







Teacher Education and Media Literacy

In-service learning opportunities for teachers in digital, media and information literacy



Vision statement Digisprong

Mission Digisprong



To obtain ICT-competences in all pupils and teachers, so that they can actively participate in a digitized society



Improve the quality of education by well-advised integration of ICT



Investing a total budget of 375M euros







1. ICT infrastructure

Goal

• Every school has a quality digital infrastructure that enables digital didactics and secure ICT use.

Devices

- → A few in every class of pre-primary education and the 1st and 2nd grade of primary education
- → 1 for every pupil in the third grade of primary education
- → 1 for every pupil all grades of secondary education
- → For teachers
- Strengthening ICT infrastructure in schools (network, security,..)
- ▶ Facilitating connectivity and telecom by framework agreement
- Facilitating re-use of devices (sustainability)







2. ICT policy and support at schools

Goal

- All schools have an effective ICT policy based on a pedagogical vision
- The Flemish government strenghtens the support of ICT coordinators
 (= support at school level)
- ▶ Strengthening support for ICT coordination
- ▶ Extending the structure of ICT coordinator towards all educational levels
- ▶ Clarifying the profile and task description of the ICT coordinator
- ▶ Supporting schools in the development of an effective ICT policy, including an approach on e-inclusion and against cyber bullying.

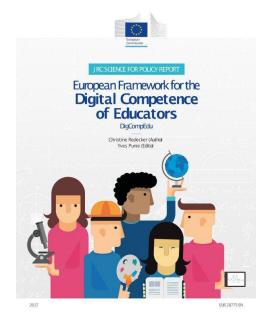






3. ICT competences

- ▶ Custom made training and ICT bootcamps to increase digital didactical skills (in-service training)
- Extra support for teacher trainers (ITT)
- ▶ DigCompEdu as the central reference framework for teacher's digital competences





Goal

All Flemish teachers and teacher educators have the essential digital competences and have the opportunity for professional development







4. Digital learning materials and learning environments

goal

All Flemish schools have access towards qualitative and innovative learning materials, learning platforms and digital evaluation

- ▶ Better access to edtech via Single Sign On Infrastructure
- ▶ Strengthening existing platforms KlasCement and Archief voor Onderwijs
- Develop learning materials for VET-education
- ▶ Foster innovation in the field of learning resources development (Smart Education, Gamefund, iLearn,..)
- Development of a quality framework for digital education







5. Knowledge & Advisory Centre Digisprong

Goals

- A central knowledge and advisory center gives support to schools in the transition towards digital education.
- Setting up Digisprong Knowledge Centre
- ▶ The Flemish government delivers datadriven and qualitative digital services for schools
- Strengthening data-driven educational policy







Digisprong 4 Pillars



Infrastructure (hardware, telecom)



ICT vision and ICT policy development



ICT competences of teachers, ICT administrators and schoolleaders



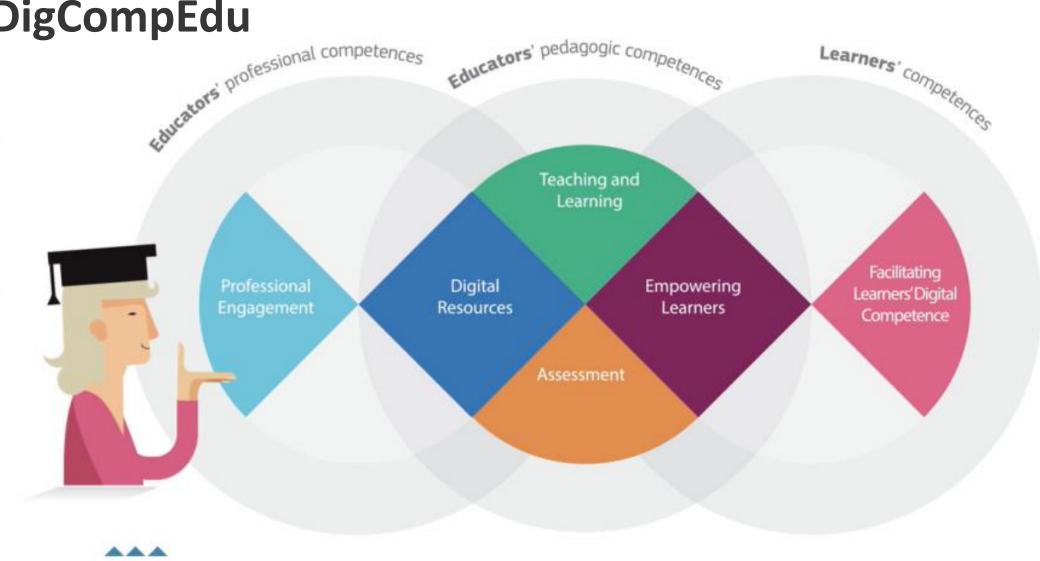
Access to and development of digital learning resources and platforms





Concrete actions to increase teachers' ICT competencies

DigCompEdu









Digisnap

Survey

- Self-reflection
- Anonymous
- Examples from Flemish context

Learning suggestion

- Teacher's report
- School board report

Training database

- Adapted to the needs
- Existing courses (more then 400)











Additional budget for Professional ICT Development

- ▶ Goal is to increase ICT competencies
- ▶ Part of Digisprong RRF
- ▶ €120 per full-time post
- ▶ Total investment of 15 million euro
- ▶ All levels of education









Bootcamps

Public contract with 2 lots

- ▶ Lot 1: professionalization of school teams to promote digital transition in primary education.
- ▶ Lot 2: professionalization of ICT coordinators from all educational levels.









Working together

- ▶ Media Literacy Knowledge Center
 - Mediacoach
 - ► EHBC (Cyber Bullying)
- ▶ Het Archief Voor Onderwijs
 - Online training
- Child Focus
 - Veilig Online
- VRT
 - ▶ EDU-boxen















In summary



- Steps were taken
- Actions on a more global level
- Professional development = challenge
- ▶ Freedom for schools
 - Decisions based on needs
 - ▶ Difficulty: big differences
- ▶ Finding the right incentives
- No obligations







Questions

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