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Supporting the Professional
Learning of School Leaders
and Teachers

Session 3:

Supporting English Teaching in a Changing Digital Landscape



Our Focus for this Session is to:

- explore current guidance on digital technology in schools including recommendations from the DEY and SEC, and consider what this means for English teachers in practice
- demonstrating practical ways digital tools can support teaching and learning in English, including strategies for inclusion, department planning, and assessment at both Junior Cycle and Senior Cycle
- provide time for teacher planning with digital tools to support future English lessons and classroom practice.



tinyurl.com/EnglishSession3Padlet





Thinking About Digital Technology

Individually - Which statement sounds most like you?

- I'm interested and would like practical ideas.
- I'm not sure yet — and that's perfectly okay.
- I'm still trying to understand what these developments mean.
- I've already experimented with several tools.

As a department - Complete the Sentences

Digital tools might help us to...

Digital tools should never replace...

Students still need to learn how to...



Digital Technology and AI in Education

Artificial Intelligence

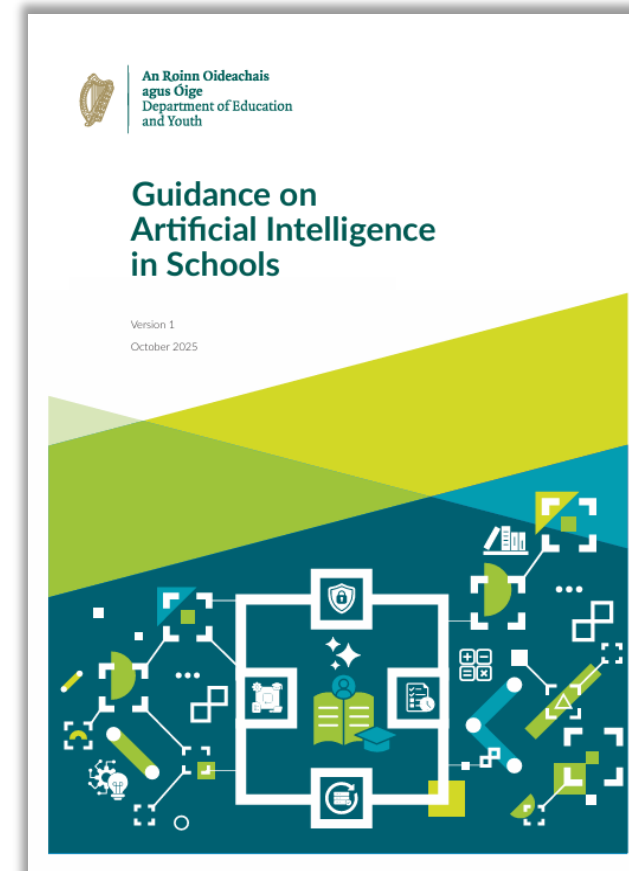
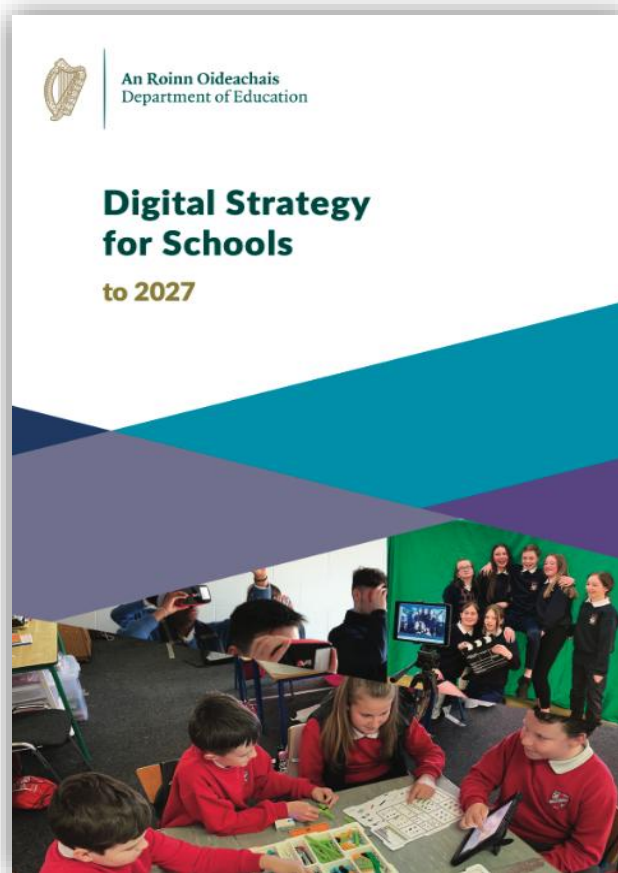
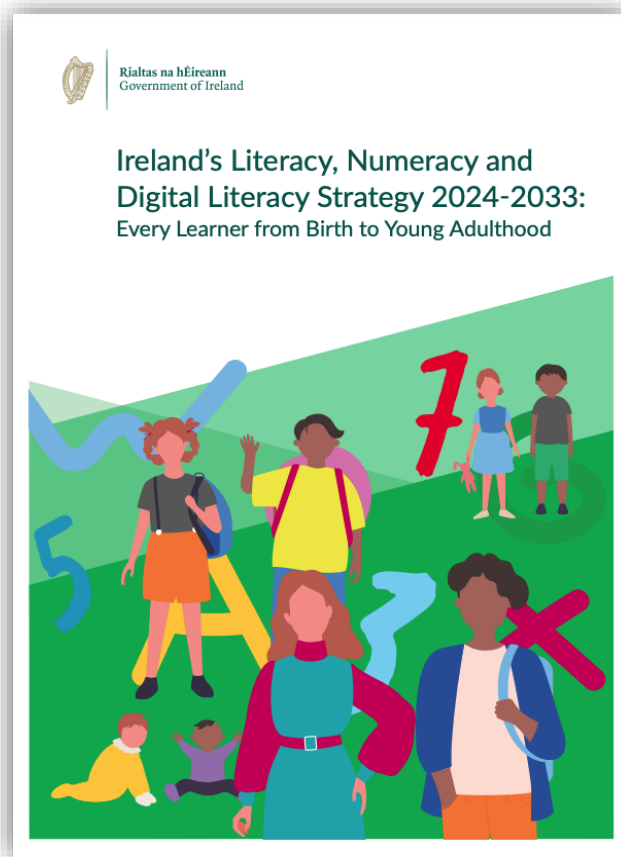
Gen AI



- *AI is not the finished product, it may compliment but never replace our **voice, knowledge, agency** and **creativity**.* - UNESCO ROSA Director Nisha
- *It's goal will always be to **redirect** our time and focus as educators of the **many**, back to the needs of the **individual**.* - Prof. Dylan Wiliam
- *Gen AI is a tool. The real question is how (**or if**) we use it.* - Satya Nadella (Microsoft CEO)



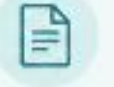
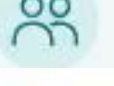
Irish Policy Landscape



What do These Policies Mean for Reading, Writing, Speaking and Listening?



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 Literacy & Digital Literacy	 Digital Strategy	 AI Guidance
 Critical reading	 Digital tools to support learning	 Critical evaluation of AI outputs
 Evaluation of sources	 Collaboration & feedback	 Ethical and responsible use
 Analysis of language & bias	 Accessibility & inclusion	 Human judgement and creativity
 Communication	 Assessment for learning	 Transparency and authorship



These policies highlight the need to develop adaptable, critically aware communicators who can navigate and contribute to a digital world responsibly.

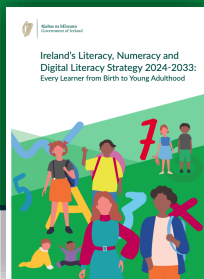
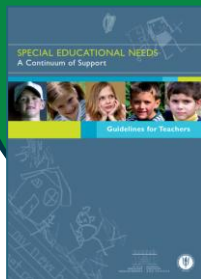


Digital Tools and Inclusion

How might students demonstrate understanding in different ways?

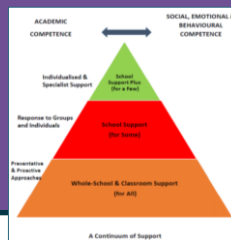
Engagement

- Choice Boards
- Audio Supports
- Interactive Tasks
- Student Choice of Texts
- Podcasts
- Collaborative Discussion/ Modelling



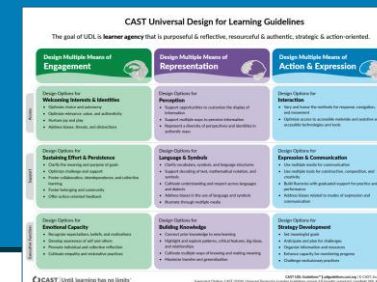
Representation

- Read Aloud
- Translation Tools
- Immersive Reader
- Video Supports
- Visual Organisers
- Vocabulary Supports



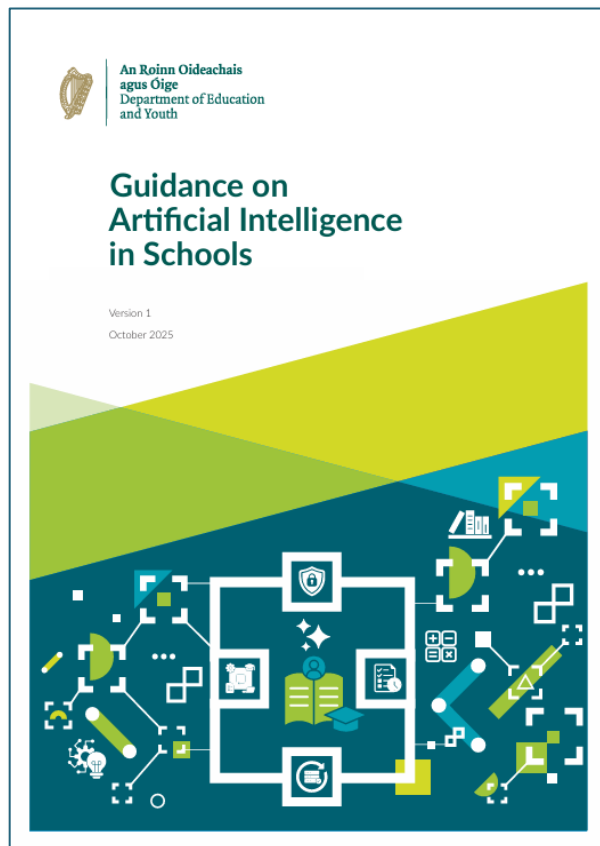
Action & Expression

- Written Response
- Podcast
- Video Response
- Oral Presentation
- Digital Portfolio
- Creative Response





Guidance on AI in Schools



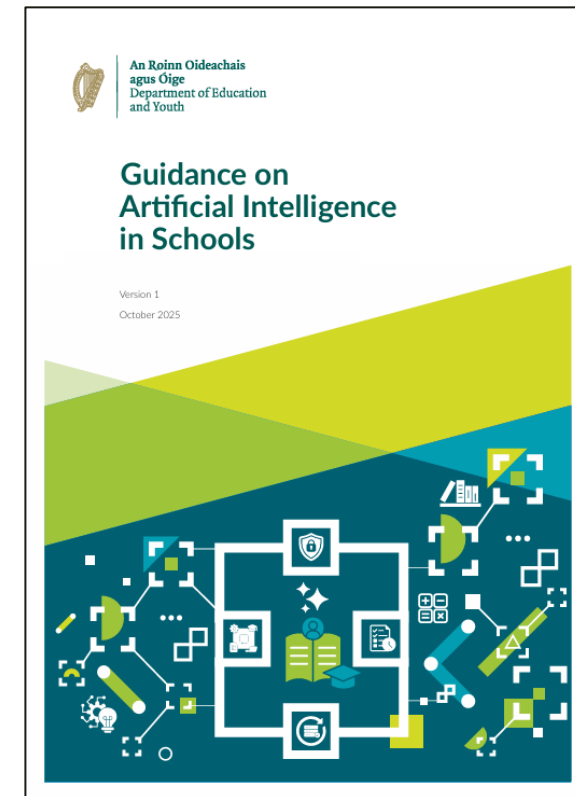
Department of Education and Youth, 2025, p.8

- The inclusion [...] of a requirement for any material generated by AI software or applications to be **understanding** of (Gen) AI, its **potential applications** **appropriately referenced** and **acknowledged** is in line with the approach currently taken by the SEC in **responsible and appropriate use**. (p 3)
- support teachers and school leaders in making **Transparency** in the use of AI, [...] is essential in **informed decisions** on the use of (Gen) AI, having building trust. Clearly **communicating** about when and regard to **safety and privacy** requirements. how GenAI can be used helps establish shared expectations. (p 14)

Using Digital Technology Responsibly: 7 Key Requirements



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Ethical Considerations for Our Times



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Fiction has always asked:

Who creates knowledge?

Who holds power?

What is authentic?

What does it mean to think?

Today, we might ask:

Who creates text?

Who controls the algorithms?

What counts as original work?

What does it mean to generate?

Text supports for 1984
available on Oide.ie

AI, Authorship and Professional Judgement



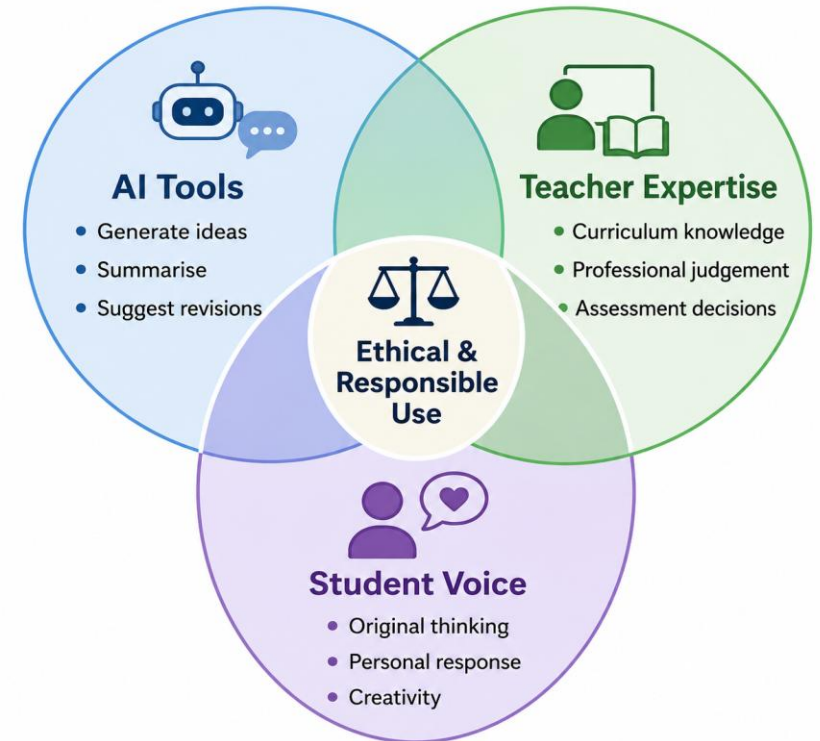
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Teachers

- Support learners to use AI critically and responsibly
- Encourage transparency about the use of AI tools
- Focus on the learning process, not just the final product

Students

- Use AI to support thinking, planning and improvement
- Evaluate AI outputs critically
- Acknowledge when AI has contributed to their work



Adapted from: State Examinations Commission
- Coursework Rules & Procedures 2025-2026

Consider: How might we support learners to make ethical choices when using these tools?



Where Can I Find Support?



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Technology
in Education

What you'll find:

- AI in Schools Hub
- Webinars and online courses
- Classroom examples
- Digital tool guidance
- Data protection advice
- School self-evaluation supports



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Post Primary English

What you'll find:

- English-specific professional learning
- Writing, oracy and literacy supports
- Junior Cycle and Senior Cycle resources
- Curriculum implementation supports
- Recorded webinars and exemplars



What you'll find:

- Digital literacy resources
- Online safety materials
- Critical media literacy
- Misinformation and disinformation resources
- Student and parent supports
- AUP generator



What Might This Mean for our Classrooms?



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Reading

How do we prepare our students to read critically?

- Critiquing AI-generated texts
- Evaluating reliability
- Identifying bias



Writing

How do we keep our students' writing authentic?

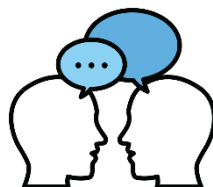
- Revising purposefully
- Preparing for assessment contexts
- Drafting/tracking



Oracy

How can oracy be used more effectively in an AI world?

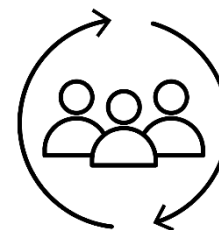
- Explaining thinking
- Defending viewpoints
- Engaging in dialogue
- Tracking progress
- Active listening



Assessment

How might we design tasks that value process as well as product?

- Greater emphasis on skills
- Drafting and reflection
- Encourage personal engagement



Using the RASE Framework to Support Department Planning



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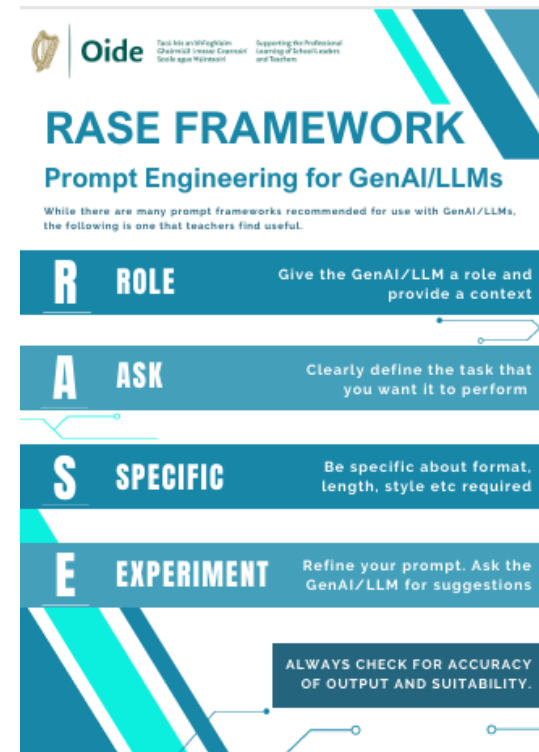
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Using the RASE Framework for
Stronger Prompt Engineering to
Support Department Planning

39.



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Using the RASE Framework to Support Department Planning



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Focusing on an end of Unit Tasks, explore what variations you might add to the learning experiences and tasks using the RASE Framework:

Step 1 –

ROLE

Ask the AI to act as:

- an English teacher
- a curriculum designer
- an expert in formative assessment
- a UDL specialist

Step 2 –

ASK

State your objective.

Example:

- Help me design learning experiences that prepare students for this end-of-unit task.

Step 3 –

SPECIFIC

Include:

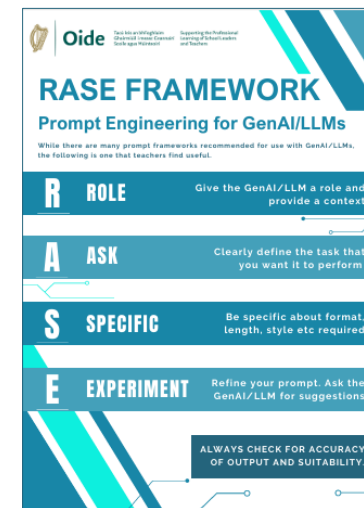
- year group
- learning outcomes
- text(s)
- student needs
- assessment focus
- inclusion considerations

Step 4 –

EXPERIMENT

Generate:

- scaffolds
- discussion prompts
- differentiation ideas
- feedback opportunities
- collaborative activities



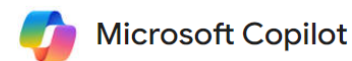
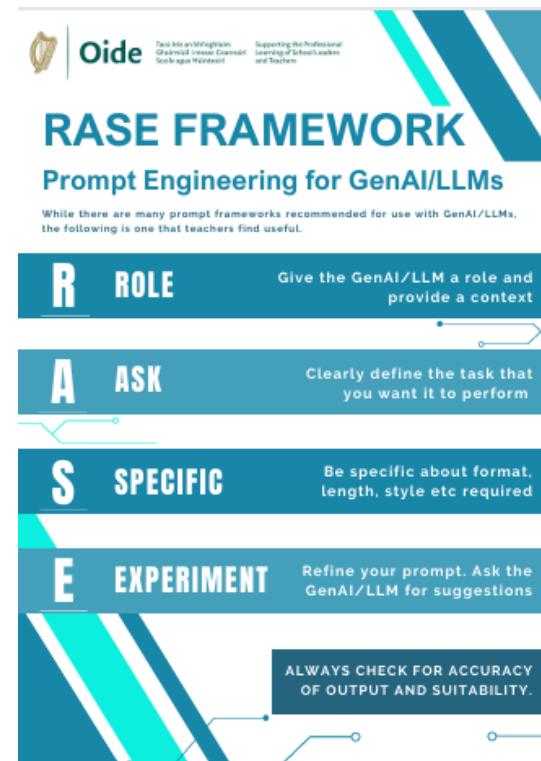
Using the RASE Framework to Support Department Planning



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Follow-Up Discussion

- Which outputs were useful?
- Which outputs needed teacher refinement?
- What did the AI miss?
- How did your professional judgement improve the final result?
- What could only have come from your knowledge of your students?



Using Digital Tools to Support Assessment for Learning



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Using Digital Tools in the Classroom



Jeremy Geraghty

English and Geography teacher.

As you watch: Consider the opportunities for the integration of digital tools in your practice.

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Practice: Teacher Planning and Preparation

Supporting Learning Design

Assisting with curriculum and lesson planning:

The English department is reviewing their literacy and numeracy actions. To support this process, they use GenAI to **brainstorm** ideas on how to embed these skills into their schemes of work. As a department they **discuss** the usefulness of these ideas and agree actions and next steps.



Teacher
Planning and
Preparation



Practice: Teaching and Learning

Formative Assessment Practices

Example: In a brainstorming session, **students generate** individual ideas on a topic. The teacher can use GenAI to **organise** these inputs into categories and generates a visual mind map. The teacher then uses the mind map for questioning, group discussion, and connecting new material to existing knowledge. **Teacher cites use** of Gen AI.



Teaching
and
Learning

Planning to use Digital Tools: Identify, Explore, Connect, Share.

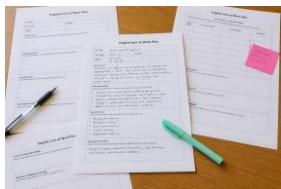


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Step 1 – Identify

Return to your Unit of Learning.

- Identify one place technology might support:
 - Reading?
 - Writing?
 - Oracy?
 - Inclusion?



Step 2 – Explore

Individually, using the Padlet:

- Select one digital tool that interests you.
- Watch the short demonstration video.
- Consider:
 - What does the tool do?
 - How might it support learning in English?
 - What are its limitations?

Step 3 – Connect

Discuss with your partner or table:

How could this tool support:

- Reading?
- Writing?
- Oracy?
- Inclusion?

Step 4 – Share

Prepare a 30-second debrief.



tinyurl.com/EnglishSession3Padlet



Reflecting on our Day



Designing Learning Experiences That Deepen Students' Writing



Considering Oracy in Planning, Practice and Assessment



Supporting English Teaching in a Changing Digital Landscape



Feedback

We appreciate your feedback on the day and on your future support needs.

Please follow the link below and complete the feedback form:

Log onto:

<https://registration.oide.ie/feedback>





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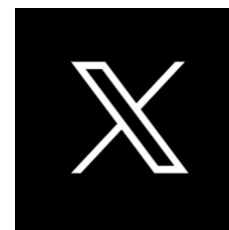
Additional Supports



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