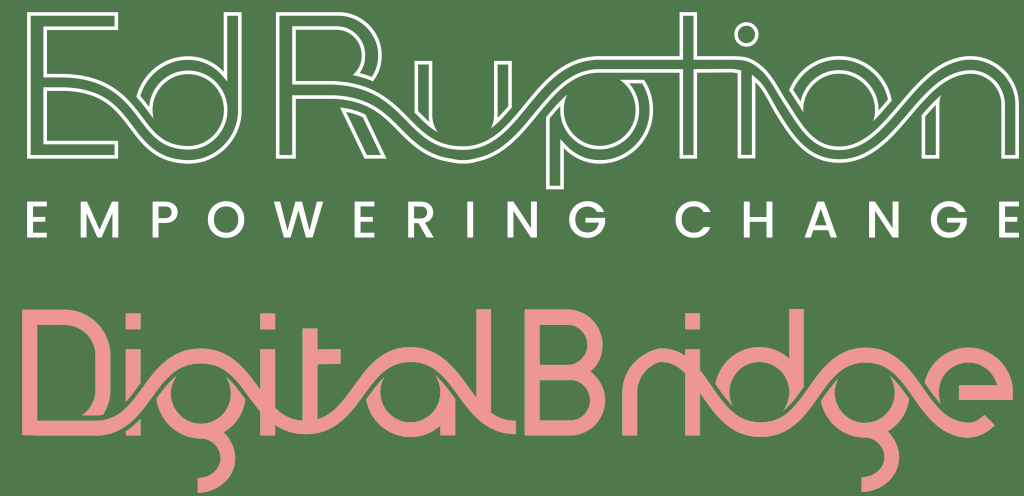


Philippa Wraithmell

Digital Educational Specialist



Philippa is an award winning (innovation in learning) educator and Author, her book the digital ecosystem is the first book globally to support educators understand every aspect of digital education.

She has specialised in digital strategy, teaching and learning and change leadership in schools, for the past seven years. Philippa has extensive experience in developing policy for government entities and individual school groups, as well as bespoke frameworks for schools globally and as a Subject Matter Expert, even writing white papers for school groups in Asia and the Middle East.

In addition, Philippa is an Apple Distinguished Educator, supporting apple with reviews and regional projects. Her app design project went from being a small school community project and is now rolled out emirate wide as a national coding UXUI design project in both English and Arabic.

Philippa is keen to ensure that all school know their “why” in using digital learning and all students have access to be able to unlock their own future. Philippa works alongside small EdTech partner groups as well as Apple and Microsoft, testing and trialing new and emerging technologies which will benefit students learning.

She is an intel train the trainer, Google certified and Microsoft educator. Having taught for 15 years, 7 in the Middle East and the UK both primary and secondary with a focus on STEAM, Design Technology & Computer science. She regularly reviews international awards for sustainability, environmental awareness & digital innovation.

She is passionate about positive school leadership, integrating meaningful technology and above all safeguarding in schools. This year sees her launch her own consultancy EdRuption.



“

IT TAKES A VILLAGE TO RAISE A CHILD
-AFRICAN PROVERB

THE SAME IS STILL REQUIRED.
WE LIVE IN DIVERSE COMMUNITIES AND
WE MUST SUPPORT ONE ANOTHER WITH
THE DIGITAL CHOICES WE MAKE FOR
OUR CHILDREN.

SUPPORT & RESPECT IS KEY

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Tech Control of Family Values

Digital Wellbeing

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Educator



Digital Transformation
Specialist



Author



Mother



Vision



Pedagogy Driven
Technology



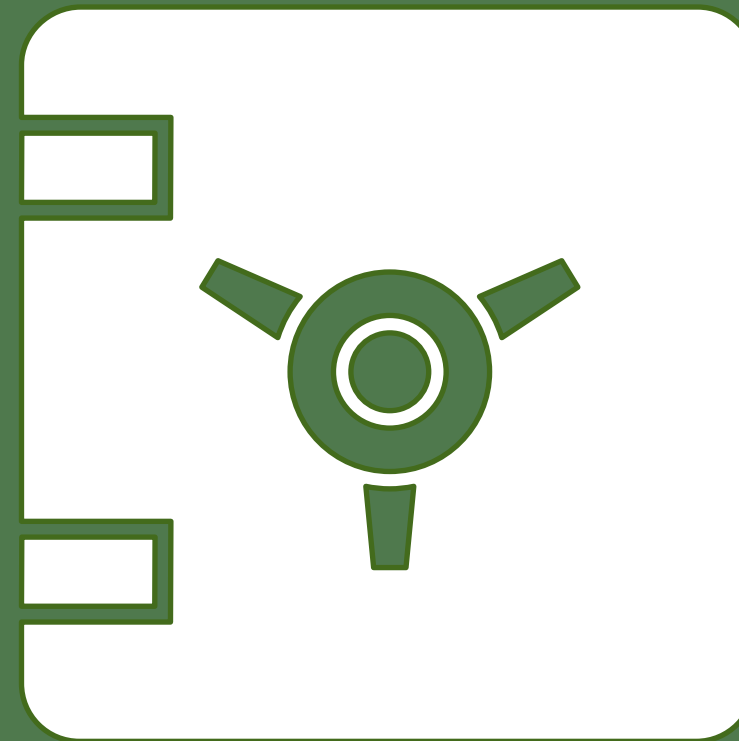
Collaboration
and Support

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Vision



Family Values Driven



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and Support

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OUR MISSION

- ✓ Empower Parents
- ✓ Support building values & vision
- ✓ Reduce risk & conflict
- ✓ Build digitally safe homes



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“In today's digital world, digital literacy is as important as traditional literacy. Embracing innovation and understanding how to navigate the digital era is the key to unlocking new opportunities and staying ahead of the curve.”

- McKinsey

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Question: Do you want to be a good parent?

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Question: Do you use Screen Time controls?

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Question: Do you believe that sometimes being a parent is harder than you expected?

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Expectation



vs

Reality



Cherishing moments of playtime with your child.

Are you missing out on precious moments?

Prioritise playtime over screen time


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Expectation



vs

Reality




Quality family time, free from digital distractions.

Is technology keeping us apart?

Let's bridge the gap


DigitalBridge

EXPECTATION



VS

REALITY



Starting the day with a focused and mindful breakfast.

Are screens becoming a part of breakfast?

Encourage tech-free meals

DigitalBridge



A good start to the day with a healthy breakfast and conversation.



Are screens becoming part of our meals?


SAVE

It's time for a change

DigitalBridge

LIKE

EXPECTATION



VS

REALITY



Bedtime is for bonding and storytelling

Are devices keeping you apart even in shared spaces?

Let's reclaim family time.

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EXPECTATION



VS

REALITY



Collaborative meetings with meaningful interactions.

Has tech taken over our conversations?

Let's redefine our interactions

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Digital Wellbeing



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Digital Natives

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MYTHS OF BEING A DIGITAL NATIVE

- Increased screen time leads to obesity
- Excessive use will lead to being groomed, cyber bullied or digital addiction
- Reading on a screen or digital device is not good for people due to the light emitted from the device
- Children who play on devices don't know how to socialise
- Digital natives can automatically multitask, they actually “task switch” which can have a negative impact on learning
- Being digitally savvy with devices doesn't mean digital natives can find information more easily or at all

**“Over two in five 16-17s believe
that their screentime is too high”**

- Ofcom - *Children's Media Literacy*

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“Three in ten children aged over 8 can recall having had regular lessons on online safety in school, and children are more likely to find these lessons useful when they have had more of them.”

5. Strengthen school-family partnerships and keep parents involved in student learning

Higher-performing students reported that their family regularly eats the main meal together, spends time just talking with them, or asks them what they did in school that day. They also report better sense of belonging and life satisfaction.

4. Limit the distractions caused by using digital devices in class

—

Students who spent up to one hour per day on digital devices for learning activities in school scored 14 points higher on average in mathematics than students who spent no time. Enforced cell phone bans in class may help reduce distractions but can also hinder the ability of students to self-regulate their use of the devices.

ONE IN THREE STUDENTS BECOMES DISTRACTED WHILE USING DIGITAL DEVICES AT SCHOOL.

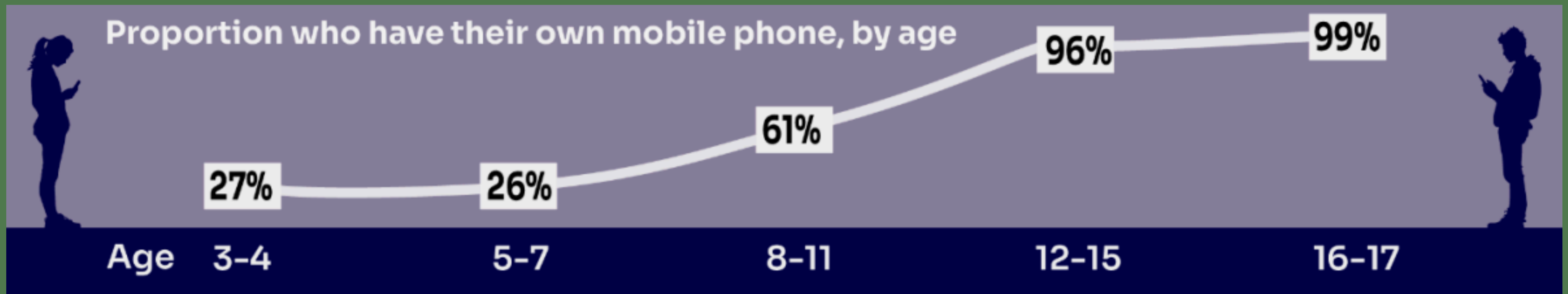
PISA 2022 data show that, on average across OECD countries and in around a third of all education systems, the disciplinary climate improved between 2012 and 2022 (Table II.B1.3.12). However, apart from “traditional” disciplinary problems, around 30% of students, on average across OECD countries, reported that, in most or every mathematics lesson, they get distracted using digital devices (Figure II.3.4 and Table II.B1.3.9). Equally important, around 25% of students indicated that, in most or every lesson, they become distracted by other students who are using digital devices, that the teacher has to wait a long time for students to quiet down, that students cannot work well and that students do not start working for a long time after the lesson begins.

“By the age of 11, nine in ten children own their own mobile phone, as distinct from using a family device.”

- Ofcom - *Children's Media Literacy*

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- Ofcom - *Children's Media Literacy*

Students



Teachers

Parents

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Awareness

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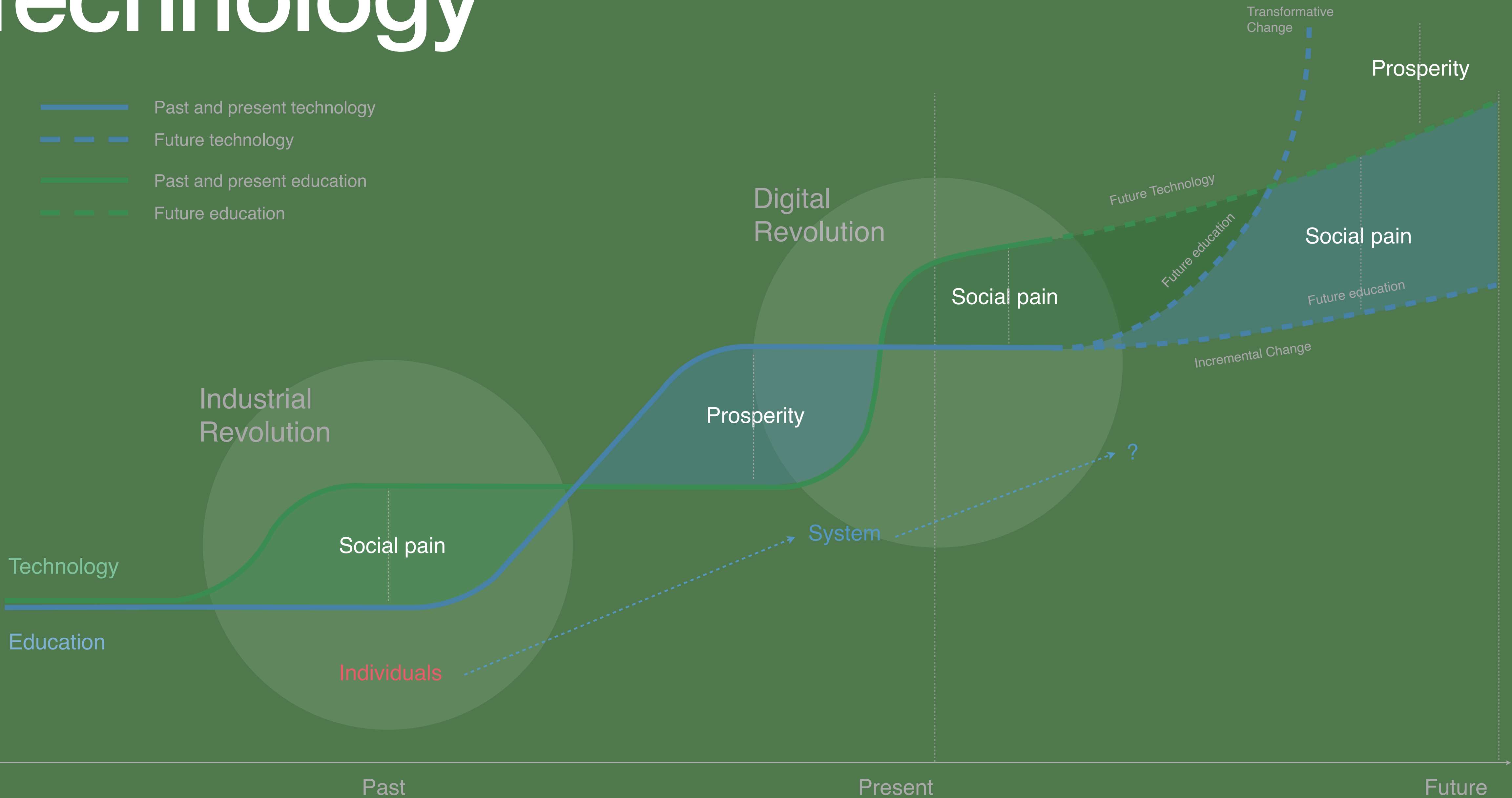
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Balance

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Technology



Responsible Use

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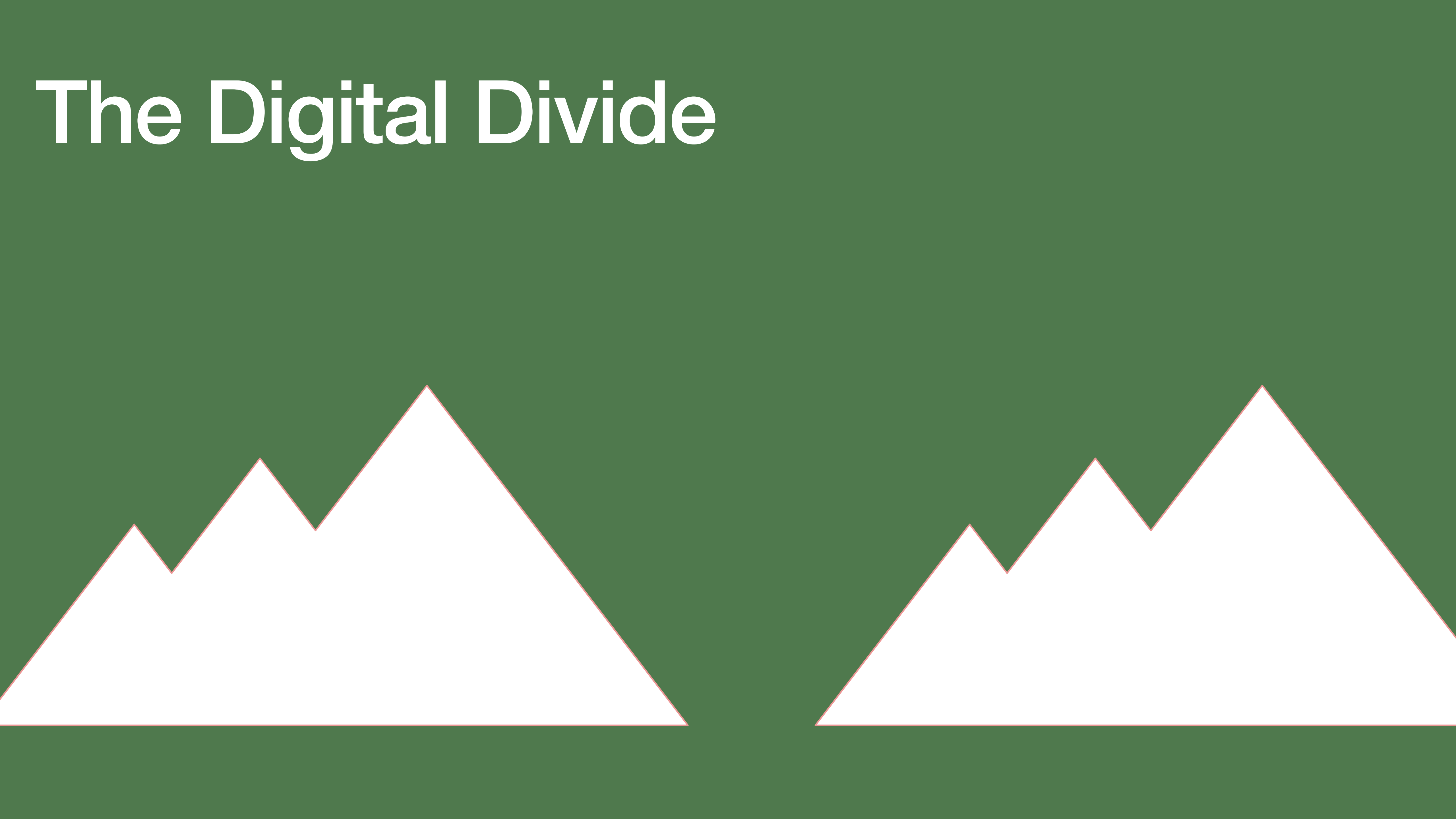
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What is Screen time?

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The Digital Divide

Creating the Digital Bridge



Students



Teachers

Parents

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Digital Wellbeing

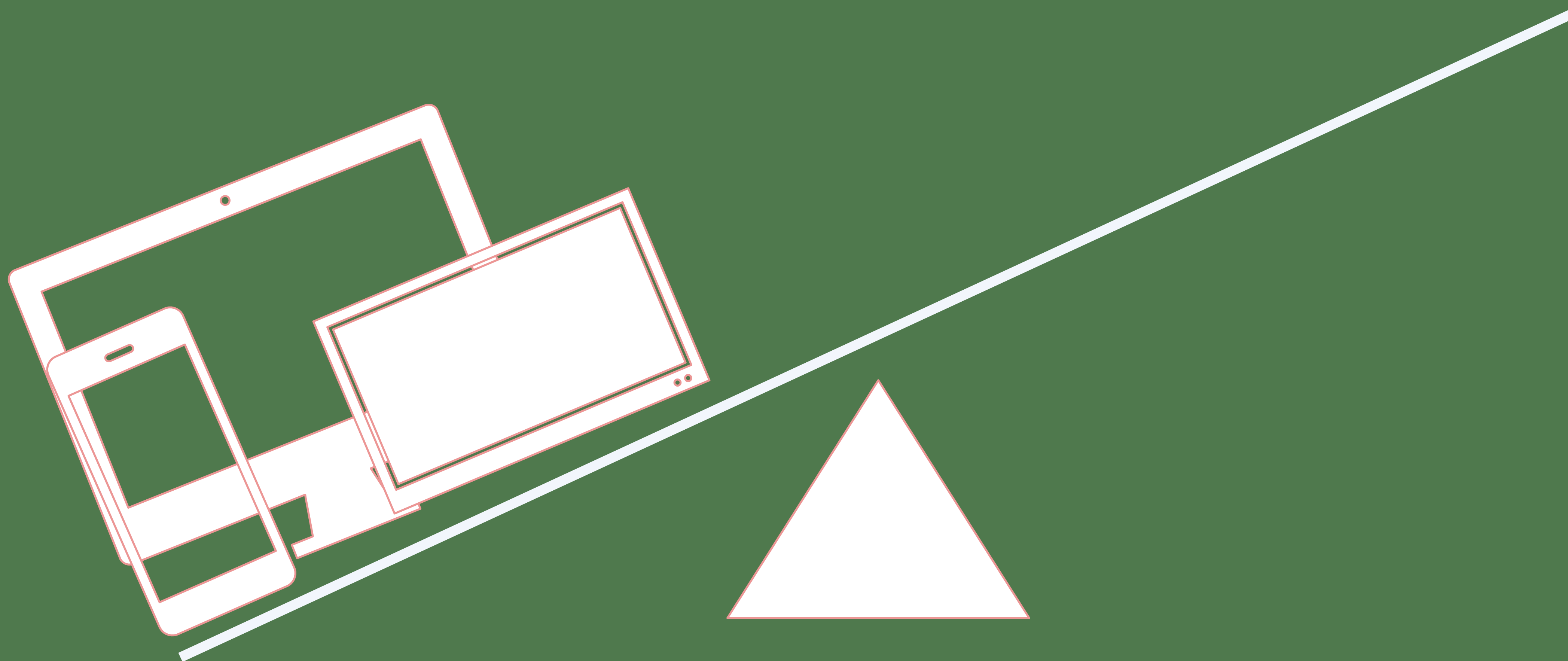


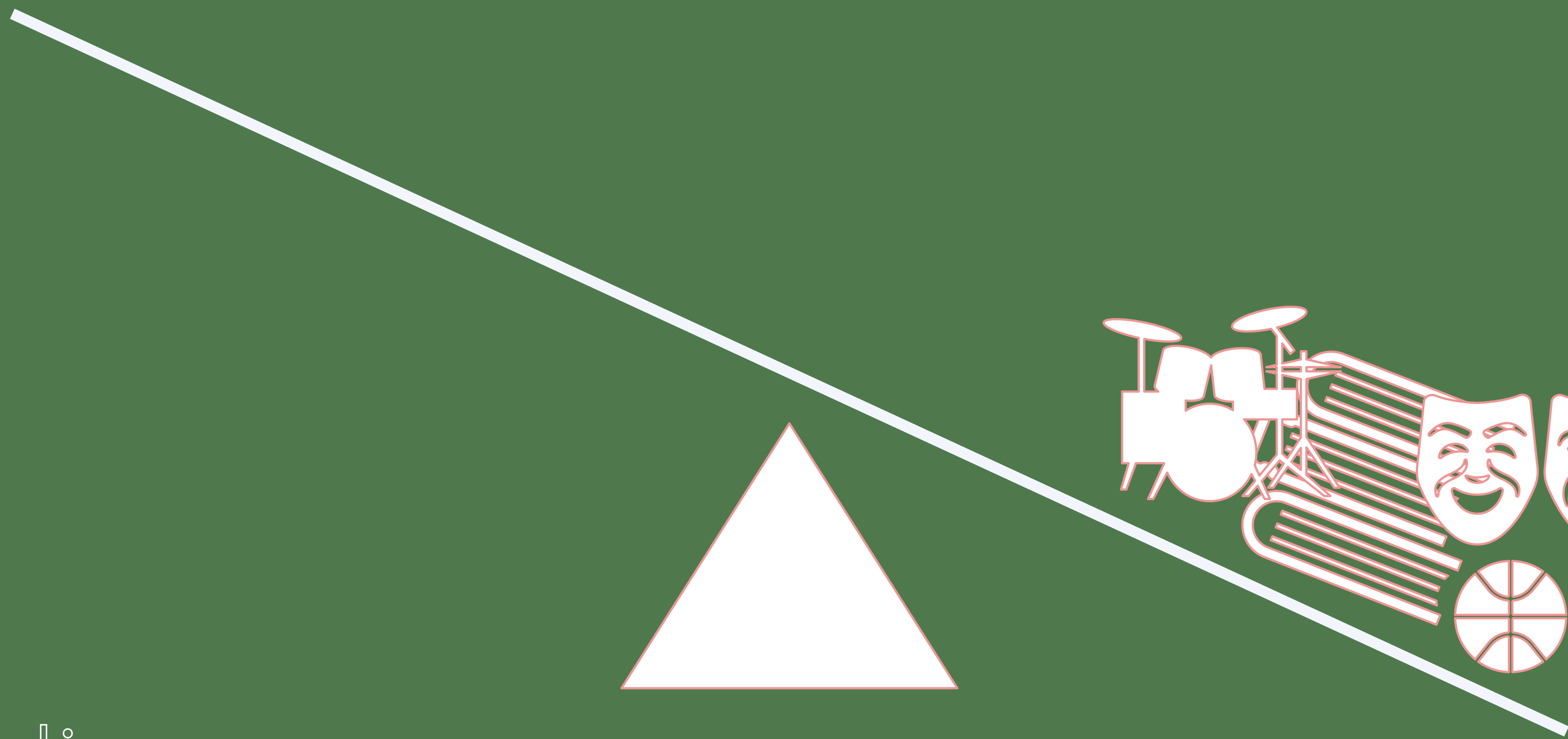
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0-6 years old. The age at which The World Health Organisation (WHO) describes as

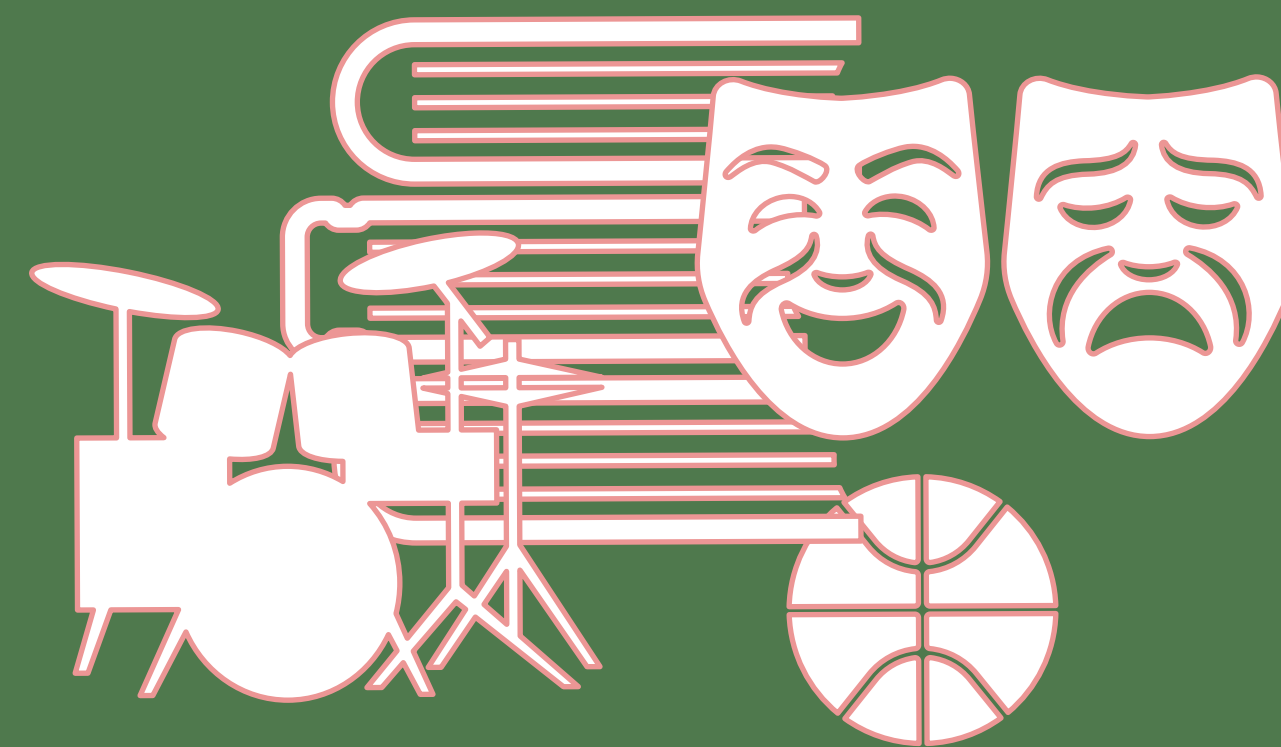
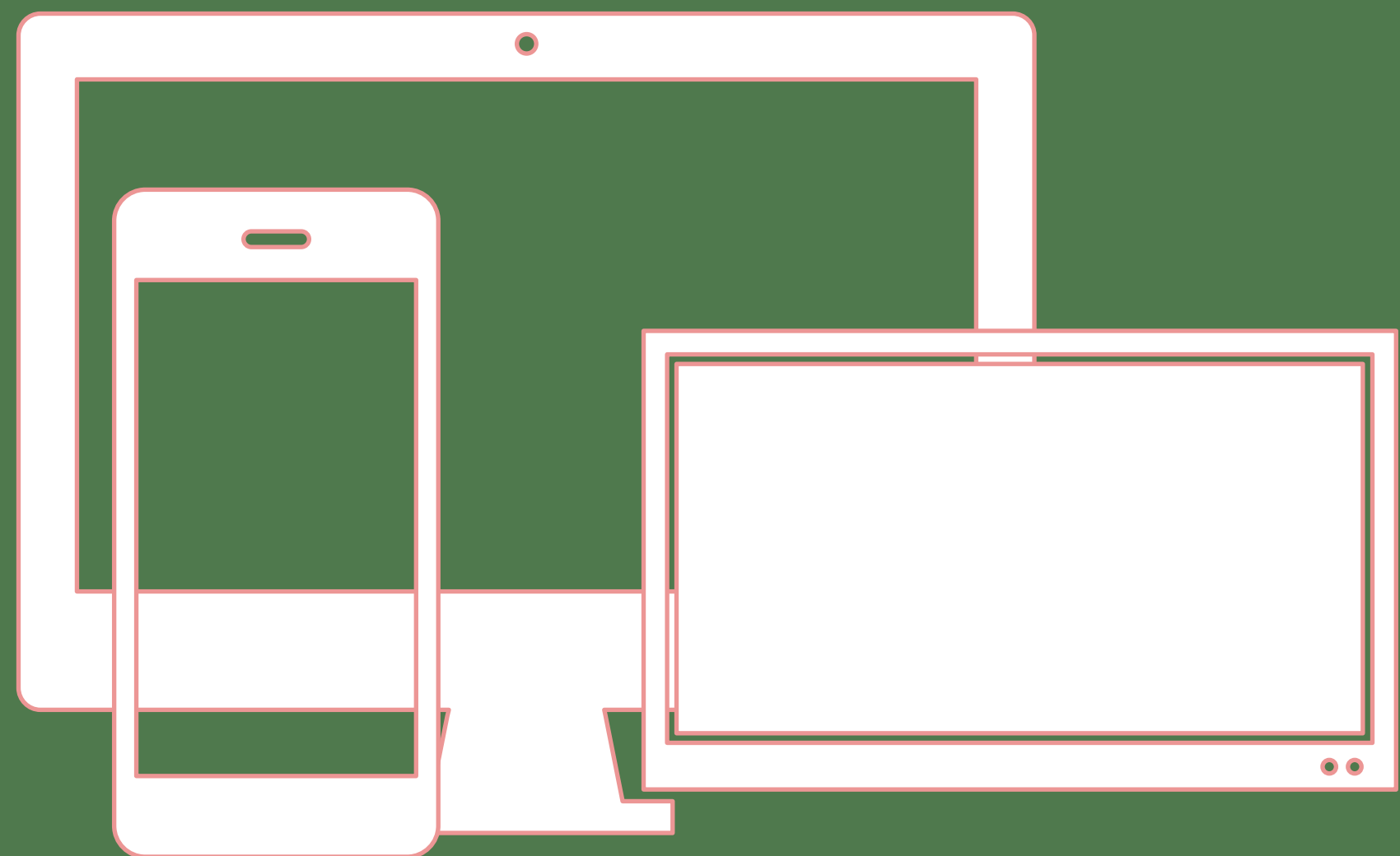
“a period of rapid physical and cognitive development and a time during which a child’s habits are formed and family lifestyle habits are open to changes and adoptions”





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Keep the conversation open

Unicef importantly note that:

“Parental approaches to mediating children’s activity online vary significantly across cultures. Parents throughout Europe, for example, adopt a range of strategies to protect their children”

Responsibility

Case Study:

Dangers begin to become more prevalent as children are left for longer periods alone with devices. As parent must talk to our children no matter their age of about what it means to be digitally resilient and responsible.

**What do you value
about having digital
devices in your life?**

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Wellbeing & Wellness

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Screen
Time

Digital
Footprint

Privacy

Social
disconnect

E-safety

Digital
Depression

Device
Addiction

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We are a team in this Journey

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Scenarios

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The Screen Time Dilemma

Scenario: Sara's daughter, Mia, spends most of her free time glued to her tablet, playing games and watching videos.

Sara is worried about Mia's excessive screen time and its impact on her physical and mental health.

She's not sure how to limit Mia's screen time without causing arguments or making her feel deprived.

Discussion Points:

- How much screen time is too much for young children?
- What are the potential consequences of excessive screen time on children's development?
- Strategies for setting reasonable limits on screen time and encouraging alternative activities.
- How can parents effectively communicate and negotiate with their children about screen time rules?

The Screen Time Dilemma

Scenario:

Mark's son, Jack, recently joined a social media platform popular among his classmates.

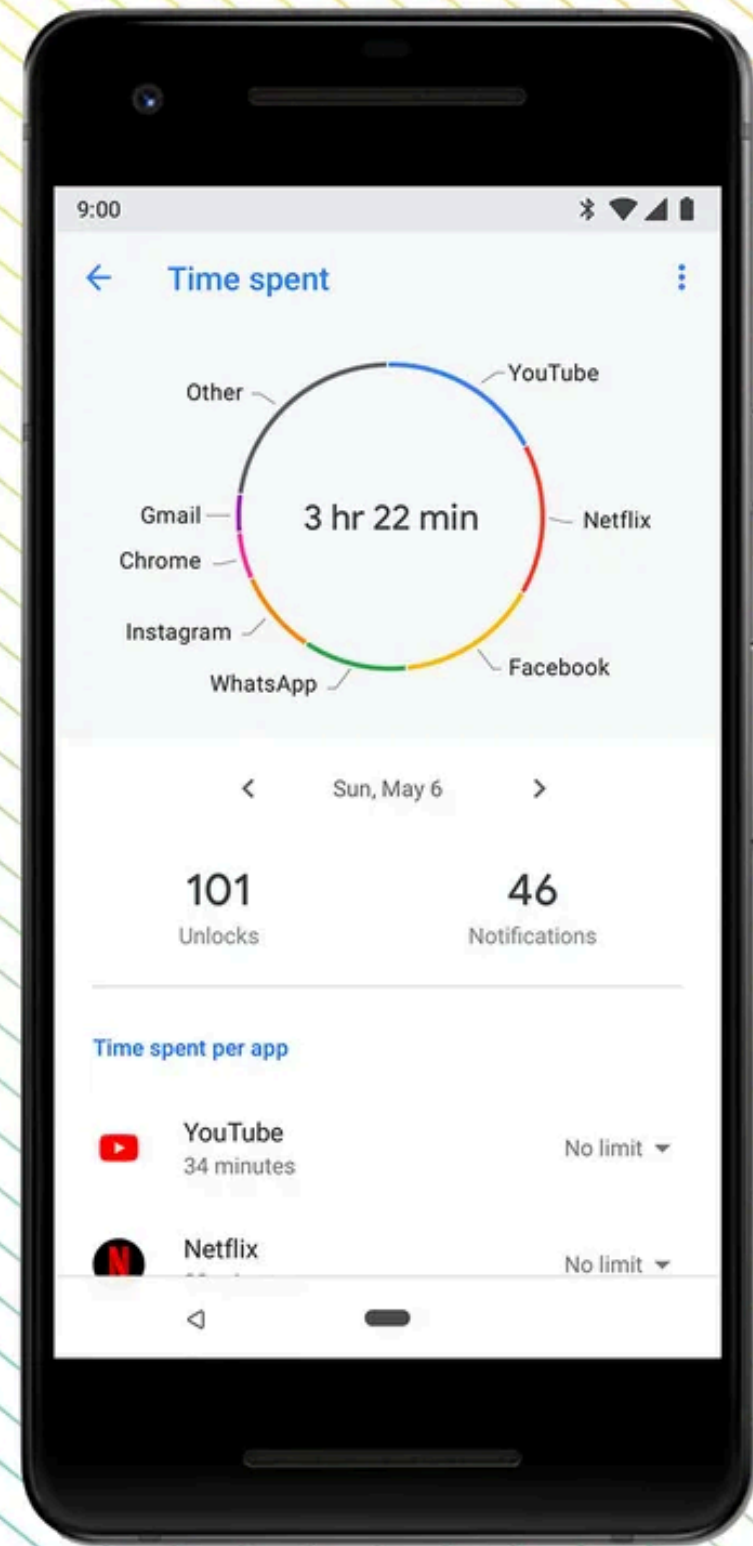
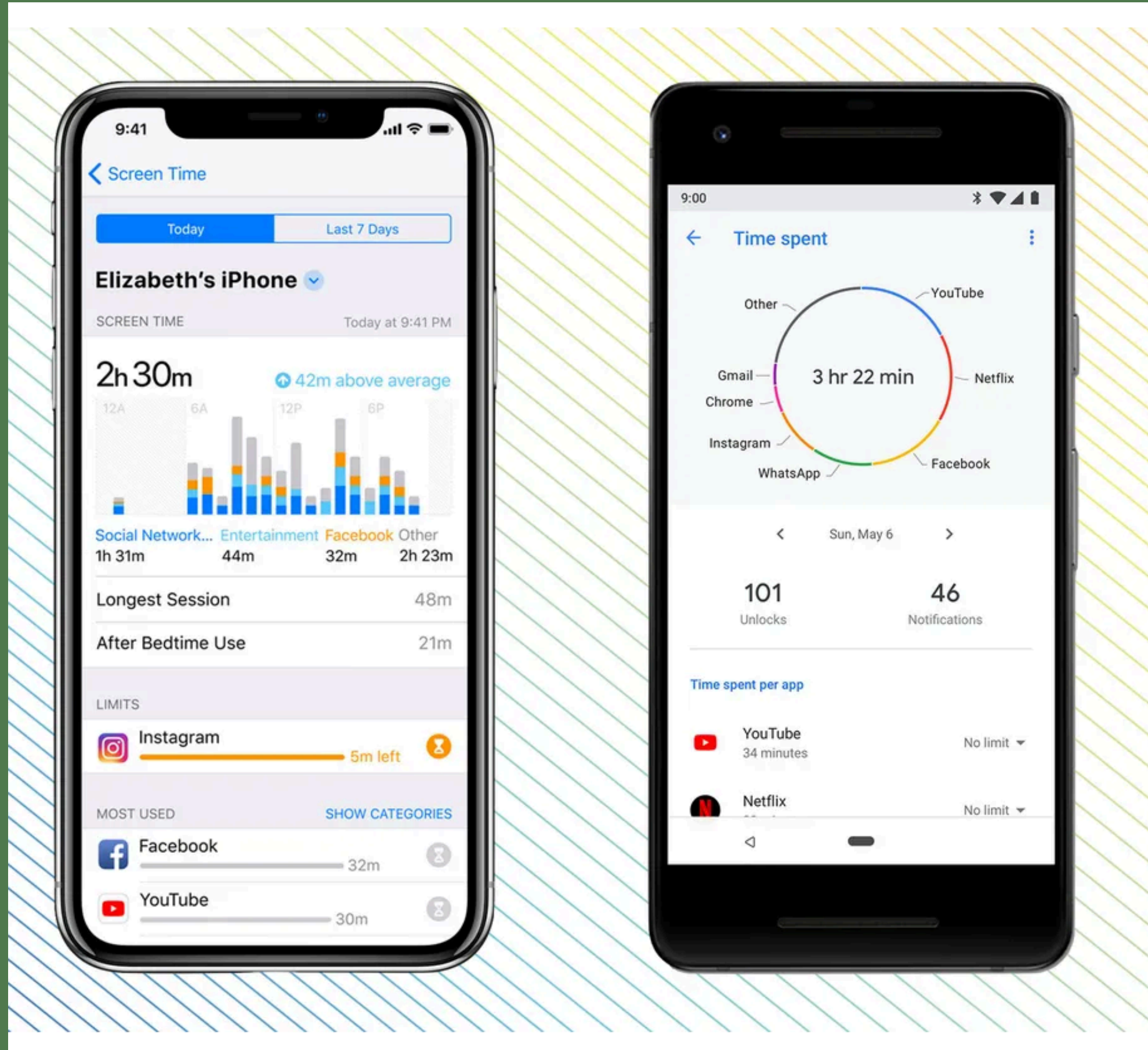
Mark has noticed that Jack seems more self-conscious and anxious lately, often comparing himself to others based on their online posts.

Mark is concerned about the impact of social media on Jack's self-esteem and overall wellbeing.

Discussion Points:

- The pressures and challenges children face on social media platforms.
- Signs that a child may be experiencing negative effects from social media use.
- Strategies for fostering healthy self-esteem and resilience in children in the age of social media.
- How can parents promote critical thinking and responsible behaviour online?

Routine



Setting up screen time as a family is a game changer

- Focus modes
- Family time
- No device zones



Apple



Microsoft



Google

Daily Motivation

*"You know?
It's okay to say
no."*

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Routine

Scenario:

Ezra's daughter, Yara, is 12 years old and has been using her smartphone without any restrictions for a while now.

However, Ezra has noticed that Yara's grades have been slipping lately, and she's been spending more time on social media and games than on her homework.

Concerned about Yara's academic performance and overall wellbeing, Ezra decides it's time to implement some restrictions on her device usage.

- **Open Communication**
- **Explain the Reasoning**
- **Involve Yara in the Decision-Making**
- **Set Clear Expectations**
- **Address Pushback with Empathy**
- **Offer Alternatives and Support**



Using technology is **normal**
Using technology together is **normal**

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OUR DIGITAL NATIVES

- Devices are not “pacifiers” or “babysitters”
- Model good behaviour for yourself, how are children meant to understand how and when to use technology if it is not modelled in an appropriate way.
- Set clear boundaries from the beginning. The device is the YOURS, not your child's.
- Monitor your child's use, as they grow, setting parental controls is a great way forwards so allow independence but security.

No blame culture...

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No blame culture...

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