

R ■ E ■ A ■ D ■ Y

DIGITAL EDUCATION ACTION PLAN (DEAP)

Macro & micro vision



Presented by the Portuguese team,
Muğla – Turkey, September 27th 2021

DIGITAL EDUCATION ACTION PLAN (2021-2027)



MACRO
vision

According to the EU is “a renewed European Union (EU) policy initiative to support the sustainable and effective adaptation of the education and training systems of EU Member States to the digital age.”



Two strategic priorities

1

To foster a high-performing digital education ecosystem, we need:

- **infrastructure, connectivity and digital equipment**
- **effective digital capacity planning and development** including effective and up-to-date organisational capabilities
- **digitally competent & confident educators and education & training staff**
- **high-quality content, user-friendly tools and secure platforms**, respecting privacy and ethical standards

2

To enhance digital skills and competences for the digital age:

- support **the provision of basic digital skills and competences** from an early age:
 - ✓ digital literacy, including management of information overload and recognising disinformation
 - ✓ computing education
 - ✓ good knowledge and understanding of data-intensive technologies, such as AI
- **boost advanced digital skills**: enhancing the number of digital specialists and of girls and women in digital studies and careers




DEAP ACTIONS FOR PRIORITY 1 (2021-2027):

- **Action 1:** Strategic Dialogue with Member States on the enabling factors for successful digital education
- **Action 2:** Council Recommendation on blended learning for primary and secondary education
- **Action 3:** European Digital Education Content Framework
- **Action 4:** Connectivity and digital equipment for education
- **Action 5:** Digital transformation plans for education and training institutions
- **Action 6:** Artificial intelligence and data usage in education and training



DEAP ACTIONS FOR PRIORITY 2 (2021-2027):

- **Action 7:** Common guidelines for teachers and educators to foster digital literacy and tackle disinformation through education and training
- **Action 8:** Update the European Digital Competence Framework to include AI and data-related skills
- **Action 9:** European Digital Skills Certificate (EDSC)
- **Action 10:** Council recommendation on improving the provision of digital skills in education and training
- **Action 11:** Cross-national collection of data on student digital skills and introduce an EU target for student digital competence  **SELFIE**
- **Action 12:** Digital Opportunity Traineeships
- **Action 13:** Women's participation in STEM
- **Digital Education Hub**



DIGITAL EDUCATION SCHOOL'S ACTION PLAN



MICRO
vision

Data sources:

- SELFIE, a reflection and data collection tool
- Internal evaluation data (e.g. questionnaires, interviews)

Asking the right questions :

- What is the history of our school / institution regarding digitalization and digital education?
- What challenges in digital learning in our institution do we identify?
- How can we use the data results to improve the digital readiness of our school /institution?



A STRUCTURE FOR THE SCHOOL'S DEAP

Preamble (why the plan, national and EU regulations...)

Digital transition team (executive and consulting elements)

The School (number of students / staff, typology...)

I - SITUATION

- 1.1. Overall diagnostic results
- 1.2. Weak Points for SELFIE Dimension

II - FRAMEWORK OF THE PLAN IN THE SCHOOL'S EDUCATIONAL PROJECT

III – IMPLEMENTATION OF SCHOOL'S DEAP

1. Vision
2. General objectives
3. Partnerships
4. Specific Objectives
5. Activities to implement
6. Communication plan with the community
7. Monitoring and Evaluation
8. Final considerations



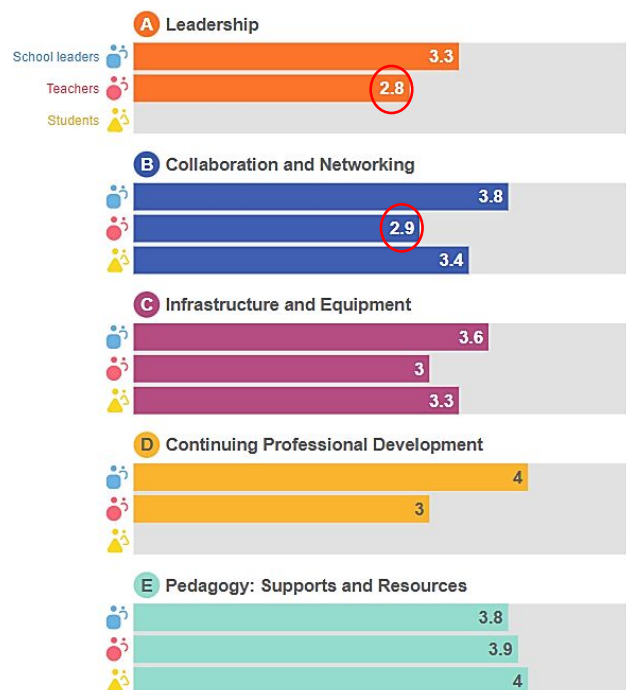
USING SELFIE RESULTS:

SELFIE 2020-2021, session 3
Upper secondary general level (17 May 2021 - 6 Jun 2021)

> SELFIE areas

Overview of areas

The figures below show the average responses by your school leaders, teachers and students for each of the areas.



SELFIE 2020-2021, session 3
Upper secondary general level (17 May 2021 - 6 Jun 2021)

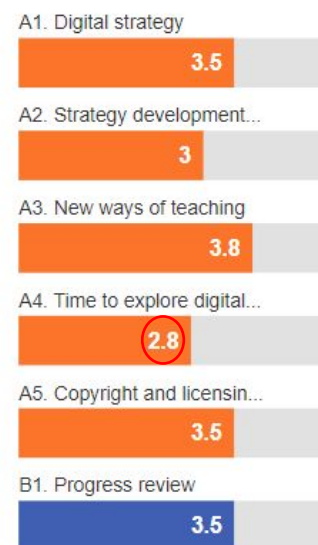
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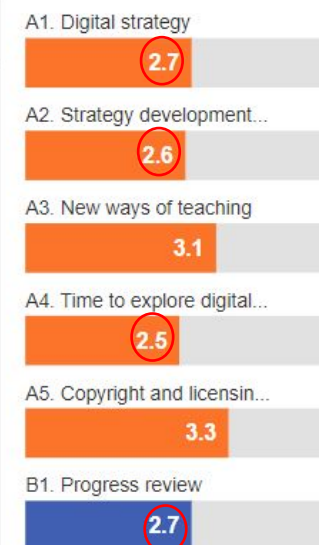
All areas

Sort by / Ascending position ▼

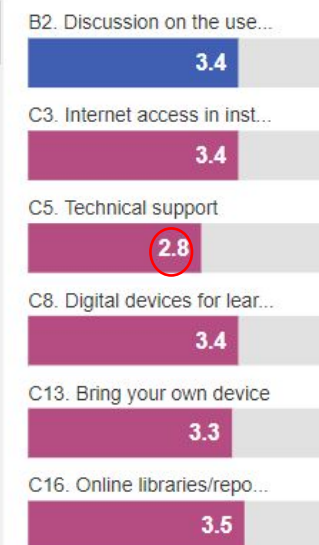
School leaders



Teachers



Students



USING SELFIE RESULTS:

Índice			2. Médias por questão e nível de ensino																	
Preencha apenas a células com fundo branco (valores médios por questão, nível de ensino e grupo de participantes)			2º Ciclo					3º Ciclo					Secundário Geral				Secundário Profissional			
A: Liderança			Média Global	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média
A1	Estratégia digital	3,1		3,0	2,8		2,9	3,3	2,9		3,1	3,5	2,7		3,1	3,5	3,3		3,4	
A2	Desenvolvimento da estratégia com os professores	3,2		3,3	2,9		3,1	3,3	3,1		3,2	3,0	2,6		2,8	3,8	3,4		3,6	
A3	Novas formas de ensino	3,3		3,8	2,9		3,4	3,0	2,9		3,0	3,8	3,1		3,5	3,5	3,6		3,6	
A9	Participação das empresas na estratégia	2,9														3,0	2,7		2,9	
A4 op	Tempo para explorar o ensino digital	2,9		3,0	2,6		2,8	2,8	2,8		2,8	2,8	2,5		2,7	3,3	3,2		3,3	
A5 op	Regras sobre direitos de autor (copyright) e licenciamento	3,4		3,0	2,8		2,9	4,3	3,1		3,7	3,5	3,3		3,4	3,3	3,5		3,4	
Média		3,2		3,2	2,8		3,0	3,3	3,0		3,2	3,3	2,8		3,1	3,4	3,3		3,3	
B: Colaboração e trabalho em rede			Média Global	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média
B1	Análise dos progressos	3,1		2,8	3,1		3,0	2,7	2,9		2,8	3,5	2,7		3,1	3,8	3,3		3,6	
B2	Debate sobre a utilização de tecnologias	3,1		2,8	3,0	3,4	3,1	3,0	2,7	3,1	2,9	3,5	2,8	3,4	3,2	3,3	3,2	3,4	3,3	
B3	Parcerias	3,5		3,3	3,1		3,2	4,0	3,3		3,7	4,3	3,3		3,8	3,0	3,3		3,2	
B4 op	Sinergias em prol do ensino e da aprendizagem à distância																			
Média		3,2		3,0	3,1	3,4	3,1	3,2	3,0	3,1	3,1	3,8	2,9	3,4	3,4	3,4	3,3	3,4	3,3	
C: Infraestruturas e equipamentos			Média Global	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média	Dirigentes escolares	Profs	Alunos	Média
C1	Infraestruturas	3,5		3,8	3,6		3,7	3,8	3,3		3,6	3,5	2,8		3,2	4,0	3,5		3,8	
C2	Dispositivos digitais para o ensino	3,4		3,3	3,6		3,5	3,5	3,1		3,3	3,5	3,0		3,3	4,0	3,4		3,7	
C3	Acesso à Internet	3,5		3,5	3,8	3,7	3,7	3,5	3,3	3,4	3,4	3,8	3,4	3,4	3,5	3,5	3,3	3,8	3,5	
C5	Apoio técnico	3,2		2,5	3,3	3,8	3,2	3,5	2,9	2,9	3,1	3,3	2,7	2,8	2,9	3,8	3,3	3,3	3,5	



I – SITUATION (SCHOOL'S DEAP) – OVERALL DIAGNOSTIC

Participation

	2nd Cycle			3rd Cycle			Upper Secondary General			Upper Secondary Vocational		
	Invited	Completed	%	Invited	Completed	%	Invited	Completed	%	Invited	Completed	%
School leaders												
Teachers												
Students												

Digital services:

Administrative management Software:

Management information systems:

Relevant projects for digital transition: R.E.A.D.Y, ...

Infrastructure and Hardware

Average values (1 - 5)	School leaders	Teachers	Students
2nd Cycle			
3rd Cycle			
Upper Secondary General			
Upper Secondary Vocational			

Students with digital devices and internet access at home

Percentage	Computer	Internet access
2nd Cycle		
3rd Cycle		
Upper Secondary General		
Upper Secondary Vocational		

Results by SELFIE Dimension

Valores Médios (1 a 5)	School leaders	Teachers	Students
Leadership			
Collaboration and Networking			
Continuing Professional Development			
Pedagogy: Supports and Resources			
Pedagogy: Implementation in the classroom			
Assessment Practices			
Student Digital Competence			

Level of Digital competence of teachers by area (%) [Check-In Data]

Area	Level 1	Level 2	Level 3
Professional engagement			
Digital Resources			
Teaching and Learning			
Assessment			
Learners' empowerment			
Promoting learners' digital competences			

Level 1: Exploitation and adoption of Digital | Level 2: Reflection, Collaboration, Sharing and Critical Use of Digital | Level 3: Leadership and innovation with the digital

Reflexion and Comments:



I – SITUATION (SCHOOL'S DEAP) – WEEK POINTS

An example:

Collaboration and Networking	School leaders					Teachers					Students				
	2nd C.	3rd C.	Sec. General	Sec. Voc.	Average	2nd C.	3rd C.	Sec. General	Sec. Voc.	Average	2nd C.	3rd C.	Sec. General	Sec. Voc.	Average
Progress Analysis	2,8	2,7	3,5	3,8	3,2	3,1	2,9	2,7	3,3	3,0					
Debate about the use of ICT	2,8	3,0	3,5	3,3	3,2	3,0	2,7	2,8	3,2	2,9	3,4	3,1	3,4	3,4	3,3
Partnerships	3,3	4,0	4,3	3,0	3,7	3,1	3,3	3,3	3,3	3,3					

Reflexion and Comments:

Although not mentioned in all teaching cycles, it is important to implement a strategy that focus on taking advantage of the digitalization to analyse progresses in teaching and learning developed in the School. It is also important to create opportunities to discuss the advantages and disadvantages of teaching and learning with digital technologies.



II - FRAMEWORK OF THE PLAN IN THE SCHOOL'S EDUCATIONAL PROJECT

- To which areas of the school's education plan does this School's DEAP contribute?
 - Educational territorial joint actions?
 - More and better assessment?
 - Learn by doing?
 - Communication?
 - Organize and cooperate?
 - Learn in interaction?



III – IMPLEMENTATION OF SCHOOL'S DEAP

1. Vision

- Redesign education and training offered in our school for the digital age, ensuring high standards of quality, equity, inclusion and innovation.
- Reinforce the digital transformation of our school, continuing to invest in the digitalization of administrative processes and in an effective communication strategy between all elements of the educational community.
- Digitally empower all elements of the educational community, so that they feel competent to participate in the opportunities that are created by digital technologies, locally, nationally or internationally.



III – IMPLEMENTATION OF SCHOOL'S DEAP

2. General objectives

- a) Develop student's and teacher's confidence and skills in digital technologies so that they can use them effectively and appropriately in learning, both personally and professionally.
- b) Promote an effective and innovative use of technologies for meaningful teaching and learning, in all curricular and non-curricular areas, supporting the development of collaborative, cooperative, creative and autonomous learning, more complete in cognitive terms, contributing to the comprehensive training of our students and for a school's culture.
- c) Develop a culture of sharing and a repository of digital resources that enhance the ability of students, teachers and staff to achieve and exceed their goals.
- d) Dematerialize administrative processes through flexible IT systems to support management and communication within the school.
- e) Restructure/improve partnerships with Stakeholders, with and for the digital.



III – IMPLEMENTATION OF SCHOOL'S DEAP

3. Partnerships:

- National Board of Education
- Regional Board of Education (DGEstE Alentejo)
- Staff Training Centre Beatriz Serpa Branco
- City hall of Montemor-o-Novo
- Youth Centre
- Oficinas do Convento (local association)
- Network of School Libraries
- Parents associations
- Promethean Portugal
- Microsoft
- Texas instruments
- National Association of Informatics Teachers (ANPRI)



III – IMPLEMENTATION OF SCHOOL'S DEAP

4. General objectives (some examples):

Dimension	Objective	Metrics
Organizational	1. Provide training in the field of digital transition and innovation.	100% of teachers complete at least one training every two years in digital empowerment.
	2. Encourage collaborative work, supported by digital tools.	100% of teachers have at least 45 min. at their timetable for cooperative work.
	3. Involve digitally and technologically trained teachers in promoting creative and innovative learning opportunities that contribute to improving learning outcomes.	100% of trained teachers annually promote at least 1 learning opportunity with productive and innovative integration of TICE.
	4. Establish communities of practice, supported via TEAMS platform, by areas of interest.	At least 20% of professors integrate/implement 1 community of practice in the 1st year.



III – IMPLEMENTATION OF SCHOOL'S DEAP

5. Activities to implement (some examples):

Organizational dimension

Activity	Objs.	Calendar and monitoring	Resources
Disseminate the School's DEAP	2 e 5	September 2021, using the school's communication channels.	Digital transition team Educational community
Develop a PowerApp that allows to easily record the knowledge/skills demonstrated by the students at each moment.	2, 3, 5 e 12	App's 1st version – January 2022. Tests phase – 2nd period of the school year 2021/22 Updating phase – 3rd period of the school year 2021/22	ICT Coordinator Informatics teachers School tutor's coordinators Department's coordinators
Create a network of partnerships for and with the digital, which support the various elements of the educational community.	1, 2, 5, 11	September – December 2021- elaboration of contacts and establishment of protocols. January 2021 onwards – dissemination of partners and actions to be developed.	Informatics teachers School tutor's coordinators Department's coordinators



III – IMPLEMENTATION OF SCHOOL'S DEAP

6. Communication plan with the community:

Recipients	Tools /Media	Calendar	Assigned to
Teachers	Meetings, webpage, TEAMS, email ...	At the beginning of the project, with implementation feedback at least every 3 months and dissemination of activities in continuum.	Digital transition team
Other staff	Meetings, webpage, email ...		Digital transition team
Students	Webpage, social media, posters and pamphlets		Digital transition team & class tutors
Parents	Webpage, social media, posters and pamphlets, phone and email		Digital transition team & class tutors
Educational community	Webpage, social media, posters and pamphlets.		Digital transition team
Partners/ <i>stakeholders</i>	Meetings, webpage, TEAMS, email ...		Digital transition team and School Board



III – IMPLEMENTATION OF SCHOOL'S DEAP

7. Monitoring and Evaluation (some examples):

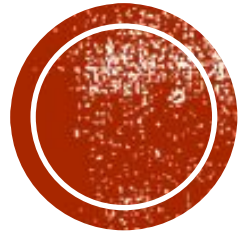
Dimension	Activity	Indicator	Goal	Source	Frequency
Organizational	Disseminate the School's DEAP	Number of meetings, emails, releases;	Inform 100% of the educational community	Webpage, school's social media, emails, minutes	Once a year
	Develop a PowerApp that allows to easily record the knowledge/skills demonstrated by the students at each moment.	V 1.0 of the App	Functional App at the end of 1 st period	Sharing via Office 365	End of 1 st period
	Create a network of partnerships for and with the digital, which support the various elements of the educational community.	Number of contacts and protocols	Increase 5% every year	Emails / partners webpages	Once a year



REFERENCES

- [Digital Education Action Plan \(2021-2027\) | Education and Training \(europa.eu\)](#)
- [How SELFIE works | Education and Training \(europa.eu\)](#)
- [Digital Transformation | K-12 Blueprint \(k12blueprint.com\)](#)





**THANK YOU FOR LISTENING!
ANY QUESTIONS?**

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