



Thank you for your involvement in the trial of the Digital Learning Framework (DLF). This trial is being carried out in 20 post-primary and 28 primary schools.

The Educational Research Centre, Drumcondra, Dublin, has been asked by the Department of Education and Skills to evaluate this trial. This questionnaire is part of that evaluation.

The purpose of the questionnaire is to gather information about your school's experiences during the DLF trial. It should be completed by the leader of the Digital Learning Team in the school, or someone who is closely involved in the implementation of the DLF trial. This might be the Principal, Deputy Principal, or other member of staff. It is intended to take no more than 20 minutes to complete.

Most questions require you to tick a box, while some ask you to type your response.

Your views are very important in contributing to improvements to the DLF when it is rolled out nationally in Autumn 2018.

It might be helpful to download a PDF copy of this questionnaire at [this link](#). This is in case you want to review the questionnaire before filling it out.

Please feel free to ask other staff in your school, such as the the Digital Learning Team or other teachers, to provide input into responses to any of the questions.

The questionnaire needs to be completed in one 'sitting'. Please be sure to click on the SUBMIT button when you reach the end of the questionnaire, otherwise your responses will not be saved.

Responses of individual schools will not be identified in published reports. Numeric results will be reported as group averages. Any published comments are anonymised, and for illustrative purposes only.

If you are having any difficulties in completing the questionnaire, please email

DLF@erc.ie.

If possible, please submit your responses within one week of receiving the email invitation to complete the questionnaire. The survey closes on May 14th, 2018.

Thank you!

Logging in to start the questionnaire

* 1. Roll number of school:

Please ensure that you choose the correct roll number.

* 2. Two-digit school ID:

Please enter the two-digit school ID assigned by the ERC.

* 3. Are you the leader or a member of the school's Digital Learning Team?

- Yes, I'm the leader
- Yes, I'm a member of the Digital Learning Team (but not its leader)
- No

* 4. Are you...

- The Principal?
- The Deputy Principal?
- The ICT or Digital Learning Co-ordinator?
- A class teacher?
- In another role in the school? (Please type below)

The digital context of your school

Previously, we asked you some questions about the digital context of your school. Now, we ask you to answer these questions a second time, to see if things have changed since the beginning of the DLF trial.

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

	Excellent	Very good	Good	Fair	Poor
Number of computing devices (desktops, laptops, tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age and condition of computing devices (desktops, laptops, tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of digital devices such as whiteboards, digital projectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of digital tools such as data sensors, cameras, assistive devices, robotic tops (e.g. BeeBots)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of suitable software for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of suitable software for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadband connection/speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support and maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' overall level of knowledge and skills in using digital technologies for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' overall level of use of digital technologies for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' overall level of knowledge and skills in using digital technologies for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' overall engagement with digital technologies as part of teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your views on the Digital Learning Framework at the end of the trial

An important part of this evaluation is to learn about your views of the Digital Learning Framework document, guidelines and resources, now that the trial is coming to an end.

6. How frequently did the Digital Learning Team (or staff in your school responsible for implementing the DLF trial) use the following materials/resources during the trial?

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

	Very frequently (once a week or more often)	Quite frequently (about once a fortnight)	Sometimes (about once a month)	Rarely (about once or twice over the past 6 months)	Never
The Digital Learning Framework document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Digital Learning Planning Guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Digital Learning Plan Template	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The video exemplars (see video exemplars section of the web page)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please rate the usefulness of the following materials in supporting your school to implement your school's programme during the DLF trial.

Click on the links below if you are unsure about what the item refers to. Select 'not used' if the material was not referred to during the trial in your school.

	Excellent	Very good	Good	Fair	Poor	Not used
The Digital Learning Framework document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Digital Learning Planning Guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Digital Learning Plan Template	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The video exemplars (see video exemplars section of the web page)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please rate the following aspects of the Digital Learning Framework document in using it to guide the implementation of your programme during the DLF trial. Please also provide comments or suggestions, particularly where your ratings are less positive.

Skip this question if you did not refer to the Digital Learning Framework Document during the trial.

	Excellent	Very good	Good	Fair	Poor
Overall length and layout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall language and terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content and wording of the domain that my school was focusing on for the trial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content and wording of the statements of effective and highly effective practice for the standard(s) in the domain that my school was focusing on for the trial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 'fit' of the document within the school's broader development and improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/suggestions:

9. Please rate the following aspects of the Digital Learning Framework Planning Guidelines in using it to guide the implementation of your programme during the DLF trial. Please also provide comments or suggestions, particularly where your ratings are less positive.

Skip this question if you did not refer to the Planning Guidelines during the trial.

	Excellent	Very Good	Good	Fair	Poor	Did not refer to this section
Overall length and layout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall language and terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Introduction section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Getting Started section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section on Step 1 (Identify Focus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section on Step 2 (Gather Evidence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section on Step 3 (Analyse and Make Judgements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section on Step 4 (Write and Share the Digital Learning Plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section on Step 5 (Putting the Plan Into Action)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section on Step 6 (Monitor Actions and Evaluate Impact)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appendix A (Resources and Supports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appendix B (Digital Learning Plan Template)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/suggestions:



The Digital Learning Framework Trial programme in your school

This section asks information and your views on the implementation of the DLF trial programme in your school.

10. Please select the dimension that your school's DLF trial programme is focused on.

- Teaching and Learning
- Leadership and Management

The Digital Learning Framework Trial programme in your school

11. Please select the domain and standard(s) that your school's programme focused on during the DLF trial.

All of the domains and standards of the Teaching and Learning dimension of the DLF are listed below. Tick all 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 primary 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, preparation and 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

The Digital Learning Framework Trial programme in your school

12. Please select the domain and standard(s) that your school's programme focused on during the DLF trial.

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 implement a 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 own 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

The Digital Learning Framework Trial programme in your school

13. About how many hours in total did you, as principal, spend working on planning, implementing and monitoring the DLF trial programme in your school?

Exclude Croke Park on October 26th, 2017. Include time spent preparing for and attending PDST advisor visits.

- 1-8 hours
- 9-16 hours
- 17-24 hours
- 25-32 hours
- 33-40 hours
- 41 hours or more

14. When will the school's DLF trial programme be completed, that is, when is it envisaged that the school will have attained its programme aims and targets?

- Programme is already completed and aims and targets attained
- Programme forms a six-month plan (shortly due to be completed during May-June 2018)
- Programme forms a one-year plan (due to be completed during September-December 2018)
- Programme will run for more than one year (due to be completed after 2018)

15. At what level of effective or highly effective practice did your school's programme aim to achieve in terms of its domain and standard(s)?

16. At the end of the DLF trial, the actual levels of practice associated with the domain standard(s) of your school's programme are best described as:

17. Please indicate which curricular or content areas were a focus of the DLF trial programme in your school:

	High focus	Medium focus	Low focus	Not a focus of our programme
Pupils' literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' oral language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' mathematics skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' science skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' critical thinking and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' collaborative and team work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' business skills/entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' artistic and creative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils' digital literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another area (please type below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Another area (please specify)

18. Please indicate which of the following were a focus for the teaching and/or management staff for the DLF programme in your school:

	High focus	Medium focus	Low focus	Not a focus of our programme
Teachers' collaborative and team work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' digital literacy in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' use of digital technologies for assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' use of digital technologies for communication with pupils or parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' use of digital technologies for administration (e.g. attendance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of teachers' skills in using specific apps or software for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating use of digital technologies into short-term planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating use of digital technologies into long-term planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making improvements to digital technologies infrastructure - number and quality of computing devices and/or tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making improvements to technical maintenance and support for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making improvements to the quality of broadband connectivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making improvements to the sharing of teaching documents and resources (cloud- or server-based)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another area (please type below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Another area (please specify)

19. Did any of the following change as a result of taking part in this trial?

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

Another area (please specify)

The Digital Learning Framework Trial programme in your school

20. Did any of the following occur to support the school's involvement in the DLF trial?

	No	Once	Twice	Three times	Four times or more
Staff meetings for information and planning purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development activities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer-to-peer mentoring or coaching among teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-wide communications (e.g. emails, posters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications (e.g. letters, emails) to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings or communications with the school's Board of Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other support(s) (please type below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other support(s) (please specify)

21. About what percentage of class teachers in your school were...

	90-100% (all or almost all)	75-90% (most)	50-75% (a little more than half)	25-50% (a little less than half)	10-25% (some)	0-10% (few or none)
... highly involved in the DLF trial?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... somewhat involved in the DLF trial?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... not at all involved in the DLF trial?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. How would you rate the engagement of the following during the implementation of this programme?

	High	Medium	Low	Not applicable/Not involved
Class teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT/Digital Learning Co-ordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDST advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board of Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other(s) (please type below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other(s) (please specify)

23. To what extent has the Digital Learning Framework complemented your school's existing self-evaluation activities in the area of teaching and learning?

- To a large extent
- To some extent
- To a small extent
- Not at all

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

* 25. Please list the three most significant changes that have occurred in the school as a result of having taken part in the DLF trial:

Most significant change as a result of the DLF trial:

Second most significant change as a result of the DLF trial:

Third most significant change as a result of the DLF trial:

* 26. How would you rate the overall success of the DLF trial programme in your school?

- Highly successful
- Largely successful
- Partly successful
- Not successful

Why, in your view, was the DLF programme successful (or not)?

27. Please indicate whether you agree or disagree with the following statements about providing supports for the implementation of the DLF:

	Strongly agree	Agree	Neither agree / disagree	Disagree	Strongly disagree
Professional learning/training for staff should be delivered to clusters of schools rather than single schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning/training for staff should be delivered to clusters that combine both primary and post-primary schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be feasible for staff in my school to take part in a webinar to learn more about implementing the DLF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support from PDST advisors' face to face visits could be substituted for phone calls, emails and/or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning/training for staff should generally take a cross-curricular approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning/training for staff should generally take a subject-specific approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Details of the PDST visits to your school

28. Excluding Croke Park on 26th Oct 2017, how many face-to-face school visits or meetings did you have with the PDST advisor during the DLF trial?

Please note that this survey closes on May 14th 2018. If you have not yet had all PDST visits, please indicate the total number of visits that have been planned.

- One
- Two
- Three
- Four
- Five

29. Please indicate the main activities of each visit to the school.

(Tick all that apply and leave the relevant responses blank if fewer than five visits have taken place):

	Visit 1	Visit 2	Visit 3	Visit 4	Visit 5
Unpacking/analysing DLF domain, statements and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating a shared vision of digital learning for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating tools to gather evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing evidence gathered by the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating the Digital Learning Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing the Digital Learning Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting overall goals/targets for the trial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing overall plan for the DLF trial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revisiting/reviewing overall DLF trial plan/goals/targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing/monitoring progress (e.g. evaluating attainment of DLF goals/targets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting visit-specific goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused/specific CPD session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other activities (<i>please type below</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other activities:

30. Number of school staff members (including all staff – teachers, administrative staff, special education staff, etc.) present at each visit:

(Leave rows blank if fewer than five visits have taken place)

	1-4 staff	5-9 staff	10-15 staff	16-20 staff	21-30 staff	31 or more staff
Visit 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Details of the PDST visits to your school

31. Were any non-school staff members present for any of the visits (e.g. parents, external technical support staff)?

- Yes
 No

If 'Yes', who else was present?

32. Between visits, did you have any contact with the PDST advisor in relation to the DLF trial?

	No / Rarely	About monthly	About fortnightly	About weekly	More than weekly
By phone : planning work, e.g. confirming meeting dates/times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By email or shared (Google) drive : planning work, e.g. confirming meeting dates/times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By phone : support and guidance, e.g. methods for gathering evidence, troubleshooting technical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By email or shared (Google) drive : support and guidance, e.g. methods for gathering evidence, troubleshooting technical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Please indicate the overall success of your school's work with the PDST advisor for the DLF trial, in terms of achieving your school's DLF goals and targets:

- Highly successful
 Moderately successful
 Partly successful
 Not successful

Successes and challenges

34. How would you rate the following elements of the DLF trial in contributing to the programme's success in your school?

	Essential for the success of the programme	Very important for the success of the programme	Somewhat important for the success of the programme	Not important for the success of the programme	Does not apply/Did not occur
Advance planning for the PDST visits on the part of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advance planning for the PDST visits on the part of the PDST advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The engagement of school staff with the programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support and guidance provided by the PDST advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tools and resources provided by the PDST advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development provided by the PDST advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion between the PDST advisor and school staff that resulted in clarity of the programme's purpose, goals and/or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion during the meetings that allayed potential concerns or identified solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities afforded by the visits to develop shared understanding and collaboration among staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing the learning of the Digital Learning Team across all staff in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership and direction for the programme provided by school management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 35. Please describe the things that contributed to the success of the programme in your school below:

36. How would you rate the following as significant, ongoing challenges in implementing the DLF framework/programme 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 difficulties in 'buy-in' to the programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff level of competencies in managing and using digital technologies in teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall timeline for the trial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated time for staff to attend PDST visit meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated time for staff to implement the steps involved in the programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital technology infrastructure (e.g. number and quality of computing devices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadband connectivity/wifi connectivity or reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathering evidence to support the work of the programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing the learning of the Digital Learning Team across all staff in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing overall leadership for the programme on the part of school management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 37. Please describe the challenges that affected the implementation of the programme in your school below:

**Important: Please click on SUBMIT to complete the questionnaire.
Thank you!**