

DRAFT 2021

# **Digital Learning Plan 2020-2023**



"Live as free people"

## **St Peter's Community School**

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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**

St. Peter's is a co-educational Community School and provides teaching and learning of the highest quality for the benefit of the community which it serves. St. Peter's was founded in 1988 by an amalgamation of St. Mary's Secondary School (Sisters of Mercy) and the Passage West Vocational School (County Cork VEC). St. Peter's is a vibrant, caring and personal school of 365 boys and girls. The school is in Passage West which is 6 miles east of Cork city. St. Peter's offers a broad curriculum and a variety of programmes to meet the needs of students. A balanced education, offering both practical and academic subjects is available to

## Y. Digital Learning Plan

students. The New Junior Cycle, Transition Year and the Leaving Certificate are offered to students. The school welcomes all students of all creeds and nationalities. Students are not charged fees and a book rental scheme is in place. St Peter's caters for a wide range of students across all ability levels. Our school is inclusive and students with special needs are fully integrated and cared for by an SEN team who co-ordinate range of additional supports to ensure access to the curriculum.

School improvement planning and School Self-Evaluation (SSE) is embedded in St. Peter's. 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 Office 365 – OneNote, and the SchoolWise curricular planning platform. Digital technology is a priority area for St. Peter's 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 WSE-MLL acknowledges 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.

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.

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.

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.

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

The school provides a digital media/language lab, DCG room, a computer suite, a library which have all been upgraded with latest digital technology.

- Every classroom has an interactive data projector and a desktop computer.
- The staff workroom has seven desktop computers.

- **VSware** was introduced as an administrative platform where exam reports are accessed online and the use of text as a communication tool is the norm.
- A **Peer Observation Programme** was introduced in 2014 focused on sharing good practice.
- **Teacher Devices** (Surface Go) and CPD for teachers is being phased in.
- **Miracast technology** installed in classrooms which connects teacher devices to the whiteboard.
- **Computer Coding** was introduced in 1<sup>st</sup> year as a short course in the New Junior Cycle and has been extended to 2<sup>nd</sup> and 3<sup>rd</sup> year.
- A modern new computer room opened in 2018.
- New visualisers were given to five subject departments.
- **Office 365** was introduced as a learning platform and a communication medium for students and teachers. All staff and students have a school email account.
- An interactive 65-inch TV was installed in the school library and an interactive touch projector was installed in the Business Studies Room
- **SchoolWise** was introduced in 2018 as a digital curricular planning platform.
- Thirty-two HP X360 tablet computers and a mobile trolley were purchased in 2019 along with 5 HP X360 tablet computers for the SEN Department.
- A **Digital Portfolio** for 1<sup>st</sup> year was timetabled in 2019/2020
- **Microsoft Office Certification** is available to all Transition Year students.
- A co-ordinator of ICT was assigned to lead the development of digital technologies and digital learning in the school.

## 2. The focus of this Digital Learning Plan

St. Peters undertook a digital learning evaluation in our school during the period May 2019-February 2020. We evaluated our progress using the following sources of evidence:

- Teacher Surveys – conducted with the whole staff.
- Pupil Survey – conducted with a sample of students from Junior Cycle and Senior Cycle.
- Focus Group – digital learning leaders from Science, Geography, Technologies, Modern Foreign Languages

### 2.1 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 o 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. 67% of teachers have used the mobile laptops already this year and of those who have not yet used them 80 % said they will use them in the future.
- There is a strong willingness from the teachers to engage in professional development with 98% of teachers completing Microsoft Educator courses online. All teachers engaged in Microsoft Teams training and One Note.

- From the sample of students surveyed 93% of them have access to a device at home and 83% believe that using mobile tablets in the classroom has helped them learn more effectively.
- **Office 365** platform is used by teachers and students. All teachers and students have a school email. Cloud storage facilities on OneDrive is used as well as Staff Share files for subject departments.
- **SchoolWise.** Our school use an educational platform which brings the management of teaching and learning together in one place. This enables teachers to plan their schemes of work individually and collaboratively within their departments. It also provides for lesson planning.
- All first year students at Junior Cycle are provided with 99 hours of computer classes per year to build their IT skills. This includes Coding and Digital Media Literacy class.

## 2.4 Aims to improve our digital learning practice further.

- Develop a digital leading team.
- Review and update our social media policy
- Review the Acceptable Usage Policy for teachers and students.
- Internet safety information for students, teachers and parents.
- 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.
- Develop SchoolWise subject planning to include senior cycle and build lesson plans for junior cycle subjects.
- Increase the collaboration within subject departments and the sharing of resources using the SchoolWise platform.
- Subscribe to educational applications such as Mentimeter.com and Wizer.me to enhance teaching, learning and enable formative feedback.
- Look into the possibility of temporary visitor Wi-Fi access for students to use their own device in the classroom on an ad-hoc basis.
- Develop OneNote digital folder for all first years in all subjects in 2020/2021.

- We will focus on getting additional funding for infrastructure through the Digital Learning Framework
- This funding will enable us to roll out the Surface Go tablet to all teachers and be used to install more interactive whiteboards in the classrooms.
- 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. St Peter's 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

Y. Digital Learning 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

<b>DOMAIN:</b> Domain I: Leading learning and Teaching
<b>STANDARDS:</b> Promote a culture of improvement, collaboration and creativity in learning, teaching and assessment.
<p><b>STATEMENTS:</b></p> <p>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.</p>
<b>TARGETS:</b> 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	January-February 2020	Digital Co-ordinator	The digital co-ordinator and a team of teachers will lead the digital technology initiative	
Develop a Digital Learning Plan	January – February 2020	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Deputy Principal</li> <li>• Digital Co-ordinator</li> </ul>	Having a draft policy in place by September 2020 and communicate with staff by end of 2020.	Surveys Conducted with teachers and students
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 2020	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Deputy Principal</li> <li>• Digital Co-ordinator</li> <li>• All staff</li> </ul>	Digital learning plan established communicated to staff by end 2020. Digital learning team to begin training colleagues in the use of One Note in September 2020.	Digital learning plan. Surface Go device, projector.

<b>EVALUATION PROCEDURES:</b>
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

<b>DOMAIN:</b> Domain I: Learner Outcomes
<b>STANDARDS:</b> Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.
<b>STATEMENTS:</b> 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.
<b>TARGETS:</b> 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"> <li>Principal</li> <li>Deputy Principal</li> <li>Digital Co-ordinator</li> <li>Digital learning team</li> <li>All staff</li> <li>Parents</li> </ul>	<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.
- 

**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
Increase awareness of internet safety among teachers, students and parents.	During school year 2020/2021	<ul style="list-style-type: none"> <li>Principal</li> <li>Deputy Principal</li> <li>Digital Co-ordinator</li> </ul>	<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.
<b>TARGETS:</b> 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.				
<b>EVALUATION PROCEDURES:</b>				
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.				

<b>DOMAIN:</b> Domain III: Teachers' Individual Practice
<b>STANDARDS:</b> The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.
<b>STATEMENTS:</b>
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.
<b>TARGETS:</b> 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 Microsoft Teams and OneNote</p>	<p>On- going through school year</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Deputy Principal</li> <li>• Digital Co-Ordinator</li> <li>• Digital Learning Team</li> <li>• All teachers</li> </ul> <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>	<p>Surface Go devices for teachers</p> <p>Microsoft Educator centre</p>

<p><b>EVALUATION PROCEDURES:</b></p>
<p>Online digital learning survey will be carried out among staff and students and results compared with baseline data from surveys carried in May 2019. An increase in staff and student use of ICT within school will indicate an achievement of targets.</p>

<b>DOMAIN:</b> Domain IV: Teachers' Collective/ Collaborative Practice
<b>STANDARDS:</b> Teachers value and engage in professional development and professional collaboration
<p><b>STATEMENTS:</b></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>
<b>TARGETS:</b> 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
<p>Teachers work collaboratively in subject departments to build schemes of work for Junior and senior cycle on SchoolWise Platform.</p> <p>Teachers work towards building lesson plans for Junior Cycle classes.</p> <p>Teachers share resources in the collaborative space in the SchoolWise Platform.</p>	School year 2020/2021	<ul style="list-style-type: none"> <li>• Subject Department coordinators</li> <li>• All teachers</li> </ul>	<p>Teachers in each subject department have agreed schemes of work for Junior Cycle and senior cycle subjects.</p> <p>Teachers have lesson plans built for Junior Cycle classes.</p> <p>Teachers have a bank of resources that they can access and share with one another.</p>	SchoolWise Platform

<b>EVALUATION PROCEDURES:</b>
Staff surveys will be carried out and results compared with baseline data from surveys. SchoolWise reporting will be used to identify subject departments who engage in creating subject department schemes.

#### 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.

Acquisition	Live teacher presentation, live teacher demonstration
Discussion	On-line tutorial, discussion groups, one to one web meeting with student
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
Teachers work collaboratively in subject departments to build a blended learning plan for their subject.  Teachers share resources in the collaborative space in the MS Teams and SchoolWise Platform.	School year 2020/2021	<ul style="list-style-type: none"> <li>Subject Department coordinators</li> <li>All teachers</li> </ul>	Teachers in each subject department 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 self-directed  Teachers have agreed on the technology applications they want to use to deliver the blended approach.	Apps Websites  SchoolWise Platform  MS Teams

## 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.

Teachers should give direct instruction for aspects of learning that require it using Microsoft Teams live meetings. Other methods can also be used for example video, audio, presentation software and written instruction.

## 5. Appendix (Survey)

### Teacher Survey

This survey was compiled in January 2020.

1. How would you rate your competency in using digital technology in the classroom?

[More Details](#)

Excellent	1
Very good	6
Good	6
Average	5
Below average	0



2. Would you be willing to participate in CPD to help improve your digital skills?

[More Details](#)

Yes	17
No	0
CPD not required	1



3. If you are willing to participate in CPD can you specify what area you would like training in?

[More Details](#)

11  
Responses

Latest Responses

"Microsoft setting up of and use of teams"

"office365"

"one note, as an assessment tool"

4. To what extent do you used the mobile laptops in your classroom?

[More Details](#)

I often use them	3
I sometimes use them	4
I rarely use them	6
I have never used them	5



5. If you have never used the mobile laptops in your classroom, can you outline the reasons for this?

[More Details](#)

7

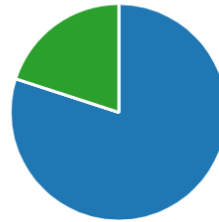
Responses

Latest Responses

6. If you have never used the mobile laptops in your classroom, do you think you would use them in the future?

[More Details](#)

● Yes	8
● No	0
● Not applicable	2



7. If you have used the mobile laptops in your classroom, please specify what you have used them for?

[More Details](#)

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Responses

Latest Responses

*"I used them for project work in my TY Irish class and for CBA work in..."*

*"Languages online and preparing for CBAs"*

*"student group presentation preparation and planning I plan to use th..."*

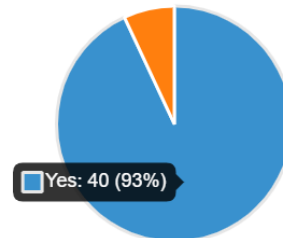


## Student Survey:

The following survey was taken in February 2020

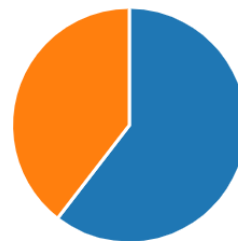
1. Do you have access to and laptop, desktop or tablet at home?

[More Details](#)



2. Do you use a laptop, desktop or tablet at home regularly/every day?

[More Details](#)



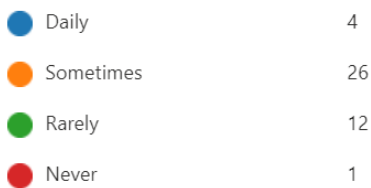
3. Have you used the mobile laptops in the classroom?

[More Details](#)



4. Since Office 365 has been introduced in our school, how often have you used it, either in school or at home?

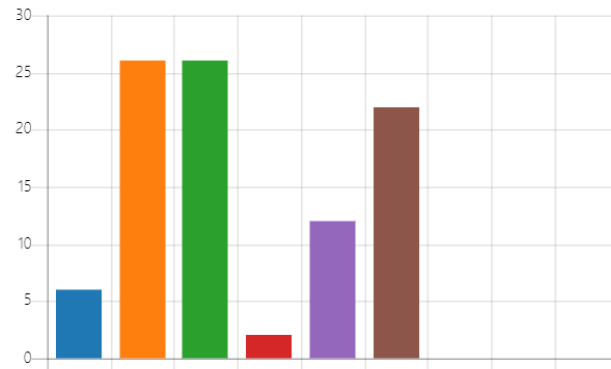
[More Details](#)



5. What applications do you use the most in Office 365?

[More Details](#)

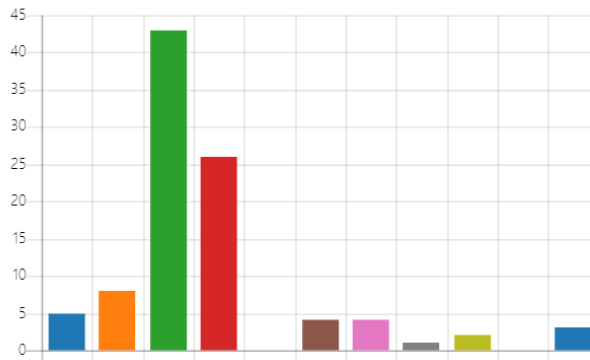
email	6
word	26
Powerpoint	26
excel	2
One Note	12
Teams	22
Forms	0
Onedrive	0
Other	0



7. What applications/websites have you used in your classroom?

[More Details](#)

StudyClix	5
examinations.ie	8
Kahoot	43
YouTube	26
Mentimeter	0
Wizer.me	4
Padlet	4
Quizlet	1
Scoilnet	2
None of the above	0
Other	3



8. How would you rate your current competency at using digital technology

[More Details](#)

[Insights](#)

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Responses



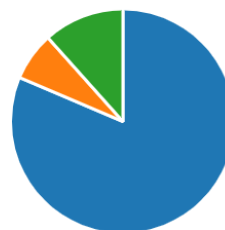
3.93 Average Rating

9. If you answered yes to Question 3, do you think using the mobile laptops helped you to learn more effectively?

[More Details](#)

[Insights](#)

Yes	35
No	3
not applicable	5



10. Explain how you think using the mobile laptops or your own device has helped or would help you learn?

[More Details](#)

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Responses

Latest Responses

*"it can give you more information from using the web"*

*"Laptops helped me learn because it is a lot easier to find specific que..."*

*"kahoot and other websites has helped alot and is a lot of fun compar..."*

6. Which statement best describes your answer to the following statement: I think all students should have access to their own tablet/laptop in the classroom

[More Details](#)

[Insights](#)

<span style="color: blue;">●</span> Strongly agree	20
<span style="color: orange;">●</span> Agree	17
<span style="color: green;">●</span> Neither agree nor disagree	6
<span style="color: red;">●</span> Disagree	0
<span style="color: purple;">●</span> Strongly Disagree	0



## **6. Summary**

Our Digital Learning Plan sets out how we are going to use digital technologies to make learning more interactive and interesting for students. This in turn will make teaching more effective and the outcomes for students better. The Plan outlines how the skill and competence of both teachers and students will be improved in the use of digital technologies. Timelines and measurable targets are an integral part of the Plan. Many aspects of our work in the SSE area will blend with our Digital Learning Plan. The digital learning co-ordinator will liaise with all subject departments and the SSE co-ordinator to streamline our approach and ensure consistency across the school. Our vision is for digital technologies to be the norm and fully integrated in all aspects of teaching and learning which will underpin ongoing improvement and innovation in St Peter's.