

DIGITAL STRATEGY FOR SCHOOLS 2015-2020

ACTION PLAN 2017



AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS

INTRODUCTION



Digital technology is transforming the way we live, the way we receive information, the way products and services are delivered and the way we express ourselves. Along with having such a profound impact on our lives, it is also transforming the way we learn.

Ireland has set itself the ambitious target of having the best education and training service in Europe within a decade. To realise this, we must be a front-runner in using technology to enrich teaching, learning and assessment.

The *Digital Strategy for Schools 2015-2020* sets out our vision for the embedding of ICT in Irish schools to:

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.

As we approach the half-way point in the roll-out of the strategy, we have put an Advisory Group in place to review progress and to give fresh impetus to that work. A great deal of progress has already been made. A Digital Learning Framework is under development which will allow schools evaluate their progress and measure how they stand against benchmarks of effective and highly effective practice using digital technologies in teaching and learning. This will be made available to all schools in the new school year. This Framework will enable us to support schools on their journey to realise the vision of the Digital Strategy. Examples of good practice will continue to be captured and shared amongst the teaching community.

The plan for 2017 has some key elements:

- The scoping of an innovative clustering model across the country to innovate, harness good practice and create pathways for accelerated collaborative innovation by schools
- A programme of curriculum reforms will see ICT embedded in all emerging curricular specifications and intense preparation for the phased introduction of Computer Science as a Leaving Certificate subject option from 2018
- The Digital Learning Framework, with the provision of supports and underpinned by constructivist pedagogical principles, will be trialled in the new school year ultimately leading to its national rollout
- Provision of a range of professional learning programmes for teachers and school leaders to enable them engage effectively in whole school planning and self-evaluation to support them to embed digital technologies in teaching, learning and assessment
- A full suite of content and exemplars of good practice available through an online portal which will also facilitate the sharing of good practice between teachers.
- The continuing rollout of a €210million capital investment programme backed by the dissemination of research on best practice in equipment selection, collaboration and technical support
- A progressive programme of high-speed broadband connectivity
- Scoping out how business and industry can support schools in embedding digital technologies in all aspects of their activities
- Review policy on the ethical use of the internet and online safety for young people

The process of drafting this plan started early in 2017 when we first formed our Advisory Group, including industry experts, academic experts, representatives of the voluntary digital sector as well as the Department of Education and Skills and Government bodies with responsibility in this area. As such, the plan includes actions from Q1 as well as Q2, Q3 and Q4. Progress on the implementation of the 2017 Action Plan will be reviewed every quarter and my Department will publish an end of year review of 2017. The actions from Q1 have all been delivered (some actions for Q1 will however be ongoing for the duration of the Strategy). Where groups are being established as part of this plan, they will include external expertise where appropriate, e.g. academic experts, industry practitioners and so on.

These actions are part of a journey. It is important that as a Department we set indicators against which progress can be measured.

The following are 10 indicators of what medium to long term success should look like. They will be refined with experience but they can be used to identify key milestones.

Ten indicators of success

1. All functions of teaching and learning in schools are fully digitally supported and enabled, with full engagement across the entire school community
2. All subject specifications support a constructivist learning model and reflect the role of digital technologies in facilitating this model
3. All students have a digital portfolio with self-created content across the entire curriculum and a recognised capacity in discerning the ethical use of digital technologies
4. All schools can demonstrate effective or highly effective practice as described in the Digital Learning Framework, underpinned by a whole-school approach to e-planning
5. All teachers have upskilled and embed digital technologies in their teaching practice
6. Our Providers of Initial Teacher Education have become recognised leaders in innovative learning for quality outcomes
7. An increasing number of schools participating in clusters each year leading innovation in the use of digital technologies that can be disseminated to all schools
8. Good protocols are in place to assist schools in managing their digital resources with robust relationship with industry, business and higher education institutions
9. All schools have high speed broadband connectivity
10. Schools use a variety of ICT equipment and delivery models for supporting their learning activities with demonstrable cost effectiveness and shared learning

This represents a major programme of change which will engage every stakeholder across the education community. Like any successful change it will depend on leaders and champions at every level. It will require the different units to engage in reflective practice leading to improvement which can be measured against national accepted benchmarks. This will be supported by professional development and investment. It is important that procedures are put in place early on to establish the baseline on each of those indicators of success and record steady progress towards their fulfilment.

**Richard Bruton TD,
Minister for Education and Skills**

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NUMBER	ACTIONS AND SUB-ACTIONS	QUARTER	DELIVERED BY
1	Implement the <i>Digital Strategy For Schools 2015 -2020 Enhancing Teaching, Learning and Assessment</i> and develop annual implementation plans to ensure that our services in this area can continually respond to best practice and changing technologies. The Strategy aims to realise the potential of digital technologies to enhance teaching, learning and assessment to help students become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and the economy.		
1.1	Establish an Implementation Advisory Group for the Digital Strategy For Schools 2015-2020. This group will comprise representation from the Department of Education and Skills, hereinafter “the Department or DES”, industry, academic experts, practitioners/teachers and representatives from the technology voluntary sector. Agree Terms of Reference and schedule of meetings for 2017.	Q1	DES
2	Draw up and recommend a 2017 Implementation Plan for the Digital Strategy (broken down by quarter) and based on the Themes of the Digital Strategy for Schools.		
2.1	Objectives, actions and sub actions for deliverables of the digital strategy for schools to be drawn up and agreed.	Q2	DES
2.2	Develop a 2017 Communication Strategy to convey key messages of the Digital Strategy to Schools.	Q2	DES
Theme 1	<p>Teaching, Learning and Assessment using ICT:</p> <p>Teachers and students will use digital technology effectively, whereby learners are actively involved in a process of determining meaning and knowledge for themselves, leading to enhanced outcomes. This will be achieved through:</p> <ul style="list-style-type: none"> • The introduction of Computer Science at Leaving Certificate level and the promotion of coding short course at Junior Cycle • Digital learning objectives embedded in the development of all new subject specification for primary and post primary curriculum/syllabus • The provision of training and continuous professional development programmes for teachers and school leaders • The provision of a Digital Learning Framework for Teachers and Schools, in tandem with a comprehensive range of classroom practice exemplars, underpinned by constructivist pedagogical principles, to guide the embedding of digital technologies in teaching, learning and assessment. 		
3	To embed digital learning objectives within future education policy and curriculum reform initiatives; 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.		
3.1	Publication of the draft specification for the new primary mathematics curriculum which includes computational thinking, creative thinking and coding.	Q3	NCCA
3.2	A consultation on the draft will take place in Q4.	Q4	NCCA
3.3	The key skills in the Framework for Junior Cycle highlight the use of digital technologies across all subjects. This is a feature for those subjects already in the system and will be featured in the subjects to be finalised in 2017; Music, Home Economics, Geography,	Q4	NCCA

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		Mathematics. They will also feature in the phase 5 subjects (those being introduced in 2019) commencing development in 2017: four Technology subjects (Materials Technology/Wood, Technical Graphics, Metalwork, and Technology), Religious Education, Classics and Jewish Studies.		
4		To provide opportunities for students to pursue in depth ICT study in the senior cycle.		
	4.1	Establish a Steering Group, to plan for the phased implementation of the new Computer Science subject in post primary schools from September 2018.	Q2	DES, NCCA
	4.2	Publish a draft subject specification for Leaving Certificate Computer Science for consultation.	Q3	NCCA
	4.3	Finalised subject specification to be forwarded to the Department of Education and Skills for approval.	Q4	NCCA
	4.4	Identify 25-40 post primary schools to participate in the phased implementation planned for September 2018.	Q4	NCCA, DES
	4.5	Develop specific and targeted programmes of CPD and supports for these schools for delivery during the 2017/2018 school year.	Q4	DES, PDST-TIE
5		To promote technology supported assessment.		
	5.1	Include digital assessment tasks in the trialling of practical assessment for Physics, Chemistry and Biology. .	Q3	NCCA, SEC
6		To promote the use of digital portfolios for primary and post primary students.		
	6.1	Report on the Co-Labs project. This project involves the use of technology in primary and post primary schools, including digital portfolios, to support collaborative learning	Q4	NCCA
	6.2	Publish the report on an E- Portfolio project for Transition Year.	Q3	PDST-TIE
7		To adapt the UNESCO ICT Competency Framework for teachers for the Irish context.		
	7.1	Review international Competency Frameworks with a view to developing a digital learning framework for the Irish context.	Q1	DES
	7.2	Conduct a Literature Review on international advances in Teacher Competency Frameworks.	Q1	DES
	7.3	Develop a localised digital learning framework for Ireland, drawing on the outcomes of the Literature Review, and ensuring its alignment with other Department policies and programmes and associated projects referenced in the digital strategy. The localised framework will comprise a comprehensive set of digital learning statements to guide the embedding of digital technologies in teaching, learning and assessment and will become a Digital Learning Framework for Irish schools.	Q2	DES
	7.4	Align existing exemplars of good practice where a constructivist pedagogical orientation in the use of digital technologies is embedded in teaching, learning and assessment with the Digital Learning Framework for Irish schools. Make these exemplars available to schools.	Q3/Q4	DES, PDST-TIE, Support Services
	7.5	Organise and conduct focus groups to assess the digital learning statements contained in the Framework and amend the Framework to reflect the feedback.	Q3	DES
	7.6	Finalise the Digital Learning Framework for Schools, following briefing sessions to working group, Support Services, Inspectorate and ITE providers.	Q3	DES
	7.7	Digital learning framework to be approved by the Implementation Advisory Group (IAG).	Q3	DES

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	7.8	Develop a Dissemination and Training Plan for national implementation of the Digital Learning Framework to include its trialling in a representative cross-sectoral sample of schools.	Q3	DES
	7.9	Develop an evaluation methodology for the implementation of the Framework and its future development.	Q4	DES
	7.10	Publish the Digital Learning Framework for schools together with details of requisite training and supports for schools for its implementation, including the e-Learning planning resource.	Q4	DES
	7.11	Commence the trial of the Digital Learning Framework.	Q4	DES, PDST TIE
8		To ensure that schools can engage effectively in whole-school planning and self –evaluation to support provision for the use of digital technologies in teaching, learning and assessment.		
	8.1	Commence update the 2009 e-Learning planning resource for schools and ensure it is aligned with the Digital Learning Framework (no. 7 above) and the School Self-Evaluation Framework. Draw on international experience as appropriate.	Q3	DES
	8.2	Publish e-Learning Planning Resource.	Q4	DES, PDST TIE
	8.3	Commence dissemination of, and training to support, the updated e-Learning Planning Resource in tandem with the roll out of the Digital Learning Framework.	Q4	DES, PDST TIE
9		Extend the scope and reach of students’ learning beyond the walls of the classroom; bring remote learning into the classroom.		
	9.1	Explore the development of advice and guidance to facilitate schools working together on curriculum and related matters – develop materials to support school engagement with collaborative projects to offer new learning opportunities. These might include school clustering (see action 16)	Q4	PDST-TIE, Support Services
	9.2	Raise awareness of eTwinning and other relevant EU and international resources and learning opportunities through online CPD and other PDST/PDST-TIE dissemination channels.	Q2, Q3, Q4	PDST-TIE
10		To provide access to Open Educational Resources.		
	10.1	Develop a protocol for the identification and evaluation of relevant strategic partnerships with cultural, educational and sporting bodies to adapt relevant content into useful learning and teaching resources for schools.	Q3	PDST-TIE, Support Services
	10.2	Identify two new strategic partnerships to be established in 2017 having regard to agreed priorities, funding and resource requirements.	Q4	PDST-TIE, Support Services
	10.3	Advise schools of the resources being made available through the partnerships - setting out their usefulness in teaching and learning.	Q4	PDST-TIE, Support Services
	10.5	Review existing partnerships - explore continued relevance and determine levels of usage.	Q4	PDST-TIE, Support Services
	10.6	Consider how Scoilnet can be used to best effect in hosting partnerships/support materials. Develop dedicated areas for STEM in line with the recommendations of the STEM Review Group. Develop other dedicated areas as required.	Q4 ongoing	PDST-TIE, Support Services
	10.7	Promote Scoilnet and associated sites/services as the national reference point for schools for high quality digital content.	Q4 ongoing	PDST-TIE, Support Services
11		To support schools in their engagement with parents/guardians with regard to the use of ICT to support teaching.		
	11.1	Showcase how digital technologies can enhance communications between home and schools.	Q4	PDST-TIE, Support Services

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	11.2	Liaise with the Partnership School's Ireland Project to identify how digital technologies can be used to effect engagement between parents, pupils and schools to enhance the quality of teaching and learning.	Q4	DES
Theme 2		<p>Teacher Professional Learning:</p> <p>Teachers will be equipped with the knowledge, skills and confidence to use digital technologies effectively in teaching and learning in their classrooms:</p> <ul style="list-style-type: none"> • Department-funded continuous professional development programmes for teachers (all of which are underpinned by constructivist pedagogical principles) will have the use of digital technologies embedded in their design, development and delivery. • Guidance, including examples of good practice, on the effective and ethical use of digital technologies in enhancing teaching, learning and assessment are used by teachers • Professional communities of practice, engaged with the innovative use of digital technologies, supported within schools and other teacher/principal networks • The Teaching Council's policies will promote the use of digital technologies across the continuum of teacher education. 		
12		To embed digital technology across the continuum of teacher education - ensure that ICT is embedded in the planning, design and delivery of all teacher education courses and programmes.		
	12.1	Establish a Planning Group representative of the Department and its support services, to be called the Support Services Planning Group, to collaborate on the planning, design and delivery of CPD and other support services to schools to ensure a consistent approach in the embedding of ICT in all Department funded continuing professional development programmes (CPD)	Q1	PDST-TIE, Support Services
	12.2	The group will develop a plan for the embedding of digital technologies in the design, development and delivery of all department funded continuing professional development programmes. The plan will identify priorities, targets, timelines and evaluation protocols.	Q2	PDST-TIE, Support Services
	12.3	As part of this Plan, the Group will establish the ICT training needs in the support services. Training Programmes to meet the identified needs will be developed.	Q2	PDST-TIE, Support Services
	12.4	Commence delivery of training programmes to support services.	Q2	PDST-TIE
	12.5	Inspectors involved in the Department's quality assurance process for CPD programmes will avail of elements of this training, to ensure that CPD programmes are aligned with the requirements of the digital strategy.	Q3	PDST-TIE, DES
	12.6	A set of standards/indicators will be developed that will inform and guide the work of approving the content and pedagogical approach in CPD programmes and workshops.	Q3	PDST-TIE, DES, Support Services
	12.7	All professional development supports provided by the support services will embed digital technologies and constructivism both in design, development and delivery. This will be reflected in the Department's quality assurance process.	Q3 ongoing	SPDST TIE, DES, Support Services
	12.8	Identify opportunities and develop protocols for collaboration on tasks and actions including resource development and sharing, providing exemplars of good practice.	Q4 ongoing	PDST-TIE, Support Services

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	12.9	Ensure that all teachers' professional learning in the use of digital technologies is aligned to the Teaching Council's National Framework for CPD.	Q4 ongoing	DES, PDST TIE, Support Services
	12.10	Commence delivery of webinars for teachers on a range of ICT related topics and evaluate their potential to contribute to teacher professional development.	Q4	PDST-TIE
	12.11	Explore the potential of the Department's System Performance Framework for Higher Education Bodies to support the embedding of the use of digital technologies in teaching and learning programmes of initial teacher education.	Q4	DES
	12.12	Collaborate with the National Forum for the Advancement of Teaching and Learning in Higher Education to determine how best to embed the use of digital technologies across initial teacher education programmes.	Q4 onwards	PDST TIE, DES
	12.13	Meet with the Teaching Council to consider how the vision of the Digital Strategy and the integration of the use of digital technologies can be embedded into the continuum of teacher education.	Q3	DES
	12.14	Cooperate with NIPT so that newly qualified teachers receive appropriate guidance and support to embed ICT into teaching, learning and assessment.	Q1 onwards	NIPT
	12.15	Contribute to the development of the Education Policy Statement on STEM.	Q2 onward	DES, PDST-TIE
13		To provide information to teachers on innovative ways to use digital technology more actively in their own teaching.		
	13.1	Continue to provide and produce quality assured exemplars of highly effective use of digital technologies in Irish classrooms, to include videos, interactive content and other materials.	Q2 ongoing	PDST-TIE Support Services
	13.2	Exemplars of good practice in the use of digital technologies in Irish classrooms to be embedded in all CPD programmes, aligned with the Digital Learning Framework and the e-Learning Planning resource. Protocol to be developed	Q2 ongoing	PDST, Support Services
	13.3	Facilitate teachers in sharing examples of classroom practice on the effective use of ICT in teaching, learning and assessment through Scoilnet and the websites of the PDST and other support services. Develop and promote protocols for this purpose.	Q4 ongoing	PDST-TIE, Support Services
	13.4	Provide a fully integrated and cohesive advice and support services, to include good practice videos, FAQ's, interactive demonstrations, case studies, sample lesson plans, technical advice, etc.	Q2 ongoing	PDST-TIE
	13.5	Provide advice and guidance on digital tools to support teacher professional communities of practice within schools or other teacher networks.	Q4	PDST-TIE
	13.6	Promote innovation in Irish schools through a variety of projects/initiatives including – FÍS film project, School Digital Champion, F1 in schools, Robotics, Coolest Projects, BT Young Scientist projects etc.	Q4 ongoing	PDST-TIE
	13.7	Continue to promote and support FÍS book club and FÍS Film Festival at primary level, in partnership with IADT.	Q2	PDST-TIE
	13.8	Develop a filmmaking project at post primary level equivalent to FÍS film project already in place for Primary schools.	Q4	PDST-TIE
	13.9	Continue to support the School Digital Champion Programme and promote it among post-primary schools.	Q4	DCCAE, DES, PDST-TIE
14		To support personalisation and differentiation through the use of digital technologies.		

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	14.1	Provide case studies and advice on how schools can best achieve personalised and differentiated learning for all learners, including the exceptionally able, using digital technologies.	Q1 ongoing	DES, NCSE, PDST-TIE, Support Services
15		To ensure schools can use digital technologies as a tool for inclusive learning; Provide continued support to schools on the use of digital technologies for learners with special educational needs.		
	15.1	Provide guidance and advice to schools on the use of digital technologies for teaching, learning and assessment for learners with special educational needs.	Q1 ongoing	DES, NCSE, PDST -TIE
	15.2	Provide continued support for teachers and principals in the use of digital learning tools for students with additional learning needs.	Q1 ongoing	DES, NCSE, PDST-TIE
Theme 3		<p>Leadership, Research and Policy:</p> <p>Informed by research and guided by national priorities, schools will engage with innovation and collaboration on the effective use of digital technologies in teaching, learning and assessment:</p> <ul style="list-style-type: none"> Proposals developed to encourage collaboration and innovation on the effective use of digital technologies in the learning environment Provision of ongoing updated guidance, planning resources and related supports for the school communities with regard to the effective, safe and ethical use of digital technologies. 		
16		Scope a proposal to incentivise and facilitate schools in innovation, clustering approaches (enabling schools to collaborate on curriculum and related matters using technology), to maximise the impact of ICT in teaching and learning.		
	16.1	Draft a proposal for consideration. The proposal will set out the scope and scale of the initiative, its purpose, qualification and selection criteria and expected outcomes. It will also identify resource requirements and implementation timeframes. Formal approval will be required.	Q3	DES
	16.2	Subject to approval, Scheme will be finalised and launched and schools will be invited to apply to participate in ICT enhanced-innovative projects across a range of curricular areas at primary and post primary level.	Q4	DES
17		To promote responsible and ethical use of the internet and related technologies.		
	17.1	Continue awareness-raising actions and programmes, through Webwise and other appropriate channels, which promote responsible and ethical use of the internet in close cooperation with all relevant actors at European, regional and local level.	Q1 ongoing	PDST-TIE
	17.2	Commence a review and update of current policy on the responsible and ethical use of digital technologies by Department funded support services and schools.	Q4	PDST-TIE, Support Services
	17.3	Continue to provide parents/guardians, students and teachers with information, advice and tools to promote safer, more responsible and more effective use of the internet.	Q1 ongoing	PDST-TIE
	17.4	Develop a plan for the review of existing learning resources available for teachers to integrate cyber-bullying awareness and prevention into each school's provision for wellbeing. Develop additional resources in line with emerging needs.	Q4	PDST-TIE

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	17.5	In the context of the junior cycle wellbeing guidelines, support schools in implementing those key skills and “staying well elements”, which include responsible, safe and ethical use of digital technologies.	Q4 ongoing	DES
18		To enhance ICT capacity and awareness in the education system in partnership with industry.		
	18.1	Scope out the STEM 2020 partnership in consultation with the Department of Jobs, Enterprise and Innovation with the initial focus on a common vision and approach for supporting STEM education across the enterprise and the education sector.	Q4	DES, DJEI
Theme 4		<p>ICT Infrastructure:</p> <p>All schools will have enhanced ICT infrastructure to enable them to maximise the potential of digital technologies in teaching, learning and assessment. This will be achieved by:</p> <ul style="list-style-type: none"> • Improved connectivity for primary schools and continued provision of high speed broadband to post primary schools • The implementation of a grant scheme for the purchase of digital equipment by schools • The provision of guidance and advice relating to the procurement and purchase of equipment and services • Publishing guidelines on the innovative use of ICT for teaching and learning. 		
19		To improve internet connectivity for schools.		
	19.1	Under the existing Schools Broadband Access Scheme, continue to improve broadband services to primary schools where available. Upgrade service to a further 300 primary schools by year end.	Q4	DES, PDST-TIE
	19.2	Establish an interdepartmental working group (WG) to determine how best to provide for high speed broadband for primary schools in collaboration with the Department of Communications, Climate Action and Environment in the context of the National Broadband Plan and the Intervention Strategy.	Q2	DES, PDST-TIE, HEAnet, DCCAE
	19.3	Establish the technical connectivity requirements of primary schools having regard to the administrative and teaching needs of schools.	Q3	DES
	19.4	Identify and assess a number of approaches to deliver those requirements, taking account of existing and planned provision by industry, the National Broadband Plan and any other relevant contextual or policy matters	Q3	DES
	19.5	Provide an estimate of costs and benefits for each approach	Q3	DES
	19.6	Recommend a strategy for the upgrading of primary school internet connectivity together with an implementation plan and timeframes.	Q3	DES
	19.7	Continue to provide high speed (100M/bits/sec) to post primary schools.	Q1 ongoing	DES
	19.8	Maintain support on the current 100M/bits/sec Programme for Post-Primary Scheme working with DCCAE and HEAnet to ensure it remains fit for purpose.	Q2 ongoing	DES
	19.9	Continue to support the Schools Broadband Programme through the service desk, content filtering, security and anti-virus control	Q4 ongoing	PDST-TIE
20		To provide funding for school ICT infrastructure.		
	20.1	Continue to allocate funding, under the Digital Strategy For Schools 2015- 2020, for the provision of ICT equipment for schools, with the first tranche (€30 million) to be delivered in Q1 for the	Q1	DES

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		2016/2017 school year (capital funding issued to schools detailed in circular 001/2017).		
	20.2	Review criteria for the distribution of infrastructural grants to schools	Q3	DES
21		To support the creation of school networks including Wi-Fi		
	21.1	Publish technical guidance documents for schools for the provision of wireless network installation.	Q1	DES
	21.2	Provide advice in relation to wired networks (and ongoing support for Framework of Providers of Wireless Networking for Schools).	Q1 and ongoing	DES, PDST-TIE
22		To provide advice on ICT equipment.		
	22.1	Review and update advice already in place on how ICT equipment can be deployed throughout the school so as to maximise the embedding of digital technologies into the learning process.	Q4	PDST-TIE
23		To provide advice and support to schools on cloud services in education.		
	23.1	Review and update advice already in place in relation to cloud services in education.	Q4	PDST-TIE
24		To explore and recommend technical support solutions for schools.		
	24.1	Establish an expert group with appropriate expertise to scope issues and identify options for consideration	Q4	DES
25		Ensure clear and concise advice is available to schools in relation to procurement.		
	25.1	Work with the Office of Government Procurement to ensure that the needs of schools are considered when existing or new Frameworks are put in place for ICT equipment and services. Put in place drawdown mechanisms based on these Frameworks to allow schools to easily use these Frameworks.	Ongoing Q3	DES, SPU, ETBI, OGP, PDST-TIE
	25.2	Work with the Schools Procurement Unit and Educational Training Boards (ETBs) to ensure that schools are aware of the Frameworks that are in place.	Q1 and ongoing	DES, SPU, ETBI, OGP, PDST-TIE
	25.3	In conjunction with the Schools Procurement Unit and ETBs provide advice to schools in relation to their requirements under public procurement and the benefits and opportunities available. Support information to be made available to all schools.	Q1 and ongoing	DES, SPU, ETBI, OGP, PDST-TIE

ICT/Digital Technologies

These include digital learning tools, digital learning and digital devices:

¹“A diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”.

Digital Literacy

²“The NCCA’s short course on Digital Media Literacy explains digital literacy as follows:

In studying digital media, students learn to use digital technology, communication tools and the internet to engage in self-directed enquiry. As students develop their digital literacy skills, they improve their capacity to know what they are looking for, what information to ignore or discard, and how to identify what can be useful or significant. They learn to discriminate between the multiple sources of information available online and to challenge the views they find there. They learn how to create, collaborate and communicate effectively and ethically.”

Digital Learning Framework

A Framework which will be used by school leaders, subject departments and individual teachers to guide and review progress in the embedding of digital technologies in all aspects of teaching and learning.

E-Learning Planning Resource

This resource outlines the process of planning for e-Learning in schools and provides a step by step guide to the development of the school’s e-Learning Plan

HEAnet

National Education and Research Network, providing Internet connectivity and associated ICT services to education and research organisations throughout the Republic of Ireland, including all primary and post-primary schools. The high quality resilient network connects all Irish Universities, Institutes of Technology and other higher education institutions (HEIs), along with research organisations, and all primary and post-primary schools.

Scoilnet.ie

Scoilnet is the Department of Education and Skill’s Official Education Portal and is managed by the PDST (Technology in Education) support service. It facilitates teachers in sharing and finding high quality digital resources for use in the classroom which are mapped directly to the Irish Curriculum/Syllabus. It currently links to 13,000+ online resources of varying types comprising websites, lesson plans, videos, podcasts, simulations, notes, presentation, videos/audio, games and other multimedia.

Support Services

³Support Services are established by the Department of Education and Skills for the purpose of providing continuing professional development courses and other supports to teachers and schools. At the present time, support services include the Professional Development Service for Teachers (PDST) including the Technology in Education Team (TIE), Junior Cycle Team (JCT), National Induction Programme for Teachers (NIPT), Project Maths Development Team (PMDT), National Council Special Education Regional Support Services (NCSE RSS) - comprising the former Special Education Support Service (SESS), the National Behaviour Support Service (NBSS), Visiting Teacher Service for Children who are Deaf/Hard of Hearing and Children who are Blind/Visually impaired (VTHVI)

UNESCO ICT Competency Framework (United Nations Educational, Scientific and Cultural Organisation)

ICT Framework that outlines the competencies that teachers need to effectively embed Information and Communication Technologies (ICTs) into their professional practice. The Framework is aimed at helping Member States to develop their own digital learning framework and set national standards.

Webwise

Webwise is the Irish Internet Safety Awareness Centre that promotes the autonomous, effective, and safer use of the internet by young people through a sustained information and awareness strategy targeting parents, teachers, and children themselves with consistent and relevant messages. It develops and disseminates resources that help teachers integrate internet safety into teaching and learning in their schools. The website is maintained by the PDST (Technology in Education) support service.

ABBREVIATIONS

CPD	Continuing Professional Development
DCCAE	Department of Communications, Climate Action and Environment (formerly DCENR Department of Communications, Energy and Natural Resources)
DES	Department of Education and Skills
DJEI	Department of Jobs, Enterprise and Innovation
ETBI	Education and Training Board Ireland
FíS	Film in Schools also Irish word for Vision
IAG	Implementation Advisory Group
ICT	Information Communications Technology
ISS	Inclusion Support Service
ITE	Initial Teacher Education
JCT	Junior Cycle for Teachers Support Service
Mbits/sec	Mega-bit per second - unit for broadband speed
NBSS	National Behaviour Support Service
NCCA	National Council for Curriculum and Assessment
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
NIPT	National Induction Programme for Teachers
OGP	Office of Government Procurement
PDST	Professional Development Service for Teachers
PDST-TIE	PDST Technology in Education
PMDT	Project Maths Development Team
SEN	Special Educational Needs
SESS	Special Education Support Service
SPU	Schools Procurement Unit
SSE	School Self-Evaluation
STEM	Science, Technology, Engineering, Mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organization
EU	European Union
Wi-Fi	Wireless Networking (Wi-Fi is the name of a popular wireless networking technology that uses radio waves to provide wireless high-speed Internet and network connections)

¹ New Directions for ICT-Use in Education (1999) (<http://www.unesco.org/education/lwf/dl/edict.pdf>)

² Digital Strategy for Schools 2015-2020 Enhancing Teaching, Learning and Assessment (DES, October 2015), pg. 22.

³ Digital Strategy for Schools 2015-2020 Enhancing Teaching, Learning and Assessment (DES, October 2015), pg. 28.