



Synges Street CBS Digital Learning Plan 2018

1. Introduction

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

1.1 School Details:

Synges Street is an ERST school in existence since 1864. Our school is a DEIS inner city school serving the Dublin 8 area. We promote the DIT access programme for students. Our school life is distinguished by a respect shown to each member of the school community, whether they are part of the Leadership Team, a teacher, pupil, parent or ancillary staff. This is reflected in our school structures, which are based on democratic values.

The quality of education offered at Synges Street is characterised by the professional dedication and involvement shown by teachers and by the creation of a caring environment within the school. Our pupils are prepared for the opportunities, responsibilities, experiences and challenges of adult life.

1.2 School Vision:

At Synges Street we propose to train our teaching staff and students in innovative and meaningful uses of digital technologies in education to collaborate, research and create. We aim to have a staff and student community who are digitally literate and will engage actively with technology and who will become independent and active learners. We endeavour to use digital technology as a tool to develop student's personal development and social skills through the use of cooperative learning strategies and presentation of research work. Our aim is that all in the school community will be able to access

digital technology so that teaching and learning can take place. Our leadership team values the importance of digital training and provides the necessary support and which assists with the vision as set out in our digital strategy. It is our intention that staff will further develop their knowledge of, and use of Digital Technology in lesson planning and daily teaching and learning.

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

- All our classrooms have a multimedia projector and a desktop computer with internet access.
- All our classrooms are connected to a central server.
- We have a computer room with 24 computers a printer and visualiser
- We use e-portal and facility to record student attendance and track student attainment and have a dedicated facility server.
- Our school broadband is comprised of wired and wireless service. We receive 100mb broadband in most parts of school. However our Wi-Fi system needs to be upgraded to cope with the growing demand from our wireless devices.
- All our staff have a Microsoft Surface Go which are connected to the School Wifi system.
- All our Staff and Students have an Office 365 account with email addresses.
- We have 25 Surface Go` for pupils in a trolley
- We have two staff computers in our staff room and these are linked to staff photocopiers.
- We have developed a creative learning space in our school library. It is equipped with four computers, a multimedia projector, and 24 project tables. It has a creative ideas wall that the students can write on.
- We have two I-pads that are used by SEN pupils along with laptops.
- We have a School website and a twitter account and we use “text a parent” software to contact parents.
- We have 2 dedicated resource rooms, each room contains 2 computers and one room is equipped with a printer and projector.

2. The focus of this Digital Learning Plan

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

- **Digital Learning Cluster Group Formed**
- Focus group of teachers established to work on developing our digital learning plan. Clare Catterson (Principal), Ger Davin (IT Coordinator) Maria Wright (Art) Niamh Bowes (Business) Keith Kavanagh (Religion) Kate Delaney (French) . Regular meetings were scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Plan.

Teacher Digital Learning Survey

- **The team has used the resources on www.dlplanning.ie**

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

Student Digital Learning Survey

Attitudinal online survey was carried out to elicit the views of students on their use of digital technologies in the classroom, their access to internet at home and to reflect on their digital learning experiences.

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

Dimension Teaching and Learning

Domain 1: Learner Outcomes

Domain 2: Learner Experience

Domain 3: Teachers' Individual Practice

Domain 4: Teachers' Collective/Collaborative Practice

Dimension Leadership and Management

Domain 1: Leading Learning and Teaching

Domain 2: Managing the Organisation

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

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

Standard (Teaching & Learning)	Statement(s)
<p><u>Domain 1: Learner Outcomes</u> Standard 1: Students enjoy their learning are motivated to learn and expect to achieve as learners</p>	<p>Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p>
<p><u>Domain 1: Learner Outcomes</u> Standard 2: Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p>	<p>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.</p>
<p><u>Domain 2: Learner Experience</u> Standard 1: Students engage purposefully in meaningful learning activities</p>	<p>Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.</p>
<p><u>Domain 3: Teachers' Individual Practice</u> Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p>	<p>Teachers use a range of digital technologies to design learning and assessment activities for their students.</p>

<p><u>Domain 3: Teachers' Individual Practice</u> Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress student learning</p>	<p>Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.</p>
<p><u>Domain 4: Teachers' Collective/ Collaborative Practice</u> Standard 1: Teachers value and engage in professional development and professional collaboration</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>

Standard (Leadership & Management)	Statement(s)
<p><u>Domain 1: Leading Learning and Teaching</u> Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching & assessment</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.</p>
<p><u>Domain 1: Leading Learning and Teaching</u> Standard 2: Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.</p>
<p><u>Domain 2: Managing the Organisation</u> Standard 1: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>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.</p>
<p><u>Domain 2: Managing the Organisation</u> Standard 2: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>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.</p>
<p><u>Domain 3: Leading School Development</u> Standard 4: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</p>	<p>The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.</p>

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, and is willing to distribute significant leadership responsibilities.

They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment.

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

- Subject departments identified teaching strategies/ online resources to use in class.
- All members of staff have a Microsoft Surface Go
- Our Digital Leadership Team will be training all staff members in the Use of Microsoft Office Go
- A survey of the teachers was performed the results are as follows:
 - ✓ 90% of our staff are confident using new technologies in the classroom.
- Our staff have attended the following digital CPD training:
 - ✓ 100 % In-house digital training sessions
 - ✓ 35% External digital training sessions
- The individual needs of our SEN students are being met in terms of the assistive technology required.
- The SEN Dept. avail of suitable professional development and on-going support in relation to the use of ICT and liaise with the IT Co-ordinator on the type of assistive technology device a student requires and the type of software needed.

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

- Currently 31% of staff are willing to share their expertise in the use of digital technologies in the classroom with colleagues. We will aim to increase this once we implement our Digital Action Plan.
- We will focus on getting additional funding for infrastructure through the Digital Learning Framework.
- We need to improve the broadband infrastructure in the school as we currently have a mix of cable and wireless broadband.
- To maintain existing digital learning infrastructure we will outsource a service contract for on-going maintenance.

- We aim to integrate ICT into every subject more in the coming years and allow time in subject planning for digital learning.
- We aim to incorporate digital technologies more into our teaching of subjects that are currently on board or coming on board in the area of Junior Cycle Reform.

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 (Teaching and Learning)

Domains 1 & 2: Learner Outcomes & Learner Experience				
STANDARD(S): Students enjoy their learning are motivated to learn and expect to achieve as learners. Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships Students engage purposefully in meaningful learning activities				
STATEMENT(S): Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. 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 Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.				
TARGETS: Students to be given specific tasks that require the use of digital technologies for their completion. Digital safety module to be completed with all class groups during the 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?)
To expand the use of ICT in delivering the curriculum and ensure that all students experience digital learning activities regularly.	March 2018 – December 2018	All staff through subject department planning	That appropriate resources be identified from suitable websites, for all classes, for use in the classroom – these are to be saved on the school network. Senior classes in particular subjects to undertake a PowerPoint project or other Digital Learning activity that engages the student in the use of ICT. TY students will conduct research and submit selected projects in digital format during the year.	Computer access Internet access
Digital safety module completed	Oct/Nov 2018	Management to set date. Teachers to deliver module	All students will have been taught a module on internet safety and risks.	Internet safety class resources
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
Online digital learning survey will be carried out among staff and students and results compared with baseline data from surveys carried in February 2018. An increase in staff and student use of ICT within school will indicate an achievement of targets.				

Digital Learning Action Plan (Teaching and Learning)

Domains 3 & 4 : Teachers' Individual Practice & Teachers' Collective/ Collaborative Practice				
STANDARD(S): The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills. The teacher selects and uses planning, preparation and assessment practices that progress student learning . Teachers value and engage in professional development and professional collaboration.				
STATEMENT(S): Teachers use a range of digital technologies to design learning and assessment activities for their students. Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. 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.				
TARGETS: To ensure all staff are both competent and confident to use new digital technologies in the classroom as part of their teaching.				
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?)
Identify relevant ICT courses for continuing professional development.	On-going	All staff	An increase in the number of teachers who are confident to use ICT in their everyday teaching by 5%	Computers, projectors and WIFI
Teachers to get involved in peer training to increase the IT proficiency and confidence among their colleagues.	On-going	Digital Leadership Team	Teachers will increase the use of ICT in the classroom and will identify class appropriate activities and integrate them into their teaching.	Computers, projectors and WIFI
Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	On-going	ICT Co-ordinator and external instructors. All staff	Teachers share information on new websites they find to be of particular use in delivering the curriculum.	Computers, projectors and WIFI

Staff input into digital learning plan.	On-going	All staff	Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery.	Computers, projectors and WIFI
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EVALUATION PROCEDURES:
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

The digital learning plan will be implemented on an on-going basis. Progress will be reviewed every year and this document will be updated to reflect progress made.

Digital Learning Action Plan (Leadership and Management)

Domains 1 & 4: Leading Learning & Teaching & Developing Leadership capacity

STANDARD(S): Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student
Empower staff to take on and carry out leadership roles

STATEMENT(S): 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 school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.
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, and is willing to distribute significant leadership responsibilities.
They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment

TARGETS: To encourage use of ICT in planning for classes, notify staff of courses that are available and provide access to IT for students within the school. To develop a practice of sharing expertise and experience of use of IT for teaching & 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?)
Professional Development: All staff competent in the use of classroom computers & projectors and E-Portal for input of exam results.	Ongoing	ICT Co-ordinator and external instructors.	All teachers capable of using ICT for teaching and recording of results. All teachers using their desktop and projector every day.	Computers, projectors and WIFI
Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	Ongoing	ICT Co-ordinator and external instructors.	All teachers aware of new resources and hardware in the school and that teachers share information on new websites they find to be of particular use in delivering the curriculum.	Computers, projectors and WIFI

EVALUATION PROCEDURES:

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

Online digital learning survey will be carried out among staff and students and results compared with baseline data from surveys carried in February 2018. An increase in staff and student use of ICT within school will indicate an achievement of targets.

Digital Learning Action Plan (Leadership and Management)

Domains 2 &3: Managing the Organisation & Leading School Development

STANDARD(S): Establish an orderly, secure and healthy learning environment, and maintain it through effective communication.
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.
Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

STATEMENT(S): 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.
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. The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.
The principal and other leaders in the school are informed by national policy and technological developments and see their relevance to the school.

TARGETS: To ensure all ICT facilities are maintained to a high standard and are fit for purpose and updated within resources.
To comply with policy and developments as set by the department.

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 existing Broadband and ICT equipment.	On-going	ICT Co-ordinator and Computer Technicians	Improve Broadband network throughout the school and update computer hardware	Funding provided by Digital Grant Advice from computer technician
Develop a digital learning culture within the school.	On-going	All staff	Maintain a vibrant and up to date website. Active involvement of teachers and students in updating the website.	Computers, projectors and WIFI

Develop a digital learning plan and develop a culture moving focus in ICT from equipment and basic skills to a culture of digital learning integration.	On-going	All staff	Creation of and implementation of a digital learning plan. Updated acceptable use policy for internet access and computer use after survey of staff and students. Digital learning update on the agenda at each staff meeting.	Computers, projectors and WIFI
Staff input into digital learning plan.	On-going	All staff	Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery.	Computers, projectors and WIFI

EVALUATION PROCEDURES:

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

The digital learning plan will be implemented on an on going basis. Progress will be reviewed every year and this document will be updated to reflect progress made.