NORTH WICKLOW
EDUCATE TOGETHER
SECONDARY SCHOOL

Digital Strategy Proposal

2020 - 2021

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Introduction

This document was created by the Digital Strategy Team of NWETSS.

Though our proposed strategies broadly cover from the currently academic year through to 2023 - 2024, the focus of the document is the remainder of the current academic year and the roll out of staff training, student training/ participation and 1:1 devices for senior cycle students over the course of the 2020 – 2021 academic year.

In this document, we outline the current digital learning set up within the school, identify areas for improvement, and detail our strategies on how to implement improvements.

We have linked current and future strategies to the school's SSE process and how these tie in to the Digital Learning Framework for Post Primary Schools.

Please refer specifically to pages 7 – 11 for detailed proposals on the academic year 2020 – 2021.

NWETSS Digital Strategy Team

The school's Digital Strategy Team was set up in September 2019 by Deputy Principal Pádraig Conaty. The team is now led by Paul O'Neill and Neil Butler.

The overall aim of the team is to continually assess the digital learning needs of the school, and implement strategies to meet the current and future digital needs of the school, in line with the Digital Learning Framework for Post Primary Schools.

The team contains the following members in alphabetical order:

Neil Butler
Pádraig Conaty
Josh Crowley Holland
Dermot Finn
Martina Hanlon
Michael Heffernan
Siobhán Ni Cheallaigh
Paul O'Neill
Lindy Wilson

Summary of Current Software/ Hardware

Software

The school currently has a number of communication and online learning systems.

1. Office 365

All students are given access to an Office 365 account. This gives them access to a unique school email address, along with online versions of office applications such as Word, PowerPoint, Excel etc. They also have access to cloud storage with OneDrive.

2. Schoology

Students have access to Schoology which is the school's virtual classroom/ online learning management system. Here, students communicate with their teacher and peers, access resources, and complete assignments.

3. School App

The school app is the central means of communication between the school and parents/ guardians and students. Payments can be made through the app as well as permission forms and late notices.

4. VSWare

VSWare is a school management software which allows the school to create and edit timetables, track attendance, behavioural records, and all other personal information. It is also where teachers generate term reports.

Hardware

The school has 3 x charging trolleys which can be booked out by staff when IT access is needed.

Green Trolley: Located on the ground floor, purchased in August 2016, originally contained 24 x Linx Tablet devices.

Blue Trolley: Located on the 1st floor, purchased August 2017, originally contained 24 x Linx Tablet devices.

Red Trolley: Located on the 2nd floor, purchased August 2018, originally contained 25 x Lenovo Thinkpad laptops, refurbished.

There are also 10 x Lenovo Laptops located in the Technology Room. These are high spec laptops specifically used for Leaving Certificate Design and Communication Graphics (DCG). These laptops can not be booked out by staff members.

Key Issues

Software and Training

While the school provision of software for communications and learning/ teaching is excellent – access is a massive issue. Also, it is felt there are too many log in details for students and parents/ guardians to keep track of. Students and parents need to access a minimum of 4 different platforms for communications and/or learning and teaching resources.

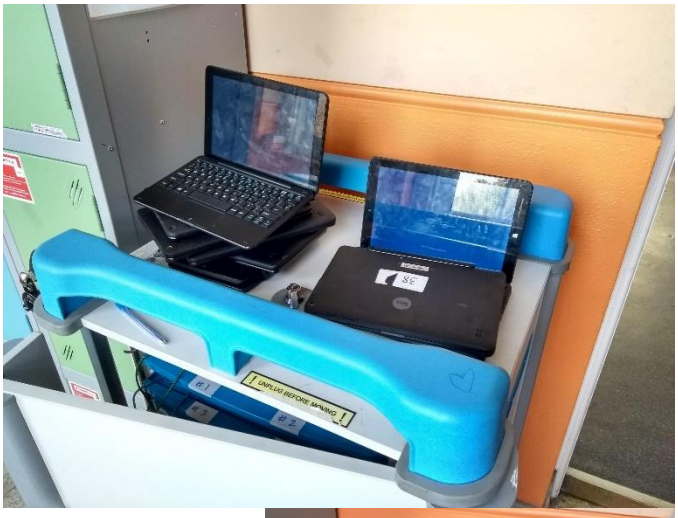
The lack of basic IT skills for many students is very evident. Students are not given the opportunity to upskill in this area as training is not provided in the form of block training at the beginning 1st year, or in the form of regular, timetabled IT lessons throughout the year. This impacts upon students ability to access IT confidently.

The lack of a structured, on-going IT training plan for staff impacts their ability to see the benefits and prevents them from blending technology into lessons. While some training takes place in school throughout the year, it is sporadic and conducted by staff members who themselves, have not been trained.

Hardware

Devices in charging trolleys provided by the school break regularly, do not charge properly, and cost a significant amount of money each year to maintain.

Out of 73 devices which should be available to book out, 58 remain due to breakages, many of which are damaged beyond repair. Of that 58, less than half work on a consistent basis due to inconsistencies with charging cables, devises not being returned after lessons, or devices not being fully charged at the end of the day. There is **consistent and reliable access** to approximately 30 devices over 3 floors catering for 230.



Proposals

Software and Training

1. Discontinue the use of Schoology and use MS Teams as our online learning management system. This will save the school approx. €2000 per annum.

2. Provide consistent, regular timetabled IT classes for all students in their 1st year in the school. Training will be based on the use of Office 365, focusing on file management, the used of **Word, Excel** and **PowerPoint**, and using **MS Teams** and **OneNote** as a means of completing work and communicating with their teachers and peers. Students who require Immersive Reader to be trained in learning support classes.

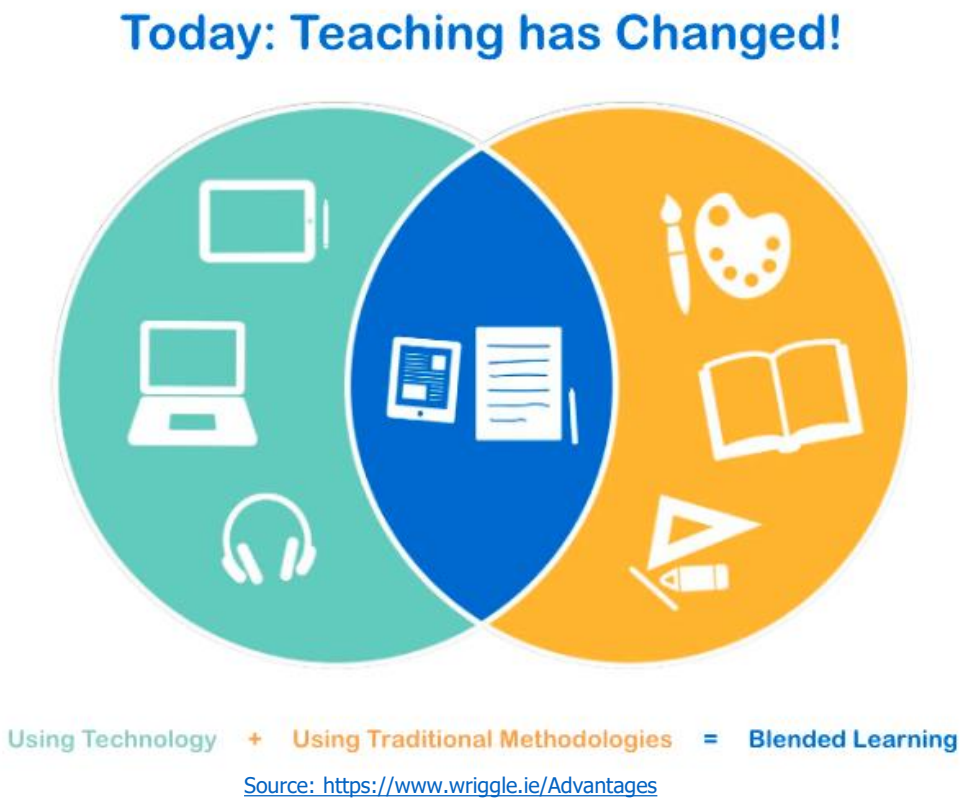
3. Provide structured, focused training for staff throughout the year initially on the use of **MS Teams, OneNote** and **Immersive Reader.** Initial training will be provided to the Digital Strategy Team (DST) by a Microsoft Innovative Educator expert. This training will then be passed along to staff by the DST.

Hardware

In order to provide consistent and reliable access to IT, the Digital Strategy Team propose to roll out the purchasing of devices for all students attending NWETSS. These devices will be purchased through and managed by Wriggle.

Proposals

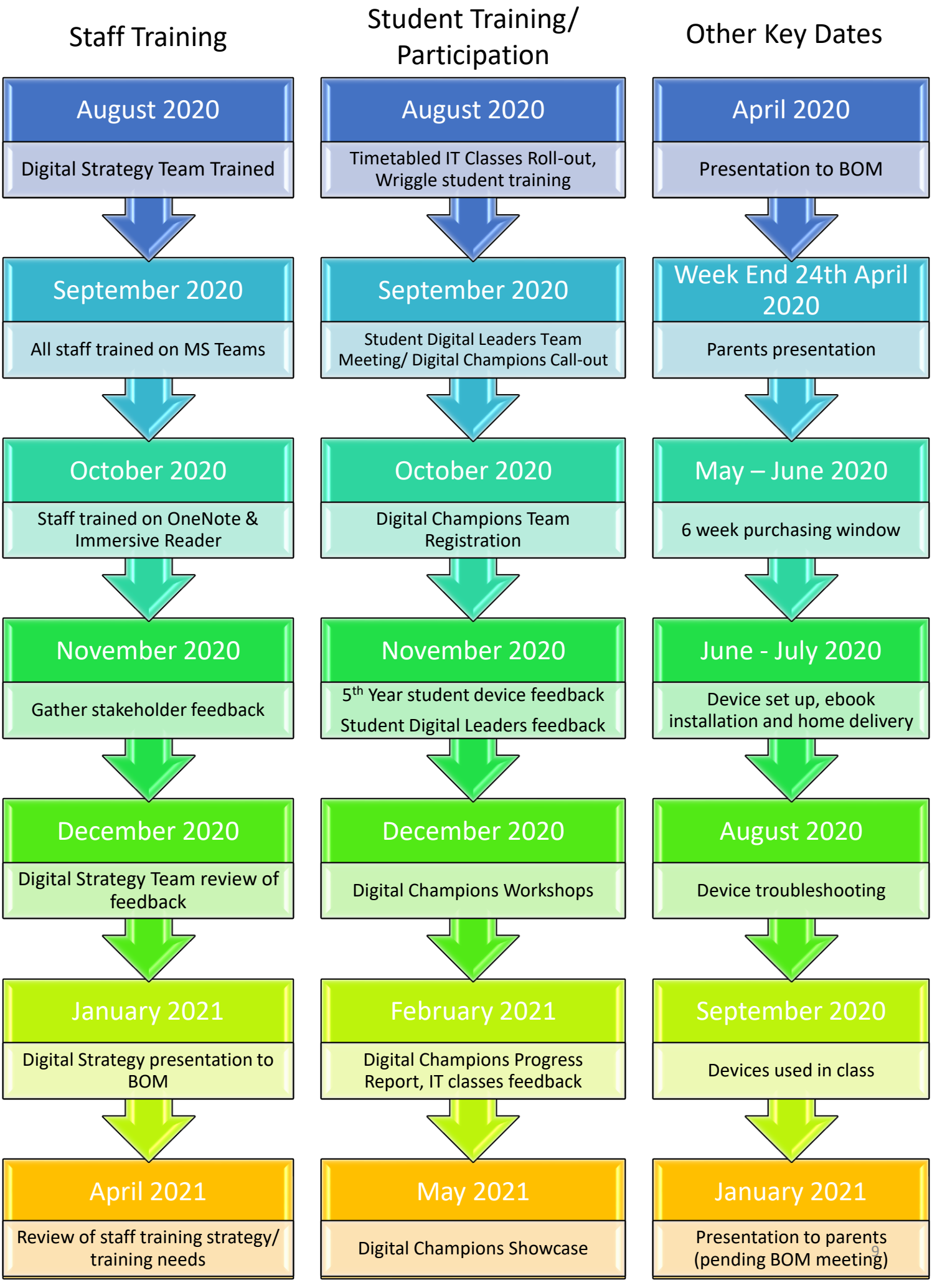
This proposal **DOES NOT**, in any shape or form, suggest or support replacing traditional classroom practices solely with technology. We strive to blend traditional classroom methods with effective use of technology in the classroom.



Source: https://www.wriggle.ie/Advantages

The aim of our proposal is to bring our school into the 21st century, in order to empower students with 21st century skills. We aim to have technology enhance our students learning and our teachers lessons; unfortunately our current technology set up is a hindrance to both learning and teaching.

2020 – 2021 Timelines



Device Specifications/ Costings

The move to a 1:1 device strategy for the school does come with a not insignificant financial consequence for families. This is something that has been at the heart of our considerations and this financial burden is not one we would ask families to shoulder if it did not come with similarly significant educational benefits.

That said, we have worked with our prospective supplier, the Credit Union, and Microsoft to reduce the cost to families as much as possible while also providing excellent quality and a sustainable product that we envisage will serve our students well as they move into higher education or the world of work after Senior Cycle.

Our proposed package for families is:

Computer: Microsoft Surface Go 64GB

Accessories: Pen, Keyboard, Protective Case

Warranty: 1 year parts warranty, 3 years remote software/ tech support, full set up

Books/ eBooks: As required for each subject (no eBooks required for LCA)

Detailed Cost Breakdown

The following is a detailed breakdown of the costs of the computer, accessories and warranty under our proposed scheme. As LCA students will not be required to purchase textbooks this is the final total for families with students enrolled in LCA. An estimate of the total cost for traditional Leaving Certificate students is also provided with Overleaf

Microsoft Surface Go:	**€495**
Pen and Keyboard:	**€0**
Protective Case:	**€40**
1 year Warranty:	**€0**
3 Year Tec Support	**€120**
Sub-Total:	**€655**

Negotiated Tech Support Discount:	-€99
Protective Cases funded by school:	-€40
LCA Total:	**€516**
Books estimate:	€144
Traditional Leaving Certificate Total:	**€660**

Bray Credit Union Repayment Plan

@11% interest	€516 (exact)	€660 (approximate)
Over 1 Year	Monthly: €46 Weekly: €11 Daily: €1.57	Monthly: €59 Weekly: €13.50 Daily: €1.93
Over 2 years	Monthly: €24.10 Weekly: €6 Daily: €0.83	Monthly: €31 Weekly: €7.10 Daily: €1.01
Over 3 years	Monthly: €17 Weekly: €5 Daily: €0.71	Monthly: €22 Weekly: €6.50 Daily: €0.93

Benefits of Technology Enhanced Learning

At NWETTS, we have considered the pros and cons of too much screen time for our students – when deployed and used correctly for "active screen time' use the pros far outweigh the cons.

Recent educational studies suggest time spent on the computer could actually improve pupil's grades.

Flipgrid

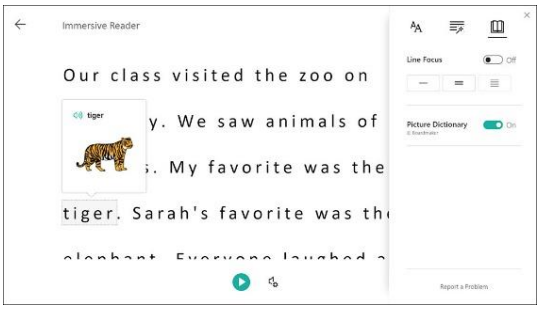
Empower every voice.

Flipgrid

- ✓ Improves communication & digital literacy skills
- ✓ Supports self-assessment & reflection
- ✓ Motivates and empowers students to speak.

MS Learning Tools / Immersive Reader

- ✓ Improve reading & comprehension
- ✓ Build confidence in emerging readers
- ✓ Decode text for students with dyslexia
- ✓ Highlight verbs, nouns & adjectives
- ✓ Immersive reader can even work with pictures of text scanned from books
- ✓ Read text aloud & change the speed of reading.



MS Whiteboard

A teacher can stand with their back to the whiteboard display and face students -yet still see what they are writing on the digital canvas- helping to stay engaged with students during an entire lesson.
Save boards to the cloud, so it's easy to return to lessons in just seconds.

MS Teams & OneNote

- ✓ All teaching and learning materials in one place
- ✓ Collaborate & communicate in real-time
- ✓ Search means can easily & quickly find content
- ✓ Built in Learning Tools & Immersive Reader
- ✓ Record audio/video feedback directly onto student work
- ✓ Digital inking in a large virtual folder which is editable and shareable – content is backed up.

Benefits

Personalised Learning
Accessibility for ALL students
Increasing Language, Literacy & Numeracy
Facilitating Communication
Fostering Collaboration & Creativity
Creators of Content -v- Passive Consumers
Active & Educated Digital Citizens
Making Learning Fun
Developing 21st Century Skills
Preparing Ss for the Future World of Work.

In an ideal world, students would receive all they need from their teacher to excel in the classroom.

However, with only so many hours in the school day and one teacher per class working with all of their students, devices can help to provide personalised instruction, accessibility to learning materials and instant feedback that students don't always receive.

Ultimately, devices help ALL students to reach their full potential.

Screen Time Concerns

Parents are, and will be, rightly concerned about the amount of screen time their children are experiencing each day. All screen-time, however, is not made equal. We need to view screen-time as the sum total of two separate experiences loosely classified as "active screen time" and "passive screen time".
Active screen time is screen time when someone is engaged in proactive interaction with a piece or pieces of software on their device (e.g. composing electronic music, solving a puzzle, or watching a movie as part of a film criticism assignment).
Passive screen time, e.g. browsing social media or YouTube is an interaction where the technology does all the work.

These two different modes of interaction require dramatically different responses and actions from the user and should not be confused. Computers are – more than ever – being used across the world to facilitate new forms of creativity, analysis, collaboration and research. In our school it is envisaged that teachers will use technology judiciously, promoting active use of technology when it can enhance the learning experiences we offer to our children and leaving the technology switched off when not required. Passive screen time will not feature as part of our daily practice.

"Students who receive a blend of inquiry-based and teacher-directed instruction have the best outcomes."

"Systems should ensure that ICT programs are integrated with curriculum and instruction and are supported by teacher professional development and coaching."

- Drivers of student performance: Insights from Europe, McKinsey, (2017)

Technology for Learning

One of the great powers this new technology will enable is for our classrooms to become asynchronous learning environments. All students having guaranteed, ready access to our new virtual learning environment will facilitate the inclusion of the following students:
Those absent from school due to extended illnesses and/or social and emotional difficulties
Those for whom attending school is difficult and consumes the vast portion of their daily energy (e.g. the focus of our autistic students will often be on navigating the day-to-day rather than the learning on offer). If students miss an aspect to their learning they will – later that evening when they are ready to engage – be able to find it later that evening on their device.

Microsoft Translator is a free app that will allow all students to see a transcription of a talk/lesson. This transcription will appear, live, on a students' computer wherever they are in the world. The transcription can also be translated live into the students' native language. This tool, in and of itself, will be able to assist in the inclusion of any student with hearing loss, auditory processing disorder or those students new to the country with little to no English.

"Nearly all of the study teachers mentioned how Microsoft's Learning Tools enabled their readers, regardless of skill level, to access content aimed at a higher reading level. In this case, "access" means comprehension of content that had previously been unavailable."

- Katherine McKnight, PhD Center for Evaluation & Study of Educational Equity RTI International

"Teachers save time and have tools to support more effective teaching."

"Improved student outcomes were the most important result for all interviewees. Student learning has improved through increased access to a wide range of solutions and a common user experience. "

- Microsoft Accessibility And Assistive Technologies For Education - A Total Economic Impact™ Analysis. Forrester, (2019)

Links to School Self Evaluation

The focus of the current SSE cycle is student participation. In light of this, the Digital Strategy Team identified areas where students can actively participate in the maintenance of the schools devices and set up a student Digital Leaders group through consultation with the student council.

Initially, 3 students from each year were approached and asked if they wanted to be involved. These were students who show an active interest in technology within the school. This totalled 12 student Digital Leaders. These students have special permissions to enter the school early and enter corridors/ classrooms during break times.

Current duties for the Digital Leaders Team are as follows:

· Check corridors and rooms for laptops

· Check laptops for damages

· Report damages

· Put laptops on charge

· Count broken chargers

These duties are subject to change in line with the outcome of the SSE process, and when the digital needs of the school develop and become more apparent.

Future Proofing: Erasmus & eTwinning

As a school we plan to take full advantage of the range of innovative and creative approaches to teaching and learning available through Erasmus and eTwinning programmes. These include promoting continuous professional development of staff, promoting collaborative learning practices with both staff and students, digital and e-safety practice.

Although we are just beginning our Erasmus+ and eTwinning journey, we have already:

- Had a successful first leg language exchange trip to Spain. (Second return leg deferred due to Coronavirus)
- Completed one eTwinning project
- Applied for a mobility funding to enable some of our staff to go on a fact finding mission to other schools in Europe in 2020/2021.
- Teachers from Sweden and France due to come and look at aspects of our good practice here at North Wicklow. (deferred due to Coronavirus)
- Applied for funding for 2020/2021 language exchange trip

Central to taking full advantage of the funding, resources and enormous learning opportunities available in these schemes, is our ability to access and use technology effectively. It is important that we have reliable hardware and software. It is also essential that our students develop the technological skills required to enable them to communicate and collaborate on projects with their peers here and in other countries though the eTwinning learning platform.

It is also worth noting that eTwinning covers each of the four themes of the Digital Strategy for Schools through the multitude of tools and professional development opportunities offered to educators.

Testimonial From Siobhán Ni Cheallaigh, Irish and English Teacher, North Wicklow Educate Together Secondary School

How did I use devices generally?

During my two years of teacher placement I taught in schools where all first years had their own individual devices. I taught English, History, Irish and CSPE and the opportunities provided by student devices completely altered my approach to digital learning and teaching for the better.

For a start, the use of devices also helped reduce the amount of paper being used by staff and students – instead of printing out worksheets, I could send digital copies to them and they could write the answers in their copies. It also helped them develop their organizational skills because they created subject folders on their devices where all their worksheets etc. were stored.

I also found the use of devices hugely beneficial for differentiating and catering to students with learning/ behavioural and emotional support needs. Students could work individually or in groups depending on what was best for that particular student and I was able to direct them to websites and resources that were appropriate for their ability while respecting their privacy and not making it obvious who was getting differentiated work.

For example, in all the subjects I taught I used videos to support my teaching. With the individual student devices, I had the option of showing the video on the class screen, or allowing students to watch the videos privately with their headphones and take the extra time they needed to pause or replay parts of the video.

Individual student devices also meant that using Kahoot! and Quizlet was quick and easy because students didn't need to take out their phones, nor were they dependent on unreliable shared devices because they were all responsible for their own devices and were very good at having them charged.

How did I use them specifically?

I always encourage my students to engage in independent research, particularly in History and CSPE and having immediate access to a range of websites was incredibly beneficial. In one period I could direct them to appropriate websites (the National Museum of Ireland website for History, and the DSCPA website for CSPE for example) where they could engage in independent research, create a PowerPoint and present their findings to each other.

With English and Irish, I took advantage of resources like online dictionaries to teach students to find definitions themselves. It also meant that they had immediate access to etymologies which assisted their understanding of key terms and definitions.

Testimonial From Siobhán Ni Cheallaigh, Irish and English Teacher, North Wicklow Educate Together Secondary School

What were some issues and how were they resolved?

I had reservations about overexposure to screens and inappropriate use of technology but these problems were very quickly and effectively ironed out by implementing school wide policies that were supported and practiced by all members of staff (teachers, SNAs and administration staff) as well as students.

The most important thing for me was that the devices would be used to support teaching in the classroom rather than replace it. To this effect, I implemented a rule whereby students only opened their devices when I gave them permission and when they were necessary. It was very easy to implement and it meant that students weren't over-exposed to screens, nor were they able to play games etc. while I was explaining an activity or task. Additionally, 90% of the work they did was still done in their copybooks so they were still developing their handwriting and the skills to handwrite extended pieces of work.
This rule became a school wide policy and proved very effective in monitoring screen time and ensuring technology was used efficiently and to support teaching, not to replace it.
The policies around privacy and appropriate use of IT were also school wide, which made tackling problems very easy.
For example, there were some issues with students taking photographs of each other, which we had explained to them was a very serious offence. In response, all students who were found to have photographs of other students were interviewed by the vice-principal and year head, the parents were called and appropriate sanctions were put in place. The students immediately understood the severity of the situation and the incident was never repeated.

Why would I recommend them in NWETSS?

Currently there are three main options for incorporating digital learning in schools – designated computer rooms, shared individual devices (what NWETSS has in place now) and personal student devices. There are advantages and disadvantages to each of these options, but in my personal opinion and based on my experience the third option, personal student devices, is the best of the three.
There are issues surrounding privacy and appropriate use of IT but these issues occur with any form of technology in the classroom and can be monitored and suppressed with the implementation of school wide policies. Unfortunately, the new building will not have space for a designated computer room and the unreliability of the shared devices we currently have in place are a major deterrent to using technology in the classroom.
Personal student devices would be a huge advantage to both students and teachers as they provide opportunities to learn key skills such as personal organization and responsibility as well as basic technology skills. They are the best option for using technology to support teaching in the classroom.

Conclusions

- The schools current digital set up (both hardware and software) is not meeting the needs of staff or students in a 21st century learning environment.
- Currently insufficient IT training for both students and staff prevents technology being used effectively across the school.
- The staff survey conducted for this proposal overwhelmingly shows that consistent and reliable access to devices is a major barrier when using technology in the classroom.
- Our research has shown that schools who implemented a 1:1 device strategy have seen significant benefits, provided it is planned and managed correctly.
- The roll out of 1:1 devices will mean that students have consistent and reliable access to technology both within our school and remotely.
- With correct training and policy implementation, technology will enhance learning and teaching, **but will not lead it.**
- Learning and teaching will be blended with traditional teaching methods. Technology, just like any other teaching strategy, should only be used when its use is a benefit to learning.
- The financial commitment this requires was at the forefront of our minds when planning this proposal. We have attempted to make this plan as affordable as possible while keeping in mind that these devices will be used long after students have left our school.

With thanks,

The Digital Strategy Team of NWETSS

Appendix

Research

As part of our proposal, we asked a number of schools who currently use 1:1 devices about their experience of rolling out devices in their schools and the benefits and pitfalls of Technology Enhanced Learning. 6 schools took part in the survey, the results of which are below.

1. Which digital learning operating system does your school use?

More Details

Office365	5
Apple Classroom	0
Google Classroom	1

2. Since the introduction of devices, students in our school are more engaged in their learning.

More Details

Strongly Agree	3
Agree	2
Neutral	1
Disagree	0
Strongly disagree	0

3. Since the introcuction of devices, students are more competent using IT.

More Details

Strongly Agree	3
Agree	2
Neutral	1
Disagree	0
Strongly disagree	0

4. Since the introduction of devices, staff are more confident blending IT in the classroom.

More Details

Strongly Agree	3
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0

Research

As part of our proposal, we asked a number of schools who currently use 1:1 devices about their experience of rolling out devices in their schools and the benefits and pitfalls of Technology Enhanced Learning. 6 schools took part in the survey, the results of which are below.

5. The use of devices improves learning within the school.

More Details

Strongly Agree	4
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0

6. Students should receive regular lessons in IT applications as part of the curriculum.

More Details

Strongly Agree	6
Agree	0
Neutral	0
Disagree	0
Strongly disagree	0

7. Initial and on-going staff training is paramount to the successful introduction of devices in a school.

More Details

Strongly Agree	6
Agree	0
Neutral	0
Disagree	0
Strongly disagree	0

8. The use of accessibility features (such as immersive reader, translator etc.) have benefitted students with AEN in our school.

More Details

Strongly Agree	5
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0

Research

As part of our proposal, we asked a number of schools who currently use 1:1 devices about their experience of rolling out devices in their schools and the benefits and pitfalls of Technology Enhanced Learning. 6 schools took part in the survey, the results of which are below.

9. The use of devices in the classroom is a distraction to students.

More Details

Strongly Agree	0
Agree	0
Neutral	2
Disagree	4
Strongly disagree	0

10. Since we introduced devices in our school, I feel students have too much screen time in their lives.

More Details

Strongly Agree	0
Agree	1
Neutral	1
Disagree	4
Strongly disagree	0

Key Points from Research

- All schools surveyed strongly agree that both staff and student training is paramount.
- The vast majority of schools agree that students are now more engaged in their learning and that both staff and students are now more competent and confident in using IT since the introduction of devices.
- All schools feel that devices in the classroom are not a distraction to students, while the vast majority feel that students do not have too much screen time since the introduction of devices.

Research

The following open ended questions were put to each school. Responses are below each question.

From your experiences, can you list the most beneficial software/ programmes/ edtech tools you use with your students.

1	anonymous	Microsoft Teams, OneNote, Flipgrid
2	anonymous	Immersive Reader and Learning Tools
3	anonymous	The Office 365 suite, the stand out applications are Microsoft Teams and OneNote. You also now have access to a host of online resources, most of which can be embedded within OneNote for the students.
4	anonymous	Microsoft Teams, OneNote, Immersive Reader, Flipgrid, Wakelet, Quizlet, Kahoot
5	anonymous	Kakoot, Moodle, Quizlet, One Drive,

What advice would you give to a Digital Strategy Team attempting to introduce devices in to an existing school?

1	anonymous	Start small, introduce devices first to Teachers and give them time to develop a pedagogical approach where technology is used to support learning, survey what devices will suit your students and teachers needs, CPD is essential.
2	anonymous	Ensure the system prioritizes accessibility across their suite of services/apps
3	anonymous	Training is key, assume the staff and students are starting from a base line with little to now IT skills, it is quick to implement but needs to be modeled well from the start. Regular use of staff training to up skill or share approaches, create a group of digital student leaders to deal with basic issues. Try to include time within tutor or another class where students can address any IT issues.
4	anonymous	Invest in teacher and student training and push for good quality devices, perhaps Surface Go
5	anonymous	Start with small steps and build on this foundation, it should be a marathon not a sprint for both teachers and students

Research

The following open ended questions were put to each school. Responses are below each question.

Were there any major challenges or mistakes made when introducing devices in your school? How did you overcome these challenges and/or mistakes?

1	anonymous	Choosing the correct devices for students. We initially choose a device for students based on price which in the long run became an issue due to technical problems. We then decided to go with a more expensive device but we didn't have a single issue with them in all year which has overall became a better learning experience for students who do not have to be worried now about battery life or other technical difficulties. We do not have a issue with wifi but this is something that any school need to consider when adopting a Digital Strategy.
2	anonymous	Student devices that were out for repair, have a set of very basic devices the school can lend out, keeping a log, and the students can access the content through the cloud. Spare chargers go a long way to the issue of "I forgot the charge it". If you use OneNote etc for school work, they students device will sync in school so they do not need access to WiFi at home.
3	anonymous	Buy in from all staff and support from management is very important
4	anonymous	Wi if issues (always going to be issues), teachers not buying in to TEL, software not compatible on mixed devices, costs of some apps

Any other comments.

1	anonymous	My school started the digital journey and the adoption of devices for staff and students nine years ago. They were introduced first to a few teachers to try different devices to see which ones were better supporting teaching and learning and responding to our students needs. After this period of testing, all teachers got a device and time was provided for CPD and training. After 1 or 2 years, devices were offered to incoming 1st years. Now, all our Junior Cycle students and TY have devices and we are preparing to offer devices for 5th year students next academic year. Since the adoption of devices, students have became more competent in the use of technology. Since first year, they know how to send emails, they competent in the use of the different Microsoft Office products (Word, PowerPoint, Microsoft Forms, Sway, OneNote, Teams,...), they collaborate in projects and class work using different platforms and application, they know how to troubleshoot basic technical issues, ... Teaching and learning has changed also, encouraging students to create rather than consume content. Overall, the adoption of devices has been and continue to be a learning journey, but a very positive one.
2	anonymous	I applied to my school based on the fast they were using technology. Been lucky enough to host CPD and use it to enhance student engagement, you get out of it what you put into it, extremely beneficial for promoting skills outside of academia.

NWETSS Staff Survey

Teaching staff were surveyed on their use of technology within the classroom. 90% of teachers responded.

1. **What technology do staff currently use?**

Powerpoints, Graphic Organisers and Maps
PowerPoint, kahoot, tinkercad, publisher, Schoology, Ms office
Quizlet, TeachVid, ppt, Schoology, Word, Padlet, apps
videos / ppt / kahoots
Google slides and office.
Kahoot, schoology, quizlet, pictures, powerpoints, Word,
too many to list
powerpoint, sometims devices, kahoot
OneNote, YouTube, PowerPoint
Power points, the text book online is excellent for listening comprehension and online interactive quizzes, YouTube videos, Schoology
All
PPT, Kahoot, timers, subject specific websites
PowerPoint, Kahoot, Quizlet, YouTube
One note, Powerpoint, Kahoot, Video- Youtube etc. Animation editing software.
Powerpoints, Youtube, Kahoot.
PPT
Powerpoints

2. **Are there any barriers to using IT in the classroom?**

Students using laptops inappropriately
Space. Not always enough room. Overbooked laptops a big issue also.
Consistent and reliable access to IT.
As above, tablets missing when booked, tablets not charged or broken, passwords changed so unable to access
Yes the tablets do not work when I book a class set , always issues with them, not charged, logging in , broken etc
Sound and audio quality can sometimes be very poor either because the speakers aren't working in some rooms or the blinds let in too much sunlight.
There are frequent difficulties with the tablets being present, charged etc. It is very difficult to monitor what each student is doing and therefore using technology requires a high level of trust, a level of trust which the student body consistently proves itself to be unworthy of.
lack of devices
There is a lot of ineffecincy when using devices: broken, lost etc Makes CBAs and research almost impossible
Not enough working tablets.
Sometimes leads don't work in different rooms.
No
Physical barriers like missing wires etc, students not having their own devices
Have to use phones as there are not enough laptops and this means you have to make sure they are using them properly
The lack of access to devices is a massive problem.
Laptops are not working as well as they should. They are often block booked by other teachers. They are often not charged and broken.
faulty equipment. Laptops are often not working and not charged.
The lack of tablets/laptops for students to use (either not charged or not working)

NWETSS Staff Survey

Teaching staff were surveyed on their use of technology within the classroom. For these questions, 60% of teachers responded.

3. **How often do you use the following technology in your class?**

	Never	Rarely	Regularly	Always
Powerpoint	0	1	6	5
Kahoot	2	5	5	0
Schoology	0	7	3	2
Quizlet	4	4	4	0
Word		2	4	6
Microsoft Teams	9	2	1	0
YouTube	0	2	8	2
Animation software	8	4	0	0
Audio Software	5	4	3	0

4. **In relation to IT, would you like training on anything specific**?

'No thanks, I am young and understand it all'.
'No'
'Managing Devices. How do I control what they do in class'
'Teams'
'Audio and Animation Software'
'Office Suite'
'Office'
'No'

5. **Would you support the introduction of student devices (Y or N)?**

'Only with textbooks'
'Yes but it needs to work'
'Yes'
'No, charging would be an issue'
'Yes definitely'
'Yes'
'Definitely'
'Yes'

Key Points from Staff Survey

- All respondents report that reliable access to devices is a barrier for them using technology in the classroom.
- The majority of respondents support the introduction of student devices.
- The majority of respondents already use some form of technology to aid their teaching.

The Digital Learning Framework and Looking at our Schools

The *Digital Learning Framework for Post-Primary Schools* examines the use of digital technology in schools and links practices associated with digital technologies to the *Looking at our Schools* document, setting out standards and statements of practice across a number of domains relevant to all areas of the running of a post-primary school.
There are two dimensions – Teaching and Learning and Leadership and Management – each with its own domains, standards and statements of practice.

Here we examine each standard and statement of "highly effective practice", dividing the statements between those that we are currently implementing and those that will be fully implemented should the proposed introduction of student devices take place.

In the following pages, RED indicates effective practice before implementation of this strategy, GREEN indicates effective practices achieved after the implementation of this strategy.

Teaching and Learning

Domain 1: Learner Outcomes

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
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 use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.
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, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits. Students can confidently protect their digital identity and manage their digital footprint.
Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum	Students, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. 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.
Students attain the stated learning outcomes for each subject, course and programme	Students use evidence gathered by a range of methods including digital technologies to record progress and identify areas for improvement, and have opportunities to address these with their teacher.

Teaching and Learning

Domain 2: Learner Experiences

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
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.
Students grow as learners through respectful interactions and experiences that are challenging and supportive	Digital interactions, among students and between students and teachers, are respectful, challenging and support the wellbeing of all students. Students use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation.
Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	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.
Students experience opportunities to develop the skills and attitudes necessary for lifelong learning	Students apply their digital competence in innovative ways to new situations or contexts, creatively develop new solutions and/or products, and see themselves engaging in continuing education and training.

Teaching and Learning

Domain 3: Teachers' Individual Practice

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
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 model high-level teaching, knowledge and skills, using digital technologies to support student creativity, innovation and knowledge creation. Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs. Teachers use appropriate digital technologies to help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation. Teachers use digital technologies to make assessment more relevant and transparent for students and parents, allowing them to make informed choices on future learning priorities. Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.
The teacher selects and uses teaching approaches appropriate to the learning objective and to students' learning needs	Teachers reflect on, and adapt their pedagogical strategies when using digital technologies to personalise and facilitate pupils' ownership of their learning. Teachers embed digital technologies to develop, monitor and evaluate students' literacy and numeracy development on an ongoing basis.
The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary	Teachers reflect on and enhance pupils' active use of a range of digital technologies based on their individual learning needs.

Teaching and Learning

Domain 4: Teachers' Collective/Collaborative Practice

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
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. 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.
Teachers work together to devise learning opportunities for students across and beyond the curriculum	Teachers engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across and beyond the curriculum. Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful interdisciplinary learning experiences for students.
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	Teachers collectively develop and implement the ethical use of digital technologies to gather, share and interpret relevant data on student learning to improve data management and inform whole school formative and summative assessment practices. Teachers collectively use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices which are implemented at a whole-school level.
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.

Leadership and Management

Domain 1: Leading Teaching and Learning

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
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. The principal, with those leading the process, uses SSE very effectively to embed digital technologies in a way that is engaging and challenging, and enables all students to become active and motivated learners. The principal and other leaders in the school lead the development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of learning, teaching, and assessment. They facilitate teachers on a whole-school basis to critically reflect and experiment with a range of digital technologies, continuously evaluate the effectiveness of their use, and revise their teaching strategies accordingly.
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	The principal and other leaders in the school have highly effective technology-based systems for monitoring students' progress and development. They ensure that these systems are used to help students reach their full potential. The school empowers teachers and learners to manage risks and use appropriate digital and assistive technologies to support their own social, psychological and physical wellbeing. The school understands the risk of exacerbating inequalities experienced by disadvantaged students and takes steps to ensure that special measures are in place to provide for the needs of these students.
Manage the planning and implementation of the curriculum	The principal and other leaders in the school plan for and implement a broad and balanced curriculum that embeds digital technologies to support communication, collaboration, knowledge co-creation and civic participation. They purposefully ensure that the use of digital technology is embedded across the school curriculum, whereby all students engage with valuable learning experiences.
Foster teacher professional development that enriches teachers' and pupils' 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.

Leadership and Management

Domain 2: Managing the Organisation

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.
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 strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment. The board of management ensures the provision and maintenance of digital teaching aids and equipment to a very high standard. Physical learning spaces have been designed or adapted and furnished to harness and optimise the use of digital technologies, to access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.
Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	In their implementation of policies that pertain to the use of digital technologies, the principal and other leaders in the school are alert to potentially challenging situations. They work pre-emptively and effectively to manage them, and adopt a solution-focused approach. The principal and other leaders in the school model and develop a strong culture of digital citizenship which fosters mutual trust and shared accountability with respectful interactions at all levels within the school community.
Develop and implement a system to promote professional responsibility and accountability	The principal and other leaders in the school promotes a culture of individual and collaborative review of the use of digital technologies for learning, teaching and assessment, as part of an effective professional accountability process.

Leadership and Management

Domain 3: Leading School Development

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE 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.
Lead the school's engagement in a continuous process of self- evaluation	The principal and other leaders in the school keep abreast technological changes, and ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes in line with the school improvement plan.
Build and maintain relationships with parents, with other schools, and with the wider community	The school has a dynamic digital presence which is updated regularly and used by school and school community to leverage online collaboration, sharing, communication and learning. The principal and other leaders in the school use the embedded functionalities of administrative tools to reflect upon, analyse and better understand individual learners' educational needs and progress. The school actively builds and maintains collaborative and innovative partnerships with other schools, external organisations, industry and the wider community, facilitated and sustained as appropriate using digital technologies.
Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school are informed by research, national policy, and technological developments and proactively adapt to changes in context or policy environment.

Leadership and Management

Domain 4: Developing Leadership Capacity

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Critique their practice as leaders and develop their understanding of effective and sustainable leadership	The principal and other leaders in the school reflect on, critically assess and actively develop the digital pedagogical practices within the school. They develop self-awareness by regularly questioning their own practice in relation to the use of digital technologies through personal and collaborative reflection. They identify and work on areas of their practice that require improvement.
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. They provide and manage an effective mentoring programme both to support teachers in new roles and to develop the leadership capacity of mentors in the use of digital technologies for learning, teaching and assessment. They identify and support opportunities for staff to share innovative practices and engage in research that actively impacts on the use of digital technologies for learning, teaching and assessment.
Promote and facilitate the development of student voice and student leadership	The principal and other leaders in the school encourage and expect students to act as self-directed learners and students are considered co-designers of the learning process, using a range of digital technologies.
Build professional networks with other school leaders	The principal and other leaders in the school actively build and extend engagement with professional networks for school leaders and managers locally and internationally. They embed learning from these networks in learning, teaching and assessment practices throughout the school.