**Terenure College**


**Our Digital Learning Plan**


**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:**

- Terenure College is a Catholic, voluntary, fee-charging, secondary school for boys. Terenure College's student body is wide ranging in its demographic profile. The majority of students reside in the local communities. However, a significant proportion reside in areas peripheral to the catchment area. The socio-economic background of the student body varied and typical of the general circumstance of the catchment area.
  The school has an open admissions policy in terms of ability and as a result there is a wide range of abilities within the student body**.**

**1.2 School Vision:**

- We endeavour to use Digital technology to enhance student learning, engagement and wellbeing. Teachers will be supported to be proficient and confident in their use of digital technology to aid teaching, learning and assessment to contribute effectively to professional collaboration. We strive for students to be proficient and confident in the productive, safe and ethical use of digital technology as part of their learning. The achievement of these goals will be supported through adequate facilities, access and training.


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

- The school uses the Microsoft 365 platform. Each teacher is equipped with a Surface 3 tablet for professional use, including planning and classroom use. Each student is afforded a Microsoft 365 account which allows access to the Microsoft suite of productive applications.
- The school is equipped with WiFi and data projectors in every classroom
- The school has three general use ICT classrooms. There is also subject specific ICT in the Technical Graphics room.
- The school is part of the first phase of schools offering Computer Science at Leaving Certificate

## 2. The focus of this Digital Learning Plan

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

- Staff Consultation

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

DOMAIN 1: LEARNER OUTCOMES
DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

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

| Standard | Statement(s) |
|---|---|
| Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum | Students can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the relevant syllabus, specification or course

Students use digital technologies effectively to develop their knowledge, have attained proficiency in skills and understanding in accordance with the objectives, skills and concepts of the relevant syllabus, specification or course. |
| 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.

Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.

When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly |
| | |

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

- The school's ICT facilities are good
- A significant number of staff are proficient in using MS Office in the classroom to support learning

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

- Development of student proficiency in the use of ICT for learning
- Development of teachers' ability to use a range of ICT for learning and assessment

**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**

DOMAIN 1: LEARNER OUTCOMES

STANDARD: Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum

STATEMENTS:

Students can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the relevant syllabus, specification or course

Students use digital technologies effectively to develop their knowledge, have attained proficiency in skills and understanding in accordance with the objectives, skills and concepts of the relevant syllabus, specification or course.

TARGETS:

| 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?) |
|---|---|---|---|---|
| Establishment of introductory ICT and internet safety course as part of Wellbeing | September 2020 | Deputy Principal  Wellbeing Co-ordinator | All students in first year complete a wellbeing module in ICT and internet safety | ICT rooms  Teachers with proficiency in ICT and internet safety |
| Establishment of Computer Science as a TY elective | September 2021 | Deputy Principal  TY Co-ordinator | The elective course run twice yearly with a minimum of 10 students per class | |
| Promotion of Leaving Cert. Computer Science: - Establishment of a fully equipped, dedicated Computer Science Room  - Promotion at TY Subjects Fair - Promotion by Careers Guidance through talks by third level and industry experts. | September 2022 | Senior Management / School Manager  Assistant Principal with responsibility for ICT Development  Computer Science Teacher | Steady growth in uptake of the subject with the aim of 15+ students for LC Class of 2024 | A new ICT room  Careers Guidance Talks  Promotional Materials for TY Subject Fair |

Senior management review of provision of ICT education at the end of each school year in consultation with the ICT committee.

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DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

STANDARD: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

STATEMENTS:

Teachers use a range of digital technologies to design learning and assessment activities for their students.

Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.

When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly

TARGETS:

| 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?) |
|---|---|---|---|---|
| Digital Team to meet to build on the specified ICT skill requirements and to ascertain any evolving ICT training needs.<br><br>Digital Team to provide ICT assistance to their colleagues.<br><br>ICT skills provision on a whole school basis at scheduled school meetings. | September 2020<br><br><br><br><br>September 2022<br><br><br><br><br>September 2022 | Assistant Principal with responsibility for ICT Development | (1) Digital team members met periodically to carry out the determined ICT training needs (2) Newly learned skills shared across the different school faculties (3) Additional ICT gaps been established and measures put in place to address these evolving needs | ICT teacher upskilling will take place inhouse utilising existing teacher expertise with no external training required at this time.<br><br>To facilitate the drafting of the ICT Teaching and Learning policy, consultation will take place with key stakeholders. Department circulars and |

| | | | (4) Revised Digital Learning Plan of the school been completed and ratified by the Board of Management. | guidelines together with external pre-existing school policies will be used to assist in this process. |
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Senior management review of teachers ICT use and proficiency education at the end of each school year in consultation with the ICT committee.

Comprehensive review as part of the development of the next Digital Learning Plan