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Reflections from a small school at the edge of Europe
(by listening to the students of today. They will be the policy makers of the future)

Seán Gallagher
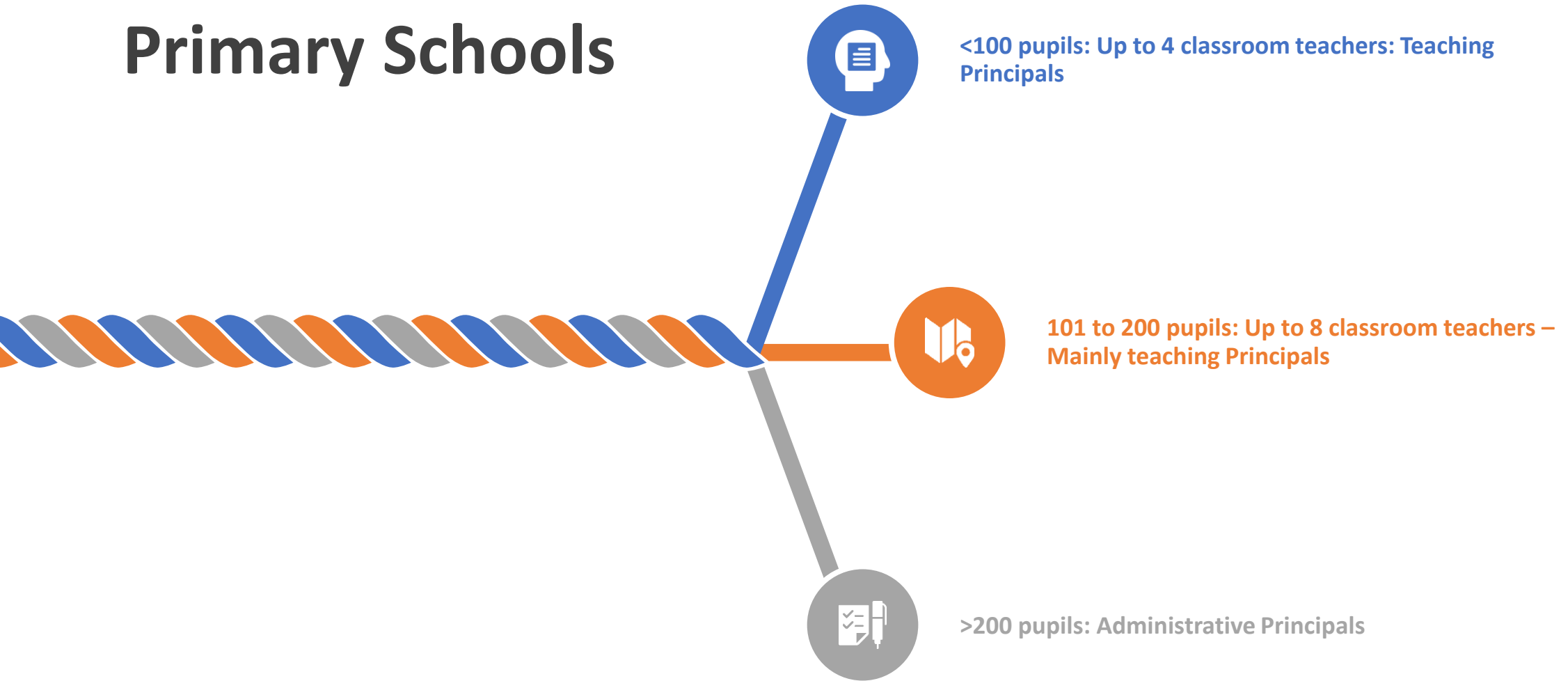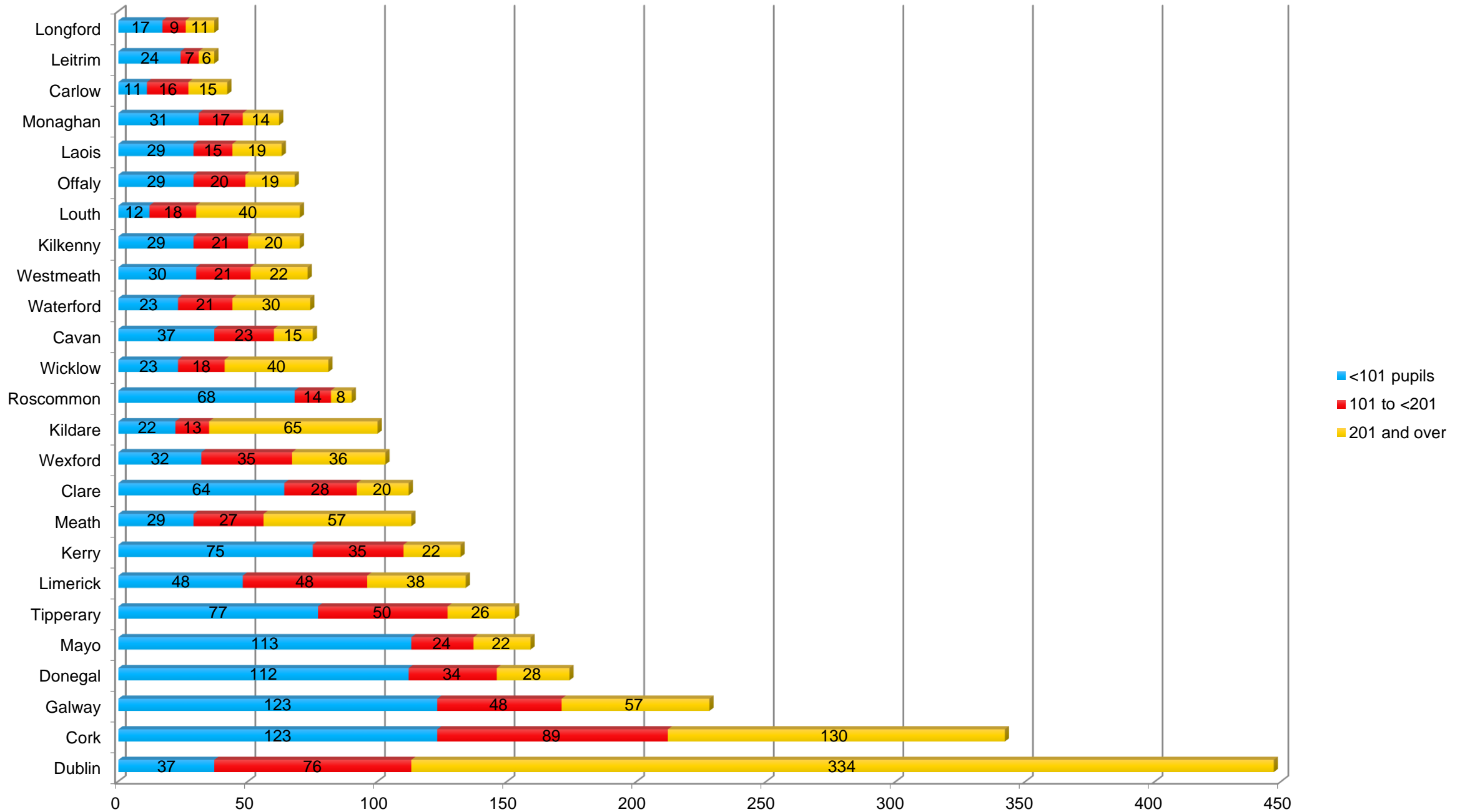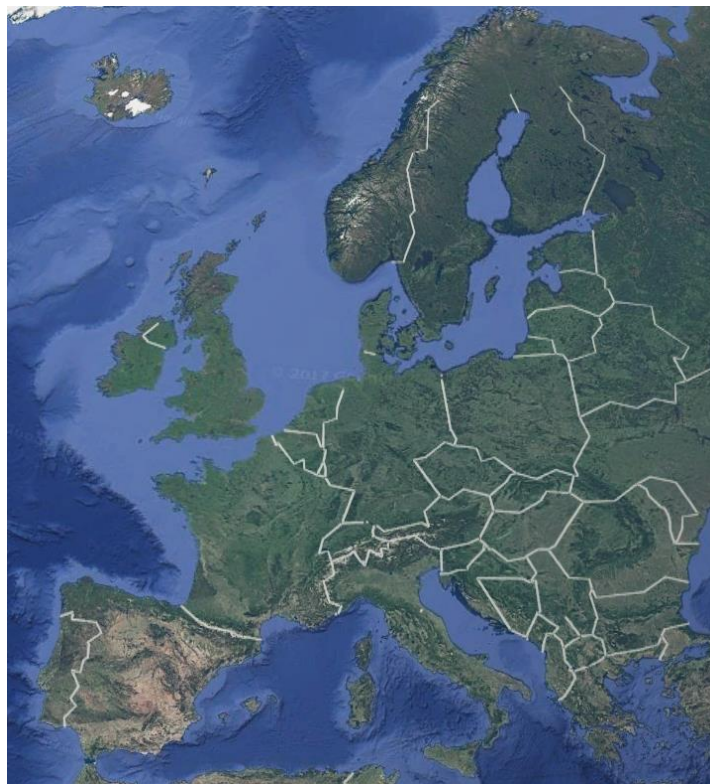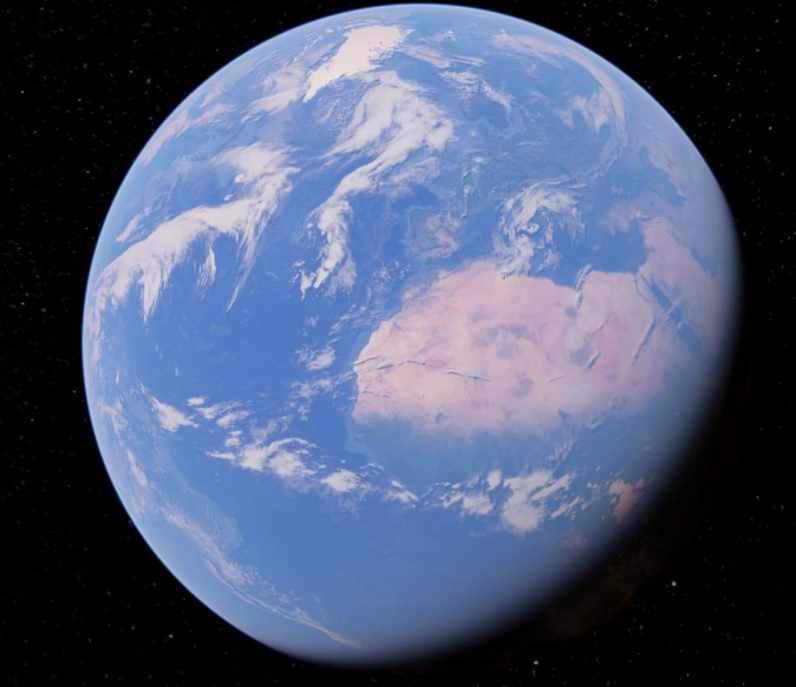@seanictmayo

European Commission

Primary Schools

<100 pupils: Up to 4 classroom teachers: Teaching Principals

101 to 200 pupils: Up to 8 classroom teachers – Mainly teaching Principals

>200 pupils: Administrative Principals

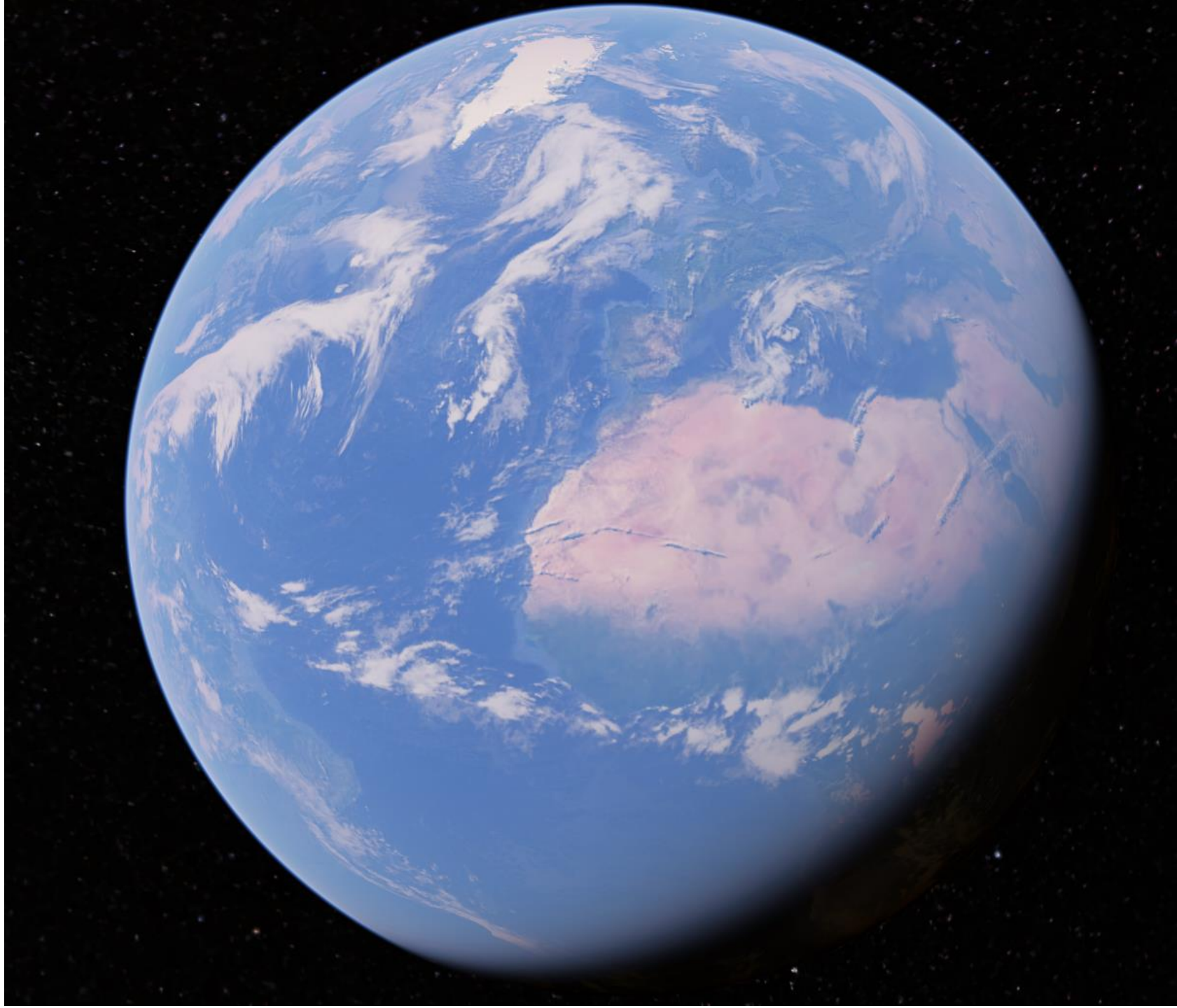| County	<101 pupils	101 to <201	201 and over
Longford	17	9	11
Leitrim	24	7	6
Carlow	11	16	15
Monaghan	31	17	14
Laois	29	15	19
Offaly	29	20	19
Louth	12	18	40
Kilkenny	29	21	20
Westmeath	30	21	22
Waterford	23	21	30
Cavan	37	23	15
Wicklow	23	18	40
Roscommon	68	14	8
Kildare	22	13	65
Wexford	32	35	36
Clare	64	28	20
Meath	29	27	57
Kerry	75	35	22
Limerick	48	48	38
Tipperary	77	50	26
Mayo	113	24	22
Donegal	112	34	28
Galway	123	48	57
Cork	123	89	130
Dublin	37	76	334

# From Global to local ……………

Ireland

Images from Google Earth

OECD report, October 2015

The report concludes:

…….not so much a matter of choosing the right device, the right amount of time to spend with it, the best software or the right digital textbook. **The key elements for success are the teachers, school leaders and other decision makers who have the vision, and the ability, to make the connection between students, computers and learning**

OECD (2015), Students, Computers and Learning: Making the Connection, PISA, OECD Publishing
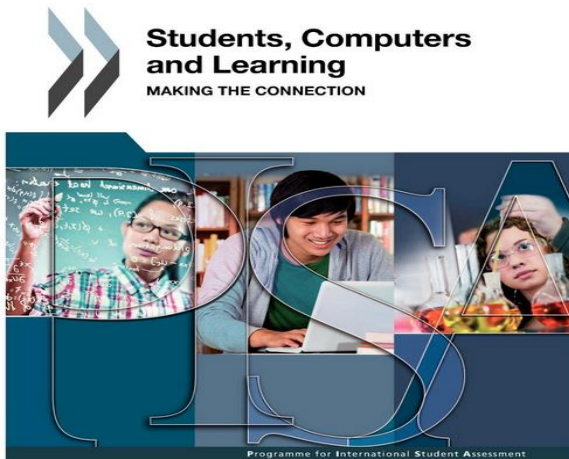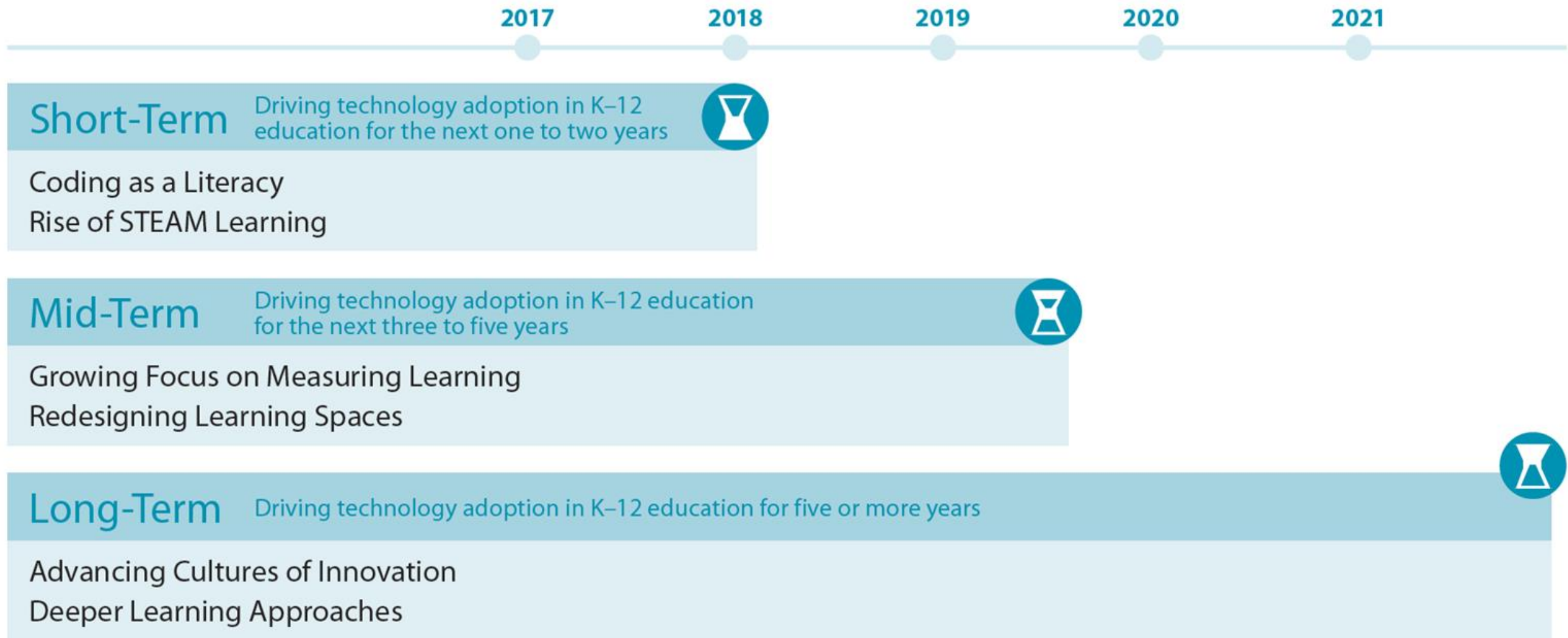
NMC/CoSN Horizon Report > 2017 K-12 Edition

….. **examines emerging technologies for their potential impact on and use in teaching, learning, and creative inquiry in schools.**

Key Trends Accelerating Technology Adoption in K–12 Education

	2017	2018	2019	2020	2021

Short-Term Driving technology adoption in K–12 education for the next one to two years

Coding as a Literacy
Rise of STEAM Learning

Mid-Term Driving technology adoption in K–12 education for the next three to five years

Growing Focus on Measuring Learning
Redesigning Learning Spaces

Long-Term Driving technology adoption in K–12 education for five or more years

Advancing Cultures of Innovation
Deeper Learning Approaches

Source: NMC/CoSN Horizon Report > 2017 K–12 Edition at a Glance

European Commission

Significant Challenges Impeding Technology Adoption in K–12 Education

Solvable   *Those that we understand and know how to solve*

Authentic Learning Experiences
Improving Digital Literacy

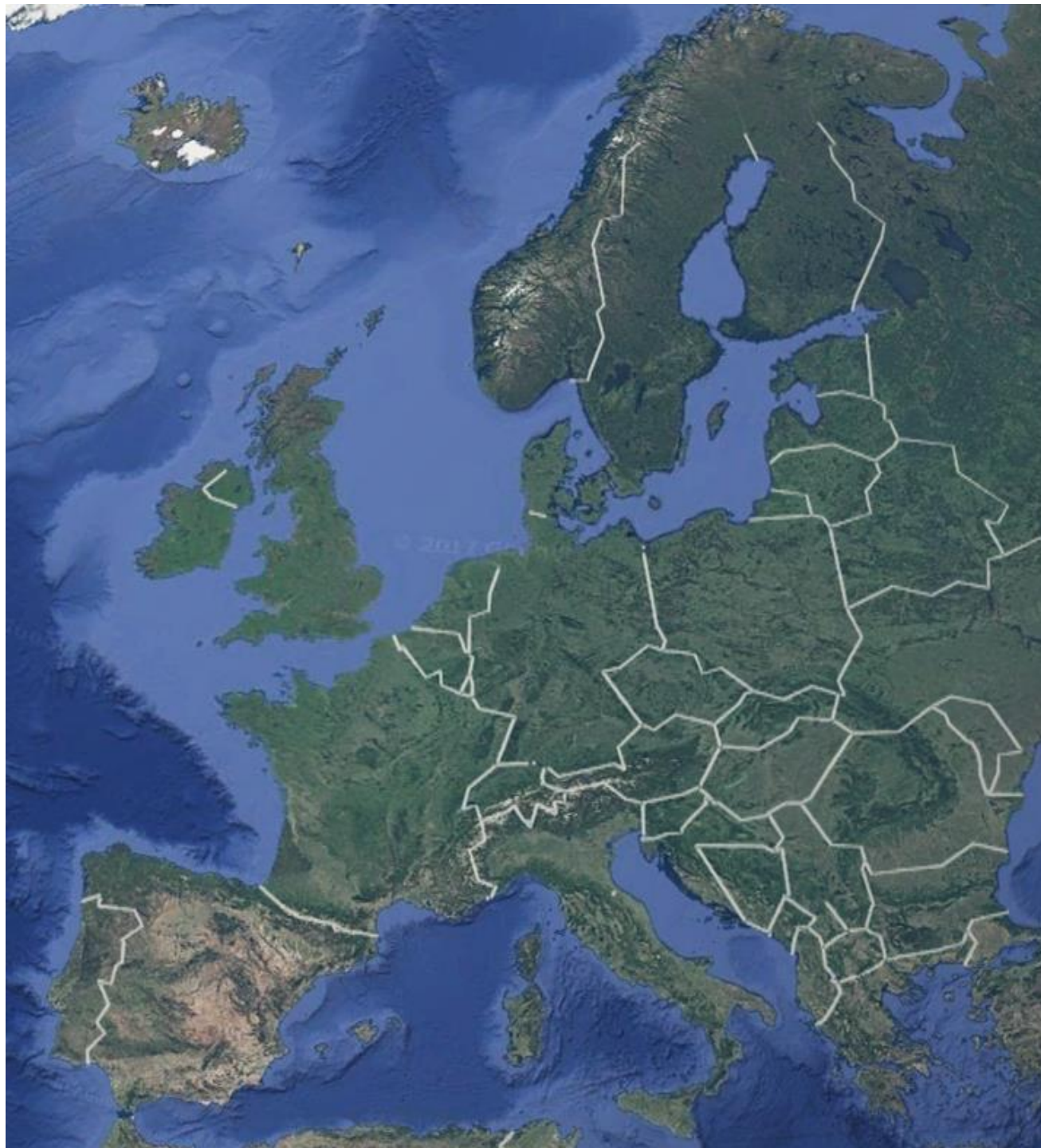**Difficult**   *Those that we understand but for which solutions are elusive*

Rethinking the Roles of Teachers
Teaching Computational Thinking

Wicked   *Those that are complex to even define, much less address*

The Achievement Gap
Sustaining Innovation through Leadership Changes

Source: NMC/CoSN Horizon Report > 2017 K–12 Edition at a Glance

European Commission

European Commission

Advances at EU level

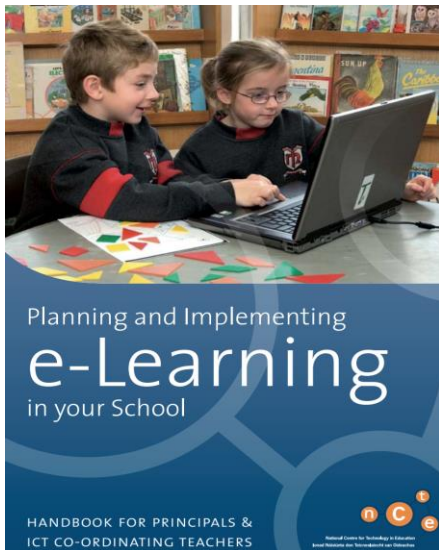| DigComp 2.1	DigCompOrg	DigCompEdu
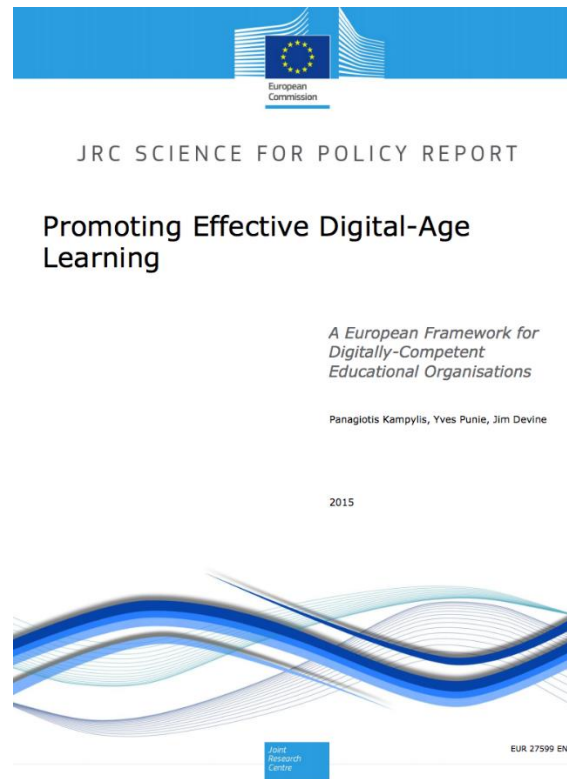
DigCompOrg – for educational organisations

JRC SCIENCE FOR POLICY REPORT

Promoting Effective Digital-Age Learning

A European Framework for Digitally-Competent Educational Organisations

European Commission

WHAT IS
SELFIE

NEW FREE
ONLINE
TOOL

To help schools assess their use of digital technologies for learning

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WHAT DOES SELFIE MEASURE?

Current position

Change process

Future position

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WHO SHOULD TAKE PART?

school leaders   teachers   students

Each has a different perspective

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WE RECOGNISE YOUR CONTRIBUTION

SELFIE digital certificate to participating schools

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Certificates of participation to all users

My role as a teacher?

Reflective practitioner
- Constructivist pedagogical orientation
- Ongoing assessment

ePortfolios

- Storage
- Workspace
- Showcase

Active learner
- Find and select information online
- Manage information
- Create/collaborate
- Reflect on learning - journal/blog
- Ongoing assessment
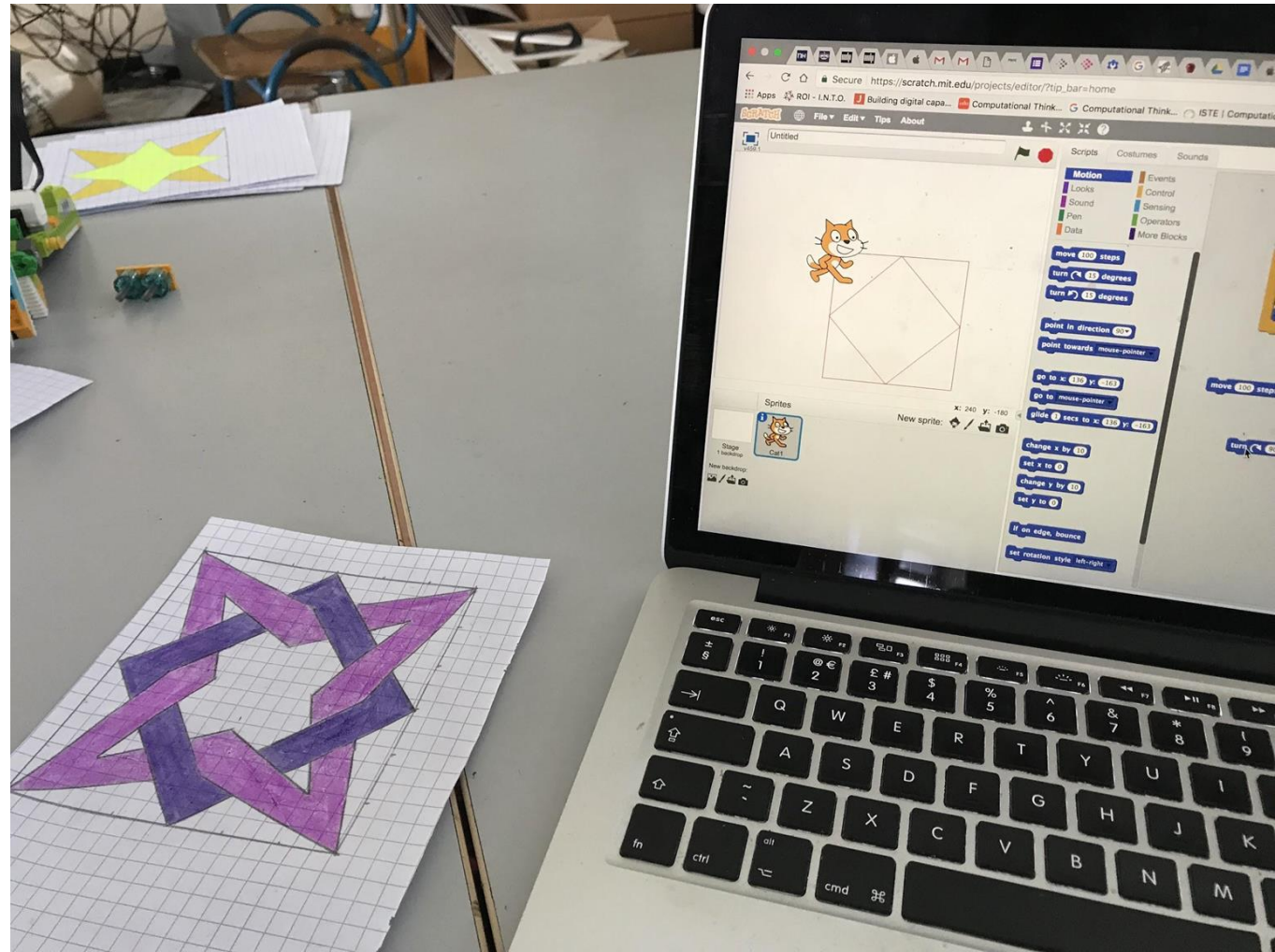
Computational thinking

During the Famine

Many people didn't want to live in these conditions and emigrated. Most of these people were poor and couldn't afford expensive ships so they travelled in coffin ships. They were called coffin ships because so many people died from diseases on the ships.

From paper to screen
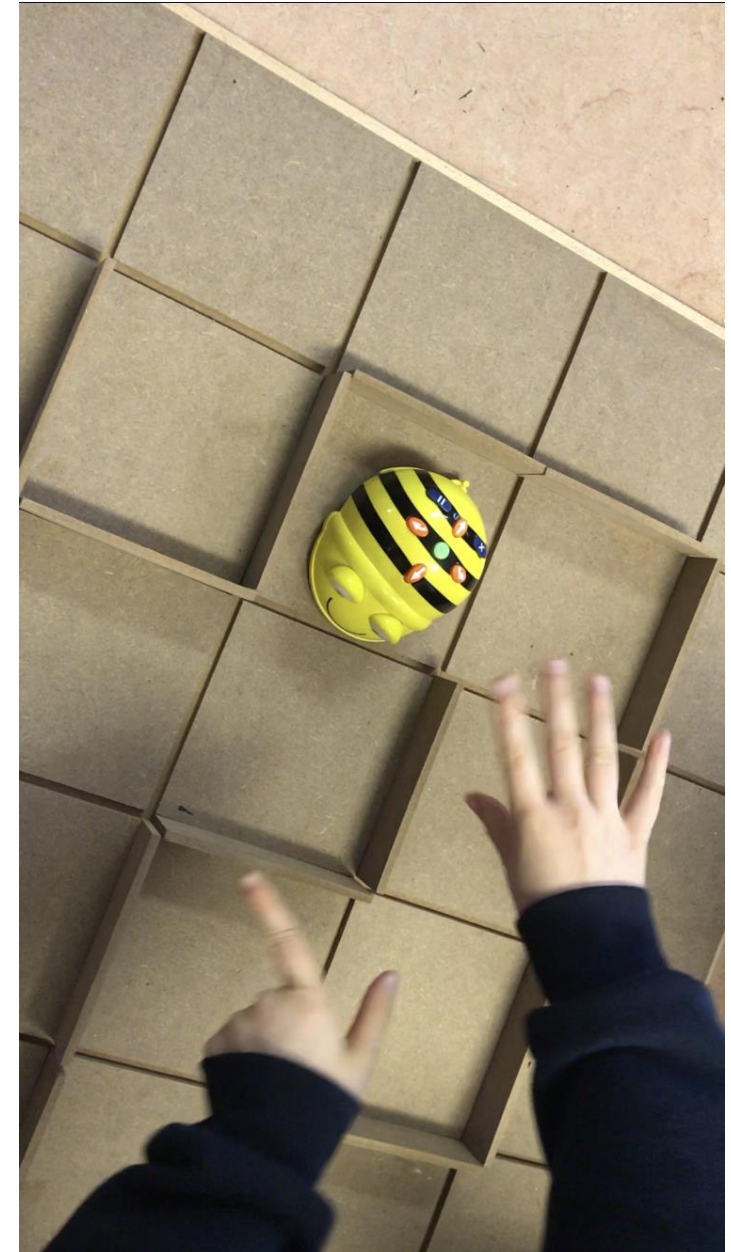
More complex task

finish

Body syntotic reasoning

Seymour Papert - referring to a child's sense of his or her own body). One of the most fulfilling aspect of teaching is to witness this 'assisted discovery'

Bebras Challenge for Schools

Bebras — International Challenge on Informatics and Computational Thinking

Why we did the Bebras Challenge

The *Bebras* challenge promotes problem solving skills and Informatics concepts including the ability to break down complex tasks into simpler components, algorithm design, pattern recognition, pattern generalisation and abstraction

Dates

The second week of November was declared as World-Wide BEBRAS week for solving tasks. Some countries extended it to two weeks.

We were challenged

EU Code Week in Attymass National School

EU Code Week

"EU Code Week is a grassroots initiative which aims to bring coding and digital literacy to everybody in a fun and engaging way.

This year, EU Code Week took place between the 6th and the 21st of October 2018.

Learning to code helps us to make sense of the rapidly changing world around us, expand our understanding of how technology works, and develop skills and capabilities in order to explore new ideas and innovate" https://codeweek.eu/

Become a Digital School of Distinction

Digital Schools of Distinction is a flagship programme which aims to promote, recognise and encourage excellence in the use of technology in primary schools.

Schools that successfully complete the 3 step programme will receive a nationally recognised Digital School of Distinction Award, accredited by the Dept. of Education. Digital Schools of Distinction will also receive free ongoing practical support and resources as part of the community of digital schools in Ireland.

01:22

INDGANG

The Digital Schools of Europe Project

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Shaping tomorrow today (by listening to the students of today. They will be the policy makers of the future)

Seán Gallagher, former Principal, Attymass National School

@seanictmayo