Primary – leadership and management
DOMAIN 4: DEVELOPING LEADERSHIP CAPACITY

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Critique their practice as leaders and develop their understanding of effective and sustainable leadership	The principal and other leaders in the school ensure that technology systems are in place to support the digital pedagogical practices within the school. They question their own practice in relation to the use of digital technologies through processes of personal reflection and identify areas of their practice that require improvement.	The principal and other leaders in the school reflect on, critically assess and actively develop the digital pedagogical practices within the school. They develop self-awareness by regularly questioning their own practice in relation to the use of digital technologies through personal and collaborative reflection. They identify and work on areas of their practice that require improvement.
Empower staff to take on and carry out leadership roles	The principal and other leaders in the school encourage teachers to take on leadership roles and to lead the use of digital technologies for learning, teaching and assessment, and is willing to distribute significant leadership responsibilities. They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment. They identify and support opportunities for staff to actively engage in the process of building digital capacity, innovative use and engage with research.	The principal and other leaders in the school encourage teamwork in all aspects of school life. They create and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity. They provide and manage an effective mentoring programme both to support teachers in new roles and to develop the leadership capacity of mentors in the use of digital technologies for learning, teaching and assessment. They identify and support opportunities for staff to share innovative practices and engage in research that actively impacts on the use of digital technologies for learning, teaching and assessment.
Promote and facilitate the development of pupil voice and pupil leadership	The principal and other leaders in the school value pupils' views, and support pupils' involvement in how digital technologies are being used to support their learning.	The principal and other leaders in the school encourage and expect pupils to act as self-directed learners and pupils are considered co-designers of the learning process, using a range of digital technologies.
Build professional networks with other school leaders	The principal and other leaders in the school engage in professional dialogue with their peers and relevant national bodies around the use of digital technologies for learning, teaching and assessment. They seek to apply what they learn to their practice.	The principal and other leaders in the school actively build and extend engagement with professional networks for school leaders and managers locally and internationally. They embed learning from these networks in learning, teaching and assessment practices throughout the school.