

DIGITAL STRATEGY FOR SCHOOLS 2015-2020

KEY GOALS

Key Goals: Theme 1: Teaching Learning and Assessment using ICT

Objective	Action(s)	Timeframe	Lead Partner(s)
1.1. To embed digital learning objectives within future education policy and curriculum reform initiatives.	<ul style="list-style-type: none"> - Include clear statements and objectives on the use of ICT, and the development of digital learning competencies, in future curriculum specifications and policy initiatives relating to learning and teaching. 	2015-2020	NCCA, Curriculum and Assessment Policy Unit (DES)
1.2. To adapt the UNESCO ICT Competency Framework for Teachers for the Irish context.	<ul style="list-style-type: none"> - Establish a design team to review and adapt the UNESCO ICT Competency Framework for Teachers. - Pilot the adapted framework, and revise as appropriate, to ensure that it facilitates teachers to reflect on their practice and identify professional learning needs. 	2016 2016-2017	ICT Policy Unit (DES) PDST-TiE
1.3. To aid the integration of ICT into teaching, learning and assessment in schools.	<ul style="list-style-type: none"> - PDST-TiE to play a lead role in promoting and supporting the integration of ICT in teaching and learning in schools. - PDST-TiE to help drive the implementation of the Strategy. 	2015-2016 2015-2020	PDST-TiE
1.4. To ensure that schools can engage effectively in whole-school planning and self-evaluation to support provision for ICT learning.	<ul style="list-style-type: none"> - Update the 'e-Learning in Your School (NCTE, 2009)' planning resource so that it reflects technological and educational developments since 2009 including School Self-Evaluation procedures for schools. - Publish and disseminate the revised 'e-Learning in Your School' planning resource. 	2016 2016	PDST-TiE PDST-TiE

1.5. To support personalisation and differentiation through the use of ICT.	<ul style="list-style-type: none"> - Provide case-studies and advice on how schools can best achieve personalised and differentiated learning for all learners using ICT. - Facilitate teachers to share exemplars of good practice in using digital tools for differentiation. 	2015-2020	PDST-TiE, Special Education Section (DES), Inclusion Support Service
1.6. To provide opportunities for students to pursue in-depth ICT study in the Senior Cycle.	<ul style="list-style-type: none"> - NCCA to provide advice and options to the Minister on further developing the provision for digital learning in the Senior Cycle including the feasibility of providing an in-depth course of study in ICT as part of the Leaving Certificate. 	2016-2018	NCCA, Curriculum and Assessment Policy Unit (DES), State Examinations Commission (SEC)
1.7. To promote technology-supported assessment.	<ul style="list-style-type: none"> - Explore and facilitate the use of ICT for formative and summative assessment purposes. - Promote the assessment of students' application of ICT in their learning across the curriculum. 	2015-2020 2015-2020	NCCA, Curriculum & Assessment Policy Unit, (DES)
1.8. To promote the use of digital portfolios (ePortfolios) for primary and post-primary students.	<ul style="list-style-type: none"> - Build on the experience of the EUfolio project to promote the use of ePortfolios for primary and post-primary students. 	2015-2020	PDST-TiE, NCCA, Curriculum & Assessment Policy Unit, (DES)
1.9. To ensure schools can use ICT as a tool for inclusive learning.	<ul style="list-style-type: none"> - Provide guidance and advice to schools on the use of ICT for teaching, learning and assessment for students with special education needs. 	2015-2020	Special Education Section (DES), Inclusion Support Service

<p>order to adapt relevant content into useful learning and teaching resources.</p> <ul style="list-style-type: none"> - Develop and promote protocols on sharing of digital resources between providers of professional support for schools. 			
<p><i>In addition to the lead partners, the following partners will play a central role in the actions required for the achievement of each objective:</i></p> <p><i>PDST, JCT, ISS, NIPT, Project Maths Development Team, State Examinations Commission (SEC), Teaching Council, ITE Providers, Education Centres.</i></p> <p>Support Services are established by the Department for the purpose of providing continuing professional development courses and other supports to teachers and schools. At the present time, support services include Professional Development Service for Teachers (PDST), Junior Cycle Team (JCT), National Induction Programme for Teachers (NIPT), Project Maths Development Team (PMDT), Special Education Support Service (SESS), and the National Behaviour Support Service (NBSS).</p>			

Key Goals: Theme 2: Teacher Professional Learning

Objective	Action(s)	Timeframe	Lead Partner(s)
<p>2.1 To embed the use of digital technology to support teachers' own professional learning.</p>	<ul style="list-style-type: none"> - Ensure that ICT is embedded in the planning, design and delivery of all teacher education courses and programmes. - Ensure that all professional development support services collaborate on the planning, design and delivery of CPD modules to support teachers to embed ICT in their practice across the curriculum. 	<p>2015-2016</p>	<p>PDST –TIE</p> <p>Teaching Council</p> <p>Teacher Education Providers</p>

			Support Services
2.2 To embed ICT in Initial Teacher Education Programmes.	<ul style="list-style-type: none"> - Cooperate with initial teacher education providers to ensure that pre-service teachers acquire the skills, knowledge and confidence to use digital technologies to support learning and teaching. 	2016-2020	ICT Policy Unit, (DES) and ITEs
2.3 To embed the use of ICT in all induction programmes for teachers.	<ul style="list-style-type: none"> - Cooperate with NIPT so that Newly Qualified Teachers (NQTs) receive appropriate guidance and support to integrate ICT into teaching, learning and assessment. 	2015-2020	NIPT
2.4 To align teachers' professional learning in ICT to the Teaching Council's National Framework for CPD.	<ul style="list-style-type: none"> - Map all teacher CPD involving the use of ICT in learning and teaching to the Teaching Council's national framework for CPD when available. 	2015-2020	ICT Policy Unit, (DES), Support Services
2.5 To provide a flexible, differentiated model of CPD to support embedding of ICT in teaching, learning and assessment.	<ul style="list-style-type: none"> - Develop and promote differentiated CPD models to embed ICT in teaching, learning and assessment. - Enhance the access to and impact of CPD for teachers through extending CPD delivery formats to include online and blended learning programmes. - Facilitate school-based, individual and whole-staff professional learning through online and blended learning support packages. 	2015-2020	PDST-TIE, Support Services
2.6 To provide information to teachers on innovative ways to use digital technology more actively in their own teaching.	<ul style="list-style-type: none"> - Promote the sharing of examples of good practice among teachers so that they can design more active learning activities for their students using ICT. - Provide advice and guidance to teachers on new technologies relevant to teaching, learning and assessment. 	2015-2020	Support Services

2.7 To develop and promote examples of effective integration of ICT in teaching, learning and assessment.	<ul style="list-style-type: none"> - Provide and facilitate the sharing of examples of good classroom practice on the effective use of ICT in teaching, learning and assessment. - Support the capacity building objectives of the Digital Schools of Distinction initiative as part of the Digital Strategy. - Introduce and implement the School Digital Champion initiative (introduce as a pilot in 2015/2016). 	2015-2020 2015-2016 2015-2016	Support Services PDST DCENR
2.8 To provide continued support to schools on the use of ICT for students with special educational needs.	<ul style="list-style-type: none"> - Provide continued support for teachers and principals in the use of digital learning tools for students with additional learning needs. - Develop and share case studies on the effective use of ICT in special educational needs settings. 	2015-2020	Special Education (DES), Inclusion Support Service
2.9 To encourage and support the use of ePortfolios for teachers.	<ul style="list-style-type: none"> - Collaborate with the Teaching Council, and other relevant professional bodies for teachers, in the use of ePortfolios in teacher CPD provision. 	2018-2020	Teaching Council and PDST-TIE
2.10 To promote Professional Communities of Practice.	<ul style="list-style-type: none"> - Provide advice and guidance on digital tools to support teacher professional communities of practice within schools or other teacher networks. - Provide advice to communities of practice on the sharing of digital resources and practices. 	2015-2020	Support Services

In addition to the lead partners, the following partners will play a central role in the actions required for the achievement of each objective:

PDST, JCT, ISS, NIPT, Project Maths Development Team, Teaching Council, ITE Providers, Education Centres.

Key Goals: Theme 3: Leadership, Research and Policy

Objectives	Action(s)	Timeframe	Lead Partner(s)
3.1 To provide strong leadership within the Department to oversee and regularly review the Strategy.	<ul style="list-style-type: none"> - Establish an Implementation Group consisting of representatives from relevant sections within the Department and the support services and agencies. - Provide regular reports on progress towards the achievement of the goals and objectives of the Strategy. 	2015-2020	DES
3.2 To ensure coherence and continuity between digital strategies for the school sector and the higher and further education sectors.	<ul style="list-style-type: none"> - Ensure regular engagement between the Implementation Group and project leaders of complementary digital learning initiatives in Further and Higher Education. 	2015-2020	ICT Policy Unit Further Education Section Higher Education Section
3.3 To enhance ICT capacity and awareness in the education system in partnership with industry.	<ul style="list-style-type: none"> - Engage with representative bodies of industry to develop a framework to assist schools to work with industry in line with the recommendations of the ICT Skills Action Plan 2014-2018. 	2015-2017	Curriculum and Assessment Policy Unit, (DES)
3.4 To encourage a culture of innovation.	<ul style="list-style-type: none"> - Continue to participate in Relevant, strategic ICT Projects at EU level. - Seek to target and coordinate support for innovative ICT projects in schools. 	2015-2020	ICT Policy Unit (DES) and PDST-TIE
3.5 To promote responsible and ethical use of the internet.	<ul style="list-style-type: none"> - Undertake awareness-raising actions and programmes that promote responsible and ethical use of the internet in close cooperation with all relevant actors at 	2015-2020	PDST-TIE

Key Goals: Theme 4: ICT Infrastructure

Objectives	Action(s)	Timeframe	Lead Partner(s)
4.1 To provide funding for School ICT Infrastructure.	<ul style="list-style-type: none"> – Provide multi-annual grants for ICT infrastructure in line with availability of public funds. 	2015-2020	ICT Policy Unit, (DES)
4.2 To improve Internet Connectivity for schools.	<ul style="list-style-type: none"> – Continue to improve broadband connections in primary schools under the existing Schools Broadband Programme. – Collaborate with DCENR to provide enhanced broadband services to primary schools. – Continue to provide high speed (100m/bits) to post-primary schools. 	2015-2020	ICT Policy Unit (DES), DCENR
4.3 To support the creation of school networks including Wi-fi.	<ul style="list-style-type: none"> – Provide wireless networks at new-build stage (new school building and extension projects). – Publish technical guidance documents for schools for the provision of wireless network installation. – Establish a procurement framework for Wireless providers. – Provide advice in relation to wired networks. 	2015-2020	Planning & Building Unit (DES)
		2015-2016	ICT Policy Unit, Planning & Building Unit (DES)
		2015-2016	ICT Policy Unit, Planning & Building Unit (DES)
4.4 To provide advice on ICT equipment and BYOD.	<ul style="list-style-type: none"> – Provide advice on ICT equipment and digital learning tools that are best-suited to support learning and teaching in schools. – Develop guidance for schools that wish to develop 	2015-2020	PDST-TIE
		2015-2017	PDST-TIE

	BYOD (Bring Your Own Device) approaches and exploit other emerging technologies. These will be supported by best practice videos, case-studies and advice on devices and pedagogical approaches.		
4.5 To provide advice and support to schools on cloud services for education.	<ul style="list-style-type: none"> - Explore the potential of cloud-based services across primary and post-primary schools. - Develop advice for schools on the use of cloud-based services including guidance on data security and privacy. 	2016-2018 2015-2016	PDST-TIE PDST-TIE
4.6 To explore and recommend technical support solutions for Schools.	<ul style="list-style-type: none"> - Evaluate a number of technical support options. - Provide guidance on the best technical support solutions for schools. 	2016-2017	ICT Policy Unit, (DES)
4.7 Ensure clear and concise advice is available to schools in relation to procurement.	<ul style="list-style-type: none"> - Work with OGP to ensure that the needs of schools are considered when existing or new frameworks are put in place for ICT equipment and services. - Work with the Schools Procurement Unit and ETBs to ensure that schools are aware of the frameworks that are in place. - Provide advice to schools in relation to their requirements under public procurement and the benefits and opportunities available. 	2015-2020	ICT Policy Unit (DES) and Schools Procurement Unit and ETBs

In addition to the Lead Partners, the following Partners will play a central role in the actions required for the achievement of each objective:

PDST, JCT, ISS, NIPT, Project Maths Development Team, Teaching Council, ITE Providers, Education Centres, HEAnet, Office of Government Procurement, the Schools Procurement Unit, Education and Training Boards (ETBs).