



Digital Learning Plan 2018

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:

St. Aidan's Community College was founded in 1983 to provide a comprehensive system of post-primary education for the boys and girls of the community. The College has a range of equipment and facilities necessary for the teaching of a comprehensive curriculum to Leaving Certificate Higher Level in all our subjects.

1.2 School Vision:

St Aidan's school motto is 'Bíodh bhur solas ag taitneamh' (Let your light shine).

We aim to be a school where all our students are cherished equally and assisted in their efforts to achieve their academic and personal goals. The spiritual and moral development of pupils is a matter of paramount importance at St. Aidan's. We strive to develop in each pupil a sense of pride, courage, initiative and responsibility.

St. Aidan's Community College aims to integrate technology into the student experience and foster an environment of support and innovation. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Students will leave our school as confident, creative and productive users of new technologies, including ICT, and understand the impact of those technologies on society.

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

- All classrooms have an interactive projector and a desktop computer with internet access.
- We have three computer labs with 62 computers in total. Two of these computer labs are dedicated to the teaching of Leaving Cert Applied (LCA) and the third lab is used for both LCA and teaching of ICT to first year, second year, transition year and fifth year classes. A technology room with a further 25 computers is used for teaching Design and Communication Graphics.
- Our school library is equipped with 12 laptops and we also have a number of digital cameras and a digital camcorder for use in Junior Cycle English Class Room Based Assessments.
- We have 2 dedicated resource rooms, each room contains 2 computers and one room is equipped with a printer and projector.
- We have 5 staff computers in the staffroom and one printer.
- A number of SEN students use laptops or i-Pads to support their learning.
- The school broadband is comprised of a combination of wired and wireless service. The school is receiving 100Mb broadband but this speed is not being received in all parts of the school. The infrastructure needs to be updated and expanded to have the potential of 100Mb broadband in all parts of the school.
- We have a school website and Facebook page that are regularly updated and use “text a parent” software to contact parents.
- We currently use VS Ware to record student data, attendance and assessment results.
- Payments are received electronically via Way2Pay and payments are made electronically via P2P system.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *January 2018 to March 2018*. We evaluated our progress using the following sources of evidence:

- **Digital Learning Cluster Group Formed**

Focus group of teachers established to work on developing our digital learning plan. The group includes Sheila Curley (Principal), James Buckley (IT Support Coordinator), Mike Forde (Guidance Counsellor), Natalie McDonnell, Sorcha Nagle, Rose Desmond (English Teachers), Kevin Murphy (School Chaplain), Becky O’Meara (Maths Teacher). Regular meetings were scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Action Plan.

- **Teacher Digital Learning Survey**

Online digital survey was carried out among the staff. The main areas of focus were:

- Reflection on learning, teaching and assessment practices
- The use of digital technologies in the classroom
- Professional collaborative review

- **Student Digital Learning Survey**

Attitudinal online survey was carried out to elicit the views of students on their use of digital technologies in the classroom, their access to internet at home and to reflect on their digital learning experiences.

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

Dimension Teaching and Learning

Domain 1: Learner Outcomes

Domain 2: Learner Experience

Domain 3: Teachers’ Individual Practice

Domain 4: Teachers’ Collective/Collaborative Practice

Dimension Leadership and Management

Domain 1: Leading Learning and Teaching

Domain 2: Managing the Organisation

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

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

Standard (Teaching & Learning)	Statement(s)
<p><u>Domain 1: Learner Outcomes</u> Standard 1: Students enjoy their learning are motivated to learn and expect to achieve as learners</p>	<p>Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p>
<p><u>Domain 1: Learner Outcomes</u> Standard 2: Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p>	<p>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 digital environments.</p>
<p><u>Domain 2: Learner Experience</u> Standard 1: Students engage purposefully in meaningful learning activities</p>	<p>Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.</p>
<p><u>Domain 3: Teachers’ Individual Practice</u> Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p>	<p>Teachers use a range of digital technologies to design learning and assessment activities for their students.</p>

<p><u>Domain 3: Teachers' Individual Practice</u> Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress student learning</p>	Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
<p><u>Domain 4: Teachers' Collective/ Collaborative Practice</u> Standard 1: Teachers value and engage in professional development and professional collaboration</p>	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 & Management)	Statement(s)
<p><u>Domain 1: Leading Learning and Teaching</u> Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching & assessment</p>	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.
<p><u>Domain 1: Leading Learning and Teaching</u> Standard 2: Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.
<p><u>Domain 2: Managing the Organisation</u> Standard 1: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	The principal and other leaders in the school ensure 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.
<p><u>Domain 2: Managing the Organisation</u> Standard 2: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	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.
<p><u>Domain 3: Leading School Development</u> Standard 4: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</p>	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 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 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>
--	---

2.3. These are a summary of our strengths with regards digital learning

- Subject departments identified teaching strategies/ online resources to use in class.

- A survey of the teachers in St. Aidan’s was performed in Feb 2018 and the results are as follows:
 - ✓ 80% of our staff are confident using new technologies in the classroom.
 - ✓ 56 % of staff assign homework regularly using digital technologies.

- Our staff have attended the following digital CPD training:
 - ✓ 69 % In-house digital training sessions
 - ✓ 26 % Online digital technology training sessions
 - ✓ 46% External digital training sessions

- The individual needs of our SEN students are being met in terms of the assistive technology required.
- The SEN Dept. avail of suitable professional development and on-going support in relation to the use of ICT and liaise with the IT Co-ordinator on the type of assistive technology device a student requires and the type of software needed.

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

- Currently 31% of staff are willing to share their expertise in the use of digital technologies in the classroom with colleagues. We will aim to increase this once we implement our Digital Action Plan.
- We will focus on getting additional funding for infrastructure through the Digital Learning Framework.
- We need to improve the broadband infrastructure in the school as we currently have a mix of cable and wireless broadband.
- To maintain existing digital learning infrastructure we will outsource a service contract for on-going maintenance.

- We will network the computers in the school providing individual access (login details) and cloud based storage space for each staff member and student.
- We aim to integrate ICT into every subject more in the coming years and allow time in subject planning for digital learning.
- We aim to provide more access to IT for students use across all curricular subjects.
- We aim to incorporate digital technologies more into our teaching of subjects that are currently on board or coming on board in the area of Junior Cycle Reform.

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 (Teaching and Learning)

Domains 1 & 2: Learner Outcomes & Learner Experience

STANDARD(S): Students enjoy their learning are motivated to learn and expect to achieve as learners.
 Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships
 Students engage purposefully in meaningful learning activities

STATEMENT(S): Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
 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 digital environments
 Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.

TARGETS: Students to be given specific tasks that require the use of digital technologies for their completion.
 Digital safety module to be completed with all class groups during the school year.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCES (What are the desired outcomes?)	RESOURCES (What resources are needed?)
To expand the use of ICT in delivering the curriculum and ensure that all students experience digital learning activities regularly.	March 2018 – December 2018	All staff through subject department planning	That appropriate resources be identified from suitable websites, for all classes, for use in the classroom – these are to be saved on the school network. Senior classes in particular subjects to undertake a PowerPoint project or other Digital Learning activity that engages the student in the use of ICT. TY students will conduct research and submit selected projects in digital format during the year.	Computer access Internet access
Digital safety module completed	Oct/Nov 2018	Management to set date. Teachers to deliver module	All students will have been taught a module on internet safety and risks.	Internet safety class resources

EVALUATION PROCEDURES:

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

Online digital learning survey will be carried out among staff and students and results compared with baseline data from surveys carried in February 2018. An increase in staff and student use of ICT within school will indicate an achievement of targets.

Digital Learning Action Plan (Teaching and Learning)

Domains 3 & 4 : Teachers' Individual Practice & Teachers' Collective/ Collaborative Practice

STANDARD(S): The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills. The teacher selects and uses planning, preparation and assessment practices that progress student learning . Teachers value and engage in professional development and professional collaboration.

STATEMENT(S): 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.

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

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
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 by 5%	Computers, projectors and WIFI
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 expertise	Teachers will increase the use of ICT in the classroom and will identify class appropriate activities and integrate them into their teaching.	Computers, projectors and WIFI
Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	On-going	ICT Co-ordinator and external instructors. All staff	Teachers share information on new websites they find to be of particular use in delivering the curriculum.	Computers, projectors and WIFI

Staff input into digital learning plan.	On-going	All staff	Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery.	Computers, projectors and WIFI
---	----------	-----------	---	--------------------------------

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

The digital learning plan will be implemented on an on-going basis. Progress will be reviewed every year and this document will be updated to reflect progress made.

Digital Learning Action Plan (Leadership and Management)

Domains 1 & 4: Leading Learning & Teaching & Developing Leadership capacity

STANDARD(S): Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student
Empower staff to take on and carry out leadership roles

STATEMENT(S): 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 the way technology is used.
The principal and other leaders in the school encourage teachers to take on leadership roles and to lead 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 use of ICT in planning for classes, notify staff of courses that are available and provide access to IT for students within the school. To develop a practice of sharing expertise and experience of use of IT for teaching & learning amongst colleagues.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
Professional Development: All staff competent in the use of classroom computers & projectors and VS Ware for input of exam results.	Ongoing	ICT Co-ordinator and external instructors.	All teachers capable of using ICT for teaching and recording of results. All teachers using their desktop and projector every day.	Computers, projectors and WIFI
Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	Ongoing	ICT Co-ordinator and external instructors.	All teachers aware of new resources and hardware in the school and that teachers share information on new websites they find to be of particular use in delivering the curriculum.	Computers, projectors and WIFI

EVALUATION PROCEDURES:

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

Online digital learning survey will be carried out among staff and students and results compared with baseline data from surveys carried in February 2018. An increase in staff and student use of ICT within school will indicate an achievement of targets.

Digital Learning Action Plan (Leadership and Management)**Domains 2 &3: Managing the Organisation & Leading School Development**

STANDARD(S): Establish an orderly, secure and healthy learning environment, and maintain it through effective communication.
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.
Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

STATEMENT(S): The principal and other leaders in the school ensure 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 board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.
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 all ICT facilities are maintained to a high standard and are fit for purpose and updated within resources.
To comply with policy and developments as set by the department.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
Upgrade existing Broadband and ICT equipment.	On-going	ICT Co-ordinator and Computer Technicians	Improve Broadband network throughout the school and update computer hardware	Funding provided by Digital Grant Advice from computer technician
Develop a digital learning culture within the school.	On-going	All staff	Maintain a vibrant and up to date website. Active involvement of teachers and students in updating the website.	Computers, projectors and WIFI

Develop a digital learning plan and develop a culture moving focus in ICT from equipment and basic skills to a culture of digital learning integration.	On-going	All staff	Creation of and implementation of a digital learning plan. Updated acceptable use policy for internet access and computer use after survey of staff and students. Digital learning update on the agenda at each staff meeting.	Computers, projectors and WIFI
Staff input into digital learning plan.	On-going	All staff	Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery.	Computers, projectors and WIFI

EVALUATION PROCEDURES:

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

The digital learning plan will be implemented on an on going basis. Progress will be reviewed every year and this document will be updated to reflect progress made.