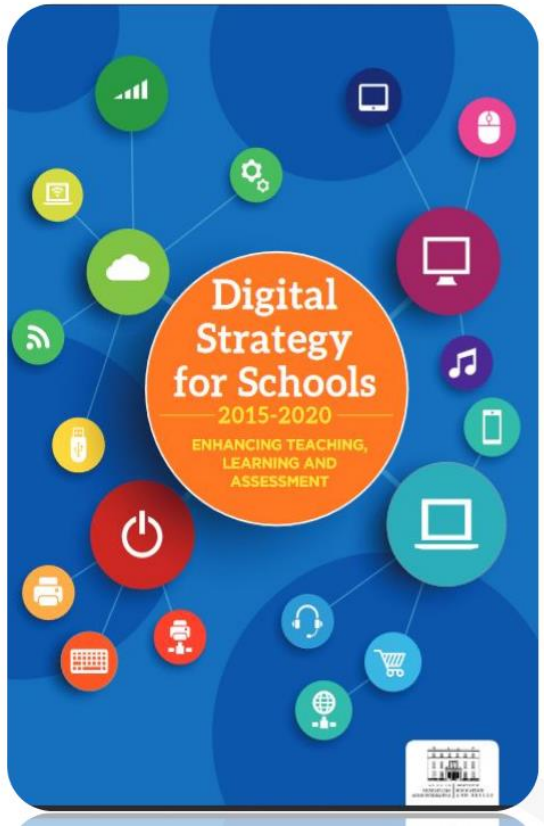
DIGITAL STRATEGY for SCHOOLS 2015 - 2020

- **Theme 1** Teaching, Learning and Assessment using ICT
- **Theme 2** Teacher Professional Learning
- **Theme 3** Leadership, Research and Policy
- **Theme 4** ICT infrastructure

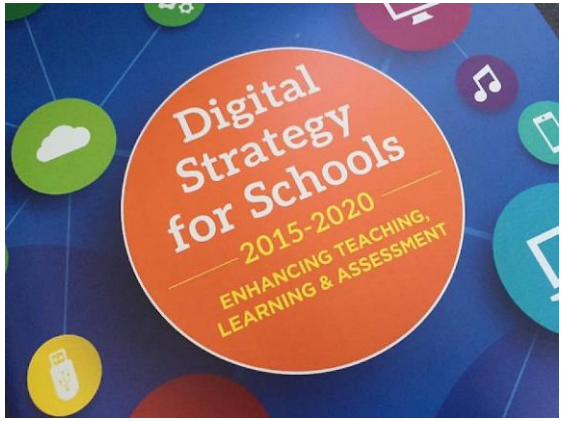
Digital Strategy – Vision of the Dept of Education

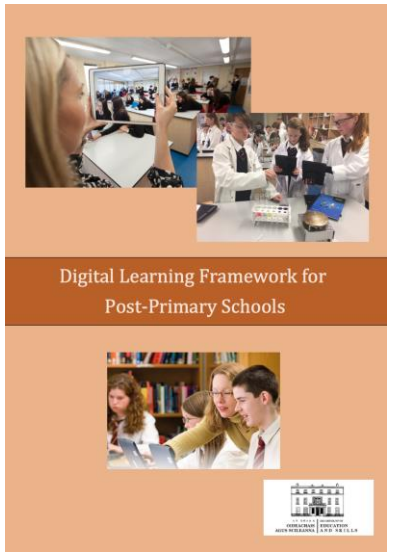


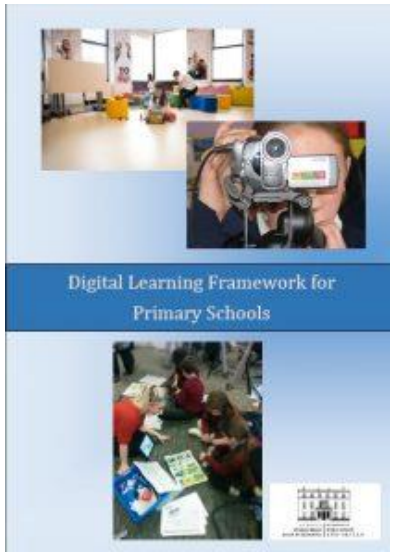
*"Realise the **potential** of digital technologies to enhance teaching, learning and assessment so that Ireland's young people become **engaged** thinkers, **active** learners, knowledge **constructors** and global citizens to participate fully in society and the economy."*

Digital Strategy 2015-2020 (P.5)

Digital Learning Framework – Policy Formation

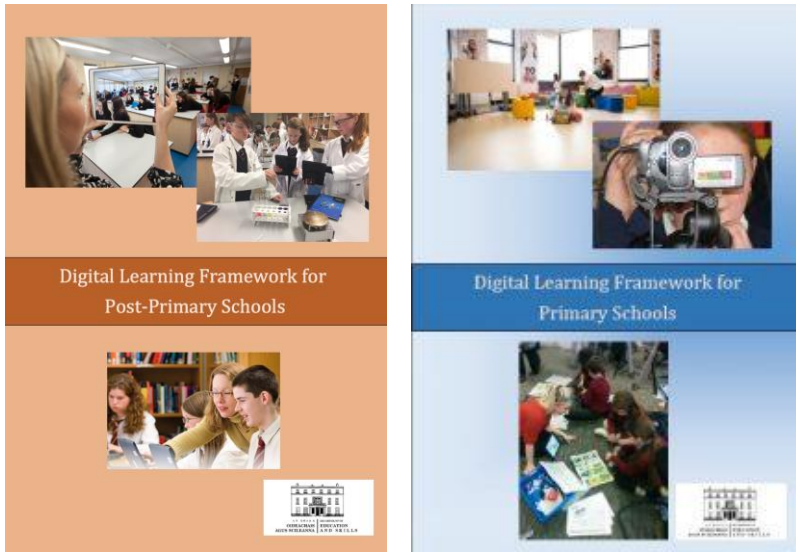






Digital Learning Framework – Policy Formation

It is not enough for technologies to be merely available in the classroom – they should be deeply embedded in all classroom activities by supporting a constructivist approach to teaching and learning.



Digital Learning Framework
2 dimensions : 4 domains

Teaching and Learning

- Learner Outcomes.
- Learner Experiences.
- Teachers' Individual Practice.
- Teacher Collective/ Collaborative Practice.

Leadership and Management

- Leading Learning and Teaching.
- Managing the Organisation.
- Leading School Development.
- Developing Leadership Capacity.

Digital Learning Framework

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers value and engage in professional development and professional collaboration	Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students. Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.	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. 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.

Digital Learning Framework – Key messages

- Active student learning
- Realise potential of technology to support teaching and learning
- Identify and plan for CPD requirements
- Support other national policy initiatives

Digital Strategy – ideas and actions of note

- Government strategy is promoting innovation "underpinned by constructivist principles".
- All CPD must include some digital learning / constructivism
- ERC (research body) employing parallel longitudinal evaluation studies.

Digital Strategy – ideas and actions of note

- CPD will include ERC surveys and research
- Schools must produce a Digital Learning Plan for funds and for inspection.
- Digital Excellence Awards are promoting cross-sectoral collaborations.

Trial findings of ERC to successfully embed digital tech

Collegialty

- School planning and leadership from school management
- Peer-led professional learning

Engagement

- Opportunity for discussion, collaboration and professional development i.e Engagement of school staff

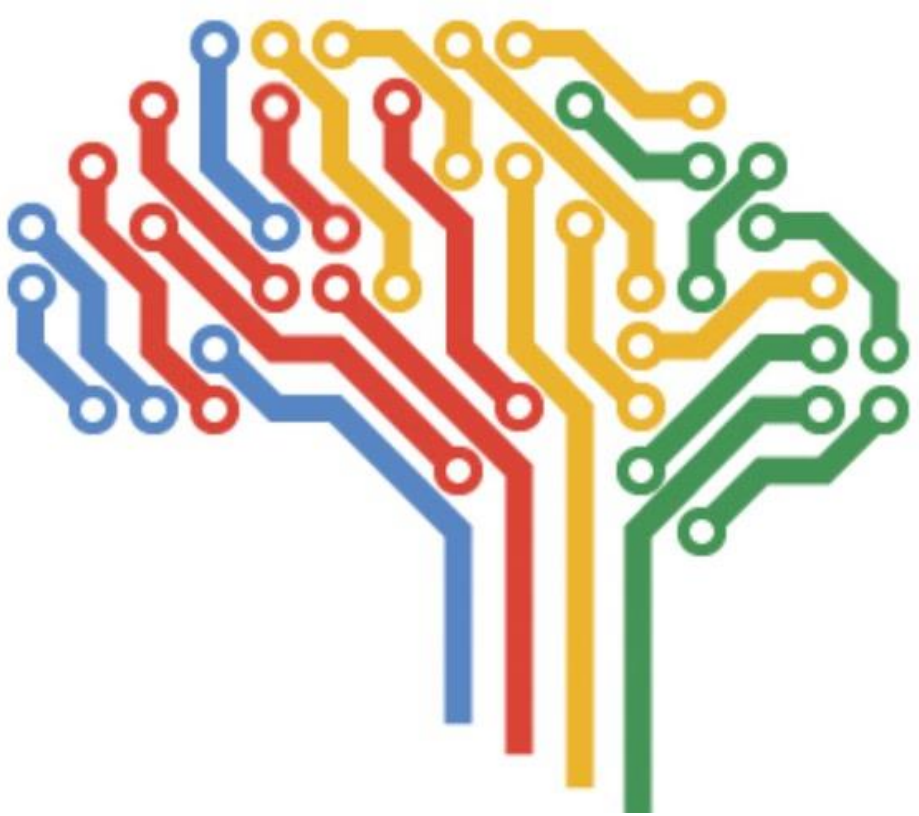
.Development of a clear vision and achievable targets

Primary and Secondary Curriculum Developments

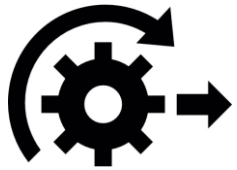
- **Coding in Primary schools' investigation**
- **Junior Cycle Coding short courses**
- **Senior Cycle Computer Science**

Primary - International Curriculum Investigation

Primary - Computational Thinking Paper



Primary - Work with schools / Phase 1 and 2



CPD

Approach / Pedagogy

Unplugged – Plugged – Tangible devices

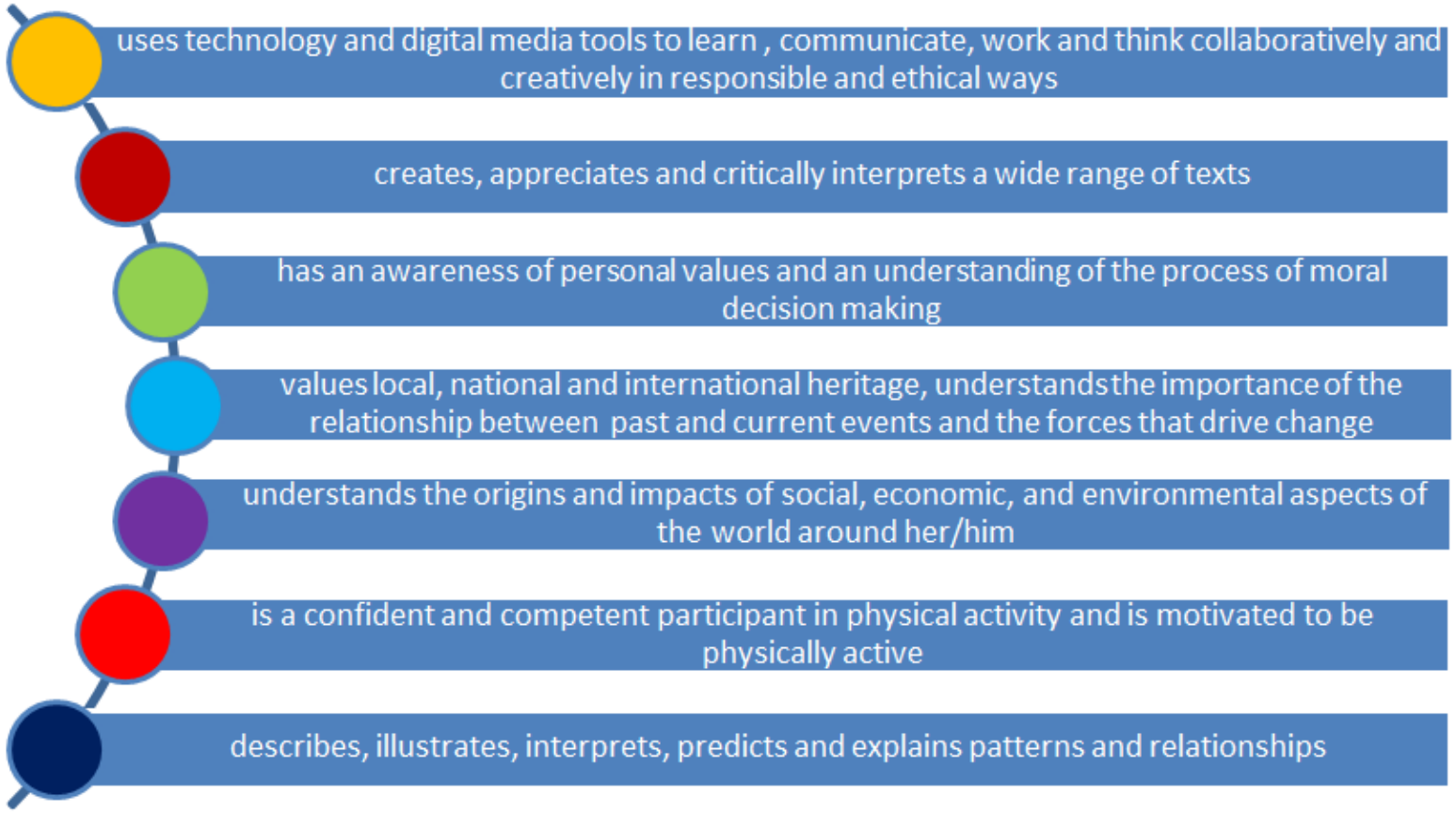
Learning Outcomes

Resources

Junior Cycle Framework

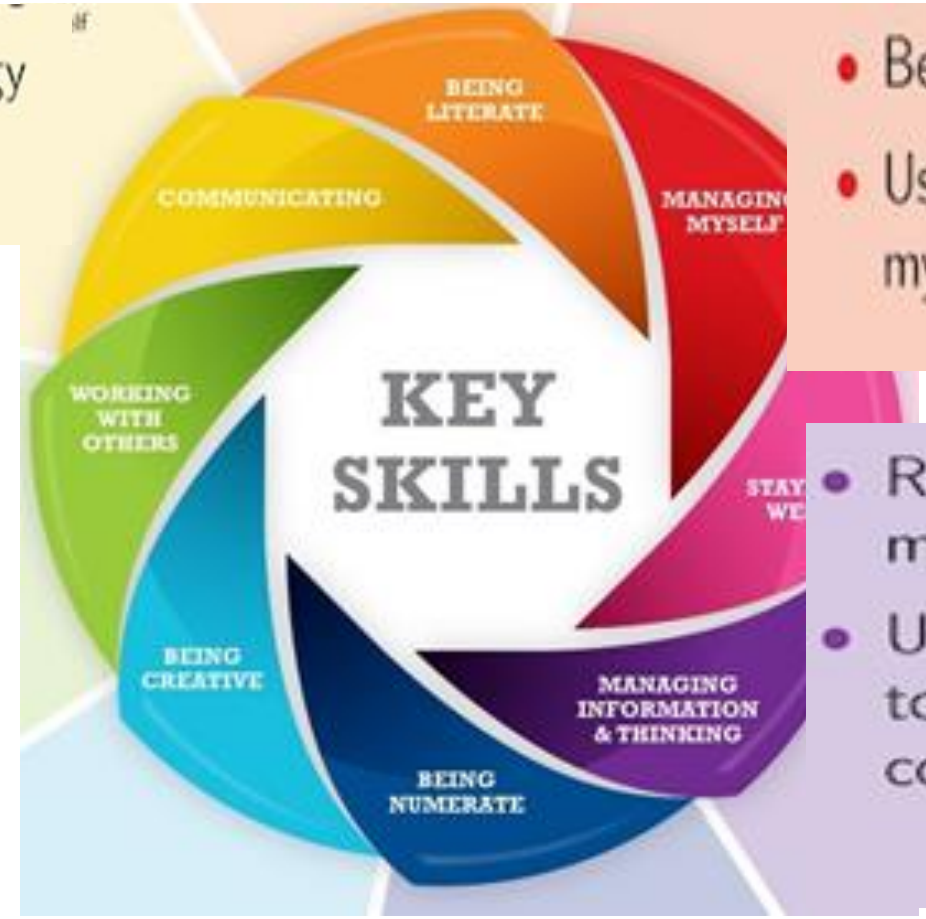
Junior Cycle

THE STUDENT



Junior Cycle – Key skills

- Using digital technology to communicate

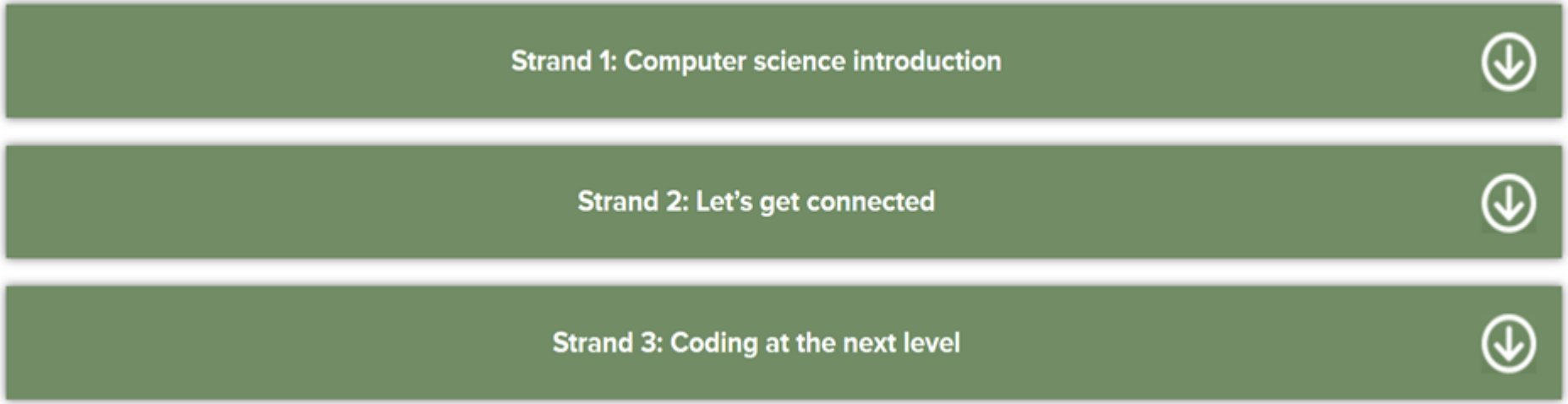


- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

Junior Cycle – Coding: Short Course

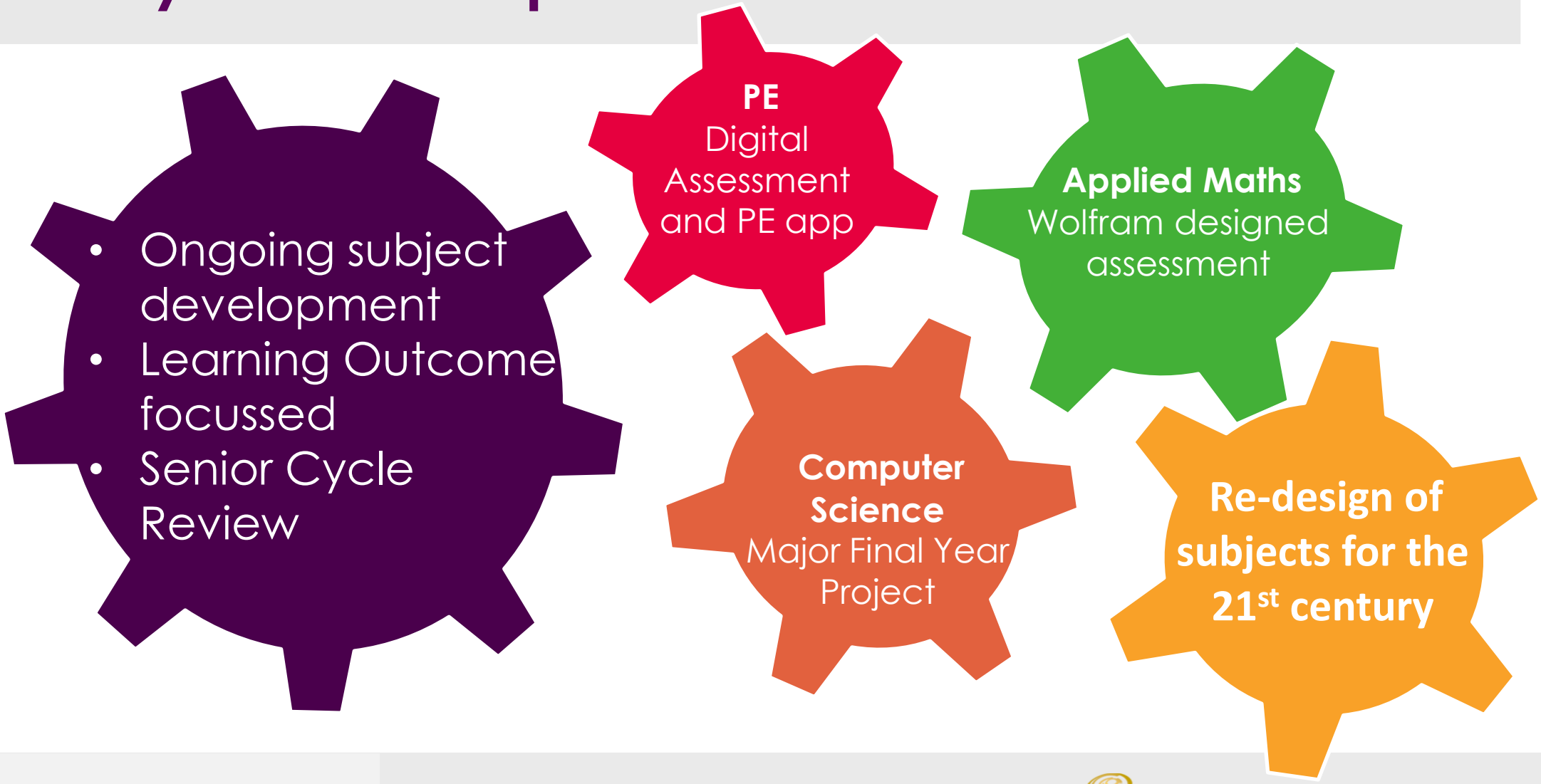
http://curriculumonline.ie/Junior-cycle/Short-Courses/Coding



Junior Cycle – Digital Media

http://www.curriculumonline.ie/Junior-cycle/Short-Courses/Digital-Media-Literacy

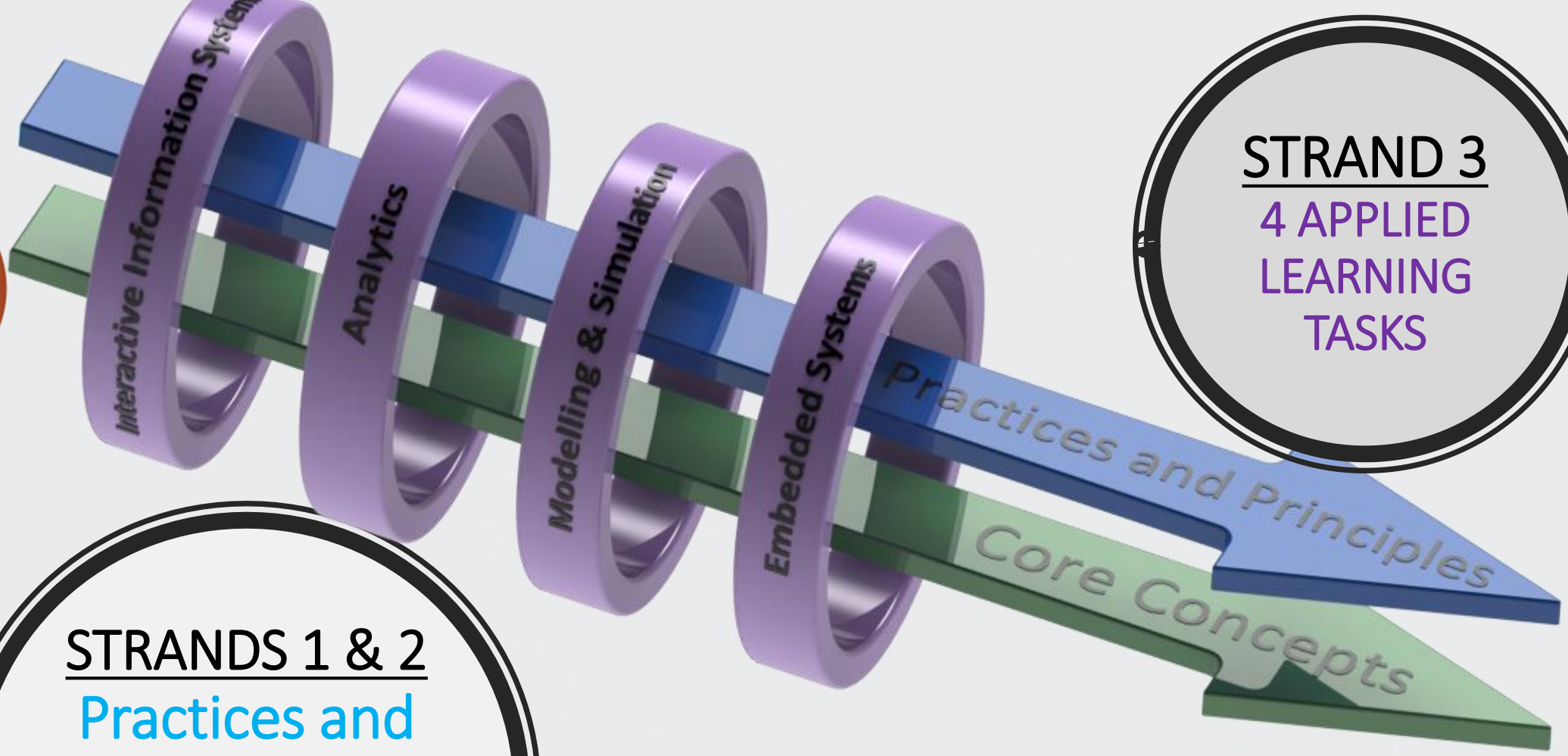
Senior Cycle Developments 2017-2018



PE App

- 6 Instructional Models of Framework
- Supports groupwork
- Connected ePortfolio
- Dashboard
- Data for national use

LCCS 2018



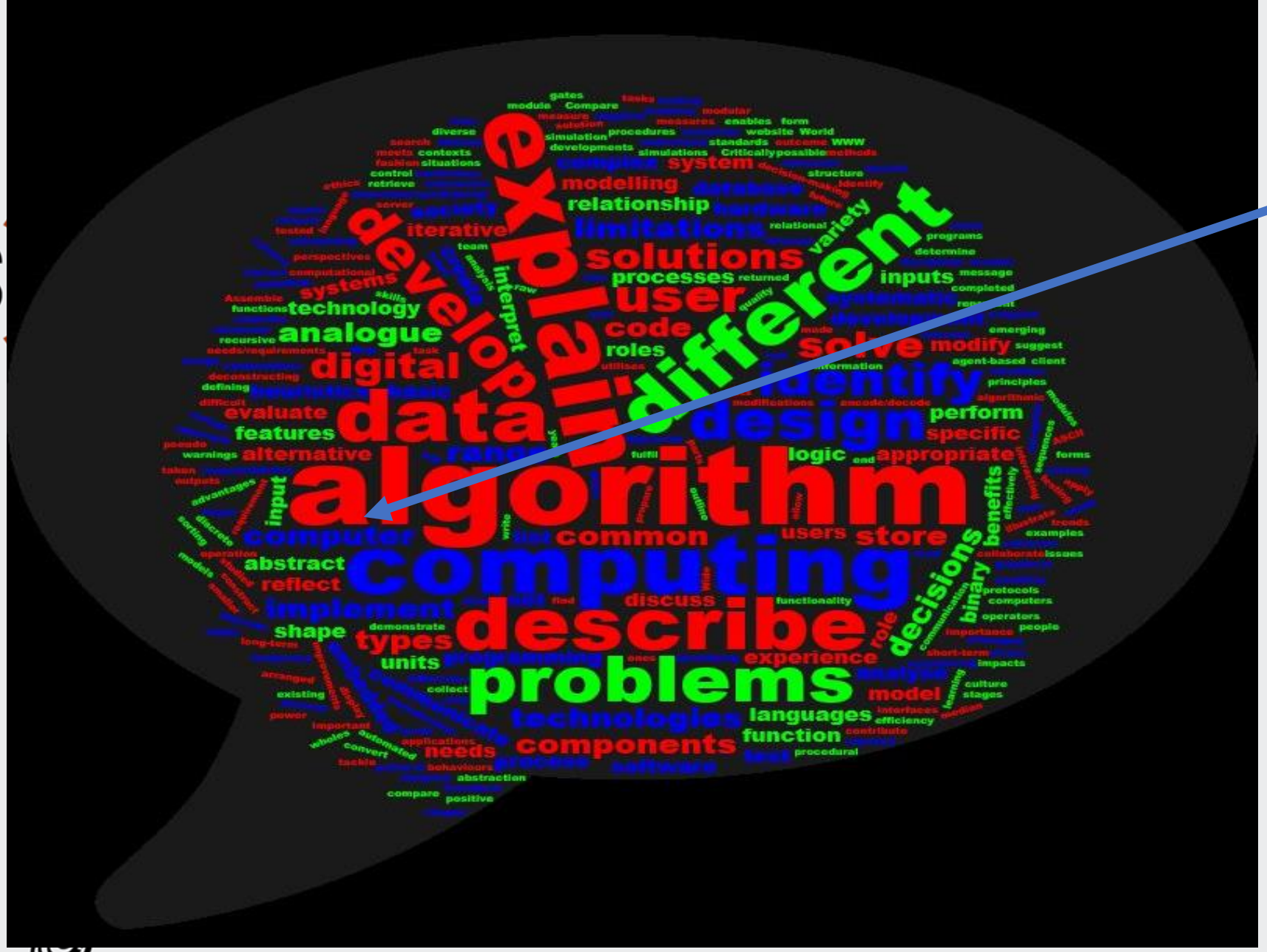
STRAND 3
4 APPLIED LEARNING TASKS

STRANDS 1 & 2
Practices and Principles
Core Concepts

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

LEAVING CERTIFICATE COMPUTER SCIENCE

LCCS



The Computer Science specification defines the **Learning Outcomes** which students must achieve to complete the course.
These are contained in **3 strands.**

One of the main ideas within Computer Science

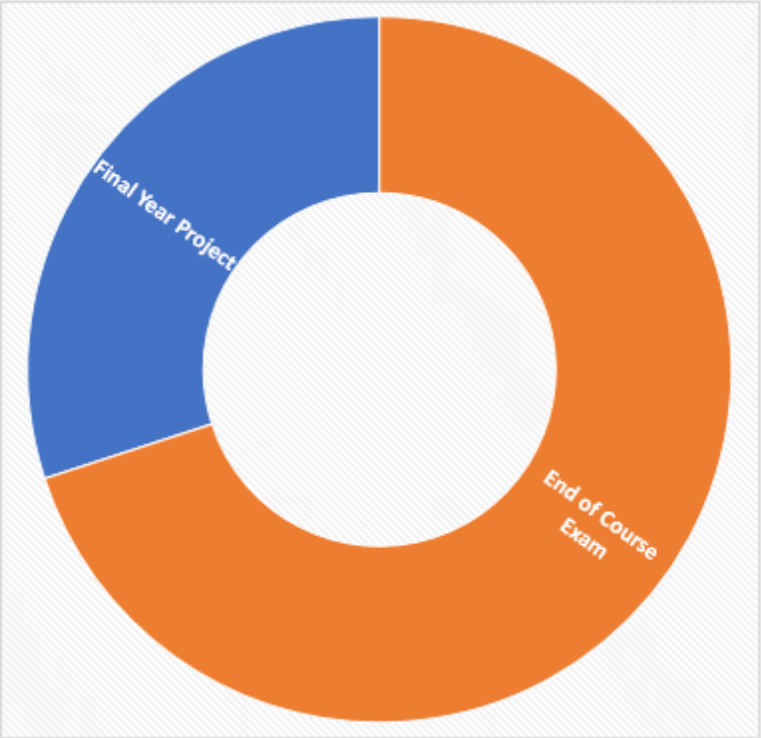
"Computational Thinking involves solving problems, designing systems, and understanding human behaviour, by drawing on the concepts fundamental to computer science." *Jeanette Wing*

Computational Thinking is *not* thinking about computers or like computers. Computers don't think for themselves. Not yet, at least!

Assessment Breakdown

LCCS 2018

FINAL YEAR PROJECT (30%)



END OF COURSE EXAM (70%)

Python and Javascript will be the programming languages for assessment purposes in Phase 1.

Senior Cycle

Schools Excellence Fund - Digital (April 2018)

- 200 schools in 32 clusters
- 20,000 euro funding for each cluster
- 3 year investigation

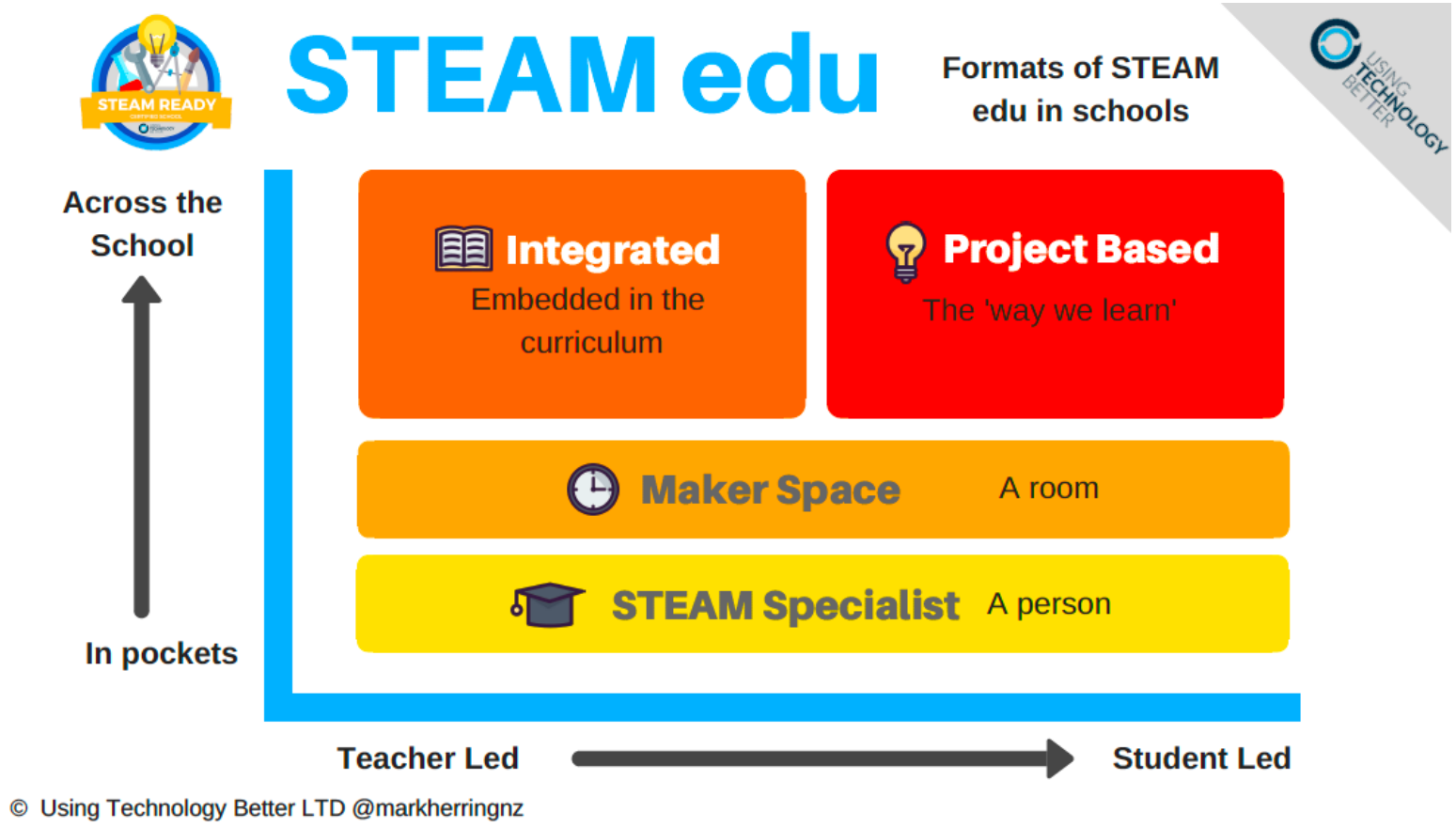
Schools Excellence Fund - Digital (April 2018)

- Teaching, Learning and Assessment using Information and Communications Technology (ICT)
- Teachers' Professional learning
- Leadership, research and policy
- ICT Infrastructure

Schools Excellence Fund – Cluster Case Study

- 4 Primary schools
- 1 Secondary school
- 1 Further Ed Centre (Vocational setting)

Schools Excellence Fund - STEAMroom



Schools Excellence Fund - STEAMroom

Pros:

- Go to person
- Promote STEAM in their schools

Cons:

- Start and stop with that person

Schools Excellence Fund - STEAMroom

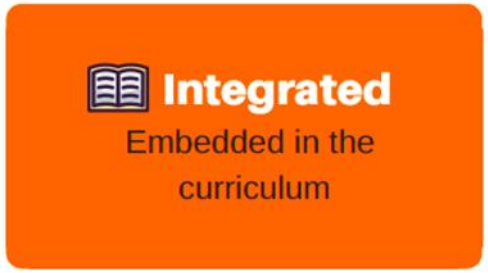
Pros:

- It's great space

Cons:

- Momentum across the school limited

Schools Excellence Fund - STEAMroom



Pros:

- Deeper learning
- Develop higher order thinking skills

Cons:

- Teacher lead

Schools Excellence Fund - STEAMroom

Pros:

- Higher retention
- Higher order thinking skills

Cons:

- Mindshift
- Huge commitment