

De La Salle College

Digital Learning Plan 2019-2020

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:

De La Salle College Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life. The school offers the Junior Certificate, Junior Certificate Schools Programme JCSP, Transition Year, Leaving Certificate Applied (LCA) and Leaving Certificate Established programme to its students. We have an enrolment of 1097 students for 2019/2020. The schools catchment area includes Waterford City, Co. Waterford (East), South Kilkenny and South Tipperary. De La Salle College Waterford is an all-boys Catholic School under the trusteeship of Le Chéile. The College is managed by a Board of Management, is funded by the Department of Education and Skills. De La Salle College Waterford was founded in 1891 by the De La Salle Brothers and serves as a Catholic school for boys. De La Salle College Waterford seeks to promote an atmosphere of friendliness, discipline and co-operation where everyone can experience respect, encouragement and support. While every school is a community in which adults and young people live and work together, the La Sallian School is inspired by the vision of St. John Baptist De La Salle that Gospel values must permeate the life of a Catholic school in such a way that students internalise those values and reflect them in their behaviour.

1.2 School Vision:

The vision for De la Salle College for digital technology is for our staff to feel confident, competent and supported in the use of technology in learning. Our Learners will be given the opportunity to engage in digital learning experiences to become critical thinkers, active learners and creators. All members of our school community will be empowered to engage with digital technology in an ethical and responsible manner.

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

- Teachers have access to a laptop with internet access
Classrooms have an interactive whiteboard or projector
- We have a fully equipped computer room. DES grant funding was approved in July 2019 for an additional Multi- Media room .
- A technology room equipped with a class set of computers is used for teaching Design and Communication Graphics
- We currently use VSware to record student data, attendance and assessment result
- We have 2 staff computers in the staffroom
- We have a school website, Twitter and Facebook account
- We have a number of tablets for use in Junior Cycle Classroom Based Assessments.
- We have a class set of chromebooks for the Music Department
- A number of SEN students use laptops to support their learning and also have access to Promethean Active Panel
- The school broadband is comprised of a combination of wired and wireless service
- All TY and LCA students study I.T. as part of their curriculum

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *January 2019 to May 2019*. We evaluated our progress using the following sources of evidence:

- Teacher Questionnaires
- Focus group among Digital Technology Team
- Informal discussion at staff meetings

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

- Domain 4: Teachers collective/collaborative practice

2.2 The standards and statements from the Digital Learning Framework being selected are as follows:

Standard	Statement(s)
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 the School's strengths with regards digital learning

- There is a positive attitude among the staff towards the use of digital technologies in the classroom
- Many staff members are very proficient in digital technologies
- There is a strong willingness among staff to avail of in-house training/CPD
- De la Salle College has been developing and building on a culture of collaborative practice, through many internal and external initiatives (e.g. Future Leaders programme)

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

- Provision of training for staff in the use and promotion of Google Classroom
- Nomination of and training of a digital leader from each Subject Department so that they can inform and encourage the rest of their Department to use digital technologies
- Use of digital tools such as 'Google Classroom' to reduce the amount of photocopying being done in the school and to promote the Green schools ethos

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 the timeframe involved
- **Achievement of targets** (original and modified), and the timeframe involved

Digital Learning Action Plan

DOMAIN: (From Digital Learning Framework) Teachers’ collective/collaborative practice				
STANDARD(S): (From Digital Learning Framework) Teachers contribute to building whole staff capacity by sharing their expertise				
STATEMENT(S): (From Digital Learning Framework) 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: (What do we want to achieve?) Train teachers in the use of Google classroom, promote the use of Google classroom within subject departments, collaborate and share ideas of how digital technologies can enhance learning opportunities for all students.				
ACTIONS <small>(What needs to be done?)</small>	TIMEFRAME <small>(When is it to be done by?)</small>	PERSONS / GROUPS RESPONSIBLE <small>(Who is to do it?)</small>	CRITERIA FOR SUCCESS <small>(What are the desired outcomes?)</small>	RESOURCES <small>(What resources are needed?)</small>
<ul style="list-style-type: none"> • Train teachers in the use of ‘Google Classroom’ • Digital leaders work with their subject to promote use and provide training in use of Google classroom/sharing of resources. 	<ul style="list-style-type: none"> • August staff meeting • September SDP meeting 	<ul style="list-style-type: none"> • IT technician • Digital leader for each subject department 	<ul style="list-style-type: none"> • Staff feel confident to set up Google Classroom accounts for their classes • Increase in the % of staff confident to use Google Classroom (Currently 36% of staff use Google Classroom, the aim is to increase this to 75%) 	<ul style="list-style-type: none"> • Meeting time • Interactive whiteboard • Instruction guide pack • Computers • Wifi

<ul style="list-style-type: none"> • Create opportunities for teachers to observe Google Classroom being used • Feedback at each staff meeting on progress 	<ul style="list-style-type: none"> • October – April • November -May 	<ul style="list-style-type: none"> • Digital Learning Team/Digital leaders/Management • Management and Digital Learning Team 	<ul style="list-style-type: none"> • Increase in the % of staff sharing resources for use on Google Classroom • Feedback from Digital leaders from each subject department 	
<p>EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</p>				

This Policy was ratified by the Board of Management on 9th September 2019

Signed: 
Chairperson of the Board of Management

Date of next Review 9th September 2020