Innovation Africa

Digital Transformation of Education to enable the Knowledge Economy



MARK EAST GENERAL MANAGER, WORLDWIDE EDUCATION





SUSTAINABLE DEVELOPMENT 2030



Ask me my three main priorities for Government, and I tell you: *education, education, and education*



THE WORLD IS CHANGING.



2005 – POPE BENEDICT





VIRTUAL REALITY

CHANGING HOW WE

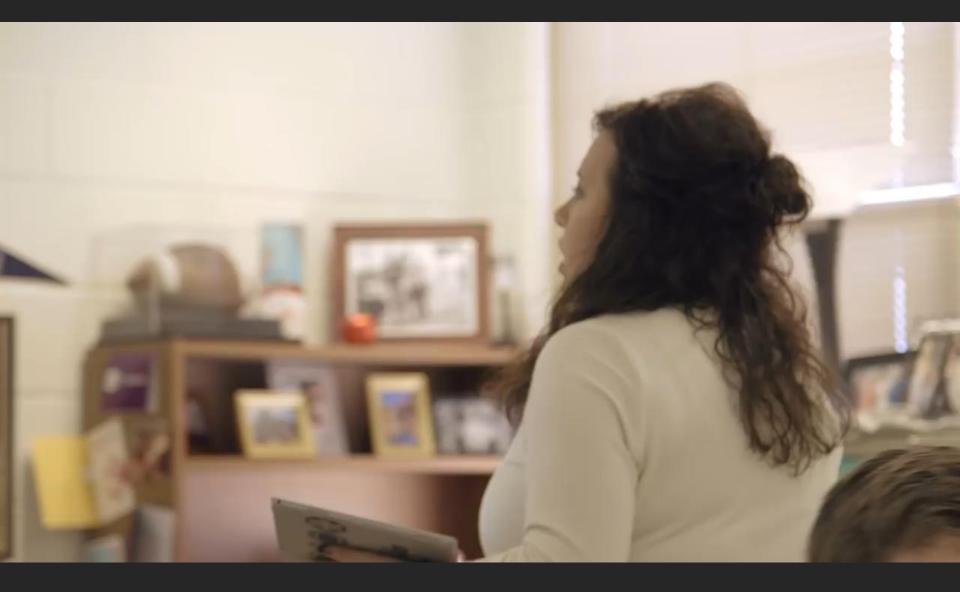
LEARN





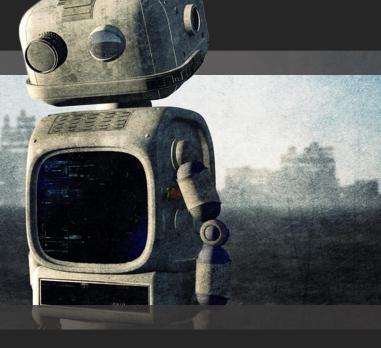
HoloLens





THE LEARNING SHIFT IS HAPPENING NOV

THE RISE OF THE MACHINES

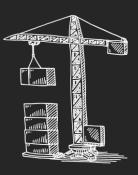


DATA IS THE NEW OIL



PERSONALIZED & ADAPTIVE LEARNING RECOMMENDATIONS

HIGHLY AVAILABLE, SCALABLE AND MOBILE



VIDEO-BASED LEARNING CONTENT

LEARNING REACH

EXTEND





MAKE LEARNING SOCIAL

AND IN CONTEXT

ROLE BASED AUTOMATION AND COMPLIANCE

MICROSOFT ARE IN THE BUSINESS OF DIGITAL LEARNING



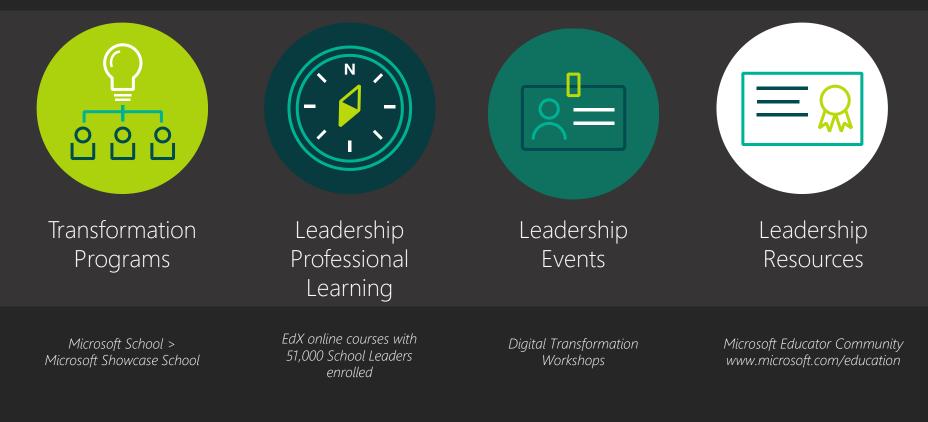
500 dedicated Microsoft Education Specialists
5M profiled Educators on the Microsoft Educator Community
150,000 global Microsoft Innovative Educators (MIE)
6,000 MIE Experts

2,300 global Microsoft Showcase Schools supported by > 440,000 Educators and benefiting > 2.5M Students



From Staffroom to Classroom – School Leadership matters

We design and deliver programs, professional learning, events and resources to support School leadership and educator capacity building.



LESSONS LEARNED



BOLD MANDATES, COMPUTERS FOR ALL DIGITIZATION WITH **LIMITED IMPACT**

The state



EDUCATION TRANSFORMATION FRAMEWORK



www.microsoft.com/education/leaders

The Digital Leadership Profile





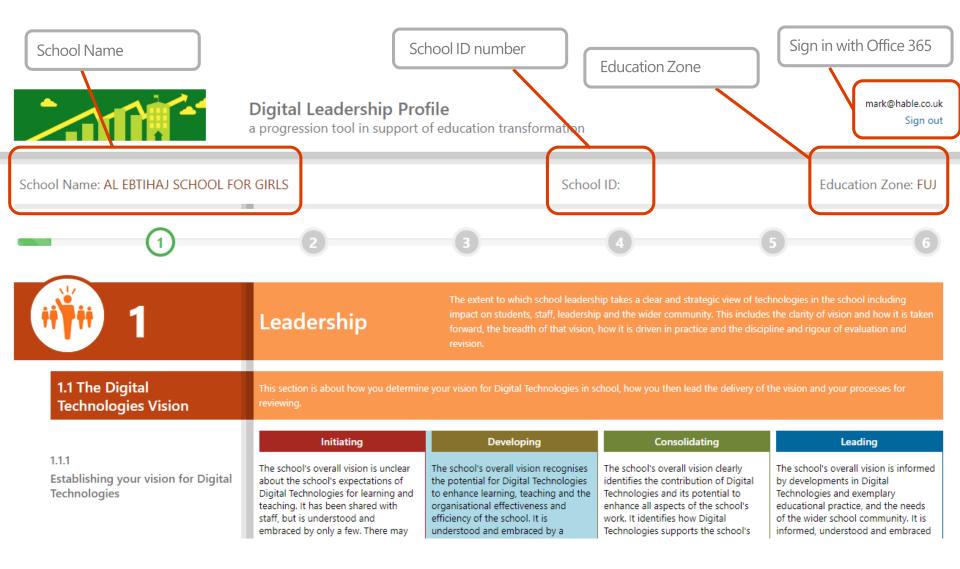
A progression tool in support of education transformation

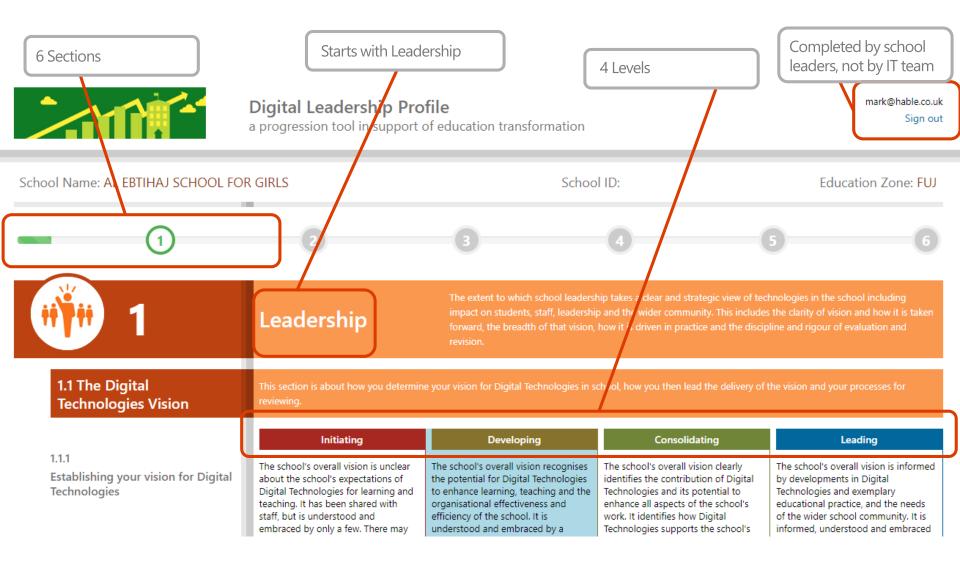


وزارة التربية والتعليم MINISTRY OF EDUCATION









Level 2

Establishing your vision for Digital Technologies

Level 1

1.1.1

Initiating Developing The school's overall vision is unclear about the school's The school's overall vision recognises the potential for Digital expectations of Digital Technologies for learning and Technologies to enhance learning, teaching and the teaching. It has been shared with staff, but is understood and organisational effectiveness and efficiency of the school. It is embraced by only a few. There may be little or no reference understood and embraced by a minority of staff and stakeholders and makes reference to e-safeguarding to e-safeguarding Level 3 Level 4 Consolidating Leading The school's overall vision clearly identifies the contribution The school's overall vision is informed by developments in of Digital Technologies and its potential to enhance all Digital Technologies and exemplary educational practice, and aspects of the school's work. It identifies how Digital the needs of the wider school community. It is informed, Technologies supports the school's wider aims and understood and embraced by almost all staff, stakeholders aspirations. It is informed, understood and embraced by the and students and is supported by parents/ carers and the majority of staff, stakeholders and students, and includes ewider community. E-safeguarding is clearly detailed in relation to keeping all members of the school community safeguarding.

safe.

••••• 1	Leadership	impact on students, staff, leadershi	hip takes a clear and strategic view of tec p and the wider community. This includes how it is driven in practice and the discip	the clarity of vision and how it is taken
1.1 The Digital Technologies Vision	This section is about how you determine your vision for Digital Technologies in school, how you then lead the delivery of the vision and your processes for reviewing.			
	Initiating	Developing	Consolidating	Leading
1.1.1 Establishing your vision for Digital Technologies	The school's overall vision is unclear about the school's expectations of Digital Technologies for learning and teaching. It has been shared with staff, but is understood and embraced by only a few. There may be little or no reference to e- safeguarding	The school's overall vision recognises the potential for Digital Technologies to enhance learning, teaching and the organisational effectiveness and efficiency of the school. It is understood and embraced by a minority of staff and stakeholders and makes reference to e-safeguarding	The school's overall vision clearly identifies the contribution of Digital Technologies and its potential to enhance all aspects of the school's work. It identifies how Digital Technologies supports the school's wider aims and aspirations. It is informed, understood and embraced by the majority of staff, stakeholders and students, and includes e- safeguarding.	The school's overall vision is informed by developments in Digital Technologies and exemplary educational practice, and the needs of the wider school community. It is informed, understood and embraced by almost all staff, stakeholders and students and is supported by parents/ carers and the wider community. E- safeguarding is clearly detailed in relation to keeping all members of the school community safe.
	0	×	0	0
1.1.2 Leading your vision	The strategic leadership of Digital Technologies is either unclear, or is the responsibility of a few individuals who may not be part of the senior leadership team. Lines of	The strategic leadership of Digital Technologies is mainly with the Principal and the senior leadership team. Devolved and coordinated leadership of some aspects of Digital	The strategic leadership is proactive and empowers and supports individuals to lead aspects of Digital Technologies including e- safeguarding. It is well coordinated	Strategic leadership for Digital Technologies (including e- safeguarding) extends across the school including stakeholders. Empowered leadership of all aspects

		14900000	rearning, teaching and student	coordinated effectively. Digital
	0	reaching.	outcomes, as well as overall effectiveness and efficiency.	Technologies has widespread impact on all aspects of the school's work and systems are in place to develop and sustain this quality of leadership.
1.1.3 Research and innovation in your vision	There is little reference to research or innovation in the development of the school vision. Where such references exist they may not reflect the long- term needs for innovation and local needs.	Research or innovation are referenced in the development of the school vision, however discussions are limited and may not reflect the long- term needs for innovation and local needs.	The school considers the long term needs of the UAE, the need for innovation and effective research to inform planning and vision. There are examples where this can be mapped to curriculum provision and delivery.	There is a clear culture of forward looking and planning including the long term needs of the UAE. Innovation and research inform planning and vision, and this is reflected in the overall ethos of the school.
1.1.4 Review and refreshing your vision	The school may not have formal systems to review the place of Digital Technologies within its overall vision. It has a limited awareness of the ways that current technologies or practices might influence its vision.	The school considers the place of Digital Technologies within its overall vision in relation to current technologies and effective practices, this is partly informed by internal evaluations of the impact of Digital Technologies.	The school regularly reviews and revises the place of Digital Technologies within its overall vision. This takes into account developments in technology, effective practices within and beyond the school, and the outcomes of external school monitoring and evaluation.	The school frequently reviews and updates the place of Digital Technologies within its overall vision. It explores and evaluates the potential of emerging technologies, new initiatives and practices, including innovations and any associated risks. Reviews take account of internal and external evaluations and changing learner practices within and beyond the school.
	0	~	0	0

Save & Next

1	2			5 6
2	Curriculum		upports the overall curriculum aims of the Id integrating Digital Technologies across to high quality learning resources.	
2.1 Curriculum planning and focus	This section is about how you prepare and plan your curriculum and focus to embrace and exploit Digital Technologies as part of your regular curriculum planning and support activities.			
	Initiating	Developing	Consolidating	Leading
2.1.1 Reviewing the curriculum and technology	The school has not yet started to review its delivery of the curriculum relating to both digital capability and the use of Digital Technologies for learning and teaching.	The school is considering how it will deliver the curriculum in the context of Digital Technologies. Reviews of planning and practice are being organised or undertaken. to inform both the development of digital capability, and the use of Digital Technologies for learning and teaching.	There is a school view of the links and interaction of the curriculum and technology. A review of planning, practice and students' experiences is undertaken covering both digital capability and the use of Digital Technologies for learning and teaching. The review influences future planning.	The school has fundamentally integrated technology and curriculum. There is systematic and ongoing review of all aspects of Digital Technologies planning, practice and students' experiences in order to inform innovative curriculum design. Students and other stakeholders regularly contribute to
	U U	Ŭ Š	Ŭ Ŭ	\sim
2.1.2 Curriculum planning for students' Digital Technologies capability	There is limited planning for and expectations of student's digital capability and what exists lacks breadth. Plans and opportunities for students to apply and improve their	Student's digital capability is a part of curriculum review and planning. Plans demonstrate that the school intends to incorporate a range of opportunities for students to develop	Curriculum planning includes digital capability. It includes an appropriate level of challenge with clear opportunities for all students to achieve. Planning also identifies	Student's digital capability is a clear part of curriculum planning. The curriculum design provides a wide range of high-quality experiences across the whole curriculum. Planning

••••• 1	Leadership	The extent to which school leadership takes a clear and strategic view of technologies in the school including impact on students, staff, leadership and the wider community. This includes the clarity of vision and how it is ta forward, the breadth of that vision, how it is driven in practice and the discipline and rigour of evaluation and revision.	
2	Curriculum	Consideration of how technology supports the overall curriculum aims of the schools and ensuring effective adoption. This includes planning and integrating Digital Technologies across the curriculum, technology for cross-cutting school priorities and access to high quality learning resources.	
3	Learning, teachers and teaching	The embedding of technology capability within teaching practice and student learning. Ensuring evaluation of quality and impact upon student outcomes, the development of teacher skills and the encouragement of the extended teaching approaches.	
1	Student and family context	How the school takes into account student and family experiences and their context with a significant focus on safety and safeguarding. Actively promoting and supporting greater parental engagement and extended learning and considering the positive motivations arising as well as potential behavioural considerations.	
5	Assessment and Student	The steps the school takes to ensuring and assessing Digital Technologies capability of students, their overall adoption and engagement with technology and how technology supports in school processes of assessment , reporting and monitoring.	
6	Operational provision and management	The level to which the school takes a holistic and coordinated view of technologies in school. This includes understanding and mitigating security and risk, the effective use and management of data and ensuring effective technical and professional support to the school, teachers and students.	



Digital Leadership Profile a progression tool in support of education transformation

Administrator | Sign out

School Name: SOUMIYAH BENT KHAYAT BASIC & SECONDARY FOR GIRLS

School ID:

Education Zone: AJM

Thank you for successfully submitting your Digital Leadership Profile.

Your responses show that overall your are a **Developing** establishment.

You will be able to view your responses at any time by logging back into the tool.



Overview

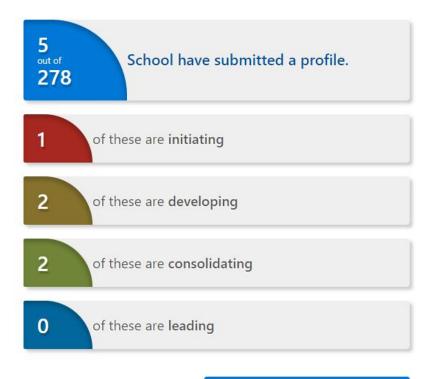
Your responses are shown later in this document for your reference, but the following charts show your average for each section.

Your responses show that overall you are a Developing establishment.

•••• 1	Leadership		his includes the clarity of vision and how it	ew of technologies in the school including impact on students, of vision and how it is taken forward, the breadth of that valuation and revision.	
	Initiating	Developing	Consolidating	Leading	
The Digital Technologies Vision					
Quality and focus					
Strategic Management					
Evaluating the impact					
2	Curriculum	Consideration of how technology supports the overall curriculum aims of the schools and ensuring effective adoption. This includes planning and integrating Digital Technologies across the curriculum, technology for cross-cutting school priorities and access to high quality learning resources.			
	Initiating	Developing	Consolidating	Leading	
Curriculum planning and focus					
Continuity and inclusion					
Resourcing the curriculum					



Digital Leadership Profile a progression tool in support of education transformation



Download All School Reports

Administrator | Sign out

The Digital Leadership Profile



A great opportunity to shape the vision for the **future** of your school







HOME NEW ALL



Office 365



BY 2020, THERE WILL BE **1 MILLION MORE AVAILABLE JOBS**

THAN QUALIFIED COMPUTER SCIENCE GRADUATES

US NEWS AND WORLD REPORT





BY 2020, THERE WILL BE 1.3 MILLION UNFILLED JOBS IN EUROPE

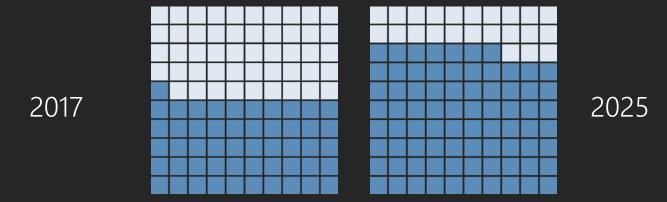
MOST IN CLOUD-RELATED FIELDS

E-SKILLS MONITOR REPORT 2013



More than **50%** of today's jobs require some technology skills, and experts say that percentage will increase to **77%** in less than a decade.

THE DEMAND FOR TECHNICAL SKILLS IS GROWING



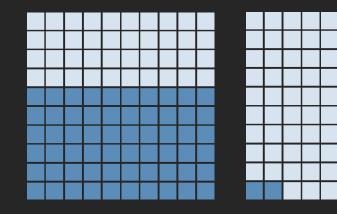
BY 2022, THERE WILL BE 6.2 MILLION NEW IT JOBS

MOST IN CLOUD-RELATED FIELDS

IT LABOR SHORTAGE REPORT

THE GROWING SKILLS GAP

60% of STEM jobs are in COMPUTER SCIENCE



Yet only 2% of STEM graduates FILL THE PIPELINE

INTRODUCING COMPUTING INTO THE CURRICULUM

A UK SUCCESS STORY



OUR FUTURE-READY SKILLS SOLUTION *Microsoft Priority in Education – Skills, STEM, Employability*



BEYOND TECHNICAL SKILLS

THE TOP 20 MOST SOUGHT-AFTER EMPLOYABILITY SKILLS

- 1. Oral and written communication skills
- 2. Project management

3. Microsoft Office

- 4. Team-oriented, teamwork
- 5. Marketing
- 6. Creativity
- 7. Problem solving
- 8. Detail oriented

9. Microsoft PowerPoint

10. Integrity

- 11. Self-starting, self-motivated
- 12. Management skills
- 13. Analytical Skills
- 14. Coaching
- 15. Business Process Modeling
- 16. Work Independently
- 17. Strong Leadership Skills
- 18. Management experience
- 19. SAP
- 20. Business requirements gathering

"Technology is for empowering people, and if you look at the younger generation of entrepreneurs, all the way back, one of the most important investments any society can make is in **STEM** education. . . . It can't be something only the elites do, so it's very important to have an enlightened policy that makes access to education like computer science available everywhere to create opportunity."

Satya Nadella – Microsoft CEO

AN INVITATION TO LEARN MORE



VISIT OUR BOOTH IN THE EXHIBITION AREA

Trial Microsoft HoloLens

