



PATHWAYS

DIGITAL COMPETENCY FRAMEWORK FOR EDUCATORS IN SUB-SAHARAN AFRICA

This document has been designed primarily for on-screen reading and practical use, with a layout that prioritises clarity, consistency, and ease of navigation in digital formats.

- **Part 1** is a short **Introduction and guidance** for using Pathways.
- **Part 2** is the complete **Pathways framework**, in which individual competencies are presented as self-contained, full-page spreads so they can be printed, shared, or used independently, for example as reference sheets or movable working resources during planning and decision-making.

For these reasons, the document is not optimised for traditional cover-to-cover print production with binding gutters or print-specific margins.

Cover page

Nigeria, Borno State - Maiduguri, 2024: A teacher supports a student using a connected computer for learning at Mala Kachalla Model Primary School.

Source/Credit: UNICEF Nigeria

Authorship, attribution and use

Authorship

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PART 1:

INTRODUCTION

AND GUIDANCE

Introduction to Pathways 1.0



A digital competency framework built for Africa

- **Pathways** is a digital competency framework designed for use in low-resource contexts across sub-Saharan Africa. It focuses on competencies that are core to the delivery of effective teaching and learning supported by digital tools in offline, low-connectivity, device-limited, and infrastructure-constrained settings.
- **Pathways** is practical, adaptable, and grounded in the realities of educators including teachers, classroom facilitators, school leaders and local education officers working in diverse national, local, and crisis-affected environments.



Modular and flexible

- **Pathways** offers a modular structure and flexible application that is different to traditional, comprehensive and exhaustive competency frameworks. It is not intended for unadapted use.
- This modular approach enables decision-makers planning national professional development, piloting a localised programme-based initiative, or supporting teachers in an emergency to build a **Pathway** that is customised for priorities and context. Similarly, education practitioners may use the framework to identify an individual **Pathway** describing the competencies that will empower them to make effective use of locally available technology and resources.



Practitioner-centred

- Each competency is deliberately concise, focused and practitioner-centred, with clearly defined progression levels that emphasise essential understanding and practical skills. This ensures that training, mentoring and support strategies can be highly targeted, making implementation achievable, measurable, and meaningful.



Forward-focused

- **Pathways** is not a comprehensive or prescriptive list that covers every aspect of digital teaching and learning. Instead, it reflects difficult but necessary choices about what to prioritise when resources and capacity are limited. By focusing on what is essential and achievable now, we aim to support educators to keep moving forward rather than delaying progress in pursuit of perfection.



Open to feedback

- This is version 1.0 of the framework, officially launched in January 2026. It is ready to use. At the same time, we recognise that improvement comes through use, reflection, and feedback. A feedback window will open on 1/9/2026 (1st September 2026) and remain open until 31/10/2026 (31st October 2026), during which time users are invited to share their experience, suggest improvements, and propose new inclusions. Version 1.1 will be published in early 2027, incorporating feedback and refinements.



Working together for a stronger digital future

- We hope this framework offers a strong starting point for digital skills development in your context, reflecting your realities and supporting meaningful progress, and that you will help us shape its future.

Who is Pathways for?

The framework is designed for use by **decision-makers** and **educators** working in sub-Saharan Africa.

Framework users

Decision-makers can use the framework to identify and prioritise digital competency needs at a system level, setting development goals for cohorts of educators within their area of responsibility or jurisdiction. They may work at national or local levels (e.g. district, municipal, sector etc.) within formal and non-formal education systems and humanitarian programmes, including temporary, emergency, or camp-based education services. These individuals or groups have the authority and responsibility to shape the design and delivery of professional development across different roles that support and enable the delivery of early, primary, and secondary education.

Decision-maker roles include (but are not limited to) national education ministry officials, district or municipal education officers, curriculum developers, teacher training institute staff, education planners, programme managers in NGOs or UN agencies, and coordinators of non-formal or humanitarian education programmes.

Individual educators and **local education officers** working within early, primary, and secondary education can also use the framework directly to reflect on their own practice and create personal development targets based on their context and experience.

Framework practitioner roles

There are 5 groups of **stakeholder practitioners** identified within the framework. The following definitions are provided to support use of the framework and are not intended as formal classifications beyond this context. They are also not exhaustive, and should not exclude anyone for whom the framework feels relevant.

Teachers	Individuals with some formal training in education, typically (but not exclusively) working in schools and more formal education settings. Includes teachers of all subject areas and grades from early years to upper secondary.
Facilitators	Individuals with little or no formal training in education, typically (but not exclusively) working in non-formal education and humanitarian settings. May also include instructors and classroom assistants.
School leaders	Individuals who have formal training and experience in education who are leading schools or similar centres of learning, with responsibility for overall management and strategic leadership. School leaders may also be acting as teachers in their own school.
Local education officers	Individuals working at sub-national level (such as district, municipal, or sector level) who support the oversight, coordination, and implementation of education policies and programmes. They may also be known by titles such as district education officer, inspector, or supervisor, and typically liaise between schools, communities, and national authorities.
ICT technicians	<p>Individuals who are supporting the practical use of technology for learning in a school or other learning context. In practice, and especially in lower resource environments, this role may be performed by a technically competent teacher but this should not be assumed by default. In some contexts, elements of the role may be even performed by a senior student with appropriate acknowledgement and support.</p> <p>In the framework the role of ICT technician only appears in two foundational domains and for one dedicated domain, emphasising that the skills (and time) needed for ICT support are distinct and separate from teaching and learning using ICT.</p>

How is Pathways structured?

Domains

The framework is made up of **14 domains**, which organise it into manageable and meaningful sections. Each one describes a broad area of digital literacy or capability that groups together related skills and practices for supporting and enabling the effective and responsible use of technology in teaching and learning.

Competencies

Each domain has a group of **competencies**, which break the domain down into more focused areas of practical knowledge and skill.

Each competency is mapped for suitability against the stakeholder practitioner groups, and structured across two or three levels of proficiency. Competencies in the foundational domains have just two levels of proficiency, **exploring** and **embedding**, while domains with more complex or context-specific digital skills include the higher level proficiency of **extending**.

There is a proficiency summary for each, and a set of **enabling statements**. These statements start 'I can...', building them around practical means for the practitioner to demonstrate their skills, knowledge and understanding.

Enabling statements

Enabling statements are structured using a taxonomy that reflects how digital skills are learned and used in diverse, often constrained environments, and values functional capability, support-seeking, and contextual creativity over formal mastery.

Proficiency level		Described as	Typical verbs	Typical actions
Exploring	This is the introductory level of information and awareness for any competency.	Developing awareness and beginning to act, sometimes with support.	ask, describe, discuss, consider, explore, follow, identify, list, observe, recognise, say, try, use (with support), and basic task-related functional verbs	Discusses options; begins to experiment; uses the basics of tools for the first time; performs functional tasks with instructions or support; knows when and where to seek help.
Embedding	This is the minimum level of independent capability or performance for any competency.	Acting with increasing confidence, independence, and purpose.	adapt, adjust, apply, choose, demonstrate, encourage, explain, manage, plan, select, solve, support, troubleshoot, use (appropriately), and higher task-related functional verbs	Uses digital tools independently; adapts actions to suit purpose or context; begins to support others; reflects on choices and outcomes.
Extending	This is an aspirational, higher level of capability or performance for any competency.	Using skills strategically, creatively, or collaboratively to enhance practice.	advocate, anticipate, create, design, develop, embed, evaluate, improve, initiate, integrate, lead, maintain, and model	Creates new uses or approaches; supports or mentors others; improves processes; combines tools for more effective outcomes.

There are some context-specific exceptions to the typical verbs. For example, some competencies may include concepts that are in themselves more complex and so the basic verbs may be used for higher level proficiencies, e.g. 'describing' more complex ways in which

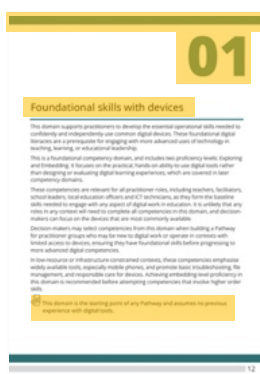
technology can affect rights. Similarly higher-level verbs may be functional in specific contexts, e.g. 'adjusting' a simple setting like brightness or volume.

Each proficiency level is designed so that a practitioner can complete standardised training content to achieve the enabling statements for it in around three hours, either on their own or with support.

Early proficiency levels often contain a larger number of enabling statements, as these cover the smaller, simpler steps that build a foundation.

The statements are guiding rather than comprehensive, reflecting a focus on practicality over perfection.

Framework layout

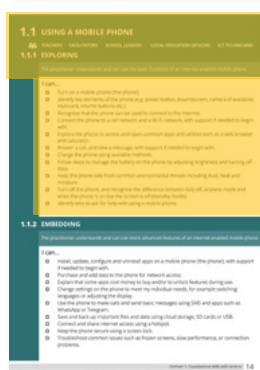


Each domain has a **colour**, a **number** and a **title**.

A domain section begins with its introduction, setting the context and listing any relevant **pre-requisite domains**.



Each domain section then lists the **sub-numbered competencies** within it, and identifies the **relevant stakeholder groups** for each one.



Within domain sections each competency has a full page, including:

- The **competency sub-number** and **title**
- The relevant **stakeholder groups**
- The **proficiency sub-numbers** and **levels** (exploring, embedding and, for higher domains, extending)
- **Proficiency summary statements**, starting 'The practitioner can...'
- Lists of **enabling statements** to support each proficiency, starting 'I can...'

How does Pathways work?

The framework is not intended for unadapted use. Instead it functions as a **flexible, modular toolkit**, allowing decision-makers and individual practitioners to select, combine, and adapt competencies to create a customised **Pathway** that reflects local needs, priorities, and resource realities. It is not a prescriptive checklist, but a foundation for context-responsive planning and support.

Decision-makers can use the framework to:

- Identify and select the most relevant digital competencies and proficiency levels for different roles and responsibilities in each context, aligned with national curriculum and strategy, and creating a realistic, achievable, and meaningful **Pathway** that reflects local infrastructure, priorities, and goals.
- Assess existing strengths and gaps in individuals or teams against that **Pathway**.
- Plan targeted training, mentoring, or resource support that aligns with actual practitioner needs.

Individual practitioners can use the framework to:

- Identify and select the most relevant digital competencies and proficiency levels that align to the realities and resources of their immediate environment, creating a realistic, achievable, and meaningful **Pathway** that reflects their own priorities and goals.
- Assess their existing strengths and gaps against that **Pathway**.
- Seek training, mentoring, or resource support that aligns with their individual needs.

Terminology

To keep the text clear and readable, some terms in this framework are used as shorthand for a broader set of meanings. These words are not intended to exclude other settings, people, or practices. We recognise that they are imperfect but have chosen them to keep the framework concise and accessible. The list below highlights these terms and explains how they should be interpreted more broadly.

School: Any organised learning institution or setting where education is delivered. This may include formal schools, non-formal learning centres, alternative education programmes, community-based learning initiatives, or temporary or mobile learning spaces.

Classroom: Any space where practitioner-led learning takes place. This could be within a school, learning centre or hub, library, ICT suite, refugee centre, temporary learning space or shelter, place of worship or somewhere else.

Local education authority: Any local body, organisation, or office with responsibility for supporting or managing education. This could include district education offices, regional education teams, education officers from ministries, or other local actors with oversight or coordination roles in the education system.

Throughout the framework we use various terms related to digital education. The following definitions are provided to support consistent use of the framework and are not intended as formal classifications beyond this context.

Term	Definition	Non-exhaustive examples (may be more specific in the context of a competency)
Devices	Physical hardware used to access or deliver digital learning	desktop computers, digital projectors, external hard drives, laptops, mobile phones, radios, SD cards, tablets, TVs, USB sticks
Digital tools	Applications (apps) or functions that support specific tasks in teaching or learning	calculator app, camera app, communication app, dictionary app, email app, file storage, offline video players, presentations app, spreadsheet app, text-to-speech tool, voice recorder, web browser, word-processing app
Digital platforms	Online or offline environments used to deliver or manage content and interaction	any national Learning Management System, Google Classroom, Kolibri, Learning Passport, Moodle, offline learning hubs, RACHEL
Digital content and resources	The learning materials accessed or used through digital means	audio stories, digital radio programmes, e-books, e-learning objects, interactive audio lessons, interactive quizzes, offline open educational resource packages, online simulations, PDF textbooks, presentations, radio scripts, SD card learning modules, text documents (e.g. in Word), videos

How to use Pathways

1

Anchor the Pathway goals in policy, strategy, programme or personal (for individual practitioners only) priorities

Start with national education policies, digital education strategies, curriculum reforms, programme or context-driven priorities, as appropriate to your context.

OUTPUT: Clarify and state what goal or goals your Pathway is intended to support.

2

Assess resources and learning environments

Review the infrastructure, devices, connectivity, and training capacity available in your target context. Consider the diversity of urban/rural contexts and typical classroom conditions.

OUTPUT: List the infrastructure, devices, connectivity, and training capacity you have available.

3

Identify your stakeholder groups

Decide which practitioners need to be included for a full enabling environment in your context: Teachers, facilitators, school leaders, local education officers, ICT technicians. Use framework definitions to ensure role clarity.

OUTPUT: List each stakeholder group for whom you will build/group a Pathway.

4

For each stakeholder group: Review domains and prerequisites

Look across the 14 domains, starting with those most relevant to your policy goals and stakeholder role. Pay attention to prerequisites noted in domain introductions (what skills need to be built first).

OUTPUT: List all relevant domains, including those that are prerequisites to your priority needs.

5

For each stakeholder group: Select relevant competencies

Within chosen domains, identify the specific competencies most relevant to your goals and stakeholder role, and realistic within your resources. Prioritise those with the biggest classroom and system-level impact.

OUTPUT: Select and list the specific competencies within each domain that are needed for your context.

6

For each stakeholder group: Define progression levels

Decide the proficiency levels required. Exploring is the introductory level of information and awareness for any competency. Embedding is the minimum level of independent capability or performance for any competency. Extending is an aspirational, higher level of capability or performance for any competency. Consider what will be realistic expectations for each stakeholder group

OUTPUT: Highlight the highest level of competency to target on each of the selected competencies.

-- Repeat steps 4-6 for each stakeholder group identified in step 3 --

7

Build the Pathway

Bring all decisions together and sequence competencies into a customised Pathway framework that has routes for each stakeholder group.

OUTPUT: Document the choices for your new Pathway.

Congratulations! You have a customised, context-appropriate digital competency framework ready to implement.

14) Foundation with device

13) Foundations for using technology

12) Communicative technology

11) Creating and digital resource

10) Working with digital content

9) Professor development

8) Managing at maintaining in the future

7) Leading science to work with technology

6) Teaching technology

5) Teaching with specific content

4) Gathering and learning

3) Using technology to support need

2) Using artificial intelligence

1) Supporting literacy of

Domains (14)

1	Foundational skills 1 with devices	1.1 Using a mobile phone 1.1.1 Exploring 1.1.2 Embedding	1.2 Using a tablet 1.2.1 Exploring 1.2.2 Embedding	1.3 Using a desktop computer or laptop 1.3.1 Exploring 1.3.2 Embedding	1.4 Using a digital projector 1.4.1 Exploring 1.4.2 Embedding	1.5 Using a digital whiteboard 1.5.1 Exploring 1.5.2 Embedding	1.6 Using a smart TV 1.6.1 Exploring 1.6.2 Embedding
2	Foundational practice for using technology	2.1 Keeping devices safe and secure 2.1.1 Exploring 2.1.2 Embedding	2.2 Keeping yourself safe and secure in online environments 2.2.1 Exploring 2.2.2 Embedding	2.3 Keeping learners safe and secure in online environments 2.3.1 Exploring 2.3.2 Embedding	2.4 Managing the environmental impact of technology 2.4.1 Exploring 2.4.2 Embedding	2.5 Supporting rights-based use of technology 2.5.1 Exploring 2.5.2 Embedding	
3	Communicating and collaborating with technology	3.1 Using digital messaging for communication 3.1.1 Exploring 3.1.2 Embedding	3.2 Using digital messaging to coordinate tasks with colleagues 3.2.1 Exploring 3.2.2 Embedding	3.3 Using collaborative platforms to coordinate tasks with colleagues 3.3.1 Exploring 3.3.2 Embedding	3.4 Using collaborative platforms to coordinate tasks with colleagues 3.4.1 Exploring 3.4.2 Embedding		
4	Creating and adapting digital resources	4.1 Creating and adapting pre-designed documents 4.1.1 Exploring 4.1.2 Embedding	4.2 Creating and adapting presentations 4.2.1 Exploring 4.2.2 Embedding	4.3 Creating and adapting spreadsheets 4.3.1 Exploring 4.3.2 Embedding	4.4 Creating and adapting videos 4.4.1 Exploring 4.4.2 Embedding		
5	Working with digital content	5.1 Searching for and selecting digital content 5.1.1 Exploring 5.1.2 Embedding	5.2 Making digital content accessible and inclusive 5.2.1 Exploring 5.2.2 Embedding	5.3 Understanding how around digital content 5.3.1 Exploring 5.3.2 Embedding	5.4 Organising and sharing digital content 5.4.1 Exploring 5.4.2 Embedding	5.5 Delivering a digital presentation 5.5.1 Exploring 5.5.2 Embedding	
6	Professional development	6.1 Identifying my own needs for digital skills development 6.1.1 Exploring 6.1.2 Embedding	6.2 Engaging in digital professional learning opportunities 6.2.1 Exploring 6.2.2 Embedding	6.3 Using digital sources and resources for professional development 6.3.1 Exploring 6.3.2 Embedding			
7	Managing and maintaining digital infrastructure	7.1 Managing devices and technical infrastructure 7.1.1 Exploring 7.1.2 Embedding	7.2 Managing network and internet access 7.2.1 Exploring 7.2.2 Embedding	7.3 Managing user access and data protection 7.3.1 Exploring 7.3.2 Embedding	7.4 Installing and updating software 7.4.1 Exploring 7.4.2 Embedding	7.5 Troubleshooting and providing technical support 7.5.1 Exploring 7.5.2 Embedding	7.6 Managing offline digital learning hubs 7.6.1 Exploring 7.6.2 Embedding
8	Leading schools to work with technology	8.1 Working with national policy for digital education 8.1.1 Exploring 8.1.2 Embedding	8.2 Planning and leading school strategies for digital education 8.2.1 Exploring 8.2.2 Embedding	8.3 Managing infrastructure and resources for digital education 8.3.1 Exploring 8.3.2 Embedding	8.4 Engaging teachers and communities in digital learning 8.4.1 Exploring 8.4.2 Embedding	8.5 Leading and supporting staff development for digital learning 8.5.1 Exploring 8.5.2 Embedding	8.6 Working with EMIS 8.6.1 Exploring 8.6.2 Embedding
9	Teaching with technology	9.1 Changing practice for digital learning 9.1.1 Exploring 9.1.2 Embedding 9.1.3 Extending	9.2 Embedding technology in lesson planning 9.2.1 Exploring 9.2.2 Embedding 9.2.3 Extending	9.3 Using digital learning across the school and inclusive in all classrooms 9.3.1 Exploring 9.3.2 Embedding 9.3.3 Extending	9.4 Using classroom techniques for blended learning 9.4.1 Exploring 9.4.2 Embedding 9.4.3 Extending	9.5 Using technology to support differentiated learning 9.5.1 Exploring 9.5.2 Embedding 9.5.3 Extending	9.6 Working with a Learning Management System 9.6.1 Exploring 9.6.2 Embedding 9.6.3 Extending
10	Teaching with technology in specific contexts	10.1 Using technology in every lesson or classroom? 10.1.1 Exploring 10.1.2 Embedding 10.1.3 Extending	10.2 Using technology with learners who speak another language 10.2.1 Exploring 10.2.2 Embedding 10.2.3 Extending	10.3 Using technology for teaching practice or hands-on subjects 10.3.1 Exploring 10.3.2 Embedding 10.3.3 Extending	10.4 Using technology for early and foundational learning 10.4.1 Exploring 10.4.2 Embedding 10.4.3 Extending	10.5 Using technology in multi-grade classrooms 10.5.1 Exploring 10.5.2 Embedding 10.5.3 Extending	10.6 Using technology where electricity is intermittent or unreliable 10.6.1 Exploring 10.6.2 Embedding 10.6.3 Extending
11	Gathering and using digital evidence of learning	11.1 Using technology for learning assessment 11.1.1 Exploring 11.1.2 Embedding 11.1.3 Extending	11.2 Using digital evidence to support learning 11.2.1 Exploring 11.2.2 Embedding 11.2.3 Extending	11.3 Teaching with a LMS used in a Learning Management System 11.3.1 Exploring 11.3.2 Embedding 11.3.3 Extending			
12	Using technology with disabilities and learning support needs	12.1 Using technology with learners who are blind or have low vision 12.1.1 Exploring 12.1.2 Embedding 12.1.3 Extending	12.2 Using technology with learners who are deaf or hard of hearing 12.2.1 Exploring 12.2.2 Embedding 12.2.3 Extending	12.3 Using technology with learners who are blind or have low vision 12.3.1 Exploring 12.3.2 Embedding 12.3.3 Extending	12.4 Using technology with learners who have physical disabilities 12.4.1 Exploring 12.4.2 Embedding 12.4.3 Extending	12.5 Using technology with learners who have intellectual disabilities 12.5.1 Exploring 12.5.2 Embedding 12.5.3 Extending	12.6 Using technology with learners who have environmental barriers 12.6.1 Exploring 12.6.2 Embedding 12.6.3 Extending
13	Using artificial intelligence	13.1 Incorporating artificial intelligence in education 13.1.1 Exploring 13.1.2 Embedding 13.1.3 Extending	13.2 Using artificial intelligence 13.2.1 Exploring 13.2.2 Embedding 13.2.3 Extending	13.3 Managing risks and data in artificial intelligence 13.3.1 Exploring 13.3.2 Embedding 13.3.3 Extending	13.4 Ensuring ethical and local artificial intelligence 13.4.1 Exploring 13.4.2 Embedding 13.4.3 Extending	13.5 Creating and adapting artificial intelligence 13.5.1 Exploring 13.5.2 Embedding 13.5.3 Extending	13.6 Using artificial intelligence to support teaching staff 13.6.1 Exploring 13.6.2 Embedding 13.6.3 Extending
14	Supporting digital literacy of learners	14.1 Supporting learners to use a computer 14.1.1 Exploring 14.1.2 Embedding 14.1.3 Extending	14.2 Supporting learners to find and use information online 14.2.1 Exploring 14.2.2 Embedding 14.2.3 Extending	14.3 Supporting learners to be good online citizens 14.3.1 Exploring 14.3.2 Embedding 14.3.3 Extending	14.4 Supporting learners to create and use digital resources 14.4.1 Exploring 14.4.2 Embedding 14.4.3 Extending	14.5 Supporting learners to keep themselves safe and well in digital spaces 14.5.1 Exploring 14.5.2 Embedding 14.5.3 Extending	14.6 Supporting learners to work with artificial intelligence 14.6.1 Exploring 14.6.2 Embedding 14.6.3 Extending
							14.7 Supporting learners to solve digital and technical problems 14.7.1 Exploring 14.7.2 Embedding 14.7.3 Extending

PART 2: THE FRAMEWORK

Foundational skills with devices

This domain supports practitioners to develop the essential operational skills needed to confidently and independently use common digital devices. These foundational digital literacies are a prerequisite for engaging with more advanced uses of technology in teaching, learning, or educational leadership.

This is a foundational competency domain, and includes two proficiency levels: Exploring and Embedding. It focuses on the practical, hands-on ability to use digital tools rather than designing or evaluating digital learning experiences, which are covered in later competency domains.

These competencies are relevant for all practitioner roles, including teachers, facilitators, school leaders, local education officers and ICT technicians, as they form the baseline skills needed to engage with any aspect of digital work in education. It is unlikely that any roles in any context will need to complete all competencies in this domain, and decision-makers can focus on the devices that are most commonly available.

Decision-makers may select competencies from this domain when building a Pathway for practitioner groups who may be new to digital work or operate in contexts with limited access to devices, ensuring they have foundational skills before progressing to more advanced digital competencies.

In low-resource or infrastructure-constrained contexts, these competencies emphasise widely available tools, especially mobile phones, and promote basic troubleshooting, file management, and responsible care for devices. Achieving embedding-level proficiency in this domain is recommended before attempting competencies that involve higher order skills.



This domain is the starting point of any Pathway and assumes no previous experience with digital tools.

01

Foundational skills with devices

	Teachers	Facilitators	School leaders	Local education officers	ICT technicians
1.1 Using a mobile phone	✓	✓	✓	✓	✓
1.2 Using a tablet	✓	✓	✓	✓	✓
1.3 Using a desktop computer or laptop	✓	✓	✓	✓	✓
1.4 Using a digital projector	✓	✓	✓	✓	✓
1.5 Using a digital whiteboard	✓	✓	✓	✓	✓
1.6 Using a smart TV	✓	✓	✓	✓	✓

1.1 USING A MOBILE PHONE



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

1.1.1 EXPLORING

The practitioner understands and can use the basic functions of an internet-enabled mobile phone.

I can...

- ☐ Turn on a mobile phone ('the phone').
- ☐ Identify key elements of the phone (e.g. power button, (touch)screen, camera (if available), keyboard, volume buttons etc.).
- ☐ Recognise that the phone can be used to connect to the internet.
- ☐ Connect the phone to a cell network and a Wi-Fi network, with support if needed to begin with.
- ☐ Explore the phone to access and open common apps and utilities such as a web browser and calculator.
- ☐ Answer a call, and view a message, with support if needed to begin with.
- ☐ Charge the phone using available methods.
- ☐ Follow steps to manage the battery on the phone by adjusting brightness and turning off data.
- ☐ Keep the phone safe from common environmental threats including dust, heat and moisture.
- ☐ Turn off the phone, and recognise the difference between fully off, airplane mode and when the phone is on but the screen is off (standby mode).
- ☐ Identify who to ask for help with using a mobile phone.

1.1.2 EMBEDDING

The practitioner understands and can use more advanced features of an internet-enabled mobile phone.

I can...

- ☐ Install, update, configure and uninstall apps on a mobile phone ('the phone'), with support if needed to begin with.
- ☐ Purchase and add data to the phone for network access.
- ☐ Explain that some apps cost money to buy and/or to unlock features during use.
- ☐ Change settings on the phone to meet my individual needs, for example switching languages or adjusting the display.
- ☐ Use the phone to make calls and send basic messages using SMS and apps such as WhatsApp or Telegram.
- ☐ Save and back up important files and data using cloud storage, SD cards or USB.
- ☐ Connect and share internet access using a hotspot.
- ☐ Keep the phone secure using a screen lock.
- ☐ Troubleshoot common issues such as frozen screens, slow performance, or connection problems.

1.2 USING A TABLET



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

1.2.1 EXPLORING

The practitioner understands and can use the basic functions of an internet-enabled tablet.

I can...

- ☐ Turn on an internet-enabled tablet ('the tablet').
- ☐ Identify key elements of the tablet (e.g. power button, touchscreen, camera (if available), volume buttons etc.).
- ☐ Recognise that the tablet can be used to connect to the internet.
- ☐ Connect the tablet to a Wi-Fi network, with support if needed to begin with.
- ☐ Explore the tablet to access and open common apps and utilities such as a web browser and calculator, with support if needed to begin with.
- ☐ Follow steps to manage the battery on the tablet by adjusting brightness and turning off data.
- ☐ Charge the tablet using available methods.
- ☐ Keep the tablet safe from common environmental threats including dust, heat and moisture.
- ☐ Turn off the tablet, and recognise the difference between fully off, airplane mode, and when the tablet is on but the screen is off (standby mode).
- ☐ Identify who to ask for help with using a tablet.

1.2.2 EMBEDDING

The practitioner understands and can use more advanced features of an internet-enabled tablet.

I can...

- ☐ Install, update, configure and uninstall basic apps on an internet-enabled tablet ('the tablet'), with support if needed to begin with.
- ☐ Purchase and add data to the tablet for network access.
- ☐ Explain that some apps cost money to buy and/or to unlock features during use.
- ☐ Change settings on the tablet to meet my individual needs, for example switching languages or adjusting the display.
- ☐ Make basic use of common apps and utilities on the tablet such as a web browser and calculator.
- ☐ Save and back up important files and data using cloud storage, SD cards or USB.
- ☐ Connect and share internet access using a hotspot.
- ☐ Keep the tablet secure using a screen lock.
- ☐ Troubleshoot common issues such as frozen screens, slow performance, or connection problems.
- ☐ Connect the tablet to another display device, such as a digital projector, using available connection methods.

1.3 USING A DESKTOP COMPUTER OR LAPTOP



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

1.3.1 EXPLORING

The practitioner understands and can use the basic functions of a desktop computer or laptop.

I can...

- ☐ Turn on and properly shut down a desktop or laptop computer ('the computer').
- ☐ Identify key elements of the computer (e.g. power button, screen, camera (if available), keyboard, volume buttons etc.).
- ☐ Use the keyboard, mouse, and/or touchpad to explore navigating the computer.
- ☐ Follow steps to adjust basic settings such as volume and display brightness.
- ☐ Recognise that the computer can be connected to the internet via Wi-Fi or a cable.
- ☐ Follow steps to connect the computer to a Wi-Fi or wired internet connection, with support if needed to begin with.
- ☐ Explore using the computer to access and open common apps and utilities such as a web browser and word processing software, with support if needed to begin with.
- ☐ Use special functions of the keyboard including shift and control.
- ☐ Keep the computer safe from common environmental threats including dust, heat and moisture.
- ☐ Identify who to ask for help with using a desktop computer or laptop.

1.3.2 EMBEDDING

The practitioner understands and can use more advanced features of a desktop computer or laptop.

I can...

- ☐ Install and update common software/apps as needed on a desktop or laptop computer ('the computer'), with support if needed to begin with.
- ☐ Make basic use of common apps and utilities on the computer such as a web browser, file explorer, and word processing software.
- ☐ Change settings on the computer to meet my individual needs, for example switching languages or adjusting the display.
- ☐ Connect and use available external devices such as a USB flash drive, external keyboard, display device, headphones or printer.
- ☐ Demonstrate how to organise files and folders efficiently.
- ☐ Save and back up important files and data using cloud storage, SD cards or USB.
- ☐ Troubleshoot common issues such as frozen screens, slow performance, or connection problems.

1.4 USING A DIGITAL PROJECTOR



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

1.4.1 EXPLORING

The practitioner understands and can use the basic functions of a digital projector.

I can...

- ☐ Turn on and properly shut down a digital projector ('the projector').
- ☐ Identify key elements of the projector (e.g. power button, lens, fan, adjustable feet etc.).
- ☐ Follow steps to connect the projector to a laptop, tablet, or other device using cables or wireless options.
- ☐ Try adjusting the brightness, focus, and projection size for clear display, with support if needed to begin with.
- ☐ Position the projector so that it is safe and secure during use, aligned with a clear wall or screen space for viewing the projection.
- ☐ Keep the projector safe from common environmental threats including dust, heat and moisture and understand that the lens requires extra protection.
- ☐ Say why no one should look directly into the beam of the projector.
- ☐ Use the projector to show presentations, videos, and images, with support if needed to begin with.
- ☐ Identify who to ask for help with using a digital projector.

1.4.2 EMBEDDING

The practitioner understands and can use more advanced features of a digital projector.

I can...

- ☐ Use advanced settings on a digital projector ('the projector') such as keystone correction and contrast adjustments.
- ☐ Change settings on the projector to meet my individual needs, for example switching languages where available.
- ☐ Connect and use a remote control for the projector.
- ☐ Enable and use additional functions such as an on-screen pointer, where available.
- ☐ Connect the projector to external speakers or a sound system for better audio, where available.
- ☐ Troubleshoot common issues such as blurry images, overheating, or connectivity problems.

1.5 USING A DIGITAL WHITEBOARD



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

1.5.1 EXPLORING

The practitioner understands and can use the basic functions of a digital whiteboard.

I can...

- ☐ Turn on and properly shut down a digital whiteboard ('the whiteboard').
- ☐ Identify key elements of the whiteboard (e.g. power button, pens and pen tray, interactive surface etc.).
- ☐ Open the built-in whiteboard application to enable drawing, writing, or displaying basic text and images.
- ☐ Use the touchscreen or basic input tools (e.g. stylus, finger, simple remote) to write or draw on the whiteboard.
- ☐ Adjust key settings like volume, brightness, or display orientation, with support if needed to begin with.
- ☐ Clear or save what is on the whiteboard, using local storage if available, with support if needed to begin with.
- ☐ Keep the whiteboard safe from common environmental threats including dust, heat and moisture.
- ☐ Identify who to ask for help with using a digital whiteboard.

1.5.2 EMBEDDING

The practitioner understands and can use more advanced features of a digital whiteboard.

I can...

- ☐ Connect the digital whiteboard ('the whiteboard') to a laptop using a cable or Bluetooth.
- ☐ Open and switch between different sources on the whiteboard (e.g. laptop screen, USB drive, or built-in whiteboard app).
- ☐ Use basic annotation tools (pen, eraser, highlighter) to mark over content.
- ☐ Connect simple accessories (e.g. speaker or external USB device) to the whiteboard.
- ☐ Use basic file functions such as opening, renaming, or saving annotated content to a USB or connected device.
- ☐ Troubleshoot common problems such as no display, poor writing responsiveness, or touch not working.

1.6 USING A SMART TV



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

1.6.1 EXPLORING

The practitioner understands and can use the basic functions of a smart TV.

I can...

- ☐ Turn on and properly shut down a smart TV ('the TV').
- ☐ Identify key elements of the TV (e.g. power button, screen, volume buttons, remote control etc.).
- ☐ Open the home screen and built-in apps to play simple media (e.g. video, images) or display basic content, with support if needed to begin with.
- ☐ Use a standard remote control (or simple remote app) to select inputs, adjust volume/brightness, and mute/unmute.
- ☐ Open media from a USB drive (if available) and, with support if needed to begin with, safely remove the device.
- ☐ Keep the TV safe from common environmental threats including dust, heat and moisture.
- ☐ Identify who to ask for help with using a smart TV.

1.6.2 EMBEDDING

The practitioner understands and can use more advanced features of a smart TV.

I can...

- ☐ Connect a smart TV ('the TV') to a laptop or other device using a cable or Bluetooth.
- ☐ Open and switch between different sources/inputs on the TV (e.g. HDMI, USB drive, screen mirroring, or built-in apps).
- ☐ Use basic playback and display controls including play/pause, captions/subtitles, source selection and aspect ratio/picture mode.
- ☐ Connect simple accessories (e.g. speaker or external USB device) to the TV.
- ☐ Browse folders on a USB or connected device, open media files and safely eject the device.
- ☐ Troubleshoot common problems such as no signal, no sound or network/casting not connecting.

Foundational practice for digital learning

This domain supports practitioners to use technology in ways that are safe, responsible, inclusive, and sustainable. It addresses core practices that underpin all forms of digital learning, helping practitioners to protect themselves, their learners, and the environment while using digital tools effectively.

In low-resource or rapidly changing environments, these competencies emphasise low-cost strategies for device safety, awareness of common local risks (such as theft, misinformation, or misuse of data), and practical ways to uphold the rights and dignity of learners and colleagues. Achieving embedding-level proficiency in this domain ensures that practitioners can use technology with care and awareness in a range of contexts.

This is a foundational competency domain, and includes two proficiency levels: Exploring and Embedding. It provides essential foundations for ethical and secure digital participation, underpinning the safe and equitable application of higher order digital competencies.

Most competencies in this domain are relevant to all practitioner roles. However, Competency 2.3, which focuses on keeping learners safe in digital environments, is focused specifically on the actions of teachers, facilitators, and school leaders who work directly with learners, with the support of ICT technicians.

Decision-makers may select competencies from this domain when building a Pathway that prioritises safe, ethical, and inclusive digital practices as a foundation for effective technology use across learning environments.



This domain has prerequisites and builds on competencies within:

- ⚙️ Domain 1: Foundational skills with devices

02

Foundational practice for digital learning

	Teachers	Facilitators	School leaders	Local education officers	ICT technicians
2.1 Keeping devices safe and secure	✓	✓	✓	✓	✓
2.2 Keeping myself safe and secure in online environments	✓	✓	✓	✓	✓
2.3 Keeping learners safe and secure in online environments	✓	✓	✓	✗	✓
2.4 Managing the environmental impact of technology	✓	✓	✓	✓	✓
2.5 Supporting rights-based use of technology	✓	✓	✓	✓	✓

2.1 KEEPING DEVICES SAFE AND SECURE



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

2.1.1 EXPLORING

The practitioner recognises basic risks to digital devices and the importance of protecting them.

I can...

- ☐ Describe common risks to devices (e.g. breakage, theft, water or dust damage, overheating, overcharging).
- ☐ List basic rules for using devices safely in my setting (e.g. not eating or drinking near devices, using with clean hands).
- ☐ Store devices in a (designated, where appropriate) safe and secure place when not in use.
- ☐ Recognise which devices can be connected to the internet and describe common web-based threats to their security (e.g. viruses, spyware and phishing).
- ☐ Notice and report if a device is not working, damaged, or missing.
- ☐ Follow basic instructions for device management.
- ☐ Identify who to ask for help and ideas with keeping devices safe and secure.

2.1.2 EMBEDDING

The practitioner actively supports safe handling, care, and use of devices in their setting.

I can...

- ☐ Follow regular routines to care for devices (e.g. turning off properly and regularly, unplugging after charging, keeping clean and dry).
- ☐ Explain why it is important to connect, disconnect and remove peripherals such as printers, projectors, and file storage devices (e.g. USB) safely and securely.
- ☐ Monitor how devices are used and report misuse or neglect.
- ☐ Support learners and/or colleagues to handle devices safely and respectfully.
- ☐ Use passwords and simple protections (e.g. screen locks, logging out) to keep accounts or devices secure.
- ☐ Work with software that manages web-based threats, where this is installed and managed for me.
- ☐ Contribute to simple plans for keeping shared devices safe in a classroom, school or education office.

2.2 KEEPING MYSELF SAFE AND SECURE IN ONLINE ENVIRONMENTS



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

2.2.1 EXPLORING

The practitioner is aware of basic digital risks and follows simple practices to stay safe when using digital tools.

I can...

- ☐ Describe common digital risks to my online safety and security (e.g. misuse of personal details, losing work, device theft, scams, or online harassment).
- ☐ Recognise why I should be careful about downloading content from the internet.
- ☐ Describe basic steps to avoid sharing personal or sensitive information online or with others.
- ☐ Describe how to avoid engaging in or responding to unsafe, harmful, or unprofessional online behaviour.
- ☐ Identify common signs of unsafe or suspicious digital activity (e.g. spam messages, fake links, or unusual requests).
- ☐ Identify who to ask for help and ideas with keeping myself safe and secure in online environments.

2.2.2 EMBEDDING

The practitioner uses safe and secure practices in everyday work with digital tools.

I can...

- ☐ Explain basic steps for keeping myself safe and secure in online environments, including reference to school or local education authority protocols where available.
- ☐ Separate personal and professional use of devices, where possible.
- ☐ Use a passcode to manage access to my personal devices such as mobile phone and laptop.
- ☐ Manage my privacy settings on social media.
- ☐ Keep passwords or login information private and use strong, memorable and unique passwords.
- ☐ Back up important files or work (e.g. on a flash drive or cloud service).
- ☐ Monitor my digital activities and maintain a healthy balance of online and offline working.
- ☐ Support colleagues, learners, or community members to follow good safety practices.

2.3 KEEPING LEARNERS SAFE AND SECURE IN ONLINE ENVIRONMENTS



TEACHERS

FACILITATORS

SCHOOL LEADERS

ICT TECHNICIANS

2.3.1 EXPLORING

The practitioner is aware of common risks to learners and follows basic guidance to support their safety.

I can...

- ☐ Describe common risks that learners may face when using digital tools (e.g. harmful content, online bullying, data sharing, or copying work).
- ☐ Discuss why it is important to protect learner safety and privacy when using technology.
- ☐ Follow basic instructions for keeping learners safe and secure in online environments, including rules to keep learner information private (e.g. not sharing names or photos without consent).
- ☐ Recognise signs that a learner may feel unsafe or uncomfortable when using digital tools.
- ☐ Encourage learners to report any online issues or concerns that they encounter to me, even if I don't fully understand the problem.
- ☐ Say where I can go to escalate a learner's concerns or log a report if I think a learner may be at risk, and how the learner can access appropriate support.
- ☐ Identify who to ask for help and ideas with keeping learners safe and secure in online environments.

2.3.2 EMBEDDING

The practitioner supports a safe environment for digital learning and responds to safety concerns.

I can...

- ☐ Take steps to protect learner data and digital work from being shared, lost, or misused.
- ☐ Select and explain clear, basic rules to help keep learners safe and secure when using digital tools (e.g. using strong passwords, not sharing personal information online, and adjusting privacy settings).
- ☐ Talk with learners about respectful digital behaviour, supporting each other, and what they can do if something makes them feel uncomfortable.
- ☐ Establish and maintain clear boundaries for online time and digital interactions (including age-appropriate content, and online communication) in my classroom or other learning environment.
- ☐ Support learners to monitor their digital activities and maintain a healthy balance of online and offline working.
- ☐ Work with line managers or other colleagues to engage with caregivers on keeping learners safe online.

2.4 MANAGING THE ENVIRONMENTAL IMPACT OF TECHNOLOGY



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

2.4.1 EXPLORING

The practitioner is aware that technology has environmental impacts throughout its lifecycle and can describe simple ways to reduce harm in their context.

I can...

- ☐ Recognise that both physical devices and online activities (e.g. streaming, cloud storage) can affect the environment.
- ☐ Describe in simple terms how digital activities have hidden environmental impacts (e.g. energy used by data centres and networks to process/store data, and device power/production), even when these aren't visible in the classroom.
- ☐ Discuss why caring for devices, chargers, and accessories helps reduce waste and costs.
- ☐ Turn off devices, limit background apps, or reduce screen brightness to save power, with support if needed to begin with.
- ☐ Say why I should store damaged devices, cables, or batteries safely instead of discarding them in regular waste, where recycling facilities are not available.
- ☐ Follow basic instructions for managing the environmental impact of technology.
- ☐ Identify who to ask for help and ideas with managing the environmental impact of technology.

2.4.2 EMBEDDING

The practitioner promotes sustainable digital practices to reduce energy use, waste, and environmental impact in their school, local education authority, or community.

I can...

- ☐ Make digital choices with lower impact such as choosing low-bandwidth options, reusing downloaded/offline resources, deleting digital clutter, and avoiding unnecessary streaming, use of artificial intelligence, downloads or auto-updates where possible.
- ☐ Encourage learners and colleagues to use devices, data, and electricity efficiently.
- ☐ Promote the importance of protecting and maintaining shared devices and accessories so they last longer and serve more users.
- ☐ Raise awareness in my school, local education authority, or community about e-waste, safe battery disposal, and the hidden impacts of digital services.
- ☐ Participate in local or school initiatives for device recycling/repurposing, solar charging, or sustainable tech use.

2.5 SUPPORTING RIGHTS-BASED USE OF TECHNOLOGY



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

ICT TECHNICIANS

2.5.1 EXPLORING

The practitioner is aware that technology can affect the rights and dignity of learners, educators, and community members.

I can...

- ☐ Describe how digital tools can support or limit basic rights like safety and privacy, in terms that are meaningful to my context.
- ☐ Recognise how learners and colleagues may face barriers when using technology (e.g. based on factors such as gender, disability, ethnicity, language, or location).
- ☐ Give local examples of how technology can help include more people in learning or communication.
- ☐ Discuss my own rights and responsibilities when using digital tools (e.g. respectful communication, protecting others' information).
- ☐ Follow basic instructions for supporting rights-based use of technology.
- ☐ Identify who to ask for help and ideas with supporting rights-based use of technology.

2.5.2 EMBEDDING

The practitioner encourages respectful, inclusive, and rights-respecting use of technology in their setting.

I can...

- ☐ Discuss how digital tools can support or limit more complex rights like freedom of expression, and access to information, with support if needed to begin with.
- ☐ Support learners or colleagues who may face barriers to participation in digital learning.
- ☐ Encourage others to respect dignity, privacy, and safety when using digital tools.
- ☐ Explain the importance of involving children in active creation rather than passive consumption of digital content.
- ☐ Include rights-related topics (e.g. access, fairness, data privacy) in lessons, meetings, or planning.
- ☐ Recognise when technology is reinforcing inequalities in my context and take action to reduce harm.
- ☐ Explain that data can be shared without our knowledge, by any device that connects to the internet.

Communicating and collaborating with technology

This domain supports practitioners to use digital tools to communicate clearly, share information appropriately, and work collaboratively with others. It includes both one-way and two-way communication with learners, caregivers, colleagues, and wider professional or community networks.

In contexts where in-person communication may be limited by distance, workload, or infrastructure, these competencies emphasise the value of mobile messaging, simple group platforms, and accessible ways of participating in shared digital work. They also promote consistent, inclusive, and professional communication habits that support a positive culture of collaboration in education.

This is a foundational competency domain, and includes two proficiency levels: Exploring and Embedding. It focuses on practical and respectful use of messaging, group chats, and shared digital spaces in ways that improve learning and strengthen relationships across the education system.

Competencies in this domain are relevant for all practitioners, with the exception of 3.2, which focuses on communicating with caregivers and is therefore unlikely to be useful for local education officers.

Decision-makers may select competencies from this domain when building a Pathway that aims to strengthen communication and collaboration between educators, learners, caregivers, or system-level actors, particularly where face-to-face interaction is limited.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning

03

Communicating and collaborating with technology

	Teachers	Facilitators	School leaders	Local education officers
3.1 Using digital messaging for communication	✓	✓	✓	✓
3.2 Using digital messaging to communicate with caregivers	✓	✓	✓	✗
3.3 Using collaborative platforms to work asynchronously with others	✓	✓	✓	✓
3.4 Using collaborative platforms to meet synchronously with others	✓	✓	✓	✓

3.1 USING DIGITAL MESSAGING FOR COMMUNICATION



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

3.1.1 EXPLORING

The practitioner explores simple digital messaging tools to send and receive messages.

I can...

- ☐ Open a messaging tool or app such as SMS, Telegram, Messenger or WhatsApp on an available device.
- ☐ Describe the core messaging elements of the messaging tool or app (e.g. text messaging, voice or video calling).
- ☐ Explore the different options and settings of the messaging tool or app (e.g. notifications, language support, address book).
- ☐ Use the messaging tool or app to send a message and receive a reply, with support if needed to begin with.
- ☐ Say what is the preferred digital messaging tool of my school or local education authority.
- ☐ Recognise the importance of using simple, clear language in digital messages.
- ☐ Follow basic instructions for using digital tools to send and receive messages.
- ☐ Identify who to ask for help and ideas with using digital messaging for communication.

3.1.2 EMBEDDING

The practitioner communicates regularly and confidently using digital messaging tools.

I can...

- ☐ Use a messaging tool or app to send and receive text, audio, videos and images.
- ☐ Save and use contact details in the digital address book associated with my messaging tool or app.
- ☐ Set up and join groups in my messaging tool or app so that I can communicate with multiple users at once.
- ☐ Select the best approach for the message (e.g. send a voice note for explanation instead of long text).
- ☐ Adapt my communication style to the audience, using emojis and GIFs sparingly and only when they aid clarity and are appropriate to the context.
- ☐ Manage unwanted communication through my messaging tool or app, e.g. by blocking numbers.
- ☐ Follow shared guidelines for using school, local area or community communication tools (e.g. response times to parents, respecting group chat boundaries, not sharing sensitive information), or initiate a discussion about this if these guidelines don't exist.

3.2 USING DIGITAL MESSAGING TO COMMUNICATE WITH CAREGIVERS



TEACHERS FACILITATORS SCHOOL LEADERS

3.2.1 EXPLORING

The practitioner explores communicating with caregivers using digital messaging tools.

I can...

- ☐ Identify the digital messaging tool(s) indicated by school policy or preferred by caregivers in my area (e.g. SMS, Telegram, Messenger or WhatsApp).
- ☐ Discuss the basic advantages and disadvantages of digital messaging platforms for communicating with caregivers.
- ☐ Explore group interest and skills/capacity for establishing regular digital messaging communication with caregivers.
- ☐ Discuss in simple terms how characteristics such as gender, age, disability and other social factors may influence caregivers' access to and use of digital messaging.
- ☐ Recognise the need to set boundaries and manage my digital availability to caregivers.
- ☐ Follow basic instructions for using digital tools to send and receive messages with caregivers.
- ☐ Identify who to ask for help and ideas with using digital messaging to communicate with caregivers.

3.2.2 EMBEDDING

The practitioner uses digital messaging tools to communicate with caregivers in support of learning.

I can...

- ☐ Use the digital messaging tool(s) indicated by school policy or preferred by caregivers in my area (e.g. SMS, Telegram, Messenger or WhatsApp) to share useful content and reminders with groups of caregivers (e.g. online safety tips, homework instructions or reminders about events).
- ☐ Support caregivers to use simple tools if they are unsure (e.g. 'Hold the button to hear the voice message').
- ☐ Send individual texts and voice notes to parents or caregivers, explaining why I am contacting them and what action they should take.
- ☐ Manage communications so that caregivers who do not use digital messaging tools for any reason are reached in another way and not excluded.
- ☐ Follow school or local area guidelines for communicating safely and securely about learners, or initiate a discussion about this if these guidelines don't exist.

3.3

USING COLLABORATIVE PLATFORMS TO WORK ASYNCHRONOUSLY WITH OTHERS



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

3.3.1 EXPLORING

The practitioner explores collaborative platforms such as a learning management system (LMS), Teams, or Google Classroom to work asynchronously with others.

I can...

- ☐ Access a collaborative platform such as Teams, Google Classroom, or an LMS using a provided link, code or login details.
- ☐ Describe how this platform is different to a messaging app such as SMS, Telegram, Messenger or WhatsApp.
- ☐ Explore the platform and identify basic features (e.g. different message boards, private message space).
- ☐ Access shared files and messages in a group workspace, with support if needed to begin with.
- ☐ Post a short message in a group chat, message board or discussion thread, with support if needed to begin with.
- ☐ Discuss appropriate behaviour when using a group messaging or discussion space (e.g. using respectful language, not spamming).
- ☐ Follow basic instructions for using a specific platform to work with others.
- ☐ Identify who to ask for help and ideas with using collaborative platforms to work with others.

3.3.2 EMBEDDING

The practitioner works asynchronously with others effectively and respectfully using a collaborative platform such as a learning management system (LMS), Teams, or Google Classroom.

I can...

- ☐ Use a group chat, message board or discussion thread in a collaborative platform to participate in a discussion with others.
- ☐ Upload or share a file or link that others can access.
- ☐ Organise group messages or discussions using replies, threads or channels (if available).
- ☐ Search for information across and within existing messages.
- ☐ Manage my profile (name, photo, role/contact details) to reflect a professional identity.
- ☐ Manage my notifications from the platform by identifying and selecting preferences.
- ☐ Follow agreed group guidelines for respectful communication and collaboration in the platform, or help establish them if they don't exist.

3.4 USING COLLABORATIVE PLATFORMS TO MEET SYNCHRONOUSLY WITH OTHERS



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

3.4.1 EXPLORING

The practitioner explores how to join and participate in live meetings using collaborative platforms such as Teams, Zoom or Google Meet.

I can...

- ☐ Join a live meeting using a provided link, code, or calendar invitation, with support if needed to begin with.
- ☐ Explore the meeting environment and identify basic features (e.g. microphone, camera, chat, participant list, screen sharing).
- ☐ Turn on and off my camera and microphone during a meeting, with support if needed to begin with.
- ☐ Describe and follow basic online meeting etiquette (e.g. not interrupting, waiting my turn, avoiding background noise).
- ☐ Follow basic instructions for using a specific platform to meet live with others.
- ☐ Identify who to ask for help and ideas with using collaborative platforms to meet synchronously with others.

3.4.2 EMBEDDING

The practitioner participates respectfully and confidently in live meetings using a collaborative platform such as Teams, Zoom or Google Meet.

I can...

- ☐ Use audio, video and chat features to participate in live meetings as needed.
- ☐ Use interactive features such as raise hand, reactions, polls or breakout rooms if available.
- ☐ Share my screen or presentation when asked, using basic controls in the platform.
- ☐ Manage my online presence during meetings by checking my name display, background and camera position, and use a suitable virtual background if preferred.
- ☐ Troubleshoot and adjust my settings to manage sound, video, or notifications where needed.
- ☐ Demonstrate how to start a new meeting.
- ☐ Follow agreed group guidelines for respectful and inclusive participation in online meetings, or help create them if they don't exist.

Creating and adapting digital resources

This domain supports practitioners to create and adapt simple digital content that is purposeful, accessible, and appropriate for different educational audiences. It includes practical skills for working with common digital formats, such as text documents, presentations, videos, and spreadsheets, and promotes basic inclusive design principles so that content can be understood and used by a wider range of users.

In settings where digital content is created using limited or shared resources, this domain supports the use of accessible, low-bandwidth formats and mobile-friendly tools. Embedding-level proficiency ensures that practitioners can produce content that is clearly structured, inclusive, and aligned to its intended purpose and audience.

This is a foundational competency domain and includes two proficiency levels: Exploring and Embedding. It focuses on the ability to produce and improve basic digital materials for educational use, including skills that support communication, planning, teaching, and reporting.

All competencies in this domain are relevant to teachers, facilitators, school leaders, and local education officers. However, the specific content types needed may vary by role, e.g. teachers and facilitators may focus more on presentations or learning videos, while school leaders and local education officers may prioritise reports and spreadsheets. Decision-makers should focus professional development on the tools and formats most relevant to their context.

Decision-makers may select competencies from this domain when building a Pathway that requires practitioners to produce or adapt digital materials for communication, instruction, or reporting, using formats suited to local tools and resource constraints.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning

04

Creating and adapting digital resources

	Teachers	Facilitators	School leaders	Local education officers
4.1 Creating and adapting text-based documents	✓	✓	✓	✓
4.2 Creating and adapting presentations	✓	✓	✓	✓
4.3 Creating and adapting spreadsheets	✓	✓	✓	✓
4.4 Creating and adapting videos	✓	✓	✓	✓

4.1 CREATING AND ADAPTING TEXT-BASED DOCUMENTS



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

4.1.1 EXPLORING

The practitioner explores the basic functions of working with digital text-based documents.

I can...

- ☐ Identify and open an application that supports creation and use of text-based documents (e.g. Word, Google Docs, WPS Office, or notes app), using the device available to me.
- ☐ Explore the key elements of the application (e.g. different menu and editing options).
- ☐ Open, navigate and close an existing document, with support if needed to begin with.
- ☐ Open a new blank document or template and type some simple content, with support if needed to begin with.
- ☐ Save a document and reopen it later, with support if needed to begin with.
- ☐ Recognise that different applications use different file formats, and I may need help to adapt a file if not using it in the application it was created in.
- ☐ Say in simple terms why longer documents with more elements (e.g. images) require more file storage.
- ☐ Follow basic instructions for using a specific application to work with a text-based document.
- ☐ Identify who to ask for help and ideas with creating and adapting text-based documents.

4.1.2 EMBEDDING

The practitioner creates digital text-based documents that are clearly formatted and adapted to their purpose.

I can...

- ☐ Make basic edits (e.g. delete, copy, paste, move text) and correct mistakes.
- ☐ Use basic formatting tools (e.g. headings, bold, underline, bullet points, spacing) to make a document nicer to look at and easier to read.
- ☐ Access in-app help that supports me to perform actions according to my need (e.g. inserting elements like tables or images into a document).
- ☐ Select and use templates or reuse documents for common tasks (e.g. lesson plans, school letters, learner profiles, reports, worksheets).
- ☐ Check for mistakes before using or sharing the document.
- ☐ Save a document in another format suitable for sharing or printing (e.g. save as PDF).

4.2 CREATING AND ADAPTING PRESENTATIONS



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

4.2.1 EXPLORING

The practitioner explores the basic functions of working with digital presentations.

I can...

- ☐ Identify and open an application that supports creation and use of digital presentations (e.g. PowerPoint, WPS Office, Google Slides), using the device available to me.
- ☐ Explore the key elements of the application using a mouse and keyboard (e.g. different menu and editing options).
- ☐ Open, navigate and close an existing presentation, with support if needed to begin with.
- ☐ Open a new blank presentation or template and type simple content into a slide, with support if needed to begin with.
- ☐ Save a new presentation and reopen it later, with support if needed to begin with.
- ☐ Recognise that different applications use different file formats, and I may need help to adapt a file if not using it in the application it was created in.
- ☐ Say in simple terms why longer presentations with more elements (e.g. images) require more file storage.
- ☐ Follow basic instructions for using a specific application to work with a digital presentation.
- ☐ Identify who to ask for help and ideas with creating and adapting presentations.

4.2.2 EMBEDDING

The practitioner creates clear and purposeful presentations adapted to the audience and context.

I can...

- ☐ Make basic edits (e.g. delete, copy, paste, move text) and correct mistakes.
- ☐ Use basic formatting tools (e.g. headings, bold, underline, bullet points, spacing) to make a presentation nicer to look at and easier to read.
- ☐ Access in-app help that supports me to perform actions according to my need (e.g. inserting elements like tables or images into slides).
- ☐ Organise a presentation with a beginning, middle, and end (e.g. introduction, main points, summary).
- ☐ Keep slides uncluttered and easy to follow by limiting text, using visuals, and avoiding elements that distract from the slide's message.
- ☐ Select and use templates or adapt and reuse presentations from other sources.
- ☐ Check for mistakes before using or sharing the presentation.
- ☐ Save a document in another format suitable for sharing or printing (e.g. save a PowerPoint file as PDF or images).

4.3 CREATING AND ADAPTING SPREADSHEETS



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

4.3.1 EXPLORING

The practitioner explores the basic functions of working with spreadsheets.

I can...

- ☐ Identify and open an application that supports creation and use of spreadsheets (e.g. Excel, Google Sheets, WPS Office), using the device available to me.
- ☐ Explore the key elements of the application using a mouse and keyboard (e.g. different menu and editing options).
- ☐ Open, navigate and close an existing spreadsheet, with support if needed to begin with.
- ☐ Open a new blank spreadsheet or template and type simple content into cells, with support if needed to begin with.
- ☐ Recognise that different applications use different file formats, and I may need help to adapt a file if not using it in the application it was created in.
- ☐ Save a new spreadsheet and reopen it later, with support if needed to begin with.
- ☐ Say in simple terms why bigger spreadsheets with more elements (e.g. charts) require more file storage, follow basic instructions for using a specific application to work with a spreadsheet.
- ☐ Identify who to ask for help and ideas with creating and adapting spreadsheets.

4.3.2 EMBEDDING

The practitioner organises information clearly and uses basic tools to improve the spreadsheet.

I can...

- ☐ Make basic edits (e.g. delete, copy, paste, move text) and correct mistakes.
- ☐ Use basic formatting tools (e.g. headings, bold, adjust column width, colour rows) to make a spreadsheet nicer to look at and easier to read.
- ☐ Access in-app help that supports me to perform actions according to my need (e.g. using basic formulas like addition or totals in my worksheet).
- ☐ Label rows and columns clearly (e.g. Name, Week 1, Total).
- ☐ Select and use templates or reuse documents for common tasks (e.g. grade records, attendance records, budgets).
- ☐ Check for mistakes before using or sharing the spreadsheet.
- ☐ Save a spreadsheet in another format suitable for sharing or printing (e.g. save an Excel file as CSV or PDF).

4.4 CREATING AND ADAPTING VIDEOS



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

4.4.1 EXPLORING

The practitioner explores the basic functions needed to create a video.

I can...

- ☐ Describe how a phone or other available device can be used to record a short video (e.g. lesson explanation, demonstration, or activity).
- ☐ Identify and open the camera application on my device.
- ☐ Explore the key elements of the camera application (e.g. still and video images, start and stop recording).
- ☐ Prepare for video recording by ensuring my phone or other device has a fully charged battery and plenty of available storage space, with support if needed to begin with.
- ☐ Say in simple terms why longer videos require more file storage.
- ☐ Identify where a video is stored and how to access or delete it later.
- ☐ Follow basic instructions for using a specific application and device to create a video.
- ☐ Identify who to ask for help and ideas with creating and adapting videos.

4.4.2 EMBEDDING

The practitioner creates purposeful and appropriate video content for their audience and context.

I can...

- ☐ Plan what to say or show in a video before recording it.
- ☐ Explain why I should not film people without their consent, and why I should seek consent from caregivers if I want to film children.
- ☐ Take a video, holding the camera steady and keeping the subject clear and visible, with support if needed to begin with.
- ☐ Keep videos short and focused on one topic or task.
- ☐ Record in a location with suitable light and minimum background noise.
- ☐ Re-record or improve a video if needed using the tools I have access to (e.g. making basic edits such as cutting the start or end).
- ☐ Check for mistakes before using or sharing the video.

Working with digital content

This domain supports practitioners to use, manage, and share digital content responsibly and effectively. It includes essential skills for identifying, selecting and managing suitable materials, understanding legal and ethical responsibilities, and organising content so that it can be reused or shared in appropriate ways.

In settings where content is downloaded, shared, or stored on limited or shared devices, this domain promotes the use of safe, offline-friendly formats and clear organisational practices. Embedding-level proficiency ensures that practitioners can model responsible use of digital content and support others to do the same.

This is a foundational competency domain and includes two proficiency levels: Exploring and Embedding. It focuses on foundational competencies that enable educators to interact confidently with existing content and ensure it is used in ways that are legal, purposeful, and accessible to others.

All competencies in this domain are relevant to teachers, facilitators, school leaders, and local education officers. However, the ways in which content is used may vary across roles, e.g. teachers may prioritise finding lesson resources, while local education officers may focus on sharing guidance or reports. Professional development should align with common content types and local availability of digital materials.

Decision-makers may select competencies from this domain when building a Pathway that involves the responsible use, curation, or sharing of digital content across a range of roles and contexts, particularly where content is reused or shared between practitioners.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 4: Creating and adapting digital resources

05

Working with digital content

	Teachers	Facilitators	School leaders	Local education officers
5.1 Searching for and selecting digital content	✓	✓	✓	✓
5.2 Making digital content accessible and inclusive	✓	✓	✓	✓
5.3 Understanding laws around digital content	✓	✓	✓	✓
5.4 Organising and sharing digital content	✓	✓	✓	✓
5.5 Delivering a digital presentation	✓	✓	✓	✓

5.1 SEARCHING FOR AND SELECTING DIGITAL CONTENT



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

5.1.1 EXPLORING

The practitioner explores the use of digital tools to search online for useful content that supports their work.

I can...

- ☐ Identify and open an application and/or website (e.g. Google, Chrome, Firefox, Edge, Google Play Store) that supports searching for online content on the device available to me explore the key elements of the application or website (e.g. text window, different search options).
- ☐ Conduct a basic search, with support if needed to begin with.
- ☐ Discuss how to use different keywords or search terms to find what I need.
- ☐ Recognise when content is useful for my subject area, level, or context.
- ☐ Discuss how not everything I find on the internet is correct, accurate or genuine.
- ☐ Say why I shouldn't click on links or download content from sources I do not trust.
- ☐ Follow basic instructions to search online for useful content.
- ☐ Identify who to ask for help and ideas with searching for and selecting digital content.

5.1.2 EMBEDDING

The practitioner selects appropriate digital content based on relevance, quality, and context.

I can...

- ☐ Find information in different formats including text, images and videos.
- ☐ Identify content that supports specific learning goals or classroom needs.
- ☐ Compare results from different sources to choose the most suitable content.
- ☐ Check that content is relevant, accurate and true, respectful, culturally relevant and at the right level for the (age and) needs of my learners/colleagues.
- ☐ Download or save useful materials for later use, including offline access when possible.
- ☐ Explain why I chose a particular piece of content and how it will be used.

5.2 MAKING DIGITAL CONTENT ACCESSIBLE AND INCLUSIVE



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

5.2.1 EXPLORING

The practitioner explores the need to make digital content easier for others to use and understand.

I can...

- ☐ Outline what accessibility and inclusion mean in the context of digital content, and why they are important.
- ☐ Recognise basic accessibility issues that may be experienced by people with special needs when using digital content and resources.
- ☐ Discuss simple changes that can be made to various types of digital content to make it generally more accessible and inclusive (e.g. adding captions to videos, using large and clear fonts for text).
- ☐ Recognise I will need to learn how to adapt content in a specific way when someone I work with has a particular need (e.g. a learner who uses a screen reader, or a colleague who requires large print).
- ☐ Understand that it may not always be possible to make digital content accessible for everyone, and that I may need to find other ways to communicate with individuals who have special needs.
- ☐ Follow basic instructions for making digital content easier for others to use and understand.
- ☐ Identify who to ask for help and ideas with making digital resources accessible and inclusive.

5.2.2 EMBEDDING

The practitioner applies basic inclusive practices to make digital content easier to understand and use for diverse users.

I can...

- ☐ Make simple changes to digital content that make it more accessible and inclusive (e.g. using large and clear fonts for text, not over-filling a page or screen).
- ☐ Review content to make sure it is understandable and not overwhelming, especially for people with limited digital experience.
- ☐ Provide information in more than one way when possible (e.g. text + audio, written instructions + diagrams).
- ☐ Adapt language, tone, or format depending on who the content is for (e.g. learners, caregivers, colleagues).
- ☐ Select and use images that demonstrate and are respectful of diverse communities and local cultures, languages, or contexts.
- ☐ Improve the accessibility and inclusion of digital content based on feedback from users.

5.3 UNDERSTANDING LAWS AROUND DIGITAL CONTENT



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

5.3.1 EXPLORING

The practitioner is aware that there are rules and responsibilities related to using digital content.

I can...

- ☐ Describe why it's important to respect ownership of content created by others.
- ☐ Discuss how not all content that is online can be used freely by everyone, and that there are legal rules about this.
- ☐ Say what is broadly meant by the terms intellectual property, data privacy, and ethical conduct.
- ☐ Identify any laws and policies relating to sharing and use of digital content that are specific to my country.
- ☐ Avoid using or copying content if I don't know whether it is allowable.
- ☐ Follow basic instructions for responsible use of digital content.
- ☐ Identify who to ask for help and ideas with understanding laws around digital content.

5.3.2 EMBEDDING

The practitioner applies basic rules for the responsible use of digital content in their own practice.

I can...

- ☐ Explain what Open Educational Resources are and how Creative Commons licences are used to manage openly licenced work.
- ☐ Select content that is free to use or openly licenced.
- ☐ Demonstrate how to respect ownership of content created by others by only using content with suitable permissions.
- ☐ Use citations when I appropriately include work from other people.
- ☐ Help others understand the importance of respecting digital content rights.
- ☐ Model responsible use of content in presentations, lessons, and other communications relevant to my work.

5.4 ORGANISING AND SHARING DIGITAL CONTENT



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

5.4.1 EXPLORING

The practitioner considers how to organise and share digital content using basic digital tools.

I can...

- ☐ Describe why it is important to save files with clear names so I can find them later.
- ☐ Identify where digital content is stored in folders or apps on my phone or computer.
- ☐ Locate file size information, with support if needed to begin with.
- ☐ Discuss how file size impacts the space/bandwidth it needs to be stored and/or shared.
- ☐ Recognise that I need to check that others can open the content I send (e.g. that file size or format is suitable).
- ☐ List different ways in which files can be shared (e.g. USB, Bluetooth, WhatsApp, screen sharing, cloud storage).
- ☐ Identify who to ask for help and ideas with organising and sharing digital content.

5.4.2 EMBEDDING

The practitioner shares and manages digital content in ways that support learning, collaboration, or communication.

I can...

- ☐ Follow basic instructions to organise and share files using methods available to me (e.g. USB, Bluetooth, WhatsApp, screen sharing, cloud storage), with support if needed to begin with.
- ☐ Manage a simple, consistent system of files and folders to organise learning materials, plans, or other resources.
- ☐ Search for and find files by name and type wherever they are on my device.
- ☐ Convert or compress files to make them easier to share or access on low-end devices.
- ☐ Support learners or colleagues to access content using the tools they have available.
- ☐ Back up important resources to a safe location (e.g. using USB or SD card, or cloud storage).
- ☐ Follow any guidelines or rules in my school, learning centre or local authority on what content should be shared, how, and with whom, or initiate a discussion about this if these guidelines don't exist.

5.5 DELIVERING A DIGITAL PRESENTATION



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

5.5.1 EXPLORING

The practitioner explores how to deliver a digital presentation using appropriate tools and features.

I can...

- ☐ Identify and open an application that supports delivery of digital presentations (e.g. PowerPoint, WPS Office, Google Slides), with support if needed to begin with.
- ☐ Explore the key delivery elements of the application (e.g. different play and presenting menus/options).
- ☐ Identify the key features needed to deliver a presentation (e.g. full-screen mode, next/previous buttons, speaker notes).
- ☐ Practise delivering a short presentation using screen share or presenter mode, with support if needed to begin with.
- ☐ Discuss the importance of speaking clearly, being prepared, and checking technical setup before presenting.
- ☐ Follow basic instructions to deliver a digital presentation.
- ☐ Identify who to ask for help and ideas with delivering a digital presentation.

5.5.2 EMBEDDING

The practitioner delivers digital presentations clearly and confidently using appropriate tools, communication techniques, and platform features.

I can...

- ☐ Deliver a presentation by sharing my screen or using presenter/slideshow mode in a live meeting or lesson.
- ☐ Check that my audience can see and hear the presentation, and troubleshoot if there are issues.
- ☐ Manage forwards and backwards transitions between slides smoothly and use speaker notes or prompts if needed.
- ☐ Use platform tools such as pointer or polls to enhance my presentation, with support if needed to begin with.
- ☐ Adapt my delivery style to suit the context or audience (e.g. slowing down, summarising, giving time for questions).
- ☐ Prepare for situations such as no available projector by printing or sharing content in another way (e.g. screenshots via WhatsApp).

Professional development in digital practice

This domain supports practitioners to reflect on their digital skills, engage in professional learning, and improve both online and offline teaching practice through digital tools. It promotes the use of simple, accessible approaches to professional development that are suitable for low-resource or mobile-first environments.

In contexts with limited opportunities for in-person training, this domain particularly supports the use of digital methods for sharing ideas, peer learning, and informal networks. Embedding-level proficiency enables practitioners to make ongoing progress in digital capability, connect with others, and share effective approaches across the education system.

This is a foundational competency domain and includes two proficiency levels: Exploring and Embedding. It focuses on the essential ability to independently develop digital competence in contextually relevant ways, laying the foundation for more advanced uses of digital tools in education.

Competencies in this domain are relevant to all educator practitioner roles, including teachers, facilitators, and school leaders. Local education officers are included in competencies that relate to identifying personal learning needs and engaging in professional development, but excluded from Competency 6.3 which is focused on classroom-specific teaching practices.

Decision-makers may select competencies from this domain when building a Pathway that prioritises self-directed growth, peer learning, or digital approaches to professional development, especially in settings where access to formal training is limited.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 5: Working with digital content

06

Professional development in digital practice

	Teachers	Facilitators	School leaders	Local education officers
6.1 Identifying my own needs for digital skills development	✓	✓	✓	✓
6.2 Engaging in digital professional learning opportunities	✓	✓	✓	✓
6.3 Using digital sources and resources for better teaching in traditional classrooms	✓	✓	✓	✗

6.1

IDENTIFYING MY OWN NEEDS FOR DIGITAL SKILLS DEVELOPMENT



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

6.1.1 EXPLORING

The practitioner reflects on their basic digital skills and recognises areas where they need support or improvement.

I can...

- ☐ Describe what I can and cannot do with digital tools in my work.
- ☐ Identify why my own digital skills development is important for me and for my learners.
- ☐ Recognise when limits to my digital skills make it harder to do my job.
- ☐ Identify simple digital skills I would like to improve to make my teaching or work easier.
- ☐ Explore free or available resources (e.g. local support, guides, videos, apps) to learn basic digital skills, with support if needed to begin with.
- ☐ Follow basic instructions to identify my digital skills and areas where I need support or improvement.
- ☐ Identify who to ask for help and ideas with identifying my own needs for digital skills development.

6.1.2 EMBEDDING

The practitioner actively monitors their digital skills and takes steps to develop them in ways that support their role and context.

I can...

- ☐ Regularly reflect on which digital tasks I find easy or difficult and identify common skills I can strengthen or build on as well as areas where I still need to improve.
- ☐ Use suitable digital competency frameworks to self-assess and set realistic goals to strengthen my digital skills based on my teaching or professional needs.
- ☐ Work with my line manager or supervisor to identify how to develop my role and increase my impact using digital competencies.
- ☐ Find, adapt and use learning opportunities that fit my context (e.g. offline materials, peer support, mobile-friendly tutorials).
- ☐ Track my progress and adjust my learning focus as my digital tasks or tools change, and new technologies emerge.

6.2 ENGAGING IN DIGITAL PROFESSIONAL LEARNING OPPORTUNITIES



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

6.2.1 EXPLORING

The practitioner explores the use of basic digital tools to access and share learning opportunities for digital skills development.

I can...

- ☐ Discuss the importance of continuing to develop my digital skills for teaching and learning.
- ☐ Describe different types of professional learning opportunities I can access digitally (e.g. recorded training videos, live webinars, short tutorials, downloadable guides, social media groups).
- ☐ Describe simple ways that digital tools can help teachers share ideas or experiences (e.g. by sending a message, photo, or document).
- ☐ Explore professional learning opportunities for digital skills development, with support if needed to begin with, and describe some basic indicators of good and bad training content.
- ☐ Access a basic digital training activity with support if needed to begin with (e.g. view a short video, read a step-by-step tutorial).
- ☐ Follow basic instructions to access professional learning opportunities for digital skills development.
- ☐ Identify who to ask for help and ideas with engaging in learning opportunities for digital skills development.

6.2.2 EMBEDDING

The practitioner takes initiative to find, engage with, and apply digital learning to improve their digital skills development.

I can...

- ☐ Find and access relevant digital skills development opportunities (e.g. online modules, live webinars, discussion groups, video tutorials) using tools and resources available to me.
- ☐ Identify and join digital platforms or networks used in my school, learning centre, local education authority or country to access professional learning opportunities (e.g. LMS, Facebook/WhatsApp group, Telegram channel, national training portal).
- ☐ Participate in digital learning activities independently, such as completing a short online module, watching a recorded session, or attending a virtual training.
- ☐ Track or record my participation in digital learning (e.g. saving certificates, taking notes, marking progress).
- ☐ Reflect on what I've learned and how it applies to my teaching or other role.
- ☐ Follow local guidance or expectations for participation in digital professional development activities, including certifiable where available.

6.3

USING DIGITAL SOURCES AND RESOURCES FOR BETTER TEACHING IN TRADITIONAL CLASSROOMS



TEACHERS FACILITATORS SCHOOL LEADERS

6.3.1 EXPLORING

The practitioner explores using the internet to find simple ideas and resources that help improve their classroom teaching, without using technology during lessons.

I can...

- ☐ Recognise that digital learning can help me improve my classroom practice, even if I have no access to technology in my school or learning centre.
- ☐ Describe what kinds of teaching ideas or resources can be found online (e.g. lesson plan ideas and activities, printable worksheets, classroom management tips).
- ☐ Use a basic internet search (e.g. Google or YouTube) to look for ideas related to my subject or grade level, with support if needed to begin with.
- ☐ Save or write down ideas I would like to try in my classroom.
- ☐ Follow basic instructions to find ideas and resources online that work for my offline teaching context.
- ☐ Identify who to ask for help and ideas with using digital sources and resources for better teaching in traditional classrooms.

6.3.2 EMBEDDING

The practitioner uses the internet independently to find and adapt simple ideas and resources that improve their classroom teaching, without using technology during lessons.

I can...

- ☐ Search the internet independently to find relevant classroom ideas or materials for my subject area or grade level.
- ☐ Choose and adapt online resources (e.g. printable worksheets, classroom routines, activity ideas) to fit my learners and teaching context.
- ☐ Regularly use one or more trusted websites, platforms, or groups to support my lesson planning and preparation.
- ☐ Save or organise useful resources for future use (e.g. in a notes app, folder, notebook, or messaging group).
- ☐ Reflect on which resources or approaches worked well in my classroom and why.
- ☐ Plan for the needs of different learners (e.g. with limited literacy or language skills) when selecting and using offline materials.

Managing and maintaining digital infrastructure

This domain is unique within the framework. It is intended for use only with ICT technicians and supports them to manage and maintain the most common elements of digital infrastructure needed to enable classroom-based digital learning.

The skills needed by an ICT technician are different from those needed by a teacher because their roles serve distinct purposes. An ICT technician focuses on maintaining, troubleshooting, and managing the technical infrastructure that supports digital learning, such as devices, networks, software, and data security. In contrast, a teacher uses ICT to support pedagogy: planning lessons, engaging learners, and delivering content effectively.

While a teacher may sometimes take on basic technical tasks in low-resource settings, the core competencies for teaching and technical support remain different. Having a separate domain for ICT technicians helps to maintain this distinction.

This is a foundational competency domain and includes two proficiency levels: Exploring and Embedding. It focuses on the functional competencies needed to keep basic devices and systems working, underpinning all other digital activities for educator practitioners.

Competencies in this domain are only relevant to the role of ICT technician.

Decision-makers may select competencies from this domain when building a Pathway for a context where managing and maintaining digital infrastructure for use by educator practitioners is not already comprehensively supported through existing systems and structures.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning

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Managing and maintaining digital infrastructure

		ICT technicians
7.1 Maintaining devices and technical infrastructure		✓
7.2 Managing network and internet		✓
7.3 Managing user access and data protection		✓
7.4 Installing and updating software		✓
7.5 Troubleshooting and providing technical support		✓
7.6 Managing offline digital learning hubs		✓
7.7 Managing inventory and device lifecycles		✓
7.8 Managing energy use and environmental sustainability		✓

7.1 MAINTAINING DEVICES AND TECHNICAL INFRASTRUCTURE



ICT TECHNICIANS

7.1.1 EXPLORING

The technician can identify and carry out basic tasks to maintain and troubleshoot devices and digital infrastructure.

I can...

- ☐ Identify the main components of digital learning devices and accessories (e.g. laptops, charging cables, projectors, USB drives).
- ☐ Follow a basic maintenance checklist (e.g. wiping vents, checking cables), with support if needed to begin with.
- ☐ Describe and respond to common issues with devices and accessories (e.g. no power, loose connections), with support if needed to begin with.
- ☐ Support users with simple troubleshooting (e.g. device not responding) using a reference sheet if needed.
- ☐ Follow clear steps for escalating technical problems I cannot resolve.
- ☐ Identify who to ask for help and ideas with maintaining devices and technical infrastructure.

7.1.2 EMBEDDING

The technician ensures that devices and infrastructure are well maintained and functional, using routine processes and feedback from users.

I can...

- ☐ Develop and follow simple, regular routines to inspect, clean, and maintain devices, ensuring they remain functional.
- ☐ Develop and follow simple, regular routines to charge, store, and track devices, ensuring they remain available.
- ☐ Monitor device usage and repairs using a simple logging system.
- ☐ Coordinate repairs and replacements using available resources or service providers.
- ☐ Configure settings to extend device life and performance (e.g. battery, screen, power).
- ☐ Recognise that I may not know all the ways to maintain every device, particularly when these include individual assistive devices, but take steps to adapt when a specific need arises in my school.
- ☐ Work with staff to understand and respond to recurring technical issues.

7.2 MANAGING NETWORK AND INTERNET



ICT TECHNICIANS

7.2.1 EXPLORING

The technician understands how local networks and internet connections are used in education settings and can support basic connectivity.

I can...

- ☐ Identify different types of connectivity used in my school or learning centre (e.g. fixed or mobile router, mobile hotspot, LAN cable).
- ☐ Connect devices to the local network or internet using Wi-Fi or cables, with support if needed to begin with.
- ☐ Restart routers and modems when needed and check basic settings (e.g. password, signal strength) using a reference sheet if needed.
- ☐ Recognise common internet problems (e.g. slow speed, no connection) and attempt simple fixes using a reference sheet if needed (e.g. moving devices closer to routers/offline hubs).
- ☐ Follow clear steps for reporting connectivity issues that I cannot resolve.
- ☐ Identify who to ask for help and ideas with managing network and internet.

7.2.2 EMBEDDING

The technician sets up, maintains, and monitors networks to support reliable access to online and offline learning tools.

I can...

- ☐ Install and configure basic routers, modems, and cabling for classrooms or shared spaces.
- ☐ Monitor signal strength and adjust placement of equipment to improve access.
- ☐ Apply basic security practices (e.g. changing passwords, appropriately limiting access to staff and learners).
- ☐ Keep a record of network issues and their solutions.
- ☐ Plan with school staff to improve access or reduce disruptions during teaching hours.
- ☐ Work with staff to understand and respond to recurring technical issues.

7.3 MANAGING USER ACCESS AND DATA PROTECTION



ICT TECHNICIANS

7.3.1 EXPLORING

The technician understands how users access digital tools and devices, and can support basic safe and appropriate use.

I can...

- ☐ Set up basic user accounts or login profiles on shared devices, with support if needed to begin with.
- ☐ Recognise the importance of protecting digital data for learners and teachers.
- ☐ Describe safe use practices (e.g. logging out, not sharing passwords).
- ☐ Report any suspected misuse or data concerns to a supervisor.
- ☐ Support users with simple troubleshooting (e.g. login issues) using a reference sheet if needed.
- ☐ Follow clear steps for escalating technical problems I cannot resolve.
- ☐ Identify who to ask for help and ideas with managing user access and data protection.

7.3.2 EMBEDDING

The technician manages access and applies key security practices to protect users and data.

I can...

- ☐ Configure user accounts, profiles, or device restrictions to manage access.
- ☐ Apply simple password policies and show users how to create strong passwords.
- ☐ Help users follow steps to reset passwords.
- ☐ Support safe use of shared devices by managing login/logout and user file storage.
- ☐ Back up data using basic methods (e.g. USB drive, local folder copies, cloud storage where available).
- ☐ Apply basic data protection steps (e.g. wiping devices before reassigning, using available antivirus software).
- ☐ Work with staff to understand and respond to recurring technical issues.

7.4 INSTALLING AND UPDATING SOFTWARE



ICT TECHNICIANS

7.4.1 EXPLORING

The technician can install and update commonly used software and ensure it works on school or learning centre devices.

I can...

- ☐ Install simple programs such as document editors, browsers, or learning apps, with support if needed to begin with.
- ☐ Follow clear instructions to complete software installation.
- ☐ Check that installed software works and opens on devices.
- ☐ Update applications when prompted or when teachers report problems.
- ☐ Delete unused or outdated software to free up space.
- ☐ Identify who to ask for help and ideas with installing and updating software.

7.4.2 EMBEDDING

The technician installs and manages software to support teaching and learning across school or learning centre devices.

I can...

- ☐ Plan and carry out software installations across multiple devices.
- ☐ Help staff to identify and access software that they need, where available.
- ☐ Select appropriate versions of applications that work on older or low-specification devices.
- ☐ Manage updates to maintain performance and compatibility.
- ☐ Recognise that most software has built-in help, and familiarise myself with common steps to access this.
- ☐ Explain what open source means and describe the difference between this and licenced software.
- ☐ Ensure that school software is licensed and approved by the school or local education authority, or explore free and open licenced alternatives.
- ☐ Troubleshoot software issues and re-install as needed without data loss.

7.5 TROUBLESHOOTING AND PROVIDING TECHNICAL SUPPORT



ICT TECHNICIANS

7.5.1 EXPLORING

The technician can identify and respond to common technical problems with digital tools and systems.

I can...

- ☐ Identify common user problems (e.g. device not turning on, login error, no internet).
- ☐ Ask simple questions to understand what the user was trying to do in terms that help with problem identification.
- ☐ Follow a list of basic troubleshooting steps (e.g. restart, check connections, test on another device).
- ☐ Describe to the user what I did to resolve an issue.
- ☐ Give the user clear instructions on what they can try if a problem happens again.
- ☐ Record problems I can't solve and share them with a more experienced technician or supervisor.
- ☐ Identify who to ask for help and ideas with troubleshooting and providing technical support.

7.5.2 EMBEDDING

The technician provides consistent technical support to users and maintains records to improve problem-solving.

I can...

- ☐ Identify common user problems (e.g. device not turning on, login error, no internet).
- ☐ Ask simple questions to understand what the user was trying to do in terms that help with problem identification.
- ☐ Follow a list of basic troubleshooting steps (e.g. restart, check connections, test on another device).
- ☐ Describe to the user what I did to resolve an issue.
- ☐ Give the user clear instructions on what they can try if a problem happens again.
- ☐ Record problems I can't solve and share them with a more experienced technician or supervisor.
- ☐ Identify who to ask for help and ideas with troubleshooting and providing technical support.

7.6 MANAGING OFFLINE DIGITAL LEARNING HUBS



ICT TECHNICIANS

7.6.1 EXPLORING

The technician understands how offline hubs provide access to digital content and can support their basic setup and use.

I can...

- ☐ Describe the purpose of an offline hub and what kind of content it provides.
- ☐ Identify key components (e.g. Raspberry Pi, router, content drive, power source).
- ☐ Connect user devices to the hub using Wi-Fi and check that this enables access to content, with support if needed to begin with.
- ☐ Follow a basic maintenance checklist (e.g. wiping vents, checking cables), with support if needed to begin with.
- ☐ Follow a list of basic troubleshooting steps (e.g. restart, check connections, test on another device).
- ☐ Follow simple instructions to update or add new content.
- ☐ Identify who to ask for help and ideas with managing offline digital learning hubs.

7.6.2 EMBEDDING

The technician sets up, configures, and maintains offline hubs to support regular access to high-quality learning resources.

I can...

- ☐ Install and configure offline platforms such as Learning Passport offline, RACHEL or Kolibri.
- ☐ Update and organise content libraries based on teacher or curriculum team input, with support if needed to begin with.
- ☐ Provide basic training for staff and learners as users of the hubs.
- ☐ Maintain the system to ensure stable performance (e.g. manage heat, power, storage).
- ☐ Provide support to users navigating the platform, including troubleshooting common problems.
- ☐ Keep a log of updates, usage, and feedback from teachers and learners.

7.7 MANAGING INVENTORY AND DEVICE LIFECYCLES



ICT TECHNICIANS

7.7.1 EXPLORING

The technician can track and care for digital devices to reduce loss and extend their useful life.

I can...

- ☐ Label and record the devices used in my school or learning centre.
- ☐ Check devices regularly for signs of wear, damage, or missing parts.
- ☐ Keep simple notes on which devices need repair or replacement.
- ☐ Store devices safely and securely when not in use, according to school protocols.
- ☐ Help identify which devices are still useful and which should be retired.
- ☐ Identify who to ask for help and ideas with managing inventory and device lifecycles.

7.7.2 EMBEDDING

The technician manages inventory systems and supports decisions about repair, replacement, and long-term use of digital tools.

I can...

- ☐ Use a logbook or digital tool to track devices, usage, repairs, and movement.
- ☐ Plan ahead for battery, charger, or parts replacement based on wear and use.
- ☐ Assess the condition of devices and suggest when repair or replacement is needed.
- ☐ Support the school or learning centre in prioritising which equipment to replace or upgrade.
- ☐ Contribute to reports about device condition, losses, or repair needs for management or partners.

7.8 MANAGING ENERGY USE AND ENVIRONMENTAL SUSTAINABILITY



ICT TECHNICIANS

7.8.1 EXPLORING

The technician can support basic energy use for digital learning and reduce avoidable waste.

I can...

- ☐ Use devices in ways that conserve battery and electricity (e.g. brightness settings, shutting down when not in use).
- ☐ Explain why power-saving practices are important.
- ☐ Store and charge devices safely to avoid damage or overheating.
- ☐ Identify batteries, cables, and equipment that are no longer working and need disposal.
- ☐ Keep broken or unused parts away from learners.
- ☐ Identify who to ask for help and ideas with supporting energy and environmental sustainability.

7.8.2 EMBEDDING

The technician manages energy use and supports environmentally responsible practices in the use of digital tools.

I can...

- ☐ Support the use of energy-saving setups (e.g. solar backup, energy-efficient charging).
- ☐ Work with teachers or leaders to plan for charging and use during low-power periods.
- ☐ Identify ways to reuse or repurpose old equipment when possible.
- ☐ Follow or support safe disposal or recycling of e-waste.
- ☐ Promote awareness of energy and environmental issues linked to digital learning in our school or centre.

Leading schools to work with technology

This domain supports school and local education authority leaders to guide the effective use of technology across schools. It covers practices that ensure digital tools are used safely, purposefully, and equitably, with a focus on leadership in planning, infrastructure, policy alignment, and staff development.

In settings where national guidance on digital learning is limited or still developing, this domain can guide context-appropriate action at school or local education authority level.

This is a higher-level competency domain and includes three proficiency levels:

Exploring, Embedding, and Extending. It focuses on the ability to lead and support digital strategies that benefit teaching, learning, and school operations, particularly in resource-constrained or evolving education systems. Extending-level proficiency reflects the ability to lead planning, coordinate with stakeholders, and promote inclusive, sustainable and policy-aligned digital education practices.

Competencies in this domain are primarily relevant to school leaders and local education officers who have formal leadership or coordination responsibilities. However Competency 8.1, which focuses on local implementation of national policy, and Competency 8.7, which supports use of data for decision-making, both have broader applicability and may be suitable for wider practitioner roles.

Decision-makers may select competencies from this domain when building a Pathway for school leaders or local education officers responsible for developing and implementing digital strategies that support equitable and effective technology use across education systems.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 3: Communicating and collaborating with technology
- ⚙ Domain 5: Working with digital content
- ⚙ Domain 6: Professional development in digital practice

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Leading schools to work with technology

	Teachers	Facilitators	School leaders	Local education officers
8.1 Working with national policy for digital education	✓	✓	✓	✓
8.2 Planning and leading school strategies for digital education	✗	✗	✓	✓
8.3 Managing infrastructure and resources for digital education	✗	✗	✓	✓
8.4 Engaging caregivers and communities in support of digital learning	✗	✗	✓	✓
8.5 Leading and supporting staff development for digital learning	✗	✗	✓	✓
8.6 Working with EMIS	✗	✗	✓	✓
8.7 Monitoring data to inform classroom, school or local education authority decision-making	✓	✓	✓	✓

8.1

WORKING WITH NATIONAL POLICY FOR DIGITAL EDUCATION



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

8.1.1 EXPLORING

The practitioner understands the existence and purpose of national or local policy for digital learning.

I can...

- ☐ Identify a person or office responsible for digital learning policy in my school or local education authority.
- ☐ Recognise that [specific policy name] is the most significant national/local strategy covering digital education in [country].
- ☐ Discuss why it's important to follow policy or guidance when using technology in education.
- ☐ Describe how my classroom, school, or local education authority contributes to achieving the goals of national or local digital learning policy.
- ☐ Identify who to ask for help and ideas with working with national policy for digital education.

8.1.2 EMBEDDING

The practitioner understands key elements of policy and applies them to school or classroom practice.

I can...

- ☐ Explain the objectives of each priority mentioned in the policy (e.g. improving access, teacher training, or inclusion).
- ☐ Apply basic rules or standards from the policy (e.g. safety, inclusion, accessibility, or use of approved platforms).
- ☐ Explore how national policy is being implemented in other schools and/or local education authorities, and consider what I can learn and apply from those experiences.
- ☐ Help others understand what the policy means for our school or local education authority.
- ☐ Contribute to discussions or planning sessions related to digital learning policy at my school or local education authority.

8.1.3 EXTENDING

The practitioner leads or supports others in understanding and implementing digital education policy across schools or local education authorities.

I can...

- ☐ Guide others in interpreting and applying national or local digital learning policy in their setting.
- ☐ Support alignment between school or local plans and policy goals (e.g. teacher training, inclusion, blended learning).
- ☐ Represent my school or local education authority in policy-related consultations, reviews, or planning processes.
- ☐ Advocate for resources or strategies that help my school or local education authority meet digital learning policy targets.
- ☐ Share feedback or evidence from practice through networks that can inform future policy implementation.

8.2 PLANNING AND LEADING SCHOOL STRATEGIES FOR DIGITAL EDUCATION



SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

8.2.1 EXPLORING

The practitioner understands why it is important to plan for technology use at school and local level.

I can...

- ☐ Describe why the school or local education authority needs specific strategies for technology use.
- ☐ Identify benefits, risks and challenges to using technology in my school or schools in my local area.
- ☐ Share ideas for how digital tools can support teaching and learning in my school or local education authority.
- ☐ Discuss the importance of managing devices, protecting learner safety, and improving access.
- ☐ Refer to national or local policies when considering what should be included in school plans.
- ☐ Discuss the importance of appointing an ICT technician, and why this is not the same role as an ICT teacher (even if in my school it is the same person).
- ☐ Talk with staff about their concerns and needs related to technology use.
- ☐ Identify who to ask for help and ideas with planning and leading school strategies for educational technology.

8.2.2 EMBEDDING

The practitioner helps to lead or implement strategies that support the safe, effective, and purposeful use of technology.

I can...

- ☐ Develop or support a simple school strategy for using technology in teaching, learning, or school operations.
- ☐ Involve staff in setting shared expectations for how technology will be used.
- ☐ Contribute to and promote operationalisation of specific guidance documents for safe and secure device use, online safety, and acceptable use of digital tools across the school or local education authority.
- ☐ Align school or local technology strategies with wider school and national goals (e.g. inclusion, equity, learning improvement).
- ☐ Adapt staff training plans to support school strategies (e.g. digital safeguarding).
- ☐ Regularly revisit, review and adjust strategies for educational technology based on experience, opportunities, challenges, and input from staff, caregivers and other stakeholders.

8.2.3 EXTENDING

The practitioner leads design and implementation of strategic planning processes across the school or local area.

I can...

- ☐ Guide others in developing school or cluster-wide strategies for technology use.
- ☐ Mentor school staff or other leaders on planning for digital learning.
- ☐ Plan for operationalisation, financing and evaluation of school strategies with local officials or external partners.
- ☐ Evaluate progress and adjust operational plans based on evidence and/or teacher feedback, and share learning with others at local or national level.

8.3

MANAGING INFRASTRUCTURE AND RESOURCES FOR DIGITAL EDUCATION



SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

8.3.1 EXPLORING

The practitioner understands the role of infrastructure and resources in supporting digital learning and takes steps to protect what is available.

I can...

- ☐ Talk with staff or officials about basic needs for hardware and software.
- ☐ Report what digital equipment or infrastructure is available in my school or area (e.g. laptops, phones, projectors, solar charging units).
- ☐ Identify problems affecting the use of available technology (e.g. no power, broken devices, no safe storage).
- ☐ Participate in efforts to protect and care for existing resources (e.g. creating basic storage or rotation systems).
- ☐ Explore options for fair and appropriate use of devices by staff or learners.
- ☐ Work with an ICT technician to ensure basic steps are in place to maintain devices and infrastructure.
- ☐ Identify who to ask for help and ideas with managing infrastructure and resources for educational technology.

8.3.2 EMBEDDING

The practitioner helps to manage digital infrastructure and resources in ways that improve access, safety, and sustainability.

I can...

- ☐ Plan how shared devices will be used fairly across classes, shifts, or schools.
- ☐ Help teachers or facilitators to access the devices and software that they need, and identify low-cost solutions where available.
- ☐ Work with teachers or facilitators to adapt teaching schedules to the availability of technology.
- ☐ Document problems and report infrastructure needs clearly to the local education authority management or a partner organisation.
- ☐ Encourage local efforts to maintain or improve infrastructure (e.g. working with community members, school boards, or technicians).
- ☐ Work with an ICT technician to monitor use and maintenance of devices and infrastructure.

8.3.3 EXTENDING

The practitioner leads management and sustainability of digital infrastructure across the school or local education authority.

I can...

- ☐ Develop or support a school or local education authority plan for managing technology resources sustainably.
- ☐ Coordinate with others to improve storage, maintenance, or security of shared equipment.
- ☐ Initiate partnerships to increase access to devices, electricity, or connectivity.
- ☐ Collect and use information about resource use to plan upgrades or repairs.
- ☐ Support other schools or colleagues to strengthen resource planning and protection.
- ☐ Advocate for infrastructure investment based on clear evidence and local needs.

8.4

ENGAGING CAREGIVERS AND COMMUNITIES IN SUPPORT OF DIGITAL LEARNING



SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

8.4.1 EXPLORING

The practitioner explores how to engage families and communities to increase awareness and understanding of digital learning.

I can...

- ☐ Describe why it is important for families and communities to understand what digital learning is about.
- ☐ Recognise typical concerns or questions that families and communities may have about digital learning.
- ☐ Identify simple ways to raise awareness among families and communities (e.g. showing a video, sharing a flyer, using a messaging group).
- ☐ Talk with a colleague, supervisor, or community leader about how to introduce digital learning to parents or caregivers.
- ☐ Share basic information about digital learning using an existing communication channel (e.g. WhatsApp group, parent meeting, school poster), with support if needed to begin with.
- ☐ Identify who to ask for help and ideas with engaging caregivers and communities in support of digital learning.

8.4.2 EMBEDDING

The practitioner works actively with families and communities to support safe, inclusive, and informed use of digital tools.

I can...

- ☐ Support families to understand how they can help children use digital tools safely and responsibly (e.g. age-appropriate, monitored screen time, basic safety and security limits).
- ☐ Identify and address common myths, attitudes and concerns about digital tools (e.g. screen time, harmful content, gender-based device ownership) in a respectful way.
- ☐ Encourage fair and supported access to devices (e.g. not gatekeeping) when they are shared within households.
- ☐ Involve caregivers or community members in regular discussions about online safety, learning support, limits on use and any emerging issues.
- ☐ Adapt communication and outreach strategies to include families with limited literacy or access to devices.
- ☐ Encourage positive engagement with digital learning in ways that are culturally sensitive, while ensuring that local values do not override learners' rights, dignity, or equitable access.

8.4.3 EXTENDING

The practitioner leads efforts to strengthen community partnerships that support equitable access and digital inclusion.

I can...

- ☐ Lead, coordinate and support community awareness sessions on safe and purposeful digital learning.
- ☐ Lead, coordinate and support local initiatives that increase family access to digital tools or content (e.g. community viewing sessions, shared phone use, radio support).
- ☐ Work with community leaders to promote digital inclusion for girls, children with disabilities, and other typically excluded groups.
- ☐ Collect and use community feedback to strengthen digital learning programmes.
- ☐ Promote family engagement as part of school or local education authority strategies for digital learning.

8.5

LEADING AND SUPPORTING STAFF DEVELOPMENT FOR DIGITAL LEARNING



SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

8.5.1 EXPLORING

The practitioner recognises the importance of supporting staff to develop their digital skills and begins to identify their learning needs.

I can...

- ☐ Talk with staff about their confidence in using digital tools.
- ☐ Notice when staff need support with specific digital tasks or tools.
- ☐ Encourage staff to try simple digital practices without fear of failure.
- ☐ Recognise that staff may have very different levels of experience or confidence, and that they need time, support and resources for learning and practising.
- ☐ Identify practical limitations to staff development (e.g. no devices, no time, no internet) and consider mitigations.
- ☐ Look for small, realistic ways to support learning (e.g. peer sharing, short demos, group discussions).
- ☐ Identify who to ask for help and ideas with leading and supporting staff development for digital learning.

8.5.2 EMBEDDING

The practitioner helps to plan and provide practical, inclusive opportunities for staff to build digital skills over time.

I can...

- ☐ Support staff to set small goals for using digital tools in their work.
- ☐ Organise short training sessions or informal group learning activities that work with local resources.
- ☐ Encourage peer-to-peer support and sharing of ideas and examples.
- ☐ Adapt available training (e.g. printed materials, audio lessons, offline content) to staff's needs.
- ☐ Help staff access digital learning when possible, including guiding them through low-bandwidth or offline options.
- ☐ Monitor progress and celebrate successes.
- ☐ Appoint staff with stronger digital skills to act as peer mentors.
- ☐ Support discussions about staff development needs with local officials or partner organisations.

8.5.3 EXTENDING

The practitioner leads or coordinates a school- or local education authority-level approach to staff development in digital learning.

I can...

- ☐ Plan a practical, locally relevant and inclusive professional development strategy for staff digital skills.
- ☐ Integrate a mix of approaches, including mentoring, self-paced learning, and in-person support for staff professional development.
- ☐ Coordinate with local or national training initiatives, and ensure they are accessible to staff.
- ☐ Ensure that training content is relevant to the realities of our teaching context.
- ☐ Create regular time, space, and encouragement for staff to practise and reflect as a group.

8.6 WORKING WITH EMIS



SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

8.6.1 EXPLORING

The practitioner explores the role of education data and begins to contribute to EMIS processes.

I can...

- ☐ Describe what EMIS is and explain why schools and local education authorities collect and report data (e.g. enrolment, attendance, teacher numbers).
- ☐ Identify the kinds of information that are shared through [country's EMIS system].
- ☐ Recognise how EMIS data can help improve planning or identify problems.
- ☐ Follow instructions to ensure that basic data from my school or area is collected accurately and on time.
- ☐ Raise concerns if I notice incorrect or missing information.
- ☐ Identify who to ask for help and ideas with working with EMIS.

8.6.2 EMBEDDING

The practitioner uses EMIS tools and processes to support effective planning, data reporting and decision-making.

I can...

- ☐ Complete [country's EMIS system] or other education data reports correctly using available tools (digital or paper-based).
- ☐ Support others (e.g. teachers, facilitators, administrators) to provide accurate data.
- ☐ Check for common errors or gaps before submitting data.
- ☐ Explain how [country's EMIS system] data is used at school or local education authority level (e.g. resource planning, learner tracking).
- ☐ Use available data to help plan improvements or monitor school or local area performance.
- ☐ Work with colleagues to improve understanding and use of data in decision-making.

8.6.3 EXTENDING

The practitioner leads and improves the use of data for school or local education authority planning and accountability.

I can...

- ☐ Lead or coordinate [country's EMIS system] reporting processes for a school, cluster, or local area.
- ☐ Train or mentor staff on collecting and using data accurately and meaningfully.
- ☐ Use [country's EMIS system] data to support school improvement planning or programme design.
- ☐ Evaluate and build on patterns in data to improve inclusion, equity, or learner outcomes.
- ☐ Improve access to [country's EMIS system] tools or data training for staff.
- ☐ Collaborate with officials, partners, or communities to make data more useful and accessible.

8.7

MONITORING DATA TO INFORM CLASSROOM, SCHOOL OR LOCAL EDUCATION AUTHORITY DECISION-MAKING



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

8.7.1 EXPLORING

The practitioner begins using digital tools to collect and reflect on basic classroom, school or local-level data.

I can...

- ☐ Identify useful information to track (e.g. learner attendance, staff availability, classroom resources).
- ☐ Discuss data collection plans with colleagues and consider processes for collective working.
- ☐ Try different ways to lay out data and identify what feels most useful.
- ☐ Talk with others about what a set of data might show or how it could help with decisions.
- ☐ Follow steps to keep digital records safe, secure and easy to find later.
- ☐ Identify who to ask for help and ideas with monitoring data to inform classroom, school or local education authority decision-making.

8.7.2 EMBEDDING

The practitioner uses digital tools to organise, review, and use data to support ongoing improvement.

I can...

- ☐ Use spreadsheets or other basic or context-specific apps to sort, label, and structure data for regular use.
- ☐ Track patterns over time using data I have collected digitally (e.g. week-by-week attendance).
- ☐ Present information clearly in digital tables or charts when tools allow.
- ☐ Use data to make informed decisions (e.g. adjusting timetables, following up absences, allocating resources).
- ☐ Involve others in reviewing digital records and discussing subsequent actions and next steps.
- ☐ Support discussions on the need for basic digital tools and training to support data use at school or local education authority level.

8.7.3 EXTENDING

The practitioner leads the use of digital data tools and supports others to use data for decision-making and improvement.

I can...

- ☐ Develop or support consistent, digital approaches for collecting and using data across a school or local education authority.
- ☐ Combine different types of data from digital sources (e.g. learner records, teacher notes, surveys).
- ☐ Lead others to use digital tools (e.g. spreadsheets or forms) for their own data collection.
- ☐ Lead others to use digital records to guide improvement planning and problem-solving.
- ☐ Evaluate and build on patterns in data to improve inclusion, equity, or learner outcomes.

Teaching with technology

This domain supports educator practitioners to use digital tools in ways that improve teaching and learning. It focuses on inclusive, flexible, and purposeful integration of technology into classroom practice, especially in low-resource, mobile-first, and/or blended learning environments.

In settings where device access or internet connectivity is limited, this domain encourages creative use of simple tools, shared devices, and blended methods that combine digital and non-digital activities.

This is a higher-level competency domain and includes three proficiency levels: Exploring, Embedding, and Extending. It emphasises the ability to plan and adapt pedagogical approaches that make digital learning more effective, accessible, and responsive to learners' needs. Extending-level proficiency reflects the ability to design inclusive, learner-centred approaches that maximise the potential of technology in diverse classroom contexts.

Competencies in this domain are most relevant to teachers and facilitators who have primary responsibility for designing and delivering lessons. School leaders are also included as they may also benefit from understanding these practices to support classroom innovation. Local education officers are excluded, as the focus is on hands-on teaching practice.

Decision-makers may select competencies from this domain when building a Pathway that aims to strengthen classroom practice using digital tools, particularly where flexible, inclusive, and context-responsive teaching approaches are needed.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 3: Communicating and collaborating with technology
- ⚙ Domain 4: Creating and adapting digital resources
- ⚙ Domain 5: Working with digital content
- ⚙ Domain 6: Professional development in digital practice

Teaching with technology

	Teachers	Facilitators	School leaders	Local education officers
9.1 Changing practice for digital learning	✓	✓	✓	X
9.2 Embedding technology in lesson planning	✓	✓	✓	X
9.3 Making digital learning accessible and inclusive in all classrooms	✓	✓	✓	X
9.4 Using classroom techniques for blended learning	✓	✓	✓	X
9.5 Using technology to support differentiated learning	✓	✓	✓	X
9.6 Working with a Learning Management System	✓	✓	✓	X

9.1 CHANGING PRACTICE FOR DIGITAL LEARNING



TEACHERS FACILITATORS SCHOOL LEADERS

9.1.1 EXPLORING

The practitioner understands that digital tools can be used to change how learning happens, not just to replace traditional methodologies and tools.

I can...

- ☐ Describe how technology can support different ways of learning (e.g. more interaction, collaboration, personalisation).
- ☐ Reflect on how learners respond when digital tools are used in different ways.
- ☐ Give an example of using technology that adds something new to a teaching and learning experience, e.g. not just replacing a board or paper with a screen.
- ☐ Identify when technology is being used mainly for substitution, and when it is helping learners engage more deeply or work in new ways.
- ☐ Find better ways to use a familiar digital tool to help learners think more, share ideas, or work together (e.g. instead of just showing a video, pause it at key points to ask questions or start a discussion).
- ☐ Identify who to ask for help and ideas with changing practice for digital learning.

9.1.2 EMBEDDING

The practitioner actively changes classroom practice to make learning more engaging or effective with technology.

I can...

- ☐ Consider how my classroom layout supports or prevents learners in engaging with technology, and make changes accordingly.
- ☐ Plan lessons where digital tools help learners create, explore, or collaborate in ways that would not be possible without the tool.
- ☐ Adapt or redesign a learning activity using technology to improve outcomes or engagement.
- ☐ Use digital tools to support active learning, such as group work, projects, or sharing ideas.
- ☐ Reflect on and discuss with others how digital tools can transform classroom practice, not just digitise it.
- ☐ Use feedback from learners to refine how I use digital tools in lessons.

9.1.3 EXTENDING

The practitioner uses digital tools to redesign learning in ways that significantly improve learner engagement, creativity, or understanding.

I can...

- ☐ Design authentic learning experiences where learners use digital tools to investigate real-world issues, gather or generate data, and create and present insightful outputs.
- ☐ Lead others to redesign traditional tasks to make them more meaningful or creative, e.g. turning a written assignment into a multimedia presentation or collaborative research project.
- ☐ Integrate learner agency by offering choice in tools, formats, or learning paths, based on their interests or needs.
- ☐ Use technology to support deeper learning processes, such as inquiry, reflection, problem-solving, or extended exploration.
- ☐ Lead others to adapt their practice for digital learning by sharing adapted resources, strategies, or tools that worked well in my setting.

9.2 EMBEDDING TECHNOLOGY IN LESSON PLANNING



TEACHERS FACILITATORS SCHOOL LEADERS

9.2.1 EXPLORING

The practitioner includes digital tools in lesson plans to support or enhance classroom activities.

I can...

- ☐ Identify where I could use digital tools in my lesson (e.g. to explain, demonstrate, or review a concept).
- ☐ Plan for when and how the tool will be used, even if it's for a short part of the lesson.
- ☐ Identify digital activities that match what learners are expected to learn.
- ☐ Write a lesson plan that includes a simple digital activity to support my learning goals (e.g. showing an image, playing audio, using a phone for a quiz), with support if needed to begin with.
- ☐ Follow steps to adapt the lesson plan in case the tool or device becomes unavailable (e.g. have a paper backup or alternative explanation).
- ☐ Identify who to ask for help and ideas with embedding technology in lesson planning.

9.2.2 EMBEDDING

The practitioner plans lessons that use digital tools in structured, effective ways to support learning outcomes.

I can...

- ☐ Plan whole or partial lessons around a specific digital learning activity or tool.
- ☐ Match the use of a range of digital tools to learning goals and the needs of my learners.
- ☐ Plan for classroom management during digital activities (e.g. sharing devices equitably, working in groups).
- ☐ Explain how I will check understanding or progress when using a digital tool.
- ☐ Adjust my lesson plan based on experience or learner feedback about the digital activity.

9.2.3 EXTENDING

The practitioner plans technology use in ways that strengthen learning across different subjects, levels, and classroom conditions.

I can...

- ☐ Design lessons where the use of technology improves how learners think, practise, or express ideas.
- ☐ Adapt existing lesson plans to suit different classroom realities, such as limited devices, low connectivity, or shared screens, while still achieving learning goals.
- ☐ Integrate digital tools flexibly into long-term plans, using them purposefully across multiple lessons, units, or subjects.
- ☐ Plan for different learner needs when using technology (e.g. alternative formats, visual supports, or offline versions).
- ☐ Lead colleagues to reflect on and improve their lesson planning for technology by sharing adaptable strategies and examples.

9.3

MAKING DIGITAL LEARNING ACCESSIBLE AND INCLUSIVE IN ALL CLASSROOMS



TEACHERS FACILITATORS SCHOOL LEADERS

9.3.1 EXPLORING

The practitioner understands basic ways to include all learners and reduce barriers to using digital tools.

I can...

- ☐ Describe common barriers that learners face in using digital tools (e.g. no device, no internet, lack of assistive technology, language, low confidence).
- ☐ Identify learners in my class or school who may need extra support and/or resources to access or understand digital activities.
- ☐ Discuss how using different types of digital content or formats (e.g. images, audio, text) can help more learners take part.
- ☐ Discuss how using different ways to demonstrate understanding and skills (e.g. writing, speaking, presenting) can help more learners express themselves.
- ☐ Discuss how offering choice in how to engage with learning (e.g. individually, in groups, digitally or offline) can help more learners feel engaged.
- ☐ Explore simple ways to include learners who cannot use or access the same device or tools as others.
- ☐ Identify who to ask for help and ideas with making digital learning accessible and inclusive in all classrooms.

9.3.2 EMBEDDING

The practitioner applies inclusive digital practices and takes steps to support equity in the learning environment.

I can...

- ☐ Ensure all learners have some way to participate in digital activities or an accessible alternative, even when resources are limited.
- ☐ Adapt digital activities to suit learners with different needs (e.g. using group work, sharing devices, translating key terms, simplifying instructions).
- ☐ Support learners with disabilities using tools/features like audio instructions, simplified visuals or screen magnifiers (tools that make text or images easier to see).
- ☐ Share ideas with others for making digital learning more inclusive in our school or learning community.
- ☐ Recognise that I may not know all the ways to support every learner, but take steps to adapt when a specific need arises in my class.

9.3.3 EXTENDING

The practitioner creates learning environments where digital activities are meaningfully accessible and inclusive, even in low-resource or diverse contexts.

I can...

- ☐ Explain the key principles of Universal Design for Learning (a way to design learning so that all learners can participate) and describe how they apply in my context.
- ☐ Apply inclusive design principles to create or adapt digital learning materials that are accessible to learners with different needs, languages, abilities and/or devices and levels of connectivity.
- ☐ Anticipate common access barriers in my context and design digital tasks that work well despite those challenges.
- ☐ Evaluate feedback from learners to improve accessibility and make changes when I see certain learners are excluded or disengaged.
- ☐ Lead others to improve inclusive practice by sharing adapted resources, strategies, or tools that worked well in my setting.

9.4 USING CLASSROOM TECHNIQUES FOR BLENDED LEARNING



TEACHERS FACILITATORS SCHOOL LEADERS

9.4.1 EXPLORING

The practitioner tries out simple blended learning techniques during lessons.

I can...

- ☐ Describe what blended learning is and give an example from my context (e.g. combining group work with a digital activity such as watching a short video).
- ☐ Consider how a mix of digital and non-digital tasks in a blended lesson may support or challenge learners.
- ☐ Identify the specific challenges for blended learning in my classroom (e.g. low resources, intermittent electricity, overcrowding) and consider mitigations.
- ☐ Discuss ways to set up basic station rotation approaches (e.g. one group uses the device(s) that work for my classroom and learners).
- ☐ Identify who to ask for help and ideas with using classroom techniques for blended learning.

9.4.2 EMBEDDING

The practitioner uses blended learning strategies to design effective, flexible lessons.

I can...

- ☐ Plan structured lessons that combine digital and non-digital activities in a purposeful way.
- ☐ Plan different ways for learners to engage with content depending on their needs and availability of devices (e.g. offering a printed version of a digital task or giving extra guidance when sharing devices).
- ☐ Manage a station rotation lesson that works for my learners and setup.
- ☐ Plan how digital tools can be used before, during, or after the classroom session (e.g. flipped classroom).
- ☐ Ensure that learners who don't have access outside class can still complete key parts of any digital homework activity using alternative methods.
- ☐ Adjust and improve blended approaches based on what works well with my learners and context.

9.4.3 EXTENDING

The practitioner uses blended learning techniques confidently and flexibly to engage all learners during lessons.

I can...

- ☐ Evaluate and sequence blended learning techniques based on available technology, the learning goal, the content, and learners' needs, e.g. using digital exploration before group work or peer teaching.
- ☐ Design lesson flows that make smooth use of blended approaches, maintaining focus and momentum during transitions between digital and non-digital tasks.
- ☐ Develop routines and protocols that help learners know what to expect and how to manage their time and tools in blended activities.
- ☐ Lead colleagues to design and refine blended classroom techniques based on shared experience and what works in our setting.

9.5 USING TECHNOLOGY TO SUPPORT DIFFERENTIATED LEARNING



TEACHERS FACILITATORS SCHOOL LEADERS

9.5.1 EXPLORING

The practitioner recognises that learners have different needs and begins to use digital tools in flexible ways.

I can...

- ☐ Notice when learners need different levels of support, pace, or explanation.
- ☐ Discuss using digital content that offers learners multiple formats or modes of access (e.g. visuals, audio, different languages).
- ☐ Try allowing learners to choose how they interact with a digital tool or activity (e.g. working individually or with a partner, watching a video or reading the same information), with support if needed to begin with.
- ☐ Ask learners to repeat or review a digital activity if they need more time.
- ☐ Identify who to ask for help and ideas with using technology to support differentiated learning.

9.5.2 EMBEDDING

The practitioner uses digital tools and strategies to actively support different learning needs in the classroom.

I can...

- ☐ Plan digital tasks that offer different levels or supports (e.g. simplified text, extra instructions, challenge questions).
- ☐ Use small group work or rotation intentionally to let learners engage with digital tools at their own pace.
- ☐ Adapt a digital resource to support a specific learner need (e.g. translating key instructions, using audio for a struggling reader).
- ☐ Reflect on how individual learners respond to digital tasks and adjust them next time.
- ☐ Encourage learners to choose how they use digital tools in a task (e.g. record voice, write, draw, or present).
- ☐ Support individual learners in identifying and selecting digital tools or activities that help them learn best.

9.5.3 EXTENDING

The practitioner uses digital tools to redesign learning in ways that significantly improve learner engagement, creativity, or understanding.

I can...

- ☐ Design digital tasks with built-in choice, so learners can select formats, difficulty levels, or tools that match how they learn best.
- ☐ Modify or combine available digital resources to suit different literacy levels, language backgrounds, or learning speeds.
- ☐ Use flexible groupings, rotations, or schedules so that learners can work at their own pace, especially when device access is limited.
- ☐ Collect feedback or observe patterns to identify when certain learners need adapted digital support and make changes accordingly.
- ☐ Share low-bandwidth or offline-friendly strategies with colleagues to help more learners benefit from differentiated digital activities.

9.6 WORKING WITH A LEARNING MANAGEMENT SYSTEM



TEACHERS FACILITATORS SCHOOL LEADERS

⚙ This competency should be adapted/expanded to reflect best use of the available features in the local LMS

9.6.1 EXPLORING

The practitioner can access the Learning Management System (LMS) and use it to view and explore learning content.

I can...

- ☐ Log in to the LMS and complete tasks needed to set up my profile/account, with support if needed to begin with.
- ☐ Explore the materials, features and tools available.
- ☐ Follow instructions to view lessons, videos, and/or other learning activities/content.
- ☐ Explore any features that are specific to my role as an educator, and consider how these appear to/be used by learners.
- ☐ Discuss how I might use the LMS with my learners.
- ☐ Identify who to ask for help and ideas with working with the LMS.

9.6.2 EMBEDDING

The practitioner uses the Learning Management System (LMS) to plan, deliver, and support learning in a structured way.

I can...

- ☐ Plan simple activities using the LMS within my lessons.
- ☐ Select content from the LMS that supports the learning goals I set for and with my learners.
- ☐ Support learners to log in and explore the LMS.
- ☐ Support learners to complete activities within the LMS.
- ☐ Adjust my teaching plan based on how I see learners engaging with the platform.
- ☐ Use educator-specific tools for tasks such as grouping learners, setting assessments or tracking learner progress [where available].

9.6.3 EXTENDING

The practitioner uses the Learning Management System (LMS) to design structured and engaging digital learning that supports independent progress and improves learning outcomes.

I can...

- ☐ Use basic tracking features in the LMS (such as quiz scores or completion status) to identify which learners may need more help.
- ☐ Organise tasks using the LMS in a clear sequence so that learners can follow the steps easily and complete learning activities at their own pace.
- ☐ Add or arrange content in a course or learning path [where available].
- ☐ Create learning tasks using the LMS that encourage active thinking, e.g. asking learners to respond to a question, complete a short quiz, or reflect before continuing.
- ☐ Adapt materials within the LMS to better suit the level, language, or needs of my learners [where available].
- ☐ Lead colleagues to use the LMS more effectively by sharing examples of how to structure content and engage learners.

Teaching with technology in specific contexts

This domain supports educator practitioners to adapt their digital teaching practices to meet the needs of specific learning environments and learner groups. It focuses on inclusive, practical approaches to using technology in diverse, low-resource, or challenging settings where standard classroom models may not apply.

In settings where digital access is uneven or disrupted, this domain encourages the use of simple tools, blended approaches, and creative planning to ensure continuity, equity, and learner wellbeing

This is a higher-level competency domain and includes three proficiency levels: Exploring, Embedding, and Extending. It emphasises the ability to apply flexible strategies that ensure digital learning remains effective and accessible in contexts such as multi-grade teaching, emergencies, or with learners facing language barriers, displacement, or trauma. Extending-level proficiency reflects the ability to design safe, adaptable digital practices that respond to specific contextual challenges while supporting progress and inclusion.

Competencies in this domain are most relevant to teachers and facilitators, who directly manage learning in complex settings. School leaders may also benefit from understanding these strategies to support adaptation and inclusion at school level. Local education officers are excluded, as the competencies focus on hands-on teaching and learner support.

Decision-makers may select competencies from this domain when building a Pathway that supports inclusive teaching in settings across sub-Saharan Africa that are affected by exceptionally low resources, displacement, marginalisation, emergencies, or other contextual challenges requiring flexible, adapted digital strategies.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 3: Communicating and collaborating with technology
- ⚙ Domain 4: Creating and adapting digital resources
- ⚙ Domain 5: Working with digital content
- ⚙ Domain 6: Professional development in digital practice
- ⚙ Domain 9: Teaching with technology

10

Teaching with technology in specific contexts

	Teachers	Facilitators	School leaders	Local education officers
10.1 Using technology in very high population, very low resource classrooms	✓	✓	✓	X
10.2 Using technology with learners who speak another language	✓	✓	✓	X
10.3 Using technology for teaching practical or hands-on subjects	✓	✓	✓	X
10.4 Using technology for early and foundational learning	✓	✓	✓	X
10.5 Using technology in multigrade classrooms	✓	✓	✓	X
10.6 Using technology where electricity or internet is unreliable	✓	✓	✓	X
10.7 Using technology to support learning during emergencies when schools are closed	✓	✓	✓	X
10.8 Using technology with crisis-affected or displaced learners	✓	✓	✓	X

10.1

USING TECHNOLOGY IN VERY HIGH POPULATION, VERY LOW RESOURCE CLASSROOMS



TEACHERS FACILITATORS SCHOOL LEADERS

10.1.1 EXPLORING

The practitioner recognises the challenges of using digital tools in large, under-resourced classrooms and begins considering whole-group strategies.

I can...

- ☐ Describe the main challenges for using limited digital tools in a crowded classroom (e.g. noise, lack of space, or poor visibility) and discuss mitigations.
- ☐ Explore using a phone or laptop with a projector or speaker to share content to the whole class, (e.g. a video, diagram, radio programme or visual aid), with support if needed to begin with.
- ☐ Try techniques like pausing, repeating key points, or asking questions to keep learners engaged with the projected material.
- ☐ Observe how learners respond to different types of content and note what helps them focus or understand.
- ☐ Identify who to ask for help and ideas with using technology in very high population, very low resource classrooms.

10.1.2 EMBEDDING

The practitioner applies strategies that make digital learning more effective and manageable in crowded classrooms with limited devices.

I can...

- ☐ Plan activities that rely on whole-class digital interaction, such as responding to a prompt shown on the screen or listening to a radio lesson intersected with group discussion.
- ☐ Choose techniques like storytelling with visuals, guided questioning, or step-by-step explanations alongside digital content to maintain attention.
- ☐ Use voice, gesture, and movement effectively to direct attention and manage the classroom while using a digital tool.
- ☐ Make use of available non-digital tools (e.g. printed visuals, blackboard summaries) to support or reinforce digital inputs.
- ☐ Adapt digital materials to be clear, visible, and easy to follow for a large group, e.g. simplifying slides or adjusting audio.
- ☐ Establish routines to help learners know how to behave and participate in large groups during digital sessions.

10.1.3 EXTENDING

The practitioner uses available digital tools confidently and creatively to engage large groups in learning, despite limited resources.

I can...

- ☐ Integrate available digital content/devices in a way that supports active learning, such as combining a projected video with class discussion or a group challenge.
- ☐ Break digital content into short, focused segments that fit the rhythm of the lesson and maintain learner energy.
- ☐ Adapt my use of the digital tool in real time based on learners' engagement or understanding (e.g. skipping ahead, replaying a part, asking for a show of hands).
- ☐ Evaluate what digital content or strategies lead to better learning in my classroom and use that to improve future lessons.
- ☐ Model good educational practice with limited technology and help others to improve their own approach.

10.2 USING TECHNOLOGY WITH LEARNERS WHO SPEAK ANOTHER LANGUAGE



TEACHERS FACILITATORS SCHOOL LEADERS

10.2.1 EXPLORING

The practitioner is aware of how language affects digital learning and takes basic steps to support learners.

I can...

- ☐ Notice when learners are struggling with the language of instruction for digital instructions or content.
- ☐ Identify digital content with strong visuals or demonstrations that can help learners understand without much reading.
- ☐ Explain tasks slowly and clearly when using digital tools, and repeat key words.
- ☐ Ask learners to help each other understand content or instructions when they share a language.
- ☐ Explore whether learners are more confident using certain features (e.g. audio instead of text) to support their use of language.
- ☐ Identify who to ask for help and ideas with using technology with learners who speak another language.

10.2.2 EMBEDDING

The practitioner adapts digital learning to support understanding and participation across languages.

I can...

- ☐ Adjust keyboard settings so learners can type in the language they use, with support if needed to begin with.
- ☐ Use artificial intelligence (e.g. ChatGPT, Google Translate) to create simple explanations or instructions in another language, where internet is available and with support if needed.
- ☐ Choose digital tools and resources designed specifically for language learning to help my learners engage.
- ☐ Adapt visual, audio, or interactive content that helps learners understand across language barriers.
- ☐ Support learners to use familiar language in group work or responses, even if the lesson is in another language.
- ☐ Reflect on what works best to help learners with different language backgrounds engage in digital activities.

10.2.3 EXTENDING

The practitioner uses digital tools in thoughtful and flexible ways to help multilingual learners understand, participate, and succeed in learning activities.

I can...

- ☐ Evaluate and avoid content that may confuse learners due to unfamiliar cultural contexts.
- ☐ Design learning tasks where learners with different languages can contribute meaningfully, using visuals, audio, gestures, or multilingual instructions.
- ☐ Choose, adapt or create digital materials that help learners connect new language to their home language or daily experience.
- ☐ Use questioning, repetition, and modelling techniques alongside digital tools to reinforce understanding across languages.
- ☐ Evaluate which approaches are most effective in my multilingual classroom and improve how I support learners using technology.
- ☐ Model good educational practice using technology with learners who speak another language, and help others to improve their own approach.

10.3

USING TECHNOLOGY FOR TEACHING PRACTICAL OR HANDS-ON SUBJECTS



TEACHERS FACILITATORS SCHOOL LEADERS

10.3.1 EXPLORING

The practitioner recognises that digital tools can support learning in practical subjects and begins using them to complement hands-on teaching.

I can...

- ❑ Discuss how digital tools can support practical learning (e.g. showing a process, demonstrating a skill, simulating equipment use, recording test results).
- ❑ Describe how learners can observe a digital demonstration when real materials or tools are unavailable to support curriculum outcomes.
- ❑ Identify digital resources that are relevant to the practical elements of my subject area, with support if needed to begin with.
- ❑ Use simple media (e.g. videos, animations, or diagrams) to explain steps in a physical task, with support if needed to begin with.
- ❑ Identify who to ask for help and ideas with using technology for teaching practical or hands-on subjects.

10.3.2 EMBEDDING

The practitioner uses digital tools to make practical lessons clearer, more interactive, or accessible to more learners.

I can...

- ❑ Plan digital activities that allow learners to observe, rehearse, or test ideas before a practical task.
- ❑ Support learners to record, reflect on, or share their practical work using phones or tablets (e.g. take photos, narrate steps, explain outcomes).
- ❑ Select and use resources such as digital simulations or step-by-step guides to support learning where real equipment is scarce.
- ❑ Guide learners to compare digital demonstrations with real-world practice, highlighting what is the same or different.
- ❑ Adjust digital tools or tasks to suit the space, materials, or time available in my teaching context.
- ❑ Support learners to reflect on how a digital resource helped them understand the task.

10.3.3 EXTENDING

The practitioner uses digital tools creatively and flexibly to deepen learning in practical or hands-on subjects, even when equipment or materials are limited.

I can...

- ❑ Design practical learning tasks where learners apply what they observe digitally through offline activities such as drawing, group work, or simple role play.
- ❑ Create or combine simple digital resources (e.g. phone video, photo series, narrated slides) to demonstrate processes clearly in my subject area.
- ❑ Modify learning tasks originally designed for one context so they can be effectively reused across different subjects, learner levels, or classroom environments.
- ❑ Evaluate how well digital tools are helping learners build confidence or understanding in practical skills, and make changes where needed.
- ❑ Model good educational practice using technology for teaching practical or hands on subjects, and help others to improve their own approach.

10.4

USING TECHNOLOGY FOR EARLY AND FOUNDATIONAL LEARNING



TEACHERS FACILITATORS SCHOOL LEADERS

10.4.1 EXPLORING

The practitioner understands that digital tools can support early and foundational learning and begins to use them in simple, play-based ways.

I can...

- ☐ Describe how young children learn best through play, exploration, and interaction, regardless of technology.
- ☐ Recognise the difference between sedentary and active screen time.
- ☐ Observe how children engage with technology and consider how I can use digital content to support their curiosity and enjoyment.
- ☐ Explore using short, simple digital resources (e.g. songs, stories, pictures) to support play, language, and creativity, with support if needed to begin with.
- ☐ Consider how to combine digital content with hands-on activities like singing, dancing, drawing, or role play.
- ☐ Discuss how to guide young children to explore digital tools safely and appropriately, engaging the support of an ICT technician if needed/available to manage devices.
- ☐ Identify who to ask for help and ideas with using technology in early childhood settings.

10.4.2 EMBEDDING

The practitioner plans and leads digital activities that support play-based, developmentally appropriate learning.

I can...

- ☐ Explain why it is important to encourage children to talk, ask questions, and make choices during digital activities.
- ☐ Plan digital activities that prioritise movement, discussion, and off-screen tasks, minimising sedentary screen time.
- ☐ Manage children's screen time by balancing the use of digital tools with plenty of time for unstructured play and creative exploration.
- ☐ Adjust digital experiences to suit children's attention span, mood, or interests in the moment.
- ☐ Select or adapt age-appropriate digital content that encourages exploration, experimentation, storytelling, movement, and group interaction.
- ☐ Select or adapt age-appropriate digital content that supports foundational literacy and numeracy development.

10.4.3 EXTENDING

The practitioner uses digital tools with confidence and creativity to enrich early and foundational learning through play, storytelling, movement, and exploration.

I can...

- ☐ Guide children to use digital tools in ways that encourage imagination and self-expression, such as retelling a story, imitating sounds, or adding to a group project.
- ☐ Design activities that support children to create simple content using digital tools (e.g. taking a photo, recording a sound, drawing a picture), where resources are available.
- ☐ Evaluate how each activity supports language, motor, or social development and use this to shape future digital play experiences.
- ☐ Embed foundational literacy and numeracy activities in digital play.
- ☐ Model good educational practice using technology with young children, and help others to improve their own approach.

10.5 USING TECHNOLOGY IN MULTIGRADE CLASSROOMS



TEACHERS FACILITATORS SCHOOL LEADERS

10.5.1 EXPLORING

The practitioner understands the challenges of multi-grade teaching and begins using digital tools to support basic classroom organisation and learning.

I can...

- ☐ Describe the challenges of using technology for teaching multiple grades or age groups at the same time to achieve curriculum outcomes, and consider mitigations.
- ☐ Discuss possible techniques for making use of technology with multi-grade learners, e.g. giving one group a digital task while I work with another group offline.
- ☐ Consider ways in which technology might help me plan my classroom and lessons to manage multi-grade teaching.
- ☐ Try allowing older or more confident learners to help others use the available technology.
- ☐ Identify digital content that supports my teaching and can be understood by different levels (e.g. simple videos, demonstrations, songs, or stories), with support if needed to begin with.
- ☐ Identify who to ask for help and ideas with using technology in multi-grade classrooms.

10.5.2 EMBEDDING

The practitioner plans and manages digital activities that support different groups to learn effectively at the same time.

I can...

- ☐ Use digital tools to help me plan learning routines for different groups (e.g. rotating tasks, self-paced activities).
- ☐ Group learners and assign appropriate digital or offline tasks based on age, ability, or progress.
- ☐ Support learners to take turns or share devices while working on different grade-level activities.
- ☐ Select or adapt digital content that can be used flexibly across different levels.
- ☐ Keep learners engaged while waiting for their turn with a device by using print, talk, or play-based alternatives.

10.5.3 EXTENDING

The practitioner uses digital tools strategically to manage learning across multiple grade levels, ensuring all groups stay engaged and make progress.

I can...

- ☐ Create and manage rotating tasks or routines where different groups use digital tools at different times for learning or review.
- ☐ Adapt a digital resource (e.g. a story, video, or activity) so that it meets the needs of both younger and older learners in different ways.
- ☐ Switch between guiding offline and digital activities smoothly so that no group is left without purpose or support.
- ☐ Monitor how different groups are responding to digital and non-digital tasks and adjust the timing, content, or instructions to keep everyone learning.
- ☐ Evaluate which digital routines or content combinations work best for different groupings in my multi-grade classroom and improve them over time.
- ☐ Model good educational practice using technology in my multi-grade classroom, and help others to improve their own approach.

10.6

USING TECHNOLOGY WHERE ELECTRICITY OR INTERNET IS UNRELIABLE



TEACHERS FACILITATORS SCHOOL LEADERS

10.6.1 EXPLORING

The practitioner recognises the challenges of using technology in unreliable environments and begins using tools flexibly.

I can...

- ☐ Describe how lack of electricity or internet affects the use of technology in my classroom or learning centre.
- ☐ Try using basic routines to charge devices when electricity is available and use them offline when needed.
- ☐ Explore tools and apps that work without internet (e.g. preloaded content, offline learning apps), with support if needed to begin with.
- ☐ Keep a non-digital backup or alternative task ready in case technology is not available.
- ☐ Identify who to ask for help and ideas with using technology when electricity or internet is unreliable.

10.6.2 EMBEDDING

The practitioner plans ahead and adapts digital learning activities for low-connectivity or low-power environments.

I can...

- ☐ Plan adaptable lessons that combine digital and non-digital activities based on what is available.
- ☐ Prepare offline digital content in advance so it can be used without internet.
- ☐ Adjust how I use digital tools depending on the availability of power or signal.
- ☐ Rotate device use to save power and give all learners a chance to access digital tools.
- ☐ Encourage learners to take responsibility for charging devices and downloading content when internet is available.
- ☐ Improvise and support learners to continue activities using paper, drawing, or discussion if digital tools become unavailable.

10.6.3 EXTENDING

The practitioner uses digital tools creatively and reliably in low-power or low-connectivity environments, ensuring learning continues despite disruptions.

I can...

- ☐ Create flexible lesson structures that can be taught with or without power or internet, adjusting in real time when needed.
- ☐ Develop or adapt digital content that works well offline and is easy to access or share, even with limited device use.
- ☐ Combine digital and non-digital strategies smoothly during a lesson to maintain engagement when access changes suddenly.
- ☐ Monitor battery levels, signal strength, or charging opportunities to decide when and how to use devices most effectively.
- ☐ Evaluate what helps my learners stay focused and keep on learning during outages or device limitations, and use this to improve my teaching.
- ☐ Model good techniques for adapting to electricity and internet availability, and help others to improve their own approach.

10.7

USING TECHNOLOGY TO SUPPORT LEARNING DURING EMERGENCIES WHEN SCHOOLS ARE CLOSED



TEACHERS FACILITATORS SCHOOL LEADERS

10.7.1 EXPLORING

The practitioner understands how technology can support learning during emergencies and begins using simple methods to stay connected with learners.

I can...

- ☐ Describe how school closures or emergencies affect learners' access to learning, and how technology can be helpful in this context.
- ☐ Recognise that some learners (e.g. girls, learners with disabilities, children who head households, those without devices/electricity) may face greater challenges to use technology during closures.
- ☐ Consider alternative ways to reach those children who cannot use technology at home.
- ☐ Follow simple instructions for using basic tools (e.g. phone calls, messaging apps, SMS) to stay in contact with learners and/or their caregivers.
- ☐ Encourage caregivers to support learning at home when possible.
- ☐ Identify who to ask for help and ideas with using technology to support learning during emergencies when schools are closed.

10.7.2 EMBEDDING

The practitioner uses digital tools and routines to support learning and wellbeing during school closures, including both live and flexible options.

I can...

- ☐ Explain the difference between synchronous and asynchronous learning, and list suitable activities for each.
- ☐ Plan and share short learning activities that can be done at home using basic devices.
- ☐ Use live tools (e.g. group calls, video meetings) when possible/appropriate, and provide summaries or follow-ups for absent learners.
- ☐ Adapt lessons to work without internet or with very limited access (e.g. offline files, saved videos, print-and-send work).
- ☐ Use technology to check in on learners' wellbeing and help them stay motivated.
- ☐ Involve caregivers or community members in supporting safe, secure learning through digital tools.
- ☐ Adjust my plans according to what works well and what proves difficult when using technology during emergencies when schools are closed.

10.7.3 EXTENDING

The practitioner uses digital tools to sustain learning and connection during emergencies, using strategies that are flexible, inclusive, and adaptable over time.

I can...

- ☐ Create learning routines that learners and families can continue independently across days or weeks, even if communication is irregular.
- ☐ Develop low-tech learning packs that combine printed tasks with simple digital follow-ups (e.g. voice notes, SMS prompts, image-based instructions).
- ☐ Give learners different ways to respond or participate using available tools (e.g. voice message, text, photo of written work).
- ☐ Collect and evaluate feedback from learners or caregivers about what works best and use it to improve future remote learning sessions.
- ☐ Adapt my remote teaching approach across time based on changing levels of access, stress, or support at home.
- ☐ Model good techniques for using technology during school closures, and help others to improve their own approach.

10.8

USING TECHNOLOGY WITH CRISIS-AFFECTED OR DISPLACED LEARNERS



TEACHERS FACILITATORS SCHOOL LEADERS

10.8.1 EXPLORING

The practitioner recognises the challenges faced by crisis-affected or displaced learners and uses digital tools gently and flexibly.

I can...

- ☐ Describe how displacement, stress, or loss may affect how learners behave or participate.
- ☐ Consider how technology and digital tools can be used in calm, supportive ways to help learners feel safe and included.
- ☐ Encourage learners to identify digital activities they enjoy.
- ☐ Discuss how I can choose or adapt digital activities to avoid distress (e.g. avoiding loud sounds, sensitive topics, fast-paced instructions).
- ☐ Recognise increased safeguarding risks when using digital tools in this context (e.g. sharing personal information, exposure to triggering content).
- ☐ Identify who to ask for help and ideas with using technology with crisis-affected or displaced learners.

10.8.2 EMBEDDING

The practitioner selects and uses digital tools to support connection, continuity, and emotional safety for crisis-affected or displaced learners.

I can...

- ☐ Explain why displaced learners are at greater risk of having their personal data, identity, or digital activity misused when using shared devices, public networks, or unfamiliar platforms.
- ☐ Take basic steps to protect learners' data privacy (e.g. avoiding sharing personal details, logging out of accounts, using apps without requiring unnecessary personal information).
- ☐ Identify and use digital content designed by specialist agencies to support wellbeing, resilience, or learning for crisis-affected or displaced learners.
- ☐ Listen to and work with crisis-affected or displaced learners to identify digital tools, activities and resources that meet their needs.
- ☐ Use simple digital routines and familiar tools to support learners to continue learning after disruption.

10.8.3 EXTENDING

The practitioner uses digital tools thoughtfully to create a safe, predictable, and empowering learning environment for crisis-affected or displaced learners.

I can...

- ☐ Design flexible digital activities that intentionally support safe self-expression, confidence, and learner choice.
- ☐ Create or adapt digital content that builds resilience and belonging, while avoiding harmful triggers.
- ☐ Embed consistent digital routines and adjust them as learners' emotional needs change.
- ☐ Integrate strong safeguarding and data protection practices, choosing tools that minimise risks.
- ☐ Recognise early signs of distress during digital tasks and respond appropriately.
- ☐ Model good techniques for using technology with crisis-affected or displaced learners, and help others to improve their own approach.

Gathering and using digital evidence of learning

This domain supports educator practitioners to gather, interpret, and use digital evidence to improve teaching and learning. It focuses on simple, sustainable strategies for using learner-generated digital data from daily tasks, assessments, or Learning Management System (LMS) platforms to understand progress, respond to needs, and promote equity.

In contexts where technology use is growing but still uneven, this domain encourages flexible, low-bandwidth approaches to using evidence such as screenshots, voice notes, or basic LMS analytics to monitor understanding and guide improvement.

This is a higher-level competency domain and includes three proficiency levels: Exploring, Embedding, and Extending. It emphasises the ability to use digital evidence not just for grading or reporting, but for summative purposes to adapt teaching, personalise feedback, and inform classroom practice. Extending-level proficiency reflects the ability to interpret digital learning evidence systematically to drive inclusive, responsive, and sustained learning outcomes.

Competencies in this domain are most relevant to teachers and facilitators, who collect and respond to learner data in real time. School leaders may also benefit from engaging with these practices to support data-informed teaching at school level. Local education officers are excluded, as the emphasis is on instructional use rather than system-level data management.

Decision-makers may select competencies from this domain when building a Pathway that aims to strengthen formative assessment and data-informed teaching practices at classroom or school level, especially where digital tools are available to support understanding of learner progression. It is unlikely that a Pathway would include both Competencies 11.2 and 11.3 as these are very similar and reflect the difference between using data with or without regular access to an LMS.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 3: Communicating and collaborating with technology
- ⚙ Domain 4: Creating and adapting digital resources
- ⚙ Domain 5: Working with digital content
- ⚙ Domain 6: Professional development in digital practice
- ⚙ Domain 9: Teaching with technology

Gathering and using digital evidence of learning

	Teachers	Facilitators	School leaders	Local education officers
11.1 Using technology for learning assessment	✓	✓	✓	X
11.2 Using digital evidence to support learning	✓	✓	✓	X
11.3 Working with analytics in a Learning Management System	✓	✓	✓	X

11.1 USING TECHNOLOGY FOR LEARNING ASSESSMENT



TEACHERS FACILITATORS SCHOOL LEADERS

11.1.1 EXPLORING

The practitioner begins asking learners to submit work digitally for simple assessment tasks.

I can...

- ☐ Discuss what sort of digital assessment tasks would work for my subject area and available resources.
- ☐ Consider ways in which learners could submit work individually or in groups, depending on device access.
- ☐ Explore getting learners to complete or submit tasks using a phone, tablet, or shared device (e.g. photos, typed answers, recordings), as available.
- ☐ Identify simple formats that learners can access and understand for feedback (e.g. voice notes for oral answers, images for written work).
- ☐ Identify who to ask for help and ideas with using technology for assessment.

11.1.2 EMBEDDING

The practitioner designs and manages digital assessments that support deeper learning and inclusion.

I can...

- ☐ Explain the principles of authentic assessment and how it can be applied through digital tools in my subject area and for the specific needs of my learners.
- ☐ Choose, adapt or collate digital tasks for authentic assessment, supporting learners to apply skills or knowledge in real contexts.
- ☐ Include both formative digital tasks (for feedback) and summative digital tasks (for grading or reporting).
- ☐ Give learners options for how to complete digital assessment tasks (e.g. written, spoken, drawn, using different file formats etc.) based on their strengths and access.
- ☐ Provide feedback using accessible digital formats (e.g. simple text or voice responses learners can review offline).

11.1.3 EXTENDING

The practitioner designs digital assessment that reflects real learning goals, values diverse learners, and drives improvement.

I can...

- ☐ Design digital assessment tasks that go beyond right/wrong answers to show how learners think and apply knowledge (e.g. record a process, explain their thinking, solve a local problem using what they've learned).
- ☐ Adapt assessment design to include learners who may be offline, have low literacy, or share devices (e.g. allow spoken or drawn responses, work in small groups, use story-based tasks).
- ☐ Use submitted digital work to identify strengths, not just gaps, for example recognising problem-solving strategies from voice notes or creativity in a video demonstration.
- ☐ Give feedback that learners can use to improve their next task, not just review what they did wrong (e.g. follow-up challenge tasks, peer response prompts).
- ☐ Model good techniques for using technology for authentic assessment, and help others to improve their own approach.

11.2 USING DIGITAL EVIDENCE TO SUPPORT LEARNING



TEACHERS FACILITATORS SCHOOL LEADERS

11.2.1 EXPLORING

The practitioner begins to notice and use digital learning data that learners generate through regular activities.

I can...

- ❑ Discuss the ways in which learners may generate digital evidence when they use the tools we work with in my classroom(s) (e.g. quiz scores, number of message replies, record of saved work).
- ❑ View a record of basic data such as learner responses or activities (e.g. notes, screenshots, summary lists), with support if needed to begin with.
- ❑ Check learner progress using simple indicators (e.g. correct/incorrect answers, skipped tasks, brief explanations), with support if needed to begin with, and -
- ❑ Recognise which learners may need support based on this data.
- ❑ Identify who to ask for help and ideas with using digital evidence to support learning.

11.2.2 EMBEDDING

The practitioner uses learner-generated digital evidence to plan and adapt teaching in response to learner needs.

I can...

- ❑ Regularly review learners' routine digital activity (e.g. quiz results, written responses, shared files or images) to see what they understand.
- ❑ Use digital evidence to adjust how I group learners, give additional practice, or teach or pace a topic.
- ❑ Provide targeted support to learners based on the patterns I notice in their digital work.
- ❑ Compare data for different groups to check for inequalities (e.g. learners with lower access or confidence falling behind) and adjust support accordingly.
- ❑ Support learners in reviewing their own work to identify progress or areas for improvement.

11.2.3 EXTENDING

The practitioner uses digital learning evidence strategically to improve outcomes and design more responsive learning.

I can...

- ❑ Embed digital evidence generation into my lessons in order to systematically generate data that I can use to compare within the group and across time.
- ❑ Analyse patterns over time in learner-generated digital work (e.g. learners repeating the same mistakes, not engaging with tasks) and use this to adjust my teaching.
- ❑ Design a simple, sustainable way of recording, managing and revisiting learner evidence (e.g. a shared phone folder, annotated screenshots, or feedback logs).
- ❑ Model how deeper analysis of learners' digital work can lead to more focused teaching.

11.3

WORKING WITH ANALYTICS IN A LEARNING MANAGEMENT SYSTEM



TEACHERS FACILITATORS SCHOOL LEADERS

⚙ This competency should be adapted/expanded to reflect best use of the available features in the local LMS

11.3.1 EXPLORING

The practitioner begins to explore what learner data is available in the LMS and what it can show.

I can...

- ❑ Discuss the ways in which learners may generate digital evidence when they use the tools we work with in the LMS.
- ❑ Log in to the LMS and find basic learner data (e.g. completion rates, quiz results, or time spent on activities), with support if needed to begin with.
- ❑ Recognise which learners have or haven't accessed or completed certain lessons or tasks, and -
- ❑ Identify the learners that may need support based on this data.
- ❑ Identify who to ask for help and ideas with working with data analytics in the LMS.

11.3.2 EMBEDDING

The practitioner uses LMS data to support learners and adjust their teaching practice.

I can...

- ❑ Regularly check routine LMS analytics to identify learners who need extra support or more challenge.
- ❑ Spot patterns in digital engagement (e.g. learners skipping certain activities, re-watching videos, or failing quizzes), and -
- ❑ Use this information to adjust teaching (e.g. revisit misunderstood topics, assign extra practice, or form small groups).
- ❑ Compare data for different groups to check for inequalities (e.g. learners with lower access or confidence falling behind) and adjust support accordingly.
- ❑ Follow up with learners individually or in groups based on what the data shows about their progress.

11.3.3 EXTENDING

The practitioner interprets LMS data to improve teaching across time and to support equity in learning.

I can...

- ❑ Evaluate data across multiple lessons or weeks to identify trends and adapt long-term plans (e.g. which units consistently cause difficulty, where learners disengage).
- ❑ Triangulate LMS data with other sources (e.g. classroom participation, offline tasks) to get a fuller picture of learning.
- ❑ Identify gaps in the digital learning journey that the LMS data helps highlight (e.g. topics learners are not completing, activities not accessed at all).
- ❑ Suggest improvements to how LMS tasks are structured or sequenced to support better learner progress.
- ❑ Model how use of LMS analytics can lead to more focused teaching, and help others to improve their own approach.

Using technology with learners who have disabilities and learning support needs

This domain supports educator practitioners to use digital tools in ways that address the specific learning needs of children with disabilities and learning support needs. It focuses on inclusive, flexible strategies that remove barriers to participation and ensure all learners can benefit from access to digital learning, regardless of physical, sensory, intellectual, or emotional challenges.

In contexts where specialist tools or services are unavailable, this domain encourages the creative use of available devices, locally appropriate adaptations, and collaboration with families, peers, and communities to ensure that digital learning is safe, empowering, and inclusive for all.

This is a higher-level competency domain and includes three proficiency levels: Exploring, Embedding, and Extending. It emphasises the ability to recognise and respond to a wide range of learning needs by adapting digital content, tools, and approaches to suit the learner. This reflects a specialised approach to inclusion for learners requiring individual support, aligned with the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. It is typically reflected in the reality of school-based grouping for learners with special needs in the region, regardless of global or national policy advocating for inclusive education.

Competencies in this domain are most relevant to teachers and facilitators who work directly with children with disabilities and learning support needs in classrooms or learning centres. School leaders may also benefit from understanding these inclusive classroom strategies in the context of whole-school approaches to accessibility and support. Local education officers are excluded, as the domain focuses on hands-on adaptation and learner-level support.

Decision-makers may select competencies from this domain when building a Pathway that will include educator practitioners who work with learners who have special educational needs, for example in inclusive or designated schools or learning centres for learners with disabilities and learning support needs.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 3: Communicating and collaborating with technology
- ⚙ Domain 4: Creating and adapting digital resources
- ⚙ Domain 5: Working with digital content
- ⚙ Domain 6: Professional development in digital practice
- ⚙ Domain 9: Teaching with technology

12

Using technology with learners who have disabilities and learning support needs

	Teachers	Facilitators	School leaders	Local education officers
12.1 Using technology with learners who are blind or have low vision	✓	✓	✓	X
12.2 Using technology with learners who are deaf or hard of hearing	✓	✓	✓	X
12.3 Using technology with learners who have communication support needs	✓	✓	✓	X
12.4 Using technology with learners who have physical disabilities	✓	✓	✓	X
12.5 Using technology with learners who have intellectual disabilities	✓	✓	✓	X
12.6 Using technology with learners who have social, emotional or mental health needs	✓	✓	✓	X

12.1

USING TECHNOLOGY WITH LEARNERS WHO ARE BLIND OR HAVE LOW VISION



TEACHERS FACILITATORS SCHOOL LEADERS

12.1.1 EXPLORING

The practitioner identifies how learners who are blind or have low vision experience barriers when using digital tools, and can explore basic, accessible options using available technologies.

I can...

- ☐ Identify common barriers for learners who are blind or have low vision when using EdTech (e.g. small screens, poor lighting, low-contrast materials, lack of screen readers), and -
- ☐ Discuss simple strategies to improve accessibility for these learners using resources available to me (e.g. using bold text, printed materials with large font, audio instructions).
- ☐ Ask learners who are blind or have low vision (and/or their assistants and caregivers) how I can help them with better access to digital devices and content.
- ☐ Recognise that dependence on alternative senses to engage with EdTech can cause fatigue for learners who are blind or have low vision.
- ☐ Explore basic device features that improve accessibility for learners who are blind or have low vision (e.g. brightness, text enlargement, TalkBack on Android phones), with support if needed to begin with.
- ☐ Identify who to ask for help and ideas with using technology with learners who are blind or have low vision.

12.1.2 EMBEDDING

The practitioner uses inclusive strategies to support learners who are blind or have low vision to participate in digital learning activities.

I can...

- ☐ Identify and introduce digital content designed by specialist agencies for use by learners who are blind or have low vision (e.g. Accessible Digital Textbooks), and adapt this to local curricula where possible.
- ☐ Choose or adapt and use a range of digital learning content in formats that don't rely on sight (e.g. audio versions of instructions or radio lessons).
- ☐ Adapt my usual digital activities by removing barriers for learners who are blind or have low vision, and reject activities where this is not possible.
- ☐ Plan digital group activities so that learners who are blind or have low vision can participate meaningfully (e.g. through speaking roles, peer reading, or audio-based tasks).
- ☐ Support learners to use available devices and features that reduce dependence on vision (e.g. screen readers or magnifiers, voice control, large-button navigation), with support if needed to begin with.
- ☐ Seek training or support to ensure my classroom strategies and communication methods are compatible with individual learners' assistive vision technologies, where appropriate.

12.1.3 EXTENDING

The practitioner designs or adapts digital learning activities so that learners who are blind or have low vision are actively engaged using inclusive, context-appropriate technologies.

I can...

- ☐ Design multi-step digital learning experiences that build skills and confidence in learners who are blind or have low vision (e.g. scaffolded audio tasks, voice-based assessments, or interactive storytelling).
- ☐ Work collaboratively with learners who are blind or have low vision, and their assistants and caregivers, to understand their preferences and challenges, and co-adapt digital learning strategies and routines that respond to their needs using available tools and methods.
- ☐ Advocate for low-cost alternatives or community-based support when learners lack access to assistive devices.
- ☐ Model good practice in using technology with learners who are blind or have low vision, and help others to improve their own approach.

12.2

USING TECHNOLOGY WITH LEARNERS WHO ARE DEAF OR HARD OF HEARING



TEACHERS FACILITATORS SCHOOL LEADERS

12.2.1 EXPLORING

The practitioner identifies how learners who are deaf or hard of hearing experience barriers when using digital tools, and can explore basic, accessible options using available technologies.

I can...

- ☐ Identify common barriers for learners who are deaf or hard of hearing when using EdTech (e.g. reliance on audio-only instructions, lack of subtitles or written support, audio notifications), and -
- ☐ Discuss simple strategies to improve accessibility for these learners using resources available to me (e.g. providing written instructions, diagrams, gestures).
- ☐ Ask learners who are deaf or hard of hearing (and/or their assistants and caregivers) how I can help them with better access to digital devices and content.
- ☐ Recognise that dependence on alternative senses to engage with EdTech can cause fatigue for learners who are deaf or hard of hearing.
- ☐ Explore mobile device features that support learners who are deaf or hard of hearing (e.g. auto-caption apps, text messaging platforms, visual alert settings), with support if needed to begin with.
- ☐ Identify who to ask for help and ideas with using technology with learners who are deaf or hard of hearing.

12.2.2 EMBEDDING

The practitioner uses inclusive strategies to support learners who are deaf or hard of hearing to participate in digital learning activities.

I can...

- ☐ Identify and introduce digital content designed by specialist agencies for use by learners who are deaf or hard of hearing (e.g. signed video lessons), and adapt this to local curricula where possible.
- ☐ Choose or adapt and use a range of digital learning content in formats that don't rely on hearing (e.g. text and images).
- ☐ Adapt my usual digital activities by removing barriers for learners who are deaf or hard of hearing, and reject activities where this is not possible.
- ☐ Plan digital group activities so that learners who are deaf or hard of hearing can participate meaningfully (e.g. through visual tasks, written instructions or peer support for communication).
- ☐ Support learners to use available devices and features that reduce dependence on hearing (e.g. speech-to-text, captioning, assistive listening devices), with support if needed to begin with.
- ☐ Recognise that using captioning or written versions of speech may require higher literacy standards of learners who are deaf or hard of hearing, which may affect their capacity to learn from the task.
- ☐ Seek training or support to ensure my classroom strategies and communication methods are compatible with individual learners' assistive hearing technologies, where appropriate.

12.2.3 EXTENDING

The practitioner designs or adapts digital learning activities so that learners who are deaf or hard of hearing are actively engaged using inclusive, context-appropriate technologies.

I can...

- ☐ Design multi-step digital learning experiences that reduce reliance on hearing and support deep engagement (e.g. visual storytelling, captioned lessons, gesture-supported video responses).
- ☐ Work collaboratively with learners who are deaf or hard of hearing, and their assistants and caregivers, to understand their preferences and challenges, and co-adapt digital learning strategies and routines that respond to their needs using available tools and methods.
- ☐ Advocate for low-cost alternatives or community-based support when learners lack access to assistive devices.
- ☐ Model good practice in using technology with learners who are deaf or hard of hearing, and help others to improve their own approach.

12.3

USING TECHNOLOGY WITH LEARNERS WHO HAVE COMMUNICATION SUPPORT NEEDS



TEACHERS FACILITATORS SCHOOL LEADERS

12.3.1 EXPLORING

The practitioner identifies how learners with communication support needs experience barriers when using digital tools and explores basic, accessible options using available technologies.

I can...

- ❑ Identify common challenges for learners with communication support needs when using EdTech (e.g. difficulty speaking clearly to voice-based tools, understanding long written instructions, or expressing ideas using text), and -
- ❑ Discuss simple strategies to improve accessibility for these learners using resources available to me (e.g. using familiar symbols, icons, or visuals to support understanding when learners engage with digital tools).
- ❑ Support learners with communication support needs by offering flexible digital options that reduce pressure to speak or write in real time (e.g. sending voice notes, drawing, choosing images).
- ❑ Ask learners with communication support needs (and/or their assistants and caregivers) how I can help them with better access to digital devices and content.
- ❑ Explore simple EdTech tools or device features that support learners with communication support needs (e.g. communication apps, text-to-speech, picture-based tools), with support if needed to begin with.
- ❑ Identify who to ask for help and ideas with using technology with learners who have communication support needs.

12.3.2 EMBEDDING

The practitioner uses inclusive strategies to support learners with communication support needs to participate in digital learning activities.

I can...

- ❑ Identify and introduce digital content designed by specialist agencies for use by learners with communication support needs (e.g. visual storytelling apps), and adapt this to local curricula where possible/appropriate.
- ❑ Choose or adapt and use a range of digital learning content that reduces language complexity (e.g. short instructions, pictorial support, audio prompts).
- ❑ Adapt my usual digital activities by removing barriers for learners with communication support needs, and reject activities where this is not possible.
- ❑ Plan group digital activities that allow learners with communication support needs to contribute in different ways (e.g. choosing pictures, using gesture-supported tools, drawing responses).
- ❑ Support learners to use available tools or low-cost apps that support alternative ways to communicate (e.g. symbol-based communication apps, talking photo books, sentence-building tools), with support if needed to begin with.
- ❑ Seek training or support to ensure my classroom strategies and communication methods are compatible with individual learners' assistive speech and language technologies, where appropriate.

12.3.3 EXTENDING

The practitioner designs or adapts digital learning activities so that learners with communication support needs are actively engaged using inclusive, context-appropriate technologies.

I can...

- ❑ Design multi-step digital learning experiences that reduce reliance on speech and language abilities and support deep engagement (e.g. symbol-supported instructions, drag-and-drop tasks, audio-visual cues, and choice-based activities with minimal text).
- ❑ Work collaboratively with learners with communication support needs, and their assistants and caregivers, to understand their preferences and challenges, and co-adapt digital learning strategies and routines that respond to their needs using available tools and methods.
- ❑ Create opportunities for learners to build communication skills using available technologies in ways that support confidence and participation.
- ❑ Model good practice in using technology with learners who have communication support needs, and help others to improve their own approach.

12.4 USING TECHNOLOGY WITH LEARNERS WHO HAVE PHYSICAL DISABILITIES



TEACHERS FACILITATORS SCHOOL LEADERS

12.4.1 EXPLORING

The practitioner identifies how learners with physical disabilities experience barriers when using digital tools and can explore basic, accessible options using available technologies.

I can...

- ☐ Identify common barriers for learners with physical disabilities when using EdTech (e.g. difficulty holding devices, using keyboards, or reaching materials), and -
- ☐ Discuss simple strategies to improve access for these learners using resources available to me (e.g. placing devices at reachable heights, using peers to assist with navigation or handling materials).
- ☐ Support learners with physical disabilities by reducing reliance on fine motor demands for digital activities (e.g. using oral responses instead of typing, group tasks with flexible roles), or using peer support.
- ☐ Ask learners with physical disabilities (and/or their assistants and caregivers) how I can help them with better access to digital devices and content.
- ☐ Explore mobile device features that support physical access (e.g. voice input, simplified touch controls, external buttons if available), with support if needed to begin with.
- ☐ Identify who to ask for help and ideas with using technology with learners who have physical disabilities.

12.4.2 EMBEDDING

The practitioner uses inclusive strategies to support learners with physical disabilities to participate in digital learning activities.

I can...

- ☐ Identify and introduce digital content designed by specialist agencies for use by learners with physical disabilities (e.g. resources that support navigation with keyboard shortcuts, or materials compatible with eye-tracking devices), and adapt this to local curricula where possible.
- ☐ Choose or adapt and use a range of digital tasks so that learners with physical disabilities can engage meaningfully (e.g. using voice recordings instead of typing, assigning collaborative tasks with flexible roles).
- ☐ Adapt my usual digital activities by removing barriers for learners with physical disabilities, and reject activities where this is not possible.
- ☐ Plan digital group activities so that learners with physical disabilities can participate meaningfully (e.g. by ensuring content is accessible via keyboard or assistive devices, allowing flexible roles, and providing sufficient time for interaction).
- ☐ Support learners to use available devices and accessibility features that reduce physical barriers to learning (e.g. alternative input devices, keyboard shortcuts, touch-free navigation, voice commands), with support if needed to begin with.
- ☐ Seek training or support to ensure my classroom strategies and communication methods are compatible with individual learners' assistive movement technologies, where appropriate.

12.4.3 EXTENDING

The practitioner designs or adapts digital learning activities so that learners with physical disabilities are actively engaged using inclusive, context-appropriate technologies.

I can...

- ☐ Design multi-step digital learning activities that offer multiple ways to participate, removing unnecessary physical barriers (e.g. voice-led responses, collaborative tasks with choice of tools).
- ☐ Work collaboratively with learners with physical disabilities, and their assistants and caregivers, to understand their preferences and challenges, and co-adapt digital learning strategies and routines that respond to their needs using available tools and methods.
- ☐ Advocate for low-cost alternatives or community-based support when learners lack access to assistive devices.
- ☐ Model good practice in using technology with learners who have physical disabilities, and help others to improve their own approach.

12.5

USING TECHNOLOGY WITH LEARNERS WHO HAVE INTELLECTUAL DISABILITIES



TEACHERS FACILITATORS SCHOOL LEADERS

12.5.1 EXPLORING

The practitioner identifies how learners with intellectual disabilities experience barriers when using digital tools and can explore basic, accessible options using available technologies.

I can...

- ☐ Identify common barriers for learners with intellectual disabilities when using EdTech (e.g. difficulty understanding instructions, remembering steps, or managing frustration), and -
- ☐ Discuss simple strategies to improve accessibility for these learners using resources available to me (e.g. using simple, clear, and repetitive instructions supported by visuals or gestures to help learners understand digital tasks).
- ☐ Support learners with intellectual disabilities by providing extra time and assistance for them to explore and complete digital activities.
- ☐ Ask learners with intellectual disabilities (and/or their assistants and caregivers) how I can help them with better access to digital devices and content.
- ☐ Explore simple EdTech tools or apps that support focus, sequencing, or basic concept reinforcement (e.g. audio-visual storybooks, matching games), with support if needed to begin with.
- ☐ Identify who to ask for help and ideas with using technology with learners who have intellectual disabilities.

12.5.2 EMBEDDING

The practitioner uses inclusive strategies to support learners with intellectual disabilities to participate in digital learning activities.

I can...

- ☐ Identify and introduce digital content designed by specialist agencies for use by learners with intellectual disabilities, (e.g. simplified interactive lessons with visual cues, audio narration, and limited text), and adapt this to local curricula where possible/appropriate.
- ☐ Choose or adapt and use a range of digital learning content in formats that support repetition, predictability, and basic interaction (e.g. simple touch apps, talking books, audio quizzes).
- ☐ Adapt my usual digital activities by removing barriers for learners with intellectual disabilities, and reject activities where this is not possible.
- ☐ Involve caregivers, peers, or learning assistants to help guide learners during digital activities, especially where close support is needed.
- ☐ Seek training or support to ensure my classroom strategies and communication methods are compatible with individual learners' assistive support technologies, where appropriate.
- ☐ Plan consistent learning routines and familiar content to help learners engage more confidently with digital tools.

12.5.3 EXTENDING

The practitioner designs or adapts digital learning activities so that learners with intellectual disabilities are actively engaged using inclusive, context-appropriate technologies.

I can...

- ☐ Design multi-step digital learning experiences that use repetition, multi-sensory input, and simplified choices to support engagement and success.
- ☐ Work collaboratively with learners with intellectual disabilities, and their assistants and caregivers, to understand their preferences and challenges, and co-adapt digital learning strategies and routines that respond to their needs using available tools and methods.
- ☐ Advocate for practical, low-cost adaptations or local support systems that make learning more accessible for learners with intellectual disabilities.
- ☐ Model good practice in using technology with learners who have intellectual disabilities, and help others to improve their own approach.

12.6

USING TECHNOLOGY WITH LEARNERS WHO HAVE SOCIAL, EMOTIONAL OR MENTAL HEALTH NEEDS



TEACHERS FACILITATORS SCHOOL LEADERS

12.6.1 EXPLORING

The practitioner identifies how learners with social, emotional and mental health (SEMH) needs experience barriers when using digital tools and can explore basic, accessible options using available technologies.

I can...

- ☐ Identify common challenges for learners with SEMH needs when using EdTech (e.g. difficulty staying focused, frustration with tasks, over-stimulation from noise or visuals), and -
- ☐ Discuss simple strategies to improve accessibility for these learners using resources available to me (e.g. using calm, predictable routines and providing simple, consistent instructions during digital activities).
- ☐ Support learners with SEMH needs by offering choices in how they can complete tasks using digital tools (e.g. using drawing, voice, or typing based on their comfort).
- ☐ Ask learners with SEMH needs (and/or their assistants and caregivers) how I can help them with better access to digital devices and content.
- ☐ Explore simple apps or offline tools that help learners with SEMH needs to regulate emotions or build focus (e.g. breathing timers, audio stories, task-sequencing visuals), with support if needed to begin with.
- ☐ Identify who to ask for help and ideas with using technology with learners with SEMH needs.

12.6.2 EMBEDDING

The practitioner uses inclusive strategies to support learners with social, emotional and mental health (SEMH) needs to participate in digital learning activities.

I can...

- ☐ Identify and introduce digital content designed by specialist agencies for use by learners with SEMH needs (e.g. interactive stories, games, or videos that help learners build emotional regulation skills, resilience, and positive behaviour), and adapt this to local curricula where possible/appropriate.
- ☐ Provide learners with flexible ways to engage with digital tasks (e.g. audio responses, drawing tools, or offline follow-ups when online attention is difficult).
- ☐ Adapt my usual digital activities by removing barriers for learners with SEMH needs, and reject activities where this is not possible.
- ☐ Plan digital activities with clear expectations and short, achievable steps to reduce anxiety or frustration.
- ☐ Seek training or support to ensure my classroom strategies and communication methods are compatible with individual learners' assistive support technologies, where appropriate.
- ☐ Use EdTech that supports focus and emotional regulation (e.g. timers, visual schedules, calming music, or interactive storytelling and reduces overstimulation (e.g. minimal distractions, quiet audio, simple interfaces) to help learners stay engaged.

12.6.3 EXTENDING

The practitioner designs or adapts digital learning activities so that learners with social, emotional and mental health (SEMH) needs are actively engaged using inclusive, context-appropriate technologies.

I can...

- ☐ Design flexible, emotionally supportive digital learning experiences that help learners with SEMH needs succeed and build confidence (e.g. creative tasks, choice boards, scaffolded storytelling).
- ☐ Work collaboratively with learners with SEMH needs, and their assistants and caregivers, to understand their preferences and challenges, and co-adapt digital learning strategies and routines that respond to their needs using available tools and methods.
- ☐ Advocate for practical, low-cost adaptations or local support systems that make learning more accessible for learners with SEMH needs.
- ☐ Model good practice in using technology with learners who have SEMH needs, and help others to improve their own approach.

Using artificial intelligence

This domain supports educator practitioners to use artificial intelligence (AI) tools in ethical, inclusive, and locally relevant ways. It includes competencies for applying AI in educational settings while managing risks, protecting learners, and ensuring that tools are used responsibly to enhance teaching and learning.

In contexts with limited infrastructure or emerging AI integration, this domain supports low-bandwidth and mobile-first approaches, encouraging critical use of tools and thoughtful adaptation to fit the local curriculum, language, and community values.

This is a higher-level competency domain and includes three proficiency levels: Exploring, Embedding, and Extending. It emphasises practical, classroom-level applications of AI that reflect sound judgement, contextual understanding, and a strong awareness of learner rights and safety. Extending-level proficiency reflects the ability to use AI tools with confidence, mitigate risks, and lead practices that support inclusion, privacy, and local relevance.

Competencies in this domain are relevant to teachers, facilitators, and school leaders, who may be using AI tools across their practice including to plan lessons, generate content, or manage learning processes. Local education officers are included in all competencies except Competency 13.6, which focuses directly on use of AI to support teaching.

Decision-makers may select competencies from this domain when building a Pathway for practitioner groups that are already engaging with AI tools or are likely to do so soon. This includes schools experimenting with chatbots or content-generation tools, or settings where AI tools are integrated into devices, apps, or platforms already in use. The domain may also be prioritised where there are policy needs related to AI safety, local relevance, or data protection.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 3: Communicating and collaborating with technology
- ⚙ Domain 4: Creating and adapting digital resources
- ⚙ Domain 5: Working with digital content
- ⚙ Domain 6: Professional development in digital practice
- ⚙ Domain 9: Teaching with technology

13

Using artificial intelligence

	Teachers	Facilitators	School leaders	Local education officers
13.1 Recognising artificial intelligence in education	✓	✓	✓	✓
13.2 Using artificial intelligence ethically	✓	✓	✓	✓
13.3 Managing risks and data protection with artificial intelligence	✓	✓	✓	✓
13.4 Ensuring cultural and local relevance when using artificial intelligence	✓	✓	✓	✓
13.5 Creating and adapting content using generative artificial intelligence	✓	✓	✓	✓
13.6 Using artificial intelligence to support teaching tasks	✓	✓	✓	✗

13.1 RECOGNISING ARTIFICIAL INTELLIGENCE IN EDUCATION



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

13.1.1 EXPLORING

The practitioner understands, in simple terms, what artificial intelligence (AI) is and where it appears in tools used for education.

I can...

- Discuss definitions of AI in simple terms of a process that uses data to recognise patterns, make predictions, or generate content.
- Identify common types of AI I may encounter including recognition (e.g. speech-to-text), prediction/adaptive (e.g. recommendations, adaptive quizzes), and generative (e.g. text/image creation).
- Recognise AI features already embedded in familiar tools (e.g. captions, translation, chatbots, recommendations, keyboard suggestions).
- Spot simple indicators that a feature uses AI (e.g. labels, icons, behaviour).
- Identify who to ask for help and ideas with recognising artificial intelligence in education.

13.1.2 EMBEDDING

The practitioner recognises artificial intelligence (AI) features and can choose an appropriate type for a task and set up basic options to suit local context.

I can...

- Explain the difference between recognition, prediction/adaptive, and generative AI, and choose when each one is or isn't suitable.
- Locate and adjust basic AI-related settings (e.g. captions on/off, translation, recommendations, adaptive mode, disclosure labels) as appropriate to my context.
- Explain to learners/caregivers when AI is being used in an activity and what inputs/outputs are involved.
- Select on-device or low-bandwidth options where possible and avoid unnecessary AI use in low-resource contexts.
- Keep a simple note of AI features used in my class or centre for accountability and continuity purposes.

13.1.3 EXTENDING

The practitioner helps others build foundational understanding of artificial intelligence (AI) and make context-appropriate choices.

I can...

- Design short demos or job-aids showing local examples/use of the three AI types and when to use each.
- Evaluate new tools for the presence/type of AI, whether it runs on-device or in the cloud, and its likely data/bandwidth needs, and advise colleagues on suitability in our context.
- Compare AI and non-AI approaches for a task and justify my choice using simple criteria such as accuracy, clarity, time, connectivity/bandwidth and language fit.
- Investigate how a tool's AI feature behaves in our context (e.g. on-device vs cloud, offline behaviour, latency, language support) using small tests and documentation, and update my practice accordingly.

13.2 USING ARTIFICIAL INTELLIGENCE ETHICALLY



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

13.2.1 EXPLORING

The practitioner is aware of basic ethical considerations when using artificial intelligence (AI) tools in education.

I can...

- ☐ List basic ethical ideas (e.g. fairness, transparency, privacy, do-no-harm) that are relevant to use of AI in education.
- ☐ Describe what bias means and give a simple example of biased or unfair output and why it matters (e.g. gender stereotyping).
- ☐ Describe basic risks to using AI, such as over-relying on AI or using it to make decisions about learners.
- ☐ List ways that AI tools might produce inaccurate or misleading information.
- ☐ Recognise that [specific policy name] is the most significant national/local strategy covering the use of artificial intelligence education in [country].
- ☐ Say where I can go to escalate concerns or log a report if I think AI is being used unethically, and access suitable support.
- ☐ Identify who to ask for help and ideas with using AI ethically.

13.2.2 EMBEDDING

The practitioner applies ethical thinking when using artificial intelligence (AI) tools, making careful choices that respect fairness, privacy, and local relevance

I can...

- ☐ Explain why it's important not to trust AI uncritically.
- ☐ Review AI suggestions critically and reject those that appear unfair, biased or inappropriate.
- ☐ Avoid tools that reinforce stereotypes or promote exclusion.
- ☐ Advocate for ethical approaches to AI among my colleagues.
- ☐ Work with line managers or other colleagues to engage with caregivers on ethical use of AI.
- ☐ Encourage honest and open use of appropriate AI in my school or local education authority.

13.2.3 EXTENDING

The practitioner confidently manages ethical challenges in AI use by adapting AI outputs thoughtfully, reducing bias, and ensuring cultural and contextual appropriateness.

I can...

- ☐ Promote understanding of AI's limitations and risks in my school or local education authority.
- ☐ Apply consistent ethical reasoning when using AI, even with new or unfamiliar tools.
- ☐ Support others to recognise and respond to ethical risks in AI (e.g. bias, stereotyping, inequality).
- ☐ Lead development of ethical policies or routine ethical practices related to AI in my school or local education authority.
- ☐ Model use of AI in ways that promote inclusion, transparency, and learner wellbeing and support others to do the same.

13.3

MANAGING RISKS AND DATA PROTECTION WITH ARTIFICIAL INTELLIGENCE



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

13.3.1 EXPLORING

The practitioner is aware that using artificial intelligence (AI) tools can create risks to privacy, safety, and information accuracy.

I can...

- ☐ Identify that some AI tools collect or store personal data (e.g. from chats, logins, assessments).
- ☐ Say why I shouldn't put identifying data about learners, colleagues or anyone else into AI, unless it is a tool that has been formally assessed and approved for use in my school or local education authority.
- ☐ Notice when an AI tool might share data or expose users to unsafe online spaces.
- ☐ Describe simple safety concerns when using AI on shared or public devices.
- ☐ Recognise that [specific policy name] is the most significant national/local strategy covering data protection in [country].
- ☐ Identify who to ask for help and ideas with managing risks and data protection with AI.

13.3.2 EMBEDDING

The practitioner actively applies strategies to reduce data, safety, and misinformation risks when using artificial intelligence (AI).

I can...

- ☐ Outline how [specific policy name] influences what I can and can't do with AI.
- ☐ Choose AI tools that limit or avoid data collection.
- ☐ Use AI tools without entering personal or learner data.
- ☐ Apply settings or prompts that improve privacy (e.g. anonymous inputs, offline tools).
- ☐ Explain safety rules or protective actions to learners, colleagues, or caregivers.
- ☐ Support learners to avoid AI tools that include harmful content or external contact.

13.3.3 EXTENDING

The practitioner confidently manages artificial intelligence (AI) -related risks by controlling data exposure, preventing misuse, and ensuring safe, accurate use of AI in education.

I can...

- ☐ Develop routines that reduce privacy and safety risks when using AI in low-resource environments.
- ☐ Combine strategies to limit exposure to harmful or misleading AI outputs.
- ☐ Create approaches to AI use within my school or local education authority that reduce risks for vulnerable learners.
- ☐ Maintain safe AI use by regularly checking for emerging AI safety issues and updating local practices as needed.
- ☐ Model good practice in managing risks and data protection using AI and support others to do the same.

13.4

ENSURING CULTURAL AND LOCAL RELEVANCE WHEN USING ARTIFICIAL INTELLIGENCE



TEACHERS FACILITATORS SCHOOL LEADERS LOCAL EDUCATION OFFICERS

13.4.1 EXPLORING

The practitioner recognises that artificial intelligence (AI) tools may reflect global or external perspectives and need to be assessed for local suitability.

I can...

- ☐ Recognise when AI outputs do not reflect my local language, culture, or learning goals.
- ☐ Identify when AI tools are built for global use and may not suit my context.
- ☐ Notice when content feels inaccurate, unfamiliar, or irrelevant to my learners.
- ☐ Say when AI appears to foreground foreign viewpoints and/or exclude African perspectives.
- ☐ Identify who to ask for help and ideas with ensuring cultural and local relevance when using AI.

13.4.2 EMBEDDING

The practitioner adapts artificial intelligence (AI) tools and outputs to reflect the needs, values, and realities of the local context.

I can...

- ☐ Find and use locally developed or driven AI tools, that support or reflect local language, curriculum, or culture, where these exist.
- ☐ Adjust AI outputs to reflect local examples, names, or experiences.
- ☐ Explain when AI content is not culturally appropriate for my needs or learners.
- ☐ Support others to recognise how local adaptation helps learners and others feel included.
- ☐ Use AI outputs to strengthen learners' (and others') connection to their own identity, language, or community.

13.4.3 EXTENDING

The practitioner integrates local knowledge into artificial intelligence (AI) -supported education and promotes culturally responsive use of AI.

I can...

- ☐ Combine AI outputs with local content to design meaningful and context-appropriate digital materials.
- ☐ Anticipate when AI tools may misrepresent or marginalise learners and avoid using them in those contexts.
- ☐ Design AI-supported activities that reflect my learners' cultural realities.
- ☐ Lead local efforts to include African knowledge, languages, and educational values in AI-supported learning.
- ☐ Model good practice in ensuring cultural and local relevance when using AI and support others to do the same.

13.5

CREATING AND ADAPTING CONTENT USING GENERATIVE ARTIFICIAL INTELLIGENCE



TEACHERS

FACILITATORS

SCHOOL LEADERS

LOCAL EDUCATION OFFICERS

13.5.1 EXPLORING

The practitioner uses generative artificial intelligence (AI) tools to create or improve basic content.

I can...

- ☐ Open a given generative AI tool (e.g. ChatGPT, Gemini) and use a simple, safe prompt to generate content, with support if needed to begin with.
- ☐ Explore using a given framework to create meaningful prompts for a generative AI tool to draft content relevant to my teaching or administrative subject, with support if needed to begin with.
- ☐ Recognise that the output may not be correct or well suited for my learners or other audience.
- ☐ Change things in the output to make it usable, with support if needed to begin with.
- ☐ Identify who to ask for help and ideas with creating and adapting content using generative AI.

13.5.2 EMBEDDING

The practitioner uses generative artificial intelligence (AI) tools effectively to create or adapt content for different needs, while checking quality and relevance.

I can...

- ☐ Write clear, purposeful prompts to get better AI-generated content.
- ☐ Engage further with the AI tool to edit and improve content so that it is useful for my lesson and learners or other purpose.
- ☐ Check the accuracy, clarity, and fairness of AI-created content.
- ☐ Check AI-generated content for harmful errors, misinformation, or unsafe suggestions before sharing.
- ☐ Combine or adjust different AI outputs to create one complete resource.
- ☐ Acknowledge when and how AI was used to create a material.

13.5.3 EXTENDING

The practitioner supports others to use generative artificial intelligence (AI) for quality content creation and adapts tools creatively to meet diverse needs.

I can...

- ☐ Evaluate AI-generated content for inclusion, relevance, and curriculum alignment.
- ☐ Design complex or layered prompts to produce tailored or multi-part outputs.
- ☐ Combine AI outputs with my own input to co-create rich, engaging learning or other materials.
- ☐ Critically analyse outputs for bias, accuracy, and appropriateness before use.
- ☐ Use AI to experiment with different content formats (e.g. stories, diagrams, explanations) to increase accessibility or engagement.
- ☐ Model good practice in creating and adapting content using generative AI and support others to do the same.

13.6

USING ARTIFICIAL INTELLIGENCE TO SUPPORT TEACHING TASKS



TEACHERS FACILITATORS SCHOOL LEADERS

13.6.1 EXPLORING

The practitioner is aware that artificial intelligence (AI) tools can help with teaching tasks and begins to explore simple ways to use them.

I can...

- ☐ Recognise how AI tools can help with the planning or admin tasks associated with teaching.
- ☐ Try using a generative AI tool (e.g. ChatGPT, Gemini) to complete a basic task, such as suggesting classroom activities to support given learning outcome, with support if needed to begin with.
- ☐ Explore a list of purpose-built AI tools that are designed to support different teaching tasks, with support if needed to begin with.
- ☐ Describe how I feel about using AI and ask for support or ideas when unsure.
- ☐ Identify who to ask for help and ideas with using AI to support teaching tasks.

13.6.2 EMBEDDING

The practitioner uses AI tools independently to support teaching tasks, adapting outputs to fit the curriculum, learners' needs, and local context.

I can...

- ☐ Plan initial drafts of lessons or activities with the help of AI tools.
- ☐ Use AI to generate or improve drafts of teaching materials for my learners.
- ☐ Select AI tools that suit different types of tasks or information according to my need.
- ☐ Adjust AI-generated content so it aligns with my curriculum and teaching style.
- ☐ Apply basic measures to identify the likely presence of AI-generated content in a learners' work.
- ☐ Support others in my school or centre to use AI for simple planning or admin tasks.

13.6.3 EXTENDING

The practitioner uses AI strategically and creatively to improve teaching quality, overcome challenges, and share ideas with others.

I can...

- ☐ Design tasks that combine AI suggestions with my own strategies for my learners and context.
- ☐ Embed AI use into my regular routines, for example to reduce workload or address specific classroom issues.
- ☐ Evaluate the impact of different AI tools on my planning or teaching and decide what to keep using.
- ☐ Integrate AI systems and content with the behavioural and emotional dimensions of learning that occur through traditional teaching.
- ☐ Model effective and appropriate use of AI to support teaching tasks and support others to do the same.

Supporting digital literacy of learners

This domain supports educator practitioner roles that are directly involved in helping learners develop core digital competency skills. It includes foundational competencies that enable children and young people to use digital tools safely, purposefully, and confidently for learning and everyday life.

In low-resource settings, this domain supports the use of basic digital tools, shared devices, and mobile-first strategies to build learner confidence and skill. Where there is a formal national framework for digital competency skills of learners, the competencies in this domain may be adapted to support educator practitioners to develop those skills.

This is a higher-level competency domain and includes three proficiency levels: Exploring, Embedding, and Extending. It emphasises the role of educator practitioners in modelling and building learner capability through guided practice, discussion, and digital participation appropriate to the learner's age, needs, and context. Extending-level proficiency reflects the ability to anticipate and evaluate learner activity in the development of digital literacy skills, leading to a more adaptive learning environment.

Competencies in this domain are most relevant to teachers and facilitators, who provide direct support to learners in developing digital skills. School leaders are also included, particularly as they may be guiding strategies for use of technology across the school. Local education officers are excluded, as the domain focuses on hands-on guidance and classroom-level support.

Decision-makers may select competencies from this domain when building a Pathway for practitioner roles with responsibility for developing learner digital skills, including in early digital learning environments, catch-up programmes, or contexts where learners are accessing technology for the first time.



This domain has prerequisites and builds on competencies within:

- ⚙ Domain 1: Foundational skills with devices
- ⚙ Domain 2: Foundational practice for digital learning
- ⚙ Domain 3: Communicating and collaborating with technology
- ⚙ Domain 4: Creating and adapting digital resources
- ⚙ Domain 5: Working with digital content
- ⚙ Domain 6: Professional development in digital practice
- ⚙ Domain 9: Teaching with technology
- ⚙ Domain 11: Gathering and using digital evidence of learning
- ⚙ Domain 13: Using artificial intelligence

14

Supporting digital literacy of learners

	Teachers	Facilitators	School leaders	Local education officers
14.1 Supporting learners to use a computer	✓	✓	✓	X
14.2 Supporting learners to find and use information online	✓	✓	✓	X
14.3 Supporting learners to be good online citizens	✓	✓	✓	X
14.4 Supporting learners to create and use digital resources	✓	✓	✓	X
14.5 Supporting learners to keep themselves safe and well in digital environments	✓	✓	✓	X
14.6 Supporting learners to work with artificial intelligence	✓	✓	✓	X
14.7 Supporting learners to solve digital and technical problems	✓	✓	✓	X

14.1 SUPPORTING LEARNERS TO USE A COMPUTER



TEACHERS FACILITATORS SCHOOL LEADERS

14.1.1 EXPLORING

The practitioner supports learners to recognise and use the basic parts and functions of a computer and with growing confidence.

I can...

- ☐ Identify and describe the main parts of a computer (e.g. screen, mouse, keyboard) and explain their basic function to learners.
- ☐ Demonstrate how to turn a computer on and off safely, and guide learners through the process with support.
- ☐ Show learners how to use a mouse or touchpad to move the pointer, click, and select items.
- ☐ Help learners open and close a basic program (e.g. typing or drawing tool), following step-by-step instructions.
- ☐ Discuss with learners how to handle devices carefully (e.g. keeping on a flat surface, avoiding unplugging cables).
- ☐ Identify who to ask for help and ideas with supporting learners to use a computer.

14.1.2 EMBEDDING

The practitioner regularly supports learners to carry out simple computer tasks and strengthens their basic operational skills.

I can...

- ☐ Guide learners to practise keyboard skills (e.g. typing, using shift, backspace, and enter) with increasing independence.
- ☐ Support learners to use the mouse or touchpad to perform common functions (e.g. drag and drop, scroll, right-click).
- ☐ Help learners open, name, save, and locate files in a familiar folder or desktop structure.
- ☐ Establish routines for learners to start and end computer use independently (e.g. launching the correct program, shutting down properly).
- ☐ Support learners to adjust basic settings such as screen brightness or volume and use headphones or other peripherals.
- ☐ Seek out practical ideas to adapt digital tasks for different learner needs.

14.1.3 EXTENDING

The practitioner enables learners to use a range of computer functions with increasing independence and accuracy.

I can...

- ☐ Model how to explore menus and settings to customise tools (e.g. renaming files, adjusting font size, switching between windows).
- ☐ Create short learning activities that combine basic computer functions (e.g. typing and saving a message, inserting images).
- ☐ Integrate built-in tools (e.g. undo/redo, copy/paste, help) into lessons and encourage learners to apply them.
- ☐ Anticipate and explain common technical issues and guide learners to troubleshoot them where possible.
- ☐ Lead learners to transfer familiar computer skills to new programs or contexts.
- ☐ Evaluate how learners learn to use computer functions and refine my approach to better support their independence.

14.2

SUPPORTING LEARNERS TO FIND AND USE INFORMATION ONLINE



TEACHERS FACILITATORS SCHOOL LEADERS

14.2.1 EXPLORING

The practitioner introduces learners to the internet and helps them access and explore basic information online with support.

I can...

- ☐ Describe what the internet is and say what learners can find or do online.
- ☐ Follow steps to open a browser and use a web address or link to reach a website with learners.
- ☐ Try using a search engine with learners to find information, images, or videos using basic words.
- ☐ Recognise useful links or buttons on a page and show learners how to view them.
- ☐ Discuss with learners that not everything online is true or safe, and identify when to ask for help.
- ☐ Identify who to ask for help and ideas with supporting learners to find and use information online.

14.2.2 EMBEDDING

The practitioner regularly supports learners to search for and make sense of online information for learning activities.

I can...

- ☐ Choose keywords with learners that are useful for searching specific topics.
- ☐ Explain which websites or results are likely to be helpful or relevant for the learner's purpose.
- ☐ Demonstrate how to use online information to complete learning tasks (e.g. answer questions, make a list).
- ☐ Support learners to recognise when something may not be true, safe, or appropriate.
- ☐ Apply simple methods to compare two or more sources for accuracy.
- ☐ Use the author, publisher, or date to select trustworthy online resources.
- ☐ Adjust my approach to better support learners in interpreting online information.

14.2.3 EXTENDING

The practitioner enables learners to search with more independence and think critically about the information they find online.

I can...

- ☐ Design activities that encourage learners to ask better questions and turn them into strong search terms.
- ☐ Embed strategies that help learners think critically about what they read (e.g. identifying bias or manipulation).
- ☐ Develop routines for learners to compare and evaluate online results for relevance and trustworthiness.
- ☐ Create opportunities for learners to organise or record useful information (e.g. notes, bookmarks).
- ☐ Lead learners to use online information meaningfully in their own work.
- ☐ Evaluate learners' critical search habits and improve my strategies to build their independence.

14.3 SUPPORTING LEARNERS TO BE GOOD ONLINE CITIZENS



TEACHERS FACILITATORS SCHOOL LEADERS

14.3.1 EXPLORING

The practitioner introduces learners to basic ideas about online behaviour and begins discussing how to stay respectful and safe when using digital tools.

I can...

- Describe how people should treat one another respectfully when using phones, messaging, or online platforms.
- Identify what kinds of personal information learners should keep private online.
- Recognise common forms of unkind or unsafe behaviour online (e.g. teasing, sharing without permission, clicking unknown links).
- Use simple stories or examples to help learners consider why honesty, kindness, and caution matter online.
- Talk to learners about how to act responsibly when using digital devices, even if they are offline.
- Identify who to ask for help and ideas with supporting learners to be good online citizens.

14.3.2 EMBEDDING

The practitioner plans activities that help learners build safe, respectful, and responsible online habits over time.

I can...

- Plan discussions or lessons about online topics like privacy, sharing, trust, or kindness.
- Explain how learners can make safe and respectful decisions in digital spaces (e.g. how to respond to a message).
- Select examples or stories that connect to learners' digital experiences.
- Support learners to reflect on how their online behaviour may affect others.
- Reinforce core ideas about digital citizenship through repeated activities.

14.3.3 EXTENDING

The practitioner builds learners' confidence to act responsibly online, even when facing new situations or challenges.

I can...

- Create opportunities for learners to practise responding to difficult online situations (e.g. receiving a hurtful message).
- Adapt digital citizenship guidance to fit learners' context, including offline sharing or mobile-first behaviour.
- Integrate real-life examples that help learners apply values like empathy, responsibility, or safety.
- Lead digital or offline activities that help learners express what they've learned (e.g. role plays, posters, peer messages).
- Evaluate how learners' online choices are changing and improve my strategies accordingly.

14.4

SUPPORTING LEARNERS TO CREATE AND USE DIGITAL RESOURCES



TEACHERS FACILITATORS SCHOOL LEADERS

14.4.1 EXPLORING

The practitioner introduces learners to simple ways of creating or interacting with digital content using the tools available.

I can...

- ☐ Describe how digital tools can be used to make or show something, not just watch or read.
- ☐ Demonstrate a basic creative action using a device (e.g. drawing a picture, recording a voice, typing a word).
- ☐ Guide learners through short, supported activities to decide what to create.
- ☐ Provide opportunities for learners to contribute to shared content (e.g. adding their name to a slide or choosing an image).
- ☐ Ask questions to prompt learners to talk about what they made and how they used the tool.
- ☐ Explain how to use the tool safely and encourage learners to try even if their work isn't perfect.
- ☐ Identify who to ask for help and ideas with supporting learners to create and use digital content.

14.4.2 EMBEDDING

The practitioner plans digital tasks where learners create, present, or build on their own ideas using digital tools.

I can...

- ☐ Plan digital tasks that match learners' level and offer options for expressing ideas (e.g. voice, drawing, text, photo).
- ☐ Set a clear purpose for digital creation tasks (e.g. to explain a process, tell a story, show what was learned).
- ☐ Support learners to review and improve their content before sharing or saving it.
- ☐ Explain how and when to give credit for ideas, images, or work from others (e.g. simple citation or acknowledgement).
- ☐ Sequence tasks with non-digital steps where helpful (e.g. draw first, then take a photo).
- ☐ Adapt instructions or tools so learners who need extra support can still complete a digital task.

14.4.2.3 EXTENDING

The practitioner helps learners use digital tools to express themselves with increasing creativity, independence, and purpose.

I can...

- ☐ Design open-ended creative tasks where learners choose how to share their thinking or ideas.
- ☐ Support learners to plan, refine, and extend their digital work across lessons or attempts.
- ☐ Integrate simple multimedia creation approaches (e.g. combining voice and image or drawing and text).
- ☐ Facilitate opportunities for learners to present, explain, or reflect on their digital work with others.
- ☐ Evaluate how digital creation supports learning in my subject area and adapt tasks to improve learning outcomes.

14.5

SUPPORTING LEARNERS TO KEEP THEMSELVES SAFE AND WELL IN DIGITAL ENVIRONMENTS



TEACHERS FACILITATORS SCHOOL LEADERS

14.5.1 EXPLORING

The practitioner introduces learners to basic ideas about staying safe and feeling well when using digital tools.

I can...

- ❑ List simple tips for safe and respectful digital use (e.g. asking before clicking links, not sharing personal information).
- ❑ Talk with learners about how digital use can affect how they feel.
- ❑ Ask questions that help learners recognise kind or unkind digital behaviour.
- ❑ Discuss appropriate behaviour when using digital tools (e.g. keeping screen time balanced, handling shared devices).
- ❑ Identify who to ask for help and ideas with supporting learners to stay safe and well when using digital tools.

14.5.2 EMBEDDING

The practitioner plans digital activities that promote safe behaviour, respectful interaction, and healthy digital habits.

I can...

- ❑ Include safety reminders and ground rules whenever learners use digital tools.
- ❑ Plan activities that help learners practise healthy digital habits (e.g. taking breaks, choosing strong passwords).
- ❑ Use examples to show how digital actions can affect others, even in private or familiar settings.
- ❑ Introduce age-appropriate messages about safety on shared devices or messaging platforms.
- ❑ Manage discussion about digital balance (e.g. when to disconnect, why outdoor time matters).
- ❑ Adapt safety messages or routines to suit my learners' age and context.

14.5.3 EXTENDING

The practitioner helps learners take more responsibility for their own digital safety and wellbeing, both in and beyond the classroom.

I can...

- ❑ Create space for learners to reflect on their digital habits and share how these affect their wellbeing.
- ❑ Lead learners to solve digital safety or wellbeing issues (e.g. when something online makes them uncomfortable).
- ❑ Support learners to create personal safety agreements or class-wide routines.
- ❑ Use learner feedback to improve how I approach digital safety and wellbeing in teaching.
- ❑ Connect digital wellbeing activities with broader emotional or social learning goals.

14.6

SUPPORTING LEARNERS TO WORK WITH ARTIFICIAL INTELLIGENCE



TEACHERS FACILITATORS SCHOOL LEADERS

14.6.1 EXPLORING

The practitioner introduces learners to basic ideas about artificial intelligence (AI) and supports them to explore simple AI tools safely.

I can...

- ☐ List examples of AI tools that learners may already use or recognise (e.g. voice assistants, translation apps).
- ☐ Identify the basic purpose of an AI-powered tool and observe how it works in simple tasks (e.g. voice typing, image labelling).
- ☐ Recognise and discuss that AI tools do not always give correct or appropriate results.
- ☐ Discuss why protecting personal information is important when using AI.
- ☐ Help learners understand that AI does not have human understanding and is not always correct.
- ☐ Identify who to ask for help and ideas with supporting learners to work with AI.

14.6.2 EMBEDDING

The practitioner supports learners to use artificial intelligence (AI) tools thoughtfully and raises awareness of AI's limitations.

I can...

- ☐ Design simple tasks where learners use AI to support learning (e.g. generate ideas, translate words, organise content).
- ☐ Support learners to recognise when AI results may be biased, fake, or inappropriate.
- ☐ Guide learners to improve AI results by asking better questions or following clear steps.
- ☐ Manage discussions about how AI collects and uses data and why privacy matters.
- ☐ Explain when learners should think independently and when it may be appropriate to use AI.
- ☐ Apply local or classroom rules about honesty when learners use AI in their work.

14.6.3 EXTENDING

The practitioner helps learners use artificial intelligence (AI) responsibly, creatively, and critically across different tasks.

I can...

- ☐ Design tasks where learners combine their own ideas with AI output (e.g. editing AI-generated text or images).
- ☐ Initiate and manage classroom dialogue about fairness, privacy, and bias in AI.
- ☐ Lead activities that support learners to think about fairness in AI content (e.g. identifying content which might reinforce stereotypes or exclude certain groups).
- ☐ Create opportunities for learners to question AI results and compare with reliable sources.
- ☐ Adapt AI-related tasks to meet learners' needs and context, including with non-digital options.

14.7

SUPPORTING LEARNERS TO SOLVE DIGITAL AND TECHNICAL PROBLEMS



TEACHERS FACILITATORS SCHOOL LEADERS

14.7.1 EXPLORING

The practitioner introduces learners to basic ways of recognising and responding to simple digital or technical problems.

I can...

- ❑ Describe what common digital or technical problems might look like (e.g. no power, frozen screen, poor connection).
- ❑ Observe and talk through what learners notice when something isn't working.
- ❑ Try out simple troubleshooting steps with learners for the first time (e.g. checking power or cables).
- ❑ Recognise when learners are frustrated or unsure and talk with them about staying calm and asking for help.
- ❑ Use positive language when things go wrong to show that problems are a normal part of learning.
- ❑ Identify who to ask for help and ideas with supporting learners to solve digital and technical problems.

14.7.2 EMBEDDING

The practitioner helps learners practise solving common digital or technical problems during activities.

I can...

- ❑ Include basic troubleshooting steps in lessons for learners to try (e.g. close and reopen a stuck app).
- ❑ Guide learners to notice patterns in common problems and begin solving them independently.
- ❑ Support learners to compare solutions and choose the one that works best.
- ❑ Encourage learners to support each other when solving small technical problems.
- ❑ Explain how to stay safe when handling devices that aren't working and when to stop and ask for help.
- ❑ Apply a consistent approach to troubleshooting across lessons to build learner confidence.

14.7.3 EXTENDING

The practitioner builds learners' confidence and strategies to troubleshoot issues and use digital tools more independently.

I can...

- ❑ Design open-ended activities where learners choose or apply multiple troubleshooting strategies.
- ❑ Champion extra-curricular clubs or challenges where learners troubleshoot real device issues to build confidence.
- ❑ Evaluate how well learners use digital tools after solving problems and adjust my support accordingly.
- ❑ Create time and space for learners to test, explore, and recover from errors without fear.
- ❑ Establish a learning environment where mistakes with technology are seen as part of learning, not something to be afraid of.

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