

2022/23



Digital
Learning

Castletroy College Digital Learning Plan





Castletroy College

Digital Learning Plan 2022/23

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. This plan acknowledges the context of the Covid 19 pandemic.

1.1 School Details: Castletroy College

1.2 School Vision:

Consistent with the school Mission Statement and the Department of Education's vision for ICT integration in Irish schools the school's vision for digital learning will be to empower Castletroy College:

“ to harness the opportunities of digital transformation to build digital competence and an effective digital education ecosystem so as to develop competent, critically engaged, active learners while supporting them to reach their full potential and participate fully as global citizens in a digital world.

” Digital strategy For Schools to 2027”

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

- We use Google Workspace as our Learning Platform
- There are 2 ICT rooms, 2 DCG labs, multiple clusters of PCs and all classrooms have a teacher PC with projector/TV and speakers
- We have a high quality Wi-Fi infrastructure to facilitate the use of mobile devices and Wi-Fi connected devices in teaching and learning
- We have six trolleys of Chromebooks deployed in the school and a cabinet of 5 Chromebooks for AEN together with 6 iPads
- Each teacher was issued with a personal Chromebook (360 flip with EMR pen) in August 2021
- We have a student and staff digital learning hub and subject hubs to facilitate a community of practice in digital learning for students and staff
- We use a shared drive in Google Workspace called SDrive and other shared drives to facilitate staff collaboration and to facilitate a staff community of practice
- We have a school Digital Portfolio solution in place across all year groups using google sites



2. The focus of this Digital Learning Plan

We undertook digital learning evaluations in our school. We evaluated our progress using the following sources of evidence:

- SELFIE FOR Schools 2021-22 Session 3
- SELFIE for Schools 2020-21 Session 3
- Focus groups with staff and students
- Reference to previous school digital learning surveys of staff and students in May 2020.

Additionally, a variety of publications inform this digital learning plan including:

- Digital strategy For Schools to 2027 - [Read](#)
- Looking at Our School 2022: A Quality Framework for Post-Primary Schools - [Read](#) . TCD Report on Teaching and Learning during School Closures: Lessons Learned -[Read the report.](#)
- (DES) Returning to school, Guidance on learning and school programmes for post-primary school leaders and teachers July 2020 - [View the publication.](#)
- Various DES circulars including Communication/Teaching & Learning Platform [Circular Number: 0074/2020.](#)

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

Based on a review of the publications referenced above, findings of the school surveys listed and focus groups with students and staff, the following were selected as areas most relevant to our needs at this time:

- DOMAIN 2: LEARNER EXPERIENCES
- DOMAIN3:LEADING SCHOOL DEVELOPMENT
- DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE



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

Standard	Statement(s)
Teaching & Learning DOMAIN 2:1 LEARNER EXPERIENCES Students engage purposefully in meaningful learning activities	Highly Effective Practice: Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
DOMAIN3:LEADING SCHOOL DEVELOPMENT Build and maintain relationships with parents, with other schools, and with the wider community	The principal and other leaders in the school use the embedded functionalities of administrative tools to reflect upon, analyse and better understand individual learners' educational needs and progress.
Teaching & Learning DOMAIN 4:1 TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE Teachers value and engage in professional development and professional collaboration	Effective Practice: 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. Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.



2.3. These are a summary of our strengths with regards digital learning and a summary evaluation of implementation with our DLP 2021-22.

Note: Further evaluation of digital learning development is referred to in SELFIE scores

DLP 2021-22 Areas of focus

1. Assessment practices using digital tools (Lowest score overall in SELFIE). This links with the SSE focus 2021-22 on Effective Feedback
2. Student collaborative work using digital tools (SELFIE Q. F5 Group Work score 2.8)
3. Digital Portfolio (reflecting on my own work and the work of others) The SPHE/Wellbeing team will lead this and plans are already in place. This relates to assessment for learning using digital tools.
4. Staff need more time for CPD (staff place most value on in house training: Learning through collaboration 4.4, In-house mentoring/coaching 4.2) We will continue to support the digital mentor team in it's work and agree a schedule for in house training for staff using the mentor team e.g. Croke Park whole staff training.
5. Staff CPD with accreditation scored 3 in SELFIE and can be addressed by enabling staff to do google training Educator Level 1 & 2 Certification and to engage with digital badges. All supports are available on the staff digital learning hub.
6. The focus from last year on blended learning and using chromebooks for active/blended learning can be brought forward, supported with appropriate CPD and now given an added focus to address targets 1, 2, 3 above. Additionally in the context of an additional Chromebook trolley deployed giving a total of 4 and Chromebooks given to each teacher this is clearly our primary area of focus for 2021-22.
7. Infrastructure development to date has been well received notably the deployment of Chromebooks and TVs to replace end of life projectors (SELFIE Q.C1 Average 4). Further infrastructure development is desirable depending on the budget and identified needs.
8. Consultation with staff regarding digital learning development and particularly their training needs is an area for development (SELFIE Question D1 Score3.6). Digital learning team & Mentor team work can be developed and support for department/working groups on specific projects/initiatives e.g. SPHE and other groups.
9. School links with other schools and organisations can be developed however staff awareness of existing links is an issue. (Collaboration and Networking SELFIE Q. B4 Teachers Score 2.5)Our participation in GEG Ireland and the SELFIE pilot has provided significant benefits already through partnership and links within a community of practice of schools in Ireland, across the EU and now potentially with the UK. This and further links can be developed further in addition to existing links specific subject areas already have.
10. Some software was evaluated but not adopted. Google Enterprise Edition will be maintained. Other software and subscriptions to online services will be presented for evaluation in 2021/22.



DLP 2021-22 Areas of focus review

1. Assessment practices using digital tools which had the lowest score overall in SELFIE 2021 has improved (SELFIE Assessment Practices Average Score 2.9 up .1 on last year in the student response and static in staff response). It is however jointly with Collaboration and Networking the lowest score overall again for 2021-22 for students. Assessment practices remain the key area of focus for 2022-23.
2. Student collaborative work using digital tools was not focused on due to the need to set a narrow focus on achievable targets.
3. Digital Portfolio has been developed with the introduction of digital portfolio practices in SPHE at Junior Cycle with an emphasis on reflection on learning. SPHE is now the subject at Junior Cycle where students are facilitated to reflect holistically on their academic, social, personal and emotional development and record this at intervals throughout Junior Cycle. Significant progress has been made and is a foundation for further development.
4. The Digital Mentor team and many staff together collaborated to collate data for our Digital Schools Award application. The award is a reflection of outstanding work in embedding digital technologies in teaching and learning and excellent collaboration among staff in this area. The Digital Mentor team was commended in the Digital Awards school report as a support for digital learning development.
5. Google training for Educator Level 1 & 2 Certification has been explained at staff meetings and linked on the staff digital hub. A small number of staff have achieved Level 1 Certification. It is hoped that this number will continue to increase.
6. All teachers were issued with a chromebook in August 2021. Foundation skills training in using a chromebook was provided to all staff during a whole staff training session prior to the return to school for students in August 2021. Chromebook trolleys were booked to capacity throughout the year and are indicative of a significant increase in active learning with digital technologies in the classroom. The demand was such that two additional trolleys of chromebooks were deployed in September 2022. We will continue to build on this success.
7. Infrastructure development continues to receive a positive response from staff (SELFIE Q.C1 Infrastructure Score 4.1 up .1 on last year). Notably survey evidence on digital devices for teaching has shown a particularly positive response (SELFIE Q.C2 Digital devices for teaching Average 4.2 up .3 on last year). With two additional chromebook trolleys deployed in September 2022, Wi-fi reconfiguration for increased security and progressive replacement of end of life hardware there is continued significant infrastructure development. It is notable that ICT fault logs have reduced reflecting a more stable infrastructure. Further infrastructure development will continue depending on the budget and identified needs.
8. Consultation with staff regarding digital learning development and particularly their training needs is an area we have made progress with (SELFIE Question D1 CPD needs Score 3.8 up .2 on last year). Much effort went into promoting Chromebook basic skills, SELFIE For Teachers, training for Educator Level 1 & 2 Certification and Workspace Skills training. Workspace skills training was adopted by all SNA staff with the support of the AEN Coordinator and was a notable success. Teachers valued participation in CPD in digital learning (SELFIE Question D2 Participation in CPD Score 4 up .1 on last year).



.3 on last year). The Digital Learning team & Mentor team work can be developed and support for department/working groups on specific projects/initiatives e.g. SPHE and other groups.

9. School links with other schools and organisations are valued by staff and the Digital Schools Award together with associated links within the SELFIE Programme is understood and appreciated (Collaboration and Networking SELFIE Q. B3 Partnerships Score 3.5 up .2 on last year) Our participation in GEG Ireland and the SELFIE pilot has provided significant benefits already through partnership and links within a community of practice of schools in Ireland, across the EU and now potentially with the UK. Castletroy College is now a mentor school in the Digital Schools Academy. This and further links can be developed further in addition to existing links specific subject areas already have.
10. New tools (eg. Canva) and add ons for Google Workspace have been introduced. Castletroy College is a beta school for Google Practice Sets and has applied for beta school status for Google Cast Moderator. There is much development in Google Workspace tools this year and staff will need support with this. Currently supports are linked from the staff digital hub.

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

DLP 2022/23 Areas of focus

1. Assessment Practices with a focus on formative assessment. (This links with the SSE focus 2022-23 on Effective Feedback)
2. Staff and student use of a digital portfolio solution with a focus on formative assessment (This links with SSE focus 2022-23 on Effective Feedback)
3. Enhance teachers ownership of their personal professional digital competence development through promotion of SELFIE For Teachers and Google Educator Certification for teachers. Active learning with Chromebooks is an area of focus within this.
4. Use appropriate software to reflect upon, analyse and better understand individual learners' educational needs and progress and improve communication with parents about the same.

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

DOMAIN: DOMAIN 2: LEARNER EXPERIENCES

STANDARD(S): Students engage purposefully in meaningful learning activities

STATEMENT(S): Highly Effective Practice: Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.

TARGETS: (What do we want to achieve?)

- Development of formative assessment using digital tools (a previous years DLP area of focus)
- Develop the use of Digital Portfolio (with a focus on formative assessment)

ACTIONS	TIMEFRAME	PERSONS / RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Develop formative assessment with digital technologies with a focus on fundamentals including the process of draft /redo Develop Digital Portfolio use through the PDST Digital Portfolio Initiative. Continue development of effective use of a Digital Portfolio for reflection on learning by building landmark opportunities where use of the portfolio is recommended for Wellbeing/Lifeskills	2022-23	Digital learning mentor team and all staff A PDST Digital Portfolio teacher team and a second year class (DL Coordinator & Local Facilitator) SPHE Coordinator (SPHE and Life skills Teams)	Evidence of more effective use of digital portfolio through review of student portfolios. Sharing of good practice at Croke Park meetings to enable scale up of this initiative. Schemes of work for SPHE and Life skills with digital portfolio activities integrated.	PDST Digital Portfolio Initiative Liaison between DL coordinator and SPHE/Life skills coordinator & Teams. Develop the SPHE digital hub.

EVALUATION PROCEDURES: SELFIE and department digital learning plans and reviews from 2022-23 when completed are the main focus for evaluation. A review process with the PDST Digital Portfolio Initiative advisor will inform the internal school review of the digital portfolio



DOMAIN: 4:1 TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARD(S): Teachers value and engage in professional development and professional collaboration

STATEMENT(S): Effective Practice: 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. Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.

TARGETS: (What do we want to achieve?)

- Facilitate CPD with accreditation via the use of SELFIE for Teachers and associated digital competence personalised learning paths beginning with a focus on Google Certification- Educator Level 1 & 2 Certification
- Develop our use of Chromebooks with a focus on active learning strategies and teacher use of their personal chromebooks in class (a previous years DLP area of focus)

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?)
Promote SELFIE for Teachers with staff Promote Google Certification- Educator Level 1 & 2 Certification Provide staff CPD for active learning with Chromebooks	2022/23	Digital Learning team Digital Learning Mentors All teachers Initially a small team of staff who have expressed interest cast moderator.	More teachers to get certified in Google Certification- Educator Level 1 & 2 Certification More teachers use Selfie for Teachers Evidence of more active learning with Chromebooks in class.	SELFIE for Teachers Google Certification paths available online free Purchase of chromecast with google tv

EVALUATION PROCEDURES:

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

Numbers of staff certified in Google Certification- Educator Level 1 & 2 Certification. Numbers of staff completing SELFIE for Teachers. This can be evaluated in the SELFIE survey 2023.



DOMAIN3: LEADING SCHOOL DEVELOPMENT
STANDARD: Build and maintain relationships with parents, with other schools, and with the wider community
STATEMENTS OF HIGHLY EFFECTIVE PRACTICE: The principal and other leaders in the school use the embedded functionalities of administrative tools to reflect upon, analyse and better understand individual learners' educational needs and progress.
This target is the responsibility of the relevant VP using Athena software and VSWare. Details in other relevant documentation.

Infrastructure Development is outlined in a complimentary Castletroy College Digital Technology Infrastructure Plan 2022/23

This policy was adopted by the Board of Management on: 28/11/22

Date of next review: September 2023