

Teacher Confidence and Professional Development - the Metaskills

Higher level thinking		Description
1	Drive to think & work flexibly	The ability to use technology in different ways than originally covered in training or the Manual. Making technology bring learning to life. Personalising learning through the use of technology
2	Ability to adapt technology to purposeful pedagogy	The ability to make technology genuinely contribute to learning for learners rather than seeing technology as an end in itself. This includes widening participation, increasing retention, particularly amongst hard-to-reach learners
3	Vision to create imaginative blended learning design	Learning and demonstrating the skill of redesigning teaching and learning by blending in technology to other forms and methods of teaching and learning. This refers to skills developed through practice and engagement with peers and learners rather than in formal sessions or using formal learning resources
4	Curiosity to involve learners in curriculum delivery & design	The Learner Voice. Involving learners in the design and personalising of learning. Student e-learning monitors in classes. Involving learners in the experience of learning in the widest sense
5	Imagination to develop future learning plans	Using technology in helping learners to develop management of their own journey, to account for their learning and plan future learning. Improving the tutorial process, making learning more relevant to the needs of each individual learner
6	Desire to account for personal and purposeful effectiveness	Using technology to develop the skills of reflective thinking. Capturing ideas and themes to inform teacher learning journeys through personal learning space. Developing professional accountability
7	Capacity to develop collaborative and cooperative working	To look across and out of the organisation to work with and for others. An open mindedness. Working adaptively to accommodate the ideas of others. Assimilation of the best ideas.