

# E-Learning Strategic Plan

2014-2017



Coláiste  
Bhaile Chláir

## School Vision

**An Innovative Learning Community Committed to Excellence**

- We are **INNOVATIVE**, constantly **LEARNING**, & striving to find and create better ways of pursuing our goals.
- We are all engaged in **LEARNING** staff and students alike.
- We are a **COMMUNITY** bound by strong values and tradition.
- We are **COMMITTED** to learner success.
- We expect and deliver **EXCELLENCE**.

## E-Learning Vision

**Coláiste Bhaile Chláir will be a world leader in incorporating e-learning strategies**

- to **ENGAGE** and **EMPOWER** all learners.
- to prepare them to become **DIGITALLY LITERATE, COLLABORATIVE, CREATIVE** and **FLEXIBLE**.
- and become **SOCIALLY AWARE** of their future with the skills to contribute responsibly as members of a **GLOBAL E-COMMUNITY**.

**Strategic Plan  
2014-2017**

Goal 1: Living What We Believe	Goal 2: Learning and Learners	Goal 3: Learning Climate
<p>At Coláiste Bhaile Chláir we will create our future by living out our Core Values of Compassion, Responsibility, Integrity, Empathy, Courage, Respect, Inspiration, Excellence, Determination, Equality and Friendship.</p>	<p>At Coláiste Bhaile Chláir we will create our future by actively engaging learners in creative and innovative learning programmes, guided by national frameworks, in partnership with learners, supported by the school community.</p>	<p>At Coláiste Bhaile Chláir we will create our future by optimising learning opportunities for all students.</p>
<p style="text-align: center;"><b>Goal 1: Strategic Intention</b> The ways we intend to enact this goal</p>	<p style="text-align: center;"><b>Goal 2: Strategic Intention</b> The ways we intend to enact this goal</p>	<p style="text-align: center;"><b>Goal 3: Strategic Intention</b> The ways we intend to enact this goal</p>
<ol style="list-style-type: none"> <li>1. Encourage and provide opportunities for student, staff and parental self-development which will enhance and develop character formation.</li> <li>2. Actively enhance positive relationships within the school between students, teachers, parents and the wider school community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Promote reflective practice and continuous improvement in all areas of the curriculum giving priority to <b>Numeracy and Literacy, STEM, student achievement, the Arts and quality physical activity.</b></li> <li>2. Continue the professional development of staff to ensure consistency and excellence in formative teaching practice and leadership capabilities.</li> <li>3. Continue to embed the 8 key skills of Junior Cycle in teaching and learning.</li> <li>4. Continue to develop and integrate e-learning across the curriculum including establishing an e-learning strategy.</li> <li>5. Continue to engage with our parent body to help them understand how they can support and celebrate their child's learning.</li> <li>6. Continue to ensure that the curriculum we provide meets the needs and interests of our student and parent body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide resources and support so that all students are able to actively engage in learning programmes.</li> <li>2. Continue to develop the transition, induction and first year programme to ensure all students feel safe, secure and happy in their first year in school.</li> <li>3. Promote and enhance healthy nutrition and an intellectually, spiritually, physically, emotionally and culturally safe environment, to support learning.</li> <li>4. Maintain and enhance facilities to support learning experiences.</li> </ol>

## **Introduction**

Coláiste Bhaile Chláir has been on a journey since its establishment to seize on the importance and benefits of digital technologies as a key learning tool. Participation in the NCCA Junior cycle Network schools project, through the EUFOLIO Department of Education and Skills project and the Microsoft OneNote and Office365 project with schools in Ratoath, Co Meath and Baltinglass, Co. Wicklow has supported our thinking for moving forward with e-learning.

We use e-learning to help meet student needs across the curriculum and to enhance, support and motivate effective and meaningful teaching and learning.

The continued development of e-learning in Coláiste Bhaile Chláir requires a partnership between our school Board of Management (BOM), Senior Management Team (SMT) staff, students and parents, our various project schools, GRETB, central government and our local community. It also means moving beyond static information to that which promotes student engagement and reward.

The Department of Education and Skills commitment to e-learning through initiatives such as the e-Learning in your school through NCTE and PDST, e-learning online training through [www.pdst.ie](http://www.pdst.ie), grants for laptops and projectors for schools scheme, rollout 100mB broadband shows this is an area of strategic importance.

Educational research and past experience has shown us the benefits of well-planned and effective use of e-learning. By extending our capability and use of e-learning at Coláiste Bhaile Chláir we will be able to empower our students to become life-long digital citizens who creatively use e-learning opportunities to enhance their life and learning. Coláiste Bhaile Chláir is committed to developing students' capability and supporting their growth as digital citizens.

This strategy is about identifying the future direction for learning at our school, our core beliefs, opportunities and barriers that e-learning presents and provides a planned and considered approach to them. E-learning is one component in the school strategic direction and should not be considered in isolation. It will be an ongoing living document, regularly reviewed and updated as new technologies and initiatives become available.

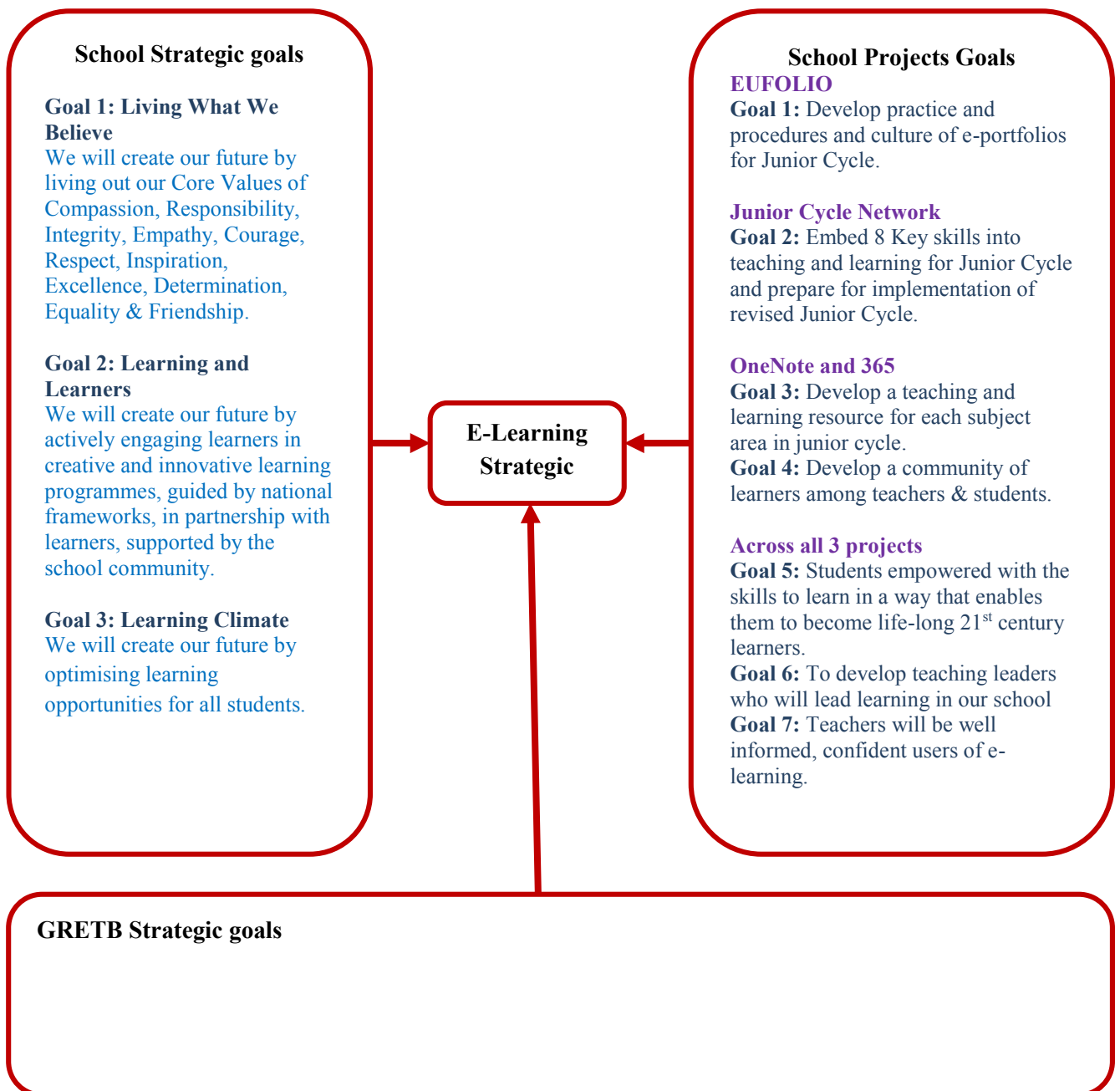
## **Underpinning Beliefs**

We believe:

- Technologies strengthen the process for learning; they open new opportunities and transform the way we learn.
- E-learning will be authentically integrated (with strong pedagogical practices in mind) and purposefully used across the curriculum to enhance, support and motivate effective and meaningful teaching and learning.
- E-learning will promote higher order and creative thinking and will be of high interest.
- E-learning enhances opportunities for students to be creative and innovative, participating in higher order learning and in more self-directed ways.
- Technologies foster and encourage participating, community partnerships and share the language of learning.

- An audience for e-learning enhances and celebrates student voice and increases engagement.
- There will be a formative approach to professional development where individual needs and interests are met (just in time help, skill learning workshops, tutorials, collaborative planning and in class support).
- In line with our core values, all students have the right to have equal access to e-learning.
- High quality access for all can only be gained when a partnership between school, parents and outside providers is successful.
- ICTs will be used by teachers and school management and administrative staff to support communication, collaboration, planning, assessment, reflection and self-evaluation.

### Influences on E-Learning Strategic Plan



## A community of learners where e-learning is integrated in all that we do

### Through our CONNECTIONS

- Engage and communicate with parents, students, local regional, national and global communities.
- Share and access learning knowledge and resources.
- Access ICTs that encourage learning within and beyond the classroom.

- To create networks between communities of learners.

- Website.
- School Blog.
- Twitter.
- Subject/class forums.
- Office365.
- EUFOLIO Project.
- OneNote Project.
- Office365 Project.
- Junior Cycle Network.
- CESI.
- GRETB cluster with Tuam.

### Through our CONTENT

- Learning with a blend of e-learning technologies and active & experiential learning methodologies.

- To engage and motivate learners.
- To support and enhance teaching and learning.
- To give learners a voice and audience.
- To create not consume.
- To facilitate reflection and high order thinking.
- To develop a culture of learning.
- To develop the skill of learning how to learn

- Deliberate and strategic Planning.
- Authentic infused inquiry, active, discovery and experiential learning.
- Development of the new Junior Cycles 8 key skills.
- Effective teaching and learning
- Information literacy (IT academy)
- Digital citizenship
- Effective classroom supports
- Develop a culture of reflective practice.
- Assessment for Learning.

### Through our CAPABILITY

- Developing and maintaining teaching expertise in e-learning.
- Developing and maintaining a robust infrastructure in e-learning.

- To create a knowledgeable and reliable community of learners.
- To ensure the infrastructure and required resources meets the needs of teachers and learners

- Effective and focussed CPD for all.
- Learning Pathways for all staff.
- Students as teachers.
- Student Digital ambassadors.
- Managed infrastructure, hardware and software.
- Identify and manage barriers.
- Innovative users if ICTs
- Participating as digital citizens.
- Ca do attitude.

**School Vision:** An Innovative Learning Community Committed to Excellence  
**E-Learning vision:** Coláiste Bhaile Chláir will be a world leader in incorporating e-learning strategies

## Phases of E-Learning Development

The table below shows the phases of schools and teachers growing e-learning capability **adapted** from the NCTE handbook for Principles and ICT co-ordinating teachers entitled “Planning and implementing E-Learning in your School”. This framework has been used to inform and structure e-learning strategic planning. We have adapted the naming of the four phases to better reflect our wish to Empower our school community to become a world leader in incorporating e-Learning strategies in daily school life.

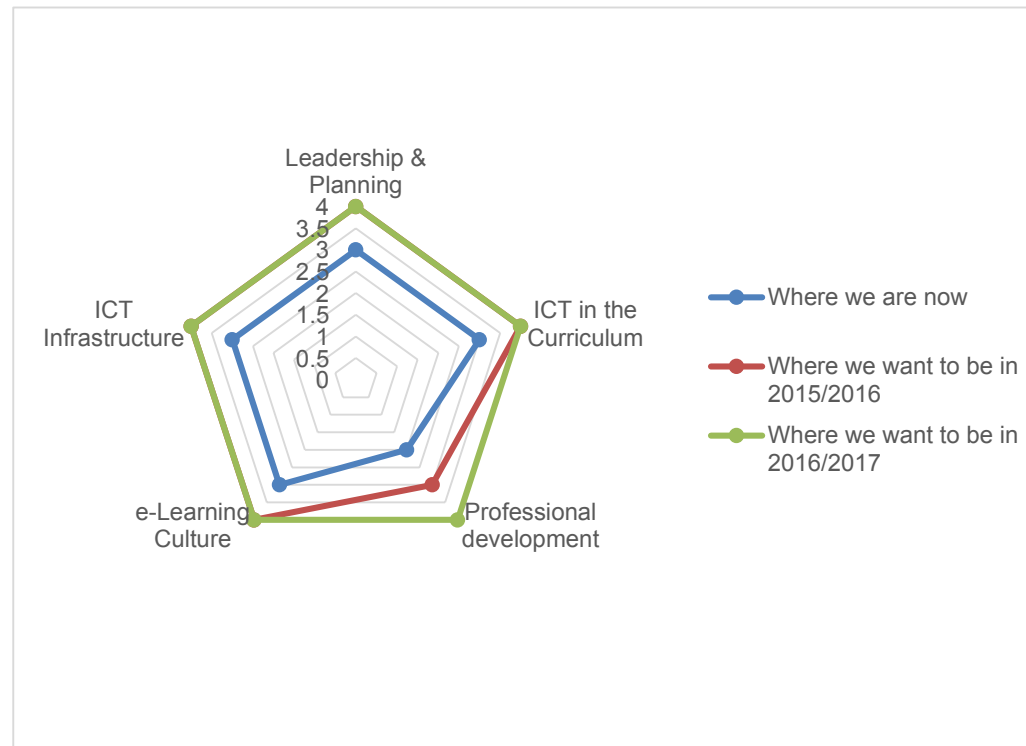
Phase 1 Initial (NCTE) Or <b>Emerging</b> (CBC Term)	Phase 2 e-Enabled (NCTE) Or <b>Engaging</b> (CBC Term)	Phase 3 e-Confident (NCTE) Or <b>Enabling</b> (CBC Term)	Phase 4 e-Mature (NCTE) Or <b>Empowering</b> (CBC Term)
In the emerging phase, the school/teacher’s e-learning processes and practices will focus on <b>beginning</b> to use the <b>technology</b> itself, rather than how it might be integrated into effective teaching and learning. By the end of this phase teachers should be sufficiently comfortable that they are able to introduce ICT into classrooms in phase 2.	In the engaging phase, the school/ teacher will be <b>triallying/using</b> technology to supplement instructional practices, or for <b>short-term application</b> . They will use what they have learned on Phase 1 to encourage student engagement with learning within the subject,	In the enabling phase, the school/teacher, working as a community, will begin to <b>refine technology use in response to immediate needs</b> . Technology easily allows students to engage in problem-solving and inquiry beyond the classroom. During phase 3 the main focus should be on differentiation towards students strengths and improving learning outside of the classroom.	In the empowering stage, the school/teacher community will <b>sustain iterative inquiry</b> into practice, driven by identified curriculum needs, and <b>ubiquitous</b> technology will enhance <b>authentic, co-constructed learning beyond the school within and beyond the school community</b> .

Through completion of the NCTE/PDST e-Learning roadmap we have identified our strengths and challenges in relation to e-Learning and thus identified our priorities for progressions in line with our School strategic Goals as outlined in the schools Strategic Plan 2014-2017. Under the five key areas as identified in the NCCA ICT framework and the NCTE/PDST e-Learning Roadmap

- **Leadership and Planning**
- **ICT in the curriculum**
- **Professional Development**
- **e-Learning Culture**
- **ICT infrastructure**

## Vision for 2014-2017 against eLearning roadmap Phases

- 1=emerging
- 2=engaging
- 3=enabling
- 4=empowering



# E-Learning Strategic Goals

5 Key Areas		Phase 2 Engaging Strategic goals		Phase 3 Enabling Strategic Goals		Phase 4 Empowering Strategic Goals	
Leadership and Planning	Vision	e-Learning vision is developed by e-Learning Team.	Y	e-Learning vision is fully integrated into the whole school vision.	Y	E-Learning vision is wide ranging and shared by all stakeholders. It is actively tested through the student learning experience.	
	Plan	E-Learning Plan has been developed by e-Learning Team. One teacher or a group of teachers has assumed leadership for ICT planning in the school.	Y	Comprehensive e-Learning Plan is integral to the whole school plan. The development of the plan is led by e-Learning Team with all staff contributing and whole school acceptance.		Teachers implement the e-Learning Plan in their daily work. Staff & students are actively engaged in innovative and exemplary practice.	
	Integration	Focus is mainly on supporting the integration of ICT usage throughout the school.	Y	Focus is mainly on supporting more comprehensive integration of ICT and the exploration of new and more effective approaches to ICT integration.	Y	Focus is mainly on supporting and facilitating personalised and self-directed learning.	
	AUP	School has developed an AUP following consultation with staff, students, parents/guardians, board of management/trustees.	Y	School has developed and ratified an AUP use following consultations with stakeholders. All stakeholders are familiar with its contents and the plan is fully implemented.		The AUP accommodates innovative use of new technologies, and facilitates the development of an ethical and responsible approach to the use of these technologies.	
	SEN	Use of ICT is focused on the areas of learning support and resource teaching.	Y	School supports and encourages the use of a wide range of ICT resources and assistive technologies (ATs) throughout the school to facilitate the inclusion of students with special educational needs.	Y	School includes the use of ICT and ATs in the development of all IEPs for students with special educational needs and uses ICT in all aspects of special educational needs assessment.	Y
ICT in the Curriculum	Teacher Understanding	A number of teachers understand methodologies to integrate ICT into the curriculum.	Y	Most teachers understand how e-learning can be used in the curriculum to improve student learning.	Y	Teachers have determined their own methodologies for integrating ICT into the curriculum.	
	Planning	There is some planning for ICT integration, with the focus mainly on teacher preparation, whole class teaching, group and individual work.	Y	Teachers plan in a structured way for ICT integration in their lessons and classroom activities.	Y	The school devotes time to exploring new approaches to using e-learning to improve student learning.	
	Teacher use	Teachers use ICT for lesson planning and as a teaching tool.	Y	Teachers use ICT to provide learning opportunities that support cross-curricular, subject based and constructivist learning approaches.	Y	ICT is embedded to facilitate student directed learning. There is consistent evidence of collaborative, inquiry, experiential, discovery-based and authentic e-learning activities throughout the school.	
	Student Experience	Students experience e-learning activities regularly.	Y	Students experience e-learning activities regularly and use ICT to collaborate on curriculum activities both within the school and with other schools.		Students are facilitated to use ICT to support and assess their learning, eg creating digital content and e-portfolios.	
	SEN	Teachers use of ICT focuses on the development of literacy and numeracy for students with special educational needs.	Y	Teachers use ICT diagnostic tools, assistive technologies and ICT resources to address curriculum objectives with students with special educational needs.	Y	ICT is integral to all aspects of SEN teaching and learning as well as in the development of IEPs. ICT resources and assistive technologies are incorporated into all levels of school planning.	Y
Professional Development	Teacher Awareness & Participation	Teachers are aware of and many have participated in NCTE or other ICT professional development programmes.	Y	The majority of staff have availed of individual or whole school ICT professional development opportunities.	Y	Teachers meet their CPD needs through active participation in communities of practice, peer-to-peer networks and accredited practice-based research.	
	Planning	An individual teacher or the e-Learning Team identify the whole staff professional development needs in relation to ICT integration.	Y	The ICT co-ordinating teacher or the e-Learning Team facilitates the identification of overall e-learning needs of staff. Programme for CPD is developed.		Teachers engage in ongoing self-evaluation and reflective practice in progressing the schools CPD programme.	
	Focus	Some staff are participating in NCTE CPD which focuses on the integration of ICT into the curriculum.	Y	The majority of staff have engaged in NCTE and other relevant professional development focused on the integration of ICT into the curriculum.		Schools identify and design whole school professional development programmes based on their specific needs, delivered in their own school with support from NCTE and other agencies.	
	Teacher Confidence	There is growing confidence among staff in the integration of ICT in the curriculum.	Y	The majority of staff are confident in the integration of ICT in their daily teaching.	Y	Teachers confidently share their experiences and innovative practice within their own school and with other schools.	Y
	SEN	All teachers in learning support and resource teaching have completed professional development in ICT and SEN.	Y	Teachers have acquired the skills to use assistive technologies to support students and are adapting their methodologies to use ICT.	Y	Teachers are confident and have acquired the skills to use a wide range of technologies to facilitate the inclusion of students with special educational needs.	Y
	Informal Learning	Sharing of e-learning ideas and good practice among staff takes place in an informal manner.	Y	Teachers regularly share new e-learning ideas and good practice with each other eg via staff meeting or e-mail.	Y	School supports and facilitates peer-to-peer learning in ICT, using a VLE and other formal and informal approaches.	Y



5 Key Areas		Phase 2 Engaging Strategic goals		Phase 3 Enabling Strategic Goals		Phase 4 Empowering Strategic Goals	
e-Learning Culture	Access	Teachers and students have regular access to e-learning resources.	Y	e-Learning resources are readily available to staff and all students throughout the school. Eg. Q365, Mangahigh, Khan Academy etc	y	e-Learning resources are available to staff, students and the wider school community outside of school time.	
	Evidence of use	There is visible evidence of use of e-learning, eg displays of project work.	Y	Evidence of e-learning is visible in all areas throughout the school.	y	The school disseminates and shares examples of good practice beyond their own school community.	y
	Online Presence	School has an active and up-to-date website.	Y	The school website contains content developed by teachers and students.		Schools uses a Content Management System (CMS) to create a communicative space where the school community publishes content and which conforms to accessibility guidelines.	
	Projects	School is involved in projects that integrate e-learning (national and/or international), eg e-Twinning.	Y	School has experience of integrating e-learning in interdisciplinary and large-scale project work.	y	Students and teachers regularly develop small-scale projects for external collaboration.	
	Organisation and Communication	There is some communication between school, home and the Department of Education & Science via e-mail or text messaging.	Y	School makes regular use of ICT to communicate with teachers, parents, Board of Management and the wider community. School has an e-mail newsletter.		School encourages parents and the wider community to use ICT to communicate with the school. Teachers, students and parents have online access to student records and timetable.	y
ICT Infrastructure	Planning for acquisition of Resources	Some level of ICT purchase planning takes place, including standardisation of ICT equipment, use of laser printers, and purchasing with warranty.	y	Procurement planning and standardisation of ICT equipment takes place. Older computers are disposed of environmentally.	y	There is an integrated approach to procurement which takes into account full operating costs of ICT equipment and technical support provision.	
	LAN, Wireless & Broadband access	Most rooms and computers are connected to the school network, facilitating access to online and network resources.	Y	A high-speed and reliable network extends to all areas of the school. All computers are connected to the network facilitating access to online and locally-based server resources.	y	Resources are accessible from a central server. All teachers and students have secure access to server space, and their e-portfolio, from within the school and remotely.	
	Technical Support	Technical Support is provided by an external company on a call-out basis as required. No technical support contract is in place.	y	Technical support is factored into procurement planning, all equipment is procured with an appropriate warranty. Formal technical support contract with Service Level Agreement (SLA) is in place with an external provider.	y	Technical support is planned and integrated with ICT procurement planning and takes into account full ICT operating costs.	
	Software and digital content	The school has a range of appropriate e-learning resources to support learning at all levels.	Y	There is easy access to appropriate digital content that teachers have catalogued by subject/curriculum area.		The school creates its own customised digital content which is accessible from home and school.	
	ICT equipment	Some rooms have digital projectors and computers. Peripherals, such as digital cameras and scanners are used for e-learning activities.	Y	All learning areas have access to a range of ICT equipment including digital projectors and wirelessly-enabled tablet PC's. Laptop trolleys are used to improve access to resources.	y	All learning areas have access to a range of ICT equipment. Provision is made for the incorporation of students' mobile devices.	y
	Licensing	The school is developing a software licensing programme for the applications installed on the school's equipment.	Y	The school has a log of all licenses for software and applications in use throughout the school.		The school ensures that all new installations of hardware and software meet the required licensing standards.	y

## Leadership and Planning Action Plan

Strategic Goals (What do we want to achieve?):

TASK (What needs to be done?)	TIMEFRAME (When is it to be done by?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What are the desired outcomes?)
Agreed Monitoring Procedures:			Agreed Evaluation Procedures:	

## ICT in the Curriculum Action Plan

Strategic Goals (What do we want to achieve?):

TASK (What needs to be done?)	TIMEFRAME (When is it to be done by?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What are the desired outcomes?)
Agreed Monitoring Procedures:			Agreed Evaluation Procedures:	

## Professional Development Action Plan

Strategic Goals (What do we want to achieve?):

TASK (What needs to be done?)	TIMEFRAME (When is it to be done by?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What are the desired outcomes?)

Agreed Monitoring Procedures:

Agreed Evaluation Procedures:

# e-Learning Culture Action Plan

Strategic Goals (What do we want to achieve?):

TASK (What needs to be done?)	TIMEFRAME (When is it to be done by?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What are the desired outcomes?)

Agreed Monitoring Procedures:

Agreed Evaluation Procedures:

## ICT Infrastructure Action Plan

Strategic Goals (What do we want to achieve?):

TASK (What needs to be done?)	TIMEFRAME (When is it to be done by?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What are the desired outcomes?)
Agreed Monitoring Procedures:			Agreed Evaluation Procedures:	

# Conclusion

**e-Learning Budget**

e-Learning Budget

ICT Policy Checklist			
Internet Safety	<input type="checkbox"/>		
Acceptable Use Policy	<input type="checkbox"/>		
Health and Safety	<input type="checkbox"/>		
Other ICT related policies:	<input type="checkbox"/> homework policy	<input type="checkbox"/> behaviour policy	<input type="checkbox"/> anti-bullying policy

This e-Learning Strategy has been written for Coláiste Bhaile Chláir and has been presented to and approved by the Board of Management.

Signed:

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Chairperson of Board of Management

Date:

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Signed:

\_\_\_\_\_

Principal

Date:

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