



Thank you for agreeing to take part 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 views on the DLF trial in your school. It is intended to take about 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.

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 and teachers 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 invitation email to complete this 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. Four-digit teacher ID:

Please enter the four-digit teacher ID assigned to you by the school principal. This ID is needed to keep track of responses and will never be used to identify you.

* 3. Are you on the school's Digital Learning Team?

Yes

No

The digital context of your school

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

4. How would you rate the following aspects of ICT infrastructure and digital technologies in your school as they relate to your work and that of your students?

	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"/>
My own level of knowledge and skills in using digital teaching and learning technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own level of engagement with digital teaching and learning technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' level of knowledge and skills in using digital learning technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' level of engagement with digital teaching and learning technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Digital teaching and learning practices

Again, previously, we asked you some questions about digital teaching and learning practices. We ask you to answer these questions a second time, to see if things may have changed as a result of taking part in the DLF trial.

5. In general, how often do your students use digital technologies in the following ways?

	Never	Sometimes	Frequently	Usually / Always
Reinforce and practise routine skills and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submit homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use e-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find information on the Internet (teacher-directed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out research on the Internet (student-led)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publish and present work online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with spreadsheets and databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data-logging tools (e.g. in science for weather, environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyse data or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create presentations using a range of media (e.g., podcast, video)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use simulations or abstractions to explore a system or abstract concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create simulations or abstractions to explore a system or abstract concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use social networks for school-related learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with peers from class through email, videoconferencing, or online forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with students or adults from outside class (e.g., students from other schools or adult mentors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give feedback to peers or assess other students' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Since January 2018, generally, how often has each of the following happened during your students' class time in your main subject area?

	Never / Almost never	Once / Twice a month	Once / Twice a fortnight	Weekly or more often
I present a summary of learned content using digital technologies/devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work in small groups using digital technologies to come up with a joint solution to a problem or task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use digital technologies to give different work to the students who have difficulties learning and/or to those who can advance faster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use digital technologies to refer to a problem from everyday life or work to demonstrate why new knowledge is useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let students practice similar tasks using digital technologies until I know that every student has understood the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I check students' assignments or homework which have been completed electronically/digitally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using digital technologies, students work on projects that require at least one week to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use digital technologies for projects or class work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your views on the Digital Learning Framework document and resources

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.

7. How frequently did you 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 in 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"/>

8. Please rate the usefulness of the following materials in supporting your work on 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 you did not use the material.

	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"/>

9. Please rate the following aspects of the Digital Learning Framework document in using it to guide your work 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:

10. Please rate the following aspects of the Digital Learning Framework Planning Guidelines in using it to guide the implementation of your school's 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:



Your school's implementation of a programme for the DLF trial

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

11. 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
Students' literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' oral language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' mathematics skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' science skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' critical thinking and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' collaborative and team work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' business skills/entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' artistic and creative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' 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)

12. 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 students 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)



Your school's implementation of a programme for the DLF trial

13. About how many hours in total did you, as a teacher, 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. Did any of the following change as a result of taking part in this trial?

	Significant change	Moderate change	Minor change	No change
My teaching and learning activities during class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' study or homework activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' interest and engagement in learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My record-keeping practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My collaboration with other teachers in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sharing of documents or resources with other teachers in the school	<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"/>
Digital technology infrastructure (quality or number of computing devices) that I have access to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support or maintenance	<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"/>
Other area (please type below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other area (please specify)

* 15. Please list the three most significant changes that have occurred in your work as a teacher 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:

* 16. How would you rate the success of the implementation of this programme in your school?

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

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

17. 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 teachers 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 teachers 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 me 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 teachers 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 teachers should generally take a subject-specific approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Successes and challenges

18. 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"/>

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

20. How would you rate the following as significant, ongoing challenges in implementing the 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"/>
My 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"/>

* 21. 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!