Higher Level Thinking for managers in using Technology-in-action

In a behaviourist model of effective use of e-learning. We need to describe states on mind as 'hooks' on which actions and behaviours can be placed as examples of developing the rounded approach listed below that, when aggregated, evaluates a degree of confidence .

Confidence is important as an indicator of professional development because it is desirable that individual staff members develop their potential to be more effective as part of the larger **developing workforce** and that the use of personal reflective e-portfolios by every teacher makes this possible.

A **developing workforce** is one that recognises the constant challenge of the new and with the imagination to apply the properties of technology to purposeful and effective teaching and learning.

A **developed workforce** is one that tackles this with **confidence**.

A **confident** workforce is one that is not afraid of the challenges new technologies may bring to teaching and learning.

	Higher level thinking	Description
1	**Drive to think & work flexibly** [Collaboration] [Digital Literacy]	The ability to use technology in different ways than originally covered in training or the Manual. Working with teaching staff in bringing learning to life through technology. Removing barriers to allow widening participation in learning and deepening the learner and learning experiences.
2	**Ability to adapt technology to purposeful pedagogy** [Pace and Progression]	The ability to make technology genuinely contribute to learning for learners rather than seeing technology as an end in itself. This includes improving retention, particularly amongst hard-to-reach learners through systems designed to inform that learners are meeting agreed expectations. Improving the tutorial process, making learning more relevant to the needs of each individual learner
3	**Vision to create imaginative blended learning design** [Divergent thinking] [Confidence]	Learning and demonstrating the skill of redesigning the curriculum by blending in technology to other forms and methods of teaching and learning. This refers to skills developed t staff, revising how guided learning hours are defined
4	**Curiosity to involve the wider community in curriculum delivery & design** [Beyond the class]	Through The Learner Voice and conversations beyond the campus, involving learners and employers in the design and personalising of learning. Housing private company training on the VLE and providing pedagogical expertise.
5	**Imagination to mentor and support colleagues in their professional development** [Confidence]	Using technology in helping teaching staff to develop management of their own developmental journey, to account for their learning and plan future learning. To act as a mentor and guide to colleagues
6	**Desire to account for personal and purposeful effectiveness** [Confidence]	Using technology to develop the skills of reflective thinking. Capturing ideas and themes to inform personal development and learning journeys through personal learning space. Developing personal professional accountability
7	**Capacity to develop collaborative and cooperative working** [Personalisation]	To look across and out of the organisation to work with and for others accommodate the ideas of others. Assimilation of the best ideas.

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