



Mary, Mother of Hope Senior National School

Digital Learning Plan

1. Introduction

1.1 School Details:

Mary, Mother of Hope National School was established in 2001. It is a co-educational school and the patron is the Catholic Archbishop of Dublin. In 2008, the school split into Junior and Senior schools. In the current year, we have 456 pupils on roll with sixteen classes in all; four Third Classes, four Fourth Classes, four Fifth Classes and four Sixth Classes.

School Vision

Mary Mother of Hope Senior National School is a Catholic school under the patronage of the Catholic Archbishop of Dublin. The policies, practices and attitudes of the school are grounded in Christian values. A spirit of mutual respect and tolerance for difference is promoted within the school community. The school aims at promoting the full and harmonious development, health and well being of each child. We are proud to be an intercultural school, and abide by our motto 'Many Cultures, One Community!'

Mission Statement

The school aims at fostering a sense of community between Management, Teachers, Parents, Pupils and the wider community. The school staff aims at making the school a centre of excellence in which high professional standards are maintained and where pupils learn in a safe and happy environment. Teachers are encouraged to develop their personal and professional talents. Ancillary staff in the school, are highly valued and respected. It is recognised that their work makes a valued contribution to the process of education. The school recognises and celebrates the dignity and value of each individual child. Teachers are sensitive to the needs and particular circumstances of the pupils in their care. Close contact is central to the positive experience of the child in school. We aim for parents and teachers to value, respect and support one another. We seek to collaborate as partners, in leading the young people in whose education we play such a crucial role.

1.2 School Vision for Digital Technologies:

Mary, Mother of Hope Senior National School aspires to be a learning centre of excellence for digital technologies, serving the educational needs of our children through creative educational use of present and emerging digital technologies.

Digital technologies can be defined as electronic tools, systems, devices and resources that generate, store or process data. These include social media, online games and applications, multimedia, productivity applications, cloud computing, interoperable systems and mobile devices. We recognise that digital technologies can play a central role in transforming learning, teaching and assessment practices for teachers and students in a high-quality 21st century education system.

We aim to constantly identify ways to innovate through digital technologies, and to disseminate best practice throughout the school.

In Mary, Mother of Hope Senior National School, we view digital technologies as a means of allowing each child to become actively involved in their own learning. In a technologically advanced society it is vital that our children are equipped from an early age with essential digital technologies skills.

Up to one third of our pupils do not have English as their first language or are exposed to languages other than English, others do not have access to computers at home, yet all benefit particularly well from the learning opportunities offered through a well-planned, resourced and delivered digital technologies programme.

Digital technologies provide teachers with a powerful teaching resource and allows for integration across subject areas.

This *Digital Learning Plan* was devised by the school's Digital Technologies Committee and tracks progress made to date in striving to develop the school as a centre of excellence in digital technologies and sets out clearly the steps the school will take in the forthcoming years to move towards this goal.

This *Digital Learning Plan* was drawn up in association with the *Digital Strategy for Schools 2015-2020*, devised by the Department of Education and Skills.

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets. It seeks to affirm teachers in their current practice and to inspire them and offer them a clear path to bringing the school to the next level of development. As such we recommend this *Digital Learning Plan* to the staff and pupils of the school, the school's Board of Management and the wider parent body.

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

Since our school's inception, there has been a strong focus on the promotion of digital technologies in the support of teaching and learning:

- We were the first national school in the country to be grant aided by the DES for the installation of Interactive Whiteboards in all classrooms, in 2005. Having piloted this initiative in 2005, Interactive Whiteboard technology is now the norm in most schools throughout the country.
- Our staff have been heavily involved in facilitating CPD to teachers through local Education Centres in digital technologies, and the school has been a centre for DES In-Service courses for many years
- In 2009, the school opened a dedicated computer room, to facilitate the development digital literacy of every two pupil.
- Following the Literacy and Numeracy Strategy of 2011, the school sought to develop a strong link between developing digital literacy with a specific focus on Literacy and Numeracy skills.
- SCRATCH computer programming: The school was one of the first to pilot this programme. Staff trained in the SCRATCH programme and delivered in-service to other teachers. As part of the pilot project, lessons were recorded and included on the PDST website, in support of the Literacy and Numeracy strategy. (further information is on the school website)
- In the 2012/13 school year, the school piloted the use of Tablets in the classroom, in conjunction with PDST / NCTE. Exemplar lessons were recorded on video by the PDST and are being used in ICT and Literacy and Numeracy workshops around the country. These lessons are available to all teachers around the country on the PDST website. (further information is on the school website)
- In 2012, two teachers from the school participated in a week long Comenius training programme in Bruges, Belgium on coding for primary school pupils
- Annual attendance at the BETT excellence in ICT conference
- Two teachers from the school have completed Master's Degrees in Education, specialising in ICT. They are also members of the Digital Technologies Committee.
- The school has been involved in the following projects in recent years:
 - **Eu Code Week**
 - **IBM Try Science** workshops, organised by the parents who work in IBM
 - **MindRising 1916** using MineCraft to explore the 1916 centenary anniversary. This was carried out in conjunction with Dublin City University.
 - **Minecraft of the School Locality:** this work was show-cased to Satya Nadella, CEO of Microsoft at an event in Dublin City University
 - **Fís** project for Book Reviews

Review of Compute Room: Move from PCs to Tablets

- In the 2016/2017 school year, the school engaged in a lengthy period of research and consultation in relation to the optimum use of the Computer Room and future evolution of Digital Skills in the school. In June, 2017, the school decided to refurbish the Computer room, and to replace the PCs with iPads.
- In the course of the 2017/18 school-year, the school embarked on a comprehensive and sustained programme of staff development, to upskill staff in the effective use of iPads to support teaching and learning.
- Most recently, Mary, Mother of Hope Senior National School was successful in applying for the *School Excellence Digital Learning Cluster*. There are four schools participating in our cluster. The focus of the cluster is the *integration and enhancement of the Primary Language Curriculum through Digital Learning in a Mindful Environment*.

1.4 Benefits of digital learning

The school endorses the benefits of digital learning as expressed in the *Digital Strategy for Schools 2015-2020*.

In summary, the benefits of digital learning are to:

- Make the learners' experience more engaging and foster deep learning
- Help learners assume control over the learning situation, e.g. by individualising the pace with which new material is introduced, or by providing immediate feedback on how well they are learning
- Support collaborative learning, which provides opportunities for deep learning by having learners "teach" to each other new concepts that they have learned, and interact with other students and teachers in different countries
- Enable learners to grasp concepts more quickly and fully, to connect theory and application more adeptly, and to engage in learning more readily
- Enhance teaching approaches, enabling the co-construction of knowledge while facilitating the widespread creation of innovative ways to build and share knowledge
- Facilitate new ways of learning and create possibilities beyond the limits of our current imagination
- Develop key skills to help young people become engaged thinkers, active learners' problem solvers, skilled communicators and knowledge constructors

2. The focus of this Digital Learning Plan

2.1 Whole-School Review of Digital Learning

We undertook a digital learning evaluation in our school during the period June, 2018 to November, 2018. We evaluated our progress using a variety of evidence sources.

Teacher Digital Learning Survey:

- Digital Literacy survey was carried with teaching staff
- Whole-staff workshops evaluating Digital Literacy using SCOTT Analysis
- Pupil Surveys were carried out in relation to clarifying pupil experience of Digital Learning
- Focus Group with Parents
- Engagement with PDST services, including visits from PDST advisor to
- The school's Digital Literacy Sub-Committee evaluated the results of the findings

SCOTT analysis.

The main areas of focus were:

- Reflection on learning, teaching and assessment practices
- The use of digital technologies in the classroom
- Student Digital Learning Survey
- Attitudinal online survey was carried out to elicit the views of students on their use of digital technologies in the classroom, their access to internet at home and to reflect on their digital learning experiences.

The survey of teachers was carried out in relation to their use of digital technology to support pupil learning, with a particular on supporting oral language development in English and Irish.

The findings were very encouraging in relation to the disposition of teachers to embrace and engage with digital technologies to support teaching and learning.

Findings that are of significance to the School Self Evaluation Process are outlined below:

- Overall, teachers rated their Digital Learning Skills at **60%**.
- **73%** of teachers have used Digital Skills to support the teaching of Oral Language in English in their classes.
- **43%** of teachers have used iPads to record students Oral Language work in English.

Use of digital technology to support teaching and learning in Irish Oral Language was found to be significantly lower:

- **38%** of teachers have used iPads to video students' Oral Language work in Irish
- **13%** of teachers have used iPads to record students' Oral Language work in Irish
- **21%** of teachers have saved pupils' work in an ePortfolio.

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

- Mary, Mother of Hope Senior National School aspires to be a learning centre of excellence for digital technologies, serving the educational needs of our children through creative educational use of present and emerging digital technologies.
- The school has had a long tradition of using Digital Technologies to support Teaching and Learning.
- The school has used Digital Technologies to support three iterations of School Self Evaluation.
- Teachers in the school have a very positive disposition towards digital technologies

- Teachers embrace and engage with digital technologies to support teaching and learning.
- Teachers rate their Digital Learning Skills quite strongly.
- **73%** of teachers have used Digital Skills to support the teaching of Oral Language in English in their classes.
- Students and parents are very positively disposed to using digital literacy at home to support pupil learning

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

Use of digital technology to support teaching and learning in Irish Oral Language was found to be significantly lower:

- **38%** of teachers have used iPads to video students' Oral Language work in Irish
- **13%** of teachers have used iPads to record students' Oral Language work in Irish
- Use of digital technology to record and save pupils' work is also low:
 - **21%** of teachers have saved pupils' work in an ePortfolio.

2.4 Domains and Standards Chosen for Development

Following the review, we selected **four** standards from the *Teaching and Learning* dimension of the Digital Learning Framework and **two** Standards from the *Leadership and Management* dimension of the Digital Learning Framework. The areas chosen are:

Dimension: Teaching and Learning

Domain: *Learner Outcomes*

- **Standard 1:** Pupils enjoy their learning, are motivated to learn and expect to achieve as learners

Domain: *Teachers' individual Practice*

- **Standard 2:** The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary

Domain: *Teachers' collective/collaborative Practice*

- **Standard 3:** Teachers value and engage in professional development and professional collaboration
- **Standard 4:** Teachers contribute to building whole- staff capacity by sharing their expertise

Dimension: Leadership and Management

Domain: *Leading Learning and Teaching*

- **Standard 5:** Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment.
- **Standard 6:** Foster teacher professional development that enriches teachers' and pupils' learning.

Statements of Effective Practice
associated with the chosen Standards:

Standard	Statement(s)
<p>1. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</p>	<p>Pupils use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes.</p> <p>Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products</p>
<p>2. The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary</p>	<p>Teachers reflect on and enhance pupils' active use of a range of digital technologies based on their individual learning needs.</p>
<p>3. Teachers value and engage in professional development and professional collaboration</p>	<p>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 pupils.</p> <p>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.</p>
<p>4. Teachers contribute to building whole- staff capacity by sharing their expertise</p>	<p>Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils.</p>
<p>5. Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment.</p>	<p>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 the sharing of practice.</p> <p>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 pupils to become active and motivated learners.</p>

	<p>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.</p> <p>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.</p>
<p>6. Foster teacher professional development that enriches teachers' and pupils' learning.</p>	<p>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.</p>

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: *Learner Outcomes*

STANDARD: Pupils enjoy their learning, are motivated to learn and expect to achieve as learners

STATEMENTS:

Pupils use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes.

Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products

TARGETS: (What do we want to achieve?)

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 to become proficient in researching and evaluating online resources for validity. 	<ul style="list-style-type: none"> ● Term 3, 2018/19 into Term 1 2019/20 	<ul style="list-style-type: none"> ● Digital Learning Committee, supported by one teacher at every class level. 	<ul style="list-style-type: none"> ● Students would be enabled to access and source valid online information to support their learning and present it in a meaningful way. 	<ul style="list-style-type: none"> ● World Book Online ● Kiddle ● DkFindout ● Scoilnet

<ul style="list-style-type: none"> Continue to develop students awareness of internet safety and etiquette in the online world. 	<ul style="list-style-type: none"> Term 2, 2018/19 and each year thereafter 	<ul style="list-style-type: none"> Digital Learning Committee, whole school community commitment. 	<ul style="list-style-type: none"> Students can become responsible and mature users of the internet, recognising importance for staying safe online. 	<ul style="list-style-type: none"> Webwise
<ul style="list-style-type: none"> Students to use online resource to improve their comprehension skills in a more enjoyable, meaningful way. 	<ul style="list-style-type: none"> Term 3, 2018/19 - continuous 	<ul style="list-style-type: none"> Digital learning committee, and students 	<ul style="list-style-type: none"> Teachers can assess students progress on comprehension tasks. Parents can provide feedback at PTM's about their childs use of the websites at home. 	<ul style="list-style-type: none"> Readtheory.
<ul style="list-style-type: none"> Students to become skilled at planning and delivering a digital story, using apps to facilitate their learning. 	<ul style="list-style-type: none"> Term 1 2018/19 - continuous 	<ul style="list-style-type: none"> Digital Learning Committee, student representatives from the Digital Students Committee, and a teacher at every class level who will help implement the programs. 	<ul style="list-style-type: none"> Students would be enabled to write or record a digital story using certain apps to enhance the learning experience. 	<ul style="list-style-type: none"> Toontastic Spark Page Storybird Storyjumper
<ul style="list-style-type: none"> Students to become adept at basic coding to support problem solving in the classroom. 	<ul style="list-style-type: none"> Term 1 2018/19 - continuous 	<ul style="list-style-type: none"> Digital Learning Committee, supported by one teacher at every class level. 	<ul style="list-style-type: none"> Students would be enabled to write basic codes using a variety to applications. 	<ul style="list-style-type: none"> Scratch Scratch Jr Swift Playgrounds Scottie Go

<ul style="list-style-type: none"> • Students to use V.R. and A.R. to foster their creativity and support the development of oral language in both English and Irish. 	<ul style="list-style-type: none"> • Term 1 2019/20- Term 3 2019/20 	<ul style="list-style-type: none"> • Digital Learning Committee and student representatives from the Digital Students Committee. 	<ul style="list-style-type: none"> • Students would plan and narrate news events, stories and information in both English and Irish. Students can evaluate and reflect on their creations before sharing them with the wider school, community. 	<ul style="list-style-type: none"> • Green Screen • Pocketvideo • Telestory
<ul style="list-style-type: none"> • Students to use blogging to document their learning and showcase their work to the wider school community. 	<ul style="list-style-type: none"> • Term 2 2019/20 - continuous 	<ul style="list-style-type: none"> • Digital Learning Committee, Student Blogging Team 	<ul style="list-style-type: none"> • Students will publish their news, accompanied by photographs, on a class blog which is shared on the school website. Audio news will be added going forward. 	<ul style="list-style-type: none"> • Blogger.com
<ul style="list-style-type: none"> • Students use e-Portfolios to save work, record their progress, evaluate and reflect on tasks completed, receiving feedback from peers and teachers. 	<ul style="list-style-type: none"> • Term 3 2019/20 	<ul style="list-style-type: none"> • Digital Learning Committee 	<ul style="list-style-type: none"> • Students would recognize the ePortfolio system, Seesaw, as valuable and innovative tool to facilitate learning in the 21st century. 	<ul style="list-style-type: none"> • Seesaw

Digital Learning Action Plan

DOMAIN: *Teachers' individual Practice*

DOMAIN: *Teachers' collective/collaborative Practice*

DOMAIN: *Leading Learning and Teaching*

Standard: The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary

Standard: Teachers value and engage in professional development and professional collaboration

Standard: Teachers contribute to building whole- staff capacity by sharing their expertise

Standard: School Leaders promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment.

Standard: School Leaders foster teacher professional development that enriches teachers' and pupils' learning.

STATEMENT(S):

Teachers reflect on and enhance pupils' active use of a range of digital technologies based on their individual learning needs.

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 pupils.

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 lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils.

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 the 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 pupils to become active and motivated learners. They 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.

TARGETS: (What do we want to achieve?)

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 to become familiar with a variety of online assessment tools to evaluate the children's learning and create meaningful lessons going forward. ● Training to be provided by PDST in conjunction with the PDST team 	<ul style="list-style-type: none"> ● Term 2 2018/19 	<ul style="list-style-type: none"> ● Digital learning team and individual teachers ● PDST to provide support 	<ul style="list-style-type: none"> ● Teachers will give feedback at staff meetings. ● Students learning outcomes assessed information gathered to be used in a constructive way. 	<ul style="list-style-type: none"> ● Padlet ● Kahoot ● Menti
<ul style="list-style-type: none"> ● Teachers to become familiar and proficient in using apps to support teaching and learning in the classroom. 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Digital Learning Committee 	<ul style="list-style-type: none"> ● Teachers will use their allotted time with the iPads and incorporate digital tools in their planning. Teachers will create to meaningful, 	<ul style="list-style-type: none"> ● iPads

			engaging opportunities for students to make use of digital tools.	
<ul style="list-style-type: none"> ● Teachers to be encouraged to engage with CPD courses to support the embedding of digital technologies in the school. 	<ul style="list-style-type: none"> ● Term 3 2018/19 and thereafter. 	<ul style="list-style-type: none"> ● All staff members 	<ul style="list-style-type: none"> ● Teachers are given opportunities at staff meetings to share their knowledge with other staff members. 	Summer/ Education center courses.
<ul style="list-style-type: none"> ● Teachers differentiate for children by using ICT to support their learning. The SET team have tablets equipped with apps suited to individual needs. 	<ul style="list-style-type: none"> ● Term 2 2018/19 	<ul style="list-style-type: none"> ● SET team and digital learning committee 	<ul style="list-style-type: none"> ● Teachers meet the children individual needs in a more meaningful way. SET teachers provide feedback to digital learning committee. 	<ul style="list-style-type: none"> ● Apps such as Teach Monster, Dyslexia Quest.
<ul style="list-style-type: none"> ● Teachers create individual e-Portfolios for children to save their work, teachers can then use this 	<ul style="list-style-type: none"> ● Term 3 2018/19 and ongoing 	<ul style="list-style-type: none"> ● Digital learning committee. 	<ul style="list-style-type: none"> ● Teachers will be able to assess children's work online and reflect on the learning of the children, 	<ul style="list-style-type: none"> ● Seesaw

platform to assess the children's learning and to provide feedback to them.			teachers can adapt future lessons based on their observations of students progress.	
<ul style="list-style-type: none"> A teacher from each class level to work closely with Digital learning team at different phase of the action plan. 	<ul style="list-style-type: none"> Term 1 2018/19 and ongoing 	<ul style="list-style-type: none"> Digital learning committee and one teacher from each class level. 	<ul style="list-style-type: none"> These teachers then up skill other teachers at their class level. Feedback is provided to the members of the Digital learning committee of progress made. 	<ul style="list-style-type: none"> Ipads
<ul style="list-style-type: none"> Teachers at planning meetings, discuss and prepare for the use of Ipads in their class and set iPad time. 	<ul style="list-style-type: none"> Term 2/3 2018/19 	<ul style="list-style-type: none"> Class teacher, SET team and Digital learning committee 	<ul style="list-style-type: none"> Teachers to feedback at end of year Staff meetings, reporting areas of success for the year and highlighting areas for improvement going forward. 	<ul style="list-style-type: none"> Ipads
<ul style="list-style-type: none"> New applications will be rolled out using a 'Buddy System' whereby teachers will be partnered with a colleague at the beginning of any new initiative. 	<ul style="list-style-type: none"> Term 3 2018/19 and into 2019/20 school-year 	<ul style="list-style-type: none"> Whole School and Digital learning committee 	<ul style="list-style-type: none"> Teachers will support each other in the up skilling process. Teachers will be more confident in using new applications as a result. 	<ul style="list-style-type: none"> Ipads

Monitoring and Evaluation

We understand the importance of monitoring the various initiatives that we are proposing to develop in the course of this plan. We acknowledge that ownership of this process lies with all the stakeholders involved, and they will be involved in the monitoring of the process.

We will ensure that these stakeholders are also involved in monitoring the roll-out and evolution of the plan:

Board of Management: The Staff representative and the principal will provide updates to the board on the roll-out of the plan during the Teaching and Learning section of the school board of management meeting, and these will be recorded in the official board of management minutes.

Parents Association and Parent Body: the principal will update parents at the monthly meeting of the Parents' Association. Parents will also be kept informed of activities via the school blog and the school website.

School Principal and In-School Management Team: The school principal will have overall responsibility for monitoring the development of the plan, and liaising with key personnel to ensure that our targets are reached. The Assistant Principal with responsibility for Digital Learning will have a central role in this process and will report to the ISM and wider Staff.

Digital Learning Committee: The digital learning committee have responsibility for the overall stewardship of the plan. They will continue to meet on a regular basis to review progress to date and plan for future developments.

Staff: Updates will be provided to the staff at Staff Meetings. Individual staff members will be involved in providing feedback to the Digital Learning Committee on the development of the plan. They will also be responsible for the implementation of elements of the plan at a classroom level.

Pupils: We will have a key role for pupils in providing on-going feedback to teachers and the digital learning committee on how they view the roll-out of the plan.

As part of the evaluation of the progress of the plan, we have identified a number of key questions which we will be asking in relation to implementing the changes envisaged:

- How has practice changed in your classroom?
- What are the teachers' experiences of the agreed changes?
- What are students' experiences of the agreed changes?

This will inform, not only the ongoing monitoring of the changes, but also the final evaluation of the success of this plan.

Commitment of the Whole School Community

This Digital Learning plan has been developed in a meticulous manner, with huge inputs and commitment from our many stakeholders in the school.

We are confident that, in implementing this plan, the entire school community will continue to strive to ensure that Mary, Mother of Hope Senior National School develops further as a learning centre of excellence for digital technologies.

*Enda McGorman,
Principal,
Mary, Mother of Hope Senior National School
3rd December, 2018*

*Anita Diggin
Chairperson,
Mary, Mother of Hope Senior National School*