National Digital Leader Framework suitable for KS2 and KS3.

Digital Leaders are pupils trained to be experts and advocates of using appropriate technologies in schools allowing them to act as ambassadors and peer mentors for staff and other students. There are hundreds of schools with thousands of Digital Leaders across the UK and feedback from pupils and staff at the schools is overwhelmingly positive. This has resulted in 3rd millennium learning technologies and pedagogies being used effectively to raise self-esteem, improve attainment, independence and engagement across the curriculum.

Through 2014 Paul Scott (@pederosa) and Chris Sharples (@gr8ict) developed an Open Badge framework to support any schools interested in creating and developing Digital Leaders at Key Stages 2 and 3. This was based on discussions and interactions that had taken place with Paul and Chris and other teachers and organisations involved with Digital Leaders across the country through #DLchat and on the Digital Leader Network blog (**www.digitalleadernetwork.co.uk/**).

The Framework they created is broken down into 3 themes.
- Ambassador
- Communicator
- Technologist

Each of the three themes is broken in to 3 strands

Ambassador	Communicator	Technologist
• Leader	• Creator	• Technician
• Networker	• Educator	• Reviewer
• Reporter	• Presenter	• (e)Safeguarder

Each of the strands has a descriptor that covers the expectations of a Digital Leader that is then adapted through level descriptors that are age appropriate. Deciding on the appropriate level descriptor to use for your Digital Leaders is dependent on the knowledge, skills and experiences of the children taking part but to give you a starting point we suggest the following:

Level 1:   Year 4, Year 5 and Year 6
Level 2:   Year 5, Year 6, Year 7 and Year 8

Children can achieve strands at different levels. For example a child could be a level 1 Creator but a level 2 Technician and Reviewer.
The strands allow progression based on the individual children.

This is just a framework and is designed to be adapted or used as a basis for your own Digital Leader programme in school but please remember to reference the original work as shown on the footer of this document.

Theme overviews

	Ambassador (A)		
	Leader	**Networker**	**Reporter**
Strand Descriptor	Encourage the positive / effective / safe and responsible uses of technology across the curriculum both in and out of school. Support others with learning and improving use of new technologies. Be identified as a Digital Leader, work in a team and take on regular commitments and responsibilities	Develop collaborative ways of working with other Digital Leaders. Take part in regular meetings and online discussions using feedback and response to feedback to improve ways of working for a variety of activities. Take part in and then organise face-to-face events and share information about Digital Leaders with other students/ teachers/ parents/ governors both in school and with Digital Leaders from other schools.	Create articles fit for audience and purpose using a variety of media using paper or digital formats. Articles will be about the effective use of technologies and Digital Leader news and events.
Level 1 Descriptor	*Understand the concept of a role model and what this entails. Ensure general behaviour and attitudes to learning and technology are modelled in a positive manner. Be recognised across the school as a Digital Leader*	*Attend a 'technology event' organised by staff or older DLs such as a staff meeting, parent's open day, etc. and interact formally or informally at the event*	*Create a news article with respect to digital technology and share with others commenting on the benefits and limitations of that sharing mechanism*
Level 2 Descriptor	*Be recognised by the majority of staff and pupils across the school as a Digital Leader. Attend regular DL organisational meetings and be responsible for regular support and provision in school. Continue to be a role model by always exhibiting appropriate skills and behaviours through your own use of technology.*	*Use meetings, social media interactions and Digital Leader events to share knowledge and opinions and develop other collaborative ways of working both in and beyond school. Take part in online discussions and post comments online to receive and respond to feedback. Develop your Digital Leader collaboration through face-to-face and online engagement.*	*Create articles fit for audience and purpose using traditional and digital media related to digital technology. Demonstrate an informed opinion within the article by reference to pros and cons and other report sources. Be able to amend / update the article responding to feedback or new information.*

	Communicator (C)		
	Creator	**Educator**	**Presenter**
Strand Descriptor	**Create tutorials and help guides for specific audiences and purposes. Develop appropriate resources through the use of feedback and response to feedback using a variety of digital authoring tools.**	**Lead learning - both individual; small group and classes on how to use specific technologies. Different audiences - students/teachers/parents/governors - and evidence to show learning has taken place.**	**Be able to plan, create, carry out and review an effective presentation. Evidence to show awareness of audience and purpose, appropriate presentation techniques and effective outcomes.**
Level 1 Descriptor	*Create a simple technical guide to using a piece of technology and reflect on its effectiveness.*	*Be able to communicate clearly with individuals or a small group modelling the technical use of a specific technology.*	*Create a simple presentation using appropriate technologies to deliver to a group or class.*
Level 2 Descriptor	*Demonstrate an understanding of a multimedia tutorial. Create a tutorial or help guide using digital media that meets identified needs of the audience. Include digital film or animations appropriately to exemplify steps within the guide.*	*Lead several training / learning sessions taking into consideration the needs of the learners. Work with a range of learners such as pupils, staff, parents and governors. Record evidence to demonstrate an impact of the training / learning you delivered.*	*Create a range of presentations using a variety of presentation technologies taking into consideration the needs of a range of audiences. Present confidently ensuring key points are communicated in an effective and engaging manner.*
	Technologist (T)		
	Technician	**Reviewer**	**(e)Safeguarder**
Strand Descriptor	**Able to show competency with software or hardware suitable for learning or managing learning. (Linked to other skills badges).**	**Follow up a need or potential need for a solution using appropriate software and hardware. Research and evaluate a range of solutions and write a review that shows understanding of the needs and the benefits and drawbacks of the solution.**	**Demonstrate e-safety knowledge and understanding relevant to year group / technologies being used and apply this knowledge appropriately when using a variety of technologies. Learn and demonstrate legal use of information and assets.**
Level 1 Descriptor	*Be able to demonstrate basic technical capability of using a specified piece of technology.*	*Evaluate a technology and explain simple pros and cons of its use.*	*Understand the importance of communicating politely online, who to communicate with, what to share and who to talk to if a pupil feels sad, scared, threatened or confused.*
Level 2 Descriptor	*Demonstrate a good technical understanding of a variety of technologies including hardware and software. Understand how to transfer data securely and quickly between a range of devices.*	*Create systematic reviews of technologies taking into consideration the audience they are aimed at. Utilise or create a simple review template to help readers make comparisons between reviews. Compare the technology with other similar technologies with respect to price, ease of use, effectiveness, etc.*	*Demonstrate an awareness of 'digital footprint', keeping online accounts and information secure and the consequences of cyberbullying.*

From a teaching point of view we have created some simple **I can** statements for each of the strands that pupils and staff can use to measure progress and achievement in their roles as Digital Leaders and completion of these can be recognised through accreditations and badges.

The Level 1 descriptors are as below.

Leader	Networker	Reporter
L1.1 I can explain what is meant by a role model and give examples of good role models in the real world	**N1.1** I understand what 'networking' means and I can describe why this is important in my role as a Digital Leader	**Rep1.1** I can write a news article about digital technology or digital leadership using appropriate structure, vocabulary and spelling
L1.2 I understand that I am a role model and I can explain and demonstrate behaviours expected of a Digital Leader	**N1.2** I have attended an event with a technology focus and was introduced to the audience as a Digital Leader	**Rep1.2** I can describe the purpose of my news article and how it can be used to share information and ideas
L1.3 I can give examples of how I have helped and advised others in my role as a Digital Leader	**N1.3** I have contributed at an event with a technology focus and met new people as a Digital Leader	**Rep1.3** I can share my news article with others and discuss the benefits and limitations of that sharing
Creator	Educator	Presenter
C1.1 I understand the purpose of a technical guide and I can identify the elements that make a good 'guide'	**E1.1** I understand the need to communicate effectively and I can describe characteristics of a good communicator	**P1.1** I understand the purpose of a presentation and I can identify some good elements of presenting
C1.2 I can write a guide about a digital technology using appropriate structure, vocabulary and spelling	**E1.2** I can work with individuals or a small group explaining how to use a specific technology	**P1.2** I can create a presentation using technology and deliver this to a small group or class
C1.3 I can suggest some simple ways to improve my guide based on feedback from end users	**E1.3** I can reflect on my training session and suggest some simple ways to improve it	**P1.3** I can reflect on my presentation session and suggest some simple ways to improve it
Technician	Reviewer	(e)Safeguarder
T1.1 I understand what technical knowledge is and why it is important to have a good technical knowledge as a Digital Leader	**Rev1.1** I understand the purpose of evaluating technology and I can identify some elements of a good evaluation	**eS1.1** I understand what personal information is and that I only share this with people I trust
T1.2 I can use appropriate technical knowledge where necessary and understand the need to ensure others understand it too	**Rev1.2** I can identify some positive and negative aspects of the technology	**eS1.2** I only communicate online with people I know in the real world and do so politely and respectfully
T1.3 I can explain / model in detail how a specific piece of technology can be used and what to do when things go wrong	**Rev1.3** I can write an evaluation of a digital technology using appropriate structure, vocabulary and spelling	**eS1.3** I understand the need to inform a trusted adult if I access content that makes me feel sad, scared, threatened or confused

The Level 2 descriptors are as below.

Leader	Networker	Reporter
L2.1 I am recognised by staff and other students at my school as a Digital Leader and I model good skills and attitudes in my own use of technology	**N2.1** I have contributed at an event with a technology focus in and beyond my school	**Rep2.1** I can create digital reports; publish them online and explain how they are fit for audience and purpose
L2.2 I have demonstrated reliability, organisation and team skills by being a Digital Leader for at least a school year	**N2.2** I have collaborated positively with others in and beyond my school through face-to-face and online interactions	**Rep2.2** I can ensure my report is well balanced and accurate using appropriate research
L2.3 I have demonstrated leadership skills through giving regular support to others and planning and delivering events in and beyond my school	**N2.3** Other people in and beyond my school have actively engaged with me to access my knowledge and skills as a digital leader	**Rep2.3** I can update my report in response to feedback or changes to the technology referenced in it
Creator	**Educator**	**Presenter**
C2.1 I understand the differences between a multimedia tutorial and a traditional tutorial and I can use both appropriately	**E2.1** I can use a simple audit or other system to identify the needs of learners	**P2.1** I can create presentations that meet the needs of various audiences including students, staff and parents
C2.2 I can create a multimedia guide combining existing multimedia (video, animation, sound) with appropriate understanding of copyright	**E2.2** I can create and deliver appropriate materials to meet the needs of a range of learners such as students, staff and parents	**P2.2** I can present effective presentations showing suitable skills and using a range of appropriate software and technologies
C2.3 I can create appropriate Multimedia (video, animation, sound) as part of a multimedia guide	**E2.3** I can evaluate my learning sessions using attendee feedback to check that the needs of the learners were successfully met	**P2.3** I can evaluate my presentations to show they were effective and engaging including feedback from others
Technician	**Reviewer**	**(e)Safeguarder**
T2.1 I can demonstrate my technical competency using a variety of hardware and software as required	**Rev2.1** I can investigate then choose or create a simple template to review types of technologies.	**eS2.1** I will carefully consider the implications for myself and others of anything I publish online
T2.2 I can utilise my technical knowledge and understanding to support a range of learners effectively	**Rev2.2** I can create regular reviews that meet the needs of a specific audience enabling them to make informed choices	**eS2.2** I use strong passwords and secure devices to protect myself online
T2.3 I can demonstrate that I use technology with appropriate use of licensing and Terms & Conditions	**Rev2.3** I understand the need to write reviews in a fair and responsible manner and I can demonstrate this through my reviews	**eS2.3** I understand the consequences of cyberbullying and what to do if I or my friends are cyberbullied

Many schools are using the strands above as **badges** or **accreditations** that the children can achieve in their role as Digital Leaders to recognise their skills, knowledge and experience in the role.

Many of the strands can be achieved as **electronic** or **open badges** that can be given to students within a learning platform space as they achieve strands and these are presently available form.

- **Makewaves** provide a social media platform that integrates #openbadges with missions for the students to undertake. The Makewaves Digital Leader Network is free for schools to use. It facilitates networking between Digital Leaders in different schools and integrates earning the 18 Digital Leader badges within the platform and easy promotion of the badges in to the Mozilla Backpack at aged 13. Details here **www.makewav.es/** Further information on using Makewaves with Digital Leaders can be found here **www.gr8ict.com/roadmap**
- The **Curriculum Innovation** team have created electronic badges and supporting materials for Primary school Digital Leaders within Edmodo (a free social learning platform website for teachers, students, and parents) that is accessible through their Digital Leader Academy provision details can be found here **www.ticbradford.com/digital-leaders-academy**.

If you are planning to create Digital Leaders in your school using the framework as a basis we would suggest that you do not use these strand statements in a linear manner when developing your Digital Leaders. Plan practical purposeful activities and then map the skills, knowledge and understanding that you want them to achieve from the strands against this.

We have created a few examples of this that can be accessed from **www.ticbradford.com/downloads/digital-leaders.**

A child can be classed as a Digital Leader as soon as they understand and start to carry out the role in school but we would suggest formalising this by completing at least one of the badges. They do not have to complete any or all the strands / badges but obviously these are useful to highlight and develop their roles in a progressive manner and the badge / accreditation system provides an incentive for them to learn and utilise new skills, knowledge and expertise purposefully.

Further information with regard to creating Digital Leaders in your school:

If you use Twitter then **#DLchat** is used most Thursdays from about 9:00pm for teachers across the country to share their Digital Leader experiences.

The Digital Leader Network blog (**www.digitalleadernetwork.co.uk/**) is used by teachers across the country to share information and successes about their Digital Leaders.

The Curriculum Innovation have created a blog they use to highlight the work they have done through their Digital Leader Academy (**http://bradfordschools.net/blog/digitalleaders/**).