Digital Learning Framework - Whole School Plan

This document outlines the process The Teresian Junior School followed to develop the integration of digital technologies in the school.

Context

The Teresian Junior School is a fee paying Catholic school in an urban area.

There is currently an enrolment of 175 students. There are eight class teachers and one learning support teacher. The school derives much of its population from the area of Donnybrook and the surrounding suburbs.

The current School Self Evaluation focus is the development of Oral Language skills in both Irish and English.

There is an Interactive Whiteboard in each classroom and a laptop for the teacher's use. There is also a trolley of 30 HP Pro-Books. The school recently updated the school website.

Preparation

The vision for the Digital Learning Framework was drawn up by asking the whole staff what they thought Digital Learning should look like in this school. The Student Council were asked to contribute their thoughts on the Digital Learning Framework. There was also a consultation process with the Parents' Council (Jan 2019). After this, the vision statement was written, taking on board the views of the whole school community.

The Principal and the Computer teacher led the development of a Digital Learning (DL) Team.

Step 1: Identify Focus

The Digital Learning Team brainstormed ideas regarding how digital technology might support the focus of the School Self Evaluation process – i.e. the continued development of oral language skills. Central to the DL plan is teachers' individual practice.

Dimension	Teaching and Learning
Domain	Teachers' Individual Practice

Standard	Statement of effective practice
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design learning and assessment activities for their pupils.

Step 2: Gather Evidence

The Digital Learning team gathered the following evidence between November 2018 and January 2019:

- Teacher Questionnaires: The DL team identified one standard as the focus and posed questions to identify where the teachers are in relation to the statements of effective and highly effective practice in this standard.
- Checklists: An inventory of digital technologies available to staff in the school was completed.
- Feedback at Staff Meetings: Specific time on the agenda was allocated at staff meetings to digital technology. This provided staff with a platform to share their experience using digital technology.
- Survey: Pupils were surveyed on their thoughts about using digital technologies in teaching and learning.
- Survey: The Parents' Council were surveyed on their understanding of how digital technologies are used in the school.

Step 3: Analyse and Make Judgements

Key themes that emerged from the evidence gathered were highlighted and discussed. This discussion was facilitated by the Principal and the Computer teacher at a staff meeting.

It was found that as the school was starting out on their digital learning journey, they were essentially working towards achieving 'highly effective' practice in most statements of their chosen domain.

It was found that a number of staff members were engaging in 'effective' practice in the classroom, upskilling themselves in this area and using applications and technologies in local projects depending on their interests. Consistency in this regard was deemed a priority by the DL team.

The school decided on the following priorities after analysing the evidence they gathered:

- Upskilling teachers with CPD (based on the information gathered from the technology checklist, the teacher survey and feedback at the staff meetings)
- Empowering pupils to use technology meaningfully (based on the information gathered from the Student Council surveys)
- Getting pupils to create digital content based on their learning (based on the information gathered from the Student Council survey, the staff survey and feedback at staff meetings)
- Use appropriate digital technologies to foster active engagement with oral language (based on the information gathered from the Student Council survey, staff survey and feedback at staff meetings).

Step 4: Write and Share Digital Learning Plan

The school completed a DL plan. This was drawn up by the DL team. The school drew up a target which was Specific, Measurable, Achievable, Realistic and Time bound. The target created for the chosen statement is outlined below:

Standard	Statement	Target
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.	Teachers use a range of digital technologies to design learning and assessment activities for their pupils.	Teachers will enable pupils to create and share curricular-based digital content, appropriate to their class level, once per month.

Step 5: Putting the plan into action

Realistic and Achievable timeframes, people responsible, criteria for success and resources required were agreed for each action. The evaluation procedures section of the Digital Learning Action Plan will enable our school to use the plan as a working document, altering the content in line with progression. The DL team is responsible for updating the Plan once actions are achieved.

Furthermore, in order to generate motivation and support staff who are less confident in using Digital Technologies, the specialist Computer teach is available to aid them in the classroom. Increased use of Digital Technologies in every class is evident.

Step 6: Monitor Actions and Evaluate Impact

To be completed May 2019

Have Digital Learning practices changed in the target areas?

What are teachers' experiences of the agreed changes?

What are learners' experiences of the agreed changes?

What aspects of digital learning should we focus on next?