



Digital Learning Plan

Maynooth ETNS

Table of Contents

1. Introduction.....	2
2. Assessment of Digital Learning	3
3. Digital Learning Plan	5
4. Evaluation of the Progression of Digital Learning	8
5. Limitations and challenges.....	8

1. Introduction

School context and Area of Focus

Maynooth ETNS is a mixed vertical primary school based in a large urban area within the greater Dublin region. The school was established in 2008 and was originally housed in temporary buildings until a new modern structure was completed in late 2019. The school has approximately 420 pupils, 24 teaching staff and nine Special Needs Assistants (SNAs).

The new school building has a capacity to house double streamed classes from Junior Infants to 6th class. It also has five resource teaching rooms, a comms rooms (for housing the schools ICT infrastructure i.e. server, ethernet switches etc.), a library, PE Hall and two Autism Classes. Pupils in the Autism classrooms range in age from 5 up to 12 and sometimes 13. Some pupils integrate into the mainstream classrooms as much as possible for subjects like Art, PE, Music, Science and Drama.

The area of focus for digital learning will be on the pupils' digital competencies. With such a wide-ranging spectrum of learning needs within the school, the competencies will need to be tailored and focused to meet the needs of each cohort. Also, by focusing on the pupils' digital literacies, staff, SNAs and school leadership will also need to upskill and reflect on their own digital competencies. They will need to engage in continuous professional development in the area of digital literacies and digital competencies in order meet the needs of all the learners within the school. In this regard, focusing on pupils' digital literacies means the whole school community will improve their digital literacies and competencies.

2. Assessment of Digital Learning

Digital Competency Frameworks such as SELFIE, DETECT Project, Digicomp EDU and Digital Learning Framework for Primary Schools will be used to measure digital learning across the school.

SELFIE

SELFIE is a self-assessment tool which can be used by schools and educational institutions to assess the competency and proficiency of digital technology within their school and guide them on how to embed it further. Although designed by the European Commission, this tool can be applied to educational institutions around the world. The SELFIE tool can be used by primary, secondary and vocational schools however, it is only the primary section that applies in this instance.

The SELFIE tool is presented in a questionnaire form. For younger classes (Junior & Senior Infants), this will be inaccessible. In this instance, infant teachers will be asked to complete the form with the pupils entering the details that are dictated to them. This will give a complete picture of the level of digital literacy across the school.

Once the questionnaire is completed, the assessment tool generates a SELFIE report. This report is a visualisation of the current level of digital literacy across the school. The results of the report will inform which areas of digital literacy need focus and which areas are doing

well. This information can then be fed into the school's School Self Evaluation (SSE) process where specific, measurable, attainable, realistic and timebound (SMART) targets can be set.

DETECT Project

The DETECT Project includes a Critical Digital Literacies (CDL) framework. The main dimensions included in the framework are Data and Information Literacies, Digital Knowledge Creation, Digital Communication and Collaboration, Digital Wellbeing and Safety, Digital Citizenship, Digital Teaching and Technology Use. Within the DETECT report, each area of digital literacy is defined in great detail with each digital competency specifically outlined including the reasoning behind acquiring such a skill.

Once the data is collected, it can be analysed and correlated with the results of the SELFIE survey. The data can be used to inform the SSE plan the school's SMART targets in the area of digital literacies.

Digicomp EDU

From the outset, the European Framework for the Digital Competence of Educators or DigiCompEdu framework is specifically geared toward the education sector and is derived from the overarching DigiComp framework which means that it is already sector specific. While the DigiCompEdu framework is designed to provide advice and guidance to teachers with regard to advancing their own digital competencies, and this is important in a whole school approach, it is not specifically designed to measure the digital competencies of pupils. Despite this, the DigiCompEdu framework can provide insight into which digital competencies the pupils need to focus on coupled with the results from the SELFIE survey and the surveys and questionnaires from the CDL framework.

The DigiCompEdu framework outlines areas such as Information & Media Literacy, Communication, Content Creation, Responsible Use and Problem solving as critical digital literacies that are required for learners in a primary school context. From the data gathered in the SELFIE survey and the from the teacher created CDL survey and questionnaire, these competencies and digital skills contained in the DigiCompEdu framework can be cross referenced to ascertain as to whether the pupils already have these skills or not.

Digital Learning Framework

Originally launched in 2015 and updated in 2022, the Digital Learning Framework for Primary Schools (or dlplanning.ie) was developed to assist schools in effectively embedding digital technologies into teaching and learning. Although it doesn't specifically measure pupils' digital learning levels, it does contain useful resources to ascertain the level of digital competencies that already exist in the school such as statements of effective and highly effective practice, good practice videos, pupil questionnaires and pupil self-reflection sheets.

In the Teaching & Learning section of the Digital Learning Framework, there are four domains (Learner Outcomes, Learner Experiences, Teachers' Individual Practice, Teachers' Collaborative Practice) with statements of Effective Practice and Highly Effective Practice. Having gathered data through the SELFIE survey and CDL survey, the school can quickly look through the statements of effective practice and decipher in which digital competencies the pupils are proficient and which they are not. For example, the 1.1 Standard states, "Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes." From the data gathered through previous surveys, it will be apparent if the pupils have learned this skill or not.

3. Digital Learning Plan

According to the DETECT Project CDL Framework, the following digital literacy skills that are required to succeed in the modern digital age are:

- Information Literacies which include digital media use, online reading & comprehension, source validation and verification etc.
- Digital Content Creation including creative digital expression and co-creation
- Digital Citizenship detailing rights and responsibilities when operating digitally and in an online environment
- Digital Wellbeing and Safety which encompasses online safety and digital belonging
- Digital Communication and Collaboration which involves online communication, online collaboration, online privacy and digital identity and profiles.

The Irish primary school curriculum is spiral in nature meaning skills that are taught in one class grouping are then built upon or extended in the next year. This means material is revisited at each level at least twice. The teaching of digital literacy skills should also reflect this. For example, skills taught in junior infants will be re-taught and extended in senior infants. The class groupings will be junior & senior infants, 1st & 2nd class, 3rd & 4th classes and 5th & 6th classes.

Junior & Senior Infants

At this level, pupils will be introduced to the most basic of skills. This is a vital stage in the development of pupil's digital literacy skill set as it is important to begin with a solid foundation.

The first skill that pupils at this level will learn is information Literacies including digital media use, online reading and comprehension. Pupils will need these skills to access literacy and numeracy in the digital curriculum through such apps Jollyphonics, Reading Eggs and IXL. Pupils will be taught how to unlock devices such as tablets, recognise icons of the apps they need to use. As a pupil progresses through junior and senior infants, they will acquire reading and comprehension skills. These skills will also be applied as a digital literacy to recognise icons and links for navigation within apps.

Pupils at this level will also learn about Digital Wellbeing and Safety specifically in relation to screentime. Pupils will be made aware of how to look after their wellbeing by not spending too much time on devices through songs and stories on the topic such as 'Buddy the Dog Internet Safety Story' available on Twinkl. Teachers at this level will use the pedagogical approaches of inquiry based learning and collaborative based learning.

1st & 2nd Class

As pupils progress up through the school, their digital literacy skills will develop further as their academic ability increases. At this stage, pupils will be building on the Information Literacies already introduced in junior and senior infants and taking on new digital literacy skills such as Digital Content Creation including creative digital expression and co-creation and Digital Wellbeing and Safety which encompasses online safety and digital belonging.

Pupils Information Literacy skills will be further developed by using tablets to access online literacy and numeracy tasks associated with their Maths book and English reader. Pupils will develop their digital media use by accessing Maths My Way online activities and Starlight online resources to complement their English literacy lessons. The pupils will also move on to the next level of Mathletics, IXL and Reading Eggs using their online reading and comprehension digital literacies to navigate the interface for older children.

Pupils at this level will also further develop their Digital Content Creation skills through using the school's Learning Management System (i.e. Teams or Google Classroom) for digital activities at home. Pupils will learn how to take pictures, crop and edit them and upload them to their LMS. All of this will be done in conjunction with their parents.

Pupils will revisit Digital Wellbeing and Safety and will partake in activities on Internet Safety Day and other online safety initiatives where they will acquire the skills to understand the risks involved in partaking in a digital environment, namely protecting personal information.

3rd & 4th Class

Building on the digital skills they have learned thus far, pupils in this group will add to their skillset by learning about Digital Citizenship detailing rights and responsibilities when operating digitally and in an online environment and Digital Communication and Collaboration which involves online communication, online collaboration, online privacy.

Pupils in 3rd & 4th class will develop their Digital Wellbeing and Safety skillset by partaking in the WebWise program HTML Heroes which discusses online safety, protecting personal information and reporting cyber bullying.

Pupils will also enhance their Digital Content Creation by creating multimedia slideshows using Office 365/Google Slides which will complement their Information Literacies digital skills by creating content showing their knowledge on a topic. Pupils will move away from

touch devices such as tablets and begin to use netbooks and notebook devices with keyboards and track pads.

Pupils will be supported in developing their Digital Communication and Collaboration skills through using the school's Learning Management System to create, share and collaborate on digital artifacts.

5th & 6th Class

Pupils at this stage will be learning all the digital competency skills outlined in the Digital Learning Plan. Pupils will have fully developed their skills in Information Literacies especially online reading and comprehension (i.e. knowing how to navigate around a webpage using hyperlinks and navigation buttons) and they should be able to source validate and verify information on the internet recognising which is a good source of information and which is unreliable.

Digital Wellbeing and Safety is also of vital importance at this stage as pupils begin to communicate and collaborate online. Pupils will take part in the MySelfie internet safety program developed by WebWise to enhance the pupils skills in the area of protecting themselves online, reporting cyber bullying and being a responsible and conscientious digital user. Pupils will also learn about digital overexposure and how this affects sleep, mental health and behaviour overall.

Pupils will also learn about digital identity and profiles as they begin to use apps for communication and create social media profiles.

<i>Skill</i>	<i>Age Level to Develop Skill</i>	<i>Where it Will Be Embedded in the Curriculum</i>	<i>Pedagogical Approach</i>	<i>How it will be Taught /Developed</i>
<i>Information Literacies</i>	Junior Infants – 6 th Class	Numeracy Literacy SESE	Inquiry, Collaborative & Reflective Based Learning	Jollyphonics, IXL, Reading Eggs, Online digital schoolbook resources
<i>Digital Content Creation</i>	1 st Class – 6 th Class	Literacy SESE, Arts	Inquiry & Collaborative Based Learning	Office 365, iPads, Chromebooks, moviemaker, iMovie
<i>Digital Citizenship</i>	1 st Class – 6 th Class	SESE SPHE	Reflective & Inquiry Based Learning	Webwise, Safer Internet Day

<i>Digital Wellbeing & Safety</i>	Junior Infants – 6 th Class	SESE SPHE	Reflective & Inquiry Based Learning	Webwise, Safer Internet Day
<i>Digital Communication & Collaboration</i>	3 rd Class – 6 th Class	Numeracy Literacy SESE SPHE	Inquiry, Collaborative & Reflective Based Learning	Teams/Google Classroom

4. Evaluation of the Progression of Digital Learning

Evaluation of the progression of Digital Literacies within the school will be conducted by revisiting the SMART targets set out in the SSE process. The SELFIE tool will be used to assess digital literacies skills in the school and will be compared with the first survey to gauge as whether there has been any improvement or not.

The teacher created surveys and questionnaires based on the CDL framework can be distributed after the defined time stated in the SMART targets to determine if digital literacies have improved.

The statements of effective practice and highly effective practice can also be used to determine if digital literacy levels within the school have improved, remained stagnant or have declined.

5. Limitations and challenges

The potential limitations and challenges to the roll out of the plan could possibly come from teachers, parents and leadership. Teachers may not feel that they have the required skill level or confidence to teach digital literacies. CPD and supports will be offered to all staff as to improve confidence and skill levels among the teaching staff.

Parents may be reluctant to support their child in the development of digital literacy skills due to being time-poor or not having resources at home such as access to high-speed internet connectivity or suitable devices. Supports and upskilling programmes should be made available to parents to give them the skills and tools to support their children's digital literacy development. Information events should be held in the school to inform the parents of the benefits and advantages of having digital literacy skills in the digital era.

This Digital Learning plan was ratified by the Board of Management of Maynooth ETNS

Date: April 3rd 2025

Review Date: April 2027

Chairperson: Niall Hare

Principal: Lorraine Murray