

Coachford College Digital Learning Plan 2025/26



1. Identifying a focus

The development of a Digital Learning Plan (DLP) in post-primary schools is a strategic response to the evolving educational landscape, where digital technologies are increasingly central to teaching, learning, and assessment. Grounded in national policy and informed by school-based evaluation, the DLP ensures that schools are equipped to meet the demands of 21st-century education.

[The Digital Strategy for Schools to 2027](#) outlines a vision for embedding digital technologies in a way that enhances learner outcomes, promotes inclusion, and supports teacher professional development. It emphasises the importance of digital competence as a core skill for life and work, and calls for schools to adopt a whole-school approach to digital learning. Complementing this, the Digital Learning Framework for Post-Primary Schools provides a structured model for schools to evaluate and improve their digital practices across teaching, learning, and leadership domains.

[Looking At Our School 2022 \(LAOS\)](#) reinforces the importance of learner experiences and teacher agency in fostering innovation and reflective practice. It encourages schools to create environments where students are active, responsible, and digitally literate participants in their learning. Similarly, the [School Self-Evaluation: Next Steps 2022-2026](#) promotes evidence-based planning and continuous improvement, making the DLP a key tool for aligning digital initiatives with broader school goals.

The rapid emergence of Artificial Intelligence (AI) in education presents both opportunities and challenges. Schools must now prepare students not only to use digital tools effectively, but also to understand and critically engage with AI technologies. A well-structured DLP ensures that digital learning is purposeful, inclusive, and future-focused, equipping students and teachers alike for a dynamic digital world.

In addition to aforementioned frameworks and ever-changing educational landscape, the aim of the DLP for 2025/26 is to build on the progress made by previous DLPs and to complement the School Improvement Plan in the context of School Self-Evaluation.

2. Digital Learning Plan 2025/26

Target 1. Plan for the provision of an engaging and impactful digital learning curriculum.	Specific - Conduct a comprehensive review of the current Digital Learning curriculum to enhance three key areas: - Proficiency in Google Workspace applications (Docs, Slides, Sheets, Gmail, etc.). - Digital safety, resilience, and responsible online behaviour. - Introduction of modules on the appropriate and ethical use of Artificial Intelligence (AI) in education.
	Measurable By May 2026, updated curriculum materials and lesson plans will be developed and piloted, with feedback collected from at least 80% of Digital Literacy teachers and a representative sample of students.
	Achievable A working group of Digital Literacy teachers, the Digital Learning Coordinator, the Deputy Principal and chaplain will meet monthly from September 2025 to February 2026 to review, revise, and develop curriculum content.
	Relevant This target supports the school's commitment to equipping students with essential digital competencies and aligns with national priorities for digital and AI literacy in post-primary education.
	Time-bound The revised curriculum will be finalised and ready for implementation by the start of the 2026/2027 academic year, with a mid-year review scheduled for January 2027.
This target is linked to the following dimensions, domains & standards as set out by the digital learning framework for schools. Dimension: Teaching and Learning <u>Domain: Learner Outcomes</u> - Standard 1.2 Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships <u>Domain: Learner Experiences</u> - Standard 2.4 Students experience opportunities to develop the skills and attitudes necessary for lifelong learning <u>Domain: Teacher Collaborative Practise</u>	

- Standard 4.2 Teachers work together to devise learning opportunities for students across and beyond the curriculum

Dimension: Leadership & Management

Domain 1: Leading Learning and Teaching

- Standard 1.3 Manage the planning and implementation of the curriculum

Target 2. Use digital learning methodologies to increase student engagement and promote students becoming responsible for their own learning.	Specific • Implement a structured digital process for students to set personal learning goals and reflect on their progress using tools such as Google Forms, Google Docs, or digital portfolios.
	Measurable • By May 2026, at least 90% of students in 3rd and 6th year will have completed two goal-setting and two reflection activities, documented digitally and reviewed by their subject teachers.
	Achievable • Teachers will be provided with templates and training on facilitating digital goal-setting and reflection activities. Activities will be embedded into existing class time, particularly before and after key assessments.
	Relevant • This target supports the development of independent, self-directed learners and aligns with the school's SSE focus on learner experiences and the use of digital tools to enhance metacognition and ownership of learning.
	Time-bound • Templates and teacher guidance shared by September 2025 • First round of student goal-setting completed by October 2025 • Reflection activities completed by January and April 2026
This target is linked to the following dimensions, domains & standards as set out by the digital learning framework for schools. Dimension: Teaching and Learning: <u>Domain 1: Learner Outcome</u> • Standard 1.1 Students enjoy their learning, are motivated to learn and expect to achieve as learners <u>Domain 2: Learner Experiences</u> • Standard 2.3 Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	

Target 3. Continue to develop the digital learning infrastructure and how it is managed.	Specific Procure additional Google Chromebooks and implement a structured management system for both new and existing devices to support the integration of digital learning across Junior and Senior Cycle curricula.
	Measurable Increase the number of functioning Chromebooks from approximately 120 to at least 180 by March 2026, ensuring a minimum 1:5 device-to-student ratio. Conduct a full audit of existing stock by December 2025.
	Achievable Funding will be sourced through school ICT grants. A designated Digital Learning Infrastructure Team will oversee procurement, auditing, and rollout, with support from the ICT coordinator.
	Relevant This target supports the school's readiness for Senior Cycle reform, which emphasises digital coursework and project-based learning, while also sustaining the needs of the Junior Cycle Digital Literacy programme.
	Time-bound - Device audit and inventory system in place by December 2025 - Procurement of new devices completed by April 2026 - Full deployment and classroom integration by September 2026
This target is linked to the following dimensions, domains & standards as set out by the digital learning framework for schools. Dimension: Leadership & Management <u>Domain 2: Managing the Organisation</u>	

- Standard 2.2: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation

Target 4. Promote and provide continuous professional learning opportunities for teaching Staff in the area of digital learning.	Specific • Provide all teaching staff with structured Continuous Professional Learning (CPL) opportunities focused on enhancing digital teaching skills, with a particular emphasis on the ethical and effective use of Artificial Intelligence (AI) in education.
	Measurable • All teaching staff will complete one CPL session on digital learning and AI integration by May 2026. 50% of staff will complete two CPL sessions during 2025/2026
	Achievable • Sessions will be delivered through a combination of online workshops and external expert-led seminars, scheduled during existing CPL time slots or staff development days.
	Relevant • This target aligns with the school's Digital Learning Plan and national priorities for digital competence in teaching, ensuring staff are equipped to support students in a technology-rich learning environment.
	Time-bound • All CPL sessions will be completed by the end of the 2025/2026 academic year, with progress reviewed in March 2026.

This target is linked to the following dimensions, domains & standards as set out by the digital learning framework for schools.

Dimension: Teaching and Learning:

Domain 4: Teachers' Collaborative Practice

- Standard 4.1: Teachers value and engage in professional development and professional collaboration

Dimension: Leadership and Management

Domain 1: Leading Learning & Teaching

- Standard 1.4: Foster teacher professional development that enriches teachers' and pupils' learning

Domain 3: Leading School Development

- Standard 3.4: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

This Plan was ratified by the school's Board of Management on _____
having been signed by the Chairperson of the Board of Management and by the Principal.

It is posted on the school's website www.coachfordcollege.ie, and is available on request from the school office, 021 7334113 or info@office.coachfordcollege.ie.

The Plan shall be reviewed on an annual basis, and/or as deemed necessary.

Signed by:



Chairperson of the Board

Date: 04.11.2025



Principal

Date: 04.11.2025

