



# St Oliver Post Primary School

## Digital Learning Plan

May 2019

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## 1. Introduction

In September, 2017, the Digital Learning Framework (DLF) for primary and post primary schools was published (DES, 2017a, b). This was followed by Digital Planning Guidelines (DLG) and a Planning Template in December 2017. That template forms an integral part of this Digital Learning Plan (DLP). The DLF is a tool to help schools manage the transformation of teaching and learning as a result of embedding digital technologies into practice, and has been developed to enable schools to implement elements of Ireland's national Digital Strategy for Schools 2015-2020 (DES, 2015). The Digital Strategy for Schools is organised under four themes (teaching, learning and assessment; teacher professional learning; leadership, research and policy; and ICT infrastructure). The DLF is a key component of the first of these themes.

It is intended that schools focus on one domain at a time in ongoing school development and improvement activities.<sup>1</sup> The structure of the DLF is aligned to the Looking At Our School (LAOS) framework (DES, 2016), which is used in school self-evaluation (SSE) and external inspection activities.

Our DLP is a further development of our schools ongoing commitment to ICT and brings together our concerted investments in ICT to enhancing teaching and learning over the past number of years. Former documents known as our Digital Road Map and eLearning plan feed into this Digital Learning Plan.

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

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<sup>1</sup> <http://www.erc.ie/wp-content/uploads/2018/05/DLF-Trial-Evaluation-Interim-Report-May-2018.pdf>

## 1.1 School Details:

- St Oliver Post Primary School, Oldcastle, Co. Meath;
- School Roll Number 71990R;
- Enrolment 600 September 2019;
- ETB School, Non Deis, 2 class ASD unit; and
- 65 Staff.

## 1.2 School Vision:

Our vision at St Oliver PPS is to continue to upgrade ICT infrastructure, to emphasize the integration of ICT across the curriculum, to support staff and students in an ultimately goal of enhancing teaching and learning. Yet we are cognisant that there is debate around the pros and cons of exposure to ICT for children. Remembering too, that some evidence suggests that technology does little beyond distract children from real learning opportunities much of which could better be accomplished by pen and paper and traditional teaching. We hope to maintain our proven methodologies and augment, rather than replace, with ICT. We are also sceptical of the health implications of technologies and don't advocate prolonged use of digital technologies. While children may have a passionate engagement with technology, some research suggests that it can lead them to trial and error responses (click and see) and guesswork answers. Technology can inherently cause problems too, detract from time spent socially, and create a reliance upon physical devices.

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

- ❖ 150 networked computers;
- ❖ 100MB Broadband with wireless network;
- ❖ Physical and virtual host with fibre backbone and gigabit managed switches;
- ❖ Windows 10 Professional, Office 365;
- ❖ 45 classrooms equipped with desktop computers and digital projectors, internet, speakers, clickers, visualizers;
- ❖ 3 computer labs;
- ❖ 2 ICT Staff workrooms, 3 industrial photocopiers with document printing and document scanning facilities;
- ❖ Laptops suite and charging station, portable tablets, iPads, GoPro & DSLR cameras, visualizers, 3D printer, laser cutter, flight simulator;
- ❖ School website, SharePoint and email used to disseminate information to students, staff, parents and the wider community;
- ❖ Teachers using Schoology, OneNote, SharePoint, various digital AFL tools and other digital resources in the classroom;
- ❖ Accelerated Reader and SpellingCity used for literacy development. CAT4 testing administered to all students;
- ❖ Facility/ePortal for student records and Way to Pay for Parental payments;
- ❖ Student (and parental) voice is captured through digital surveys (Google forms and Survey Monkey); and
- ❖ Battelle for Kids.

## 2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period April 2019 to May 2019 using a variety of methods to gauge our progress.

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

**Digital Learning Cluster Group:** A focus group of staff and management worked on developing our digital learning plan. The DL Team group included Brendan Corcoran (Principal), Micheál McCafferty (Deputy Principal), the ICT coordinator and the various programme coordinators. The group also liaised and availed of advice from LMETB technical personnel.

**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

**Parents' Digital Learning Survey:** Online survey was carried out to elicit the views of parents on the use of digital technologies in the classroom, access to digital technologies & internet at home and reflect, where possible on their children's digital learning experiences.

**Student Digital Learning Survey:** Students completed a digital survey to capture their views on digital technologies.

The DLF consists of standards and statements of practice and effective practice; these are organised under the two dimensions of Teaching and Learning and Leadership and Management. Within these dimensions, there are eight domains.

- ❖ Teaching and Learning Dimension:
  - o Domain 1 Learner Outcomes;
  - o Domain 2 Learner Experiences;
  - o Domain 3 Teachers' Individual Practice; and
  - o Domain 4 Teachers' Collective/Collaborative Practice.
  
- ❖ Leadership and Management Dimension:
  - o Domain 1 Leading learning and teaching;
  - o Domain 2 Managing the organisation;
  - o Domain 3 Leading school development; and
  - o Domain 4 Developing leadership capacity.

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

- ❖ Dimension: Teaching and Learning
  - o Domain 3: Teachers' Individual Practice
- ❖ Dimension: Leadership and Management
  - o Domain 2: Managing the Organisation

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

### Standard

### Statement(s)

#### **Domain 3 - Standard 1: Teachers' Individual Practice**

The teacher selects and uses teaching approaches appropriate to the learning objective and to the students' learning;

Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities; and

#### **Domain 2- Standard 2: Managing the Organisation.**

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.

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

- Our school has a solid ICT infrastructure with adequate technical support available;
- Our school has a cohort of teaching staff, who are enthusiastic, digitally capable and competent teachers;
- 67% of Parents believe the current teaching and learning technologies work in our School;
- 75% of Staff believe the current teaching and learning technologies work in our School;
- 85% of Students are happy with the current policy regarding use of personal devices in class;
- Only 30% of Parents would like to see 1-to-1 devices;
- Only 5% of Staff would like to see student 1-to-1 devices to replace the current book scheme;
- Our teachers are consistently using ICT in the classroom to augment teaching, learning and assessment;
- Our staff work collaboratively and share resources continuously through O365 and SharePoint; and
- Our mobile device policy is conducive to teaching, learning and assessment.

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

- Replace our Host Server;
- Carry out a whole school Wi-Fi analysis;
- Continue to support teachers embedding ICT in T&L.
  - This is a strength of our school as teachers already feel supported. We have a staff that are willing to embed technology in the classroom to an appropriate level;
- Work with LCA programme coordinator on establishing the best solution for incoming LCA students' ICT needs;
- Purchase additional equipment for the purposes of recording CBA's and student work;
- Ensure all teachers are confident in the use of apps/digital tools and suggest a digital teachmeet to share learning experiences with other teachers;
- Continue to offer tailored ICT CPD to staff as we have done in the past.
- We could also organise LMETB ICT support and post a list of external CPD's which may be of interest to staff; and
- Continue the work of our SSE and T&L group (Battelle).

## 3. Our Digital Learning plan

On the next pages 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; and
- 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; and
- Achievement **of targets** (original and modified)

## 4. Digital Learning Action Plan

DOMAIN: Domain 3 – Teachers’ Individual Practice				
STANDARD(S): The teacher selects and uses teaching approaches appropriate to the learning objective and to the students’ learning				
STATEMENT(S): Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities.				
TARGETS: Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities				
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"> <li>Encourage training for teachers in subject departments delivered by Digital Leaders with the support of PDST.</li> <li>Teachers share best practice within departments regarding Digital Technologies to support teaching, learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>School year 2019/2020</li> </ul>	<ul style="list-style-type: none"> <li>Departments Heads</li> <li>All Teachers</li> <li>Digital Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Teachers become competent in the use of Digital Technologies to support teaching, learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Leaders</li> <li>PDST</li> <li>ICT Coordinator</li> <li>LMETB IT Trainer</li> </ul>
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

<b>DOMAIN: Domain 2: - Managing the Organisation</b>				
<b>STANDARD(S):</b> Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation.				
<b>STATEMENT(S):</b> 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				
<b>TARGETS:</b> The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.				
<b>ACTIONS</b> <small>(What needs to be done?)</small>	<b>TIMEFRAME</b> <small>(When is it to be done by?)</small>	<b>PERSONS / GROUPS RESPONSIBLE</b> <small>(Who is to do it?)</small>	<b>CRITERIA FOR SUCCESS</b> <small>(What are the desired outcomes?)</small>	<b>RESOURCES</b> <small>(What resources are needed?)</small>
<ul style="list-style-type: none"> <li>● Host Server needs to be replaced.</li> <li>● New equipment to be purchased for CBA recordings</li> </ul>	<ul style="list-style-type: none"> <li>● School 2019/2020</li> </ul>	<ul style="list-style-type: none"> <li>● Senior Management</li> <li>● ICT Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● New Server Procured and installed</li> <li>● New devices procured and setup in a manner conducive to recording CBA’s</li> </ul>	<ul style="list-style-type: none"> <li>● Capital</li> <li>● Procurement</li> <li>● Technical assistance</li> </ul>
<b>EVALUATION PROCEDURES:</b> <small>(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</small>				