

Digital Learning Framework Trial Evaluation Questionnaire for Principals (Primary, November 2017)

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 30 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 plans at the beginning phase of this trial and your initial views on the DLF. It is intended to take about 20 minutes to complete. You will be asked to complete a second questionnaire at the end of the trial in April/May 2018.

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.

In advance of completing it, we suggest that you briefly review the **Digital Learning Framework** at [this link](#).

This PDF version of the questionnaire is for review purposes only: responses should be submitted using the online version.

Please feel free to ask other staff in your school, such as the ICT leader or Assistant Principal, 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 invitation email to complete this questionnaire.

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.

General information

3. Do you currently have teaching duties in addition to your role as principal?

Yes

No

4. Including the 2017-2018 school year, how many years have you been working...

(select one response in each column:)

| | <i>... as principal in this school?</i> | <i>... in this school in any capacity?</i> | <i>... in education altogether?</i> |
|------------------|---|--|---|
| A year or less | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2-4 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5-7 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8-10 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11-13 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14-16 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17-19 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 or more years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The digital context of your school

To help us to better understand the context of your school in this trial, please answer the following questions:

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

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

6. If you wish, make additional comments on your responses to Q5.

For example, there could be high levels of use of digital technologies in some areas but not others.

7. The following statements outline potential obstacles/challenges that hinder the effective use of ICT to support teaching and learning in your school. Choose the six most significant (where 'One' is the most significant, 'Two' the second most significant etc. Please choose only 6 items from the longer list):

Enter 1 (biggest obstacle), 2, 3, 4, 5, or 6 (smallest obstacle) for 6 of the items below

- A low level of teacher digital technology skills
- A low level of teacher confidence regarding the use of digital technologies
- Insufficient teacher knowledge of how to use digital technologies effectively in teaching and learning
- Insufficient awareness among teachers of suitable digital technology-related teacher professional learning
- Insufficient access to suitable digital technology-related opportunities for teacher professional learning
- Insufficient awareness of suitable digital content among teachers
- Insufficient access to suitable digital content by teachers
- Insufficient access to digital technologies for teachers
- Insufficient access to digital technologies for pupils
- Insufficient access to high-speed broadband
- Age of computing devices
- Insufficient levels of technical support
- Insufficient time for teachers to engage in planning and preparation
- Insufficient levels of pedagogical support
- Blocked access to relevant websites
- Difficulties accessing computer rooms
- Difficulties in accessing/sharing mobile digital devices, e.g. trolley of laptops/tablets
- Pressure to cover the prescribed curriculum
- Timetabling arrangements

8. If you wish, make additional comments on your responses to Q7.

9. What was purchased using the Grant Scheme for ICT Infrastructure in the Spring of 2017?

Please tick all that apply and provide a brief description in Q10:

- Computing devices (desktops, laptops, tablets)
- Digital devices such as whiteboards, digital projectors
- Digital tools such as data sensors, cameras, assistive devices, robotic tops (e.g. BeeBots)
- Software for teaching and learning
- Technical support
- Professional training/development for teachers on aspect(s) of digital technologies for teaching and learning
- Other(s)

10. Please provide a brief description of what was purchased:

Your views on the Digital Learning Framework

An important part of this trial is to learn about your views of the [Digital Learning Framework document](#).

11. Please rate the following general aspects of the framework document in using it for your school’s initial (planning) phase of this trial. Please also provide comments or suggestions, particularly where your ratings are less positive:

| | <i>Very suited to the context of our school</i> | <i>Somewhat suited to the context of our school</i> | <i>Not really suited to the context of our school</i> |
|--|---|---|---|
| Overall length and layout | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Language and terminology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The four <i>teaching and learning</i> domains | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The four <i>leadership and management</i> domains | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The statements of <i>effective</i> and <i>highly effective</i> practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ‘fit’ of the document within the school’s broader development and improvement planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/suggestions:

12. Please rate the four teaching and learning domains of the framework document in using it for your school’s initial (planning) phase of this trial. Please also provide comments or suggestions, particularly where your ratings are less positive:

| | <i>Very clear and easy to understand</i> | <i>Somewhat clear and easy to understand</i> | <i>Not clear or easy to understand</i> | <i>Not yet used as part of our programme</i> |
|--|--|--|--|--|
| Domain 1 Learner Outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Domain 2 Learner Experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Domain 3 Teachers' Individual Practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Domain 4 Teachers' Collective/Collaborative Practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/suggestions:

13. Please rate the four leadership and management domains of the framework document in using it for your school’s initial (planning) phase of this trial. Please also provide comments or suggestions, particularly where your ratings are less positive:

| | <i>Very clear and easy to understand</i> | <i>Somewhat clear and easy to understand</i> | <i>Not clear or easy to understand</i> | <i>Not yet used as part of our programme</i> |
|---|--|--|--|--|
| Domain 1 Leading learning and teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Domain 2 Managing the organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Domain 3 Leading school development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Domain 4 Developing leadership capacity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/suggestions:

Your school's plans for implementing a programme for the DLF trial

Schools taking part in the trial have proposed an area or programme to focus on. This section asks for information about the programme for your school at this initial phase.

Please describe the programme that your school plans to develop and implement during this trial under the headings in the five questions below:

14. Brief description of the programme:

15. Reason(s) for choosing it:

16. Teaching staff involved (e.g. second and fourth class teachers, ICT Lead, SNAs):

17. Number of teaching staff involved:

- | | |
|------------------|--------------------------|
| 1-2 staff | <input type="checkbox"/> |
| 3-4 staff | <input type="checkbox"/> |
| 5-6 staff | <input type="checkbox"/> |
| 7-8 staff | <input type="checkbox"/> |
| 9-10 staff | <input type="checkbox"/> |
| 11-15 staff | <input type="checkbox"/> |
| 16-20 staff | <input type="checkbox"/> |
| 21-30 staff | <input type="checkbox"/> |
| 31-40 staff | <input type="checkbox"/> |
| 41-50 staff | <input type="checkbox"/> |
| 51 or more staff | <input type="checkbox"/> |

18. Pupils/parents involved (e.g. second and fourth class pupils, all pupils, parents of second class pupils):

19. Please indicate which aspects of the Digital Learning Framework are a focus of the programme that you described in the previous section:

| | <i>High focus</i> | <i>Medium focus</i> | <i>Low or no focus</i> |
|---|--------------------------|--------------------------|--------------------------|
| Learner outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learner experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers' individual practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers' collective/collaborative practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leading learning and teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Managing the organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leading school development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Developing leadership capacity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20. Please indicate which curricular or content areas are likely to be a focus of the programme that you described in the previous section:

| | <i>High focus</i> | <i>Medium focus</i> | <i>Low or no focus</i> |
|--|--------------------------|--------------------------|--------------------------|
| Literacy skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numeracy skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Science skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Critical thinking and analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaborative and team work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wellbeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Business skills/Entrepreneurship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Artistic and creative skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Another area (<i>please type below</i>): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21. Do you plan any of the following to support the school's involvement in this trial?

(tick all that apply)

- Regular staff meetings for information and planning purposes
- Professional development activities for staff
- Peer-to-peer mentoring or coaching among teachers
- School-wide communications (e.g. emails, posters)
- Meetings with parents
- Communications (e.g. letters, emails) to parents
- Other support(s) (*please type below*):

22. Do you envisage changes to any of the following as a result of taking part in this trial?

| | <i>Large change</i> | <i>Moderate change</i> | <i>Small change</i> | <i>No change</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Teaching and learning activities during class time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils' study or homework activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils' interest and engagement in learning activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers' assessment practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaborative practices among teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School policies or guidelines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other change(s) (<i>please type below:</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | |

23. How would you rate the level of challenge that you expect in implementing this programme?

Highly challenging

 Challenging

 Somewhat challenging

 Not challenging

24. How would you rate the level of benefit to the school that you expect as a result of taking part in the DLF trial?

High benefit

 Medium benefit

 Low benefit

25. Please comment further on the challenges or benefits that you expect:

*As part of the evaluation of this trial, the Educational Research Centre (ERC) is planning to conduct **focus group interviews** in a small number of schools during November/December 2017 and again during April/May 2018. The ERC will arrange a date and time that suits the school and the interviews will take between 60 and 90 minutes. In each school, two groups will be interviewed: principals/management, and up to 5 of the teachers involved in the trial. In April/May 2018, small groups of pupils from senior classes will be invited to take part in focus groups.*

26. Please tick the box below if your school is willing to take part in focus group interviews.

(Your response to this question is confidential to the ERC, and does not in any way affect any DLF trial activities.)

Yes

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