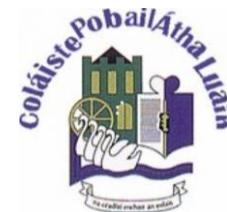


# Athlone Community College



## **Our Digital Learning Plan 2020/21**

### **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:**

##### **'EVEN WHEN WE TEACH WE LEARN'**

Athlone Community College is a mixed gender school in the town of Athlone . Athlone Community College consists of a student body of over 1,200 students and employs more than 90 teachers.

At Athlone Community College, every pupil has access to a fully inclusive and challenging curriculum, which is taught by highly qualified and outstanding teachers. We expect all pupils to strive for excellence in their academic studies and that they will always challenge themselves to extend their knowledge and understanding. High aspirations for all pupils will allow them to flourish as life-long learners. There is an extensive range of extra-curricular opportunities for all pupils to experience. Our programme provides an outstanding opportunity for each young person to enrich and extend their learning, whilst developing key social skills that will allow them to access higher education and a suitably challenging career. We are incredibly proud of our school and as a learning community we work with all stakeholders to allow our pupils to pursue excellence and seize opportunities.

The following programmes are available to students – Junior Certificate, Transition Year, Leaving Certificate, Leaving Certificate Vocational Programme, and Leaving Certificate Applied Programme. Students with special needs are well catered for by the Special Needs Department who liaise with Subject teachers. Our new school building opened its doors in 2014 and boasts state of the art facilities for all subjects, and all classrooms are equipped with the most up to date Digital Technology for teaching and learning. We have four I.T. rooms including one Language Lab and we use the Microsoft Platform across the entire ETB network.

## **1.2 School Vision:**

The Digital Vision for Athlone Community College is in line with our mission statement where it states that 'we are committed to creating an atmosphere of excellence in learning, challenging the pupils to reach their full potential.

The vision of Athlone Community College for Digital Technology is to realise the potential of digital technologies to create 21<sup>st</sup> century learning experiences that enrich pupils learning and develop their transferable skills. We are committed to ensuring that the effective use of digital technologies will become embedded in teaching, learning and assessment practices and that we build upon current positive practices within the school community. We envisage that all members of the school community will be empowered to become responsible and ethical digital citizens. To compliment this as a school we will ensure that we continue to develop safe ethical and responsible guidelines in the use of digital technologies and make certain that all members of the school community are educated on these.

We will continue to be reflective practitioners and ensure that students are given the opportunity become engaged thinkers, active learners and creators through the use of digital technologies across the curriculum. We are committed to ensuring that all members of the school community have access to digital technology and will use this technology to allow for differentiated learning styles and strengths of our pupils

While encouraging collaboration we are also committed to streamlining out approaches which will result in a more efficient and effective use of digital technologies.

At all times we keep the main mission of our school in mind 'while we teach we learn'

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

- All classrooms are equipped with a Desktop Computer and an Overhead Projector
- A number of classrooms are equipped with Interactive Boards
- The school has Hi -speed wifi
- P-Pod is used by the SEN Department
- CAD rooms equipped with latest software
- We use the Microsoft platform including Teams – managed by the ETB
- We use V.S. Ware to monitor attendance and communicate reports etc to parents
- We have our own Website , Twitter account and Facebook page

- We have a number of digital cameras and a digital camcorder for use in Junior Cycle Classroom Based Assessments
- Every Subject Department and Year Head has been issued with a lap top (2020)
- As a staff we currently use a range of platforms to communicate with pupils – Team , Sharepoint , One Note , E -mail , Edmodo etc
- ATS2020 2016 – present. Focus on collaboration and reflection through the use of OneNote ,Computer room, edmodo, PPT, Video clips, email,
- Various educational websites /apps such as: Edmodo, Flipgrid , Padlet, Duolingo, Kahoot, YouTube, Pinterest, Powtoon , linguascope ,Quizlet...(For full list see appendix 1)

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

We undertook a digital learning evaluation in our school during the period (*October /2019*) to (*March/2020*). We evaluated our progress using the following sources of evidence:

- Established a D.L.F team which consisted of five members of staff – including one member of senior management and one of middle management. A ‘Team’ was set up on the Teams platform and a lot of the communication was done using this platform. Quite a few informal meetings took place along with one official face to face meeting, which took place in January. During this meeting we finalised the vision and compiled results of the staff survey (Minutes Appendix 2)
- Staff Survey (Appendix 3): This was issued to staff to ascertain where we were regarding whole staff use of ICT. We also wanted to get a good idea of staff attitudes towards ICT in the classroom and how it could help Teaching and Learning
- Student Survey (Appendix 4) ([shorturl.at/oBEH4](https://shorturl.at/oBEH4) ) : This survey was designed to determine how useful the students found ICT in helping the learn and what strategies work best for them to optimize the learning

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

Focusing on the two Dimensions ('Teaching and Learning' and 'Leadership and Management') We have chosen one standard and one statement from each of their domains – (**with the exceptions of Teachers Individual Practice where two standards were identified**)

<b>Teaching and Learning</b>	<b>Leadership and Management</b>
• Learner Outcomes,	• Leading Learning and Teaching
• Learner Experiences,	• Managing the Organisation
• Teachers' Individual Practice	• Leading School Development
• Teachers' Collaborative Practice.	• Developing Leadership Capacity

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

### Teaching and Learning

Standard	Statement(s) of Highly Effective Practice
<b>DOMAIN 1: LEARNER OUTCOMES</b> Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	<ul style="list-style-type: none"> <li>Students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits.</li> <li>Students can confidently protect their digital identity and manage their digital footprint.</li> </ul>
<b>DOMAIN 2: LEARNER EXPERIENCES</b> Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	<ul style="list-style-type: none"> <li>Students use digital technologies to creatively and critically develop their competence as autonomous, self-directed learners and are able to set meaningful personal goals for future learning.</li> </ul>
<b>DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE</b> The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	<ul style="list-style-type: none"> <li>Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.</li> <li>Teachers model high-level teaching, knowledge and skills, using digital technologies to support student creativity, innovation and knowledge creation.</li> <li>Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.</li> </ul>
<b>DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE</b> The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary	<ul style="list-style-type: none"> <li>Teachers reflect on and enhance students' active use of a range of digital technologies based on their individual learning needs.</li> </ul>

<b>DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE</b> Teachers value and engage in professional development and professional collaboration	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

### Leadership and Management

Standard	Statement(s)of Highly Effective Practice
<b>DOMAIN 1: Leading Learning and Teaching</b> Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	<ul style="list-style-type: none"> <li>The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate their sharing of practice.</li> <li>The principal, with those leading the process, uses SSE very effectively to embed digital technologies in a way that is engaging and challenging, and enables all students to become active and motivated learners.</li> <li>The principal and other leaders in the school lead the development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of learning, teaching, and assessment.</li> <li>They facilitate teachers on a whole-school basis to critically reflect and experiment with a range of digital technologies, continuously evaluate the effectiveness of their use, and revise their teaching strategies accordingly.</li> </ul>

<b>DOMAIN 2: Managing the Organisation</b> Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>DOMAIN 3: Leading School Development</b> Manage, lead and mediate change to respond to the <b>evolving needs</b> of the school and to changes in education	<ul style="list-style-type: none"> <li>The principal and other leaders in the school are informed by research, national policy, and technological developments and proactively adapt to changes in context or policy environment.</li> </ul>
<b>DOMAIN 4: Developing Leadership Capacity</b> Critique their practice as leaders and develop their understanding of effective and sustainable leadership	<ul style="list-style-type: none"> <li>The principal and other leaders in the school reflect on, critically assess and actively develop the digital pedagogical practices within the school.</li> <li>They develop self-awareness by regularly questioning their own practice in relation to the use of digital technologies through personal and collaborative reflection. They identify and work on areas of their practice that require improvement.</li> </ul>

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

- We have top of the range I.C.T. equipment in our school for example all departments have Laptops, every classroom has a P.C. and Overhead Projector.
- We have good support – I.C.T. coordinator who communicates I.T. issues with the Service Desk, an I.T. technician who responds to aforementioned problems on site when required and BAM staff who carry out minor repairs as required.
- We have an innovative and enthusiastic staff who are willing to incorporate new ICT methods into their Teaching, Learning and Assessment.
- All students are encouraged in the use of digital strategies and the majority are adept at using Microsoft Teams.
- All staff and Management are competent in holding virtual meetings through various on line Platforms such as Zoom and Teams. Students are also comfortable to engage in such forums.
- Students are able to manage remote learning.

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

- All staff should aspire to operate from the same platform and this is the aim for 2020/21. This will lessen confusion amongst students, parents and staff as currently teachers are using various platforms- Edmodo, One Note / Teams /Zoom.
- Staff training on the new Platform in order to get optimum use from it.
- Digital Learning Team who will also act as' buddies' to staff members who are struggling with the incorporation of ICT in the classroom – this will also build an atmosphere of collegiality amongst staff.
- We need to educate students to ensure that they are responsible Digital Learners.
- We will endeavor to use SEN friendly software to enhance the learning experience of our students with Special Educational Needs for example Seesaw , Aladdin ,
- Ensure all students are proficient in the use of the new Platform by offering training – this could be done by staff members or outside agency.

### **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**

##### **DOMAIN**

- DOMAIN 1 ;LEARNER OUTCOMES
- DOMAIN 2 :LEARNER EXPERIENCES

- DOMAIN 3 :TEACHERS' INDIVIDUAL PRACTICE
- DOMAIN 4:TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

**STANDARD(S):**

AS ABOVE

**STATEMENT(S):**

AS ABOVE

**TARGETS:**

- To encourage use of ICT in planning for classes, notify staff of courses that are available and provide access to I.T. for students within the school.
- To develop a practice of sharing expertise and experience of use of IT for Teaching, Learning and Assessment amongst colleagues.
- To encourage all staff and students to use the same Digital Platform
- To raise awareness of the importance of being good Digital Citizen
- To integrate S.E.N. friendly software

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?)
All staff and students using exclusively the platform Microsoft Teams	March 2021	Management DLF Team ICT teachers	All staff are posting work on the platform and communicating with students exclusively using this platform	Training ICT equipment ICT classes

Students are proficient in using the Microsoft Platform and are able to post work/assignments and access notes posted by teachers. This is achieved by providing appropriate training to all students	March 2021	Management DLF Team ICT teachers Outside Trainers	All students able to access and interact with the platform	Outside Training Agency PC's
Promotion of Safer Internet Week – Discussion in S.P.H.E. and other subjects regarding how to behave on line Outsider come in to talk to students and parents about safer internet use	On going	ICT Teachers SPHE teachers Management Guidance Dept	Students are aware of what's appropriate and inappropriate when interacting on line	Safer Internet Week – instead of just a day SPHE classes
Source SEN friendly software such as Seesaw	March 2021	SEN Department Management	SEN students use software which will help them optimize their learning	Software PC's

#### EVALUATION PROCEDURES:

Team meets to evaluate progress on a regular basis

## **Leadership and Management**

### **DOMAINS:**

- DOMAIN 1: Leading Learning and Teaching
- DOMAIN 2: Managing the Organisation
- DOMAIN 3: Leading School Development
- DOMAIN 4: Developing Leadership Capacity

### **STANDARD(S):**

AS ABOVE

### **STATEMENT(S):**

AS ABOVE

### **TARGETS:**

1. Expertise which exists already amongst staff is utilised and staff are encouraged to take leadership roles
2. Encourage collegiality amongst staff so that staff can trouble shoot problems encountered with new Platform
3. Appropriate training and time is provided to staff and students in order to come to grips with the new Platform and procedures
4. Clear aims and objectives are outlined and agreed upon with staff so everyone knows what is expected regarding on line Interactions and this will in turn will lead to all functions of Microsoft Platform being fully used

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?)
Allow time for staff to collaborate and share ideas as to what works well –	2020/21 - ongoing	Management I	Staff given goals – use one new ICT method into class per term?	ICT equipment
Have staff present at staff meetings when they use a new educational app etc	On going	Management	Teachers regularly present at staff meeting and are willing to share on line teaching tools and these tools re in turn used by members of staff	ICT Equipment – PC OHp..
Create a Buddy system amongst staff where more IT competent staff members liaise with less confident staff members in a non-judgemental manner	2020/21	Management Staff	Staff have a go to person when they need to trouble shoot an IT issue before bringing it to the IT co-ordinator or the help desk	PC's
Training is organised at the start of the year by an outside Agency e.g Microsoft to train staff on how best to use the Microsoft Platform	Sept 2020	Management	Following training all staff are confident to use the platform with all classes	PC
<b>EVALUATION PROCEDURES:</b> Team meets to evaluate progress on a regular basis (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

## Appendix 1

### List of Websites /apps

- Kahoot,
- Flipgrid
- mathopenref,
- Edmodo,
- Mic classroom,
- Onenote,
- teams
- linguascope ,
- quizlet , (Live)
- Youtube,
- Coggle,
- Geogebra,
- Transum.org,
- buildup,
- casio fx emulator,
- powerpoint,
- ebooks etc
- Pinterest
- Plickers
- Lyrics Training
- PhET)
- ,Storyboard that ,
- E, Spelldrome

## Appendix 2

Digital Strategy Meeting Minutes(Draft)

Wednesday 22 January

In attendance :

Niamh Vrain (Chair)                   Adrian Murphy

Mairead Glynn                         Avril Horan

Apologies : Chris Forde

- **Draft Vision** : Read through the vision and discussed it before finalising changes. As part this the merits maximising the Microsoft Platform in particular Microsoft Teams were discussed. Possible pitfalls were highlighted and we agreed that training around this for staff was a priority.
- **Identify domains** : read through the Domains as outlined in the Digital Learning Framework for Post Primary Schools. These were discussed and a decision was made to wait until the next meeting before finalising which standards to adopt.
- **review results of survey** : Results of survey was distributed and divided up amongst the team. Each member will read and summarise assigned section at next meeting
- **Discuss survey for students** – two templates of surveys were analysed and the team decided to amend one by adding on question before asking the IT teachers to carry out survey with TY and junior classes
- **Discuss organisation of possible training** : As highlighted above we all agreed staff training is a priority. N Vrain mentioned the possibility of organising someone from Microsoft to train staff.
- **Template** : N Vrain showed the team the template of the strategy which needs to be completed .
- Aob : n/a

## **Digital Learning Strategy Planning Team Meeting**

11 May 2020 @ 1.15(Through Microsoft Teams)

### **Agenda**

- Discuss Draft 2 of the Plan
- AOB

### **In attendance:**

Niamh Vrain

Chris Forde

Mairead Glynn

Avril Horan

Adrian Murphy

### **Minutes**

- Team read through Draft Two of the Digital Learning Plan and adjustment were made where necessary
- N Vrain thanked the tem for their input and continued support
- Meeting concluded at 1.49

### Appendix 3:Staff Survey



## Creating Our Vision of Digital Learning

Hi Niamh, when you submit this form, the owner will be able to see your name and email address.

1. Identifying our goals: Imagine it is 2025-what does digital learning look like in our school - what will teachers be doing? What will students be doing?

Enter your answer

2. How might teachers use digital technology to take a more facilitative role and provide learner centred guidance and feedback

Enter your answer

3. How might teachers use digital technologies to support learners to create and innovate in managing their own learning goals and activities

Enter your answer

4. How might learners use digital technology to open up new forms of learning and collaboration to support different ways of learning

Enter your answer

5. How might learners use dig tech to accept ownership of their learning -become a self directed learner

Enter your answer

6. How might learners use digital technology to achieve personal learning goals

Enter your answer

7. How might school use dig tech to develop policies and practices for safe and ethical use of digital technology by all members of the school community

Enter your answer

8.

Are pupils using appropriate digital technologies to become actively engaged in the learning

Enter your answer

9. How might the school use digital technology to support inclusion and the individual needs of all students

Enter your answer

10. How might the school use digital technology to support the existing vision for learning teaching and assessment practices with in the school

Enter your answer

11. Are pupils using appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes?

Enter your answer

## Appendix 4: Student Survey

### Digital Strategy

1. How do you feel about using digital technologies in class and for homework?

Enter your answer

2. Do you like to use digital technologies to learn?

Enter your answer

3. I know that anything I put up online will never go away

- yes
- no

4. I always sign out of any device I am using when I'm finished.

- always
- never
- most of the time

5. Do you enjoy using digital technologies to learn?

- yes
- no

6. I share my personal information with others online

- always
- never
- Sometimes

7. I am careful to never share my password to anyone.

- no
- mostly

Submit

- yes
- no

9. I know there are things online that are not true.

- yes
- no

10. I am aware of the rules for behaving respectfully online

- yes