# **S.N. Muire Rampark**

# **Our Digital Learning Plan**

**1. Introduction**

The development of this plan was set out as a priority area by the school to comply with the Department of Education publications ‘circular 0001/2017’ and ‘Digital Strategy for Schools’.

There are four key aspects to this plan:

* Overall approach to e-learning to include the role of school leadership, planning for e-learning and the vision of an e-learning culture in the school.
* ICT in the curriculum, to include targets for each class level and examples of best practice in the school.
* Professional development issues, to include staff training.
* The ICT infrastructure in the school, to include a maintenance and refurbishment plan, budget and technical issues.

**1.1 School Details:**

* SN Muire is a rural vertical co-educational primary school. The school is located approximately 15km outside of Dundalk. Currently there are 7 mainstream class teachers, 2 Special Education Teachers (SET) with 180 pupils enrolled.

**1.2 School Vision:**

Vision for e-learning here in SN Muire:

In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in SN Muire is to emphasize the integration of ICT across the curriculum, in order to improve the quality of teaching and learning. Therefore ICT is not a subject or a curriculum in its own right. It is a tool that can add value to the teaching and learning process when it is used appropriately. The purpose of computer literacy is the same as all teaching and learning, to awaken and to support the development of intellectual curiosity.

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 detract from time spent socially, from imagining.

At the same time, we are educating children who live in a technological age (digital natives) and so our teaching and learning must reflect that reality. Pedagogically, e-learning can be highly motivating for the learner and particularly for those children who find the more traditional methodologies of the school setting constraining. In that light, we will strive to maximize the potential for children’s learning using ICT, where appropriate.

Our vision for e-learning is about trying to ensure that the children begin to develop a critical appreciation of the role of ICT in society and develop habits which reflect an ethical and responsible use of ICT.

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

* In our school to date technology is used in line with available infrastructure.
* ICT is a cross curricular tool, not a subject in its own right
* ICT is an essential part of the administration of the school
* Schools have a role to ensure that all pupils in the school, not just those with access to technology at home,  can access an e-learning environment
* We aim to focus more on student engagement with digital technology for learning.
* Pupils currently using technology to source information, but not to create their own digital content.

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

As the development of oral language skills is a focus area undertaken through SSE, we chose to extend this area and focus on student use of digital technologies to foster active engagement and collect evidence and record progress in development of oral language. We undertook a digital learning evaluation in our school during the period from September 2017 to June 2018. We evaluated our progress using the following sources of evidence:

* Teacher & pupil feedback
* Checklists
* Feedback from staff meetings

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

**Dimension Teaching and Learning**

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** | **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 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. |

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| **Standard** | **Statement(s)** |
| **Domain 1: Learner Outcoume**  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 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 their relevance 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. |

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

* Pupils in the school are quite proficient in using digital technology
* Staff members are motivated to gain CPD relating to embedding digital technologies across the curriculum, with some already having done so.
* Funding available to purchase equipment needed.

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

* We will focus on getting additional funding for infrastructure through the Digital Learning Framework
* Purchase of ipads
* Engagement with Louth Apple Regional Training Centre.
* Staff will engage in CPD in order to facilitate a greater use of digital technologies in teaching, learning and assessment
* We will network the computers in the school providing individual access (login details) and cloud based storage space for each staff member and student
* Design activities where pupils use digital technologies to support and enhance learning in different curricular areas.

**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**

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| DOMAIN: (From Digital Learning Framework)  Domain 1 & 2: Learner Outcome & Learner Experience  Domain 1,2, 3 & 4: Leading Learning & Teaching & Developing Leadership capacity  Managing the Organisation & Leading School Development.  Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation. | | | | |
| STANDARD(S): (From Digital Learning Framework)  Pupils enjoy their learning, are motivated to learn and achieve as learners.  Teachers value and engage in professional development and collaboration.  Establish an orderly, secure and healthy learning environment, and maintain it through effective communication.  Foster teacher professional development that enriches teachers’ and pupils’ learning.  Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation.  Empower staff to take on and carry out leadership roles. | | | | |
| STATEMENT(S): (From Digital Learning Framework)  Pupils use appropriate digital technoolgies to foster active angagement in attaining appropriate learning outcomes.  Pupils have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations  Students use digital technologies for sourcing, exchanging of information to develop understanding and supposrt basic knowledge creation.  Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning  Teachers use appropriate digital technologies to design learning activities and assessment for their students.  Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunites for all pupils  The principal and other leaders in the school will ensure appropriate polices, procedures and safeguards are in place to ensure the protection of individual privacy, condifentiality and the safe use of digital technologies for all members of the school community.  Build and maintain relationships with parents, with other schools, and with the wider community.  The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard. | | | | |
| TARGETS: (What do we want to achieve?)  Pupils will create and share curricular-based digital content, appropriate to their class level, regularly when appropriate infrastructure has been installed and CPD for staff provided  Digital safety to be taught in all classes  To ensure all staff are both competent and confident to use new digital technologies in the classroom as part of their teaching.  To ensure all ICT facilities are maintained to a high standard and are fit for purpose and updated with resources.  The school has an explicit communication strategy in place, which identifies and uses websites and social networks, to communicate effectively with the whole school community.  To comply with policy and developmens as set by the department.  To encourage use of ICT in planning for classes, notify staff of courses that are available and provide access to IT for pupils within the school.  To develop a practice of sharing expertise and experience of use of IT for teaching and 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?) |
| * Upgrade internet * Purchase ipads * Upgrade existing ICT equipment * Digital safety to be taught in all classes * Audit professional development needs * Teachers will engage in CPD on using digital technologies to create content with a CPD provider * Pupils will create digital content on a regular basis. * Staff input into digital learning plan * Build and maintain relationships with parents, with other schools, and with the wider community * Foster teacher professional development that enriches teachers’ and pupils’ learning | * September 2018 * December 2018 –January 2019 * Ongoing * Annually during internet safety week * Ongoing * Ongoing * Ongoing * Ongoing * Ongoing * Ongoing | * NCTE to provide fibre (D.P to arrange installation) * D.P to secure prices & order same * D.P * Class teachers * D.P to consult staff regarding ICT strenghts and weaknesses in our school * All staff * Class teachers * All staff * All staff * D.P (ICT co-ordinator) | * Wifi will be available in all classrooms by Oct 2018 * 12 ipads will be purchased * Update ICT equipment * All pupils have been taught an internet safety lesson * Internet safety links for parents will be put on the School’s Facebook page * Areas for development identified and CPD sought in those areas * Teachers will increase the use of ICT in class activities and integrate them into their teaching * Each pupil will create a curricular based digital content piece of work, either individually or shared and share their work with an audience of their peers by June 2019. * 6th class will post blogs on the school website * Teachers give feedbak at staff meetings or through the cloud based service * The school has an explicit communication strategy in place, which identifies and uses websites and social networks, to communicate effectively with the whole school community. * Text-a-parent for texting parents, BOM etc. * 6th class will visit Microsoft to take part in a coding workshop @ Dreamspace * All teachers and admin staff are capable of using ICT for teaching and recording of results. Aladdin will be used for the writing of support plans and input of daily attendance. | * Internet access * Internet safety class resources, e.g. webwise, twinkl etc * Laptops * Tablets * Digital projectors * Online tools * Apple Regional Training Centre * Dreamspace @Microsoft * Aladdin software |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
| Feedback from staff meetings, Cuntas Miosula, evidence of pupil work completed using DT.  28/08/17: Internet not working in the school,contacted NCTE confirmed internet coming into school. Requested upgrade to fibre internet. IT company (Nortech) investigated, switches were dated and not functioning.  3/9/17: Quotes for replacement of switches sought.  10/9/17: Audited the IT equipment in the school.  15/10/17: Requested upgrade to fibre via NCTE.  26/10/17: Switches replaced.  16/12/17: Created a partnership with local industry, created a cluster with neighbouring schools to share expertise.  12/01/18: Applied for Digital Framework funding as part of a cluster with another primary school and 3 secondary school.  03/09/18: 6th class visited Microsoft in Dublin and completed coding workshop  19/09/18: 6th class students were introduced to blogging and ompleted their first blog which was published on the website.  26/10/18 Eir installed Hi speed internet  1/11/18 Wifi booster were installed in all the classrooms  10/12/18 Ipad were ordered from Wriggle  26/01/19 Ipad were delivered  18/01/19: Met with Linda McCusker (Louth RTC Manager) to obtain advice on CPD in relation to ipads.  26/02/19: Staff participated in the Fostering Creativity with ipad workshop in Louth RTC.  08/03/19: Staff expressed concerns at the number of ipads available, it is felt that the larger classes of 34/35 were at a disadvantage. Further purchase of ipads requested. | | | | |

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