

Mark Dorling

www.markdorling.net

Overview:

Mark has a first-class computing degree and is a primary-trained teacher with many years of both primary and secondary teaching, lecturing (teacher training), commercial educational training and industry experience. He has taught in both all ability and selective schools, leading the introduction of Computing across all school key stages several years ahead of government changes.

Mark has earned a reputation for being at the cutting edge of Computing education and is probably best known for founding the Digital Schoolhouse project, authoring the bestselling series Compute-IT for Hodder Education as well as leading various national projects for the Computing At School group funded by Department for Education.

Mark is so passionate about seeing all young people receive a high-quality Computing education that he left his office role helping to lead Computing At School to continue developing the Computing education and EdTech agenda by turning 'teacherpreneur' whilst also studying for a part-time PhD in Computer Science Education at Queen Mary University of London which is helping him to combine his creativity with greater academic underpinning, when working with schools, companies and governments around the world.

Mark's work has gained him national and international recognition via the [Royal Society Report publication 'Shutdown or restart'](#) in 2012, winning a [Times Educational Supplement \(TES\) Award in 2013](#), [Informatic Europe: Best practice in Education Award in 2014](#), and was a [BETT Award Finalist in 2015, 2016](#) and [2017](#).

Some details:

In September 2008, Mark established and lead a cross phase (Primary to Secondary) transition project focused on the teaching of Computing in a creative curriculum called the [Digital Schoolhouse](#) at Langley Grammar School. He later used this success to co-lead the bid with UKIE to the Mayor of London Excellence Fund to roll the Digital Schoolhouse project out across 10 schools in London. Mark used his experience from Computing At School to support the charity to roll out nationally to 21 organisations (schools, colleges and universities) across England, and this impact was recognised at the BETT Awards 2017 as a finalist in the innovation category. In 2016, Mark collated and published a series of free, impartial and marketing [free Computing FAQ Guidance](#) for the Digital Schoolhouse which then formed the basis for the UKIE and Education Foundation collaboration to write [A guide to support Senior Leaders with embedding the new computing curriculum into schools](#) which was part of the "launch to learn" project supported by the Mayor of London and Department for Education.

Mark is also former founding Board Member of the Computing At School (CAS) group and was later employed by CAS as their National CPD Coordinator. He was responsible for leading the [DfE funded CAS Master Teacher programme](#), over three years Mark developed the programme from just an idea through to rolling it out across 10 Regional Centres with 380+ Master Teachers.

Mark has worked with [Cambridge International Examinations](#) and lead on the development of a number of international Computing publications. He used his international experience at every stage of the Department of Education curriculum consultation, playing a leading

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role in developing the 2014 [Computing Programmes of Study](#). Mark gave evidence to, and was involved in the Department for Education consultation on 'Assessment without levels'. More recently, Mark has been supporting Hong Kong Education City and their Education Bureau as well as leading Computing CPD in the UAE for [Oxford University Press](#).

In 2012, Mark used his teaching experience in the Digital Schoolhouse and at Langley Grammar School to begin architecting, co-authoring and co-editing the bestselling [Hodder Education Compute-IT](#) series for Key Stage 3 which was published in 2014, and was a BETT Awards finalist in 2015. As part of this, Mark lead the development of the highly popular [CAS Computing Progression Pathways](#) framework, and he was the founding member of the Computing At School [computational thinking guidance for teachers](#) working group and in 2016 developed the Computational Thinking Attitudes and Dispositions Rubric. Over the years, Mark has also contributed chapters to several educational books for teachers and written numerous academic research publications.

In 2013, the cross and creative curricular approach developed by Mark in the Digital Schoolhouse was used as the justification in the bid to develop the highly popular and successful [CAS Barefoot Computing project](#) funded by the Department for Education. In 2014, Mark architected and co-authored the [QuickStart Computing CPD resources for Secondary Schools](#) sponsored by the Department for Education and Microsoft, which was published in January 2015 at BETT, and was a BETT Awards finalist in 2016.

More recently, Mark has also turned 'teacherpreneur' and ventured into the world of EdTech. With his business partner, Somesh Selvachandran, a former programmer from the city, together they founded the online market place, resource repository, planning and assessment platform which they successfully sold to Future Technologies Resources Limited in June 2017.

This wide range of teaching, publishing and entrepreneur experiences and expertise led Mark to contribute to the Department for Education working groups for both education text book guidance and EdTech.