

Presentation Secondary School, Listowel

Digital Learning Plan January 2019



This policy was ratified by the Board of Management

Signed by Chairperson of BOM:

Date:

Review Date:

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:

Presentation Secondary School, Listowel, is a Catholic voluntary secondary school for girls, with a current enrolment of 331. It has 39 staff members, 29 classrooms and 2 computer laboratories.

We aim to assist in the development of the full potential of each girl in a pleasant and safe environment, where the dignity of each member of the School Community is recognised, affirmed and valued. While developing a sense of her personal responsibility, each student is enabled to reach her full potential and to take place in the adult world as a confident young woman who values honesty, justice and commitment to work. In the spirit of our foundress, Nano Nagle, we particularly encourage our students to care for the more disadvantaged in our world and where possible, to become actively involved in issues of justice and human rights. We aim to awaken our girls to their true dignity and role as women in present day society. Inspired by these values we dedicate ourselves to the continued development of our Presentation School.

1.2 School Vision:

Presentation Secondary Listowels' vision for a digital learning plan begins with staff and students becoming digitally literate. Through SSE and SIP we aim to incorporate the potential of digital learning to enhance teaching and learning in the school. We want our community of learners to be able to access digital technology in an ethical and responsible manner in order to share expertise and knowledge to improve teaching, learning and assessment practices. In line with the vision of the new Junior Cycle, digital learning develops key skills to help young people become engaged thinkers, active learners' problem solvers, skilled communicators and knowledge constructors. Teachers take a more facilitative role, providing learner-centred guidance and feedback, and engaging more frequently in exploratory and team-building activities with learners. It is envisioned that digital technologies will enhance students' engagement to become independent and active learners.

For teachers, it is envisioned that digital technology will enhance teaching approaches, enabling the co-construction of knowledge while facilitating the widespread creation of new ways to build and share knowledge. Digital technologies can also facilitate new approaches to teaching and learning and create possibilities among departments for greater collaboration and the sharing of 'best practice'. We see the use of digital learning as a means to promoting collaboration between all stakeholders. The leadership and management team will support infrastructural changes and promote CPD opportunities.

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

- There are many areas where digital technologies are in use e.g. mini companies, multimedia studies, LCA students, LCVP students, CBAs.
- All transition years do a computer course as part of the TY curriculum.
- All classrooms have an interactive projector and a desktop computer with internet access.
- We have two computer rooms with 45 computers in total and an overhead projector and a printer in each. One of the computer rooms is dedicated to the teaching of Leaving Cert Applied (LCA), while the other is used for teaching of ICT to first year, second year, transition year and fifth year classes. It is also used to carry out any digital learning classes designed by teachers, where there is availability on the computer rooms timetable. A technology room with a further 25 computers is used for teaching Design and Communication Graphics.
- Our school has a digital camera and a digital camcorder for use in Junior Cycle Classroom Based Assessments.
- We have 3 staff computers in the staffroom and one printer. There is also a staff computer in the staff study.
- We have an additional computer in the social area for student access.
- 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 approx. 80Mb broadband but this speed can vary depending on location in the school. The infrastructure is mainly wired with a few home-style wireless routers in the staffroom, office and canteen areas.
- We have a school website, twitter account and Facebook page that are regularly updated and use “text a parent” software to contact parents.
- We currently use ePortal to record student data, attendance and assessment results.
- Payments are received electronically via Way2Pay and payments are made electronically via P2P system.
- All computers and digital technologies are on a school network.
- All staff and students use MS Office 365.
- All staff and students have received training in the area of internet safety.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period September 2017 to May 2018, as part of our Forbairt initiative. We evaluated our progress using the following sources of evidence:

- Teacher and student questionnaires.

- Informal discussions at staff meetings.
- Our school has decided to focus on advancing Teacher Collaboration through the use of Office365, which was recently introduced to the school.

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

One standard and one statement has been chosen:

- Dimension: Teaching and Learning.
- Domain 4: Teachers' Collective/Collaborative Practices.

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

Standard	Statement(s)
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.

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

- The principal, IT coordinator and the leadership team are proactive in promoting and encouraging a vision for the use of digital technologies in the school.

- Our school has put investment in infrastructure. As of Halloween 2018 the school has invested in a new network, new server and 33 new computers. There are plans to continue upgrading the infrastructure as and when finances permit same.
- Our school has been developing and building on a culture of collaborative practice, through for example the use of the staff-shared file in the past and Office365 since September 2018.
- There is an IT team and a Teaching & Learning team in our school.
- There is a positive attitude among the majority of all staff towards the use of digital technologies in the classroom.
- All staff members proficient in the use of ePortal, Microsoft Office, email, file-sharing and cloud storage. All staff members have a personal device.
- Several teachers are very proficient in digital technologies and we have the capacity to provide a lot of in-house training/CPD to teachers.
- We are GDPR compliant.

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

- Deploying Office365 as a space to facilitate collaborative practices amongst teaching staff.
- Nominating and training a digital leader from each subject department so they can inform and encourage the rest of their departments in using Office365 to support collaboration ‘as a means to improve student learning and to enhance their own professional development’ (LAOS).
- Digital leaders from each department will provide feedback to management and the wider school community.

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: Teachers' Collaborative Practice

STANDARD(S): Teachers value and engage in professional development and professional collaboration

STATEMENT(S): 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: Each subject department will incorporate the use of Office365 in their planning practices to support and encourage collaboration among department members

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?)
<ul style="list-style-type: none"> • Introductory training for Office365 • In-service all staff on the fundamental features of Office365 • Provide 1-to-1 or small group support classes in initial stages of roll-out • Internet safety training 	<ul style="list-style-type: none"> • April 2018 • September 2018 • September/October 2018 • November 2018 	<ul style="list-style-type: none"> • Tara365 • IT coordinator • IT team • Dr. Maureen Griffin 	<ul style="list-style-type: none"> • Teachers will be able to login and explore features of schools intranet • Teachers use the email facility to communicate with staff and students, OneNote to record information relevant to school life, SharePoint to plan collaboratively in their departments, OneDrive for storage 	<ul style="list-style-type: none"> • External training company - Tara365 • Computer lab • Meeting time • Management support • In-house training

<ul style="list-style-type: none"> ● Set up a Digital Leader for each department ● Digital Leaders to lead the collaborative planning process during subject department meetings ● Digital Leaders provide feedback at staff meetings on progress 	<ul style="list-style-type: none"> ● January 2019 ● January – June 2019 ● March – June 2019 	<ul style="list-style-type: none"> ● Management ● Management & digital leaders ● Management & digital leaders 	<ul style="list-style-type: none"> ● Each digital Leader recorded in department plan ● Digital leaders to support and ensure that all department planning documents are collaboratively developed and stored in Office365 ● Digital Leaders support and encourage department colleagues as they familiarise themselves with the layout of the schools intranet ● Feedback from Digital Leader for each department to IT team on digital sharing and use in departments 	
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EVALUATION PROCEDURES:

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

Time was provided for staff training and it was received positively by the majority. Use of Office365 increased and confidence amongst staff increased following the in-house in-service and the 1-to-1 and small group support classes provided by the IT team. Internet safety training for students, staff and parents completed. We would like to keep up CPD momentum to encourage more collaboration and sharing. We would also like to introduce training on ClassNotebook and Teams to facilitate a great sharing and collaboration among staff and students as well as offering better opportunities to create content.