



Digital Learning Plan



Scoil Chaitríona

2024-2027

Scoil Chaitríona

Bóthar Mobhi

Glas Naíon

Príomhoide: Fíona Ní Chatháin

Príomhoide Tánaisteach: Katie Ní Dhubhláin



1.1 School Details:

Scoil Chaitríona is a Dominican community which illustrates the ideals and values of the Dominicans and of the Le Chéile Charter. Scoil Chaitríona is a community which provides education through the medium of Irish.

1.2 School Digital Learning Vision:

Our vision is to empower every student at Scoil Chaitríona through integration of digital technologies, enhancing personalised learning experiences and fostering critical digital literacy. We aim to use our Digital Learning Platform to support formative assessment, inclusive learning strategies, and creative project-based activities that extend beyond traditional textbooks. By embracing blended learning models like the flipped classroom, we will equip our students with the skills necessary to thrive in an increasingly digital world, whilst maintaining our core values.

1.3 Brief account of our strengths with regard to digital technologies for teaching, learning and assessment in our school:

Scoil Chaitríona demonstrates strong foundational strengths in digital technology integration, which are outlined under headings below:

- **Communication and collaboration**
 - All staff effectively utilise Google Workspace, including Gmail, for streamlined internal communication.
 - Student engagement with Google Classroom varies, its presence highlights the potential for wider digital learning integration.
- **Learning, teaching and assessment**
 - Teachers use digital technologies to create dynamic resources using platforms like Canva and Prezi, enhancing teaching and learning.
 - The school's commitment to aligning with the evolving digital components of the Junior Cycle and the ongoing adaptation of the Leaving Certificate curriculum ensures that technology is consistently used to support teaching, learning, and assessment across all levels.
- **Student programmes**
 - First year students are introduced to Google workspace during their first week at school. They are given school accounts at this point which enables them access to Gmail, Google Classroom, Google Docs, etc.



1.4 Brief account of the school's digital technologies infrastructure:

Connectivity

- Scoil Chaitríona provides fast and reliable Wi-Fi access for both staff and students

Staff hardware

- All teachers possess Microsoft laptops. These devices require replacement, which has led to some staff to rely on personal devices. This highlights a need for investment in updated staff technology to ensure consistent and effective digital integration across the school.

Student hardware

- There is a mixed ownership approach for student devices, which revolves around Chromebooks. Chromebooks are accessible via yearly rentals or class-based trolleys, with four trolleys currently available. This means that students have moderate access to digital devices due to the number of trolleys available to the whole school.
- The Chromebooks are managed by a member of staff. This role is an area of concern as the system relies on all users to follow strict instructions, for example, ensuring all devices are plugged in to charge for the next person. This has its flaws and is an area we are currently hoping to focus on and improve.
- The PE and Music departments use iPads which are set up individually. This is an area of concern in terms of monitoring and controlling student usage.
- There is a school-wide Yondr policy in place prohibiting personal mobile phone use during the school day.

1.5 Brief account of the school's management structures that support digital technologies in the school

- Scoil Chaitríona's digital technology management is supported by a dedicated individual overseeing the digital learning plan, who communicates directly with management to address key areas.
- A steering committee, comprising five teachers, the Principal and the Deputy Principal, aims to further develop and implement digital strategies.
- Professional learning opportunities are made available to staff and teachers are encouraged to engage in these to enhance their digital competencies.



1.6 Our previous digital learning plan(s) led to the following developments:

Our previous digital learning plan(s) have yielded significant developments at Scoil Chaitríona, including a noticeable increase in digital competence among students and a corresponding rise in device usage. We've seen an expansion in the number of teachers integrating digital technologies into their classroom practices for teaching, learning, and assessment. A structured yearly introduction to digital tools, encompassing Google Workspace and online safety, is now provided to all first-year students. The school has also augmented its Chromebook inventory to facilitate greater access. Furthermore, the plan has fostered a culture of information sharing among staff regarding digital technologies, encouraging resource creation and effective collaboration within subject departments. Crucially, it has driven the provision and promotion of professional development opportunities in digital literacy and technologies.



2. Digital Learning Action Plan 2025 - 26

2.1 The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school in March 2025. We evaluated our progress using the following sources of evidence: Staff survey.

Our focus for this academic year, to move us toward our vision, is to modernise our teaching infrastructure by updating staff devices, to optimise and expand student Chromebook usage across the school through strategic investment, and to develop comprehensive teacher competency in the effective and ethical application of AI within educational practices.

2.2 Targets, Actions, Monitoring and Evaluation

Dimension: Leadership & Management	Domain: LEADING SCHOOL DEVELOPMENT
Standard: 2.2 Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	
Statement(s) of Practice: <ul style="list-style-type: none"> ● Teachers engage actively and productively with a variety of professional learning opportunities, including organised school-based professional learning. ● Teachers recognise the value of building wholestaff capacity and are willing to share their expertise with other teachers in the school. ● The principal and other leaders in the school support teachers to use digital technologies in their learning, teaching and assessment practices, and evaluate the effectiveness of the use of these technologies. 	
TARGET(S): <ul style="list-style-type: none"> ● Increase the number of Chromebooks available to students within the school from September 2025 ● Invest in appropriate, up to date, devices for staff - made available throughout the academic year 2025-26. ● By the end of the academic year 2025-26, 80% of teaching staff will have participated in at least two professional development workshops focused on understanding AI and its application in creating educational resources and fostering student learning, as measured by workshop attendance records and post-workshop feedback surveys demonstrating increased confidence and knowledge in AI integration. 	



ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Number of Chromebooks available to students				
Cost of devices, management of devices, cost of storage (trolleys) and plans for use/placement of devices to researched before meeting with management	Short document/spreadsheet created with costs and options	Steering committee		
Short outline of needs analysis for more devices	Short one page document	Steering committee		
A meeting needs to take place between the digital steering committee and management to discuss and agree upon an action plan to increase the number of Chromebooks.	A noticeable increase in the number of Chromebooks is made available to all students, decreasing the demand on those currently available within the school.	Digital steering committee (including management)	A decision needs to be made and an order placed before the end of the current academic year 2024-25.	
Further actions to be added after the meeting above e.g. contact vendors				
School to invest in new devices			September 2025	
Devices for staff				
Create survey to assess issues with devices, use of personal devices, how are staff using devices, how would they like to use devices e.g. touchscreen? and completed by staff in order to develop an action plan.	Survey created and distributed to staff	Person monitoring the Digital Learning Plan. Steering Committee Management All Staff (survey)	Survey created during term 1 2025-26. Plan of action and order created before Christmas 2025.	



MONITORING & EVALUATION PROCEDURES

How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?

- Monitored via surveys - students, teachers and parents/ guardians
- Measured by workshop attendance records and post-workshop feedback surveys demonstrating increased confidence and knowledge in AI integration.

Dimension: Teaching & Learning

Domain: TEACHERS' INDIVIDUAL PRACTICE

Standard: 3.2 The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning

Statement(s) of Practice:

- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
- Teachers confidently, ethically and effectively use digital technologies for managing, monitoring and recording student progress.
- Teachers use a range of digital technologies to support assessment of learning and assessment for learning.

TARGET(S):

- By the end of the academic year 2025-26, 80% of teaching staff will have participated in at least two professional development workshops focused on understanding AI and its application in creating educational resources and fostering student learning.



ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Apply for Oide school support for 2025/26	Application form completed and accepted	Principal Digital learning team	30th May 2025	
Plan focus and content of first school support session with Oide (will this be whole staff or focus on a smaller number of departments?)	Staff have learned and applied at least one new skill that will support them in (planning personalised learning experiences? Improve questioning? Providing feedback?)	Steering committee	By the end of 2025	
Create short pre and post survey to gather areas of interest for staff and level of improvement before and after the session	Two forms made and distributed to staff before and after/during the staff support			
Plan focus and content of the second school support session with Oide (will this be the whole staff or focus on a smaller number of departments?)	Staff have learned and applied at least one new skill that will support them in (planning personalised learning experiences? Improve questioning? Providing feedback?)	Steering committee	13th Feb 2026	
Create short pre and post survey to gather areas of interest for staff and level of improvement before and after the session (these may be copied or tweaked from above)	Two forms made and distributed to staff before and after/during the staff support	Steering committee	13th Feb 2026	
Plan focus and content for a third session				
MONITORING & EVALUATION PROCEDURES How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?				
<ul style="list-style-type: none"> Measured by workshop attendance records and post-workshop feedback surveys demonstrating increased confidence and knowledge in AI integration. 				