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Digital Learning Plan 2024-2026

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Introduction

The Digital Learning Plan sets out our current situation regarding Digital Technologies and sets out targets and the actions necessary to meet those targets.

School Details

School improvement planning and School Self-Evaluation (SSE) is embedded in the school. The school improvement plan identifies areas for school improvement with a particular focus on teaching and learning. The School Plan which is revised every three years as per the term of the board of management outlines the development needs of the school.

Ensuring digital technologies underpin and support effective teaching and high-quality learning is a critical part of this plan.

In addition, subject departments collaborate through subject department meetings, subject departments also share resources through the google drive. Digital technology is a priority area and complements the school's SSE process in striving for ongoing school improvement.

School Vision

We aim to be a leader in digital learning. As a school we have a track record of school improvement and innovation. Our recent curriculum and incidental inspections acknowledge the extensive work undertaken in this area.

Our aim is to have a school where the use of digital technologies is the norm for all and where independent and collaborative learning is facilitated by the teacher.

In recent years we have increased the use of digital technologies in our teaching and learning, organised CPD for teachers and developed our programmes to include relevant and exciting opportunities for our students in the digital learning space. The principal is an OIDE ICT in education tutor and has delivered ICT lessons to teachers in various classes

We want to increase the use of tablet computers in the classroom for learning and teaching and have introduced programmes to excite and enthuse our students in terms of using digital technologies to enhance their learning. This has been mainly evident in the older classes where each child has access to a tablet. Research, assessment, typing and tasks are the primary use of these devices.

Collaboration and communication are very important in our school and is vital in promoting a culture of improvement and innovation in areas such as feedback, reporting, assessment, peer learning and planning. We want to use digital technologies to assist this process to make it seamless across the school and turn all learning environments into digital spaces. The school uses SEESAW platform for these areas.

Our vision includes creating a group of digital leaders with a co-ordinator to drive the ambition for excellence as a leading digital learning school. The principal and class teacher Ms Bailey attended and number of blended learning workshops in 2023 to enhance the digital learning in Scoil Mhuire gan Smál.

Brief Account of the use of digital technologies in the school to date.

- Every classroom has either an interactive data projector or interactive whiteboard / a desktop computer or laptop.
- **SEESAW** is used as communication and e-portfolio in 3-6th class
- **Teachers use SEESAW in JI-2ND to highlight and assess wellbeing in the school (part of our SSE)**
- **A Peer Observation Programme** was introduced
- Children in 5th-6th class do blended learning homework every second week through the SEESAW app. Children enjoy this experience.
- **Teacher Devices** and CPD for teachers is ongoing every year. Digital learning leader in the school attends CESI conferences and tutor training meetings every year.
- **Computer Coding** was introduced 5TH 6TH CLASS. Microsoft programmer visited the school in 2024 to highlight hour of code programmes.
- **Google drive** IS USED IN 5-6TH CLASS for projects
- **A Digital Portfolio** in seesaw
- Headphones for eBooks

2. The focus of this Digital Learning Plan

The dimensions and domains from the Digital Learning Framework being selected

Following a survey conducted with the digital learning team (focus group), one standard and one statement has been chosen from each of the domains - Learner Outcomes, Learner Experiences, Teachers' Individual Practice and Teachers' Collaborative Practice. Additionally, from a Leaderships and Management perspective it was decided to focus on the 'Leading Learning and Teaching' domain as it was felt this is our schools core business.

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

| Standard | Statement(s) | |
|--------------------------------------|--|---|
| D1: Learner Outcomes | 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, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits. Students understand the potential risks and threats in digital environments. |
| D2: Learner experiences | Students use of digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. | Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning. |
| D3: Teachers Individual Practice | The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills When teachers use digital learning activities, they evaluate their effectiveness and revise their teaching strategies accordingly. | Teachers use a range of technologies to design new opportunities for learning, teaching and assessment. Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness and revise their teaching strategies accordingly. |
| D4: Teachers Collaborative Practices | 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. Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice. |

2.3. Summary of our strengths with regards digital learning

- The Board of management is proactive in supporting and developing digital strategy.
- A digital co-ordinator is appointed with the responsibility of leading digital learning in the school.
- The school provides good Wi-Fi access in classrooms.
- The staff are enthusiastic that digital technologies can enhance the learning experience of our students. There is a strong willingness from the teachers to engage in professional development with all staff undertaken CPD ran by the school principal

2.4 Aims to improve our digital learning practice further.

- Develop a digital leading team.
 - Review and update ICT related policies
 - Review the Acceptable Usage Policy for teachers and students.
 - Internet safety information for students, teachers and parents. Cahir community guard to talk to 5-6th class every second year re internet safety etc.
 - Training for Staff - Increase training for staff according to level and ability. Utilising trained teachers from the digital leading team to deliver micro-sessions for staff throughout the year.
 - Peer-observation with teachers who use digital technology in their classroom.
 - Increase the collaboration within classes and the sharing of resources using the google drive.
 - Subscribe to educational applications such as Mentimeter.com and padlet to enhance teaching, learning and enable formative feedback.
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- We will focus on getting additional funding for infrastructure through the Digital Learning Framework
 - This funding will enable us to roll out the interactive Tvs to all teachers
 - To maintain the existing infrastructure including an upgrade of the existing server and Wi-Fi.
 - To develop the digital competencies of the staff by identifying and delivering tailored professional development where required.

3. Digital Learning Plan

In this section 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 these were achieved.
- Achievement of targets (original and modified), and when targets were achieved.

Digital Learning Action Plan

Leadership and Management

| DOMAIN: Domain I: Leading learning and Teaching | | | | |
|---|-----------|-----------------------|--|-----------|
| STANDARDS: Promote a culture of improvement, collaboration and creativity in learning, teaching and assessment. | | | | |
| 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 principal, with those leading the process, uses SSE very effectively to embed digital technologies in a way that is engaging and challenging, and enables all students to become active and motivated learners. | | | | |
| TARGETS: To establish and develop IT skills of a digital learning team who will become mentors to the train members of their subject department. This will enable teachers to incorporate ICT into their teaching and assessment. | | | | |
| Actions | Timeframe | Person(s) Responsible | Criteria for Success | Resources |
| Establish a digital learning team | 2024 | Digital Co-ordinator | The digital coordinator and a team of teachers will lead the digital | |

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|---|--------------------------|---|---|--|
| | | | technology initiative | |
| Develop a Digital Learning Plan | January - April 2024 | <ul style="list-style-type: none"> Principal Digital Coordinator Member of digital team | Having a draft policy in place | |
| Communicate with all staff the digital learning plan vision. Use the SSE as a resource for embedding digital technology in the classroom. | During school year 2024- | <ul style="list-style-type: none"> Principal - Digital Coordinator Deputy Principal D All staff | Digital learning plan established communicated to staff by end 202. | Digital learning plan. Surface Go device, projector. |

EVALUATION PROCEDURES:

The digital learning plan will be implemented on an on-going basis and its progress will be reviewed each year. This document will be updated to reflect the progress made.

Teaching and Learning

DOMAIN: Domain I: Learner Outcomes

STANDARDS: Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.

STATEMENTS:

Students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits. Students understand the potential risks and threats in digital environments.

TARGETS: Students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations.

| Actions | Timeframe | Person(s) Responsible | Criteria for Success | Resources |
|--|------------------------|---|---|-----------|
| Renew the Acceptable Use Policy (AUP). This is an important document which governs students' use of the internet at school and covers a wide range of issues surrounding the rights, responsibilities and privileges - as well as sanctions - connected with computer use. | January 2020- May 2020 | <ul style="list-style-type: none"> • Principal • Deputy Principal • Digital Coordinator • Digital learning team • All staff • Parents | <p>Students understand safe use of Digital Technology</p> <p>Students use Digital Technology to enhance their learning.</p> | AUP |

EVALUATION PROCEDURES:

The digital learning plan will be implemented on an on-going basis and its progress will be reviewed each year. This document will be updated to reflect the progress made.

DOMAIN: Domain II Learner Experiences

STANDARDS:

- Students grow as learners through respectful interactions and experiences that are challenging and supportive.
- Students enjoy their learning, are motivated to learn, and expect to achieve as learners.
- Students experience opportunities to develop the skills and attitudes necessary for lifelong learning.
- Students grow as learners through respectful interactions and experiences that are challenging and supportive.

STATEMENTS:

- Digital interactions, among students and between students and teachers, are respectful and positive and conducive to well-being.
- Students have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning
- Interactions among students and between students and teachers are respectful and positive, and conducive to well-being. Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.

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TARGETS:

- To make students aware of internet safety when using digital technologies. To enable students to identify safe sources of information online and be able to access good quality digital content.

□

- To enable students to understand the acceptable usage policy for using digital technologies in our school.

| Actions | Timeframe | Person(s) Responsible | Criteria for Success | Resources |
|---------|-----------|--------------------------|-------------------------|-----------|
|---------|-----------|--------------------------|-------------------------|-----------|

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|--|------------------------------|--|--|--|
| Increase awareness of internet safety among teachers, students and parents. | During school year 2020/2021 | <ul style="list-style-type: none"> Principal Deputy Principal Digital Coordinator | <p>Students have a positive attitude towards the use of digital technologies and are aware of the possible risks and limitations.</p> <p>Students understand the potential risks and threats in digital environments</p> | Contact the companies we have worked with in the past who have worked with Secondary Schools in delivering interactive and informative programmes aimed at improving student safety on the internet. |
| TARGETS: To make students aware of internet safety when using digital technologies. To enable students to identify safe sources of information online and be able to access good quality digital content. | | | | |
| EVALUATION PROCEDURES: | | | | |
| The digital learning plan will be implemented on an on-going basis and its progress will be reviewed each year. This document will be updated to reflect the progress made. | | | | |

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| DOMAIN: Domain III: Teachers' Individual Practice |
| STANDARDS: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills. |
| STATEMENTS: |
| Teachers use digital technologies to design learning and assessment activities for their students. When teachers use digital learning activities, they evaluate their effectiveness and revise their teaching strategies accordingly. |
| Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support students' |
| Teachers who use digital learning activities can evaluate their effectiveness and revise their teaching strategies accordingly. |

TARGETS: To increase the digital competency of staff. To enable them to use digital technology to design learning and assessment activities for their students.

Teachers are comfortable using education applications which enhance teaching and learning and assessment.

| Actions | Timeframe | Person(s) Responsible | Criteria for Success | Resources |
|---|--------------------------------------|--|---|-----------|
| <p>Identify the digital competency levels of staff and establish a professional development plan that best suit their needs.</p> <p>Use peer mentoring model to share best practice in using digital technology in the classroom.</p> <p>Training for teachers by Digital learning team: Emphasis on using SEESAW</p> | <p>On- going through school year</p> | <ul style="list-style-type: none"> • Principal • Deputy Principal • Digital Co-Ordinator • Digital Learning Team • All teachers <p>Digital learning team and voluntary staff who are willing to share their expertise and professionally collaborate with their colleagues.</p> | <p>Teachers engage in developing their digital skills. Teachers' commitment to successfully completing Microsoft Educator courses within agreed timeframe.</p> <p>Teachers will engage in the mentoring program and will identify and integrate appropriate activities into their teaching.</p> <p>Teachers become competent in the use of Digital Technologies to support teaching, learning and assessment.</p> | |

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| EVALUATION PROCEDURES: |
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| DOMAIN: Domain IV: Teachers' Collective/ Collaborative Practice |
| STANDARDS: Teachers value and engage in professional development and professional collaboration |
| <p>STATEMENTS:</p> <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.</p> <p>Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.</p> <p>Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.</p> <p>Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.</p> |
| TARGETS: To increase the digital competency of staff. To enable them to use digital technology to plan collaboratively and to improve teaching, learning and assessment. |

| Actions | Timeframe | Person(s) Responsible | Criteria for Success | Resources |
|---------|-----------|-----------------------|----------------------|-----------|
|---------|-----------|-----------------------|----------------------|-----------|

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|---|------------------------------|--|---|---------------|
| <p>Teachers work collaboratively in building of work FOR SENIOR CLASSES</p> <p>Teachers work towards building ideas</p> | <p>School year 2020/2021</p> | <ul style="list-style-type: none"> All teachers | <p>Teachers have lesson plans built for THEIR OWN USE</p> <p>Teachers have a bank of resources that they can access and share with one another. Use through google drive and quizzes through kahoot</p> | <p>SEESAW</p> |
|---|------------------------------|--|---|---------------|

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4. Blended Learning

Blended learning is understood as a hybrid approach that combines learning in school with distance learning including online learning. Garrison and Kanuka (2004) define this approach to teaching and learning as "the thoughtful integration of classroom face to face learning experiences with online learning experiences"

To facilitate the different learning types, we need to establish a blended approach. The following is example of the blend we can use for in-school, live online or self-directed learning.

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|--------------------|--|
| <p>Acquisition</p> | <p>Live teacher presentation, live teacher demonstration</p> |
| <p>Discussion</p> | <p>discussion groups</p> |

| | |
|---------------|---|
| Collaboration | Work together in break-out rooms, small group projects where they can collaborate in real time. |
| Investigation | Provide online feedback, collect and analyse data using digital tools |
| Practice | Online polls or quizzes, |
| Production | Student performances, student interviews, student can create an e-portfolio, blog, video. |

| Actions | Timeframe | Person(s) Responsible | Criteria for Success | Resources |
|---|-----------------------|--|---|---|
| <p>Teachers work collaboratively</p> <p>Teachers share resources in the collaborative space in the google drive</p> | School year 2020/2021 | <ul style="list-style-type: none"> All teachers | <p>Teachers in each class have agreed on the blended approach they will use to facilitate the different learner types. This will work for in-school, live on-line and selfdirected</p> <p>Teachers have agreed on the technology applications they want to use to deliver the blended approach.</p> | <p>Apps</p> <p>Websites</p> <p>seesaw</p> |

REMOTE LEARNING

According to the document 'Guidance on emergency Remote Teaching and Learning in COVID - 19 Context for post primary schools and centres for education issued December 2020

'Regular engagement with students when they are out of school will also help them to reintegrate when they return to school'

A blend of guided and independent learning tasks/experiences: Engagement should involve both direct teaching by the teacher and the assignment of independent learning tasks for completion by the students.

Signed: **Bobby Fletcher pp Breda Hickey**

Date: 13/5/24