

# Dominic's College

## Our Digital Learning Plan 2022-2023

### 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:

St. Dominic's College, Cabra, was established in 1835 by the Dominican Sisters. The school is situated off the Navan Road, Dublin 7. St Dominic's College sits in extensive mature grounds. The school has undergone major refurbishment resulting in state-of-the-art facilities within heritage buildings. St Dominic's has a history of commitment to educational excellence, curriculum innovation and the development of the whole person.

St. Dominic's motto 'Veritas' epitomises the aim of all Dominican schools and colleges – the pursuit of Truth in all its forms. It acknowledges the unique giftedness of each individual and their journey in discovering the truth about themselves, others, the universe they share, and the Creator of all. The results are a proud record of achievement each year. St Dominic's College, Cabra, is a Voluntary Secondary School for girls. Our school is funded in part by the Department of Education and Science. St Dominic's is a Catholic school with a Dominican ethos. We are proud to be under the Trusteeship of Le Chéile Trust. The Dominican ethos continues to foster and create an attitude of Christian caring within the school community, supported and encouraged by the Board of Management, the Parents' Association and by the Principal and staff. We are proud to continue the great tradition established by the Dominican Sisters in the educational development of girls.

We are an inclusive school and we welcome students from other religious traditions and cultures. The Board of Management, staff, parents and pupils aim to provide an environment which allows and encourages each pupil to develop intellectually, physically, morally, socially and spiritually. In keeping with the characteristic of the Dominican spirit we make every effort to ensure that the uniqueness and dignity of each person is respected.

## **1.2 School Vision:**

- We propose to train our teaching staff and our students in innovative and meaningful uses of digital technologies in education to collaborate, research and create. Before the training, the teachers will self-assess their own digital competencies and they will assess themselves again after training and again after practice. At St. Dominic's College, we are united in our willingness to learn new skills and develop digital skills within the school community. We wish to develop further the already positive attitude to digital technology that exists in our school. We endeavour to utilise digital technology as a tool to develop students personal development and social skills through the use of cooperative learning strategies and presentation of research work. It is also our intention that staff will further develop their knowledge of, and use of Digital Technology their lesson planning and daily teaching & learning. As all the Junior Cycle Key Skills have a digital focus, the promotion of Digital Learning is key for teaching, learning and assessment. In this project, school leaders will promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment by providing teachers with opportunities to collaborate in person and through the use of digital technology – across and beyond our own school. We will encourage students to collaborate with each other and with their teachers, thereby enriching student learning experiences and helping them to become self-motivated and autonomous learners. Teachers will have more scope to create more innovative assessment methods and learning opportunities across and beyond the curriculum with a focus on collaboration.

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

- Use of VSware for school reports, inputting CBA descriptors, student behaviour
- Data projectors in every classroom
- Teachers have own school laptop
- 4 computer rooms
- Smaller provision of digital hubs in other locations such as the Library and Halla Lydia and some classrooms
- Teachers and students are competent in the use of google classroom
- 90 google chrome books on 3 trolleys
- Visualizers
- Appointment of Digital Co-ordinator last year.

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

We undertook a digital learning evaluation in our school during the period *September 2021 to May 2022*. We evaluated our progress using the following sources of evidence:

- Teacher Survey ● Student Survey

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

One standard and one statement has been chosen from each of the domains – Learner Outcomes, Learner Experiences, Teachers’ Individual Practice and Teachers’ Collaborative Practice.

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

Standard	Statement(s)
<b>Teachers value and engage in professional development and professional collaboration</b>	Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.
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.
Teachers contribute to building whole school capacity by sharing their expertise.	Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment
The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary	Teachers facilitate students’ active use of a range of digital technologies to address individual learning needs.
The teacher selects and uses planning, preparation and assessment practices that progress student learning	Teachers use a range of digital technologies to support assessment of learning.
Teachers value and engage in professional development and professional collaboration	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 enjoy their learning, are motivated to achieve as learners	Students use appropriate digital technology to foster active engagement in attaining appropriate learning outcomes.
Students have the necessary knowledge,	Students understand the potential risks and threats in digital environments and that they use digital

skills and attitudes required to understand themselves and their relationships	advancement in a respectful manner.
Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Students use digital technologies to collect evidence, record and reflect on their progress and develop their confidence as self-directed learners.
Students experience opportunities to develop the skills and attitudes necessary for lifelong learning Laos 2022	Students are confident in using technology individually and with peers to enhance the learning experience and develop appropriate skills. They are aware of the impact of technology use for themselves and others.
Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning. Laos 2022	Students take responsibility for their own learning and use the digital technologies provided to them to develop their skills, apply their understanding and extend their knowledge.

**2.3. These are a summary of our strengths with regards to digital learning, we know this from our teacher and student digital surveys performed in May 2022**

- All staff members proficient in the use of VSware, google classroom, email
- All staff members have a school Laptop
- Data Projector in every classroom.
- Wi-Fi installed in the school in January 2021.
- 90 new google chrome books
- 4 computer rooms.
- Smaller IT hubs in Halla Lydia and Library for easy access for students while in after school study.
- A lot of staff use digital technology in their classroom, over 85% according to our teacher surveys.

- 88% teachers want to learn more about apps such as G Suite and other technology.

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

### **Objectives for Teachers.**

To make teachers aware of the benefits of technology to teaching being cognisant of pedagogy first.

Teachers need to see the benefit of technology as a tool to aid pedagogy so they will embrace cpd.

### **Improving CPD to teachers in house.**

Although teachers want to learn more technology only 14% of teachers surveyed said they had the skills to mentor a colleague,

55% said they had some of the skills but not all to mentor a colleague and 30% said they did not have the skills to mentor a colleague

A large proportion of teachers had not engaged in cpd outside of school related to digital learning this year.

### **To counter this a large focus will be on in house digital training for staff**

Staff members will provide training in the form of drop in training sessions at lunchtime from the digital team. Teachers will be able to book in advance and training on google drive will be provided. There will also be 1-1 training in some cases and video tutorial training in other cases. The initial training will be on google drive.

For the next academic year, the goal would be for all staff members to become proficient in Google Drive. This means they can organise their subject plans in a departmental folder on the google drive. It means also the document can be worked on collaboratively by 2 members of the same department. It means the document is a live working plan which can be added and adapted to during the year if necessary.

Staff will be made aware of google for educator level 1 training externally by Tara Learning.

### **Further training**

More training will be provided as the year progresses on G suite and getting teachers familiar with our new Google Chromebooks. This training will ensure that teachers become confident and competent with Google Drive, the G suite of Apps and our Google Chromebooks.

This will mean a more cohesive approach to the use of applications amongst staff.

### **Feedback and digital tools**

The goal would be to teach teachers how to use scanning apps such as Adobe Scan which can be useful to take scans of copy books to aid the marking process. Also how to use the scanning function on the staff room photocopier. This will help with our feedback target in our school improvement plan.

### **Assessment for learning and digital tools**

Google forms to be used in teacher practice to assess students' needs in classes, in order to be used in assessment for learning and in order to alert the teacher to changes that they may need to make to adjust their lessons plans or to differentiate for individual students.

### **Equipment**

It was noted in the teacher surveys that the projector, speakers and cables do not always work. Teachers will be encouraged to use the reporting system ([it@stdominics.ie](mailto:it@stdominics.ie)) in place when devices are not working correctly. These reports will be acted on quickly to correct any malfunctioning devices.

### **Objectives for the student.**

89.3% of students want to use digital technology more in their learning. Kahoot was mentioned a lot in both teacher and student surveys as being a useful tool for learning and it is fun. One student response ***was "it is fun and it gets everyone ready to click the answers by competing and people remember the answers this way."*** It is a useful tool to assess students. One teacher response was – ***"I use it for formative assessment, I use it because it is active and enjoyable for students and a quick and efficient means of assessing learning"***. The goal would be to teach teachers how to use Kahoot.

### **Other goals for student**

To examine the first year IT programme. This will ensure all first year students are able to operate Google Drive, the G suite of apps in addition to more traditional aspects such as typing skills and being proficient in Microsoft apps such as word, excel and PowerPoint.

To build on the IBM skillsbuild and MOS programme as part of the TY programme.

To pilot e portfolios with LCA students this year and to have an optional dual system of e portfolios in TY( e portfolios in TY not to be used for assessment purposes this year) with a view to moving to e portfolios only next year for TY students.

### **Other goals for the school**

To ensure that the school takes part in the digital schools award programme and the SELFIE programme which the school is now registered for.

To continue to link in with other google schools and initiatives like CESI and GEG.

### **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: (From Digital Learning Framework) Domain 3 – Teachers’ Individual Practice**

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

STATEMENT(S): 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?) Teachers know how to use Google Drive, G Suite apps, Adobe Scan and Google Forms

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?) How will we measure success and desired outcome	<b>RESOURCES</b> (What resources are needed?)
<ul style="list-style-type: none"> <li>Teachers to go to in house cpd on G-suite and Google Drive at teach meets in the school organised by the digital team and the digital coordinator.</li> <li>Teachers watch the pre-recorded technology tutorial videos made by the digital team</li> </ul>	<ul style="list-style-type: none"> <li>During school year 2022/2023</li> </ul>	<ul style="list-style-type: none"> <li>Teachers take responsibility to attend in house cpd to upskill.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers become upskilled on google drive, g suite and the new google chrome books.</li> <li>We will know if progress has been made by sending out digital surveys to assess confidence and digital capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Leaders</li> <li>Computer rooms</li> <li>Continue to purchase more Chrome Books</li> <li>More teachers to join the digital team.</li> </ul>

**EVALUATION PROCEDURES:**

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



**DOMAIN: (From Digital Learning Framework) Domain 4 – Teachers’ Collective / Collaborative Practice**

STANDARD(S): 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: (What do we want to achieve?) Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?) How will we measure success and desired outcomes.	<b>RESOURCES</b> (What resources are needed?)
Training for teachers in subject departments delivered by Digital leaders on the staff. Digital team to prepare a video tutorial on a particular app, this can be then sent to staff in an email.	During school year 2022/2023	Digital Leaders (staff who are the experts and offer in-house CPD), this would take the form of teach meets provided by the digital team at lunchtimes via a drop in training session.	Teachers become competent in the use of Digital Technologies We will know this through focus group discussion and surveys to view progress.	Digital Leaders Computer rooms

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

**DOMAIN: (From Digital Learning Framework) Teachers collective/collaborative practice**

**STANDARD(S):**Teachers contribute to building whole school capacity by sharing their expertise

**STATEMENT(S):** Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment

**TARGETS: (What do we want to achieve?)** That teachers work together and learn from each other what good questions look like using Google Docs

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?) How will we measure success and desired outcome	<b>RESOURCES</b> (What resources are needed?)
SDP sets up a google doc where all departments can add a question that worked well in the classroom. Eventually this will become a bank of good questions that teachers can view and adapt to their own subject area.	Start of the year	SDP sets it up and then teachers add to it.	Student surveys to assess students' satisfaction start and end of year to assess has anything changed.	

**EVALUATION PROCEDURES:**

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

**DOMAIN: (From Digital Learning Framework) Domain 3 – Teachers’ Individual Practice**

Teachers individual practice

STANDARD(S): The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary.

STATEMENT(S): Teachers facilitate students active use of a range of digital technologies to address individual learning needs

TARGETS: (What do we want to achieve?) Google Forms to be used by teachers to check for understanding. Teachers can use feedback received to adjust their lesson plans/ to accommodate differentiation.

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?) How will we measure success and desired outcome	RESOURCES (What resources are needed?)
Provide training for all teachers on google forms.	During the school year	Digital learning team Digital Co-ordinator	Usage- how many teachers have embedded it. Surveys, questionnaires	Digital team

**Evaluation procedures, how are we progressing, have we achieved our targets? Any adjustments needed?**

**DOMAIN: (From Digital Learning Framework) Domain 3 – Teachers’ Individual Practice**

**STANDARD(S):** The teacher selects and uses planning, preparation and assessment practices that progress students learning

**STATEMENT(S):** Teachers use a range of digital technologies to support assessment of learning and assessment for learning

**TARGETS :** To educate teachers on adobe scan and adobe spark as tools that can facilitate the marking process and improve feedback to students as a result.

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?) How will we measure success and desired outcome	<b>RESOURCES</b> (What resources are needed?)
Teachers to get training on adobe scan Teachers to get further training on adobe spark.	During the school year	Digital team, teachers who use adobe scan and adobe spark who are not on the digital team.	Usage- are these being used?  Monitor via surveys, questionnaires.	Digital team Teachers

**Evaluation procedures- how are we progressing, have we achieved our targets? Any adjustments needed**

**DOMAIN: Domain 1: Learner Outcomes Teachers' collective/collaborative practice**

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

**STATEMENT(S):** 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.

**TARGETS :** To examine the first year IT course so it includes learning on Google Drive, G suite and Google chrome books

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?) How will we measure success and desired outcome	<b>RESOURCES</b> (What resources are needed?)
First year IT teachers to examine the first year IT course and amend	August planning session 2022	First year IT teachers and IT coordinator.	Proficiency questionnaire at the start of the year with students and at the end of year to assess increase in knowledge, proficiency and competence in Google for education.	First year IT teachers

**Evaluation procedures- how are we progressing, have we achieved our targets? Any adjustments needed?**

<b>DOMAIN: Domain 1: Learner Outcomes</b>				
STANDARD(S): Students enjoy their learning, are motivated to learn and expect to achieve as learners				
STATEMENT(S):. Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes				
TARGETS : To have students enjoy their learning by using more digital technology such as Kahoot and similar engaging apps.				
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?) How will we measure success and desired outcome	RESOURCES (What resources are needed?)
Train teachers on Kahoot and 1-2 similar apps.	During the school year	Digital Team	Digital surveys to assess pupil satisfaction	Digital team

**Evaluation procedures- how are we progressing, have we achieved our targets? Any adjustments needed?**

**DOMAIN: (From Digital Learning Framework) Domain 2 Learner Experience**

**STANDARD(S):** Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships

**STATEMENT(S):** Students understand the potential risks and threats in digital environments

**TARGETS:** (What do we want to achieve?) That students can protect themselves online

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?) How will we measure success and desired outcome	<b>RESOURCES</b> (What resources are needed?)
Creation of a Digital Charter for students	1 year	Student Council	Assessing whether the charter and the safer internet day have happened.	
Implement Safer Internet Day	1 Year	Student Council and Link teacher		

**Evaluation procedures-how are we progressing, have we achieved our targets? Any adjustments needed?**

<b>DOMAIN: (From Digital Learning Framework) Domain 2 Learner Experience</b>				
STANDARD(S): Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning				
STATEMENT(S): Students use digital technologies to collect evidence, record and reflect on their progress and develop their confidence as self-directed learners				
TARGETS: (What do we want to achieve?) To pilot e portfolio with LCA students and in a dual operational system in TY, (e portfolios in Ty not to be used for assessment purposes this year.)				
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?) How will we measure success and desired outcome	RESOURCES (What resources are needed?)
LCA teachers to be trained on e-portfolios. E portfolios to be used by LCA students in IT task E portfolios to be treated as an optional dual system in TY	1 year	Digital Co-ordinator	Usage- if students and teachers are happy with them, conduct satisfaction questionnaires to assess satisfaction	Computer room access

**Evaluation procedures- how are we progressing? Have we achieved our targets? Any adjustments needed?**



**DOMAIN: Domain 2 learner experiences Laos 2022**

STANDARD(S): Students reflect on their progress as learners and develop a sense of ownership of and responsibility

STATEMENT(S) Students take responsibility for their own learning and use the digital technologies provided to them to develop their skills, apply their understanding, and extend their knowledge

TARGETS: (What do we want to achieve?) To get students more proficient with google classroom so they can upload homework and other work

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?) How will we measure success and desired outcome	<b>RESOURCES</b> (What resources are needed?)
Class teacher works with his/her class checking that students can use google class, students can upload their homework and other assignments.	<ul style="list-style-type: none"><li>• During school year 2022/2023</li></ul>	<ul style="list-style-type: none"><li>• Teachers monitor if students are able to upload work including assignments and homework.</li></ul>	<ul style="list-style-type: none"><li>• We will know if progress has been made by discussion at staff meetings, questionnaires to teachers on whether students can upload and use google classroom</li></ul>	Computers including chromebooks..

**EVALUATION PROCEDURES:**

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

**DOMAIN: 2 Learner experiences Laos 2022**

STANDARD(S): Students experience opportunities to develop the skills and attitudes necessary for lifelong learning.

STATEMENT(S): Students are confident using technology individually and with peers to enhance the learning experiences and develop appropriate skills. They are aware of the impact of technology use for themselves and for others

TARGETS: (What do we want to achieve?) To get students used to using chromebooks as part of normal class activity on a regular basis

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?) How will we measure success and desired outcome	<b>RESOURCES</b> (What resources are needed?)
<ul style="list-style-type: none"><li>Teachers book and use the chromebooks and design activities so that students can work individually and with their peers to enhance their learning.</li></ul>	<ul style="list-style-type: none"><li>During school year 2022/2023</li></ul>	<ul style="list-style-type: none"><li>Teacher plan the use of chromebooks in their classroom planning.</li></ul>	<ul style="list-style-type: none"><li>Monitor booking form on vs ware to see if chromebooks are being booked out.</li></ul>	Chrombooks and vs ware.

**EVALUATION PROCEDURES:**

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