Digital Learning Plan 2023 - 2027

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. The development of this plan was set out as a priority area by the school to comply with the Department of Education publications 'Circular 0001/2017' and 'Digital Strategy for Schools'. The ICT coordinators chose to engage in the Digital Learning Planning Guidelines to create a Digital Learning Plan for our school, to support individual teacher planning and to promote digital learning at programme and cross-curricular levels and ultimately to embed digital technologies into all areas of school activity. 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:

Mercy Secondary School, Kilbeggan is a voluntary secondary school established in 1964 by the Sisters of Mercy. In accordance with the foundress of Mercy Secondary School, Catherine McAuley, her gospel and legacy, we show a special interest in those who are disadvantaged. We are committed to the Charter of our Trustees Catholic Education an Irish Schools Trust - CEIST.

A co-educational school with a current enrolment of 692 students, the school strives for each student to be happy, to feel secure and to realise their potential in an environment that is both caring and co-operative. All students from our multicultural society are embraced at our school and there is great rapport between all the stakeholders in our school.

Our school is truly unique, with a warm and vibrant atmosphere. It is not only a place for education, but a place which is full of opportunity, friendship and respect. The teachers and ancillary staff contribute to this atmosphere as they are both approachable and motivational.

We have moved into our new school campus on the 31st of August 2023. This digital learning plan is in its infancy as we have just moved into our new school campus at the beginning of the current school year. We will be constantly evaluating and re-evaluating digital technology in our school over the coming years and adjusting our approach as necessary.

1.2 School Vision:

General:

Mercy Secondary School Kilbeggan is a Catholic co-educational school committed to the holistic education of all students, to ensure that individually, they each realise their full potential in a social and physical environment that is caring, supportive and joyful. We work in partnership with students, staff, parents and the community, and welcome all partners from our multicultural society.

Vision for Digital Technologies:

In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in Mercy Secondary School Kilbeggan, is to emphasise the integration of digital learning across the curriculum, in order to improve the quality of learning and teaching. Therefore, Digital Learning is not a subject or a curriculum in its own right. It is a tool that can add value to the teaching and learning process when it is used appropriately. The purpose of computer literacy is the same as all teaching and learning, to awaken and to support the development of intellectual curiosity.

Mercy Secondary School Kilbeggan recognises that a wide variety of opinions regarding the value that digital technologies have in education exist in our school community. Some parents and teachers can over value the benefits of the use of digital technologies in learning for children, while others can undervalue it. The staff are conscious of the fact that we are educating children who live in a technological age (digital natives) and so our teaching and learning must reflect that reality.

Pedagogically, digital learning can be highly motivating for the learner and particularly for those children who find the more traditional methodologies of the school setting constraining. In that light, we will strive to maximize the potential for children's learning using digital technologies, where appropriate.

Our vision for digital learning in Mercy Secondary School Kilbeggan, centres on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the student's learning experience. We also aim to ensure that our students begin to develop a critical appreciation of the role of digital technologies in society and develop habits which reflect an ethical and responsible use of these technologies.

We aim to integrate digital technologies into the student experience and foster an environment of support and innovation. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process.

It is our aim that our students will leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society. Mercy Secondary School Kilbeggan recognises the partnership between the school and parents as being imperative for providing students with life-long skills.

Digital technologies will play a part in maintaining the links with home and regularly educate and inform parents of the best practices for digital learning initiatives at school and at home. Links with home are easily implemented via e-mail, website news, and texts to parent. Digital Technologies are used for projects, when appropriate. The school website and calendar provide the parents and the school community with an up-to-date view of daily activities and relevant useful information relating to our school.

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

- We have very good school broadband the majority of it is wireless with some rooms e.g., multimedia, DCG, practical subjects and offices having a wired connection.
- All teachers have an interactive projector in their classroom and a school provided laptop with internet access.
- Each classroom is equipped with speakers and a WiFi access point .
- Each Additional Education Teacher has a laptop and some additional educational needs students use a school device to support their learning where students have been sanctioned a device by the Department of Education. An Acceptable Device Usage Policy for all staff and students that have a school device has been developed.
- We have three sets of trolleys that contain 30 devices that can be booked weekly for teachers and students to have access to these devices to complete various different tasks e.g., CBAs.
- A number of subject tablets for music and language department teachers to do their recordings of the students for their CBAs.
- Science has two trolleys of tablets (20) for their datalogging equipment and access to the Sparke application to analyse their data.
- Engineering has a trolley of tablets for their software applications and design.
- Practical subjects like art, engineering, and construction studies have PCs in their classrooms to allow students to complete their research and projects.
- We have a networked black and white (2) and colour printer (1) that all teachers have access to print.
- We also have printers in specific practical subjects' classrooms so that students and teachers have access to print. These rooms include construction studies, engineering, art, and multimedia.
- Printers are also installed in the principal, deputy principal, reception, year head, AEN office and Asgard offices for staff so they can print.
- A school website that is regularly updated hosts a range of information for all news pertaining to the school for current and prospective students, teachers, and parents.
- Digital camera is available from Mr. Delaney.
- Our school management software, VSware - records attendance, track assessment, monitor students' wellbeing, and monitor students' behaviour.
- Payments are received electronically via VSware ePayments system.
- AB Tutor - a software tool, that helps keeps students engaged, demo and share, communication, computer watch, remote control, app control and safeguarding.
- PaperCut - a print management software tool, that helps the school community to minimise waste while having a secure and easy printing experience.

- Google workspace for education - all staff and students have a school account. This provides them access to various applications on Google for example, Google Drive, Classroom, Meet, Docs, Sheets, Slides, etc.
- An online school calendar (Google) that is updated regularly to keep everyone in the school community updated with events going on in the school. This is managed by school management and Mr. Delaney.
- Digital Citizenship policy that outlines to the school community what information is safe to share and in what situations and how to protect their information in unsafe situations. It outlines the expected use of IT in the school by staff and students.

2. The focus of this Digital Learning Plan

From recording the jobs completed as ICT coordinators, we evaluated our progress using the following sources of evidence:

Staff strengths in using ICT for teaching and learning:
- Confidence in using Microsoft Office and Google
- Confidence in using basic computer skills

Reflecting on what areas of ICT staff that require improvement:
- Use of school related websites such as VSware and applications on Google
- Pinpointing good, relevant educational websites for use in class
- In-class use of general ICT uses such as downloading and assessment

Current uses of ICT within the classroom environment:
- YouTube
- Google and G-Suite
- Interactive projector
- General planning

Development of ICT within the school throughout the 5-year plan:
- Independent use of ICT by students for learning
- Integration of appropriate educational apps and websites in class to promote teaching and learning
- Use of ICT for homework completion and submission
- Education of general computer skills for all children
- Upgrade of ICT infrastructure throughout the school for both teachers and students

At the end of the school year 2023/2024, a digital learning evaluation survey will be carried out to see how the school community is progressing in the new school with the new digital features.

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

Dimension Teaching and Learning

Domain 1: Learner Outcomes

Domain 2: Learner Experience

Domain 3: Teachers' Individual Practice

Domain 4: Teachers' Collective/Collaborative Practice

Dimension Leadership and Management

Domain 1: Leading Learning and Teaching

Domain 2: Managing the Organisation

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

2.2 The standard and statement from the Digital Learning Framework being selected

Standard (Teaching and Learning)	Statement(s)
Domain 1: Learner Outcomes Standard 1: Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
Domain 2: Learner Experiences Standard 1: Pupils engage purposefully in meaningful learning activities	Pupils 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 critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.
Domain 3: Teachers' Individual Practice Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. Teachers use a range of digital technologies to support assessment of learning and assessment for learning.
Domain 4: Teachers' Collective/Collaborative Practice Standard 1: Teacher's value and engage in professional development and professional collaboration	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 pupils. Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.

Standard (Leadership and Management)	Statement(s)
Domain 1: Leading Learning and Teaching Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and 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. The principal and other leaders in the school have a shared understanding of why and how the school seeks to integrate digital technologies, and lead the development of effective policies and practices to support technology integration.
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 2: Managing the Organisation Standard 4: Develop and implement a system to promote professional responsibility and accountability	The principal and other leaders in the school ensure that the effective use of digital technologies for learning, teaching and assessment is included in teachers' review of their own practice.
Domain 3: Leading School Development Standard 2: Build and maintain relationships with parents, with other schools, and with the wider community	The school has an explicit communication strategy in place, which identifies and uses websites. and social networks, to communicate effectively with the whole school community. The principal and other leaders in the school use digital technologies to enhance organisational communication with learners, parents and third parties making administrative procedures more transparent and accessible. They are committed to collaboration and knowledge exchange through partnerships with other schools, external organisations, industry and the wider community, facilitated and sustained as appropriate using digital technologies.

Domain 4: Developing Leadership Capacity 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. 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.
Domain 4: Developing Leadership Capacity Standard 3: Promote and facilitate the development of pupil voice and pupil leadership	The principal and other leaders in the school value pupils' views, and support pupils' involvement in how digital technologies are being used to support their learning.

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

- All staff have confidence in using basic computer skills and software including Microsoft Office.
- Funding available from the Department of Education
- All teaching staff currently use digital technologies to improve teaching and learning in their classroom.
- All class teachers are using digital technology daily in their methodologies
- Students and teachers are quite enthusiastic about digital technology
- Some staff members have excellent skills in this area and are willing to help others through modelling and sharing expertise
- Some staff members are motivated to engage with CPD
- All staff members completed a workshop with the ICT coordinators in the use of the interactive projectors in the classrooms
- ICT coordinators provided constant support to any staff or students requiring assistance regarding the use of digital technologies

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

Independent digital learning: Staff are focused on improving students' independent contact time with digital technologies. In particular, staff would be interested in growing students' knowledge in basic computer and typing skills along with utilising remote learning tools such as Google classroom. This is covered in the Digital Wellbeing plan and TY plan.

Staff Collaboration: We aim to increase digital collaboration by promoting the sharing of useful resources digital via shared google Drive folders across more subject departments. a bank of useful educational websites. We also aim to use G-Drive to collaborate on school related items.

Digital Infrastructure: We aim to continue to maintain and update our current ICT infrastructure within the school as we move through our first year in the new school building. We also aim to develop and invest in new ICT equipment. For example, we increased the number of trolleys of devices from two to three this year which would promote teaching and learning as a whole group and for individuals. Subject department teachers have funding on their budgets to get new devices and we aim to support and facilitate in getting these devices available for their classes.

Curriculum: We aim to integrate and utilise appropriate educational applications and programmes in class to promote teaching and learning and to assist in differentiation. We also aim to introduce valuable digital learning elements into the school wide programmes.

CPD: Staff have noted that they are not confident in certain areas of digital technologies. It is recommended that certain aspects of digital technologies be identified for relevant CPD to be completed in yearly.

3. Our Digital Learning Plans
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 & Learning)

Domain 1 and 2: Learning Outcomes and Learner Experiences

STANDARD(S):

- Pupils enjoy their learning, are motivated to learn and expect to achieve as learners

- Pupils engage purposefully in meaningful learning activities

STATEMENT(S):

- Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.

- Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.

TARGETS: (What do we want to achieve?)

- Digital technologies to be used by all students to help consolidate learning.
- Digital safety module to be completed by first years and repeated again in TY during the school year.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
		(Who is to do it?)	(What are the desired outcomes?)	(What resources are needed?)
To expand the use of digital technologies in delivering the curriculum and to ensure that all students experience digital learning activities regularly	September 2023 – June 2024	All teachers ICT coordinators	Pupils to consolidate learning using activities such as websites, software and apps. Weekly bookings to use device trolleys available in room 32, 36, and 51 to help students complete various tasks to achieve their learning outcomes Students with AEN have access to devices in all lessons Subject departments use various apps available on their tablets to help enhance their lessons	Computer access Internet access School devices
Digital safety module to completed in February	February – end of school year 23/24	Class Teachers of IT	Students in first and TY will take part in a module on internet safety and risks.	Internet safety class resources - Webwise.ie

Internet Safety Day	6th of February 2024	Class teachers	Coincide with the digital safety module and get TY students involved in promoting the day	Internet safety class resources - Webwise.ie

Digital Learning Action Plan (Teaching & Learning)

Domain 3 and 4: Teachers' Individual Practice and 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 pupils' learning

- Teachers value and engage in professional development and professional collaboration

STATEMENT(S):

- Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.

- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.

- Teachers use a range of digital technologies to support assessment of learning and assessment for learning.

- 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 pupils.

- 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?)

• 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 digital technology courses for continuing professional development. Identify external experts for CPD in specific areas as identified by staff	Ongoing	ICT coordinators Principal	An increase in the number of teachers who are confident to use digital technologies in their everyday teaching

Workshops held in school to help develop teachers' digital skills | Computers Projectors Internet/WiFi Speakers |
| Teachers to engage in regular collaboration and team planning in relation to digital technologies | Ongoing | All staff | Teachers to meet at subject department meetings to share information and discuss planning re: digital learning and technologies | |

Teachers to get involved in peer training to increase the IT proficiency and confidence among their colleagues.	End of 23/24	Volunteer teachers willing to share expertise	Teachers will increase the use of digital learning in the classroom and will identify class appropriate activities and integrate them into their teaching	
Staff input into digital learning plan.	Ongoing	All staff	Teachers will give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery. Teachers to complete a digital learning evaluation form at the end of the year to give their feedback on the digital learning in the school	

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

Digital Learning Action Plan (Leadership and Management)

Domain 1 and 4: Leading Learning and Teaching & Developing Leadership Capacity

STANDARD(S):

- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment • Empower staff

  to take on and carry out leadership roles

- Promote and facilitate the development of pupil voice and pupil leadership

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 principal and other leaders in the school have a shared understanding of why and how the school seeks to integrate digital technologies, and lead the development of effective policies and practices to support technology integration. The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

- 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.

- 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.

- The principal and other leaders in the school value pupils' views, and support pupils' involvement in how digital technologies are being used to support their learning.

TARGETS: (What do we want to achieve?)

- To encourage the use of digital technologies 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 and 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 computers & projectors, VSware, GSuite	Ongoing	Computer Teachers ICT Coordinators Principal	All teachers capable of using digital technologies for teaching and admin (attendance, results, reports etc.). All teachers using their laptop and projector etc every day.	Computers Projectors WiFi

Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	Ongoing	All staff Computer Teachers ICT coordinators External Tutors	All teachers aware of new resources and hardware in the school and those teachers share information on new websites they find to be of particular use in delivering the curriculum	

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

Digital Learning Action Plan (Leadership and Management)

Domain 2 and 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

- Develop and implement a system to promote professional responsibility and accountability

- Build and maintain relationships with parents, with other schools, and with the wider community

STATEMENT(S):

- Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.
- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
- Teachers use a range of digital technologies to support assessment of learning and assessment for learning.

- 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 pupils.

- 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?)

- To ensure all digital technology 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 DES.

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?)
Develop a digital learning culture within the school.	Ongoing	All staff Principal PRO and communications teacher School secretary	Maintain a vibrant and up to date website. Use of digital technologies in administration and communication e.g.– VSware, ePayment, Email & Text Communication	Computers Projectors WIFI
Computer Suite Management System	Ongoing	Principal ICT coordinators	Management System for all computers in the school, to ensure that each device has same apps / features / settings	

Develop a digital learning plan and develop a culture moving focus in digital technologies from equipment and basic skills to a culture of digital learning integration	Ongoing	All staff ICT coordinators	Creation of and implementation of a digital learning plan. Updated Digital Citizenship policy for internet access & Digital Technologies Use. Staff acceptable device usage policy for accountability and maintenance of school device. Digital learning update on the agenda at each staff meeting/Croke Park meeting.	

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

Signed: *Paul Daly*   Signed: *Garrett Farrell*

Chairperson of Board of Management   Principal/Secretary to the Board of Management

Date: **10th November 2022**   Date : **10th November 2022**