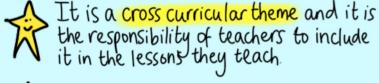# The Digital Competence Framework

WHAT DOES DIGITAL COMPETENCE MEAN?

⭐ It is the set of skills, knowledge and attitudes to enable confident, creative and critical use of technologies.

⭐ It is a cross curricular theme and it is the responsibility of teachers to include it in the lessons they teach.

⭐ It is distinct from ICT, but they are closely inter-related.

⭐ In secondary schools, there will be some overlap between the DCF and Computer Science, for example coding will primarily feature in Comp. Science.

WHAT IS ESTYN'S APPROACH TO THE DCF?

Where schools have tried to be creative and imaginative in drawing on the DCF to develop their practice in ICT for the benefits of learners, inspectors will approach innovation in a positive way.

There are 4 strands:

1 Citizenship, which includes:
- identity, image + reputation
- health + wellbeing
- digital rights, licensing + ownership
- online behaviour + cyberbullying.

2 Interacting + Collaborating which includes:
- Communication
- Collaboration
- storing + sharing

3 Producing, which includes:
- planning, sourcing + searching
- creating
- evaluating + improving

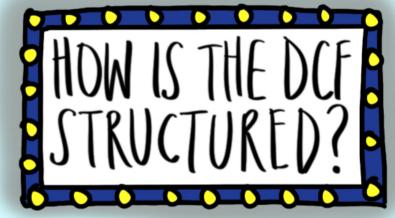**4 Data + Computational Thinking** which includes:
- problem solving + modelling
- data + information literacy

🐦 @TEACHER_IN_TECH

WHY DO WE NEED IT?

The need for a comprehensive DCF was a key recommendation of Professor Donaldson's report 'Successful Futures', where it is noted that digital competence is as important as literacy + numeracy.

HOW IS THE DCF STRUCTURED?

📺 The DCF has year on year progression statements, similar in structure to the National Literacy + Numeracy Framework (LNF).

📺 It is designed to recognise that not all children progress in the same way, but the statements provide clarity about learner progress for planning purposes.

📺 Some learners will progress further or faster in some aspects than in others and that learning will often span several years.

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