting
safe and comfortable digital identity**

G1 Self-assessment and reflection



ETF Professional Standards	1, 2, 7, 8, 9, 10, 19, 20
Jisc Digital Capabilities Framework	5.2, 3.2, 4.2
EU Framework for Digital Competence of Educators	1

Activities

- Critically reflect on one's own teaching and digital practice.
- Identify competency gaps and areas for improvement.
- Seek the help of others in improving one's teaching and digital practice.
- Seek targeted training and use opportunities for continuous professional development.
- Seek to continuously expand and enhance one's repertoire of digital teaching practices.
- Help others in developing their digital teaching competence.
- At the organisational level, reflect on and provide critical feedback on digital policies and practices.
- Actively contribute to further developing organisational practices, policies and visions on the use of digital technologies.
- Use professional collaborative networks to explore and reflect on new teaching practices and methods.

Competency statement Stage 1

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

Competency statement 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.

Competency statement 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.

G2 Progression and CPD: strategies to develop digital skills and pedagogy



ETF Professional Standards	1, 2, 7, 8, 9, 10, 19, 20
Jisc Digital Capabilities Framework	5.2, 6.1, 4.2, 3.3
EU Framework for Digital Competence of Educators	1

Activities

- Use online resources or social media to identify suitable training and professional development opportunities.
- Use online resources or social media to update one's subject-specific competences.
- Use online resources or social media to learn about new teaching methods and strategies.
- Use online resources or social media to search for and identify digital resources which support professional development.
- Use the exchange in digital professional communities as a source of professional development.
- Use online training opportunities, e.g. video tutorials, MOOCs, webinars etc.
- Use digital technologies and environments to provide training opportunities for colleagues and peers.
- Use professional collaborative networks as a source for one's own professional development.

Competency statement Stage 1

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

Competency statement Stage 2

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.

Competency statement Stage 3

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.

G3 Well-being: practitioner and learner



ETF Professional Standards	5, 11, 20
Jisc Digital Capabilities Framework	6.2, 5.2
EU Framework for Digital Competence of Educators	6

Activities

Enable learners and oneself to:

- Avoid health risks and threats to physical and psychological well-being while using digital technologies.
- Protect from possible dangers in digital environments (e.g. cyberbullying).
- Be aware of digital technologies for social well-being and social inclusion.
- Be aware of the environmental impact of digital technologies and their use.
- Monitor learner behaviour in digital environments in order to safeguard their well-being.
- React immediately and effectively when learners' well-being is threatened in digital environments (e.g. cyberbullying).

Competency statement Stage 1

I encourage learners to use digital technologies safely and responsibly. I promote learners' awareness of how digital technologies can positively and negatively affect health and well-being.

Competency statement Stage 2

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).

Competency statement Stage 3

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.

G4 Managing identity: practitioner and learner



ETF Professional Standards	5, 11
Jisc Digital Capabilities Framework	6.1, 6.2, 5.2
EU Framework for Digital Competence of Educators	6

Activities

Enable learners and oneself to:

- Protect devices and digital content, and to understand risks and threats in digital environments.
- Understand safety and security measures.
- Protect personal data and privacy in digital environments.
- Understand how to use and share personal information while being able to protect oneself and others from damages.
- Understand that digital services use privacy policies on how personal data is used.
- Create and manage one or multiple digital identities.
- Protect one's own digital reputation.
- Deal with the data that one produces through several digital technologies, environments and services.

Competency statement Stage 1

I encourage learners to use digital technologies safely and responsibly. I promote learners' awareness of the benefits and drawbacks of the openness of the internet.

Competency statement Stage 2

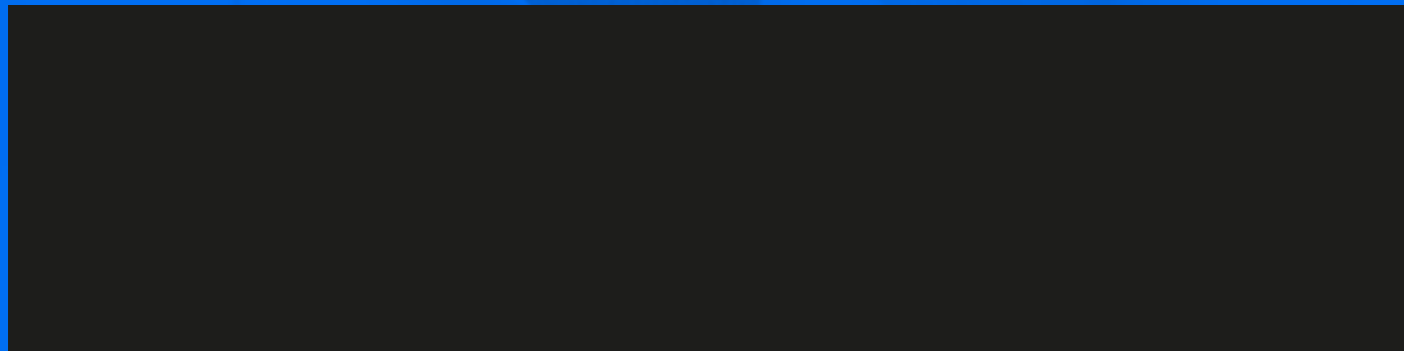
I support learners' use of digital technologies to secure their digital identity. I encourage learners to assume a positive attitude towards digital technologies, being aware of possible risks and limits, but also being confident that they can manage these in order to maximise the benefits.

Competency statement Stage 3

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.

The background of the page is a photograph of a diverse group of students in a classroom, overlaid with a semi-transparent blue filter. The students are looking towards the right side of the frame. In the background, a poster titled "DNA & RNA" is visible on the wall.

APPENDICES



Appendix A

Reference to Existing Frameworks

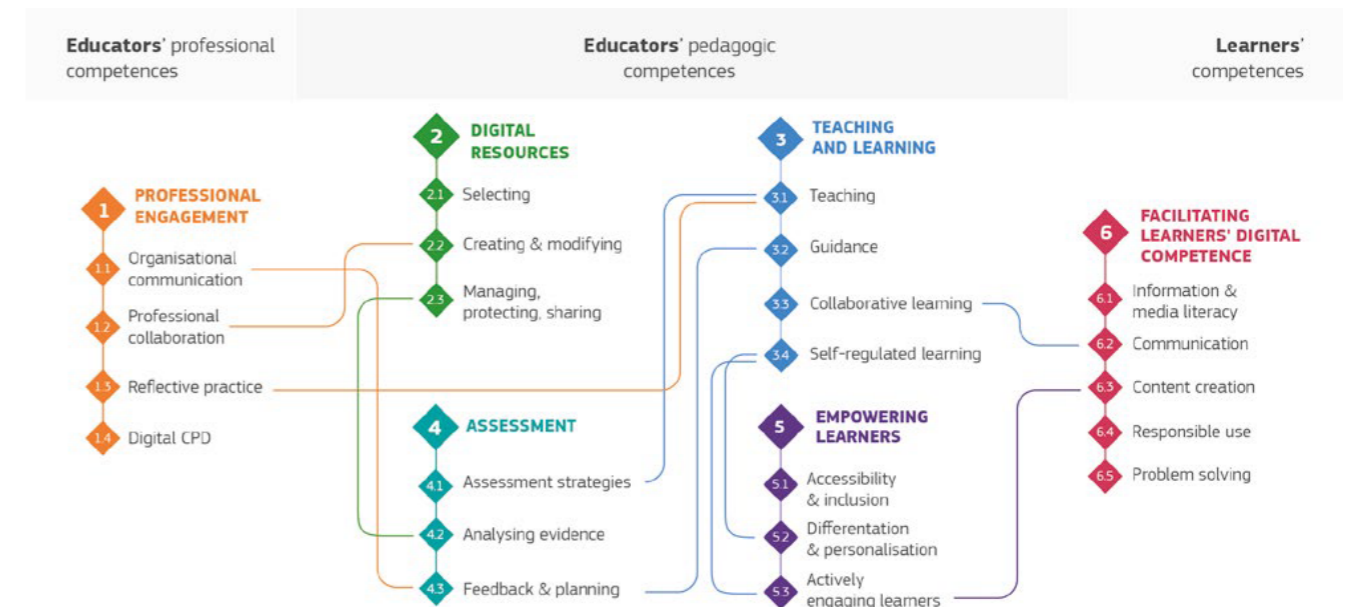
Each component of the Digital Teaching Professional Framework is mapped to relevant parts of the European Framework for the Digital Competence of Educators (DigCompEdu), the Education and Training Foundation Professional Standards (PS) and to Jisc's six Digital Capabilities (Jisc). In addition, the associated activities and competency statements are adapted from the EU DigCompEdu framework. In each section of the DTPF.

In each section of the DTPF, a key is provided showing how the components are mapped onto these three models (DigCompEdu, PS and Jisc), for example:

ETF Professional Standards	1, 2, 8, 9, 10, 19, 20
Jisc Digital Capabilities Framework	5.2, 6.1, 4.2, 3.3
EU Framework for Digital Competence of Educators	1

Each of the models are set out below showing the relevant numbering systems that are referred to in the key.

EU Framework for the Digital Competence of Educators (DigCompEdu)



1 Professional Engagement

- 1.1 Organisational communication
- 1.2 Professional collaboration
- 1.3 Reflective practice
- 1.4 Digital CPD

2 Digital Resources

- 2.1 Selecting
- 2.2 Creating & modifying
- 2.3 Managing, protecting, sharing

3 Teaching and Learning

- 3.1 Teaching
- 3.2 Guidance
- 3.3 Collaborative learning
- 3.4 Self-regulated learning

4 Assessment

- 4.1 Assessment strategies
- 4.2 Assessment evidence
- 4.3 Feedback & planning

5 Empowering Learners

- 5.1 Accessibility & inclusion
- 5.2 Differentiation & personalisation
- 5.3 Actively engaging learners

6 Facilitating Learners' Digital Competence

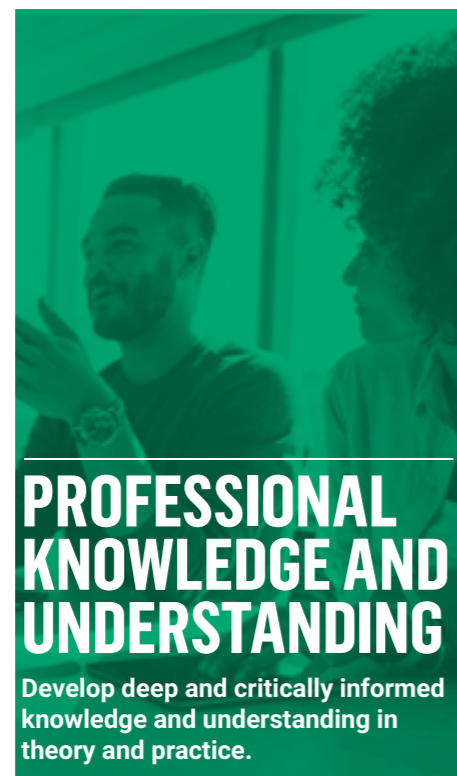
- 6.1 Information & media literacy
- 6.2 Communication
- 6.3 Content creation
- 6.4 Responsible use
- 6.5 Problem solving

Education and Training Foundation Professional Standards (PS)



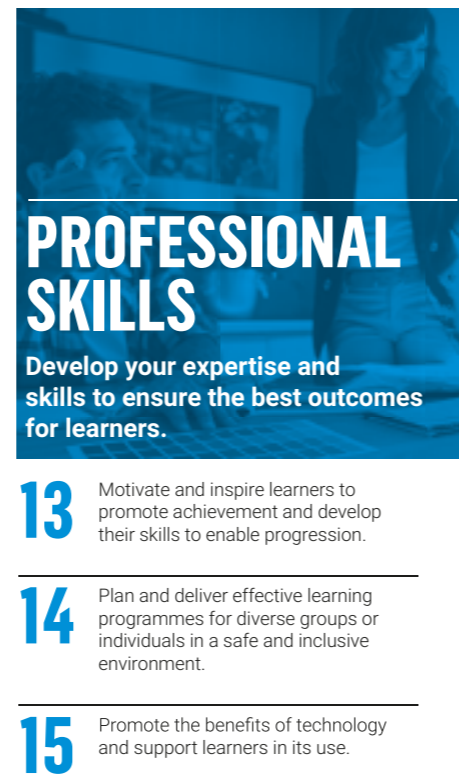
PROFESSIONAL VALUES AND ATTRIBUTES
Develop your own judgement of what works and does not work in your teaching and training.

- 01** Reflect on what works best in your teaching and learning to meet the diverse needs of learners.
- 02** Evaluate and challenge your practice, values and beliefs.
- 03** Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.
- 04** Be creative and innovative in selecting and adapting strategies to help learners to learn.
- 05** Value and promote social and cultural diversity, equality of opportunity and inclusion.
- 06** Build positive and collaborative relationships with colleagues and learners.



PROFESSIONAL KNOWLEDGE AND UNDERSTANDING
Develop deep and critically informed knowledge and understanding in theory and practice.

- 07** Maintain and update knowledge of your subject and/or vocational area.
- 08** Maintain and update your knowledge of educational research to develop evidence-based practice.
- 09** Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
- 10** Evaluate your practice with others and assess its impact on learning.
- 11** Manage and promote positive learner behaviour.
- 12** Understand the teaching and professional role and your responsibilities.

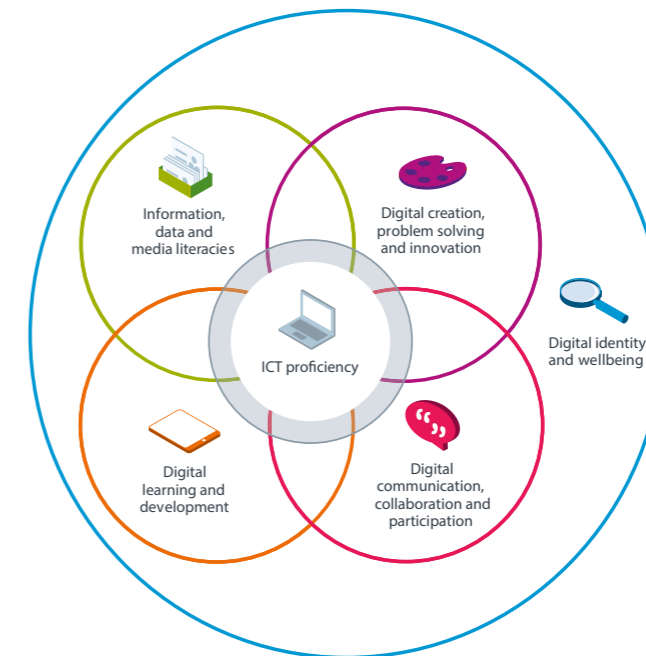


PROFESSIONAL SKILLS
Develop your expertise and skills to ensure the best outcomes for learners.

- 13** Motivate and inspire learners to promote achievement and develop their skills to enable progression.
- 14** Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.
- 15** Promote the benefits of technology and support learners in its use.
- 16** Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.
- 17** Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
- 18** Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
- 19** Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.
- 20** Contribute to organisational development and quality improvement through collaboration with others.

Please note, professional standard 15 is relevant to all components of the framework.

Jisc Digital Capabilities



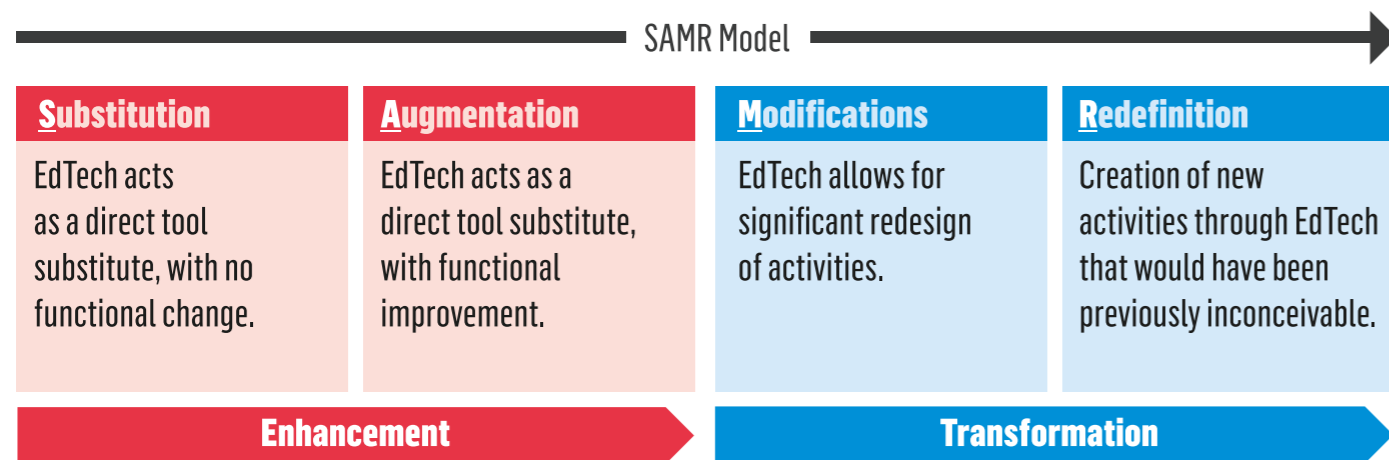
- | | | |
|--|---|---|
| <p>1 ICT proficiency</p> <ul style="list-style-type: none"> 1.1 ICT proficiency 1.2 ICT productivity | <p>3 Digital creation, problem solving and innovation</p> <ul style="list-style-type: none"> 3.1 Digital creation 3.2 Digital research and problem solving 3.3 Digital innovation | <p>5 Digital learning and development</p> <ul style="list-style-type: none"> 5.1 Digital learning and CPD 5.2 Digital teaching |
| <p>2 Information, data and media literacies</p> <ul style="list-style-type: none"> 2.1 Information literacy 2.2 Data literacy 2.3 Media literacy | <p>4 Digital communication, collaboration and participation</p> <ul style="list-style-type: none"> 4.1 Digital communication 4.2 Digital collaboration 4.3 Digital participation | <p>6 Digital identity and wellbeing</p> <ul style="list-style-type: none"> 6.1 Digital identity 6.2 Digital wellbeing |

Please note, the mappings of the Jisc digital capabilities against the DTPF components in the key on each page are shown in order of significance, with the closest fit to the DTPF component listed first.

Appendix B

Examples of possible usage based on the SAMR model

Illustrations of how the Digital Teaching Professional Framework could be used by practitioners are shown below using the SAMR model developed by Dr Ruben Puentedura, which is designed to help educators enhance teaching, learning and assessment and move towards how the effective use of digital technology can transform teaching, training and learning. This model forms part of the ETF EdTech Strategy published September 2018.



A: Planning

Specific component	<i>Planning resources needed for a lesson.</i>	
Activity	<i>Learners work in small groups to find resources for a lesson on a given topic.</i>	
Enhanced Activity	Substitute	<i>Learner groups use a mood board tool (e.g. Pinterest) to compile the best online resources they can find.</i>
	Augment	<i>Learner groups share their mood boards with each other and use an online forum to comment on them.</i>
	Modify	<i>All learners collaborate to create a mood board combining the best resources from all groups.</i>
	Redefine	<i>Learners share the mood board on the internet and seek online comments from international experts in the field.</i>
To consider when implementing:	<ul style="list-style-type: none"> • Discuss the need to safeguard learners' privacy where appropriate. • Show how programme settings can be changed to protect privacy. • Where the internet cannot be accessed, use audio or video recordings and photos for asynchronous exchanges. 	

B: Approaches to teaching

	Specific component	Build understanding of a concept or current event, identifying key factors.
	Activity	Provide learners with a collection of newspaper articles on the topic and discuss.
Enhanced Activity	Substitute	Scan the newspaper articles into a Word document and print with questions to prompt discussion.
	Augment	Provide the document online with QR codes to access each original article and supporting videos, using a social medium (e.g. Twitter) to continue discussion after the lesson.
	Modify	Use an online bulletin board (e.g. Padlet) to share relevant images, links and videos, as well as sharing comments on the articles on a communal wall.
	Redefine	Share the bulletin board more widely on the internet, searching for more current news on the topic and comments on the board. Actively follow key players on the topic and seek their views, taking the activity beyond the classroom.
	To consider when implementing:	<ul style="list-style-type: none"> Discuss how to safeguard learners' privacy via settings and by withholding personal information. Where the internet cannot be accessed, use forum in secure VLE to share views with peers online.

C: Supporting learners to develop employability skills

	Specific component	Supporting digital capabilities.
	Activity	Learners draft a CV.
Enhanced Activity	Substitute	Write the CV in digital form (e.g. Word or Google Doc).
	Augment	Improve the CV using Thesaurus, Spell checker, layout, font, links and photo.
	Modify	Use Multimedia CV with video evidence on competences.
	Redefine	Develop a professional profile on relevant sites (e.g. LinkedIn) and display multimedia CV sites.
	To consider when implementing:	<ul style="list-style-type: none"> Discuss the need to safeguard learners' privacy where appropriate. Further develop CV with an e-portfolio where available (e.g. PebblePad) or help learners develop their own. Where the internet cannot be accessed, share CV for peers to comment: they may be better able to assess your qualities than yourself.

D: Subject and industry-specific teaching

	Specific component	Industry-specific learning
	Activity	Present steps in the stages of a production process (e.g. in producing a painting, a piece of music or in building a wall).
Enhanced Activity	Substitute	Capture steps with annotated photos in a digital document (e.g. a process diagram).
	Augment	Learners give a presentation demonstrating the process of production with photos and embedded quizzes to check understanding.
	Modify	Learners share the presentation online and collect feedback on a Text wall.
	Redefine	Learners use a blog to share the presentation more widely with a voice-over explanation from an expert. Bring experts into the classroom via a webinar. Post on professional sites (such as LinkedIn) to get feedback.
To consider when implementing:		<ul style="list-style-type: none"> • Where the internet cannot be accessed, use Virtual Reality to demonstrate steps of production. • For SEND learners, feedback may be by speech rather than by text.

E: Assessment

	Specific component	Assessment and peer feedback.
	Activity	Learners (in pairs) deliver a presentation on a given topic, with assessment by peers.
Enhanced Activity	Substitute	Learners use presentation software (e.g. PowerPoint or Prezi) with photos, followed by a Question and Answer session in class.
	Augment	Presentation includes embedded multi-media (audio and/or video) and interactive quiz slides to keep peers engaged.
	Modify	Learners use discussion forum to discuss the topic with peers before the lesson and to review the presentation after the lesson. Survey tool is used to check understanding.
	Redefine	Presentation with automated answers to quiz slides is shared with peers before the lesson. Learners create a game to play during the lesson to test understanding, followed by discussion about the implications of what has been learned. There is a wide variety of game templates available online.
To consider when implementing:		<ul style="list-style-type: none"> • Where learners cannot access the internet, they may be presented with content downloaded by the teacher. • Learners who are more confident with IT may create their own tests without the need for templates. • They may also wish to share their presentation more widely on a VLE or on the web and invite feedback.

F: Accessibility and inclusion

	Specific component	Accessibility
	Activity	Learners (in pairs) plan an event. They are then asked to identify the challenges this may present for learners with special needs and to develop strategies to overcome these challenges.
Enhanced Activity	Substitute	Brainstorm the issues, challenges and strategies using a digital mind map.
	Augment	Pairs share their suggestions online so that all learners can contribute their ideas.
	Modify	Learners use QR codes with images, linking to accessibility software to make their document more engaging and richly layered.
	Redefine	Combine the mind maps developed by all pairs of learners to create a comprehensive, dynamic poster to share with a wider audience via social media, inviting contributions from experts in the field. Poster may then be printed and displayed for all learners to reference as and when needed.
	To consider when implementing:	<ul style="list-style-type: none"> Discuss the need to safeguard learners' privacy where appropriate. Where the internet cannot be accessed, share internally for peers to comment and suggest their own strategies.

G: Self-development


	Specific component	Self-assessment and reflection.
	Activity	Seek to expand and enhance my repertoire of teaching practices continuously.
Enhanced Activity	Substitute	Use online resources to access traditional sources of information about teaching, such as the staff intranet, TES online etc.
	Augment	Use online resources to find out about innovative digital teaching practices (such as the Jisc or ETF website) to keep up to date with the latest research and developments. Access digital resources, such as TES Resource bank and the Excellence Gateway to support the development of your digital teaching practice.
	Modify	Access online learning development opportunities around digital teaching practices, e.g. participating in webinars and MOOCs on digital teaching practices. Use communities of practice on social media to stay up to date with the latest teaching practices and to become aware of CPD opportunities.
	Redefine	Actively participate in online learning opportunities such as webinars and MOOCs whilst sharing your reflections and learnings on a blog or social media (e.g. Twitter) to enhance others' understanding of digital teaching practices. Openly share teaching materials and resources with your community of practice.
	To consider when implementing:	<ul style="list-style-type: none"> Be aware of the need to safeguard your privacy where appropriate. Use an e-portfolio where available (e.g. PebblePad) or develop your own.

157-197 Buckingham Palace Road,
London SW1W 9SP

020 3740 8280

enquiries@etfoundation.co.uk

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