

# Digital Learning Framework

## Our School Mission Statement

St. Aidan's C.B.S. promotes the Edmund Rice Charter through nurturing *faith*, promoting *partnership*, excelling in *teaching*, creating *community* and inspiring *leadership*.



### Our School

St. Aidan's C.B.S. is a voluntary secondary school for boys. We are located in north Dublin and we currently have an enrolment of over 700 students. Our school is a Catholic school operating under the patronage of the Edmund Rice Schools Trust (E.R.S.T.). The characteristic spirit of our school is based on the vision and values of the E.R.S.T. Charter as outlined above in our mission statement. This is reflected in the operations of our school and in our school policies..

### 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:

As front page

#### 1.2 School Vision:

St. Aidan's C.B.S. aims to integrate technology into the student experience and foster an environment of support and innovation. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Students will leave our school as confident, creative and productive users of new technologies, including ICT, and understand the impact of those technologies on society.

### **1.3 Use of digital technologies in the school to date:**

- All classrooms have a projector / TV and a desktop computer with internet access.
- The Biology Lab is equipped with a large monitor.
- We have two computer labs with 24 computers in one and 15 in the other. Teachers may book the labs through the VSware room booking system when they wish to use ICT as part of their lesson.
- We have 3 chromebook trolleys with 90 Chromebooks which are also available to be booked through the VSware system. This trolley can be brought to any classroom in the school and is particularly useful for CBAs.
- We have a laptop trolley with 15 laptops which can be used with students and booked through the Vsware system.
- We have a box of laptops in the staff workroom that teachers can access when needed.
- The LCA students have access to their own trolley with 17 devices.
- A DCG room with a further 25 computers is used for teaching Design and Communication Graphics.
- Our SEN department is equipped with 8 PCs and a small number of laptops
- We have one digital camera and one digital camcorder for use in Junior Cycle Classroom Based Assessments.
- The French department has an Ipad for video making and CBAs
- We have a staff work room which has 5 PCs, with a further 2 PCs located in the staffroom itself. Staff have access to 4 main printers.
- A number of SEN students use 11 laptops to support their learning (granted by the DES).
- The school broadband is a combination of wired and wireless service. The school is receiving 100Mb broadband but this speed is not being received in all parts of the school.
- We have a school website, a Facebook sports page and a school Twitter account that are regularly updated and we use "text a parent" software on VS Ware to contact parents/guardians.
- All PCs updated to Microsoft Office 10 during summer 2018. Staff email is operated through Gmail and we also use Google Workspace for Education.
- Our Transition Year students partook in ECDL from 1999 to 2017. We now through Gmetrix undertake Microsoft Office Specialist with our TYs.
- LCPE students have 12 Ipads for the implementation of this programme.
- The transition year coordinator has 4 Ipads for implementation of the programme.
- We run a coding club weekly in which we use 'Code Academy', 'Khan Academy' and 'Scratch' software.
- All staff have been equipped with a personal device such as a chromebook.
- All rooms have been equipped with wireless connection capabilities.
- We use VSware for attendance, assessment and behaviour reporting which has moved all our day to day school running into the digital environment.
- PR related Ipad. This Ipad is issued to staff members overseeing the school's public relations.
- School Mobile Phone. This phone is used by staff members attending off-site school related events.

## **2. The focus of this Digital Learning Plan - Strand 3 of our SIP**

In line with the guidance provided by the National Council for Technology in Education (NCTE and the Digital Learning Framework, the approach in St. Aidan's is to emphasise the integration of digital learning across the curriculum, in order to improve the quality of teaching and learning. Therefore Digital Learning (previously ICT) is not a subject or a curriculum in its own right. It is a tool that can add value to the teaching and learning process when it is used appropriately. The purpose of computer literacy is the same as all teaching and learning, to awaken and to support the development of intellectual curiosity. As a school we decided it should be a focus in strand 3 of our SSE School Improvement Plan.

### **2.1 SSE/Digital Learning Working Group**

Focus group of teachers established to work on developing our digital learning plan. The group includes SMT, Stephen Brown, Gemma Cullivan, Hazel Thompson, Monica Dolan, Tom Morris, Paul McCormack, Anthony Hennell, Catherine Keating, Michael Kelly. Regular meetings were scheduled to evaluate our current digital practices and gather information from staff to help develop our Targets/Digital Learning Action Plan. The policy creation is overseen by Principal Liam Reilly and Stephen Brown who is the SSE Coordinator in the school.

### **2.2 SSE/Digital Learning Survey (Teachers)**

Using Google Forms we conducted an online digital survey amongst all staff and all students. The main findings were:

- Teachers (77.3%), students (83%) say that they would like to use digital devices more often.
- Teachers (81.2%), students (94.4%) say that the use of digital devices improves the teaching and learning experience.
- Teachers (83 %), students (72.8%) say that their teachers never record parts of their lesson that can be rewatched.
- Teachers (45.3%) say they do not have a Google Sites where they upload material to help with their students' learning.
- Teachers (47.1%) say that they have not received enough training on how to use Google Suite.
- Teachers (71.7%), students (52.9%) say that the school does not have enough access to digital devices.
- Teachers (81.1 %), students (92.2%) say that it would be extremely helpful or helpful if they could rewatch recorded parts of their lessons.
- Teachers (79.3%), students (94.9%) say that having a dedicated Google Sites page for each subject would benefit teaching and learning.
- Students (37.2%) say they have not received enough training on digital devices to aid their studies.
- Teachers (75.5%) say that using technology to track student progress is beneficial.

### **2.3 Further Digital Learning Survey Findings**

**Focus group - students:** Junior Cycle students all agreed that the use of devices makes teaching and learning more enjoyable and more rewarding. All students felt that they retain more information when they research it themselves. All students would like to be further equipped with the skills and devices to carry out more research on devices. All students felt that being able to re-watch class content would be very beneficial. All students felt that compiling resources on a Google Sites page would be very beneficial for revision and homework completion.

**Staff Survey - teachers:** commented that a lack of devices, a fear of change and a lack of CPD were the biggest obstacles they faced when they tried to improve their digital literacy skills to aid their teaching. Teachers also commented that they would like time to be specifically allocated for Google Sites creation and maintenance. This would be a very useful resource if managed appropriately. Teachers also commented on the poor digital literacy skills among students.

3.1 The standards and statements from the Digital Learning Framework being selected by the SSE team for strand 3 to promote improvement in digital literacy in St. Aidan's:

Standards	Statements
<p><b>Domain 1: Learner Outcomes Standard 1:</b> Students enjoy their learning are motivated to learn and expect to achieve as learners</p>	<p>Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p>
<p><b>Domain 1: Learner Outcomes Standard 2:</b> Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p>	<p>Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations. Students understand the potential risks and threats in digital environments</p>
<p><b>Domain 2: Learner Experience Standard 1:</b> Students engage purposefully in meaningful learning activities</p>	<p>Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation</p>
<p><b>Domain 3: Teachers' Individual Practice Standard 1:</b> The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p>	<p>Teachers use a range of digital technologies to design learning and assessment activities for their students</p>
<p><b>Domain 3: Teachers' Individual Practice Standard 2:</b> The teacher selects and uses planning, preparation and assessment practices that progress student learning</p>	<p>Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.</p>
<p><b>Domain 4: Teachers' Collective/ Collaborative Practice Standard 1:</b> Teachers value and engage in professional development and professional collaboration</p>	<p>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.</p>

Standard (Leadership & Management)	Statement(s)
<p><b>Domain 1: Leading Learning and Teaching Standard 1:</b> Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching &amp; assessment</p>	<p>The principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice</p>
<p><b>Domain 1: Leading Learning and Teaching Standard 2:</b> Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.</p>
<p><b>Domain 2: Managing the Organisation Standard 1:</b> Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.</p>
<p><b>Domain 2: Managing the Organisation Standard 2:</b> Manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.</p>
<p><b>Domain 3: Leading School Development Standard 4:</b> Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</p>	<p>The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.</p>
<p><b>Domain 4: Developing Leadership Capacity Standard 2:</b> Empower staff to take on and carry out leadership roles</p>	<p>The principal and other leaders in the school encourage teachers to take on leadership roles and to lead the use of digital technologies for learning, teaching and assessment, and is willing to distribute significant leadership responsibilities. They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment.</p>

### **3.2. These are a summary of our strengths with regards digital learning**

- All staff are proficient in the use of Google Workspace.
- Wifi has been upgraded across the school building.
- Access to devices has been improved by an increase in the number of devices.
- Numerous staff are proficient and willing to provide in-house CPD.

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

- Introduce timetabled ICT classes for 1st year students.
- Provide CPD opportunities for teachers in relation to digital technologies.
- Introduce and streamline the use of digital portfolios within the TY and LCA programmes.
- School management are supportive of change and will facilitate initiatives and training to make improvements to work practices (S.S.E. on agenda for Planning and Development meetings, Instructional Leadership). Also a dedication to provide more access to digital devices.
- Subject departments conduct action planning, specifically around Google Suites. At department meetings, teachers discuss plans for their own department improvements. The establishment and ongoing maintenance of a Google Site for their subject was highlighted as an ongoing top priority.
- There is a culture of change to be implemented where technology takes a more central role in our teaching and learning.
- Our school participated in the Instructional Leadership programme from 2017 - 2024, with 8 teachers/management members now acting as a school team to help lead these improvements.
- Teachmeets are to be conducted where staff will demonstrate how they have integrated technology into their teaching and learning. These teachmeets will centre around recordings, online resource management and result tracking/forecasting.
- The establishment of a new APII position for Wellbeing will help bring the subject into focus
- All teachers were equipped with a device by September 2025.
- All classrooms will be equipped with a chromecast by March 2025.

### **4.1. 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.
- 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.

## Sample Digital Learning Action Plans

<b>DOMAIN: Learner experiences</b>				
STANDARD(S): Students reflect on their progress as learners and develop a sense of ownership and responsibility for their learning				
STATEMENT(S): Students use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners. Students use digital technologies to creatively and critically develop their competence as autonomous, self-directed learners and are able to set meaningful personal goals for future learning.				
TARGETS: TY students to be given formative feedback by their teachers on pieces of work to be displayed in their digital portfolios.				
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?)
<ul style="list-style-type: none"> <li>Introduce staff to the use of digital portfolios with TY. Briefing on how to use Google Sites</li> <li>Update staff on next phase of use of Digital Portfolios/ Ask staff to create a Google</li> </ul>	<ul style="list-style-type: none"> <li>September 2024</li> <li>September 2024</li> </ul>	<ul style="list-style-type: none"> <li>ICT teachers- Patricia Nash</li> <li>TY co-ordinator Mark Kenny</li> <li>Darragh Cannon</li> <li>TY co-ordinator and ICT co-ordinator – Emer Lyne, Patricia Nash</li> </ul>	<ul style="list-style-type: none"> <li>Teachers would understand the rationale and benefits of digital portfolios and Google Sites</li> <li>TY teachers would actively engage with the latest phase of digital portfolio rollout - i.e. the use of formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Google Sites, Google Classroom</li> <li>Designated CPD time</li> </ul>

			SSE Cood- Stephen Brown principal - Liam Reilly, Deputy Principals - Oliver Deneher and Anne Marie Dunne.	using GC. Establish a Google site that students can access learning resources.	
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<b>DOMAIN: Learner outcomes</b>					
STANDARD(S): Students demonstrate the knowledge, skills and understanding required by the post primary curriculum					
STATEMENT(S): Students use digital technologies in highly effective ways to develop their knowledge, have attained proficiency in skills and understanding in accordance with the objectives, skills and concepts of the relevant syllabus, specification or course.					
TARGETS: 1st Year students become proficient in Google Workspace.					
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?)	
<ul style="list-style-type: none"> <li>• Timetable 1st years to have an ICT class once a month.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal - Oliver Deneher</li> <li>• ICT Teacher - Lisa Delaney</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with Google Workspace</li> </ul>	<ul style="list-style-type: none"> <li>• ICT teacher, Computer access, Google Workspace</li> </ul>	

<b>DOMAIN: Teachers' collective/ collaborative practice and Leading Learning &amp; Teaching</b>				
STANDARD(S): Teachers value and engage in professional development and professional collaboration				
Foster teacher professional development that enriches teachers' and students' learning				
STATEMENT(S): Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.				
Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.				
The principal and other leaders in the school support and promote teachers' continuing professional development to develop teacher competence in the use of digital technologies, resulting in high-quality teaching and learning.				
TARGETS: Enhance teachers' knowledge of ICT (particularly Google Workspace) and incorporate it into their teaching practice and share their skills with colleagues.				
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
<ul style="list-style-type: none"> <li>Provide opportunities for CPD (both in-house and externally) for staff to upskill in the area of ICT</li> <li>Staff are given the opportunity to become</li> </ul>	<ul style="list-style-type: none"> <li>September 2025</li> <li>March 2026 (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>IT coordinator, Deputy principal (Oliver Deneher), Digital Support Team</li> <li>IT coordinator and external trainers.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Teachers receive a certificate. Trained teachers will share their knowledge with</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms, Teachers, ICT equipment, Chromebooks</li> </ul>

Google Certified Educators (Level 1)			their colleagues and implement it in the classroom	<ul style="list-style-type: none"><li>• Trainers, ICT equipment.</li></ul>
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### **Evaluation procedures:**

Staff and students will be surveyed again during the next school year to analyse progress and to see what worked well and identify areas for improvement.

Teachers will also be consulted on student proficiency of digital literacy and asked to identify areas where they need further training.

Staff are regularly consulted both formally and informally on their proficiency levels of digital literacy and in what areas they would like to receive further training.

### **Communication, involvement and dissemination**

This policy was written by the **SSE/Digital Learning Framework** working group. The formation of this policy was done by engaging in a process of collaboration involving the policy coordinator, school management, the students' council, and the parent's council. It was also shared with the full teaching staff for their input.

### **Evaluation**

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically important to this policy is:

- Student feedback
- Staff feedback
- Parental / Guardian feedback

### **Review and Development**

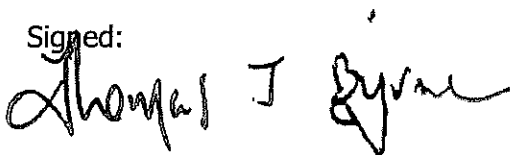
We are also committed to the review and development of our school policies. As part of our ongoing review process, this policy will be examined to reflect feedback from our evaluation practices and also to ensure legal compliance and the maintenance of best practices.

### **Ratification History**

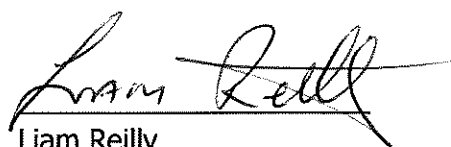
- This policy was ratified by the Board of Management on 17<sup>th</sup> May 2022
- Wording slightly amended by the BOM 19th October 2022

The Policy was approved by the BOM at its meeting on 13th May 2026

Signed:



Thomas J Byrne  
Chairperson of the Board



Liam Reilly  
Principal