| Coachford College |
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| Digital Learning Plan 2021-2022 |

## 1. General

### 1.1 Scope

The Plan is applicable to all students of Coachford College (70960D), their parents/guardians and the school's staff.

### 1.2 Relationship to the school's mission and characteristic spirit

Coachford College is a community in which mutual respect is shared in a positive environment. Individual potential is developed in all fields, and student wellbeing is at the core of all we pursue.

This Plan seeks to assist students, parents/guardians and adult students as relevant, in reaching the best educational outcomes through the exploitation of digital technologies.

### 1.3 Context

This Plan has been drawn up in consultation with all the school partners, and in keeping with the requirements of the DESk *Digital Strategy for Schools 2015-20 Enchancing Teaching, Learning and Assessment* and the *Digital Learning Planning Guidelines* (PDST), and C0018/2019 (Grant Scheme for ICT Infrastructure 2018-19), which in turn have been informed by the UNESCO ICT Competency Framework for Teachers which aims to provide schools with clarity around the concept of ICT integration. The Plan is designed to support and complement the school's SSE process in relation to embedding digital technologies in learning and teaching, and is directly aligned to the domains and standards of *Looking at our School 2016: A Quality Framework for Post-Primary Schools (*DESk), both in the context of Teaching and Learning and Leadership and Management*.* The Plan should be read in conjunction with the *Key Skills Framework* (NCCA, 2009), the *Framework for Junior Cycle* (DESk 2015), the *Wellbeing Guidelines* (DESK 2017), the *Senior Cycle Review (DESk, 2019)*, Cosán (Teaching Council 2018), *Ongoing Reporting for Effective Teaching and Learning* (NCCA 2018), *Reporting Guidelines* (NCCA, 2018), *School Self-Evaluation Guidelines 2016-2020* (DESk) and the school's Acceptable Use of Technology Policy, Anti-Bullying Policy, Child Safeguarding Statement/ Child Protection Policy and Data Protection Policy (CETB). Coachford College encourages the pursuit of excellence and strives to create an environment conducive to the highest standards of

learning, teaching, assessment and reporting.

**1.4 Rationale**

The *Digital Strategy for Schools (2015-20)* highlights the vision for the embedding of digital technologies in Irish schools 'to realise the potential of digital technologies to enhance teaching, learning and assessment so that Ireland's young people become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and economy'. It also highlights the role of ICT infrastructure in supporting teaching, learning and assessment practices in schools.

This Plan was devised to identify, realize and embed, in keeping with the vision set out above, the use of digital technologies for the enhancement of learner outcomes, learner experiences, teachers' individual practice and teachers' collaborative practice at the school.

**2. Vision**

**The school's vision for the effective use of digital technologies is:**

- To ensure that students derive optimal benefit fully from the learning opportunities that the school offers them;
- To support the strive for excellence in learning, teaching, leadership and management;
- To reach a shared understanding of why the school seeks to embed digital technology in learning and teaching, of its vision is for its learners, and how that vision will be realised;
- To encourage and enhance student engagement toward ownership of learning, active, creative and critical thinking, management of self, management of information;
- To support diversity and inclusion;
- To support the ethical and responsible use of digital devices;
- To equip students to collect information, record, evaluate, reflect and find solutions;
- To meaningfully embed the vision for Junior Cycle, as set out in its Statements of Learning and Key Skills;
- To ensure differentiation and inclusion in fully providing for all the school's student cohort irrespective of its needs;
- To nurture and embed an understanding amongst all students of the possible risks and limitations of technology, but to have the confidence to make informed decisions to expedite its benefits;
- To ensure that digital interactions between students, and between students and teachers are respectful, challenging, and enhance the wellbeing and learning of all;
- To empower students and their parents/guardians to use technology in a highly efficient manner to follow their individual learning styles and preferences;

- To support students and their parents/guardians in making highly effective use of technologies to access, evaluate and interpret the results of formative, summative, self- and peer assessment;
- To understand and identify the risk of exacerbating inequalities experienced by disadvantaged children, and to ensure that the necessary steps are taken to provide for the needs of these students;
- To promote collaboration and sharing of best practice amongst teachers to support their planning, reflection and daily practice at individual, departmental and whole-school level;
- To identify, plan and provide for in an informed manner, the CPL needs of the school staff to ensure that all teachers have the pre-requisite knowledge and management skills to design engaging opportunities for excellent learning and teaching, model the highest levels of teaching excellence to support innovation and creativity;
- To support teachers in enhancing the effectiveness of meaningful, transparent and relevant feedback and reporting;
- To support teachers in their engagement in online communities to enhance the opportunities they can provide to students;
- To empower teachers in embedding digital technologies to develop, monitor and evaluate students' literacy and numeracy on an on-going basis;
- To facilitate teachers in leading and supporting colleagues within the school to develop and embed a shared vision of how digital technologies can enhance learning opportunities for all students;
- To ensure that the use of digital technologies is embedded across the full curriculum;
- To ensure that the school builds and maintains collaborative and innovative partnerships with other schools, external organizations, industry and the wider community, facilitated and sustained as appropriate using digital technologies;
- To ensure that challenges are pre-empted, effectively managed and that solution-based approaches are adopted if and when challenges are presented;
- To ensure flexibility to the adoption of changes, as informed by research, national policy and technological advances;
- To support and complement the school's SSE process;
- To inform whole-school planning for the years ahead by setting out targets and measuring their effectiveness;
- To ensure that the appropriate policies, procedures and safeguards are in place, monitored and followed, to support the vision set out above and to ensure that wellbeing remains at its core.
- To ensure that the Board of Management and school leadership team support, articulate and embed the vision set out in this Plan.

### 3. Outline of current infrastructure and resources

**3.1.** The school is equipped with:

- A range of laptops, tablets and computers. All teachers have a school-owned Chromebook;
- The school has 3 computer rooms, one of which is a DCG room;
- All classrooms are equipped with a smart TV and internet access.

### 3.2. Wired network

The wired network is average with 10/100 routers and home specification bridges utilised where there is an insufficient quantity of network connections.

### 3.3. Wireless network

The school is equipped with 100 Mb broadband.

### 3.4. Cloud-based solutions

The school's approved platform is Google Classroom through Google Workspace.

All staff members, whether teaching or ancillary, have access to Google Drive, thus facilitating effective communication, collaborations and sharing.

### 3.5. Administration

All staff members have an @mail.coachfordcollege.ie email address accessed through Google. Student access to Google apps is also available.

### 3.6. Summary of school's engagement with digital technologies to date

- ePortal, 2008;
- VSware, 2015-present;
- Moodle, 2007-2017;
- ATS2020 2015-16: Focus on collaboration and reflection through the use of OneNote;
- Rollout of Google Classroom, 2017-present;
- Prioritization of the development of digital technologies under POR review (2017-18);
- Use of Digital Learning Framework and Planning Resources – Post-Primary (2018-19);
- School-based support from PDST (2018-19);
- JC Curricular review, with specific reference to inclusion of Digital literacy in Wellbeing (2018-19);
- Appointment of Digital Literacy Co-ordinator (2018-19);
- Appointment of Core Digital Learning Team (2018-19);
- There is a long tradition of mentoring and collaboration and of team involvement in School Development, through subject department planning and policy development.

- Google Suite was rolled out in September 2019, with all students and staff gaining access to Google Drive.

- The Blended Learning Policy was ratified in August 2020.

**3.7. Summary of strengths with regards Digital Learning**

- There is a long tradition of excellence in learning, teaching and assessment at the school inclusive of all learning styles.
- The school has a long tradition of mentoring and collaboration and of team involvement in School Development, through subject department planning and policy development.
- 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.
- Teachers work in subject departments to support each other in the use of digital technologies.
- The school has strong support from all its partners in its endeavour to ensure that digital interactions between students, and between students and teachers are respectful, challenging, and enhance the wellbeing and learning of all.

## 4. Review

A review was carried out, in consultation with all school partners, in 2020-21 of the school's provision in the context of the vision set out above which included:

1. An investigation into the level of integration of digital technologies into teaching, learning and assessment;
2. A review of the levels of engagement with Blended Learning through the global pandemic;
3. A Junior Cycle Curricular Review, with specific regard to Digital Literacy as a core element of the Wellbeing programme;
4. The identification of areas of development of the integration of digital technologies into teaching, learning, assessment and reporting;
5. The identification of the school's vision for the use of technology to support learning, teaching and assessment;
6. Engagement with in-school support (PDST);
7. The alignment of Digital Learning Plan to School Improvement Plan as part of SSE and SIP 2021-22.

## 5. 2021-22 Targets

The Digital Learning Plan targets for 2021/2022 are threefold:

1. The introduction of Chromebooks to develop and enhance the use of digital technology to improve teaching and learning across the curriculum. Although we now have the Chromebooks, Part 1 of this Plan was the planning and preparation in choosing a specification which would adequately serve the school's teaching and learning needs and allow us to effectively progress learning. The school's focus is now the need to maximise use of the technology by sharing resources and knowledge which enable the embedding of digital technologies across the curriculum.
2. The rollout of the Digital Literacy classes in Junior Cycle continues, focusing on the Webwise module "Connected" culminating in a CBA in the 3rd year classes. Junior Cycle Digital Literacy classes focus on internet safety, respectful online behaviour, digital resilience, and online safety. This links to the school's Wellbeing Plan empowering students to be safe users of technology and online media.
3. The school's SSE target for 2021/2022 is Learner Experiences, focusing on purposeful engagement in meaningful learning activities. We aim to achieve effective practice where students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. Students will use digital technologies to engage in meaningful learning activities both independently and collaboratively to create content.

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| DIMENSION: Teaching and Learning |
| DOMAIN: Leading Learning and Teaching |
| STANDARD(S):Manage the planning and implementation of the curriculum |
| STATEMENT(S): The principal and other leaders in the school plan for and implement a broad and balanced curriculum that embeds digital technologies to support communication, collaboration, knowledge co-creation and civic participation. They purposefully ensure that the use of digital technology is embedded across the school curriculum, whereby all students engage with valuable learning experiences. |
| TARGETS: There is currently a range of computer/tablet devices in the school. The target is to provide a common mobile device to all staff which will be used on a daily basis to embed digital technology in the curriculum. |

| ACTIONS<br><br>(What needs to be done?) | TIMEFRAME<br><br>(When is it to be done by?) | PERSONS / GROUPS RESPONSIBLE<br><br>(Who is to do it?) | CRITERIA FOR SUCCESS<br><br>(What are the desired outcomes?) | RESOURCES<br><br>(What resources are needed?) |
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| Selecting the most suitable device. | June-Sept | Deputy Principal in charge of administration for Google in Education<br><br>DL coordinator | The device chosen is suitable for a school based system.<br><br>The device will be used by all staff to enhance the teaching and learning experience. | Research with other schools/teachers with regard to the devices they use and the pros and cons of same. |
| Procurement of devices | June-Sept | Deputy Principal, administrator of Google for Education | Devices ready to be used by the return to school on August 30th. | Money |
| CPL in order to fully utilize the devices | September 2021<br><br><br><br><br><br><br><br><br>JCT whole school day | MF to provide a video on how to use the device.<br>MF to survey staff to identify those that need support in using the device and Google Apps.<br><br><br><br>MF to identify staff using other digital resources | All staff can use the device and feel comfortable using it to embed digital technology in the curriculum.<br>All staff use at least one new resource to engage students and one new resource to support students in creating content. | Devices<br><br><br><br><br><br><br><br><br>Staff members willing to share their knowledge and skills in using other digital technologies. (Canva, Viva Video, Coggle, Kahoot, Google Forms. etc.) |

| DIMENSION: Teaching and Learning |
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| DOMAIN: Learner Experiences |
| STANDARD(S): Students grow as learners through respectful interactions and experiences that are challenging and supportive. |
| STATEMENT(S): Digital interactions among students and between students and teachers are respectful, challenging and support the wellbeing of all students. Students use digital technologies to respectfully communicate, collaborate and co-create knowledge through active engagement in appropriate public discourse and civic participation. |
| TARGETS: All Junior cycle students will explore Online Wellbeing; News, Information and Problems of False Information; Big Data and the Data Economy; and My Rights Online, following the Webwise "Connected" modules. Connected aims to empower young people to be effective, autonomous and safe users of technology and online media. |

| 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?) |
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| All Junior Cycle students need to have a timetabled class for digital literacy and all 1st year students to be assigned a school email address. | Before the return to school in August 2021 | Deputy Principal in charge of timetabling and administrator of Google for Education. | All 1st year students will have the necessary skills and knowledge to use Google Apps for Education, to be able to create effective content and reflect on their work. | Mobile devices<br><br>Wifi throughout the building to enable students to use their own devices. |

| All First, Second and Third year students study Digital Literacy as part of Wellbeing. | September 2021- June 2022 | DL Team | All Junior cycle students will be able to manage their online wellbeing, collaborate and communicate in a respectful manner. | Webwise resource 'Connected' |
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| A Digital Literacy team to plan challenging weekly activities. | September 2021- June 2022 | DL team under the guidance of the DL Co-ordinator. | All resources and units of learning to be available in a Team Drive folder for easy access.<br><br>The number of teachers willing to teach the Digital Literacy classes will increase. | Staff members willing to be part of the DL team.<br><br>All staff members to have a school device. |

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| DOMAIN: Learner Experiences |
| STANDARD(S):  2.1 Students engage purposefully in meaningful learning activities |
| STATEMENT(S): Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. |
| TARGETS: Second Year students will work independently or collaboratively to research information and create presentations, documents, digital stories, videos in every subject. Step 1 will focus on researching a topic. Further steps will focus on how to present the research in  a variety of forms, using different digital technologies. |

| 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?) |
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| 1. Inform Staff | SM November 4th | MF/EF | Staff are aware of what they are doing and how they can effectively embed digital technologies in their own classes | Whole Staff Presentation<br><br>Follow-up email |
| 2. Share effective research techniques with 2nd Year pupils | DL class week of 8th November | 2nd Year DL teachers | Students have the necessary resources to conduct independent research. | Devices/phones<br><br>Presentation |
| 3. Each teacher will include at least one research activity in their class. | 8-30th November 2021 | All teachers of 2nd Year classes | All 2nd Year students are using digital technologies in their classes at least once a term. | 30 additional school tablets<br>Mobile phones<br>Student mobile devices |
| 4. SSE team to be identified/created. | SM November 4th | MF/EF to collaborate with the SSE team. | 3 members of staff are willing to join the team and help design and prepare further lessons to enable us to progress with the plan | Staff to share their knowledge of resources they use to engage students and support content creation in their classes. |
| 5. Identify targets and resources.  Share with | December 2021-June 2022 | SSE Team | | Shared resources available on Team Drive to allow all staff access. |

| | | | Second year students will be confident in creating their own content using a variety of digital technologies. They will be engaged and interested in their own learning. | |
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| the whole staff to enable them to embed them in 2nd Year classes. | | | | |

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

Monthly reviews will be conducted under the guidance of MF and EF, by surveying students to identify how the plan is progressing and to identify changes which may be required.

This Plan was ratified by the Board of Management of Coachford College on December 7th 2021, as signed by the Chairperson of the Board of Management and the Principal. It shall be reviewed on an annual basis and/or as deemed necessary.

It shall be made available to all members of the school community, and posted on the school's website.

Signed by:

*Niamh Lehane*
Chairperson of the Board of Management
Date: *07/12/2021*

*Áine-Máire Ní Fhaoláin*
Principal
Date: *07/12/2021*