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Questions about the new ICT Curriculum for the Department of Education, England

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MirandaNet members join for free as a scholar, becoming a Fellow on publication of an article for teachers and moving on to Senior Fellow and Ambassador as more voluntary effort is put into the sustaining and growing of the community.

'Oh brave new world that has such people in IT'
Miranda In 'The Tempest', Shakespeare.

Omissions that impact on CPD

Should teachers continue to feel responsible since the digital identity and e-safety aspects of the ICT curriculum have been removed from the ICT curriculum?

Reflection 'on the personal, social, economic, and ethical impacts of technology and technological change, and the implications for rights, responsibilities, and freedoms'. Should teachers continue to learn about these aspects of Digital Literacy?

Responsibility for the delivery of coding ?

In terms of the new coding requirements it seems that young volunteers from the national Code Club, patron Prince Andrew, will be drafted in to teach pupils after school because there are not enough trained teachers to do this.

If this initiative spreads nationally does this means that the existing teachers who are qualified in ICT can continue teaching about digital literacy which requires more human judgment, experience and sensitivity than coding?

A balance between the needs of industry and definitions of education?

Has the right balance been achieved in the new draft of the ICT national curriculum between the requirements of British business and the views of expert educators?

For example, 'creativity', 'criticality' and attention to 'design' and 'evaluation' have been removed from the latest draft … have either educators or industrialist been consulted about these?

Retraining teachers

If the government intends to retrain existing teachers by 2014 there are at least 3 necessary conditions according to the wealth of research on this subject:

- the opportunity to learn in a way that suits the profession;
- the time to enable the learning;
- managerial support that values the efforts that teachers are making.

Where can the national policies be found that ensure that these conditions will be met?

What will be the rewards for teachers who undertake significant retraining in computational thinking in order to teach it effectively?

Aside from the logistics of re-training, how do we ensure we build a base of teachers for the new curriculum to be delivered in the spirit intended?

Retraining Teachers

Should teachers continue to feel responsible about the digital identity and e-safety aspects of the ICT curriculum as they have been removed from the ICT curriculum?

Reflection 'on the personal, social, economic, and ethical impacts of technology and technological change, and the implications for rights, responsibilities, and freedoms' have also been removed. Should teachers continue to learn about these aspects of Digital Literacy?

Informal learning in communities of practice

Why have 'collaborative' skills been removed from the original ICT draft since so much of online professional knowledge creation and 'crowd sourcing' relies on a sophisticated understanding of professional collaboration through technologies like wikis, digital concept mapping and MOOCs that have not been available until now.

Given the lack of proposed lack training for teachers in this area will the government support communities of practice who develop programmes of informal DIY learning using websites, wikis and MOOCs to up-skill the profession?

How will quality be maintained if teachers are teaching themselves?