

Colaiste Chriost Ri

Digital Learning Plan

1. Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

- Colaiste Chriost Ri is an all-boys voluntary Secondary School under the trusteeship of The Presentation Brothers Schools Trust. Current enrolment is over 600 students. We offer Junior Cert, Leaving Cert, TYO and LCVP.

1.2 School Vision:

- Our vision is to optimise the use of ICT so as to maximise student learning in all subjects. We aim to develop highly motivated learners who are confident and effective users of ICT. Colaiste Chriost Ri aims to provide a safe and supportive school environment **where the uniqueness of each person is recognised and valued**, in which students and teachers are encouraged and empowered to embrace new technologies. Students and teachers are encouraged to use these technologies to enhance and improve their learning outcomes. Teachers are also encouraged to integrate technology into their teaching.

Coláiste Chríost Rí recognises the importance of ICT in the education of students with special educational needs and will strive to utilise the most up-to-date technology and practices, which enable all students to access the curriculum. We recognise the capacity of ICT to motivate and inspire students, staff and parents. We aim to build up a co-operative and interactive learning environment in the school. We also recognise the importance of ICT in student assessment.

1.3 Brief account of the use of digital technologies in the school to date:

- Colaiste Chriost Ri has made significant progress in integrating ICT into teaching, learning and administration in our school.
- The school uses Vsware for school administration. Vsware is also used to generate the school timetable.
- Teachers use Vsware to take class attendance and staff notices are also placed on Vsware.

- Parents and students have access to attendance data and term reports on Vsware. Parents / Guardians are issued with a unique username and password for each of their sons.
- Each room is equipped with a PC and a data projector, while some rooms have a visualiser wired in to the system, whilst some departments have the use of dedicated laptops where required.
- The school has two servers, one which is dedicated to state of the art DCG room and one which services the school network. This school network server has recently been replaced.
- Colaiste Chríost Rí has two Aruba wireless broadband networks, one for staff and one for students, both using 100MB broadband. We also have an acceptable usage policy designed to enable and encourage the teachers and students to use the wi-fi in the classes. Some interactive learning activity has become well established since the introduction of the wi-fi e.g. Kahoot and Socrative. TYO students are offered the chance to study the ECDL during their transition year
- Many of our classes utilise the Google Drive online platform to enhance their learning. Many of the teachers have received some training in setting up and using Google Drive. Departments use many different apps and software packages that are suited to their needs.
- Most of our communications are via our school App which has been in place for 3-4 years now. All students and parents are encouraged to download and install the school App on their smartphones.
- Several SEN students use laptops to support their learning.
- Staff use a dedicated e-mail for communications.

2. The focus of this Digital Learning Plan

The e-school co-ordinator placed a notice on VSWare and in the school staffroom inviting teachers to volunteer for the digital learning team. The digital learning team included the Principal, the Deputy Principal, P Mac An Rí, Alan Dineen, Deborah Hennessy, Michael de Faoite, Eamonn O Riordain & Christine O Hara.

We undertook to develop our vision of how to best integrate e-learning into our school.

We undertook a digital learning evaluation in our school during the period of Feb/ Mar Apr 2018. The main areas of focus were

- Status of ICT integration into teaching and learning
- CPD undertaken in this area

- Current ICT assets
- Projected ICT requirements over the next five years for the department
- The school's ICT priorities over the next five years

We also undertook an online survey of the student voice using a survey document generated using Google Forms and delivered via the school app. The focus of the survey was to ascertain the students views of

- How ICT has been integrated into their learning
- How interactive has this integration been that future ICT developments will best help this integration

- **2.1 The dimensions and domains from the Digital Learning Framework being selected**

DIMENSION	TEACHING AND LEARNING	DIMENSION	LEADERSHIP AND MANAGEMENT
	Domain 1: Learner Outcomes		Domain 1: Leading learning and Teaching
	Domain 2: Learner Experience		Domain 2: Managing the Organisation
	Domain 3: Teachers Individual Practice		Domain 3: Leading School Development
	Domain 4: Teachers collective/collaborative Practice		Domain 4: Developing Leadership Capacity

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
Domain 1: Learner Outcomes Standard 1: Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes
Domain 1: Learner Outcomes Standard 2: Students have the necessary knowledge, skills and attitudes to understand themselves and their relationships	Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations Students understand the potential risks and threats in the digital environment
Domain 2: Learner Experience Standard 1: Students engage purposefully in meaningful learning experience	Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation
Domain 3: Teachers Individual Practice Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design learning and assessment activities for their students
Domain 3: Teachers individual Practice Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress	Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning

student learning	
Domain 4: Teachers Collective/Collaborative Practice Standard 1: Teachers value and engage in Professional development and professional collaboration	Teachers engage in Professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students

STANDARD LEADERSHIP AND MANAGEMENT	STATEMENTS
Domain1: Leading Learning and Teaching Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning teaching and assessment	The Principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice
Domain 1: Leading Teaching and Learning Standard 2: Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	The school understands how access to digital technologies can create divides and how students social and economic conditions can impact on the way technology is used
Domain 2: Managing the organisation Standard 2: Manage the schools human, physical and financial resources so as to create and maintain a learning organisation	The Principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment
Domain 3: Leading School Development Standard 4: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school are informed by National policy, and technological developments, and see their relevance to the school.

<p>Domain 4: Developing Leadership Capacity</p> <p>Standard 2: Empower staff to take on and carry out leadership roles</p>	<p>The Principal and other leaders in the school encourage teachers to take on leadership roles and to lead in the use of digital technologies for learning, teaching and assessment, and is willing to distribute significant leadership responsibilities.</p> <p>They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment</p>
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2.3. These are a summary of our strengths with regards digital learning

- The school is well serviced regarding servers and wi-fi networks.
- Maintenance and support contracts are all in place and are all up to date
- School management are experienced and well acquainted with procurement legislation.
- All rooms contain data projectors and desktop PC's which have internet access
- 85% of staff have received some in school ICT CPD
- 76% of staff are using Google Drive in their teaching
- 40% of staff have received some online ICT CPD
- 60% of departments report that students are also using Google Drive in their learning
- The individual needs of our SEN students are being met in terms of the assistive technology required
- The school has a fit for purpose acceptable usage policy
- We have begun the process of providing coding classes to our students
- 70% of students who responded to the survey are using Google drive to assist their learning
- 83% of students who responded to the survey have used the interactive Kahoot software to assist their learning during class
- 98% of students who responded to the survey have used their smartphones to enhance their learning by accessing the internet during class

2.5 This is what we are going to focus on to improve our digital learning practice further

- We will focus on providing a dedicated computer suite for our students
- We will focus on providing as much training and CPD as possible to help us integrate ICT more fully into school life
- We will examine carefully what are our immediate needs regarding the New Junior Cert curriculum
- We will continue to encourage the integration of ICT into teaching and learning in our school
- We will encourage all members of our school community to undertake online safety training

3. Our Digital Learning plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Digital Learning Action Plan

<p>Domain 1: Learner Outcomes</p> <p>Standard 1 Students enjoy their learning, are motivated to learn and expect to achieve as learners</p> <p>Domain 1: Learner Outcomes</p> <p>Standard 2: Students have the necessary knowledge, skills and attitudes to understand themselves and their relationships</p>				
<p>Domain 2: Learner Experience</p> <p>Standard 1: Students engage purposefully in meaningful learning experience</p>				
<p>Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes</p>				
<p>Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations</p>				
<p>Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation</p>				
<p>ACTIONS</p> <p>(What needs to be done?)</p>	<p>TIMEFRAME</p> <p>(When is it to be done by?)</p>	<p>PERSONS / GROUPS</p> <p>RESPONSIBLE</p> <p>(Who is to do it?)</p>	<p>CRITERIA FOR</p> <p>SUCCESS</p> <p>(What are the desired outcomes?)</p>	<p>RESOURCES</p> <p>(What resources are needed?)</p>

<ul style="list-style-type: none"> We need to expand the use of ICT in delivering the curriculum and ensure that all students experience digital learning activities regularly Digital safety module 	<ul style="list-style-type: none"> April 2018 – December 2018 June 2019 	<ul style="list-style-type: none"> All staff through departmental planning & provision of new computer room To be decided 	<ul style="list-style-type: none"> That appropriate resources be identified from suitable websites, for all classes for use in the classroom Classes are to be encouraged to undertake a power-point project or similar to engage the students in the use of ICT <p>All students will have been taught module on internet safety and risks</p>	<ul style="list-style-type: none"> Computer access Internet access <p>Internet safety class resource https://edutrainingcenter.withgoogle.com/digital_citizenship/preview</p>
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EVALUATION PROCEDURES:

(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

An online survey will be carried out to ascertain progress among staff and students in relation to the integration of ICT and the digital safety module

Domains 3&4 Teachers individual practice & teachers collective / collaborative practice

Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

Domain 3: Teachers individual Practice

Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress student learning

Domain 4: Teachers Collective/Collaborative Practice

Standard 1: Teachers value and engage in Professional development and professional collaboration

Statement

Teachers use a range of digital technologies to design learning and assessment activities for their students

Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning

Teachers engage in Professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students

Target: To ensure that all staff are both competent and confident in the use of new digital technologies in the classroom as part of their teaching

ACTIONS	TIMEFRAME	PERSONS/GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Identify relevant ICT courses for continuing professional development	On-going	All staff	An increase in the number of teachers who are confident to use ICT in their everyday teaching	Computers, projectors and wi-fi

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Teachers to get involved in peer training to increase the IT proficiency and confidence among their colleagues	On-going	Volunteer staff who are willing to share their expertise	Teachers will increase the use of ICT in the classroom and will identify appropriate activities and integrate them into their teaching	Computers, projector & wi-fi
Regular digital learning updates for teachers, new hard ware procured, new apps and resources	On-going	e-school co-ordinator school management teachers	Sharing of relevant information between staff	
Staff input into digital plan	On-going	All staff	Teachers give feedback as required on the progress of integrating ICT into their teaching and student learning	
EVALUATION PROCEDEURES	The digital plan will be implemented on an on-going basis. Progress will reviewed every year and this document will be up-dated to reflect progress made			

Management)

Domains 1&4 : Leading Learning & teaching & developing leadership capacity
<p>Standards: Domain1: Leading Learning and Teaching</p> <p>Promote a culture of improvement, collaboration, innovation and creativity in learning teaching and assessment</p> <p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p> <p>Empower staff to take on and carry out leadership roles</p>

Statements: The Principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice

The school understands how access to digital technologies can create divides and how students social and economic conditions can impact on the way technology is used

The Principal and other leaders in the school encourage teachers to take on leadership roles and to lead in the use of digital technologies for learning, teaching and assessment, and is willing to distribute significant leadership responsibilities.

They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment

Targets: To encourage the use of ICT in planning for classes, notify staff of courses that are available and provide access to IT for students within the school. Develop a culture of sharing expertise and experience of use of IT for teaching and learning amongst colleagues

ACTIONS	TIMEFRAME	PERSON/GROUP RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Professional development: All staff to be competent in the use of classroom and projectors and in the use of VSWare	On-going	e-school co-ordinator	All teachers to be competent in using ICT for teaching and for recording attendance and results on VSWare	Computers, projectors and wi-fi
Regular digital learning updates for teachers, new hard ware procured, new apps and resources	On-going	e-school co-ordinator school management teachers	Sharing of relevant information between staff	
Evaluation	Online survey to assess integration of ICT into teaching and learning			

Digital Learning Plan (leadership & Management)

Domains 2&3 Managing the organisation & leading School Development

Standards: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication

Manage the school's human, physical and financial resources to create and maintain a learning organisation

Leading School Development

Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

Statements: The Principal and other school leaders shall ensure that appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community

The Principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment

The principal and other leaders in the school are informed by National policy, and technological developments, and see their relevance to the school.

Targets: To ensure that all ICT facilities are maintained to a high standard, are fit for purpose & are updated within resources. To comply with all policy and developments as set by the department

ACTIONS	TIMEFRAME	PERSONS/GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Upgrade existing ICT equipment	On-going	e-school co-ordinator	Up to date and fit for purpose ICT hardware and software	Digital strategy for education grants School funding
Develop a digital learning culture within the school	On-going	All staff	Maintaining vibrant use of school app, website, and other appropriate hardware and software	School ICT resources

Development and review of digital learning plan	On-going	All staff	Appropriate feed back from staff and students. Updating of policies	
Evaluation	The digital learning plan will be implemented and reviewed on an ongoing basis			