CRESCENT COLLEGE COMPREHENSIVE SJ

DIGITAL LEARNING PLAN 2018-2021

14th May 2019

A.M.D.G.

CRESCENT COLLEGE COMPREHENSIVE S.J.
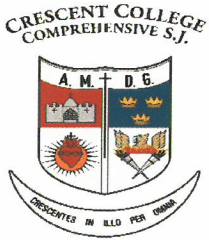
Digital Learning Plan 2018-2021

Initiated September 2018

1. Introduction

This document serves as a focus for the promotion and progression of digital learning within the school. This is a live document which is updated continually by the Digital Learning Committee.

1.1 School Details:

Crescent College Comprehensive was founded in 1971 to provide a comprehensive education for the boys and girls of the local community. Crescent enjoys a rich history of academic, sporting and cultural achievements. Located on a picturesque forty acre site on the outskirts of the city, Crescent is a place where students feel welcomed and comfortable in their surroundings. This helps to foster a shared vision of enabling students to become independent learners and confident adults in the future.

1.2 School's Mission:

Crescent College Comprehensive is a school committed to the ideals of a Jesuit Education. Crescent College Comprehensive SJ incorporates the characteristics of Jesuit Education. It seeks to develop fully each student's religious, moral, social, intellectual, physical and cultural sensibilities. As an important means of doing this the school strives to create a strong sense of community between parents, students and teachers.

1.3 Brief outline of Digital Technologies in CCC

- All classrooms are equipped with a *Promethean* interactive whiteboard, ultra-short throw digital projector and a desktop computer with high speed internet access. Each teacher also has a dedicated desk with storage space for cables and other consumables.

- The Board of Management invested heavily in Office 365 technology during 2017 & 2018 in particular. This investment included a major server upgrade, new desktop hardware and software licensing.
- We have two computer labs with 60 computers in total. A technology room with a further 12 computers are used for teaching Design and Communication Graphics.
- There is a mobile library of 30 Windows devices available to all staff and student members
- Our school library is equipped with 6 desktops.
- We have 3 dedicated resource rooms. Each room contains a desktop computer connected to a high speed Internet connection and a *Promethean* interactive whiteboard
- We have 6 desktop computers in the staff preparation and correcting room.
- A number of SEN students use laptops and/or iPads to support their learning.
- All staff and students have been assigned individual access login details and cloud based storage space
- The technology, science and art rooms are equipped with digital visualisers.
- The school employs an ICT technician who works with staff and students on ICT troubleshooting throughout the school day. He also provides training to staff on new software or hardware when necessary.
- The school is currently connected to the 100Mb broadband system. Significant investment has been made during the past 12 months to upgrade our routers and wireless systems to ensure that high-speed wireless connections can be achieved throughout the school.
- The school app is now the central means of communication between the school and parents. All parents must register on the app to keep up to-date with all school developments.
- The school website page and Twitter account are regularly updated.
- We currently use ePortal to record student data. However, we are hoping to migrate to VSWare during the 2019/2020 year and hope to fully integrate it with the school app for both attendance and notification purposes.
- All student payments are now made electronically (only) via the Easy Payments Plus system.

2. The focus of this Digital Learning Plan

Via the SSE process, the Board of Management and staff identified digital learning as a key priority for the school during the 2018/19 academic year. A number of key priorities were identified:

Digital Learning Committee established

A committee comprising of management and teachers has been established to work on developing our digital learning plan. The group includes Diarmuid Mullins (Deputy Principal), Lisa McNeilis, Bill Sheehan, Padraig O'Sullivan, Tony Trehy, Fiachra O'Dwyer, Amy Judge and John Gavin. Regular meetings are scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Action Plan.

Staff CPD – Office 365

Further to the significant investments made in hardware and software, the school prioritised staff training in the use of Office 365 at the beginning of the 2018-19 academic year. A day of staff training was dedicated to this purpose, will follow up training sessions provided by the ICT technician.

Teacher Digital Survey

A comprehensive review of teachers' use of digital technologies was undertaken and analysed during the 2017/18 academic year. The results of this survey are now being used to help identify and provide for the CPD needs of staff during the current academic year.

Digital Learning Coordinator Appointed

Following a review of the schedule of posts, the post of *Digital Learnning Coordinator* was created and a person appointed to the position during the first term of the 2018/19 academic year. The role of the individual appointed is to focus on identifying best practices in the area of digital learning and communicating this knowledge to staff.

2.1 Digital Learning Framework – Dimensions Selected

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

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

Standard (Teaching & Learning)	Statement(s)
Domain 1: Learner Outcomes [A] Standard 1: Students enjoy their learning are motivated to learn and expect to achieve as learners	Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
Domain 1: Learner Outcomes [B] Standard 2: Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	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.
Domain 2: Learner Experience Standard 1: Students engage purposefully in meaningful learning activities	Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.
Domain 3: Teachers' Individual Practice Standard 1: 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 students.
Domain 3: Teachers' Individual Practice Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress student learning	Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
Domain 4: Teachers' Collective/ Collaborative Practice Standard 1: Teachers value and engage in professional development and professional collaboration	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.

Standard (Leadership & Management)	Statement(s)
Domain 1: Leading Learning and Teaching Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching & assessment	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.
Domain 1: Leading Learning and Teaching Standard 2: Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	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.
Domain 2: Managing the Organisation Standard 1: 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.
Domain 2: Managing the Organisation Standard 2: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	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.
Domain 3: Leading School Development Standard 4: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.

<u>Domain 4: Developing Leadership Capacity</u> 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 to digital learning

- 97% of staff feel that ICT is a benefit to their subject area
- 67% of staff always use presentation software in class
- 54% of staff use the Internet regularly in their class
- 100% have WiFi access available to them in their classroom
- 100% of teachers have a networked computer and projector in the classroom

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

- 5% of students regularly use ICT independently in class. Our principal focus is to greatly increase this figure.
- 5% of staff collaborate with each other on digital platforms. We aim to enable greater collaboration between staff members.
- A majority of staff are willing to share their expertise in the use of digital technologies in the classroom with colleagues.
- We will focus on getting additional funding for infrastructure and staff CPD through the Digital Learning Framework grant process.
- We will continue to improve the broadband infrastructure of the school, both networked and wireless.
- Continue to support the use of existing technologies and digital facilities within the school community.
- We will aim to promote digital learning planning within subject department meetings
- We aim to provide for effective use of innovative technologies within the classroom
- Provide a digital platform which provides students with the opportunity to collaboratively complete assignments
- Create a pathway for dialogue with all of the consitituent stakeholders

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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?)
Support the use of existing technologies	Ongoing	ICT Technician External Providers Digital Learning Coordinator	Increased use of technology in the classroom	Training sessions MOS Training for staff PDST Courses Digital Champions
Promote Digital Learning Planning	April 2019	Diarmuid Mullins (DP)	Evidence of subject plans integrating digital learning	Staff Notices Staff Feedback Minutes of Dept. Meetings
Application for Funding	March 2019	Digital Learning Committee Senior Management	Funding granted to school	Planning Meetings PDST Guidelines
Innovative use of ICT in the Classroom	March – May 2019	Digital Learning Committee	Uptake of teacher tablet use Trialing of apps specific to subject Integration of current technologies with same	iPads & Surface Go Visualisers IWB's Wireless Network Office 365 Apps
Electronic submission of JCPA	May 2019	Diarmuid Mullins ICT Technician JCT Coordinator	Students upload their *other areas of learning* electronically	Mobile Windows Devices Computer Rooms
Provide a pathway for dialogue with stakeholders	Sept. 2018 – May 2021	Department Coordinators Parents' Council Students' Council BOM	Greater engagement and feedback from the process	Online surveys Focus groups Day to day feedback

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 to improve pedagogical and constructive intergration of ICT.	On-going	Digital Learning Coordinator JCT Coordinator Digital Learning Committee	An increase in the number of teachers who are confident to use ICT in their everyday teaching	PDST External Providers (Prodigy Learning) Wriggle Partners
Teachers to get involved in peer training to increase the IT proficiency and confidence among their colleagues.	On-going	Digital Learning Coordinator Digital Champions	Teachers will increase the use of ICT in the classroom and will identify with colleague's use of ICT in their classroom	Shared resources on OneDrive & Sharepoint Peer to Peer training sessions

| Regular digital learning updates for teachers, new hardware procured, new websites, and new resources. | On-going | ICT Technician Digital Learning Coordinator | Teachers are aware of new resources, which are of use in delivering the curriculum and streamlining assessment. | PDST Website Technical Guides |
| 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. | Planning Materials Meeting time allocated by Senior Management Stakeholders feedback |

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 regularly 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 trained in VSWare.	August 2019	Senior Management ICT Technician and external training providers.	All teachers capable of using ICT for teaching and recording of results. All teachers using their desktop and projector every day.	PDST External Providers (Prodigy Learning) Wriggle Partners VSWare
Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	Ongoing	ICT Technician and Digital Learning Coordinator	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.	PDST External Providers (Prodigy Learning) Wriggle Partners VSWare

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 November 2017. A future 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.

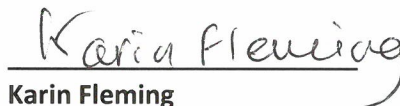| ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
Continue to invest in Broadband and ICT equipment.	On-going	ICT Technician Financial Administrator BOM	Reliable broadband network throughout the school and updated computer hardware and software.	Funding provided by Digital Grant Funding provided by BOM
Develop a digital learning culture within the school.	On-going	Senior Management Digital Learning Coodinator Stakeholders	Dynamic use of digital technologies within classrooms and in the home environment	Social Media School App Management bulletins School Assembly School Website

The digital learning plan will be implemented on an on going basis. Progress will be reviewed periodically by the Digital Learning Committee and this document will be updated to reflect progress made.

Ratification Date: 14th May 2019

Helen O'Donnell

Helen O'Donnell
Chairperson, Board of Management

Karin Fleming

Karin Fleming
Secretary, Board of Management