McEgan College

Our Digital Learning Plan 2019 - 2020

1. Introduction

This document records the projected outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

Introduction

McEgan College is a school with 183 students that has always strived to be a leader of all developments in ICT both to improve the efficiency of systems and to promote the use of ICT in teaching and learning.

The school provides a broad range of programmes including Transition Year, LCA, LCVP ,JCSP and a MGL and ASD unit. The school is in a period of change due to the introduction of the new junior certificate which is stretching our existing infrastructure and network. The number of students entering the school with Assistive Technology is growing each year with a cohort of students using laptops and other devices in all year groups.

1.2 School Vision:

The school's mission statement is:

"To care equally for all and to promote learning, hard work and responsibility for self in an ordered and disciplined environment"

The school's vision for digital technologies is:

We strive to integrate digital technologies across the curriculum and departments. Staff and students will demonstrate a clear understanding of how digital technology can be used to improve teaching and learning.

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

- All classrooms have a digital projector of varying ages , models and makes.
- We have two computer labs with 48 computers in total.
- We have a DCG room with 16 computers.
- We have a suite of 12 laptop in a trolley in the science lab which are out dated and not in usable condition.
- We have 15 go-tabs in the science lab which are used for the purpose of science research and experiments. They are not running to their full potential due to low Wi-Fi speeds and connectivity.
- We have a suite of 12 laptops in a laptop trolley which are used solely by LCA students.These are for daily use by LCA students.
- All teachers have been provided with access to office 365 and have their own dedicated school email address.Tescher in the DL cluster group have had two training session on onenote from wriggle and from Brian O Mahony and Michelle Crowley (class teacher) from Brogans CC Bandon.
- Students from 3rd year to 1st year have been provided office 365 access but we have not yet been sanctioned to release these to the students. This would aid massively with CBA's for junior students and for teacher /student communication as well as the use of onenote.
- 1st year students are timetabled for Coding for the first time this year. At the end of the next academic year all our first years will have a record of achievements in Coding on their JCPA (Junior Cycle Profile of Achievement) once they reach 3rd year. As a school we decided to develop our own short course in Coding and digital literacy. This would best suit the needs of our students in an inclusive school. The learning outcomes focus initially on skills needed for the CBAs including research, preparing presentations, file management, email and internet safety. The learning

outcomes then go on to focus on coding. At the end of year one students will be surveyed and if a majority chose coding then coding will be offered in year 2 and year 3 as a short course.

- All our transition years students taking a computer studies class. Students cover word processing, power point and publisher.
- Our LCA students complete the Information and communication module and utilise the laptop trolley to do research and write up assignments and tasks. The class cover internet safety, email, word, publisher and word processing.
- We provide LCVP and all LCVP students have access to the computer labs for research and to prepare their portfolios.
- We have in total 18 students in the school who have been granted Assistive Technology by the DES. This is 11% of the school population. All AT students, parents and teacher are sign posted to Deirdre Madden of UCC and Cork Education Centre for CPD in the area of AT. Ms Rice and Ms Manning attended this year. Students are provided with eBooks and several other programmes and apps that are of assistance to them specifically.
- There is wireless broadband throughout the building and 3 booster modules. Currently the speed of Wi-Fi is not acceptable to teachers and students in many areas of the school building and will not be able to support the expected increased usage as we increase our use of digital devices.
- Adrian Deasy has been made aware of the slow Wi-Fi and work was carried out in October 2019 regarding same.
- We have a school shared drive and each subject department has a shared folder on this where the put their plans and share resources. We are slowly moving to having all subject department folders on OneDrive.
- We use VSWare to take attendance, enter assessment results and keep student data. Our parents have usernames and passwords to access their children's details on VSWare.
- We have an online payment system called Way2Pay for the parents.
- We have a school FACEBOOK page which is regularly updated. We also have a school website which needs to have some work to update it.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period September 2019 We evaluated our progress using the following sources of evidence:

- A teacher and student survey was carried out .The same three major concerns were highlight after analysis of the survey:
  1-CPD need to improve user confidence for both students and teachers
  2-Upgrading of infrastructure especially the speed of Wi-Fi and internet across all departments and rooms in the school building
  3-Greater availability of hardware for both students and teachers.

- A cluster group was formed including the principal, DL Coordinator and three teachers. This group had two meetings to gather information from staff and from students on our existing proficiency and use of digital technologies.
- A student focus group and teacher focus group were created and an evaluation of our current digital practices and knowledge was conducted.
- Members of the focus group visited Brogans CC Bandon during their launch day – They successfully rolled out the use of individual devices to teachers. During this meeting information regarding what had worked well and what had not worked well was gathered, as well as speaking with Adrian Deasy and Conall Forde from the CETB IT department. We also had time to speak with members of other schools who attended the launch that day and gathered and shared information with them. We also attended two seminars that day which explained further the use of Microsoft pro tablets in a classroom setting.
- A meeting was held with the Adrian Deasy from the ICT department of Cork ETB to discuss different solutions and help was given to use at that time regarding how to move forward.
- Teacher in the DL cluster group have have two training session on onenote from wriggle and from Brian O Mahony and Michelle Crowley (class teacher) from Brogans CC Bandon.We now have good contacts with Brogans staff and are looking to them for guidance and advise as we move forward.
- A meeting was held with wriggle with 8 members of the teaching staff for 3 hours on the use of Microsoft teams, one note and class note books.
- Ms Murphy did a webinar on digital Technology in our schools: Learning from research and practise. This gave her insight in to what other schools across the country were doing and what worked well and what did not.
- Regarding slow Wi-Fi Ms Murphy spoke with Brian O Mahony of Brogans CC Bandon and he advised that Brogan got a specialist company into the school to do a _Wi-Fi audit_. Ms Murphy has emailed Adrian Deasy with regard to organising the same audit be carried out in McEgan College to aid in the updating of the infrastructure. This would in turn help to improve teacher attitude to using DT in the classroom as time wastage would not then be a concern.

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

- Domain 3: Teacher's Individual Practice

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

Standard	Statement(s)
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.	Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment. Teachers model high-level teaching, knowledge and skills, using digital technologies to support student creativity, innovation and knowledge creation. Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.

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

- All our teachers currently use a digital device to take roll call, enter results and present information to students.
- All our 1st yr students are doing a short course in coding and digital media.
- All our staff have an Office 365 account and school email.
- There is an emphasis on the use of Assistive Technology for students with Learning Difficulties.
- We currently have two computer labs, a trolley of laptops and 15 go tabs.
- A core group of 8 teachers have a very positive attitude towards all aspects of improving teaching and learning and are interested in further embracing the use of digital technologies to improve teaching and learning. They are willing to mentor other teachers who are less proficient and confident in this area.

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

- We hope to provide an individual managed device to all teachers in the school.
- We are going to roll out timed, planned, incremental training plan for teachers using these devices. This plan will involve the use of Digital leaders who will receive training and then roll out this training to staff.
- *We want all our teachers to use Digital technologies to enhance the teaching and learning happening in school and at home. This will in turn be reflected in our **DEIS** plan and aid in the ongoing success in each of the 8 strands of DEIS.*

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: Teachers' Individual Practice
STANDARD(S): The teacher selects and uses teaching and learning approaches appropriate to the learning objective and to students' learning.
STATEMENT(S):   • Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.   • Teachers model high-level teaching, knowledge and skills, using digital technologies to support student creativity, innovation and knowledge creation.   • Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.
TARGETS: (What do we want to achieve?)

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 teachers provided with a Surface Go device.	• Aug 2020	• Principal/DL Co-ordinator/Cluster team members	• All teachers have a device	• Funding for purchase of devices through DLP.

● Divide the staff into groups of subject Departments. **Languages**: Irish, French, English **Practical**: Engineering, Construction Studies, Home Economics, PE, Art, Music **SEN/Wellbeing'**s, MGLD unit, support classes, Assistive Technology SPHE, CSPE, Religion **Business/Science;** Business, Accounting, LCVP Science, Maths	● Aug2020	● Principal/DL Co-ordinator/Cluster team members	● All staff aware of different groupings and which they will be in. Any teacher who overlaps groups will go into group with a smaller number to achieve balance	● Wriggle??? ● Brogans???
● Choose two Digital Leaders per group. ● The Digital Leaders will be timetabled to meet twice a month for the first 2 terms leading up to Christmas. The DL co-Ordinator, principal and deputy principal will also form part of the group to meet weekly.	● August/Sep 2020	● Principal/Michael Healy(Timetable)	● All Digital Leaders appointed and timetabled for meetings	● Time from the timetable.
● For the first staff meeting of the year there will be a whole staff introductory session to be presented by 4 of the Digital Leaders. The 8 Digital Leaders will be trained in	● August/Sep 2020	● Principal, Deputy Principal, DL co-ordinator	● All teachers will have the basic training they need to begin using their devices i.e. opening and setting up device , facial recognition , passwords, adding apps , connecting	● Staff meeting time, Professional training to be provided to digital leaders.

advance of this meeting.			to Wi-Fi , connecting to data projectors, Safety and usage, charging etc	
• The digital leaders will plan the training they require from a Wriggle /Brogans. This training will be provided to the digital leaders who will then will take out of that training the elements that will be useful for their particular subject grouping. • The digital leaders will practice the different elements taught to them during their timetabled slot every 2 week and with their classes. During staff meetings the staff will be divided according to their groupings and will be shown the different elements by the leaders. Some weeks the group will not meet but instead will use the 40 minutes for that week to work individually with any teacher in their group	• August 2020 – May 2021	• Principal, Deputy Principal, DL Co-ordinator and Digital Leaders	• All teachers will be trained in different teaching approaches using digital technologies to meet their learning objectives.	• Staff meeting time, professional training. • TIME AND DATES TO BE DECIDED DEPENDENT ON CALANDER

having difficulty with a concept or strategy.				

- Teachers are receiving the training specified and are reacting positively to it.
- The use of digital technology has increased amongst staff and their confidence in using it has increased.
- Teachers are collaborating well within their departments and using ICT to share resources.
- Students are experiencing new teaching methodologies in their classrooms that are improving their learning.