Digital Learning Framework Longitudinal Survey - Phase 1: Post-primary Digital Learning Team 1

Post-primary Digital Learning Team (1)

The Educational Research Centre, Drumcondra, Dublin, has been asked by the Department of Education and Skills to evaluate the national implementation of the Digital Learning Framework (DLF). This questionnaire is part of that evaluation.

This questionnaire should be completed by the Digital Learning Team leader or School Principal.

The purpose of the questionnaire is to gather information about your school's experience with and implementation of the Digital Learning Framework. Your school is one of 100 post-primary schools selected to take part. Collectively, the 100 schools provide a varied and representative picture at post-primary level.

The questionnaire is intended to take no more than 30 minutes to complete.

Your responses are very important in helping us to understand the successes and challenges in implementing the Digital Learning Framework in a wide variety of school settings.

We will also be asking you to complete similar questionnaires in Autumn 2020 and 2021. Comparing responses over time will enable us to identify what aspects of the DLF are working well, what the challenges are, and how these vary across various school contexts.

The responses to this survey will be reported to the Department of Education and Skills with suggestions for improvements and your school will receive a copy of this report.

We greatly appreciate your participation in this survey. High response rates will allow for stronger policy development, as well as a deeper understanding of the needs and challenges across a wide variety of school communities.

This study is conducted in compliance with the GDPR framework. **No personal information**, such as IP address or person name, is collected in the course of the survey. The survey involves identifying your school by providing the roll number. The roll number will be matched with other school-level information that is in the public domain such as enrolment size and DEIS status for analysis purposes. The results of individual schools will **not** be published: only group-level aggregates will be reported on. As soon as the survey period is complete, i.e. within three months of the Autumn 2021 data collection, the roll numbers will be permanently deleted from the survey dataset.

To allow us to process the data in good time, we would be grateful if you could submit your responses by **29th November 2019**.

If you have any questions about this evaluation please contact **dlf@erc.ie**.

Many thanks for your participation and the best of luck with your work on the DLF.

School Information

Roll number of your school: *

Please ensure you choose the correct roll number.

Please choose...	▼

Please type your school's phone number into the box below: *

This information is used to check and confirm the roll number.

How many teachers are there in your school?

This is a headcount both full- and part-time teachers. For example, 20 full-time and 10 part-time teachers would be 30.

School Leader Information

What is/are your role(s) in the school? *

Please tick all that apply.

- [ ] School Principal

- [ ] Deputy Principal

- [ ] Assistant Principal 1

- [ ] Assistant Principal 2

- [ ] Class or subject teacher

- [ ] SET teacher

- [ ] ICT or Digital Learning Coordinator

- [ ] Other

Do you work full-time or part-time in the school?

- ( ) Full time

- ( ) Part time

Is your employment contract permanent or temporary?

- ( ) Permament

- ( ) Temporary

- ( ) Contract of indefinite duration (CID)

In which year did you begin employment in this school? *

Please choose...   ▼

Which subject(s) do you teach?

Please tick all that apply.

☐ English

☐ Irish

☐ Maths (and/or Applied Maths)

☐ Foreign languages (Modern)

☐ Ancient Languages (Ancient Greek, Latin)

☐ Science (Physics, Chemistry, Biology, Geography, Agricultural Science)

☐ Practical Subjects (Technical Graphics, Materials Technology, Wood Technology, Construction Studies, Home Economics, Engineering)

☐ Cultural Subjects (History, Religious Education, Classical Studies, Jewish Studies, Classics, Environmental Social Studies, Politics and Society)

☐ Wellbeing Subjects (CSPE, SPHE, Physical Education)

☐ Business subjects (Accounting, Business Studies, Economics)

☐ Digital and Technological Subjects (Technology, Computer Science)

☐ Artistic Subjects (Music, Art, Visual Art)

☐ Other

Does your school offer coding or computer science as an option?

Please tick all that apply.

- [ ] In Junior Certificate Cycle

- [ ] In Transition Year

- [ ] Neither

Aside from your Initial Teacher Education, do you have any additional formal (certified) qualifications <u>relating to your work as a teacher or school leader</u>?

Please tick *all that apply.*

- [ ] Cert/Diploma

- [ ] Masters / Higher Diploma

- [ ] Ph.D/Ed.D

- [ ] Other (Please specify)

In which age group are you?

- ( ) Under 25

- ( ) 25 - 29

- ( ) 30 - 39

- ( ) 40 - 49

- ( ) 50 - 59

- ( ) 60 or more

Digital Learning Team

When did your school establish its Digital Learning Team (DLT)? *

◯ Not yet established

◯ Less than a month ago

◯ About six months ago

◯ About nine months ago

◯ About a year ago, or more

Digital Learning Team

Are you on the school's Digital Learning Team (DLT)?

Please tick one option.

- ○ Yes, I am the DLT leader

- ○ Yes, I am a DLT member

- ○ No, I am not on the DLT

How many people are on the DLT in your school?

Make an estimate if you are unsure.

[   ]

How frequently does your school's DLT meet?

- ○ About once per week or more

- ○ About once per fortnight

- ○ About once per month

- ○ Less than once per month

How was the membership of the DLT established?

Please tick all that apply.

- ☐ Interested staff volunteered

- ☐ Staff were selected across year levels/departments

- ☐ Other (Please specify)

Digital Learning Framework - Dimensions and Domains

Which dimension of the Digital Learning Framework has your school chosen to focus on? *

◯ Teaching and Learning

◯ Leadership and management

Digital Learning Framework - Dimensions and Domains

Teaching and Learning Dimension: Please select the domain(s) and standard(s) that your school's programme is focused on as part of its DLF implementation

All domains and standards of the Teaching and Learning dimension of the DLF are listed below. Tick those that apply.

- [ ] Domain 1: Learner outcomes - Pupils enjoy their learning, are motivated to learn and expect to achieve as learners

- [ ] Domain 1: Learner outcomes - Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships

- [ ] Domain 1: Learner outcomes - Pupils demonstrate the knowledge, skills and understanding required by the curriculum

- [ ] Domain 1: Learner outcomes - Pupils achieve the stated learning objectives for the term and year

- [ ] Domain 2: Learner experiences - Pupils engage purposefully in meaningful learning activities

- [ ] Domain 2: Learner experiences - Pupils grow as learners through respectful interactions and experiences that are challenging and supportive

- [ ] Domain 2: Learner experiences - Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning

- [ ] Domain 2: Learner experiences - Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning

- [ ] Domain 3: Teachers' individual practice - The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

- [ ] Domain 3: Teachers' individual practice - The teacher selects and uses planning, preparationand assessment practices that progress pupils' learning

- [ ] Domain 3: Teachers' individual practice - The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs

- [ ] Domain 3: Teachers' individual practice - The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary

- [ ] Domain 4: Teachers' collective/collaborative practice - Teachers value and engage in professional development and professional collaboration

- [ ] Domain 4: Teachers' collective/collaborative practice - Teachers work together to devise learning opportunities for pupils across and beyond the curriculum

☐ Domain 4: Teachers' collective/collaborative practice - Teachers collectively develop and implement consistent and dependable formative and summative assessment practices

☐ Domain 4: Teachers' collective/collaborative practice - Teachers contribute to building whole-staff capacity by sharing their expertise

Please briefly describe why the Teaching and Learning dimension was chosen by your school, and why the domain(s) you have selected was/were chosen as the focus:

Digital Learning Framework - Dimensions and Domains

Leadership and Management dimension: Please select the domain(s) and standards that your school's programme is focused on as part of its DLF implementation

All of the domains and standards of the Leadership and Management dimension of the DLF are listed below. Tick all that apply.

- ☐ Domain 1: Leading teaching and learning - Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment

- ☐ Domain 1: Leading teaching and learning - Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil

- ☐ Domain 1: Leading teaching and learning - Manage the planning and implementation of the curriculum

- ☐ Domain 1: Leading teaching and learning - Foster teacher professional development that enriches teachers' and pupils' learning

- ☐ Domain 2: Managing the organisation - Establish an orderly, secure and healthy learning environment, and maintain it through effective communication

- ☐ Domain 2: Managing the organisation - Manage the school's human, physical and financial resources so as to create and maintain a learning organisation

- ☐ Domain 2: Managing the organisation - Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice

- ☐ Domain 2: Managing the organisation - Develop and implementa system to promote professional responsibility and accountability

- ☐ Domain 3: Leading school development - Communicate the guiding vision for the school and lead its realisation

- ☐ Domain 3: Leading school development - Lead the school's engagement in a continuous process of self-evaluation

- ☐ Domain 3: Leading school development - Build and maintain relationships with parents, with other schools, and with the wider community

- ☐ Domain 3: Leading school development - Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

- ☐ Domain 4: Developing leadership capacity - Critique their practice as leaders and develop their understanding of effective and sustainable leadership

- ☐ Domain 4: Developing leadership capacity - Empower staff to take on and carry out leadership roles

- ☐ Domain 4: Developing leadership capacity - Promote and facilitate the development of pupil voice and pupil leadership

Domain 4: Developing leadership capacity - Build professional networks with other school leaders

Please briefly describe why the Leadership and Management dimension was chosen by your school, and why the domain(s) you have selected was/were chosen as the focus:

Digital Learning Plan

Does your school have a Digital Learning Plan?

○ Yes, completed

○ Yes, in progress

○ No, not yet

Digital Learning Plan

Please indicate the extent to which each of the following groups were consulted with in the development of your school's Digital Learning Plan:

	No consultation planned / occurred	Consultation planned, not yet occurred	Some consultation	Extensive consultation
Students	○	○	○	○
Parents/Parents' association	○	○	○	○
School's management board	○	○	○	○
Teaching staff	○	○	○	○
Other(s) (please specify below)	○	○	○	○

If other groups/individuals were involved in the consultation process for your school's development of its Digital Learning Plan, please list them here:

[   ]

Please indicate which of the following groups currently have a representative / representatives on your school's Digital Learning Team:

Please tick all that apply.

☐ Students

☐ Parents

☐ School management board

☐ Teaching staff

☐ Other (please specify)

Which of the following is included in your Digital Learning Plan?

Please tick all that apply.

- [ ] School Vision

- [ ] Use of digital technologies in the school to date

- [ ] The domain(s) of focus for our Digital Learning Action Plan

- [ ] The standard(s) we focus on within these domains

- [ ] The statements of effective and/or highly effective practice

- [ ] Targets

- [ ] DLP Actions

- [ ] DLP Timeframe

- [ ] Persons / Groups responsible

- [ ] Criteria for success

- [ ] Resources needed

- [ ] Summary of strengths with regards to digital learning

- [ ] Evaluation procedures

- [ ] Specific plans/goals/procedures for Special Education Needs students

Since first making your Digital Learning Plan, have you reviewed and/or updated the following aspects of your Digital Learning Plan?

	Yes	No
School Vision	◯	◯
Use of digital technologies in the school to date	◯	◯
The domain(s) of focus for our Digital Learning Action Plan	◯	◯
The standard(s) we focus on within these domains	◯	◯
The statements of effective and/or highly effective practice	◯	◯
Targets	◯	◯
Digital Learning Plan Actions	◯	◯
Digital Learning Plan Timeframe	◯	◯
Persons / Groups responsible	◯	◯
Criteria for success	◯	◯
Resources needed	◯	◯
Summary of strengths with regards to digital learning	◯	◯
Evaluation procedures	◯	◯

Acceptable Use Policy

Does your school have policies/guidelines on:

	Yes	No
Acceptable use of technology in school	○	○
Acceptable use of the internet in school	○	○
Online safety	○	○
Students' own device use in school (e.g. mobile phones)	○	○
Teachers' own device use in school (e.g. mobile phones)	○	○
Assistive technology for students with different learning needs / Special Education Needs	○	○

Please indicate the extent to which each of the following groups were consulted with in the development of the abovementioned policies:

	No consultation planned / not occurred	Consultation planned, not yet occurred	Some consultation	Extensive consultation
Students	○	○	○	○
Parents/Parents' association	○	○	○	○
School's management board	○	○	○	○
Teaching staff	○	○	○	○
Other(s) (please specify below)	○	○	○	○

If other groups/individuals were involved in the consultation process for these policies, please list them here:

DLPlanning website

Have you visited the DLPlanning.ie website?

- ( ) No

- ( ) Yes, once or twice

- ( ) Yes, three or four times

- ( ) Yes, five or more times

DLPlanning Website

How frequently do you use the following parts of the DLPlanning.ie website to support your implementation of the Digital Learning Framework?

Click on the links below if you are unsure what the item refers to.

	Never	About once per month or less	About once every two weeks	About once per week	More than once per week
The DL Plan template document	○	○	○	○	○
The DL Framework document	○	○	○	○	○
The Digital Learning Planning Guidelines document	○	○	○	○	○
Statements of effective and/or highly effective practice	○	○	○	○	○
Sample downloadable questionnaires and other documents	○	○	○	○	○
Sample videos of best practice	○	○	○	○	○

Which of the above resources, if any, did you find most useful in your implementation of the DLF? If the resources you use are not listed, please use the box below to describe what they are, and how you use them to implement the DLF.

Which of the above resources, if any, did you not find useful in your implementation of the DLF? If these resources are not listed, please use the box below to describe what they are.

What changes in the DLF documents and other supporting materials would better enable you to implement the DLF in your school/classroom?

Please describe up to three changes.

School Self-assessment

Throughout this section the terms **Digital Technology** and **Embedding** will be used frequently. As you answer the questions, please keep in mind the following definitions of these terms:

Digital technologies *refer to electronic tools, systems, and devices that generate, store, or proces data. These include computers, tablets, software and applications, websites, social media, multimedia, online games, robotics, cloud computing, and mobile devices.*

Embedding *refers to moving beyond ICT integration, where digital technology is seamlessly used in all aspects of teaching, learning and assessment to enhance the learning experiences of all students.*

Thinking about the pattern of embedding of digital technologies in your school, please make an approximation as to the proportion of teachers which fit each of these descriptions:

	No teachers	About 1 in 4 teachers or less	About a half of teachers	About 3 in 4 teachers	All or almost all teachers
No embedding of digital technologies in teaching, learning, and assessment	○	○	○	○	○
Limited/narrow embedding of digital technologies in teaching, learning, and assessment	○	○	○	○	○
Moderate embedding of digital technologies in teaching, learning and assessment	○	○	○	○	○
Extensive embedding of digital technologies in teaching, learning, and assessment	○	○	○	○	○

Thinking about the teachers in your school who use digital technologies, please make an approximation as to the proportion of teachers which fit each of these descriptions:

	No teachers	About 1 in 4 teachers or less	About half of teachers	About 3 in 4 teachers	All or almost all teachers
Ineffective use of digital technologies in teaching, learning, and assessment	○	○	○	○	○
Somewhat effective use of digital technologies in teaching, learning, and assessment	○	○	○	○	○

Effective use of digital technologies in teaching, learning, and assessment

   ○   ○   ○   ○   ○

Highly effective use of digital technologies in teaching, learning, and assessment

   ○   ○   ○   ○   ○

With regard to the statements in the DLF on which you are focusing, which of the following statements best describes your school's current level of practice?

If you are not sure where your school stands in terms of effective and highly effective practice, <u>this link</u> outlines the standards for each domain.

○ All below statements of effective practice

○ Mostly below statements of effective practice

○ Partly below/partly at statements of effective practice

○ Mostly at statements of effective practice

○ All at statements of effective practice

○ Partly at statements of highly effective practice

○ Mostly at statements of highly effective practice

○ All at statements of highly effective practice

Please outline how you identified your school's current level of practice:

How long do you expect it will take for your school to achieve highly effective practice for the standard(s) you have chosen?

○ About six months

○ About nine months

○ About twelve months

○ About a year and a half

○ About two years

○ More than two years

Which one of the following best describes your school's current level of practice in relation to embedding digital technologies in teaching, learning and assessment?

○ Emerging (little or no embedding of digital technologies)

○ Developing (limited embedding of digital technologies)

○ Intermediate (moderate embedding of digital technologies)

○ Advanced (fairly extensive embedding of digital technologies)

○ Highly advanced (extensive and innovative embedding of digital technologies)

As you are probably aware, the structure of the Digital Learning Framework is the same as that of Looking at Our School (LAOS - school self evaluation). Which one of the following best describes the relationship between the DLF and LAOS in your school?

○ Our work on the DLF forms the main part of our current school self-evaluation activities

○ Our work on the DLF forms a subset of our current school self-evaluation activities

○ Our work on the DLF complements our current school self-evaluation activities and is being implemented in parallel with them

○ Our work on the DLF is completely separate from our school self-evaluation activities

If you wish, please comment further on using the Digital Learning Framework as part of your school's self-evaluation activities:

Attitudes to Digital Technologies

To what extent do you agree or disagree with the following statements about using digital technologies in teaching and learning at school?

	Strongly disagree	Disagree	Neither agree / disagree	Agree	Strongly agree
Enables students to access better sources of information	○	○	○	○	○
Helps students to consolidate and process information more effectively	○	○	○	○	○
Helps students develop greater interest in learning	○	○	○	○	○
Helps students work at a level appropriate to their needs	○	○	○	○	○
Improves academic performance of students	○	○	○	○	○
Results in poorer writing skills among students	○	○	○	○	○
Introduces organisational problems for schools	○	○	○	○	○
Impedes concept formation better done with real objects than computer images	○	○	○	○	○
Encourages copying material from published internet sources	○	○	○	○	○
Distracts students from learning	○	○	○	○	○
Results in poorer calculation and estimation skills among students	○	○	○	○	○
Enables students to better engage in collaborative learning	○	○	○	○	○
Improves students' capacity to self-assess / peer-assess	○	○	○	○	○

Thinking about your experience with digital media and digital devices, to what extent do you disagree or agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree

I feel comfortable using digital devices that I am less familiar with	◯	◯	◯	◯
If my friends and relatives want to buy new digital devices or applications, I can give them advice	◯	◯	◯	◯
I feel comfortable using my digital devices at home	◯	◯	◯	◯
When I come across problems with digital devices, I think I can solve them	◯	◯	◯	◯
If my friends and relatives have a problem with digital devices, I can help them	◯	◯	◯	◯

Thinking about your experience with digital media and digital devices, to what extent do you disagree or agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
If I need new software, I install it by myself	◯	◯	◯	◯
I read information about digital devices to be independent	◯	◯	◯	◯
I use digital devices as I want to use them	◯	◯	◯	◯
If I have a problem with digital devices I start to solve it on my own	◯	◯	◯	◯
If I need a new application, I choose it by myself	◯	◯	◯	◯

School Leadership

The following statements relate to leadership style. Please indicate the extent to which each of the following applies to you in your school leadership role:

	Not at all	Once in a while	Sometimes	Fairly often	Frequently/Always
I make others feel good to be around me	○	○	○	○	○
I express with a few simple words what we could and should do	○	○	○	○	○
I enable others to think about old problems in new ways	○	○	○	○	○
I help others develop themselves	○	○	○	○	○
I tell others what to do if they want to be rewarded for their work	○	○	○	○	○
I am satisfied when others meet agreed-upon standards	○	○	○	○	○
I am content to let others continue working in the same ways always	○	○	○	○	○
Others have complete faith in me	○	○	○	○	○
I provide appealing images about what we can do	○	○	○	○	○
I provide others with new ways of looking at puzzling things	○	○	○	○	○
I let others know how I think they are doing	○	○	○	○	○
I provide recognition/rewards when others reach their goals	○	○	○	○	○
As long as things are working, I do not try to change anything	○	○	○	○	○
Whatever others want to do is OK with me	○	○	○	○	○
Others are proud to be associated with me	○	○	○	○	○
I help others find meaning in their work	○	○	○	○	○

I get others to rethink ideas that they had never questioned before

○ ○ ○ ○ ○

I give personal attention to others who seem rejected

○ ○ ○ ○ ○

I call attention to what others can get for what they accomplish

○ ○ ○ ○ ○

I tell others the standards they have to know to carry out their work

○ ○ ○ ○ ○

I ask no more of others than what is absolutely essential

○ ○ ○ ○ ○

Pedagogical Beliefs

What does the phrase <u>embedding</u> digital technologies in teaching, learning and assessment mean to you?

[text entry box]

Please indicate how much you disagree or agree with each of the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
When referring to a "good performance", I mean a performance that lies above the previous achievement of the student	○	○	○	○
My role as a teacher is to facilitate students' own inquiry	○	○	○	○
Students should be made aware of how what they are learning relates to real life	○	○	○	○
When referring to a "poor performance", I mean a performace that lies below the previous achievement of a student	○	○	○	○
Students should not learn about the practical utility of their learning	○	○	○	○
The teacher should be the one who decides how long is spent on a learning activity	○	○	○	○
A quiet classroom is generally needed for effective learning	○	○	○	○
Effective/good teachers demonstrate the correct way to solve a problem	○	○	○	○
Students learn best by finding solutions to problems on their own	○	○	○	○
Thinking and reasoning processes are more important than specific curriculum content	○	○	○	○
Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly	○	○	○	○

Continuing Professional Development and School Initiatives

Has any member of your staff taken part in any of the following digital technology related CPD in the last two years?

Please tick all that apply.

☐ Junior cycle cluster CPD such as "Activating Digital Aspects of the Junior Cycle"

☐ Workshops (e.g. those provided to support the introduction of the JC Framework)

☐ PDST online summer courses

☐ Term time online courses

☐ Face-to-face summer courses

☐ Digital Learning webinars

☐ In-school PDST support

☐ DLF Seminar

☐ PDST digital technologies face-to-face course

☐ Other PDST online courses

☐ Other (please specify)

In an ideal scenario, what professional learning supports would you like to see available to facilitate your school's continued implementation of the Digital Learning Framework/Digital Learning Plan?

To what extent has the digital technology-related CPD your school has participated in included the following elements?

	Did not Include / N/A	Included a small component	Included a significant component	Included to a great extent

Focus on curriculum materials	○	○	○	○
Focus on content knowledge	○	○	○	○
Focus on how to teach the content, and how students learn it	○	○	○	○
Teachers participated alongside other teachers in their school	○	○	○	○
Focus on professional development specific to curriculum materials	○	○	○	○

Has anyone in your school taken part in any of the following digital technology related initiatives or events in recent years?

Please tick all that apply.

- [ ] Coding Ireland

- [ ] School Excellence Fund Digital Initiative

- [ ] Tech Space

- [ ] Trinity Access 21 (aka Bridge21)

- [ ] EU Code Week

- [ ] Formative Assessment Using Digital Portfolios Initiative

- [ ] MakerMeetIE

- [ ] PDST/GAA Future Leaders Transition Year Programme

- [ ] Computing at Schools (CAS)

- [ ] Code like a girl Ireland

- [ ] Fluirse

- [ ] Other (please specify)

PDST Support

Since the PDST seminar on the Digital Learning Framework, has your school received any additional support from the PDST Technology in Education team?

○ Yes

○ No

PDST Support

What kinds of support has your school received from the PDST since the DLF seminar?

Please tick all that apply

- [ ] One school visit

- [ ] More than one school visit (sustained support)

- [ ] Phone call(s) in which support and guidance was given (e.g. troubleshooting technical issues, helping to understand the DLF)

- [ ] Digital correspondence in which support and guidance was given (e.g. troubleshooting technical issues, helping to understand the DLF)

- [ ] Guidance on the purchasing of digital technologies

- [ ] Other (please describe)

Infrastructure and Technical Support

Do you have reliable internet access...

☐ At school?

☐ At home?

Please indicate which of these best describes the use of computing devices in your school:

	All	Most	Some	None
Teachers in this school have regular access to a school-owned computing device (e.g. laptop, tablet, PC) for teaching, learning, and assessment	○	○	○	○
Teachers in this school have regular access to their own computing devices (e.g. mobile phone, laptop) for eaching, learning, and assessment	○	○	○	○
Students in this school have regular access to a school-owned computing device (e.g. laptop, tablet, PC) for learning and assessment	○	○	○	○
Students in this school have regular access to their own computing devices (e.g. mobile phone, tablet) for learning and assessment	○	○	○	○

Please indicate which (if any) of the following devices are used by teachers and/or students for teaching, learning and assessment in your school:

Please tick all that apply

	Teachers	Students
Desktop computers	☐	☐
iPads	☐	☐
Tablets other than iPads (e.g. Samsung, Lenovo, Amazon)	☐	☐
Laptops (Using Windows or Mac operating system)	☐	☐

Chromebooks (Using Google Chrome operating system) ☐ ☐

If your school has Chromebooks for use in students' learning and assessment, please indicate how many Chromebooks are in your school:

○ 1-10

○ 11-20

○ 21-30

○ 31-40

○ 41-50

○ 51-60

○ 60-70

○ 71+

How would you rate the following aspects of ICT infrastructure and digital technologies in your school?

In responding to this question, please consider the extent to which ICT infrastructure and digital technologies in your school meet your teaching, learning and assessment goals.

	Excellent (fully supports my school's teaching, learning and assessment goals)	Very good	Good	Fair	Poor (does not support my school's teaching, learning and assessment goals in any meaningful way)
Availability of appropriate number of computing devices for all students (desktops, laptops, tablets)	○	○	○	○	○
Age and condition of computing devices (desktops, laptops, tablets)	○	○	○	○	○
Availability of digital devices such as interactive whiteboards, digital projectors)	○	○	○	○	○
Availability of digital tools such as data sensors, cameras, assistive devices, robotic tops e.g. BeeBots)	○	○	○	○	○
Awareness of suitable software for teaching and learning	○	○	○	○	○
Availability of suitable software for teaching and learning	○	○	○	○	○
Broadband connection/speed	○	○	○	○	○
Technical support and maintenance	○	○	○	○	○
Teachers' overall level of knowledge and skills in using digital technologies for teaching and learning	○	○	○	○	○
Teachers' overall level of use of digital technologies for teaching and learning	○	○	○	○	○
Students' overall level of knowledge and skills in using digital technologies for learning	○	○	○	○	○
Students' overall engagement with digital technologies as part of teaching and learning	○	○	○	○	○

How would you rate the effectiveness of the technical support in your school at present?

	Highly effective (minimal or no issues)	Quite effective	Somewhat effective	Not effective (widespread issues with large or lengthy negative impact)
For keeping computing devices in good repair	○	○	○	○
For keeping devices up to date with software, virus scans, etc.	○	○	○	○
For keeping other devices (e.g. printers, projectors) in good repair	○	○	○	○
For maintaining connectivity	○	○	○	○

How is technical support provided in your school?

○ **All** technical support is provided for by a member of school staff

○ **All** technical support is provided for by an external technical support company

○ Technical support is provided for by a **mixture** of internal and external support (e.g. member of staff looks after software and external company looks after hardware)

○ We have no technical support arrangements at present

○ Other

DLF Impact

Did any of the following change as a result of your school's work on the DLF so far?

	Significant change	Moderate change	Minor change	No change
Teaching and learning activities during class time	◯	◯	◯	◯
Students' homework or study activities	◯	◯	◯	◯
Students' interest and engagement in learning activities	◯	◯	◯	◯
Teachers' assessment practices	◯	◯	◯	◯
Collaborative practices among teachers	◯	◯	◯	◯
Sharing of documents or resources among teachers	◯	◯	◯	◯
Emphasis on use of digital technologies in school policies or guidelines	◯	◯	◯	◯
Decisions relating to enhancing digital technology infrastructure (e.g. quality or number of computing devices)	◯	◯	◯	◯
Decisions relating to enhancing technical support or maintenance	◯	◯	◯	◯
Decisions relating to enhancing broadband connectivity/wifi connectivity or reliability	◯	◯	◯	◯
Other area (please specify below)	◯	◯	◯	◯

Another area (please specify):

[   ]

Implementation Challenges

How would you rate the following as significant, ongoing challenges in implementing the DLF in your school?

	Highly challenging	Moderately challenging	Somewhat challenging	Not at all challenging	Does not apply/did not occur
Staff culture and attitudes towards digital technologies leading to difficulty in the 'buy-in' to the programme	○	○	○	○	○
The fit between the aims of the DLF and the structure of the Certificate examinations	○	○	○	○	○
Staff level of competency in managing and using digital technologies in teaching and learning	○	○	○	○	○
The overall timeline for implementation	○	○	○	○	○
Dedicated time for staff to implement the steps involved in the DLF	○	○	○	○	○
Digital technology infrastructure (e.g. number and quality of computing devices)	○	○	○	○	○
Broadband connectivity/wifi connection or reliability	○	○	○	○	○
Gathering evidence to support the work of the programme	○	○	○	○	○
Sharing the learning of the Digital Learning Team across all staff in the school	○	○	○	○	○
Providing overall leadership for the programme on the part of school management	○	○	○	○	○

Name up to three things that you think would best enable you and your school to address these problems, and successfully implement the DLF:

[   ]

Would your school be willing to participate in a focus group during the Spring of 2020?

◯ Yes

◯ I don't know

◯ No

Many thanks for taking the time to participate.

Please click '**Finish**' to submit your responses.