Digital Learning Framework

1) **School Details:**
   o <u>School Name:</u> St Mary's CBS Secondary School, Borris Road, Portlaoise, Co Laois
   o <u>Roll No:</u> 63430G
   o <u>Pupil Nos:</u> 850 (All-Boys)
   o <u>Phone:</u> 0578635041
   o <u>Website:</u> www.portlaoisecbs.com
   o <u>Twitter:</u> @portlaoisecbs
   o <u>Instagram:</u> portlaoisecbs

2) **School Vision:**

   o In St Mary's CBS, we value the importance of <u>embedding effective digital technologies</u> in teaching, learning and assessment practices. This creates space for varied & differentiated styles of teaching, thus enabling more engaging and inclusive learner experiences.
   o As part of our commitment to School Self Evaluation and Effective use of Digital Technologies, our school has engaged with the Digital Learning Framework. In doing so, our practices will be <u>complementary to our main school SSE focus on 'Teaching and Learning',</u> through a digital lens.

- We intend to <u>capture and retain knowledge within our school</u> and use it to <u>empower other teachers to become more </u>confident, passionate users of digital technologies so as to promote the development and engagement with many of the 21st Century skills in a meaningful fashion.
- Using Digital Technologies, <u>teachers may further encourage students</u> to engage in their own learning goals. By supporting an enquiry process, teachers will be enabling students to work on solving complex real-world problems. Students will increase ownership of their own professional learning with the teacher taking on a more facilitative role.
- Our school **WILL REVIEW** <u>its Acceptance Use Policy</u> (in line with new GDPR regulations), to support this reflective practice, taking into account practices for the safe and ethical use of digital technologies.
- Our school **WILL REVIEW** the Code of Behaviour to ensure digital technologies are used in an appropriate manner.
- <u>The school will engage with the wider community</u> throughout this process, in its acquisition of parental feedback using digital technologies.
- Our school aims to use this Vision, which has been informed by 'The Digital Strategy of Schools' to guide it in its efforts to promote positive Digital Learning environments.

3) <u>Brief Account of the Use of Digital Technologies in the School to date:</u>

- In St Mary's CBS we use <u>Microsoft 365 as our VLP</u> to support our teaching, Learning and assessment of the curriculum.
- Most teachers use <u>One Drive</u> instead of the traditional school Network to store files.
- Many use <u>SharePoint</u> and <u>Teams</u> to collaborate and plan within subject departments.
- The Main form of Communication of Information to large groups is via Outlook E-mail and through the School App.
- Some use <u>One Note</u> to manage create notebooks for class group management & collaboration.
- Many use <u>Word</u>, <u>Power Point</u> and <u>Class Notebook OneNote</u> for activities involving Teaching and Learning in the classroom.

- For classroom purposes: teachers often <u>communicate with students regarding classwork/homework</u> using Teams, Edmodo, Schoolwise and Class Notebook OneNote. ICT is integrated into the classroom in many forms e.g. Interactive White Boards, iPads, Laptops, Desktops, Digital Projectors, & various Software/Apps that facilitate the relevant subject areas.
- We have management profiles for our iPads including Zulu desk and we have an onsite iPad co-ordinator
- <u>Peripherals:</u> The school is fully networked, with every classroom equipped with a computer. The school has 3 computer labs to facilitate Digital Learning. The school uses Wi-Fi.
- <u>CPD:</u> Teachers go to all relevant In-services that will serve to inform our planning and reflective process.
- <u>Curriculum:</u> Subjects offered that use Digital Technologies as the main mode of communication: Coding, Gmetrix Microsoft Office 365, SPHE Wellbeing Module.
- <u>Attendance:</u> Via VS Ware
- Extensive List of Apps teachers use as per DLF Chart and Approved List.
- Roll of AEN Assessments & Technology:
  - The initial entrance test (CAT4) is used to identify students who will need literacy and/or numeracy support.
  - Annually students are reassessed with the Progress Test in Maths (PTM) & Group Reading Test (GRT) in order to provide intervention to students.
  - The AEN department provide the TTRS programme for students who have been granted assistive technology. The TTRS programme allows students to improve their typing speed.
  - Literacy, numeracy & learning support teachers share plans & lessons via one drive. Special Educational teachers access a number of specific special needs websites to suit individual needs of students.
  - A number of resources for special education teaching & learning is available on One Drive for all staff.

4) The Focus of this Digital Learning Plan:

o   We undertook a digital Learning Evaluation in our School during the period (September 2018), whereby we evaluated our progress using the following sources of evidence:

- Questionnaire-Whole staff via Microsoft Forms Survey/ Questionnaire
- Identify specific apps – ensure incoming and current teachers have a list of apps, along with brief description of these apps which are most regularly used within the school environment.
- Digital Learning Team Discussion: on how to plan forward using the results of the survey to build whole-staff capacity e.g. Providing Digital support to all via Instructional Videos on key selected areas. Discussions on creating individual team members as 'champions' who would undertake the role of being that 'go-to' person on staff in certain areas that the team had selected that may need further development. Provide end of year survey to review and highlight any improvements made.
- Management and PDST Advisor Discussion to ensure that the pathway for the professional development of teachers is planned, reflective of our vision and would be informed by the Digital Learning Framework.
- Change view on use of iPad – we want to ensure the iPad is used to enhance learning in the school environment.
- Timeline/Goals - 60% Competency level key Areas identified by December 2019.

5) **The Dimensions and Domains from the Digital Learning Framework being selected**:

Dimension: Teaching & Learning

Domain 4: Teachers' Collective/Collaborative Practice

The Standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
o **Teachers value and engage in professional development** and professional collaboration	o 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. o Teachers **evaluate, demonstrate and reflect** with peers on the use of digital technologies to innovate and improve educational practice.
o Teachers contribute to **building whole-staff capacity** by sharing their expertise	o **Teachers lead and support colleagues** within the school to develop a shared vision on how digital technologies can enhance learning opportunities for all students.

6) **Below is a summary of our strengths with regard to Digital Learning:**
   ✓ Highly Motivated Staff with a willingness to learn, 98% are interested in attending onsite CPD.
   ✓ Staff are engaged in CPD Digital and Non-Digital based that promote Active Inclusive Learning.
   ✓ Teachers have a good knowledge of many aspects of Digital Learning e.g. most teachers know how to set up classes using Office 365 Teams.
   ✓ School Infrastructure is good. All computers were upgraded 2018/2019
   ✓ General Access and use of Technology is high.
   ✓ School Leadership is supportive and creates a culture that that allows an expansion of learning opportunist for all.

- ✓ Students constantly work with various Digital Technologies throughout their curriculum, which will act as a foundation for new learning opportunities.
- ✓ Many teachers and students exist who are already 'experts' in specific Digital technologies and can be anchored to help promote the culture of collaboration.
- ✓ School has a good iPad management system which has improved yearly to help maximise the potential as a learning device
- ✓ 70% of staff received new iPads 2018/2019. All teaching staff have access to iPads.

7) <u>Summary of Findings on Evidence gathered: 40 Teachers returned the Forms survey</u>

- o Q1 in survey
- o 62% of teachers were comfortable with saving and sharing files through One Drive
- o 21% of teachers were comfortable with using Class Notebook One Note.
- o 19% of teachers were confident with communicating and collaborating with class groups and subject departments through Microsoft Teams.
- o 42% of teachers admitted to regularly using ICT to create their own digital learning materials for students.
- o 13% of teachers admitted to regularly using ICT to provide feedback and/or assess students learning.
- o 41% of teachers have undertaken professional development in courses on the pedagogical use of ICT in teaching and learning.
- o 60% of teachers have undertaken professional development in ICT training provided by school staff personal learning in their own time.
- o 98% of teachers would be interested in attending any future on site workshops on teaching and learning through ICT.

8) **This is what we will focus on to improve our digital learning practice further:**

o <u>Microsoft Office 365:</u> Creating and collaborating by sharing documents/files using Office 365, OneDrive and OneNote.

o <u>School Video Library</u> –for Teachers & Students to use, develop & share. The creation of a bank of Instructional Videos 'on how to use' various Digital Technologies in our school and sharing with all to increase the schools Digital Learning Capacity.

o <u>One Note</u>: Sharing Documents, creating a class notebook, managing and organising your files.

o <u>A staff Selection of Core Digital Technologies</u>: Competently using the following tools/Apps/Sites: EdPuzzle, Explain Everything, Quizlet, Socrative, Schoolwise, Geo Gebra, Studyclix, School App, Office Mix, and Office 365 Forms.

o <u>One Note Assessment</u>: Relevant to Junior Cycle Practices/Modes of Assessment.

o <u>Appropriate use of iPads</u>: iPads used to enhance the learner experience and not as a distraction.

o <u>Creation of Staff Champions:</u> to Promote and support enacting the Digital Learning Plan through leadership in Key areas.

o <u>Further CPD –Promotion & Encouragement of CPD e.g.</u> Certification for DLF members and others- Microsoft Innovative Educator Program. Microsoft Certificate Training (In –House Trainer). In-House CPD with the DLF team of teachers – To Create Champions of 365 features

o Sharing this knowledge and collaborating with others, so that they too can create content thus impact positively on the student.

DIGITAL LEARNING ACTION PLAN

DOMAIN 4: **Teachers Collective/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.
- Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.

TARGETS:

1. Utilise the 10 core features of MS Office 365 Cloud Based Platform & Create a list of the apps and sites we use in the school, which can be given to incoming and existing staff.
2. Creation of a School Video library to host Instructional videos – These Instructional videos will be created (using Screencast) and will serve to build capacity and confidence among staff in using selected Digital Technologies as they Learn from viewing and creating these videos.
3. In-House CPD with the DLF team of teachers: To Create Champions of Selected '365' features & Video Casting. (In-House Training).
4. Team Members: reflect on the experience and present at staff meeting.

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?)
o CPD from PDST advisor on new digital tools o Utilise the 10 Core features of 365 to ensure 60% of Staff can use these effectively. o Creation of Video Library for staff to use & give CPD on how to create a video. o Present to staff on DLF experiences.	o CPD for DLF team: Jan –May 2019 o Utilising the Core Features: Jan 2019- Dec 2019 o Creation of Video Library: DLF Team, one video each by May 2019. o More Extensive video bank developed by team & Staff between Aug - Dec 2019 o Team Reflections to staff: Sept 2019	o 10 Core Features: All DLF team. o Stream/Videos: Paul & Geoff create and give CPD to all. o Word: Shelly o Outlook: Danielle o Power Point: Geoff/Shelly o Excel: Damien o Teams: Helen & Geoff o Class Notebook/One Note: Damien & Danielle o One Drive: Ciara/Carol o Forms: Shelly o Calendar: Maura	o Increased participation in using all features of 365 - Both teachers & students, 60% Competency level key Areas (Dec 2021) o Creation of content by team, active champions. o Teachers engaging with, viewing and commenting on content within the Instructional Video channels.	o DLF Team Members o Time Allocations: for Planning & CPD with Team. o Senior Leadership: Support & Leadership o PDST Advisor: to Guide & Facilitate the Vision & Planning for this process. o Key Documents: which will that will inform the Planning e.g. Digital Strategy, DLF Framework & Guidelines. o Poster: List of Apps for Staffroom

EVALUATION PROCEDURES:

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

How is it measurable:

- Re-Surveying of staff in Dec of 2019, attitudinal feedback throughout the year to measure an increase in confidence and engagement of: the utilisation of the 365 Platform and engagement of the Video Library.
- Teach meet attendance, teach meet presentations by non DLF members
- Increase in Level of Email/Communication re DLF with the team
- Teacher interaction, views, sharing and creation of content within video channels. Identifying increase in activity within the channels.
- Received training from advisor-team Champions are proficient in chosen area and have engaged with others in building expertise.

DOMAIN 4 : **Teachers Collective/Collaborative Practice**
STANDARD(S): **Teachers contribute to building whole- staff capacity by sharing their expertise**

STATEMENT(S):

o Teachers lead and support colleagues within the school to develop a shared vision on how digital technologies can enhance learning opportunities for all students.

TARGETS:

1. <u>Teachers familiarise themselves with the fundamentals of Office 365:</u> by liaising with the Champions for support to provide Mobility and flexibility for students.
2. Each team member continues to promote the area they champion with teach meets, advice, one to one, and by creating 2 new videos by Christmas.
3. Each team member encourages 2 teachers to try a new app and encourage 1 teacher to create a video to upload. (35% using a new app, 30% have created a new video)
4. Teachers will reflect within subject departments and select/share knowledge of how different DTs that can be implemented into their T & L. Students will reflect on learner experiences.
5. Student engagement with new technologies and given opportunities to create content within the Video Library (student library/channel) during the 2019/2020 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?)
1. Champions promote their own area. Email, advice, one to one, teach meet, video library. 2. Champions make 2 videos 3. Champions get 2 new teachers to try a new app. 4. Champions get 1 new teacher to post a video. 5. Re-Design of Poster	o 1. May 2019 o 2. May 2019 o 3. May 2019 o 4. August 2019	o PDST Advisor o DLF Team o Senior management team o Digital student group.	o Re Survey August 2018-Results analysis o Comparative Log of number of videos, teach meets o Log number of views, comments	o MS Forms o MS Calendar o Meeting time allocations o Teachers, Leadership team, DLF team o Video Bank and associated technology. o Next Phase Seminar Meeting PDST o Key Documents: Framework, guidelines. o Re-design of Poster

	o 5. September 2019			

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

- o **Team meeting before Christmas, check progress, adjust Targets.**
- o **Focus group Reflection Evaluation sheet in April.**
- o **Subject Dept Agenda, use of new technology, before the end of year we will meet with subject heads.**