

2019/20

# DIGITAL LEARNING PLAN

ST ANDREW'S COLLEGE

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## **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:**

St Andrew's College is an international, co-educational, inter-denominational school founded in 1894 by members of the Presbyterian Church in Ireland.

There are 987 students in the secondary school and members of teaching and administrative staff.

### **1.2 School Vision**

#### **a. General**

The mission of St. Andrew's College is to offer a high-quality wide-ranging liberal educational experience, where students feel respected, valued and challenged. Students' talents, aptitudes and skills are given every opportunity to emerge and develop where they can mature into happy, well-adjusted, self-confident and questioning adults.

We are committed to creating an atmosphere in the College community whereby all children can feel respected, valued and challenged; in which their talents, aptitudes and skills are given every opportunity to emerge and develop, and where they can mature into happy, well-adjusted, self-confident and questioning young adults.

We believe that the distinctive international character of St Andrew's College reflects the commitment of the College to raising students' awareness of cultural diversity, global interdependence and the responsibilities of citizenship.

We believe it is essential to promote an awareness within the St Andrew's community of the rights and needs of others, of our obligations to the disadvantaged in our society and our wider responsibilities to the underprivileged worldwide, so that students will learn to appreciate the vital contribution such awareness can make both to their own character formation and the promotion of human rights around the world.

#### **b. Vision for use of Digital Technologies:**

The vision of our school community for digital learning is to recognise and harness the potential of digital technologies to create a 21st century teaching and learning environment. It aims to enrich students' learning, develop transferrable skills and prepare them to be confident in their ability to utilise technology in an ever-changing world.

Teachers are given the opportunity to become confident and competent in their application of digital technology, through ongoing training and collaboration, allowing them the scope to create meaningful, creative and innovative learning experiences.

The students are given the opportunity to use digital technologies as a tool to support their development as engaged thinkers, active learners, knowledge constructors, and to become responsible and ethical users of technology.

This dynamic learning environment, supported and encouraged by management, will promote a culture of improvement, collaboration, innovation and creativity in teaching and learning. Management will provide the resources to allow the teachers and students the opportunity to embed digital technologies in teaching and learning, and assessment practice, whilst building a safe connected learning environment within the school community.

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

- All classrooms have a desktop computer with internet access.
- The majority of classrooms have an interactive whiteboard or a large TV screen
- All subject offices are equipped with a desktop computer or laptop
- All administration offices are equipped with desktop computers
- We have two dedicated Design and Communication Graphics rooms with 24 laptops in each.
- Our school library is equipped with 24 laptops
- We have a number of digital cameras and digital camcorders for use in TY Film Studies / Photography
- We have 252 laptops available for booking by classroom teachers using an online booking site.
- We have 44 tablets available for booking by classroom teachers using an online booking site.
- We have 10 laptops available for specifically for the SFL department
- There are 10 laptops available for students in the sixth form centre
- The music and art departments have 5 dedicated iMacs each.
- Approximately 80% of teachers have access to their own school tablet or laptop
- A number of SFL students use laptops or iPads to support their learning.
- The school broadband is comprised of a combination of wired and wireless service. The school is receiving 100Mb HEANET broadband. In addition we have a second internet line provided by Virgin Media (400Mb)
- We have a school website and Twitter page that are regularly updated.
- We currently use VS Ware to record student data, attendance and assessment results.
- Payments are received electronically via Easy Payments.
- In St Andrew's College we use Microsoft 365 as our VLE to support our teaching, learning and assessment of the curriculum
- Most teachers use One Drive to store files
- Introduced the use of OneDrive/Outlook to collaborate and plan within departments.
- Some use Teams and OneNote to manage and create notebooks for use with classes.
- In the classroom teachers often communicate with students regarding classwork/homework using Outlook email and OneDrive.
- The main form of communication of information is via Outlook email.

- Teachers go to relevant in-service training courses that will serve to inform our planning and reflective process
- St Andrew's College App

## **2. The focus of this Digital Learning Plan**

Two Digital Learning groups were convened at the beginning of the 2018/19 academic year. The Digital Learning Team undertook a digital learning evaluation in our school during the period August 2018 to May 2019. This group was responsible for the compilation of this Digital Learning Plan.

The second group, the Digital Leaders Team participated in the 'Digital Leader Schools' CPD Programme, delivered by Wriggle. These member of staff will be responsible for the peer CPD delivered to staff.

### **2.1 Digital Learning Team:**

Rob Micallef	Deputy Principal
Noelle de Courcey	Coordinator of eLearning & Spanish
Eoin Fahey	Coordinator of Technical Communications & Science
Emma Buckley	Science Teacher
Fiona Crotty	Irish Teacher
Darren Goode	Mathematics Teacher
Paul Reidy	English Teacher
Darren Mallon	Support For Learning Teacher

### **2.2 Digital Leaders Team**

Noelle de Courcey	Spanish Teacher
Fiona Crotty	Irish Teacher
Eoin Fahey	Science Teacher
Darren Goode	Mathematics Teacher
Ruth Devane	English Teacher
Danielle Clancy	Business Teacher
Margaret O'Sullivan	Support For Learning Teacher
Jaimie Chellar	Geography / Irish Teacher
Cecilia Travers	French Teacher

### 2.3 The dimensions and domains from the Digital Learning Framework being selected

<b>Dimension Teaching and Learning</b>	<b>Dimension Leadership and Management</b>
Domain 1: Learner Outcomes	Domain 1: Leading Learning and Teaching
Domain 2: Learner Experience	<b>Domain 2: Managing the Organisation</b>
Domain 3: Teachers’ Individual Practice	Domain 3: Leading School Development
<b>Domain 4: Teachers’ Collective/Collaborative Practice Domain</b>	Domain 4: Developing Leadership Capacity

### 2.4 The standards and statements from the Digital Learning Framework being selected Post-Primary – teaching and learning

#### **DOMAIN 4: TEACHERS’ COLLECTIVE/COLLABORATIVE PRACTICE**

<b>STANDARDS</b>	<b>STATEMENTS OF EFFECTIVE PRACTICE</b>	<b>STATEMENTS OF HIGHLY EFFECTIVE PRACTICE</b>
Teachers value and engage in professional development and professional collaboration	<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 evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice</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 collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.</p>
Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.	Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.

## **DOMAIN 2: LEADING LEARNING AND TEACHING**

<b>STANDARDS</b>	<b>STATEMENTS OF EFFECTIVE PRACTICE</b>	<b>STATEMENTS OF HIGHLY EFFECTIVE PRACTICE</b>
Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	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 oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.

### **2.5 These are a summary of our strengths with regards digital learning**

From the Digital Survey conducted with staff during March/April 2019 – the following findings were identified as our strengths:

- 85% of the senior school teaching staff agreed that using digital technologies made learning more interesting
- 81% of the senior school teaching staff agreed that technology makes them do their job better.
- 79% of the senior school teaching staff believed that using digital technologies made learning more accessible to all students
- 82.5% of the senior school teaching staff are reasonably to very confident in their use of digital technologies
- 86% of staff have recommended digital resources to a colleague
- 75% have shown a colleague how to use digital technologies within their teaching
- Competency levels are high amongst teachers with 79.3% being confident in their use of basic skills<sup>1</sup>
  
- 7 subject departments have incorporated the 24th Statement of Learning from the Junior Cycle ‘Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical matter’ into their schemes of work for 1<sup>st</sup>-3<sup>rd</sup> Year<sup>2</sup>
  
- The ICT Leadership and management team is expanded with the appointment of an eLearning Co-ordinator and a Technical Communications Coordinator.
  
- Staff have formed two teams, a Digital Learning Team and a Digital Leaders Team

<sup>1</sup> From question 5 – the three raw figures were summed and divided by 3 x the survey sample.

<sup>2</sup> Base on the ‘New Junior Cycle - Statements of Learning and Key Skills’ issued to Subject Departments October 2018

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

	Survey 2019 (%)	Goal Survey 2020 (%)
Technology has improved my professional collaboration	67	80 <sup>3</sup>
Worked collaboratively in department using digital technology	38	75
Shared resources within OneDrive with members of their department	67	85
Staff engaging with training on the use of digital resources	52	75
Technology doesn't always work, so can be more of a hindrance than a benefit	33.3	15
Read eSafety Policy	64	85
Read Digital Vision	32	85

## 3. Our Digital Learning plan

On the next three pages 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 the action is completed.
- Achievement of targets (original and modified).

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<sup>3</sup> This is a perception-based question, thus it is more difficult to measure whether the technology has actually 'improved' professional collaboration or just facilitated it.

## Digital Learning Action Plan (Teaching and Learning)

<b>DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE</b>				
Standard: Teachers value and engage in professional development and professional collaboration				
Statements: <b>Teachers engage in professional development, lead and support colleagues</b> in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students. <b><i>Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.</i></b>				
Targets: Staff to engage in peer-peer training with the intention of increasing collaboration within subject departments.				
Actions:	Timeframe:	Persons / Groups responsible:	Criteria for success:	Resources required:
<ul style="list-style-type: none"> <li>Identify relevant ICT courses for continuing professional development.</li> <li>Promote ICT CPD courses.</li> <li>Training for teachers in subject departments.</li> <li>Teachers use acquired skills to engage with Digital Technologies in teaching to support learning &amp; assessment</li> </ul>	<ul style="list-style-type: none"> <li>School year 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>eLearning Co-ordinator</li> <li>Digital Leaders</li> <li>All teachers</li> <li>PDST</li> </ul>	<ul style="list-style-type: none"> <li>Staff engage in online courses</li> <li>Digital Leaders work with subject departments to establish collaborative OneDrive folders</li> <li>Teachers become more competent in the uses of Digital Technologies to support teaching, learning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Digital Leaders</li> <li>PDST</li> </ul>
Evaluation Procedures: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

**DOMAIN 4: LEADING LEARNING AND TEACHING**

Standard: Teachers contribute to building whole- staff capacity by sharing their expertise

Statements: Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students

Targets: Audit staff for areas of expertise in the use of digital technologies.

Actions:	Timeframe:	Persons / Groups responsible:	Criteria for success:	Resources required:
<ul style="list-style-type: none"> <li>Digital Team identifies expertise within the staff.</li> <li>Teachers work in subject departments to support each other in the use of Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>School year 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>eLearning Co-ordinator</li> <li>Digital Leaders</li> <li>Digital Team</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Digital Team identifies expertise within the staff.</li> <li>Digital ‘experts’ share expertise with at least one other member of staff.</li> <li>Digital Leaders work with subject departments to establish collaborative OneDrive folders</li> <li>Teachers become more competent in the uses of Digital Technologies to support teaching, learning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Screen capture software</li> <li>Microsoft ‘Streams’</li> </ul>

Evaluation Procedures:

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

**DOMAIN 2: LEADING LEARNING AND TEACHING**

Standard: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication

Statement: The Principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.

Targets: Review the eSafety policy in terms of content and communication.

Actions:	Timeframe:	Persons / Groups responsible:	Criteria for success:	Resources required:
<ul style="list-style-type: none"> <li>Review the eSafety Policy</li> <li>Review the Student / Staff AUP</li> <li>Student AUP included in all student journals</li> </ul>	<ul style="list-style-type: none"> <li>August 2019</li> </ul>	<ul style="list-style-type: none"> <li>Headmistress</li> <li>Deputy in charge of Digital Technologies</li> <li>eLearning Coordinator</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Policies reviewed and ratified by the Board of Management</li> <li>AUP included in student journals</li> </ul>	
<ul style="list-style-type: none"> <li>Review of the eSafety information on the College website</li> <li>Review of the First Year Digital Wellbeing Module</li> <li>Promotion of a Webwise Internet Safety Ambassador in TY</li> </ul>	<ul style="list-style-type: none"> <li>School year 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management Team</li> <li>eLearning Co-ordinator</li> <li>Digital Leaders</li> <li>Digital Team</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>The eSafety information for parents is updated and communicated to parents</li> <li>The Digital Team collaborates with the Digital Wellbeing Teacher to devise a module that highlights the importance of eSafety</li> <li>Web wise Ambassador works with the Digital Wellbeing Teacher to deliver an eSafety programme during the Wellbeing week.</li> </ul>	

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

