

St. Paul’s Senior National School

Our 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:**

St. Paul’s SNS is a DEIS, Band One, co-educational senior primary school catering to the needs of some 450 children from third class through to sixth class along with specialised behaviourial and reading classes. The school has a range of equipment and facilities necessary for the teaching of a comprehensive curriculum.

**1.2 School Vision:**

Copy and paste the school vision in here.

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

* All classrooms have an interactive whiteboard and a desktop computer with internet access.
* There are three sets of tablets (Apple iPads) available for use in the school comprising 60 tablets in total. Two sets of 25 tablets each are for use in mainstream classes while the third set of 10 tablets is for use among resource staff.
* As the school is a new build, the building has wired braodband in every room in addition to wifi being present in every room in the school.
* The school library uses DataBiz software to loan out books and scan their return through the use of a desktop and a handheld device.
* The school has a website that is regularly updated and uses “text a parent” software to contact parents.
* DataBiz software is used to record student data, attendance and assessment results.

**2. The focus of this Digital Learning Plan**

We undertook a digital learning evaluation in our school during the period *(January/2019)* to *(March/2019)*. 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: … 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.

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## **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**

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| --- | --- |
| **Standard (Teaching & Learning)** | **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 required 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 digital environments. |
| **Domain 2: Learner Experience**  Standard 1: Students engage purposefully in meaningful learning activities | 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 student learning | Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated 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 & Management)** | **Statement(s)** |
| **Domain 1: Leading Learning and Teaching**  Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching & 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 Learning and Teaching**  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 the way technology is used. |
| **Domain 2: Managing the Organisation**  Standard 1: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication | 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. |
| **Domain 2: Managing the Organisation**  Standard 2: Manage the school's 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 theirrelevance to the school. |
| **Domain 4: Developing Leadership Capacity**  Standard 2: Empower staff to take on and carry out leadership roles | 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. |

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

* Teachers identified teaching strategies/online resources to use in class.
* After surveying teachers it was established that ...
* Staff have attended the following digital CPD training:
* Resource/Learning Support Teachers avail of suitable professional development and ongoing support in relation to the use of digital technologies (assistive technology devices and software).

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

* Currently almost 50% (**I MADE THIS FIGURE UP**)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.
* Cloud based storage space for each staff member and student will be provided through the use of Google Suite for Education.
* We aim to integrate digital technologies into every subject more in the coming years and allow time in subject planning for digital learning.
* We aim to provide more access to digital technologies for students use across all curricular subjects.

**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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DOMAIN: (From Digital Learning Framework) 1 & 2 Learner Outcomes and Learner Experience | | | | |
| STANDARD(S): (From Digital Learning Framework)  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): (From Digital Learning Framework) 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 creatio | | | | |
| TARGETS: (What do we want to achieve?) 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 SUCCESS  (What are the desired outcomes?) | RESOURCES  (What resources are needed?) |
| * A lot more needs to be filled in here * Use of Book Creator (app) in narrative writing - create stories in digital format * Use of Goolge Slides to create presentations on topics from S.E.S.E. | * A lot more needs to be filled in here * April - June * April - June | * A lot more needs to be filled in here * 3rd & 4th Class teachers * 5th & 6th Class teachers | * A lot more needs to be filled in here * One e-book created by each child * One Google Slide presentation created by ecah child. | * A lot more needs to be filled in here * Interactive Whiteboards, iPads, Google Drive * Interactive Whiteboards, iPads, Google Drive. |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
| Use of an online digital learning survey to chart progress among pupils and staff and compare with baseline data from previous survey. An increase in use and proficiency of digital learning technologies will indicate an achievement of targets. | | | | |

**January 2019.**