

## Post-Primary – leadership and management

### DOMAIN 1: LEADING LEARNING AND TEACHING

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p><b>Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment</b></p>	<p>The principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice.</p> <p>The school’s self-evaluation process includes a vision and mission statement that clearly articulates the potential of digital technologies to enhance learning, teaching and assessment.</p> <p>The principal and other leaders in the school have a shared understanding of why and how the school seeks to integrate digital technologies, and lead the development of effective policies and practices to support technology integration.</p> <p>They promote and encourage the use of digital technology to foster innovation and creativity. They recognise the value of individual and collective contributions and achievements.</p>	<p>The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate their sharing of practice.</p> <p>The principal, with those leading the process, uses SSE very effectively to embed digital technologies in a way that is engaging and challenging, and enables all students to become active and motivated learners.</p> <p>The principal and other leaders in the school lead the development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of learning, teaching, and assessment.</p> <p>They facilitate teachers on a whole-school basis to critically reflect and experiment with a range of digital technologies, continuously evaluate the effectiveness of their use, and revise their teaching strategies accordingly.</p>
<p><b>Video Exemplars</b></p> <p>ICT at Coláiste Bríde  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#100971565">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#100971565</a></p> <p>ICT at Le Chéile Secondary School  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153357827">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153357827</a></p> <p>EU Folio – Managing ePortfolios and ICT in a school  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130374379">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130374379</a></p> <p>EU Folio – A School’s Experience  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130365901">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130365901</a></p> <p>EU Folio – A School’s Experience (Athlone)  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130357556">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130357556</a></p> <p>ICT i nGaelcholáiste Luimnigh  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#114674789">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#114674789</a></p> <p>Coláiste Bríde Teachers &amp; ICT  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#110463190">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#110463190</a></p>		

	<p>Using Edmodo: Living Schools Lab Good Practice  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#94662666">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#94662666</a></p>	
<p><b>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</b></p>	<p>The principal and other leaders in the school have effective systems for monitoring pupils' progress and development. They recognise that digital technologies can support systematic monitoring to help pupils reach their full potential.</p> <p>The school takes measures to use appropriate digital and assistive technologies to protect and ensure learners' physical, psychological and social well-being.</p> <p>The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.</p>	<p>The principal and other leaders in the school have highly effective technology-based systems for monitoring students' progress and development. They ensure that these systems are used to help students reach their full potential.</p> <p>The school empowers teachers and learners to manage risks and use appropriate digital and assistive technologies to support their own social, psychological and physical wellbeing.</p> <p>The school understands the risk of exacerbating inequalities experienced by disadvantaged students and takes steps to ensure that special measures are in place to provide for the needs of these students.</p>
	<p><b>Video Exemplars</b></p> <p>EU Folio – A School's Experience  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130365901">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130365901</a></p> <p>EU Folio – Managing ePortfolios and ICT in a school  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130374379">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130374379</a></p>	
<p><b>Manage the planning and implementation of the curriculum</b></p>	<p>The principal and other leaders in the school plan for and implement a broad and balanced curriculum using digital technologies that offer new opportunities for learning.</p> <p>They are committed to ensuring that the school curriculum is implemented in a way that provides valuable learning experiences designed to exploit the potential of digital technologies.</p>	<p>The principal and other leaders in the school plan for and implement a broad and balanced curriculum that embeds digital technologies to support communication, collaboration, knowledge co-creation and civic participation.</p> <p>They purposefully ensure that the use of digital technology is embedded across the school curriculum, whereby all students engage with valuable learning experiences.</p>
	<p><b>Video Exemplars</b></p> <p>ICT i nGaelcholáiste Luimnigh  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#114674789">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#114674789</a></p> <p>ICT at Coláiste Bríde  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#100971565">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#100971565</a></p>	

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<p><b>Foster teacher professional development that enriches teachers’ and pupils’ learning</b></p>	<p>The principal and other leaders in the school support teachers’ continuing professional development to develop teacher competence in the use of digital technologies, to support high-quality teaching and learning.</p>	<p>The principal and other leaders in the school support and promote teachers’ continuing professional development to develop teacher competence in the use of digital technologies, resulting in high-quality teaching and learning.</p>
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