

## **Coláiste Íosaif an Fhionnradharc**

### **Our Annual Digital Learning Plan**

School Year 2023/24

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to improve teaching, learning and assessment practices using digital tools. This plan was informed by the Department of Education's 'Digital Strategy for Schools to 2027' and the [Digital Learning Framework](#).

#### **1.1 School Details:**

- **Coláiste Íosaif is an Edmund Rice school located in Fairview, Dublin 3. The school has Delivering Equality In Schools (DEIS) status.**
- **The school historically was a single sex secondary school providing an education to 300 young men annually. This year the school underwent a change of status as we welcomed 18 female students for the first time.**
- **The school is staffed by our principal and deputy, 35 teachers, SNAs, receptionist and caretaker.**

#### **1.2 School Digital Learning Vision:**

Through the use of digital technology we aim to improve our teachers' teaching and our learners' learning. We will create a link between school and home by employing Information Communication Technology (ICT). In this way we will increase learners' engagement and equality of access to education. In supporting our students with technology we will guide them towards the achievement of their personal best.

#### **1.3 Brief account of our strengths with regard to digital technologies for teaching, learning and assessment in our school:**

- The school has had full use of the GSuite platform since 2018. Staff have been given ample training on this and report that they are confident and competent in their use of same. This was proven by our easy transition to distance learning during the Covid19 lockdowns.
- Coláiste Íosaif is a PTech (Pathways in Technology) school. This is a program which runs alongside the junior and leaving certificate curricula aims to prepare students for the digital economy teaching coding, robotics and workplace skills. In this way our students are set apart from their counterparts and given a head start where they learn to use digital technology to secure the future of their choosing.

- Students choose the wellbeing elements of the new junior cycle which they want to look at in their lifeskills lessons. Every year when surveyed students choose digital literacy. In second and third year students therefore receive a digital technology lesson every second week. In this way students are supported in the use of digital technology in a cross curricular manner.

#### **1.4 Brief account of the school's digital technologies infrastructure:**

- Wi-Fi access for students and staff: There are three wifi networks in the school: staff, teachers and student. Teachers have noted that wifi access is unreliable. Student wifi was noted as being reliable in most cases.
- Hardware access for staff: There is a desktop computer in every classroom which teachers use. These are connected by VGA cables to overhead projectors. There are two desktops in the staff study which are predominantly used by teachers who do not have a base classroom.
- Hardware access for students: There are four chromebook trollies in the school. These are located on each floor of each of the buildings. These trollies house between 12 and 30 chromebooks. As a PTech school we have an additional 50 laptops which are designated for use in associated classes only.

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

We undertook a digital learning evaluation in our school during the period *February 2023* to *February 2024*. We evaluated our progress using the following sources of evidence:

- A staff survey was drafted by the ICT CoOrdinator. Questions for the survey were collated having looked at exemplars as is best practice. The draft survey was brought to the ICT staff committee. At this stage success criteria was created in a collaborative manner. The final survey was sent via google form to all members of the teaching and leadership staff.
- A student survey was drafted by the ICT CoOrdinator. Questions for the survey were collated having looked at exemplars and pertinent documents. The student ICT committee then reviewed this survey. They first edited language to ensure it was accessible to the survey population. The added questions to the piece to reflect the specific context of our school. At this stage success criteria was created in a collaborative manner. This was then ratified by the staff ICT committee. The staff committee added to the success criteria at this stage. The whole school population were surveyed via google form. The survey was distributed by the student ICT committee.
- A parent survey was drafted by the ICT CoOrdinator. Questions for the survey were collated having looked at exemplars as is best practice. The draft survey was brought to the ICT staff committee. Success criteria was co-created. The final survey was sent to all parents via a school text message.

### **2.1 Our previous digital learning plan(s) led to the following developments:**

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

*As a school we will move towards making greater use of digital technologies to improve learner experiences and outcomes. By investing in infrastructure teachers will be enabled to extend their practices. This will create a greater link between school and home. Where stakeholders align learners will be facilitated in achieving the future of their choosing.*

### 3. Digital Learning Action Plan

<b>Dimension:</b> Leadership & Management	<b>Domain:</b> LEADING LEARNING & TEACHING ▾
<b>Standard:</b> 3.3 The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs ▾	
<b>Statement(s) of Practice:</b> 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.	
<p><b>TARGET(S):</b> <i>What do you plan to achieve in the next 9-12 months that will move you closer to your vision? Targets are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes. They should be SMART - specific, measurable, achievable, realistic and timebound</i></p> <ul style="list-style-type: none"> <li>We will pilot the use of teacher handheld devices in classrooms as a replacement of desktop computers. We will aim to use these devices to support the learning needs of students.</li> </ul>	

*Actions break down the steps necessary to achieve the above target(s) over the next 9-12 months.*

<b>ACTION</b> (What needs to be done?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)	<b>PERSONS RESPONSIBLE</b> (Who is to do it?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>ACTION COMPLETED?</b>
Survey staff to establish does the desktop set up in classrooms pose an issue	High level of response  Conclusive answer	ICT CoOrdinator	February 2023	Complete
Access the suitability of alternative presentation systems	Comprehensive research findings  The ability to make an informed decision on change of system	ICT Staff Committee	March 2023	Complete
Find a suitable contractor to carry out work on hardware	To identify a local, reliable company who works for the best possible price.	ICT committee	March 2023	Complete

Drafting of pilot stages	To set out a step by step process which would lend itself to a smooth change of presentation system.	ICT CoOrdinator	March 2023	Complete
Pilot stage 1	<ol style="list-style-type: none"> <li>1. Group members chosen</li> <li>2. Purchase of devices</li> <li>3. Work done by contractor to hardware</li> <li>4. Group members use devices to present information in class</li> <li>5. Apply for sustained support from Oide</li> </ol>	ICT CoOrdinator	April 2023	Complete
Pilot stage 2	<ol style="list-style-type: none"> <li>1. Group members chosen</li> <li>2. Purchase of devices</li> <li>3. Work done by contractor to hardware</li> <li>4. Pilot group 1 peer teach pilot group 2 how to use devices to present information in class</li> <li>5. Oide associate gives training to pilot groups 1 and 2 as to how to use devices to further teaching, learning and assessment.</li> </ol>	ICT CoOrdinator Pilot group 1 Oide Associate	October 2023	Complete
Assessment of Wifi as a hindering factor to achievement of target	Staff will log wifi issues they experience on the designed form	ICT CoOrdinator All staff	May 2024	Incomplete
Pilot stage 3	<ol style="list-style-type: none"> <li>1. High interest rate among staff population</li> <li>2. Skills shared at staff training</li> <li>3. Whole school approach to further teaching and learning - annotation.</li> </ol>	ICT CoOrdinator	August 2024	Incomplete

	4. Whole school training given by Oide associate			
<b>MONITORING &amp; EVALUATION PROCEDURES</b> How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?				
Feedback will be sought from all members of the pilot groups involved in each stage of the process. Adjustments can be made at each stage of the pilot process before proceeding to the subsequent stage. The achievement of targets will be measured by (a) staff willingness to engage in change and (b) staff uptake in use of the device to further teaching and learning.				