Meánscoil Iognáid Rís,
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Meánscoil Iognáid Rís

Digital Learning Plan 2022

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

School Name: Meánscoil Iognáid Rís

School Address: Corban's Lane, Naas, Co.Kildare

School Details: Meánscoil Iognáid Rís is an all-boys Catholic voluntary secondary school under the Trusteeship of the *Edmund Rice Schools Trust*, formerly the Irish Christian Brothers. The school is named after the founder of the Order, Edmund Rice.

School Management: The Board of Management of Meánscoil Iognáid Rís is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

1.2 School Vision

MISSION STATEMENT

Inspired by its founder, Meánscoil Iognáid Rís aims to provide Catholic education in the Edmund Rice tradition. The school endeavours to be a caring Christian Community which promotes to the best of its ability the personal, spiritual, physical and intellectual development of its students

ETHOS

As an Edmund Rice School, Meánscoil Iognáid Rís seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

Board of Management	Ratified May 2022	To be reviewed April 2023

Review Dates: This policy will be reviewed annually.

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

- The school uses Google Education software. Every student and teacher has a school login for a Google account allowing them to use all associated apps including Gmail and Google Classroom.
- All staff and students have a school email address which is used for all school correspondence.
- Every classroom has a teacher PC, projector and visualiser. A Windows based network with Office 2016 is used for all PCs.
- The school has three computer labs for general use, two of which have 30 PCs and one of which has 25 PCs.
- The school has three Chromebook trolleys located on different floors in the school. These trolleys contain 30 Chromebooks each. These Chromebooks work on the Chrome operating system and students/ staff use their school Google login details to access them.
- The school has a number of iPads that are available for use in classrooms.
- Coding is a compulsory subject for all Junior Cycle students. Students have one timetabled class per week. This may take place in a computer room or using the Chromebooks. Coding classes are used to ensure students are comfortable with the use of the main Google apps including Google Classroom, Google Docs, etc. Students also study computer hardware/ software, digital safety/ citizenship, computational thinking, Scratch programming, Micro:bit programming, Python programming and HTML.
- Computer Studies is a compulsory subject for all Transition Year students. Students have two class periods per week. Students use Google Sites to create a website presenting their work from all their subjects for assessment during interviews at Christmas and summer.
- The school has a school app allowing for communication from school to home about logistics, activities and events. The app also has a payment system allowing payments to be made.
- VSware software is used to record and monitor student attendance and report results for in-house exams. This is also linked to the app to allow parents to access the system.
- Wifi is available throughout the school to allow for the use of Chromebooks and tablets throughout the building.
- There are a variety of subject specific technologies used by certain departments such as PE, DCG and Science. The PE department has a number of tablets for Leaving Certificate PE. The DCG department has two computer rooms that are equipped with the necessary software for the subject. The Science department has data logging equipment that links to the teacher PC.
- Department plans and teaching resources are shared through the shared Google Staff Common Drive.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *January 2022* to *March 2022*. We evaluated our progress using the following sources of evidence:

- Discussion and feedback from teachers on the Digital Learning Committee. These teachers have a diverse range of experiences including year head experience, special educational teaching experience and coding/ computer studies teaching experience. They all have extensive experience of using IT in the classroom and during remote learning.
- Student focus groups with 2nd Year, 4th Year and 5th Year students based on their experiences of digital learning in the classroom and at home.
- Discussion with post-holders with responsibilities relating to IT and senior management.
- Analysis of the school timetable and scheduling features of VSware.
- Minutes of whole school staff meetings.

2.1 The dimensions and domains from the Digital Learning Framework being selected

Dimension: Teaching and Learning

Domain 2: Learner Experiences

Domain 3: Teachers' Individual Practice

Domain 4: Teachers Collaborative Practice

Dimension: Leadership and Management

Domain 1: Leading Learning and Teaching

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

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

Dimension: Teaching and Learning

Domain 2: Learner Experiences

Standard	Statement
2.1 Students engage purposefully in meaningful learning activities	Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
2.2 Students grow as learners through respectful interactions and experiences that are challenging and supportive	Digital interactions, among students and between students and teachers, are respectful, challenging and support the well-being of all students.

Domain 3: Teachers' Individual Practice

Standard	Statement
3.2 The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.
3.3 The teacher selects and uses teaching approaches appropriate to the learning objective and to students' learning needs	Teachers reflect on, and adapt their pedagogical strategies when using digital technologies to personalise and facilitate pupils' ownership of their learning.

Domain 4: Teachers Collaborative Practice

Standard	Statement
4.4 Teachers contribute to building whole- staff capacity by sharing their expertise	Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.

Dimension: Leadership and Management

Domain 1: Leading Learning and Teaching

Standard	Statement
1.2 Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	The school understands the risk of exacerbating inequalities experienced by disadvantaged students and takes steps to ensure that special measures are in place to provide for the needs of these students.
1.3 Manage the planning and implementation of the curriculum	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.

Domain 3: Leading School Development

Standard	Statement
3.1 Communicate the guiding vision for the school and lead its realisation	The board of management and principal articulate a vision which embeds the use of digital technologies as outlined in the Digital Strategy for Schools. This school has appropriate processes in place for communicating internally and externally the vision for and the benefits accruing from the embedding of digital technologies.

Domain 4: Developing Leadership Capacity

Standard	Statement
4.1 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 reflect on, critically assess and actively develop the digital pedagogical practices within the school.

2.3. These are a summary of our strengths with regards to digital learning

- Naas CBS has extensive IT resources allowing the majority of students timetabled access to a computer lab or to the use of a Chromebook at least once per week. 5th and 6th Year students (who do not have timetabled access to a computer room) reported that they are usually in a computer room at least once per month but this varied based on their chosen subjects. The evidence for this comes from the school timetable and student focus groups.
- Teachers use an array of digital technologies on a daily basis. The evidence for this was gathered from discussion with the Digital Learning Committee. Teachers use digital technologies to organise and share data and resources. Teachers also use digital technologies to communicate with their colleagues, with students and with parents/ guardians. The move toward paperless communication is positive for both sustainability and GDPR purposes.
- Digital technologies are used extensively for pedagogical purposes within classrooms. The evidence for this was gathered from discussion with the Digital Learning Committee and student focus groups. Teachers use a range of different mediums such as digital presentations, audiobooks, podcasts, online simulations, and the use of a visualiser. Certain specific technologies and types of software were also used in particular subjects.
- A number of API and APII post holders have responsibilities relating to the area of digital learning. These teachers are an important and valued source of help and assistance to other teachers. A bank of Digital Help resources and videos are available to staff on the Shared Google Drive to assist with various aspects of digital technologies. This evidence was gathered from discussion with the Digital Learning Committee.
- The individual needs of students with special educational needs are being met with specific assistive technology including speech to text software. The SEN Department also engages in suitable professional development in relation to the use of ICT.
- Teachers and senior management assess and reflect on the role of technologies within the school on an ongoing basis. It is often a topic of discussion at staff meetings and all staff are aware of the need for balance between digital learning and other methods. Staff also recognise the importance of teaching students to be respectful and safe users of technology. This evidence was gathered from the minutes of staff meetings.
- Students are aware of the role that digital technology can play in their learning and conscious of the variety of resources available to them. They are also aware of the need to balance digital technologies with other methodologies and the need for guidelines when using technology in school. This evidence was gathered from the student focus groups.
- Students utilise an array of digital technologies to assist their independent study at home thus improving their ability to become self-directed learners. Students in the focus groups reported that the school-wide subscription to Studyclix.ie and Google Apps including Google Classroom assisted them while studying and helped them to catch up on work if they were absent.
- A digital safety and citizenship module is taught to all Coding and Computer Studies classes. This teaches students the skills to be safe and respectful users of digital technology in all aspects of their lives. SPHE classes also teach students cyber bullying and their responsibilities in online spaces.
- The assessment process for TY students utilises a digital portfolio to allow students to present their work from throughout the year in a digital format in an interview. This allows students to use a variety of formats to present their work and apply their IT skills to a long-term project.

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

- We will continue to integrate ICT into teaching and learning in a balanced fashion alongside other methodologies and approaches. Each subject department will integrate it where appropriate preferably through the use of school devices instead of students' personal devices.
- We will introduce Leaving Certificate Computer Studies as a Senior Cycle subject in September 2022.
- We aim to ensure that ICT is appropriately integrated into Junior Cycle Classroom Based Assessments (CBAs) and that CBAs are scheduled appropriately in order to maximise access to devices within the school.
- We will continue to focus on the maintenance and improvement of the IT infrastructure in the school.
- We will continue to implement initiatives to improve the experience and outcomes of students with special educational needs.
- We aim to encourage more self-directed learning using digital technologies at home for research and study by modelling independent learning using digital technologies in the classroom.
- We aim to ensure that communication is open between home and school about the topic of the availability of technology and internet connection for homework and study.

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 Action Learning Plan

Dimension:Teaching and Learning

DOMAIN: Domain 2: Learner Experiences				
STANDARD(S): 2.1 Students engage purposefully in meaningful learning activities 2.2 Students grow as learners through respectful interactions and experiences that are challenging and supportive				
STATEMENT(S): Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning. Digital interactions, among students and between students and teachers, are respectful, challenging and support the well-being of all students.				
TARGETS: -Students develop their digital skills across all subjects. -Students learn to use technology in a respectful and balanced manner while recognising the potential benefits to their learning.				
ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
JC Coding continues to be used to teach relevant skills that students require to use digital technologies in other subject areas.	From March 2022 on an ongoing basis.	JC Coding teachers.	Students' practical digital skills are developed while teaching content knowledge in Coding.	JC Coding Subject Plan incorporating content knowledge and practical transferable skills.
Students are supported to use digital devices and technology in a safe and respectful manner in the classroom. School devices only will be used among junior students while students' personal devices may be used at Senior Cycle at the discretion of the teacher.	From March 2022 on an ongoing basis.	All teachers and senior management in the school.	Students experience the advantages of digital technology to their learning while recognising the benefit of guidelines regarding devices to their own wellbeing.	Sufficient school devices for use in classrooms.
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

DOMAIN: Domain 3: Teachers' Individual Practice

STANDARD(S):
3.2 The teacher selects and uses planning, preparation and assessment practices that progress students' learning
3.3 The teacher selects and uses teaching approaches appropriate to the learning objective and to students' learning needs

STATEMENT(S):
Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.
Teachers reflect on, and adapt their pedagogical strategies when using digital technologies to personalise and facilitate pupils' ownership of their learning.

TARGETS: -Students are aware of and use the ebook versions of their textbooks and students with SEN use ebooks if required.
-Students use technology more for research and project tasks modelling the skills needed for the independent learning process that students can use for homework and study.

ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
An effort will be made to increase the number of textbooks used that have an accompanying ebook to allow students to use them at home if convenient and to improve accessibility for students with SEN.	From September 2022.	Subject convenors.	Increased numbers of textbooks with ebooks on school book lists and increased use of ebooks by all students.	Ebooks and student access to devices if used in school.
Increase the use of Chromebooks and computer rooms in all subject departments for project-based learning and student-led independent learning activities.	From March 2022 on an ongoing basis.	All teaching staff.	Students gain experience that allows them to improve their own independent work for homework and personal study.	Chromebooks and computer rooms.

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

DOMAIN: Domain 4: Teachers Collaborative Practice				
STANDARD(S): 4.4 Teachers contribute to building whole- staff capacity by sharing their expertise				
STATEMENT(S): 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: -Grow the culture of teachers sharing their experiences of using digital technologies in their classrooms.				
ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Encourage teachers to share their experience of digital technologies in the classroom with their colleagues during subject department meetings by including digital learning as a topic for discussion in the subject planning guideline at the start of the school year.	March 2022 on an ongoing basis.	All teaching staff.	Teachers continue to become more comfortable incorporating digital tools into their teaching and learn from the context specific advice from their colleagues.	Time allocation during subject department meetings.
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

Dimension: Leadership and Management

DOMAIN: Domain 1: Leading Learning and Teaching				
STANDARD(S): 1.2 Foster a commitment to inclusion, equality of opportunity and the holistic development of each student 1.3 Manage the planning and implementation of the curriculum				
STATEMENT(S): The school understands the risk of exacerbating inequalities experienced by disadvantaged students and takes steps to ensure that special measures are in place to provide for the needs of these students. 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: -Ensure that communication is open between home and school about the topic of the availability of technology and internet connection for homework and study. -Successfully introduce Leaving Certificate Computer Studies to the school curriculum.				
ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Communication with parents about the availability of digital technology and internet in the home is improved, particularly in the run up to CBAs at Junior Cycle.	September 2022 on an annual basis.	Senior management and year heads of relevant year groups.	Teachers are aware if students do not have access to a device or adequate internet at home allowing them to make informed decisions about homework sets that requires technology.	Online survey conducted through the school app.
Senior Cycle Computer Science will be introduced requiring a new subject plan to be agreed upon and provision on the school timetable.	September 2022 on an ongoing basis.	Computer Science teachers and senior management.	Increased subject choice for students at senior cycle and the opportunity to continue their study of Coding from Junior Cycle.	Access to computer rooms for all class periods, adequate hardware and software available, time provision on the school timetable.
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

DOMAIN: Domain 3: Leading School Development				
STANDARD(S): 3.1 Communicate the guiding vision for the school and lead its realisation				
STATEMENT(S): The board of management and principal articulate a vision which embeds the use of digital technologies as outlined in the Digital Strategy for Schools. This school has appropriate processes in place for communicating internally and externally the vision for and the benefits accruing from the embedding of digital technologies.				
TARGETS: - The School Digital Strategy is informed by the opinions of stakeholders in the school and representatives of staff/ students are consulted about developments.				
ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Representatives from students and staff are consulted about the development of the Digital Strategy. All members of the school community are informed about developments to the school Digital Strategy.	March 2022 on an ongoing basis.	Senior management and teacher with responsibility for policy development.	The school Digital Strategy is informed and evaluated by the views of staff and students. The school community is aware of the Digital Strategy and the benefits of implementing it within the school.	Time provision for focus groups with staff and students. Time provision at staff meetings.
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

DOMAIN: Domain 4: Developing Leadership Capacity

STANDARD(S):
4.1 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 reflect on, critically assess and actively develop the digital pedagogical practices within the school.

TARGETS: -Digital technologies assist in achieving the SSE target of independent learning.
-IT continues to be incorporated into subjects and skills needed for this are taught on a cross-curricular basis in JC Coding and TY Computers.

ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Digital technologies can be utilised as tools to assist independent learning as part of SSE (e.g. through online platforms such as Google Classroom and Studyclix) to develop a culture of students taking ownership of their own learning.	March 2022 on an ongoing basis.	Senior management and teaching staff.	Students are assisted by digital technologies to progress as independent learners and develop the skills of planning, self-regulation and reflection.	School subscriptions to Google Classroom and Studyclix. Time provision in the computer rooms or on Chromebooks to teach and model these skills.
Consult with teachers on the evolving digital requirements of subjects such as Leaving Certificate PE. Procure the relevant software/ hardware to meet these needs and introduce a module at TY to teach related skills.	September 2022 on an ongoing basis.	Senior management and teaching staff.	Appropriate digital resources are available to all subject departments.	Funding to purchase relevant software and hardware for each subject specific area as required.

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