**Schools Excellence Fund – Digital**

**Scheme to support Digital Learning**

**Application Form for schools applying individually**

In applying to participate in this scheme, schools should note that participation will be expected over a three-year cycle. The projects will be subject to external evaluation – details will be made available to participating schools/clusters following selection. Please note that while you are applying as an individual schools, you will be expected to participate in a cluster for the duration of the project. Such clusters will be formed, in consultation with the participating schools upon completion of the selection process.

Schools should be aware that an opening event for selected schools will take place the week beginning March 19th 2018, and all nominated representatives will be expected to attend. Substitution cover will be provided.

In completing this application form, please ensure that the **project summary** outlines how the project will address one or more of the areas relating to teaching, learning and assessment. The outline should represent the views of all participating schools.

**THE CLOSING DATE FOR RECEIPT OF APPLICATIONS IS 2nd FEBRUARY 2018**

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| **Project Title:**  Oral Irish Flipped Classroom Approach using Cloud Software IrishHomework.ie. |

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| **Please provide a brief outline of the project:**  The Project envisaged will involve three teachers in sequential year groups adopting a flipped classroom approach to the learning of Oral Irish.  The cloud based solution IrishHomework.ie (IHW) will be adopted to provide content and monitor and assess progress.  Training will be provided in ESL task based language activation to improve teachers activation skill set. (both online and through PDST) |

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| **School Details** | |
| School Name |  |
| Roll number  Email Address  Telephone Number |  |
| Principal |  |
| Nominated project co-ordinator |  |
| Telephone Number:  Mobile Number  Email address |  |
| Other Participating Teachers |  |

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| **Project Summary** | |
| This project seeks to :  1. Ascertain quantifiable, measurable results for using a flipped classroom with IHW compared to other traditional methods.  2. Verify efficacy of existing and new online material for EFL style training of teachers.  3. Refine training requirements/solutions in EFL style classroom activities for language activation.  4. Identify and resolve accessibility issues for students from all socio-economic and ethnically diverse groups.  5. Prove that by elevating the enjoyment and learning intensity, through a streamlined approach, Irish can be learned for its primary purpose of communication in just a few short years. With increased enjoyment and intensity comes a corresponding reduction in the number and duration of classroom sessions.  6. Providing a better return for time and money by reducing number of books and securing a better Irish outcome. | *Please Give a bulleted list of the overall aims and objectives of the project. You should not exceed 500 words in total. These should reflect the project topics outlined in the information accompanying this application.* |

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| **Project Methodology –** *note, this is not a mandatory field, however in order to align schools to clusters, and to facilitate the next steps, this information would be relevant.* |  |
| **1. Resources**  Annual subscription to IrishHomework.ie.  **2. Training**  Initial IHW training to impart the Why? and How? of how IHW content works with a flipped classroom. How self assessment is achieved on the platform. - 2hrs (delivered by IHW school rep) week 1.  PDST led training to elaborate EFL skill set with particular regard to how to facilitate good language activation activities, e.g. task based activities, role play, games. - 2 half day sessions, week 2 and week 10.  In addition to the above training, guidance is built into IHW to maintain focus on the best approach to training, learning and assessment. This is achieved through online tooltips, popups, tutorial walkthroughs and FAQs alongside weekly emails for teaching and learning tips.  **3. Control group testing**  Three classes in sequential year groups will partake.  Some control classes will also take assessment tests where a double class at the same age group exists, at the beginning and end of each year.  **4. Surveys**  The data automatically collated will provide evidence of student progress.  Periodic teacher surveys will ascertain which activation techniques are employed and this data coupled with the recorded activity levels will be used to assess the efficacity of each pedagogical style.  **5. In-school meetings**  Once a month in-school meeting should take place for half an hour to relate difficulties and solutions amongst teachers. General minutes will be taken. | *Here you should describe how the project will be organised and the methodologies that will be adopted. For example*   * *The anticipated resource requirements, including proposed allocation of funding* * *The inputs required for project (Training, online support etc.)* * *Approaches to teaching, learning and assessment* * *How the impact of the project will be determined* |

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| **Anticipated Project Roles and responsibilities** |  |
| Cluster lead school coordinator:   * Typically this should be the Gaeilge coordinator but not necessarily so. * Liaise with the schools coordinator at IrishHomework.ie and teachers using the platform in school. * It is expected that feedback will need to be given to IHW to enable fine tuning and solving any unanticipated difficulties.   IHW school coordinator. ( info@irishhomework.ie ):   * Responsible as the go-to person for all school teachers in the program. * Offer general support and help. * Collate feedback, assess and give instruction to IHW development team for edits or additions. * Liaise with PDST regarding training requirements. * Work closely with Cluster lead to ensure schedule is followed, data is collected and presented, enhancements are delivered in a timely manner. | *Here you should outline*   * *Role to be played by your own school (e.g. Lead/Co-ordinator school, member school)* * *Role of, and relationship with, industry( if involved)* * *Role of, and relationship with, third level (if involved)* |

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| **Project Communications Plan** |  |
| Some group sessions should occur to discuss the functionality of the site and how students are interacting with it. These can be conducted in the style of a Teachmeet session and should be monthly in the first 6 months. Quarterly there after.  Primary focus being the collection and refinement of ideas to enhance classroom activation activities in ESL style.  Discussions should lead to established best practice and this would be fed back to IHW to capture examples of best practice and add supporting documentation on the site. Additionally these discussions should lead to potential future enhancements and new features to facilitate ease of use for the teachers or learners of the platform.  At the quarterly phase some discussion of the assessments should occur with feedback to IHW. | *Here you should outline*  *How might a collaboration between your school and other cluster schools be managed and facilitated –e.g. meetings required (education centres etc.)* |

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| **Project Schedule –** *this should be indicative, and demonstrate an understanding of what participating in this project may entail.* |  |
| Introductory meetings between IHW school coordinator to outline current best practice in use of IHW.  These meetings should be school by school and in groups of no larger than three to encourage better understanding and some bidirectional communication (not easily achieved in larger groups).  (Week 1,2)  Week 3 should see students take assessment test to ascertain their initial Irish level. This is recorded automatically month by month on IHW.  The target setting form should also be completed by students but synchronised by the teacher, (Set Target button on Teacher Dashboard)  [Set Target takes into account the individual student's self perception of Irish Learning environment and provides a personalised target for that student to try to adhere to. Serves as a bespoke motivational aid.]  Week 4 - 10  Training offered by PTSD EFL experts to demonstrate the task based activities (already on IHW) in practice. Mastery of facilitating these is critical for sustainable gains. Can be scheduled to suit teachers but two half-day sessions (well spaced) would be a good baseline to develop and embed good techniques.  Week12  Revisit from IHW coordinator to ensure adherence to standard best practice and that the platform is being utilised fully and correctly along with flipped classroom routines.  Also to serve as a feedback collection exercise, following an online survey of teachers.  Monthly , for 6 months and then quarterly  - Group sessions. As described in Project Communication Plan (previous section) | *Here you should outline the project schedule including*   * *Monitoring* * *Milestone dates, Expected training schedule* * *Schedule of project meetings, etc.* |

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| **Anticipated Project Outcomes and deliverables** |  |
| Get three classes in sequential year groups e.g. 4th 5th 6th. up and running with weekly lesson setting and greater than 80% particpation.  This is easily ascertained from the existing metrics on IHW.  Participation rates;   * 6 months - 80% * 1 year - 90% * Peaking at above 95%   Metrics will provide clear and accurate data on actual participation rates in terms of the homework side, (Input phase)  Metrics will also capture a high proportion of the outcomes from in-class activation phase. Good activations result in better retention scores, quicker lesson completion in later phases and better oral recordings.  An anecdotal assessment (along with in class oral test) from the teacher while giving a subjective score would provide useful evidence of progress.  Once-a-term snap shot of reports should be generated in PDF (already on IHW) A total of nine snap shot reports should exist at the end of the three year period for each student.  These will give clear indications of the levels attained.  It should be clear from the collected data towards the end of the 1st year that the ESL methods as outlined in the PDST training are being implemented.  Clear progression in students oral ability should be evident , not just from the metrics but also from anectotal evidence of sporadic use of Irish occuring outside of Irish lessons and in any oral exercises during Irish.  A library of easily accessible EFL methods and practices for activation activities will have been established, documented and made available. These will be peer rated for effectiveness. | *Here you should outline the anticipated outcomes from the project.*   * *Where feasible, these should include defined and measurable items and should be aligned to the proposed project expenditure.* * *The deliverables should be broken into yearly allotments, to be delivered by the end of each year in the three-year programme.* * *Consideration should be given to how the outcomes will be disseminated and communicated (video, online resources, etc.)* |

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| **Project evaluation and monitoring mechanism** |  |
| * The main criteria for evaluation will be in the comparison of the results obtained from the beginning and the end of the period. * Control classes should be considered , for taking the assessment tests on a twice yearly basis. * General feedback from teachers regarding all aspects will be collated and published on IHW during the three year study. | *Here you should outline*  *How the project will be evaluated* |

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| **Other relevant information** |  |
|  | *Here you should outline any proposed and/or existing ties with:*   * *Third level* * *Local industry,* * *The education centre network*   *Outline any similar projects undertaken previously.* |

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| **What will be the benefits of the project for teaching, learning and assessment for your school and the wider school system** |
| * It is anticipated that a more efficient process for learning Irish as a spoken language will be incorporated into the schools curriculum. * Improved motivation steming from more efficiently obtained Irish will result in better attitudes to Irish and better Irish outcomes for the students. * Standardised and collectively enhanced pedagogy (through feedback and dissemination through IrishHomework.ie) should result in time and energy savings both for teachers and at a curricular level. * A focus on "oral language first" should serve to enhance the effect of other efforts made in Irish teaching. Creating a solid mental framework of a fuctioning language will allow for traditional learning to be more successful as its purpose in expanding speaking capability will now be better understood and appreciated by the students. * Self assessment incorporated into the software is collated automatically through the use of various tests and scored assignments and monitoring of student interaction with the content. * Effects and impact of different activation approaches will be assessed through collation of data and comparison of teacher activity compared to students activity. This combined with the efforts of teachers to create a useful library of EFL activities for classroom activation and best practices will deliver a robust, effective and easily disseminated methodology. |

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| **How will you ensure the use of the funding is cost effective and that the project provides value for money?**   * Comparison of student outcome in Oral Irish for participating vs non participating control classes. * Cost comparison of books vs subscription. * Cost in teacher time, traditional approach vs flipped classroom. * Cost in student time, traditional vs flipped. * Parental/student/teacher survey at end of each year. * It is hoped to prove that Irish outcomes can be improved at the same time as streamlining the process and reducing the amount of time needed to acquire Irish as a spoken language. |

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| **Has your school a history of involvement in technology and or curriculum innovation projects? Yes/No** |
| **If yes, please provide details** |

Completed applications to be emailed to ictpolicy@education.gov.ie by 5 pm - Friday 26 January 2018.