Post-Primary – leadership and management
DOMAIN 3: LEADING SCHOOL DEVELOPMENT

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Communicate the guiding vision for the school and lead its realisation	The board of management and principal are proactive in articulating a vision for the use of digital technologies as outlined in the Digital Strategy for Schools. This vision is actively communicated internally and to the wider school community.	The board of management and principal articulate a vision which embeds the use of digital technologies as outlined in the Digital Strategy for Schools. This school has appropriate processes in place for communicating internally and externally the vision for and the benefits accruing from the embedding of digital technologies.
Lead the school's engagement in a continuous process of self- evaluation	The use of digital technology is considered and embedded where appropriate throughout the school self-evaluation process.	The principal and other leaders in the school keep abreast technological changes, and ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes in line with the school improvement plan.
Build and maintain relationships with parents, with other schools, and with the wider community	The school has an explicit communication strategy in place, which identifies and uses websites and social networks, to communicate effectively with the whole school community. The principal and other leaders in the school use digital technologies to enhance organisational communication with learners, parents and third parties making administrative procedures more transparent and accessible. They are committed to collaboration and knowledge exchange through partnerships with other schools, external organisations, industry and the wider community, facilitated and sustained as appropriate using digital technologies.	The school has a dynamic digital presence which is updated regularly and used by school and school community to leverage online collaboration, sharing, communication and learning. The principal and other leaders in the school use the embedded functionalities of administrative tools to reflect upon, analyse and better understand individual learners' educational needs and progress. The school actively builds and maintains collaborative and innovative partnerships with other schools, external organisations, industry and the wider community, facilitated and sustained as appropriate using digital technologies.
	Video Exemplars Using ICT to Support Content Creation in Science http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166021119 Using ICT in Science http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153561500 Using ICT to Support Active Learning in Geography http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166018378 Using Edmodo: Living Schools Lab Good Practice http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#94662666	

Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.	The principal and other leaders in the school are informed by research, national policy, and technological developments and proactively adapt to changes in context or policy environment.