The digital kit for family-based learning (2)

Teachers' guide

Introduction

STEP's Digital Kit (or DigiKit) is designed to help everyone in Gypsy/Traveller families to use iPads for digitally-mediated learning. This guide provides information about how teaching staff can support families to use the Digital Kit. It also suggests how STEP can support this work.

The Kit is designed to help pupils and families to:

- learn together when pupils are not in school

- plan learning that has cultural significance

- improve literacy and numeracy

- have fun and be creative using digital tools

- access information to support family life in accessible formats

The Kit includes an iPad, accessories and a Learning Planner. Each family also receives a mobile data SIM card. STEP can also provide iTunes cards where families would benefit from a wider range of apps.

*The teacher should involve families in planning learning to ensure that it is meaningful and culturally relevant.*

To enable the Kit to be most effective, local authorities should nominate a lead teacher who will co-ordinate learning programmes for each family. The class teacher will take on this role where pupils attend school regularly. In other cases, where young people do not attend, or have frequent interruptions to their learning, a local authority will need to make alternative arrangements. The teacher should involve families in planning learning to ensure that it is meaningful and culturally relevant. It is likely that families will also need support to use the iPad to access online information that may not ordinarily be available to Gypsy/Traveller families due to digital poverty, low literacy or other factors.

The Digital Kit also includes a Learning Planner to support the management of learning in the early stages of a family programme. Our feedback from a pilot study in 2019 suggested that some families, who had no previous experience of digital learning, may benefit from more traditional, paper-based learning management tools until their digital confidence grows. The Planner will also be useful as an 'at a glance' record of learning when pupils move between schools.
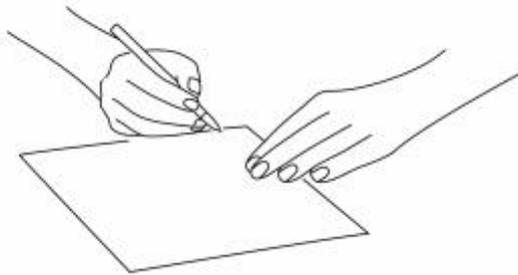
Background to the programme
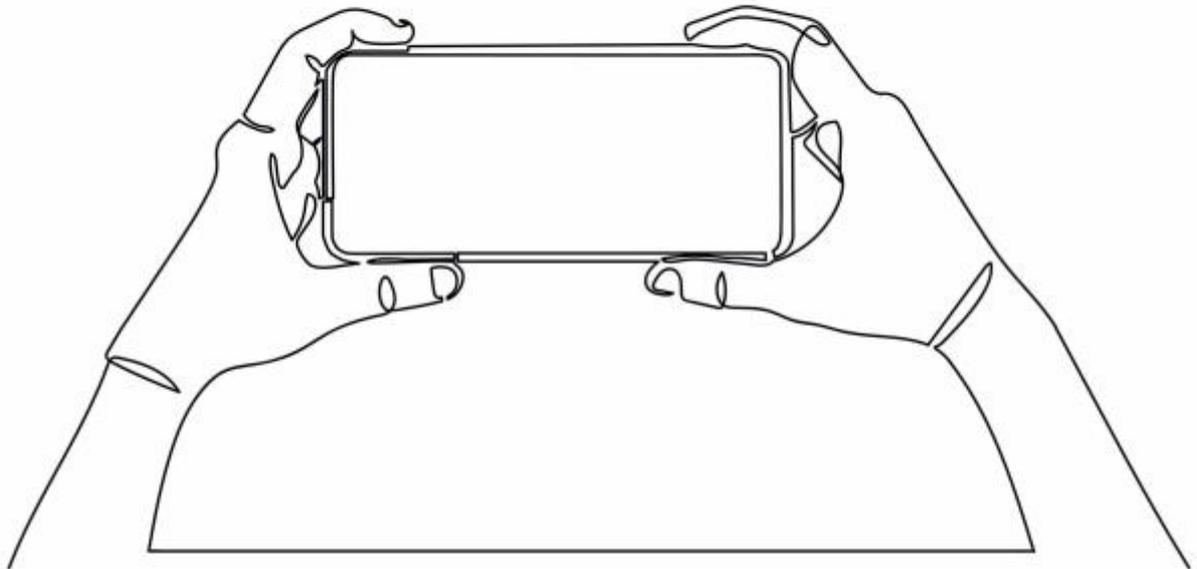
Many Gypsy/Traveller children are experiencing increasing levels of poverty due to their parents' socio-economic disadvantage. The Scottish Government aims to tackle the child poverty gap through improvements in workplace experience, earnings and social security for families. The Gypsy/Traveller community face barriers to accessing most of the Scottish Government's initiatives due to their inability to access benefits through low literacy levels, lack of knowledge, disconnection with service providers and atypical work traditions. While Gypsy/Travellers have the ambition and potential to thrive and the capacity to contribute to the economy, they have been hindered by a range of barriers to securing work. Strategies for tackling barriers will require personalised approaches in the first instance and measures that take into account Gypsy/Traveller traditions of work and how they can evolve in a post-industrial society.

Gypsy/Travellers and work in Scotland

In the past families have run self-sustaining small businesses and adopted entrepreneurial approaches which typically involve each generation contributing to the effectiveness of the family business. In recent years, a range of factors has negatively impacted on their ability to thrive. Increased levels of racism and discrimination across society has meant that the settled community are less likely to offer Gypsy/Travellers traditional jobs such as construction, roofing, landscaping and ground clearing. Seasonal agricultural work, which was commonly part of the Gypsy/Traveller calendar is less available as it is taken up by other communities who have been professionally 'organised' and can offer more competitive rates. Additionally, the ability to travel more widely to find work has been hampered by the reduction in places to camp and the pressure to have a settled residence to access government services and benefits when they are needed. Finally, poor

education experiences, resulting in low literacy, make it difficult for families to compete in a business world that is increasingly digital and focussed around advanced forms of administration.

These conditions have resulted in increasing numbers of families being forced out of the mobile tradition of work and living permanently on sites or taking up poor quality housing. When this happens, some families may manage to preserve their cultural traditions and entrepreneurial approaches to work while resisting assimilation into the normative lifestyles of the majority of society. Other families are less successful and suffer from ongoing discrimination and the fragmentation of their culture and the support systems previously offered by extended family networks. Early mortality, high levels of suicide, increasing levels of addiction and poverty now feature in the data relating to the communities.

The roles of schools

Schools and education services can play an increasingly important role in mitigating against family poverty. Whereas in the past Gypsy/Traveller engagement with the education system was poor, a high number of families now see the benefits of sending their children to primary schools to gain basic numeracy and literacy skills. Reports of children's academic success and positive engagement with staff and other members of the primary school community are common, however, parents' fear of bullying and cultural dilution, usually based on their own negative experiences, result in low numbers of pupils transitioning to secondary schools. At the current time families report that many secondary schools are not providing safe environments where they feel they can take up the education offer. Consequently, the majority of pupils leave the school system around the age of 11 — too young to gain the qualifications, awards or work skills that the secondary curriculum now offers.

The potential of blended, digital learning

It is unfortunate that some Gypsy/Traveller parents have limited knowledge and belief in developments in the Scottish education system and the new flexibility offered by Curriculum for Excellence through a personalised approach. The Curriculum could provide pupils and families with culturally relevant skills, experiences and awards and ultimately, pathways to employment.

The Digital Families programme aims to embed the use of digital devices into the everyday lives of Gypsy/Travellers to improve their educational offer and increase opportunities for children and their families who are susceptible to, or are living in, poverty. Through the provision of the Digikits and ongoing support from teachers and STEP, the programme addresses the digital divide, which has long been experienced by Gypsy/Traveller families.

The following outcomes are expected for participating families:

- Increased communication with staff and continued engagement with the education system, particularly beyond primary school.

- Improvements in pupils' educational attainment and achievement through raised expectations by families and staff.

- Increased involvement in supporting childrens' learning through shared planning that embeds culturally relevant skills that are valued by the community and contribute to future education and employment.

- Increased digital literacy for adult family members enabling better access and use of information and links to services such as education and skills development to improve work prospect.

Gathering information

As this programme has been funded by Scottish Government with the aim of addressing some of the multiple and complex barriers to learning faced by the Gypsy/Traveller community, we therefore ask local authority staff to commit to gathering evidence about the impacts of the programme on the participants. STEP will use this valuable knowledge to inform and develop programmes nationally and ultimately improve outcomes for young Gypsy/Traveller people. We will seek to agree a format for sharing information that fits with local authority staff's normal processes and does not create additional bureaucracy.

Initially, we are interested to know:

- Frequency of family and pupil participation

- How different family members participate, based on age and gender.

- How the device is used based on agreed categories such as: communication, creativity, fun, literacy, numeracy, other curricular learning, information finding.

- Parental involvement in children's curricular learning

- Family members' attitudes towards the device use and understandings of its different potentials to support work and alleviate poverty

- Individual family members' agency and/or ownership over the device and its functions

STEP will not gather or store data based on pupils' names but we would like general information including:

- Age and gender of lead child

- Family composition and age/gender of others who will use devices

- Type of home and mobility pattern, for example, settled in house or on LA/private site), semi-nomadic for seasonal work, unpredictable travelling, etc. and how these impact on the programme.

- Parent/carers' ability to support learning, eg no literacy and recommendations for supporting parents.

- Nature and regularity of contact between teacher and pupil (during Covid and plans for after) and recommendations for good practice.

Putting the Digikit into practice

The total contents of the Digikit include:

- An iPad

- An iPad pen

- A notebook

- A Learning Planner

- A protective Ipad case

- A folding power adapter

- A Kit bag

- An EE pay-as-you-go SIM card (20GB)

STEP will distribute the Digikits to families via teachers and TENET members. It is important for teachers to familiarise themselves with the kits before giving them to families in order to provide the best support. Teachers should also set up the iPads using the families' details in agreement with families so that they receive the devices ready to use. This process will include agreeing safety settings (see next section).

Setting up the iPad, mobile data and iTunes

If families have no familiarity with an iPad you may wish to share Call Scotland's *'A complete beginners' guide to the iPad'* poster.

https://www.callscotland.org.uk/common-assets/cm-files/posters/a-complete-beginners-guide-to-the-ipad.pdf

To set up the Ipad you will require a Glow email or an email address from the family to use as their Apple ID. You may need to create an account if the family do not have one. There are a variety of options but *Which* recommends opting for a webmail account such as outlook.

https://computing.which.co.uk/hc/en-gb/articles/207851705-Set-up-an-email-address-for-the-first-time

As many families will have poor or limited access to WiFi, each kit comes with an EE SIM card. Insert the card into the iPad SIM card tray. You need to connect to a Wi-Fi network or a mobile network to activate and continue setting up the iPad. Tap the Wi-Fi network that you want to use and enter the password. Select a different option if using mobile data. You will be guided through the set up instructions. Remember that you are doing this on behalf of the family and during social isolation you may need to speak to a member of the family on the phone as you may need them to provide information as you go through the process.

Registering with EE and topping up

After inserting the SIM the iPad will recognise it. You will need to wait for a signal and the EE symbol to appear on the top right-hand side of the screen. This can take up to 24 hours but is usually much quicker.

Download the EE app to enable families to see data usage, top up online and get more information about using mobile data.

https://ee.co.uk/ee-and-me/my-ee-app

Or download the app from the App Store.

https://apps.apple.com/gb/app/my-ee/id567457151

Sign into the app by creating an account. Enter the name, email address and you will need to agree a password with the family. The email address and password will be the log in details. EE will send a confirmation email. Click on the link in the email within 24 hours to verify the email address. Once you've confirmed the details, the account is ready to use.

Provide families with advice on switching to Wifi if it is available to save using mobile data. The 20GB of data on each SIM card will roll over onto the following month meaning that unused data will never be lost. However, the one condition of this happening is that it must be topped up with a minimum of £1 each month in order to keep the SIM card active. Otherwise the SIM will become dormant. If this occurs, it can be activated by topping up using the associated top-up card online, in an EE store or any other shops which stock SIM cards such as local post-offices, supermarkets or convenience stores. Once the top up is complete, the SIM will be active.

Please take a note of the device serial number and SIM card number before distributing to families.

Child safety and privacy and content restrictions

Apple provide an excellent guide to setting safety controls. These can be found under Settings>Screen Time>Continue >, then choose This is My iPhone or This is my Child's iPhone.

https://support.apple.com/en-us/HT205763

There is additional advice where you can go through each of the content features individually and set access levels.

https://support.apple.com/en-gb/HT201304

Some local authorities will have standard procedures and protocols for setting up devices for pupils. You should be mindful that the iPad is intended for whole family use and you may agree to relax protocols while ensuring that families are aware of, and willing to take responsibility for, child safety issues.

The learning planner

THE DIGITAL KIT FOR FAMILY-BASED LEARNING
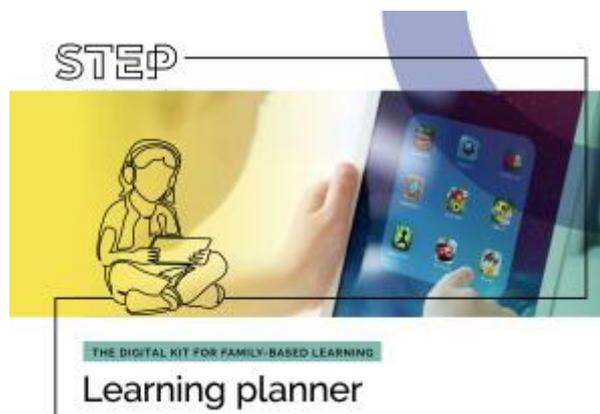
Learning planner

The Learning Planner has several functions and, as described in the earlier sections, is particularly useful for pupils who do not attend school regularly and have limited staff contact. The Planner has been designed to:

- Encourage parental involvement in children's learning.

- Ensure that the families' skills, attributes and values are embedded in learning

- Offer a coherent, shared learning pathway built on the principles of Assessment is for learning, where skills are monitored, assessed and developed through further learning

- Offer an 'at a glance' record of learning

- Provide handy references to useful online content

Teachers should use the first section of the planner, Pages 4-5 *My learner preferences,* to familiarise themselves with pupils' attitudes, ideas and aspirations about education.

Involving families in children and young people's learning

The role of parents and carers takes on an additional significance in blended learning situations where access to a teacher is limited. The kits and Planner provide opportunities to get families involved in planning the learning. The learning will be more successful if families help with the pupils' time management and support them to stay on target. Families are more likely to fulfil this role if they are aware of the expected outcomes and how these can help the pupils and the family in the world of work. Shared family learning and intergenerational activities should be encouraged. Consider the kinds of themes that may spark curiosity in the whole family and build learning around skill-based activities. Find cultural resources for shared learning on STEP's webpages.

www.step-families.ac.uk

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The main part of the planner (pages 10-69) provides double-paged templates for writing and reporting on a weekly learning plan. Teachers should use the pupils' year planner pathway to divide the year into four or more big themes and discuss learning challenges or big questions that will motivate skills-based learning activities. It will be important that young people and families understand the value of using evidence to reflect on progress and achievement and plan next steps.

There are many systems available to teachers for managing learning planning, monitoring and other necessary communication when working at a distance. Common methods include Seesaw https://web.seesaw.me/ Edmodo https://new.edmodo.com/

as well as Mocrosoft Teams https://teams.microsoft.com/

and Glow systems.

Pages 6 and 7 provide an opportunity to discuss and set some long-term goals. On Page 6 the pupils should be encouraged to create a mindmap to connect all the new things that they would like to be able to do in the following year. Teachers should allow pupils to think about learning in the broadest

sense. Ideas could begin with accomplishments valued by the family then links could be made to numeracy, literacy and other curriculum skill. For example the statement "I would like to build my own shed" could make links to, "I would like to be able to be able to order materials online to be delivered to my home". This approach ensures that the learning content is driven by the pupils' enthusiasms, which in turn increases the chances of the pupil remaining motivated to continue to learn when at home without a teacher.

Keeping in touch with families
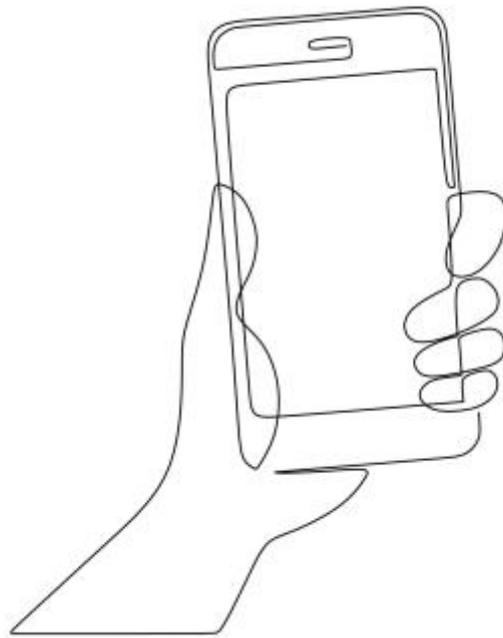
Teachers and families are expected to maintain regular contact through the learning journey. This can be done in various ways informed by family preferences, patterns of travel and the planned learning journey. Ideally, there should be communication at least once a week by text, email or phone calls. Teachers should emphasise the importance of keeping in touch and reassure families that even when they have not managed to do any learning it is still better to be in contact.

Pupil safety

STEP supports local authorities in prioritising the safety of children and young people using digital media. However, in this programme staff may need to give parents responsibility for safety settings, given that the devices are also intended to be used by parents to access information. You may therefore need to offer families reliable sources of information to enable them to make informed decisions. This may include:

- Setting parental controls

- How to block websites or filter content

- How to turn off Wi-Fi, Bluetooth or other connectivity

- How to change specific app settings and controls

- How to review and change website and internet browser (e.g. Google, Safari, Firefox) privacy settings such as social media sites

- Account and information security including phishing and scam emails.

Find support and advice from the sources below on children and young people staying safe online, the responsible use of social media, dealing with cyberbullying and much more.

The UK safer internet centre SMART rules (found in their resources for 3-11 section but applicable to all users new to technology and the internet) can be a good start to learning the fundamentals of online safety and data protection.

SMART:

- *Safe: Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.*

- *Meet: Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.*

- *Accepting: Accepting emails, messages, or opening files, images or texts from people you don't know or trust can lead to problems — they may contain viruses or nasty messages!*

- *R*eliable: Someone online might lie about who they are and information on the internet may not be true. Always check information by

- *T*ell: Tell a parent, carer or a trusted adult if someone, or something, makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s

The UK safer internet centre is a valuable source of advice and resources for parents and carers and teachers about keeping children and young people safe online. Their toolkits and guides include a downloadable parents' guide to technology which has a printable download with top tips on using and staying safe on iPads (https://d1afx9quaogywf.cloudfront.net/sites/default/files/Resources/iPad.pdf). Other advice includes establishing 'appropriate levels' of filtering and monitoring, and resources grouped for 3-11 year olds and 11-19 year olds.

https://www.saferinternet.org.uk/advice-centre/parents-and-carers

UK Government guidance for schools and teachers on keeping children safe in education

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 The Scottish Government's national actions plan for internet safety has an extensive list of publications and websites on support and advice on digital technology and online safety. https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2017/04/national-action-plan-internet-safety-children-young-people/documents/00516921-pdf/00516921-pdf/govscot%3Adocument/00516921.pdf

Mind Yer Time! Is a website designed for children and young people by children and young people from the Children's Parliament and the Scottish Youth Parliament. The website offers accessible information, positive tips and stories for children and young people to support positive screen time.

https://mindyertime.scot/

Google safety centre explains how to use their 'Family Link' tool to set digital ground rules and set parental controls. This can be a helpful tool for families if they seek to set screen time limits and manage the content children can see through the internet browser. https://safety.google/families/

Find valuable instructions on how to maintain account security in the Google safety centre. Families need to be aware of the vulnerability of their accounts and the importance of effective security measures such as setting strong passwords on accounts or two-step verification procedures. Of equal importance is keeping their device safe through the use of passcodes, screen locks, keeping software up to date and validating suspicious URLs or links received in emails.

https://safety.google/security/security-tips/

YouTube is a popular site for all ages and is a great source of educational videos, so it is useful to visit their safety and privacy web pages for educator and family resources on watching videos in the safest way. For example, there is information on how to enable Restricted Mode to avoid children and young people accessing potential objectionable content.

https://support.google.com/youtube/answer/2802327?hl=en-GBCommon sense media has lots of useful guidance and resources for teachers and families on keeping children and young people safe online including accessible videos https://www.commonsensemedia.org/videos/5-internet-safety-tips-for-kids

Support for teachers

STEP and TEAMS

STEP is the primary contact for any queries and support needed relating to the Digital Families programme.

Contacts:

Email: step@ed.ac.uk

Maureen.finn@ed.ac.uk

Pauline.duncan@ed.ac.uk

Visit the STEP website for cultural education resources and ideas for family learning activities www.step-families.co.uk

All teachers who are supporting pupils on the Digital Families programme will be invited to the Microsoft Teams group STEP Digital families PLC. Teams will be the forum for teachers to share resources, communicate and virtually 'meet up' with other teachers participating in the same programme and share feedback and progress with STEP.

STEP will host an introductory meeting in Teams and deliver 'how to' workshops and progress meetings throughout the programme

Workshops will respond to any issues or topics families and teachers may want to explore in more depth or require online demonstration to improve user and learner experience or increase confidence on specific VLE tools and apps.

Online courses, resources and useful sites

The following list provides information on professional learning opportunities and digital tools for remote learning and teaching. The resources can help you create stimulating virtual learning environments, provide rich digital learning opportunities and ensure learner-driven digital pedagogy.

Education Scotland Practitioner support for remote online learning

https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/

Microsoft offers free digital upskilling courses from basic digital literacy to advanced cloud technology skills. These can be beneficial if you want to improve your digital prowess or confidence using Microsoft tools for remote teaching and learning.

https://www.microsoft.com/en-gb/athome/digitalskills/improve/#start

https://education.microsoft.com/en-us/courses

Remote learning resources and information https://education.microsoft.com/en-us/resource/4c0c02c0

Hi5 awards online and at home https://www.youthscotland.org.uk/awards/hi5-awards/ Microsoft Teams +guide/ Notes / Sway

Common sense education provides a range of tools for teachers including app reviews https://www.commonsense.org/education/

Find guidance on creating HyperDocs and access free templates and free training courses https://www.academy.hyperdocs.co/courses/category/intro