

BALLYMAKENNY
COLLEGE



Ballymakenny College
Digital Learning Plan

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1.Introduction

This document will detail the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details

Ballymakenny College was established in 2013 under the dual patronage of the Louth & Meath Education & Training Board and Educate Together. The school moved into our new building in 2016 and has a range of equipment and facilities necessary for the teaching of a comprehensive curriculum to Leaving Certificate Level in all our subjects.

1.2 School Vision

Ballymakenny College is committed to the values laid down in the Educate Together Charter and the Mission Statement, Values and Principles of Louth Meath Education and Training Board. Ballymakenny College is learner-centred, multi-denominational, co-educational and democratically run. This means that all members of the school community, whatever their social, cultural or belief background, work together in an atmosphere of dignity and respect. Students follow an ethical curriculum, which includes learning about different religions and belief systems. Our ethos provides a strong moral, ethical and spiritual framework for the whole school community, and informs all policies and practices in the daily life of the school.

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

- All classrooms are fitted out with an interactive projector and Apple TV.
- We have a computer lab with 31 computers in total.
- We have a dedicated DCG room with a further 25 computers.
- We have a dedicated resource room with 10 desktop computers.
- 2 mobile laptops trolleys both with 30 laptops.
- Several SEN students use laptops to support their learning.
- The school has two ProWise interactive TV units.
- The ASD unit has use of a ProWise in classroom-based setting.
- Staff have all been assigned an iPad.
- All staff have access to a subsidy scheme for Apple Pencils which can be purchased at 50% off.
- Students from Transition Year down all use iPads as an interactive learning tool and to store iBook's. Maintained by Select.
- We use VS Ware to record student data, attendance, behaviour, and assessment.
- Staff and students have an Office 365 account with the full suite of applications.

- We have a school website and twitter account.
- The school has high speed broadband, using both wired and wireless access points.

1.4 The focus of the Digital Learning Plan:

School Planning Committee has undertaken the task to further develop the existing Digital Framework Plan.

2. The dimensions and domains from the Digital Learning Framework:

2.1. Dimension 1: Learning and Teaching

- Domain 1: Learner Outcomes
- Domain 2: Learner Experience
- Domain 3: Teacher's Individual Practice
- Domain 4: Teacher's Collaborative Practice

2.2. Dimension 2: Leadership and Management

- Domain 1: Leading Teaching and Learning
- Domain 2: Managing the Organisation
- Domain 3: Leading School Development
- Domain 4: Developing Leadership Capacity

2.3 Summary of our strengths with regards digital learning:

- Subject departments store department plans, schemes of work, resources on digital platforms SharePoint and OneDrive.
- Subject departments identified teaching strategies/ online resources to use in class.
- All staff receive training in use of iPad and Office 365 applications.
- Further training provided by teachers throughout the year.
- Some departments moving from textbook to student -centric original content in relation to the curriculum.
- Staff are capable and confident in use of digital learning in relation to CBAs as part of new Junior Cert Curriculum.

- Needs of our SEN students being met in terms of assistive technology required.
- Dedicated ICT Team to aid staff with any difficulties.

2.4 Areas to focus on to improve our digital learning practice further

- Increase number of teachers sharing their expertise in the use of digital learning In the classroom.
- Improve infrastructure in the school, ensuring regular uninterrupted Wi-Fi signal throughout.
- Integrate an element of digital learning into all subject department plans and allow time in subject planning for digital learning.
- Opportunities for further staff CPD in relation to digital learning.

2.5 Our Digital Learning Plan records:

- **Actions** we will implement to achieve these targets
- **Who is responsible** for implementing, monitoring, and reviewing our improvement plan.
- Criteria for Success- how we will measure **progress** and check **outcomes**.

As we implement our improvement plan, we will record progress made, adjustments made and reflection notes.

3. Learning and Teaching: Digital Learning Action Plan

Domain 1: Learner Outcomes							
Standard	Highly Effective Statement	Action	Timeframe	Personnel Associated	Criteria for Success	Resources	Reflection Notes
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 relevant apps/programmes to achieve success in classroom tasks and projects.	Ongoing	All teachers	Classroom tasks and projects submitted to teachers via appropriate method (Teams/Email).	iPads PC's	
	Students use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.	Students use iPads / PCs to research, document, and complete class tasks/projects. (Can be subject specific – e/g. Art – Procreate)	Ongoing	All teachers	Students' complete classroom tasks/projects/portfolios using their iPads and PCs.	iPad PC's	
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.	Inclusion of wellbeing and risk assessment tasks in 1 st Year ICT scheme. Online safety included in SPHE and Ethics curricula.	Annually	ICT / Ethics / SPHE Teachers	Students complete an internet safety poster detailing the danger of the internet and the importance of digital wellbeing in 1 st year ICT. Students' complete coursework in SPHE and Ethics on online safety.	iPad PC	
	Students can confidently protect their digital identity and manage their digital footprint.	Screen time awareness activated for all student iPads to make them aware of their digital usage.	Ongoing	ICT teachers Tutors	Students complete my 'weekly wellbeing check-in' – screen time can be incorporated.	School Journal iPad	
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.	Use of Athena to create an individual record of profile of achievement based on ability. 5 th year guidance – they look at Athena	Ongoing	Staff Parents Students	Parents have access to VSware to monitor student progress. Teachers have access to Athena to input student data and create individual learning profiles for students.	VSware Athena	

		and monitor their progress. Provide parents / guardians with access to VSware to monitor student progression.					
	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 use iPads and PCs to develop their knowledge and proficiency in all subjects.	Ongoing	Students Teachers	Students access relevant apps and programmes in specific subjects to help improve their learning skills.	CAD – Tech Music – Muse Score Scorecreator PHet – Science	
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.	Students are assigned tasks via ‘assignments’ on teams. Assignments are returned to students with grade and comments.	Ongoing	Teachers	Students receive feedback on Teams from their teachers. This can be in the ‘feedback’ box or handwritten by apple pencil directly onto work submitted.	Teams	
	Students and/or parents use digital technologies to access, evaluate and interpret the results of formative, summative, self- and peer-assessments.	Students and parents are provided with results and feedback comments on VSware every term. Athena provides teachers and students with an individual learning profile to accurately gauge student progress.	Ongoing	Teachers Students Parents	Parents can access the students VSware account which allows them to monitor academic progression as well as behavioural issues.	VSware	

Domain 2: Learner Experiences

Standard	Highly Effective Statement	Action	Timeframe	Personnel Associated	Criteria for Success	Resources	Reflection Notes
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 use digital technologies to research information and complete CBA's.	Annually	Students	Students submit CBA's in a wide variety of formats including Word, PowerPoint, Excel, Pic Collage and Canva.	iPads PCs	
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	Through our ICT modules, students are shown how to use interact with other via emails and teams in a respectful manner. Appropriate timing for communication.	Ongoing	ICT Teachers	Students use communicate with each other using appropriate language and formatting on Teams and Outlook. Students communicate with staff and other students at appropriate times during and outside school hours.		
	Students use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation.	Students have access to a wide range of apps and programmes to collaborate on and share content.	Ongoing		Students engage in collaborative tasks using digital devices.	Kahoot Mentimeter Live documents	
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 complete CPC into their school journals, there is scope with this to digitise it in the future.					
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	There are themed weeks / initiatives throughout the year which require	Ongoing	Students	Students create promotional/advertising content using digital devices at various stages throughout the year.	PowerPoint Word Canva	

	themselves engaging in continuing education and training.	promotion and advertising.					
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Domain 3: Teacher Individual Practice

Standard	Highly Effective Statement	Action	Timeframe	Personnel Associated	Criteria for Success	Resources	Reflection Notes
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 use a broad range of apps/programmes to create new opportunities for learning.	Ongoing	All staff	Students are exposed to a wide variety of different technologies in class to help improve their learning.	Canva Sway Digital Storytelling Drones TY Podcasting Film Stories	
	Teachers model high-level teaching, knowledge, and skills, using digital technologies to support student creativity, innovation and knowledge creation.	All rooms have a projector and an Apple TV to stream content to students. All staff have been provided with an Apple iPad device.	Ongoing	All staff	Teachers use a wide variety of technologies to enhance their teaching methods. (iPads, Projectors, Apple TV's, Apple pencils).	iPads Apple TVs	
	Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.	Apple Pencil is available to staff at a subsidised price. Teams has replaced SharePoint since 2020 as the main platform for sharing content and interacting with students. Teach Meet – The SLT organise the inaugural TeachMeet in 2022.	2020 - Ongoing	All staff	Teachers use Apple Pencils to enhance their teaching methodologies. Teams is the main platform students access content on and communicate with teachers/peers.	Apple Pencil Teams	
The teacher selects and uses planning, preparation and assessment practices	Teachers use appropriate digital technologies to support differentiated learning, enabling learners	Teams allows for a variety of tasks to be provided to a class to	Ongoing	All teachers	Students are exposed to differentiated lessons where content can be accessed at a	iPads Teams	

that progress students' learning	to take ownership of their individual learning needs.	target students with varied abilities. Teachers can use iPads to send pictures of work. Teachers can use a variety of apps to differentiate work for students.			variety of different levels depending on student capabilities.		
	Teachers use appropriate digital technologies to help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation	All departments have access to a wide variety of specialised apps.	Ongoing	All teachers	Students in practical subjects use various different apps to researching projects and bringing concept ideas to realisation.	Onshape – Technology Yousician – Music Procreate-Art Canva – projects	
	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.	Guidance department evaluate CAT scores for incoming students to identify students who have shown high levels of skill in specific areas.	2022 - Ongoing	Guidance Department	Students who have shown high levels in particular areas are given an opportunity to use their skill set in specific areas which may be more suited to them.		
	Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.	Teams allows for a variety of different methods for teachers to supply students with feedback.	Ongoing	All teachers	Students receive feedback by text in the feedback box on Teams / handwritten feedback (Apple Pencil) / dictated feedback on Teams.	iPad Apple Pencil Teams	

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 students' ownership of their learning.	Teachers can use the Flipped Classroom method – videos can be recorded and supplied to students in advance of lessons.	Ongoing	All teachers	Students can access content from their teacher ahead of class.	iPad	
	Teachers embed digital technologies to develop, monitor and evaluate students' literacy and numeracy development on an ongoing basis	Keywords and numeracy testing are annual tests given to 1 st and 2 nd year students. Microsoft forms is used as the platform to give these tests.	Ongoing	All teachers and students.	Students access and complete numeracy and keywords testing via Forms. Results are generated immediately.	iPad Microsoft forms	
The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary	Teachers reflect on and enhance students' active use of a range of digital technologies based on their individual learning needs.	Teachers provide access to a broad range of apps that allow students to develop their proficiency in all subjects.	Ongoing	All teachers	Students use apps to complete classwork tasks / projects. Students complete 'extension tasks' provided by teachers to further develop their learning outcomes.	iPad iMovie PowerPoint	

Domain 4: Teachers Collective / Collaborative Practice

Standard	Highly Effective Statement	Action	Timeframe	Personnel Associated	Criteria for Success	Resources	Reflection Notes
Teacher's 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.	Teach Meet – In November 2022, Ballymakenny College hosted its inaugural Teach Meet. Teachers presented digital skills and programmes they use to enhance their teaching methods.	2022	All staff	Teachers are exposed to new and innovative ways to improve their teaching methodologies to enhance student outcomes.	Teams Sway PowerPoint Canva	
	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.	New: Collaborative Teams Channel Teachers will be added to a collaborative Teams channel where ideas / relevant cross curricular apps can be shared. New: Staff Erasmus – focus on ICT	2023	All staff	Teachers will have access to a collaboration channel on Teams where apps / websites / software's that are available in one department may be useful in another. Subject co-ordinators can monitor this channel to view any relevant content for their department.	Teams	
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 have access to PDST courses / Twitter / Subject specific groups.	Ongoing	All teachers	Teachers engage in CPD courses. Teachers are members of subject specific associations to further develop their understanding of their subject.	PE – PEAI PPMTA – MUSIC ETTA – Technology	
	Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to	Teachers have access to an office 365 account which allows them to liaise with a	Ongoing	All teachers.	Teachers use their email accounts / social media accounts to interact with outside agencies such as JCT / PDST / TUSLA / CAMHS.		

	facilitate meaningful interdisciplinary learning experiences for students.	wide variety of outside agencies.					
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.	When referring to specific students in official school correspondence, teachers use student initials to ensure anonymity for students involved. Athena – students have an individual learning profile which allows the school to ensure student needs are being met to the highest standard.	Ongoing	All staff	Teachers use student initial to reference students in school correspondence. Data is stored on each student regarding attainment which allows teachers to view an individual learning profile for each student. This ensures that student expectations from their teacher are realistic and attainable.		
	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.	Teach Meet – In November 2022, Ballymakenny College hosted its inaugural Teach Meet. Teachers presented digital skills and programmes they use to enhance their teaching methods.	2022	All staff	Teachers are exposed to new and innovative ways to improve their teaching methodologies to enhance student outcomes.	Teams Sway PowerPoint Canva	
Teachers contribute to building whole- staff capacity by sharing their expertise	Teacher’s lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.	Teach Meet Department meetings – best practice and sharing of ideas is encouraged by the SLT.	Ongoing	All staff	The Teach Meet provided teachers with an opportunity to learn from each other and develop digital strategies together.		

4. Leadership and Management: Digital Learning Action Plan:

Domain 1: Leading Learning and Teaching							
Standard	Highly Effective Statement	Action	Timeframe	Personnel Associated	Criteria for Success	Resources	Reflection Notes
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.	<p>Organisation of teach meet. Teachers were provided with internal training from their peers on effective use of ICT in the classroom.</p> <p>The Senior Leadership team approve and provide funding and resources for teachers to help them embed ICT initiatives in their everyday practice.</p>	2022-Present	All staff	<p>Teachers utilise digital devices and ICT initiatives in their classroom every day.</p> <p>Teachers purchase relevant and necessary ICT equipment for their classrooms.</p>	<p>iPads</p> <p>App Store</p> <p>Apple Pencils</p> <p>Projectors</p> <p>Prowise</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 students to become active and motivated learners.	<p>Literacy Testing –</p> <p>Students are tested annually on keywords using Microsoft forms. Targets are set by the SLT and adapted based on these results.</p>	2016-Present	All staff	Students complete a Microsoft form which provides immediate results for all departments to evaluate literacy targets.	<p>iPads</p> <p>Microsoft forms</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>The school planning committee devise and review policies on an annual basis, many of which involve ICT (AUP, Digital framework etc).</p> <p>The Teaching and Learning Committee research and share effective teaching</p>	2015 - Present	<p>SP Committee</p> <p>T & L Committee</p>	School change is enacted by policies developed by relevant committees.	<p>Teach Meet</p> <p>Whole staff initiatives – Apple Pencil</p>	

		methodologies to staff.					
	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>This digital framework provides a platform for all existing initiatives to be evaluated every year.</p> <p>The principal approves funding for a range of digital technologies to be purchased and experimented with.</p> <p>Hardware and software of all digital technology is constantly being evaluated by the ICT team to ensure it is fit for purpose.</p>	2014 - Present	SLT ICT Team	<p>Digital technology practices are evaluated and adapted annually.</p> <p>Equipment is purchased on an ongoing basis. This equipment is used, and its effectiveness is evaluated by staff using it.</p> <p>iPads, PCs, Printers, Access Points and all other school hardware and software is updated on an ongoing basis when the ICT team deem it necessary to do so.</p>		
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.	<p>The principal has adopted VSware to track students' personal information, attendance and discipline records.</p> <p>The principal has adopted Athena Academic tracker to monitor each student's progress and set real time academic targets for all students.</p>			<p>All staff, students and parents use VSware to monitor and track student attendance records / discipline records.</p> <p>All staff use Athena Academic Tracker to record student results. In turn, Athena creates a profile of achievement based on students' ability which allows for realistic targets to be set for each student.</p>		

	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.	iPads are provided to all staff and students which have built in programmes that alert users about screen time and device usage.	2014 - Present	All staff	All users are aware of their screen time. They can set limits on their devices or sleep schedules which monitors access to the device at certain times.		
	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.	Student devices are enabled for dictation to typing. Students can use this to transcribe their work.	2018 – Present	All students	Disadvantaged students are able to verbalise their work which can be converted to text by their iPad.		
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.	The ICT schemes of work for 1 st year and Transition year students include tasks centred around wellbeing as well as collaboration tasks.	2014 - Present		Students complete tasks that centre around participation and collaboration. Students complete individual and group tasks during these courses.	Microsoft Office iPads	
	They purposefully ensure that the use of digital technology is embedded across the school curriculum, whereby all students engage with valuable learning experiences.	The Senior Leadership Team ensure that Digital Technology initiative are included on subject department agendas that are sent to subject co-ordinators.	2014 - Present	SLT Subject Co-ordinators.	Subject co-ordinators discuss and promote Digital Learning Initiatives as part of department meetings.		

Foster teacher professional development that enriches teachers' and students' 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.	The Principal and the Senior Leadership Team facilitate a Teach Meet where teachers can learn from their peers about effective teaching methodologies and effective use of Digital Technologies.	2022 - Present	All staff	Teachers can learn about new Digital Technologies which can be incorporated into their own teaching to improve and enhance student outcomes in their own classroom.		
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Domain 2: Managing the Organisation

Standard	Highly Effective Statement	Action	Timeframe	Personnel Associated	Criteria for Success	Resources	Reflection Notes
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.	The School Planning Committee led by an Assistant Principal 1 devises policies and reviews existing policies on an annual basis.	2014 – Present	School Planning Committee	Policies are devised and reviewed on an annual basis by the school planning committee.		
				Board of Management	The BOM is presented with policies for ratification by the School Planning Committee.		
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 principal, in collaboration with ICT Team oversees that the digital infrastructure of the school is maintained to a high standard.	Ongoing	Principal ICT team	ICT hardware and software is reviewed on an ongoing basis and updated when it is required.		
		Finance is approved by the Board of Management/Principal to the ICT Team to ensure digital teaching aids are of an excellent standard. Staff devices are updated on a continuous basis.		Ongoing	BOM Principal ICT Team		

	Physical learning spaces have been designed or adapted and furnished to harness and optimise the use of digital technologies, to provide access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	Every classroom in the school has been furnished with a projector and an Apple TV. Every staff member has an Apple Device that can AirPlay an image onto the projector.	Ongoing	All staff	Student experience a high level of use of digital technologies in class as the physical resources in the school classrooms are of an excellent standard.		
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 pro-emptively and effectively to manage them, and adopt a solution-focused approach.	Policies such as the Acceptable User Policy, the Code of Behaviour and the Anti-Bullying Policy include strategies and procedures for dealing with potentially challenging situations which may arise regarding digital technology.	Ongoing	Staff Students	School leaders have a policy framework in place to deal with potentially challenging situations that may arise with digital technologies.		
	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.	All staff and students are provided with access to office 365 and VSware to ensure effective and appropriate communication on a professional platform.	Ongoing	Staff Students Parents	All staff, students and parents communicate in a respectful manner on appropriate platforms which have been adopted by the school to meet the needs to the organisation.		
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	The Principal and the Senior Leadership Team facilitate a Teach Meet where teachers can learn from their peers about effective teaching methodologies and	2022 - Present	All staff	Teachers show their individual practice to fellow colleagues. This allows for best practice to be shared and adapted across the whole staff. Teachers can evaluate the effectiveness of each methodology and review their		

	effective professional accountability process.	effective use of Digital Technologies.			own practice to see if it can be improved.		
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Domain 3: Leading School Development

Standard	Highly Effective Statement	Action	Timeframe	Personnel Associated	Criteria for Success	Resources	Reflection Notes
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.	The school uses a variety of different platforms to articulate the vision of the organisation.	Ongoing	Senior Leadership Team	All stakeholders in the organisation have access to the school mission statement, school updates and school news.	School Website Social Media VSware Office 365	
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.	All initiatives introduced are trailed and tested with feedback being requested after their implementation.	Ongoing	All staff	Feedback forms are sent out to all relevant stakeholders when any new digital technology initiatives are introduced. This feedback forms the basis of whether this initiative is continued, adapted or discontinued.	Microsoft Forms	
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 school uses a variety of different platforms to communicate with all relevant stakeholders. All staff documents and department documents are stored on Office 365 programmes.	Ongoing	Senior Leadership Team	All stakeholders in the organisation have access to the school mission statement, school updates and school news. All staff can access department documents and whole staff documents via their Office 365 account.	School Website Social Media VSware Office 365	

	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 principal has adopted Athena Academic tracker to monitor each student's progress and set real time academic targets for all students.	2022 – Present	All Staff	All staff use Athena Academic Tracker to record student results. In turn, Athena creates a profile of achievement based on students' ability which allows for realistic targets to be set for each student.		
	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.	The school forges relationships with a wide variety of external organisations using digital technologies to communicate.	Ongoing	All staff	Links are created with outside agencies and external organisations by communicating via emails, phone or video-calls.	EWO TUSLA Subject specific organisations.	
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.	The Senior Leadership Team and Assistant principals attend training and information days hosted by management bodies and the Department of Education.	Ongoing	SLT Assistant Principals	The school is informed by research, national policy and technological development which allows the organisation to be proactive with change to align with any directives from state level or management bodies.	ACCS	

Domain 4: Developing Leadership Capacity

Standard	Highly Effective Statement	Action	Timeframe	Personnel Associated	Criteria for Success	Resources	Reflection Notes
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.	<p>Apple Pencil is available to staff at a subsidised price and training on best practice with the accessory is provided by the ICT team.</p> <p>The Teach Meet allows digital pedagogical practices to be critically assessed by staff and considered for use in the own practice.</p>	Ongoing	All staff	<p>Staff can purchase the Apple Pencil at a reduced price. The Apple Pencil allows staff to present work digitally to students as well as correct work digitally among many other uses.</p> <p>Staff evaluate digital pedagogical practices presented at the Teach Meet with a view to including them in their own practice to improve student learning outcomes.</p>	<p>Apple Pencil</p> <p>iPads</p> <p>App Store</p>	
	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.	The Senior Leadership Team identifies areas for improvement with the Leadership and Management Team on a regular basis.	Ongoing	SLT LMT	The Leadership and Management Team identify teams who are best placed to address areas where improvement is required. Through this collaborative reflection, improvements can be made by personnel in a position to address issues effectively.		
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	The Senior Leadership Team utilise the Distributed Leadership model to delegate tasks and create teams for tasks to be carried out effectively.	Ongoing	All staff	<p>Committees / Teams carry out tasks delegated by the Senior Leadership Team.</p> <p>ICT team facilitates training for staff in areas regarding digital technology.</p>	Office 365	

	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.	The Droichead programme provides new staff with a support network in the school which they can rely on for help with digital technologies. The ICT team provides staff with a designated email if they require support in any area of ICT.	Ongoing	All staff	All staff have a support system in place to deal with digital technologies. The Teams that are in place to provide this support are empowered by the Senior Leadership Team. This is building leadership capacity among these individuals.	Droichead ICT help email	
	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.	The Teach Meet allows digital pedagogical practices to be critically assessed by staff and considered for use in the own practice. Whole staff meetings regularly contain segments for staff to share best practice with their colleagues regarding digital technology.	Ongoing	All staff	The Teach Meet provides staff with an opportunity to present their ideas to their peers, boosting their confidence in the process and building leadership capacity. Presentations at whole staff meetings provide individuals with the same opportunity.		
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	Students are provided with an opportunity to provide feedback to amend course structure and content delivery in certain subjects / courses in Transition Year.	Ongoing	Students Teachers	Students are provided with a range of digital feedback tools at the end of Transition Year modules. This provides students with an opportunity to co-design the learning process they experience in the classroom.	Mentimeter Microsoft Forms Kahoot	

	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.	The Senior Leadership Team and Assistant principals attend training and information days hosted by management bodies and the Department of Education.	Ongoing	SLT Assistant Principals	School leaders engage in a wide range of professional networks through relevant external school organisations.	ACCS ICT Sub Committee	

Success Criteria & Monitoring

The Digital Framework was devised in consultation with the students, parents, staff, management and Board of Management of Ballymakenny College.

This policy will be reviewed regularly as part of the normal Whole School Development Planning review cycle. If necessary, it may be reviewed at any time considering changing circumstances and/or changing legislation. Any amendments which need to be made will be in keeping with the general philosophy of the school. Any suggested amendments/improvements will be communicated to the Principal or Deputy Principals who will consult with all partners.

Approved by the BOM of Ballymakenny College on June 2023

Signed by Chairperson: *Maire Ní Bhroíthe*