Coláiste Iósaef Community College Digital Learning Plan

(2024–2027)

Coláiste Iósaef Community College Digital Learning Plan (2024–2027)

This Digital Learning Plan has been developed to chart the school's strategy for embedding digital technologies in teaching, learning and assessment over the period 2024–2027. It is a formal policy document aligned with national guidelines and forms part of our whole-school plan. The plan is informed by the Department of Education's *Digital Strategy for Schools to 2027* and the Digital Learning Framework, which recognize the central role of ICT/digital technologies in transforming education for the 21st century. It has been prepared for approval by the Board of Management and was developed in consultation with our school community, including staff, students and parents, following a self-evaluation of our current digital learning practices.

Vision for Digital Learning

Our Vision: *To empower every learner and teacher in Coláiste Iósaef to use digital technology in a confident, creative and responsible manner that enhances learning, fosters innovation, and connects our school community.* We envision a school where digital tools enrich classroom engagement and extend learning beyond school, enabling students to become *"engaged thinkers, active learners, knowledge constructors and global citizens"* prepared for a modern society and economy. This vision complements our school's overall mission of excellence and inclusion, and was developed with input from teachers, students and parents to ensure it reflects our shared aspirations. We are committed to realising this vision by integrating technology into all aspects of teaching, learning and school leadership in a safe, equitable and sustainable way.

Current Digital Learning Context (Self-Evaluation 2024)

In 2024, the school undertook a comprehensive digital learning evaluation using the EU SELFIE self-reflection tool. The SELFIE report provided a *"snapshot"* of our status across eight key areas of digital technology use in school (Leadership, Collaboration, Infrastructure, Continuing Professional Development, Pedagogy – both supports and classroom practice, Assessment, and Student Digital Competence). The evaluation involved our school leaders, teachers and students, allowing us to compare perspectives and identify strengths and areas for improvement.

Key Findings: The SELFIE results indicate that we have a solid foundation in certain areas. For example, *Leadership* and planning for digital learning are emerging strengths – a digital strategy is in development and school management supports innovation (e.g. staff reported confidence using our established Google Workspace platform). Our *Collaboration & Networking* culture is positive, with teachers discussing technology use and some external partnerships beginning. The school's *Infrastructure* was rated moderate: we have basic infrastructure and devices for teaching, but issues like Wi-Fi reliability and limited student devices were noted. Adequate, secure infrastructure is crucial for enabling innovative teaching practices, so this remains a priority. In *Continuing Professional Development (CPD)*, teachers have engaged in some training and peer sharing, but would welcome more structured support. CPD is essential to help staff adopt new digital pedagogies for better learning outcomes.

In terms of *Pedagogy*, the SELFIE feedback suggests that while teachers are using online resources and virtual learning environments (e.g. Google Classroom), the *implementation in classrooms* could be deepened. Students and teachers agree on the need for more interactive digital activities that foster creativity, collaboration and differentiation. *Assessment Practices* involving technology (like online quizzes, e-portfolios, feedback tools) were identified as a growth area – currently, traditional assessment dominates, and we aim to shift towards a more comprehensive repertoire of tech-enabled assessments that are student-centred and authentic. Finally, regarding *Student Digital Competence*, our students exhibit basic skills and safe online behavior awareness, but they need more opportunities to develop higher-order digital skills (content creation, coding, critical evaluation of information, etc.). According to SELFIE, this area covers the *"skills, knowledge and attitudes students need to use technologies in confident, creative and critical ways."* We noted that fostering these competencies – including digital citizenship and information literacy – is a priority for the coming years.

Overall, the SELFIE self-evaluation has allowed us to recognize what we do well (e.g. a supportive leadership vision, a core of digitally confident teachers, some modern infrastructure like our new ICT suite) and where we need to focus improvement (notably infrastructure upgrades, systematic CPD, integration of digital tools in daily teaching, digital assessment methods, and student skill development). These findings directly inform our planning of targets and actions in this Digital Learning Plan. The evaluation process also underscored the importance of involving all stakeholders and reviewing data collaboratively – significant differences in perception between students, teachers, and school leaders on certain items will be explored further to ensure a shared understanding of our goals.

Digital Learning Priorities (2024–2027)

Based on our vision and the self-evaluation results, Coláiste Iósaef has identified the following key digital learning priority areas for 2024–2027:

- **1. Infrastructure & Equipment:** Ensure robust, up-to-date ICT infrastructure (devices, networks, technical support) to support effective digital learning for all.
- **2. Pedagogy & Classroom Practice:** Embed digital technologies into everyday teaching and learning, enriching pedagogy and student engagement across the curriculum.
- **3. Continuing Professional Development (CPD):** Build staff digital skills and confidence through ongoing professional development and support.
- **4. Assessment Practices:** Develop and implement digital assessment strategies and tools to enhance formative and summative assessment, feedback, and learning analytics.
- **5. Student Digital Competence:** Enhance students' digital literacy, creativity, and citizenship skills so that all students can use technology safely, ethically, and effectively in learning and life.

Each of these priority domains will have specific SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound) and detailed actions. The targets align with related dimensions of the Digital Learning Framework (Teaching & Learning and Leadership & Management) and are designed to move our practice towards the effective or highly effective standards of that framework. In line with national guidance, our plan includes clear targets, a rationale for each focus area, and the specific steps (with timelines, responsibilities, resources, and success criteria) needed to achieve them. Progress will be monitored and criteria for success used to evaluate impact. Below, we outline the action plan for each domain:

Infrastructure & Equipment

Coláiste Iósaef's new extension (opened 2019) included modern classrooms and an ICT suite, providing a foundation for further digital infrastructure development.

Current Context: Our school has made recent improvements to infrastructure (e.g. a new dedicated ICT Suite was added in 2019 as part of a school extension, and the campus is equipped with multiple Wi-Fi networks). Every classroom has at least a teacher PC connected to a projector, and we have a set of shared Chromebook trolleys for student use. However, the SELFIE results and staff feedback highlight ongoing issues: Wi-Fi access can be inconsistent in some parts of the school, there are not enough devices for one-to-one student access, and technical support is limited. These gaps can inhibit effective use of technology in teaching if not addressed (e.g. unreliable connectivity or insufficient equipment were noted as factors limiting digital learning). Our goal is to provide a reliable, secure and accessible digital infrastructure that enables all other aspects of the digital learning plan.

SMART Target (Infrastructure): *By June 2026, upgrade and expand the school's digital infrastructure to ensure that 100% of classrooms have high-speed Wi-Fi and multimedia display capabilities, and achieve a student-to-device ratio of 2:1 or better for junior cycle and 1:1 for senior cycle.* Success will be measured by network performance logs (target: >95% uptime and adequate bandwidth in all areas) and an inventory showing device provision per student meeting the ratio targets.

Actions:

- **Wi-Fi Upgrade (2024/25):** Conduct a full audit of the current network and identify black spots or capacity issues. Invest in additional wireless access points and a broadband

upgrade as needed. *Timeframe:* Plan by Dec 2024; implementation of upgrades by Aug 2025 (in time for new school year). *Responsibility:* Principal (authorize funding), ICT Coordinator (audit and technical plan), external network contractors (installation). *Resources:* DES infrastructure grant (if available), school ICT budget allocation, external technical advice from PDST Technology in Education. *Success Criteria:* Wi-Fi coverage and speed tests in all classrooms meet required standard (e.g. support streaming video and multiple devices simultaneously).

- **Device Procurement (Ongoing 2024–2027):** Increase the number of student devices through phased procurement (Wriggle) initiatives. Each year, allocate funding to purchase sets of Chromebooks or tablets, prioritizing year groups to move toward 1:1 device access. Principal and Digital Learning Team (plan purchases and policy for device use), ICT Support staff (maintenance). *Resources:* Annual school budget, any available ICT grants, parent funded scheme. *Success Criteria:* Device-to-student ratio improves each year, reaching target ratios by 2026; student surveys indicate sufficient access to devices for learning.

- **Technical Support and Maintenance:** Develop a sustainable plan for ICT maintenance. Establish regular reporting to Formula Networks to ensure timely troubleshooting of hardware/software and upkeep of equipment. *Timeframe:* Proposal by mid-2025, implementation by 2026. *Responsibility:* Principal and Board (approval for support role funding), ICT Coordinator (liaise with FN). *Success Criteria:* Reduced downtime of equipment, documented quick turnaround for tech issues (e.g. most issues resolved within 48 hours), positive staff feedback on technical support availability.

- **Infrastructure for Innovative Use:** Identify and procure any additional technologies needed to support new teaching practices (e.g. a set of tablets for PE experiments, VR kits for TY, etc.). These will be tied to specific learning projects proposed by teachers ("learning case" basis for procurement). *Timeframe:* Annual review of needs each May through Digital Learning Team, with purchases by following Sept. *Responsibility:* Digital Learning Team (gather teacher input on needs), Principal (approve). *Success Criteria:* New technologies introduced are actively used in classes (monitored via teacher reports or classroom observation) and contribute to more active learner engagement.

By achieving these infrastructure targets, the school will have a solid foundation to support all digital learning initiatives. The Board of Management will ensure ongoing provision and maintenance of digital equipment to a good standard so that infrastructure does not become a barrier to teaching and learning.

Pedagogy & Classroom Practice (Embedding Digital Technology)

Current Context: Our teachers have made commendable strides in integrating digital resources and platforms into their practice. The school has been using Google Workspace for Education (formerly G Suite) since 2018, and in 2020 we upgraded to the Enterprise edition, giving staff and students access to advanced tools such as Google Classroom, Google Meet, shared Drives, etc. During the COVID-19 closures, this enabled a smooth transition to remote learning and

demonstrated the potential of online tools in everyday teaching. Many teachers regularly use digital presentations, videos, and online quizzes to enhance lessons. According to SELFIE, virtually all teachers use some form of online educational resources and communicate with students/parents via digital means (e.g. email or the school app). However, the depth of integration varies, and not all subjects incorporate digital learning activities frequently. Students expressed that they would like more opportunities to use technology actively in class – not just for consuming content but for creating content, collaborating, and engaging in interactive projects. Currently, truly innovative practices (like project-based learning with digital creation, cross-curricular digital projects, coding or STEM activities) happen in pockets (for instance, our **P-Tech** program for senior students teaches coding and tech skills as a separate initiative). We aim to generalize these practices across the curriculum so that **digital pedagogy** becomes a norm in all classrooms.

SMART Target (Pedagogy): *By 2025, every teacher will facilitate at least one meaningful digital learning activity per week in their classes (e.g. student-created presentations, online collaborative projects, use of subject-specific educational software), and by 2027 digital pedagogies will be embedded in all subject department schemes of work.* This will be measured through schemes of work audits, teacher self-reports, and student feedback indicating regular use of digital tools. We also aim for **100% of teachers to achieve "Effective" level** on relevant Digital Learning Framework statements for pedagogy by 2027 (as determined by a follow-up SELFIE or internal survey).

Actions:

- **Integration of Digital Tools into Schemes:** Each subject department will review their curriculum plans to identify where digital tools can enhance learning. For example, science may incorporate data logging or simulations, languages might use digital storytelling, etc. Departments will set **mini-targets** (one per term) for a new digital learning activity. *Timeframe:* Department planning meetings in Sept 2024 and ongoing each term. *Responsibility:* Subject Department Heads with guidance from the Digital Learning Coordinator. *Success Criteria:* All departments have updated schemes including specific digital learning methodologies by mid-2025; monitoring shows these activities are being implemented.

- **Pilot Innovative Projects:** To encourage creativity, we will run at least two cross-curricular digital projects annually. For instance, a TY multimedia project (students create podcasts or videos integrating history and IT) or a coding challenge in maths. *Timeframe:* Begin one pilot project in 2024/25 (e.g. a digital storytelling competition), expand to more projects by 2026. *Responsibility:* Digital Learning Team (coordinate and provide resources), interested teachers (lead projects). *Resources:* Possible funding for software or kits (e.g. a set of micro:bit or Arduino kits for a coding project). *Success Criteria:* Successful completion of projects with student products showcased; increased student engagement reported; model serves as example for other teachers.

- **Sharing of Best Practices:** Teachers who are confident with technology (some already serve as "digital champions") will mentor others. We will allocate time at staff meetings or "lunch and learn" sessions for teachers to demonstrate effective digital lessons or tools they've used. *Timeframe:* Every term from Jan 2025, at least one sharing session.

Responsibility: Principal (schedule time in meetings), Digital Learning Coordinator (identify presenters). *Success Criteria:* Participation by teachers in sharing sessions (at least 5 sessions/year by 2026) and positive feedback that these sessions inspire colleagues to try new techniques.

- **Guidance on Digital Pedagogy:** Provide teachers with curated resources and lesson ideas (leveraging PDST and Scoilnet repositories). The Digital Learning Team will circulate a monthly e-bulletin with a "Digital Tip of the Month" and links to relevant resources or Webwise internet safety lessons, etc. *Success Criteria:* Teacher surveys indicate increased confidence and frequency of using recommended digital strategies.

- **Student Engagement & Feedback:** Encourage student voice in digital learning – survey students annually about which digital activities help them learn best. Use this feedback to adjust teaching approaches. Also, involve students as digital leaders (e.g. a student tech team that can assist in class or produce digital content for school). *Success Criteria:* Student surveys show year-on-year improvement in engagement; establishment of a student digital leaders group by 2025.

Ultimately, our aim is that digital technology becomes a natural, *integral part of teaching and learning* rather than a novelty. Teachers will take on more facilitative roles, with students actively creating, problem-solving, and collaborating using digital tools. Lessons will increasingly be student-centered with technology enabling differentiation and real-world connections, thus improving overall learner outcomes.

Continuing Professional Development (CPD) for Staff

Current Context: Ongoing professional development is critical to the success of our digital plan. At present, most teachers have attended some ICT-related training in recent years – for example, initial Google Suite training sessions and some attended PDST Technology in Education workshops or webinars. According to SELFIE, the majority of teachers feel the need for further CPD in using new digital tools and strategies (the area D1 "CPD needs" had a notable

response). While teachers have been generous in sharing tips informally, a more structured CPD approach is needed to build whole-staff capacity. We recognize that *"all teachers should have the requisite knowledge and skills to integrate digital technologies effectively"* and that this requires continuous upskilling and support. Encouragingly, the SELFIE optional questions on CPD (e.g. perceived usefulness of CPD) suggest teachers value collaborative learning and peer support as much as formal courses.

SMART Target (CPD): *By 2025, 100% of teachers will have participated in at least one formal digital learning CPD event (external or in-school) per year, and by 2027, 100% of teachers will report confidence in using core educational technologies (VLE, presentation tools, assessment tools) in their teaching.* This will be measured via attendance records and an annual teacher survey on digital confidence (benchmark: at least **80%** of teachers rate their confidence as "high" by 2027, compared to baseline from 2024).

Actions:

- **Annual Training Plan:** Develop a yearly CPD plan focused on digital learning. This will include a mix of external courses (e.g. PDST offers seminars/webinars on the Digital Learning Framework, subject-specific tech integration, etc.) and in-house training days. We will target specific skills each year (for example: Year 1 – using collaborative tools and interactive apps; Year 2 – digital assessment methods; Year 3 – advanced content creation and coding basics). *Timeframe:* Draft CPD schedule by September each year with sessions spread across terms and Croke Park hours. *Responsibility:* Digital Learning Coordinator (draft plan), Principal (approve and facilitate), PDST/Oide advisers (deliver training where possible). *Success Criteria:* CPD log shows all teachers attended at least one session; post-training evaluations indicate increased knowledge.

- **Peer Mentoring and Communities of Practice:** Establish a **Digital Learning Team** (or expand it) that includes teacher representatives from different departments. This team will meet regularly to support plan implementation and also serve as peer mentors. We will also encourage the formation of a community of practice – e.g. a monthly informal meet-up or online forum where teachers discuss what's working or troubleshoot challenges together. *Success Criteria:* Active Digital Learning Team in place (meeting at least 4 times/year); evidence of peer mentoring (every new digital initiative has an experienced "buddy" teacher to help others).

- **Individual Support and Coaching:** Offer teachers one-to-one or small group coaching for those who need extra help. For instance, the Digital Learning Coordinator or an ICT-savvy teacher can sit in on a class to assist, or teachers can request a demo lesson. Also promote team teaching opportunities focusing on integrating ICT. *Success Criteria:* At least 5 coaching interventions per term; improved confidence reported by participants.

- **External Networking and Qualifications:** Encourage and facilitate interested staff to pursue further qualifications in digital education (e.g. postgraduate certificates, or attend conferences like CESI, etc.). The school will support applications for such professional learning. Also, participation in online teacher networks or communities (like *TeachMeets*, or the Microsoft Innovator Educator program) will be encouraged to bring in new ideas. *Success Criteria:* A number of staff achieve additional qualifications or recognitions by

2027 (e.g. Apple Teacher, Google Certified Educator, etc.), and they in turn lead in-school workshops.

- **CPD Resources Hub:** Create an easily accessible repository (perhaps on the school SharePoint or Google Drive) for how-to guides, video tutorials, and resources shared during training. This way teachers can revisit material at their own pace. *Success Criteria:* Resource hub in place and used (track downloads or views; positive feedback from teachers about its utility).

Continuous professional development will ensure that our teachers remain confident and adept at using the latest educational technologies. As teachers collectively become more proficient, the integration of digital learning will deepen, directly supporting the plan's targets. Furthermore, by fostering a culture of shared practice and lifelong learning among staff, we model the very attributes we seek to instill in our students.

Assessment Practices (Digital Assessment & Feedback)

Current Context: Assessment is an area poised for innovation at Coláiste Iósaef. Traditionally, like most schools, we rely on written exams, essays, and oral presentations for assessment, with some use of digital tools (e.g. teachers using Google Forms for quizzes or accepting typed assignments via Google Classroom). The SELFIE responses indicated that *digital assessment practices* were underdeveloped – the optional questions on things like digital portfolios or use of data were not included in our survey, implying this is a newer area for us to explore. Teachers give timely feedback and encourage self-reflection to an extent, but mostly through conventional means. We see an opportunity to diversify assessment strategies by incorporating technology: for example, using online quizzes for instant feedback, e-portfolios for students to collect their work, multimedia projects as assessment evidence, and tools that allow peer feedback in a structured way. Digital assessment aligns with the broader shift towards more formative, student-centered assessment practices. It can make assessment more continuous and improve learning by giving students immediate insights and varied ways to demonstrate knowledge.

SMART Target (Assessment): *By 2026, implement at least two digital assessment tools school-wide (such as an e-portfolio platform and an online quiz system), and ensure that every department has integrated technology-enabled assessment methods into their assessment policies.* Specifically, by 2026 at least 50% of assignments in each term for each subject will be collected or conducted through a digital platform (where appropriate), and all senior cycle students will maintain a digital portfolio of key assignments by 2027.

Actions:

- **Introduce E-Portfolios:** Launch a digital portfolio system for students. This could be done using Google Classroom/Drive or a dedicated e-portfolio tool. Start with Transition Year and 5th Year in 2024–25 as a pilot, where students save samples of their work (essays, projects, videos of presentations, etc.) in an organized portfolio. Then extend to all years. Portfolios promote student self-reflection and can be used during parent meetings to showcase learning. *Timeframe:* Pilot in TY/5th (2024–25), whole-school adoption by 2026. *Responsibility:* TY Coordinator and Digital Learning Coordinator (pilot), all Year Heads (implementation). *Success Criteria:* All TY and 5th Yr students

have a portfolio by end of pilot year; following expansion, >80% of students regularly update their portfolios and teachers review them at least once per term.

- **Online Formative Quizzes and Tools:** Choose an online assessment platform (e.g. Google Forms/Quizzes, Kahoot, Socrative, or Microsoft Forms depending on what suits us) for quick checks of understanding. Train teachers to use it for homework or in-class quizzes. By mid-2025, aim for every subject to conduct an online quiz or similar at least once a month. *Responsibility:* Digital Learning Team (select platform and provide training). *Success Criteria:* Usage logs from the platform show increasing teacher use; student feedback indicates they find quizzes helpful for learning.

- **Digital Feedback Practices:** Encourage teachers to give feedback through digital means – comments in Google Docs, audio feedback recordings, etc. This can make feedback more timely and clear. We will have a workshop on effective digital feedback strategies. *Success Criteria:* Teacher survey by 2026 shows majority are comfortable giving online feedback; students report that digital feedback (comments, rubric scores online) helps them understand how to improve.

- **Training on Assessment Tools:** As part of CPD, include specific sessions on tools for creating assessments and analyzing results (for instance, using Google Classroom's grading features, or exploring any school management system features for assessment analytics). Also cover topics like academic honesty online, and how to design open-book or project assessments that leverage technology. *Success Criteria:* Teachers implement at least one new form of assessment (like open-book with internet research, or a video presentation instead of written) in each subject by 2027.

- **Pilot Senior Cycle Online Assessment:** In line with emerging trends and the Department's direction, consider piloting one or two class tests or mock exams digitally (especially for TY or 5th year, or in non-exam years) to gain experience. This might involve using a secure exam mode or LMS. *Success Criteria:* Successful conduct of at least one digitally-administered test; evaluation notes any issues and benefits for future scaling.

Through these actions, we aim to gradually shift the balance from traditional pen-and-paper exams to a richer mix of assessment practices. By 2027, students will experience a more continuous assessment regime with immediate feedback and diverse formats, which should contribute to better learning. Teachers will also benefit from tools that help track student progress over time (data analysis from quizzes, etc.) and can tailor their teaching accordingly – embodying the philosophy of assessment *for* learning and *as* learning, not just assessment *of* learning.

Student Digital Competence & Citizenship

Current Context: Student digital competence is a cornerstone of our vision – we want our learners not only to use technology but to do so *safely, effectively, and creatively*. Currently, students' basic digital skills are developed through various means: our Junior Cycle includes an optional short course in Digital Media Literacy, many subjects incorporate some ICT (e.g. research projects, typing assignments), and extracurricular opportunities like the P-Tech program

and computer club further tech skills for some. SELFIE results in area H (Student Digital Competence) suggest that students feel relatively confident in safe and responsible online behavior (thanks in part to our internet safety talks during SPHE). However, they have fewer opportunities to practice content creation (like coding, digital art, multimedia) in the general curriculum. Also, not all students may receive consistent instruction in key skills like using productivity software, evaluating online information, or data privacy awareness. We note that optional SELFIE statements on coding and technical problem-solving were not included, indicating room to grow those aspects. Moreover, **digital citizenship** (ethical and respectful use of technology) is an area we must continuously reinforce in partnership with parents.

SMART Target (Student Competence): *By 2027, all students will complete a structured Digital Skills programme at Junior Cycle (either via ICT classes or integrated across subjects), and 100% of students will participate in at least one digital citizenship/safety workshop each year.* We also target that by the end of Senior Cycle, every student will have experienced learning opportunities in key areas: online safety, information evaluation, content creation (e.g. coding or media design), and collaborative digital work. Success will be measured through completion of modules (e.g. a certification or badge for students), and improved SELFIE feedback where 90%+ of students agree they are taught to use technology in *"confident, creative and critical ways."*

Actions:

- **Junior Cycle ICT Module:** Introduce a formal module or short course in 1st or 2nd Year focusing on essential digital skills (typing, document creation, spreadsheets, presentations, internet research, online etiquette). If timetable allows, this could be a 8-10 week module for all students (possibly within the well-being curriculum or as part of Library/Guidance). Alternatively, integrate these skills into existing subjects with a clear skills checklist. *Timeframe:* Develop module content in 2024/25, implement for all 1st Years by 2025. *Responsibility:* ICT teacher or Digital Coordinator (develop curriculum), School Management (timetable it). *Success Criteria:* All students complete the module; assessed via a practical project or an online skills test.

- **Digital Badge/Certification for Students:** Motivate students by implementing a digital skills "credential." For example, by the end of Junior Cycle, students attempt an appropriate certification (could be an in-house **CIK Digital Skills Badge** or an external one like the ICDL/ECDL). This gives them a goal and tangible recognition. *Success Criteria:* By 2026, at least 80% of 3rd Year students earn the designated digital skills badge/certificate.

- **Internet Safety & Digital Citizenship:** Continue and enhance our efforts in e-safety. Each year, organise workshops or talks (e.g. inviting speakers from Webwise or local Garda Community Officer) for all year groups. Incorporate lessons on safe and responsible online behavior, cyberbullying prevention, copyright and fair use, etc., within SPHE or tutor programs. We will also share resources with parents (for example, Webwise guides for parents) to support them in engaging with their children's online lives. *Responsibility:* SPHE Coordinator and Year Heads (schedule annual sessions), Parent Association (help promote parent info nights). *Success Criteria:* 100% student participation in at least one session per year; reduced incidents of inappropriate use recorded; parent attendance/feedback on info nights.

- **Enhance Creative and Coding Opportunities:** Integrate opportunities for students to learn coding, programming and creative media. We will explore offering Coding as a short course in Junior Cycle or an after-school coding club (leveraging P-Tech mentors or TY students as leaders). Additionally, subjects like TY will have modules for film editing, graphic design, etc. *Timeframe:* Set up coding club by 2024; introduce a TY creative tech module by 2025. *Success Criteria:* Participation rates in these activities (e.g. 30+ students in coding club, all TYs complete a tech project). In future SELFIE surveys, an increased number of students should report learning coding or digital content creation in school.

- **Student Tech Leaders & Peer Tutoring:** Identify students who are tech-savvy and create a *student digital leadership team*. They can assist peers (e.g. run lunchtime clinics for any student needing help with a tool), and help organize events like Safer Internet Day campaigns or digital showcase competitions. This not only benefits the school but builds their own leadership skills. *Success Criteria:* Digital Leaders team active by 2025; events such as a student-led "Digital Awareness Week" held annually.

By systematically developing our students' digital competence, we ensure they graduate not just as consumers of technology but as confident, critical users and creators. They will understand how to navigate the digital world safely (for example, knowing how to verify information quality and give credit to sources), and they will have practical skills that enhance their learning across subjects and prepare them for further study or the workplace. This student-focused strand of the plan also emphasizes inclusion – we will be attentive that all students, including those who may lack access or support at home, get the opportunities and guidance needed (for instance, providing devices on loan where needed, and incorporating assistive technologies for students with special educational needs).

Implementation and Monitoring

This Digital Learning Plan will be implemented through a **whole-school approach**, underpinned by clear roles and a strong monitoring process. As the Department's planning guidelines note, *"the entire school community has a role and a responsibility to successfully implement the DL Plan"*. The following outlines the key responsibilities and structures in place:

- **Board of Management:** The Board will formally adopt this Digital Learning Plan as school policy, evidenced by the Chairperson's signature alongside the Principal's. The Board will ensure that adequate resources are provided for its implementation, including budgeting for infrastructure upgrades and CPD, and will uphold its duty to *"ensure the*

provision and maintenance of digital teaching aids and equipment to a good standard." The Board will receive regular progress reports (at least annually, or more frequently as needed) from the Principal on the plan's implementation. It will support the Principal in addressing any high-level obstacles (policy or funding issues) that arise and engage in periodic review of outcomes, holding the school accountable to the targets set.

- **School Leadership (Principal and Deputy Principal):** The School Senior Management has overall responsibility for driving the Digital Learning Plan. This includes establishing the **Digital Learning Team** and/or Digital Coordinator role to lead day-to-day actions, integrating the plan's targets into the School Improvement Plan cycle, and fostering a culture that values innovation. The Principal will facilitate necessary conditions – scheduling time for staff collaboration, adjusting timetables for student modules, and communicating the vision to all stakeholders. He will monitor implementation closely (e.g. via meetings with the Digital Learning Coordinator and team, classroom observations, teacher feedback) and ensure the plan remains on track. Where adjustments are needed, the Principal can authorize modifications, always aiming to keep the plan aligned with our overall school goals. The Principal also plays a key role in motivating staff and recognizing successes, as well as ensuring all teachers take ownership of their part in the plan. The Deputy Principal will assist in these duties and help coordinate logistics, especially where implementation intersects with academic affairs and student scheduling.

- **Digital Learning Coordinator (and Digital Learning Team):** The Digital Coordinator will oversee the implementation of this plan. The Coordinator will chair the Digital Learning Team (DL Team), which consists of a cross-section of staff (and possibly student representatives for input). The Coordinator's role includes: guiding the development of the plan (already done, and now guiding execution), organizing CPD activities, advising colleagues on technical and pedagogical matters, and liaising with external supports (like PDST advisors or technology providers). They will maintain the action plan timeline (see Appendix) and track progress on each action, documenting evidence of completion. The Coordinator will also gather monitoring data – for example, collecting teacher and student feedback, usage statistics of tools, etc. – and will report these to the Principal and Digital Learning Team. Essentially, this role is the day-to-day project manager of the Digital Learning Plan, ensuring momentum is maintained and helping to troubleshoot issues that teachers encounter in integrating technology. The DL Team as a whole will meet regularly (e.g. monthly or each half-term) to review progress, share experiences, and plan upcoming actions. They will ensure all staff members have a voice in the process and "coordinate the process of developing the plan while ensuring all staff have an opportunity to participate" in its ongoing evolution.

- **Teachers and Staff:** Every teacher is responsible for engaging with the plan's initiatives – whether it's attending CPD, trying out the digital strategies in their classroom, or contributing to collaborative efforts. As noted, a successful digital plan *requires all teachers to integrate digital technologies into their practice*. Teachers will implement the targets relevant to their subject/class (for instance, executing the digital learning activities and assessments as planned) and provide feedback on what is working or where improvements are needed. Non-teaching staff (e.g. administrative staff) also have roles,

such as using digital systems for school administration and communication (we will ensure they receive any necessary training if new systems are introduced).

- **Students:** Students have an important part to play in this plan. Their role is to actively participate in the digital learning opportunities provided – using devices responsibly in class, engaging with new tools and projects, and giving constructive feedback through student councils or surveys. We will encourage a sense of ownership among students by involving them in evaluating how digital initiatives help their learning, and by leveraging student digital leaders as mentioned. A culture of responsible use will be expected of all students, following the school's Acceptable Use Policy. Their positive engagement is essential for the plan's success.

- **Parents and the Parent Association:** Parents/guardians support the digital learning plan by reinforcing good practices at home and providing feedback to the school. The Parent Association will be consulted during implementation, especially on matters like student device use at home, screen time, and internet safety – areas where parent insight and cooperation are valuable. We will keep parents informed of the plan's goals and progress (through newsletters or info sessions) and provide guidance so they can support their children (for example, how to supervise homework on devices, or use of the school's online platforms). By involving parents as partners, we ensure a coherent approach. Their role also includes participating in digital awareness events (the school may host parent workshops on educational technologies or online safety, in collaboration with the Parent Association). A representative of the Parent Association may be invited to relevant parts of Digital Learning Team meetings when broad input is needed, thereby including the parent perspective in ongoing planning.

Monitoring and Review: A clear monitoring plan (see Appendix B) will guide how we track the implementation of this Digital Learning Plan. In summary, the Digital Learning Coordinator will compile a brief **progress report each term**, documenting actions completed, progress toward targets, and any roadblocks. These reports will be reviewed by the Principal and discussed in Digital Learning Team meetings. We will use success criteria defined for each action/target to gauge if we are on track (for example, checking if the interim milestones like "30 devices purchased" or "all teachers trained" are met by their deadlines). The plan will also be a standing agenda item at staff meetings periodically, to maintain whole-staff awareness and to celebrate small wins (such as successful completion of a pilot project or an infrastructure upgrade).

An **annual evaluation** will be conducted each spring: we will possibly re-run the SELFIE self-reflection or a simplified internal survey to measure changes in each domain. This will show the impact of our actions on the school's practices and culture. The Digital Learning Team will analyze this evidence and determine if adjustments to the plan are required. It is expected that the plan is a living document – while the vision and goals remain constant, some actions may be revised as technologies evolve or if certain strategies prove more effective. The Board of Management will be given an annual report on this evaluation, and a mid-term review of the plan (in 2025 or 2026) will be undertaken to formally assess progress against our 2027 targets.

Finally, by June 2027, we will carry out a comprehensive review to conclude this cycle of planning, document achievements, and identify next steps. Successful elements will be embedded as standard practice in the school's operations, and remaining challenges will inform

the next iteration of our Digital Learning Plan. This cyclical approach ensures continuous improvement and responsiveness, in line with the six-step planning process advocated by the Department's Digital Learning Planning Guidelines.

The implementation of this plan is a collective effort. With strong leadership, clear roles, and open communication, Coláiste Iósaef Community College is confident that we can achieve our digital learning vision. This will ultimately enrich our students' education and better prepare them for the opportunities and challenges of the digital age.

Appendices

The following appendices provide additional detail to support the main content of the Digital Learning Plan.

Appendix A: Implementation Timeline (2024–2027)

This timeline outlines the major milestones and phased actions for plan implementation. It serves as a roadmap to ensure we stay on schedule.

- **2024 (Year 1):**
- *Q1-Q2 2024:* Establish Digital Learning Team and Coordinator role. Communicate plan summary to staff and parents. Begin infrastructure audit (Wi-Fi & devices) and procure initial batch of devices. Initiate teacher CPD needs analysis.
- *Q3 2024 (Sept):* Launch Junior Cycle ICT skills module for incoming 1st Years (pilot). CPD Day 1 – focus on Google Workspace advanced features & digital pedagogy basics. All subject departments set one digital learning goal for the term.
- *Q4 2024:* Wi-Fi upgrade plan finalized (vendor selected, scheduling over holidays). Begin student e-portfolio pilot in TY. Parent info evening on Digital Learning Plan and AUP refresher.

- **2025 (Year 2):**

- *Q1 2025:* Complete major Wi-Fi infrastructure upgrades and deploy any new network equipment. Device Procurement Phase 2 (additional class set of Chromebooks arrives). Monitor and troubleshoot infrastructure.
- *Q2 2025:* CPD focus – digital assessment tools (training on e-portfolios, quiz tools). Introduce whole-staff to e-portfolio concept; TY and 5th Years actively using by now. Coding Club launched in spring term.
- *Summer 2025:* Mid-point SELFIE or survey to evaluate progress (comparison with 2024 baseline). Digital Learning Team analyzes results, prepares interim report for Board. Adjust actions if needed (e.g. if CPD uptake is low, make it a priority).
- *Q3 2025:* All Junior Cycle students now have some ICT module (scale up from pilot). Implement formal policy that each subject includes at least one digital project yearly. Housekeeping: review and update Acceptable Use Policy if needed (with Board approval) to reflect increased device use.
- *Q4 2025:* Hold a "Digital Showcase" event – students and teachers present successful digital learning projects to the community, reinforcing buy-in and celebrating progress.

- **2026 (Year 3):**

- *Early 2026:* At this stage, core infrastructure targets largely met (reliable Wi-Fi, improved device ratio). Emphasis shifts to pedagogy and evaluation of impact. Conduct intensive in-class support: Digital Learning Coordinator visits classes or teams with teachers to refine digital strategies.
- *Mid 2026:* CPD – possibly advanced topics or emerging tech (VR in education, data analytics in teaching, etc., depending on interest). By now, at least two digital assessment tools in regular use school-wide.
- *Late 2026:* Begin compiling evidence for each SMART target completion. For example, collect stats on usage of digital tools, examples of modified schemes of work, etc. Do a formal survey of student digital competency (could use elements of EU Digital Competence Framework for Students) to see improvements.
- *End 2026:* Prepare for final year – identify any lagging areas. (For instance, if student portfolio use isn't universal, make a push; if some teachers still hesitant, plan one more CPD push or mentoring in early 2027.)

- **2027 (Year 4):**

- *Q1 2027:* Final year of plan implementation. Conduct a full SELFIE self-evaluation (or equivalent) in early 2027 to measure overall progress in all domains. Also gather qualitative feedback (focus groups with students, teachers).
- *Q2 2027:* Address any remaining gaps. For example, if a target isn't fully met, allocate extra resources or adjust approach. By this time, all students should have a digital portfolio – organize an exhibition or leverage it for Transition Year graduation showcase.
- *Q3 2027:* Summative review: Digital Learning Team compiles a comprehensive report detailing each target, whether achieved, and evidence. Board of Management and all staff review this. Start drafting the next cycle Digital Plan (2027–2030), carrying forward unfinished work or new priorities in light of new Digital Strategy updates.
- *Q4 2027:* Celebrate achievements – possibly update the school's website or prospectus to highlight our digital learning accomplishments (e.g. "Coláiste Iósaef is a digitally advanced school with X, Y, Z in place"). Officially close the 2024–2027 plan with a final report to the Board and the wider school community, and obtain formal sign-off that targets were addressed.

Note: Throughout the timeline, regular smaller tasks (like termly monitoring meetings, ongoing parent communications, and continuous technical maintenance) occur. The above highlights key milestones. The timeline will be reviewed at least annually to ensure alignment with any new Department guidelines or school context changes.

Appendix B: Monitoring & Evaluation Plan

To ensure accountability and continuous improvement, the following monitoring plan will be implemented:

- **Termly Monitoring Meetings:** The Digital Learning Team will meet at least once per term specifically to review plan progress. They will use an "Action Tracker" document listing all actions with responsible persons and due dates. In these meetings, each action

is checked: completed (with evidence noted), in progress, or not started. Any issues are recorded, and solutions or supports are identified. For example, if "all teachers to use one digital activity/week" is not being met, the team might decide on additional supports or adjust the timeline.

- **Principal's Updates:** The Principal will include a Digital Plan update in staff meeting agendas once a term. This keeps staff informed and maintains momentum. Additionally, the Principal will brief the Board of Management at its scheduled meetings (e.g. a short report each term, with a more detailed annual review in June). These updates will cover successes, challenges, and resource implications.

- **Success Criteria Checks:** For each SMART target, specific success criteria were defined. The Digital Coordinator will devise simple tools to measure these. For instance:

- Conduct Wi-Fi speed tests in every room after upgrades (document results to verify the "95% uptime" criterion).
- Keep logs of teacher CPD attendance and follow-up surveys to gauge confidence gains.
- Use Google Admin console or other platform analytics to see active usage stats (e.g. number of Google Classroom assignments created as a proxy for digital assignments frequency).
- Student and teacher surveys (possibly using Google Forms) each year to self-report on key indicators (like "I use digital tools in most of my lessons" – agree/disagree).

These data points will be collected at least yearly and compared against baseline and interim goals.

- **Student Voice and Parent Feedback:** Include students and parents in the evaluation. This could mean adding questions about the impact of digital learning to existing surveys (e.g. the School Climate survey) or organizing focus groups. The Parent Association can help gather parent perspectives (for example, do parents feel more connected via digital communication? Are they observing positive student outcomes at home like more engagement or development of IT skills?).

- **Documentation of Evidence:** The Coordinator will maintain a portfolio of evidence, which might include: samples of student digital work (screenshots of projects, etc.), photos from classrooms showing tech use, minutes of meetings, training materials used, and any certificates or reports. This portfolio will be useful not only for our internal evaluation but also if sharing our practice with Department inspectors or other schools.

- **Regular Review and Adaptation:** Monitoring is not just about checking boxes but also about reflecting on effectiveness. Each year, the Digital Learning Team will ask:

- Which actions yielded the desired impact? (Continue or expand those.)
- Which actions did not work as expected, and why? (Was it a resource issue, timing, or approach? How can we adjust?)
- Are there new opportunities or challenges (e.g. new technology, new curriculum changes like Leaving Cert Computer Science) that we should incorporate into our plan?

Based on these reflections, the team can propose modifications. Minor adjustments (tweaks in approach or timeline) can be made with the Principal's approval and communicated to staff. Major changes or additions would be brought to the Board for noting or approval if they significantly alter the plan's scope.

- **End-of-Cycle Evaluation:** As mentioned, in the final year a full evaluation will be conducted. This will result in an **Evaluation Report** that details each target, stating whether it was achieved, partially achieved, or not achieved, with commentary. It will also highlight the overall outcomes for student learning (e.g. improved digital literacy levels, better exam performances if applicable, improved student engagement indicators, etc.). This report will be presented to the Board of Management and shared with the whole staff. It will serve as the foundation for developing the next Digital Learning Plan. Importantly, successes will be celebrated – acknowledging the effort of staff and students in meeting our goals – and remaining gaps will become the focus for the future so that there is a sense of continuity and persistent progress.

Through this robust monitoring plan, Coláiste Iósaef CC will ensure the Digital Learning Plan remains a living document that actually drives change, rather than sitting on a shelf. Monitoring keeps us accountable, allows mid-course corrections, and gives us the data to demonstrate to stakeholders (students, staff, parents, Board, and the Department) that our digital innovation efforts are delivering tangible benefits.

Appendix C: Key Reference Documents and Resources

Below is a list of key Departmental and educational resources that informed our Digital Learning Plan and that will continue to guide its implementation. These documents provide further detail on best practices, standards and supports for digital learning in schools:

- **Department of Education Digital Strategy for Schools to 2027:** The national policy framework outlining the vision, objectives and actions for integrating ICT in schools up to the year 2027. *(Available on gov.ie)*

- **Digital Learning Framework (Post-Primary):** A set of quality standards for digital learning in teaching, learning and leadership, used as a benchmark for our self-evaluation and planning. *(Available via Department/PDST websites)*.

- **Digital Learning Planning Guidelines (2017, PDST Technology in Education):** The guideline document which provides the 6-step planning process and a template for creating a Digital Learning Plan. We closely followed these guidelines in developing our plan.

- **SELFIE (Self-reflection on Effective Learning by Fostering Innovation through Educational Technology):** An EU tool which we used to gather data on our digital readiness. More information and the framework of SELFIE statements can be found on the official SELFIE website.

- **PDST Technology in Education Resources:** The PDST offers a wealth of resources, including online courses for teachers, exemplar videos, advice sheets on infrastructure

(e.g. setting up Wi-Fi, device deployment) and case studies of good practice. We will continue to use PDST supports for CPD and technical guidance.

- **Webwise (Internet Safety Education):** Webwise.ie provides free educational materials on internet safety, cyberbullying prevention and digital citizenship for schools and parents. We will utilize these resources in our student and parent programs on online safety.
- **Scoilnet and Other Digital Content Repositories:** Scoilnet is the Department's official portal for curriculum-tagged digital content and open educational resources for teachers[1]. We encourage our teachers to use and contribute to such repositories to enrich digital content in teaching.
- **Data Protection and GDPR Guidelines for Schools:** As we increase digital activities, we remain mindful of data privacy. We refer to the **"ICT and GDPR Guidelines for Schools"** (published by the Irish Data Protection Commissioner) to ensure student data (e.g. on online platforms) is protected and that we comply with all legal requirements.
- **Limerick and Clare ETB ICT Strategy:** Being an ETB school, we align with any broader initiatives or policies at the ETB level. The LCETB's ICT strategy and support structures (such as the Schools ICT Helpdesk) are a useful reference and support for our plan.

Each of these documents played a role in shaping our plan, whether by providing the vision, the standards to achieve, or practical advice on implementation. The school will keep abreast of any new publications or updates to these resources. In particular, the Digital Strategy for Schools is expected to evolve (with interim reviews or new action plans), and we will ensure our local plan remains aligned with national policy shifts or funding opportunities that arise from it.

Approval and Ratification: *(For inclusion upon finalization)* This Digital Learning Plan 2024–2027 was prepared by the Digital Learning Team of Coláiste Iósaef Community College and was approved by the Board of Management on **[Date]**, pending regular review as outlined. It is endorsed by the Principal and the Board as a roadmap to enhance the quality of teaching and learning through effective use of digital technology in our school.

---

[1] Digital-Learning-Planning-Guidelines.pdf

file://file-96Sf11ujj38Am2gsJMRa4M