LORETO ABBEY SECONDARY SCHOOL,DALKEY

DIGITAL LEARNING PLAN
2022-2025

> *'Our school is a caring Christian Community in which pupils have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment'.*

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 over a three year period from 2022/2023 to 2024/2025

1.1 School Details

Loreto Abbey Secondary School, which caters for 736 girls, offers an educational experience rooted in the core values of Mary Ward (1585-1645), the founder of the Institute of the Blessed Virgin Mary. She saw the amazing potential in all women for involvement in the Church and in society. She particularly recognised the importance of education for girls so as they, in her words, could be educated for a praiseworthy Christian life in the world. She proposed that justice, freedom, sincerity, truth and joy be central to the spirituality of a Loreto school, values as pertinent for our time as they were for hers. Our school strives to make these core values tangible. We provide a holistic centred education in which relationships are characterised by respect, honesty, justice, sincerity, courage and compassion. We recognise the importance of faith development and we seek to

introduce our students to a reflective way of living. We hope to provide a supportive environment where every girl is encouraged to realise her potential. Our State examination results reflect the school's high academic standards and the importance we place on teaching and learning. This, however, is not the sole focus of the school. We encourage students to participate in a wide ranging co-curricular programme and in so doing nurture their holistic development. Most importantly, we encourage our school community to look outwards and become agents for social change through involvement in initiatives supporting justice.

1.2 School Vision

Our vision is to enhance and support teaching and learning in the classroom through the impactful and meaningful integration of digital technologies. This will allow our students to develop 21st century skills including the ability to communicate, collaborate, be creative, manage information, and solve problems using digital technology in a safe and ethical way. We are committed to developing the necessary skills so that students may become responsible members of society who have moral integrity and a heightened sense of social conscience. Teaching students the rights and responsibilities that are inherent in digital citizenship will therefore form a central aspect of our vision. Harnessing digital technology will enable us to encourage our students to be independent learners and co-constructors of knowledge with their peers and teachers. We aim to facilitate regular opportunities for all students to engage with and utilise digital technologies to support their learning through collaborative and active learning experiences led by their teachers in all subject areas. We are also dedicated to the promotion of the continuum of lifelong learning for teachers and endeavour to provide our staff with learning opportunities in the form of continuous professional development by facilitating inservice training on a school basis but also at regional and national levels.

1.3 Brief Account of the use of digital learning technologies in the school to date

- We introduced a 1:1 mobile learning programme with iPad in 2014. This began as optional, but has been a whole-school initiative since 2017. All staff and students have an iPad for use in school.
- We have used Google Workspace (formerly G-Suite for Education) for email, cloud storage, calendars, collaboration, and subject department planning for +10 years.
- As part of Google Workspace, we use Google Classroom as our main Virtual Learning Environment (VLE).
- Optional Teacher Professional Learning workshops are provided by The Digital Learning Coordinator.
- All new staff members engage in one-off induction sessions on the integration of digital technology in the classroom.
- Digital Learning has developed to become a key part of teaching and learning and assessment in many classes and subject areas.

- During the global pandemic, we were able to successfully pivot to emergency remote learning due our prior experience with digital technology and the availability of personal devices (i.e. all staff and students have an iPad). Robust remote learning plans were developed during this time.

2. **The focus of this Digital Learning Plan**

We undertook several digital learning evaluations in our school post-pandemic. We evaluated our progress and position using the following sources of evidence:
- Feedback from students through digital surveys.
- Feedback from teaching staff through digital surveys.
- Anecdotal feedback from students through informal discussion groups.
- On the return to school after Covid lockdowns, we had a reflective and interactive session with teaching staff about our learnings from remote emergency remote learning with a focus on new skills and pedagogies that we would bring forward as we returned to school.
- Reflection on the domains and standards as detailed in the Digital Learning Framework.

2.1 The dimensions and domains from the Digital Learning Framework being selected
- Teaching & Learning — Learner Outcomes
- Teaching & Learning — Learner Experiences
- Teaching & Learning — Teachers' Individual Practice
- Teaching & Learning — Teachers' Collective/Collaborative Practice
- Leadership & Management — Leading Learning and Teaching
- Leadership & Management — Managing the Organisation
- Leadership & Management — Leading School Development
- Leadership & Management — Developing Leadership Capacity

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

Standard	Statement(s)
Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes.
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.
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.
Teachers value and engage in professional development and professional collaboration	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.
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate their sharing of practice.
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate their sharing of practice.
Communicate the guiding vision for the school and lead its realisation	The board of management and principal articulate a vision which embeds the use of digital technologies as outlined in the Digital Strategy for Schools. This school has appropriate processes in place for communicating internally and externally the vision for and the benefits accruing from the embedding of digital technologies.
Empower staff to take on and carry out leadership roles	The principal and other leaders in the school encourage teamwork in all aspects of school life. They create and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity.

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

- We have an established 1:1 mobile learning programme using iPad, introduced in 2014.
- We have used Google Workspace (formerly G-Suite for Education) for email, cloud storage, calendars, collaboration and subject department planning for +10 years. This includes Google Classroom as our main Virtual Learning Environment (VLE).
- We have a robust WiFi and broadband network throughout the school campus.
- Students generally live in areas local to the school where broadband and WiFi is readily available at home.
- We have an IT Administrator/Technician responsible for the design, management and maintenance of our digital systems, infrastructure, broadband and WiFi networks, and hardware.
- We have a Digital Device Coordinator (AP-2) who supports students with issues with their digital device (iPad), liases regularly with our IT partner, and curates and creates booklists for online stores for the purchase of IPads and textbooks/eBooks.
- We have a Digital Learning Coordinator (AP-1) who leads and manages the 1:1 mobile learning with iPad, provides regular high quality in-house optional workshops for teaching staff, updates staff on ICT develops at staff meetings, develops supporting documents and resources for teaching staff, leads and mentors the Staff Digital Leader group, leads new staff induction around the integration of digital devices in the classroom. and liases regularly with our IT partner.
- We established a Staff Digital Leader programme in 2021-2022 which 1. Develops leadership capacity amongst staff, 2. Promotes greater teacher collaborative practice both in the digital leader group and in their subject departments.
- We provide an induction session for both new 1st Year students and new staff to help introduce them to using digital technology in the classroom.
- We support parents/guardians to manage the use of student digital devices at home through an interactive, hands-on session around setting parental controls and restrictions.

2.4 This is what we are going to to focus on to improve our digital learning practice further (Areas of Focus) over the next three years:

1. Provide more opportunities to enhance the learning experience for students using technology in all subject areas.
2. Develop a set of key digital competencies and skills for all students to learn and put into practice in their learning.
3. Develop a set of key digital competencies and skills for all teachers to enhance and support productivity and classroom practice.
4. Provide and support all staff with professional learning opportunities to develop their integration of digital technology in the classroom, through both in-person and self-directed online professional learning.
5. Integrate digital learning activities using iPad into all subject departments plans.

6. Continue to manage and maintain our digital infrastructure (digital and hardware) and 1:1 digital learning programme.
7. Update and further develop how we share our vision for the integration of digital technology in the classroom, using a variety of channels such as staff meetings, open evenings, the school newsletter, the school annual and social media.
8. Develop leadership capacity through the Staff Digital Leaders Programme and establishment of a Student Digital Leaders group.

3. Our Digital Learning Plan (3 years)

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
- Achievements of targets (original and modified), and when

AREA OF FOCUS 1

DOMAIN: **Teaching and Learning — Learner Experience**
STANDARD: **Students enjoy their learning, are motivated to learn and expect to achieve as learners**
STATEMENT: **Students use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes.**
TARGETS: **Provide more opportunities to enhance the learning experience for students using technology in all subject areas.**

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?)
Teacher Professional Learning (TPL) for all teaching staff	September 2022 onwards	All teaching staff (facilitated by the Digital Learning Coordinator)	All staff engage with TPL workshops and self-directed learning professional learning opportunities (i.e Apple Teacher) All students regularly engage in active learning methodologies in class using iPad, across all subject areas.	Staff devices: iPad Student devices: iPad TPL workshops Apple Ed Learning Center External workshop opportunities
Develop a Student Digital Leaders action group	March 2023 onwards	Digital Learning Coordinator Student Digital Leaders All Junior classes	Establish Student Digital Leaders Group Student DLs lead projects and challenges around the purposeful use of iPad for productivity and creativity	Shared space for collaboration between Student DLs and DLC. DIgital Resources for use in projects/challenges Survey — Student and Teaching Staff

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

AREA OF FOCUS 2

DOMAIN: **Teaching and Learning — Learner Outcomes**
STANDARD: **Students engage purposefully in meaningful learning activities**
STATEMENT: **Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.**
TARGETS: **Develop a set of key digital competencies and skills for all students to learn and put into practice in 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?)
1st Year Student 'Learning with iPad' induction	September 2022 onwards	Digital Learning Coordinator All 1st Year classes	All students have basic knowledge of how to use their iPad as part of their education	Student iPads Induction presentation and instructional resources
Develop a set of key digital competencies for students, in-line with Junior Cycle Key Skills	September 2023 onwards	Digital Learning Coordinator Digital Skills Teacher All 1st Year classes	Students develop, utilise and showcase a range of key digital competencies using their iPad	Document stating key Digital competencies for students Support materials. Digital Portfolio Template for student use

Survey — Student and Teaching Staff |

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

AREA OF FOCUS 3

DOMAIN: **Teaching and Learning — Teachers' Individual Practice**
STANDARD: **The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills**
STATEMENT: **Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.**
TARGETS: **Develop a set of key digital competencies and skills for all teachers to enhance and support productivity and classroom practice.**

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?)
Key digital competencies for all teachers, based around four pillars: Teaching, Learning, Assessment and Productivity.	September 2023 onwards	Digital Learning Coordinator, Principal, Deputy Principals, Staff Digital Leaders, All	All teachers have requisite knowledge and skills of how to use digital technology to support teaching, learning, assessment and productivity to enhance student experience and outcomes	Staff iPads Workroom computers Classroom laptop/computer and projector WiFi in all classrooms. TPL workshops Apple Ed Learning Center External workshop opportunities Document stating key Digital competencies for students Support materials Digital Portfolios for staff: Digital Competencies & Apple Teacher Survey — Student and Teaching Staff
Teacher Professional Learning (TPL) Workshops	September 2022 onwards	All teaching staff (facilitated by the DL Coordinator)		
Apple Teacher Foundations (level 1)	September 2022 onwards	80% teachers: May 2023 (AT) 100% teachers: December 2023		
Apple Teacher Portfolio (level 2)	September 2022 onwards	Digital Leaders: May 2023 25% teachers: May 2024 50% teachers: May 2025	All teachers successfully engage with and complete Apple Teacher Foundations (level 1)	
New staff induction (introductory session and ongoing series of sessions — both in-person workshops and Apple Teacher engagement)	September 2022 onwards May 2023	100% new staff — Apple Teacher	All teachers can successfully facilitate active digital learning methodologies with their students, across all subject areas and levels	

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

AREA OF FOCUS 4

DOMAIN: **Teaching and Learning — Teachers' Collective / Collaborative Practice**
Teacher
STATEMENT: **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.**
TARGETS: **Provide and support all staff with professional learning opportunities to develop their integration of digital technology in the classroom, through both in-person and self-directed online professional 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?)
Teacher Professional Learning (TPL) Workshops	September 2022 onwards	All teaching staff (facilitated by the Digital Learning Coordinator)	All teachers have requisite knowledge and skills of how to use digital technology to support teaching, learning, assessment and productivity to enhance student experience and outcomes	Staff iPads Other classroom Tech TPL workshops Apple Ed Learning Center External workshop opportunities Document stating key Digital competencies for students Support materials Digital Portfolios for staff: Digital Competencies & Apple Teacher Share Portfolios of examples Survey — Student and Teaching Staff
Share experiences with Apple Teacher Foundations (level 1)	September 2023 onwards	All teaching staff (facilitated by the Digital Learning Coordinator)		
Share experiences with Apple Teacher Portfolio (level 2)	Spring/Summer Term 2023 onwards	Digital Leaders Teachers with ATP recognition	All teachers successfully complete Apple Teacher Foundations (level 1)	
Subject Department Meetings	September 2023 onwards	All teaching staff	Teachers are their expertise and knowledge with colleagues at staff meetings and subject department	

			meetings	

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

AREA OF FOCUS 5

DOMAIN: **Leadership & Management — Leading Learning and Teaching**
STANDARD: **Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment**
STATEMENT: **The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate their sharing of practice.**
TARGETS: **Integrate digital learning activities using iPad into all subject departments plans.**

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?)
Develop a set of key digital competencies for teachers, based around four pillars: Teaching, Learning, Assessment and Productivity	September 2023 onwards	Digital Learning Coordinator, Principal, Deputy Principals, Staff Digital Leaders All Teachers	Document created and shared of key digital competencies	Staff iPads Other classroom Tech TPL workshops Apple Ed Learning Center External workshop opportunities Document stating key Digital competencies for students Support materials. Digital Portfolios for staff: Digital Competencies & Apple Teacher Subject Department Plans Survey — Student and Teaching Staff
Teacher Professional Learning (TPL) Workshops	September 2022 onwards	All teaching staff (facilitated by the Digital Learning Coordinator)	All teachers have requisite knowledge and skills of how to use digital technology to support teaching, learning, assessment and productivity to enhance student experience and outcomes	
Apple Teacher Foundations (level 1)	September 2022 — December 2023	80% teachers: May 2023 (AT) 100% teachers: December 2023		
Apple Teacher Portfolio (level 2)	September 2022 onwards	Digital Leaders: May 2023 30% teachers: May 2024 60% teachers: May 2025		
Provide opportunities for sharing of practice and collaborative professional learning	January 2023 onwards	All Teaching staff	Subject Department Plans are updated to reflect new Teacher skills and knowledge, and integrate use of digital technology across all subject areas to enhance T&L	
Subject Department Meetings	September 2023 onwards	Principal, DL Coordinator and Subject Department Coordinators		

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

AREA OF FOCUS 6

DOMAIN: **Leadership & Management — Managing the Organisation**

STANDARD: **Manage the school's human, physical and financial resources so as to create and maintain a learning organisation**

STATEMENT: **The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.**

TARGETS: **Continue to manage and maintain our digital infrastructure (digital and hardware) and 1:1 digital learning programme.**

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?)
Upgrade audio visual equipment in classrooms Upgrade classroom IT laptops/computers Upgrade student shared devices Replace older WiFi access points and network hardware Upgrade server hardware Upgrade server hardware	Ongoing Ongoing Ongoing Ongoing 2022-2023, 2025-2026	IT Admin/Technician	Installation of new Audio-Visual equipment in necessary classrooms Purchase and installation new Mac Minis in Room E1 Upgrade of older PCs in Room E1 and the Library Stable WiFi network throughout the school	Projectors Speakers Laptops/Computers WiFI Access Points Network hardware Server hardware
Compile booklist and requirements for online stores for student iPads and textbooks/eBooks Liaise with our IT partner regularly Provide support and assistance to students Establish new system for administering spare devices Establish new system for tracking daily/weekly issues and student device issues Update instructions for parents/students around the setup or iPad and eBooks	September 2022 onwards April 2022 onwards March 2022	Digital Device Coordinator		Student iPads Tracking spreadsheets Instruction documents and other support resources Student email account anders eBook account details

Manage the change from Staff Commercial Apple IDs to Managed IDs, in-line with best practice and our Privacy policy	May 2022	Digital Learning Coordinator		Staff iPads
Manage and maintain supply of spare iPads and Staff iPads — combination of leased and bought iPads	Ongoing			Apple School Manager
Introduction of iMessage as the staff messaging system, as per the Privacy policy	May 2022			JAMF School
Support and training on the use of 13 Mac Minis in room E1	May 2022			Spare iPads
Lead an interactive, hands-on session for parents/guardians around setting parental controls and restrictions to manage the use of student digital devices at home	September 2022 onwards			Tracking spreadsheet
Evaluate the 1: digital learning programme and digital learning plan at regular intervals	Ongoing			Lease documents

Additional listed resources: iMessage, Mac Minis, Support documents and other support resources, Surveys

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

AREA OF FOCUS 7

DOMAIN: **Leadership & Management — Leading School Development**

STANDARD: **Communicate the guiding vision for the school and lead its realisation**

STATEMENT: **The board of management and principal articulate a vision which embeds the use of digital technologies as outlined in the Digital Strategy for Schools. This school has appropriate processes in place for communicating internally and externally the vision for and the benefits accruing from the embedding of digital technologies.**

TARGETS: **Update and further develop how we share our vision for the integration of digital technology in the classroom, using a variety of channels such as staff meetings, open evenings, the school newsletter, the school annual and social media.**

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?)
Update and articulate a new shared vision for the integration of digital technology in the classroom	March/April 2023	Digital Learning Coordinator, Principal, Deputy Principals, Staff Digital Leaders. All Teachers	Creation of a new vision statement for the integration of digital technology in the classroom	Digital Learning Plan DIgital Learning Framework DLPlanning.ie Webwise
Senior and Middle Management will be technology leaders	Ongoing	Senior and Middle Management	Modelling of technology leadership through digital systems	PDST TIE website UNESCO Competency Framework (Tech in Education)
Use a variety of channels to communicate, and model our vision: — staff meetings, open evenings, the school newsletter, the school annual, and social media	March/April 2023 onwards	Digital Learning Coordinator, Principal, Deputy Principals, Staff Digital Leaders, Social Media / School Annual Coordinator	Regular communication of our vision at staff meetings, open evenings, the school newsletter, the school annual, and social media. Modelling of our vision by all staff members	Apple - Elements of Learning Apple - 8 Elements for Success Apple - Research for Educators
Apply for Apple Distinguished School (ADS) status	2024-2025	All	Achieving and modelling Apple Distinguished School (ADS) status	Apple - Innovation in Schools

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

AREA OF FOCUS 8

DOMAIN: **Leadership & Management — Developing Leadership Capacity**

STANDARD: **Empower staff to take on and carry out leadership roles**

STATEMENT: **The principal and other leaders in the school encourage teamwork in all aspects of school life. They create and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity.**

TARGETS: **Develop leadership capacity through the Staff Digital Leaders Programme and establishment of a Student Digital Leaders group.**

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?)
Staff Digital Leaders	September 2022 onwards

September 2023 onwards | Digital Learning Coordinator Staff Digital Leaders | All Staff DLs will: -complete Apple Teacher Foundations and Apple Teacher Portfolio -model best practice regularly in the classroom -share their expertise with colleagues at meetings, through a shared portfolio and other channels -design and lead iPad creativity challenges in their subject departments | Staff devices: iPad Student devices: iPad Staff DL meetings Apple Ed Learning Center Apple Teacher Portfolio templates and examples Shared Staff Apple Teacher Portfolio (containing lesson examples) Creativity Challenge resources |
| Develop a Student Digital Leaders action group | March 2022 onwards | Digital Learning Coordinator Student Digital Leaders | Establish Student Digital Leaders Group Student DLs lead projects and challenges around the purposeful use of iPad for productivity and creativity | Shared space for collaboration between Student DLs and DLC DIgital Resources for use in projects/challenges. |

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