

Borrisokane Community College

Our Digital Learning Plan

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:

*We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.
“Is ar scáth a chéile a mhairimid”*

Borrisokane Community College seeks to provide a caring, holistic and high quality education from a committed staff who value each student as an individual, a unique human being. A co-educational school with a current enrolment of 599 students, Borrisokane Community College operates in a spirit of partnership with the whole school community of students, staff and parents. The core of the mission statement is a caring approach to the education of students. Being the only second level school in its catchment area, students attend from an area which is approximately a twelve kilometre radius of the school and a significant proportion of students attend also from outside the catchment. Diversity in the student population in terms of religious faith exists (i.e. Roman Catholic, Church of Ireland, Methodist, and other denominations) and in terms of cultural backgrounds (i.e. a small number of traveller students and a cohort of students whose primary education took place in Northern Ireland, England and other European and non-European countries).

The school's enrolment figure has increased steadily over the past five years and projections for future first-year enrolment indicate an increase in numbers. The following programmes are available to students – Junior Certificate, Transition Year, Leaving Certificate, Leaving Certificate Vocational Programme, and Leaving Certificate Applied Programme. Students with special needs are well catered for by the Special Needs Department who liaise with Subject teachers. In September 2011 the school opened a special centre for students with ASD and wide range of extracurricular activities are available to students in both the sporting and cultural areas.

Our new school (September 2012) exhibits state of the art facilities for all subjects, as well as a two classroom centre for students with ASD, and all classrooms are equipped with the most up to date Digital Technology for teaching and learning.

School Planning and School Self Evaluation is embedded in Borrisokane Community College. The school plan which includes all school policies is reviewed annually. Subject departments collaborate through subject department meetings which are minuted and disseminated electronically, subject departments also share resources electronically through school email (Microsoft exchange), OneDrive and Sharepoint. Through School Self-Evaluation, Digital Technology has been an area of high priority and the Digital Technology Team has been in effect since September 2011.

Through the process of School Self Evaluation, Borrisokane Community College endeavours to identify targets for School Improvement and devise its School Improvement Plan with the main focus being on Teaching and Learning. The integration of Digital Technology will undoubtedly be a significant component of this project.

1.2 School Vision:

We propose to train our teaching staff and our students in innovative and meaningful uses of digital technologies in education to collaborate, research and create.

Before the training, the teachers will self-assess their own digital competencies and they will assess themselves again after training and again after practice.

At Borrisokane Community College, we are united in our willingness to learn new skills and develop digital skills within the school community.

We wish to develop further the already positive attitude to digital technology that exists in our school. It is our intention that our incoming first years (2018/2019) will have one-to-one devices. We endeavour to utilise digital technology as a tool to develop students personal development and social skills through the use of cooperative learning strategies and presentation of research work. It is also our intention that staff will further develop their knowledge of, and use of Digital Technology their lesson planning and daily teaching & learning.

The project will develop Digital Skills in the classroom by promoting the use of iPads for all first year students. As all the Junior Cycle Key Skills have a digital focus, the promotion of Digital Learning is key for teaching, learning and assessment.

In this project, school leaders will promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment by providing teachers with opportunities to collaborate in person and through the use of digital technology – across and beyond our own school. By creating a one-to-one computing environment in our school, we will encourage students to collaborate with each other and with their teachers, thereby enriching student learning experiences and helping them to become self-motivated and autonomous learners. In this way, every classroom becomes an IT suite wherein students can collaborate, create and share. Teachers will have more scope to create more innovative assessment methods and learning opportunities across and beyond the curriculum with a focus on collaboration.

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

- School Digital Champion – Pilot School in 2015/2016 and have taken part each year since.

- ATS2020 2016 – present. Focus on collaboration and reflection through the use of OneNote. Presenting the results of the project in the final conference in Brussels February 2018.
- 2009 – Introduction of communication through email – all staff and students school email address.
- 2013 – upgrade of ICT facilities in school – all classrooms connected to server, Interactive Data Projectors in all classrooms, WIFI installed throughout the school, Teacher iPad Scheme,
- 2014 – Introduction of ICT devices for students.
- Prior to the introduction of the New Junior Cycle, Borrisokane Community College (BCC) was a Junior Cycle Network School supporting the NCCA piloting areas of the proposed Junior Cycle.
- Since 2010 BCC has been involved in Learning School Projects with Limerick Education Centre each year focusing on an area of school development with groups of teachers developing action plans focusing on an aspect of Teaching & Learning.
- In 2016/17 we were involved in TL21 with Laois Education centre again focusing on improvement in Teaching & Learning.
- Involved in Teacher Peer Observation since 2012/2013. In the first year a pilot programme was setup to explore the idea of Peer Observation. The project was very successful and each year teachers have continued the process which has improved teacher collaboration focusing on Teaching & Learning.
- All teachers in the school for a long number of years are involved in some aspect of School Development. To progress an area of school development a committee of staff work through the area getting views of all the partners – teachers, students and parents.
- Borrisokane Community College is a pilot school for the New Leaving Certificate Physical Education subject.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period January 2018 – April 2018. We evaluated our progress using the following sources of evidence:

- Teacher Survey
- Students Survey
- Senior Management Survey

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

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

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

Standard	Statement(s)
D1: Learner Outcomes Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations
D2: Learner Experiences Students engage purposefully in meaningful learning activities	Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning.
D3: Teachers’ Individual Practice The teacher selects and uses teaching approaches appropriate to the learning objective and to the students’ learning	Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities
D4: Teachers’ Collective/Collaborative Practice Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students

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

- Digitally rich environment, fast broadband, IT Suites, Personal Computing Devices, PC and smart projector in each classroom
- One-to-One devices in 2018/2019
- All staff members proficient in the use of ePortal, Microsoft Office, email, file-sharing and cloud storage. All staff members have a personal device.

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

- Utilising trained teachers already on staff to disseminate their skills and knowledge to the wider staff. Staff members will provide training in the form of “micro-sessions” frequently throughout the school year.
- Creation of digitally rich and innovative content collaboratively both within and outside of relevant departments
- The use of OneNote with first year students.

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: Domain 1 – Learner Outcomes				
STANDARD(S): Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships				
STATEMENT(S): Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations				
TARGETS: Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations				
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"> ● Review AUP ● Review use of Smartphones and Tablets ● During SPHE and ICT classes students are educated in the use of digital technologies. ● 	<ul style="list-style-type: none"> ● During school year 2018/19 	<ul style="list-style-type: none"> ● Digital Learning Committee ● All Staff ● Students ● Parents 	<ul style="list-style-type: none"> ● Students understand safe use of Digital Technology ● Students use Digital Technology to enhance their learning 	<ul style="list-style-type: none"> ● Digital Learning Devices ●
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

DOMAIN: Domain 2 - Learner Experiences

STANDARD(S): Students engage purposefully in meaningful learning activities

STATEMENT(S): Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning.

TARGETS: Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning.

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">• Students use Digital Technologies to enhance their learning by carrying out research, completing projects, collaborating with others.• Students use a learning log to help with reflection.	<ul style="list-style-type: none">• During school year 2018/2019	<ul style="list-style-type: none">• Students• Teachers• Digital Learning Committee	<ul style="list-style-type: none">• Evidence of embedding Digital Technology in learning.• Students confident in the use of Digital Technologies	<ul style="list-style-type: none">• Student Devices• School Computers• Office 365• Internet

EVALUATION PROCEDURES:

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

DOMAIN: Domain 3 – Teachers’ Individual Practice

STANDARD(S): The teacher selects and uses teaching approaches appropriate to the learning objective and to the students’ learning

STATEMENT(S): Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities.

TARGETS: Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities

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">• Training for teachers in subject departments delivered by Digital Leaders with the support of PDST• Teachers use Digital Technologies in teaching to support learning and assessment.	<ul style="list-style-type: none">• School year 2018/2019	<ul style="list-style-type: none">• Digital Leaders• All Teachers	<ul style="list-style-type: none">• Teachers become competent in the use of Digital Technologies to support teaching, learning and assessment.	<ul style="list-style-type: none">• Digital Leaders• PDST

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

DOMAIN: Domain 4 – Teachers’ Collective/ Collaborative Practice				
STANDARD(S): Teachers contribute to building whole-staff capacity by sharing their expertise				
STATEMENT(S): Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students				
TARGETS: Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students				
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"> Teachers work in subject departments to support each other in the use of Digital Technologies 	<ul style="list-style-type: none"> School 2018/2019 	<ul style="list-style-type: none"> All Teachers Subject Department Coordinators 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				