



# Digital Learning Framework for Post-Primary Schools



# Digital Learning Framework for Post Primary Schools

## Introduction

A key objective of the *Digital Strategy for Schools 2015-2020 Enhancing Teaching, Learning and Assessment* is the adaptation of the UNESCO ICT Competency Framework for the Irish context, drawing also from other relevant European and international Digital Competency Frameworks.

The localisation of these frameworks, through the development of the Digital Learning Framework, will provide clarity for teachers in terms of how they can effectively embed digital technologies into their practice. It will also guide school leaders and education providers in creating a shared vision for how technology can best meet the needs of all learners.

A working group, representative of the Department and its inspectorate and its support service (Professional Development Service for Teachers), was established for this purposes and was supported by <sup>1</sup>external expertise.

The new *Digital Learning Framework for Post Primary Schools* has now been developed and will be available to all schools for the 2017/2018 school year. Its implementation will initially be trialled in a cross sectoral representation of approximately 20 primary schools during the period October 2017 – June 2018. An external evaluation of this trial implementation will be conducted. The outcome of the evaluation will inform the national roll out of the Framework in September 2018.

The new Digital Learning Framework supports the Digital Strategy for Schools and other Department policies in a number of key areas including curriculum reform and implementation, skills development, teacher education and learner outcomes.

This new Framework provides a common reference with descriptors of digital competence for teachers and school leaders promoting innovative pedagogical approaches which embed the use of digital technologies. The developed Framework holds that improving the quality of students' learning should be the main driver of teacher learning. Underpinned by constructivist principles, the Framework will support high quality education mediated by digital technologies promoting active learner participation and engagement in a wide range of learning activities.

## The Statements of Practice

The Digital Learning Framework for Post Primary Schools supports and complements the SSE process in relation to embedding digital technologies into teaching and learning. Its structure is directly aligned to the domains and standards of [Looking at our School 2016 – A Quality Framework for Post Primary Schools](#) and, as a result, articulates effective and highly effective practice for the use of digital technologies in the same two key dimensions **Teaching and**

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**Learning and Leadership and Management.** These are the two key areas of the work of a school that directly impacts on students' learning outcomes and experiences.

These two dimensions are divided into the same four domains as contained in the *Looking at Our School 2016 – A Quality Framework for Post Primary Schools*. As with the Quality Framework, the domains represent the distinct, although interrelated, aspects of each dimension. Standards are then provided for each of the domains. The Standards are stated as the behaviours and attributes characteristic of practices in an effective, well-functioning school and are mirrored to the 32 Standards contained in *the Looking at Our School 2016 – A Quality Framework for Post Primary Schools*. An important function of these Standards is to assist schools in identifying the areas of their practice that are effective or highly effective, to identify and prioritise the areas where improvement is needed, and to help them chart an improvement journey. The Digital Learning Framework provides Statements of Practice which describe “effective” and “highly effective” school practices for each of the 32 standards.

These Statements enable teachers and school leaders to plan how the school makes provision to support the embedding of digital technologies into teaching and learning practices and teachers' individual practice in this regard. The Statements can be used in the same manner as those set out in the *Looking at Our School 2016 – A Quality Framework for Post Primary Schools*.

The Statements of effective practice describe practices operating at a competent and effective level while the Statements of highly effective practice describe very effective and successful practices. In reflecting on how the use of digital technologies can enhance the teaching and learning process, school management and teachers will identify those aspects of the process that are already effective or highly effective and also where improvements are needed. The Statements will be supported by case studies and exemplars of good practice. Some are already available and more will be developed digital technologies become embedded in teaching and learning across all schools.

The Statements of Practice are underpinned by the [UNESCO ICT CFT](#) and informed by the EU Joint Research Centre [DigCompEdu](#) and [DigCompOrg](#) frameworks.

## **Implementation:**

Both the Digital Learning Framework and *Looking at Our School 2016 – A Quality Framework for Post Primary Schools* are designed to provide the widest possible scope to teachers, school leaders and others to identify and achieve excellence in teaching and learning and leadership and management. The Digital Learning Framework recognises that schools are at different stages of the school improvement journey with regards to embedding of the use of digital technologies into teaching and learning.

Schools and individual teachers can adopt the SSE process/model in the implementation of the Digital Learning Framework. It is not expected that all aspects of the new Framework will be included in any one self-reflective or evaluative activity. Rather, the Digital Learning Framework should be viewed as an enabler of self-reflection and improvement and not as an inflexible check-list. It is crucial from the outset that the leadership team in each school has

a shared understanding of why and how the school seeks to embed digital technologies in teaching and learning and is committed to doing so.

One option for schools is to adopt the methodology of the six step School Self Evaluation (SSE) process to implement the Digital Learning Framework. Schools may also choose to adopt the Digital Learning Framework as the area of focus for the development of teaching and learning as part of its SSE process.

The Framework will be accompanied by digital learning planning guidelines – a resource designed to support schools in the embedding of digital technologies in teaching and learning and in the development of a Digital Learning Plan.

## **Digital Learning Framework: Benefits to School/Education Providers**

Some of the benefits and key uses of the Digital Learning Framework are outlined below:

- Using the Framework will promote a school readiness for new curriculum, better teaching and learning and student engagement
- The Digital Learning Framework will facilitate a whole school approach to understanding what it means to embed digital technologies using constructivist principles for teaching and learning.
- The Framework will help generate internal discussion of how embedding digital technologies can lead to improvements in teaching and learning
- The Framework can be used as a planning tool by individual teachers, or groups of teachers, to plan, and reflect on, their daily teaching and learning practices, at all levels and across all areas of the curriculum.
- The Framework will also help schools and individual teachers to identify, and plan to address, their continuing professional development (CPD) needs in the area of digital technologies and enable them to take ownership of their own development and improvement in this area.
- Implementation of the Framework by schools will help the Department and the support services to better respond to identified school and teacher professional development needs.
- The Framework promotes collaboration between teachers and will support collaborative planning across subject departments and in those areas, like literacy, numeracy and STEM, requiring a cross-curricular focus.
- The Framework will provide a reference as to what constitutes effective and highly effective practice in relation to the use of digital technologies in teaching, learning and school leadership and will be a key instrument for internal and external evaluation of how digital technologies is being embedded across all aspects of school activity.
- The Framework is directly aligned with the domains and standards of *Looking at Our School 2016 – A Quality Framework for Post Primary Schools* and will support and complement the School Self Evaluation (SSE) process.
- The Framework will help schools to develop a clear rationale for the embedding of digital technologies in teaching and learning and to inform their subsequent decisions as to the type of infrastructure the school should develop.

On a national level the Digital learning Framework will also be used as a benchmark to measure progress on the embedding of digital technologies in teaching and learning and will help inform policy in this area.

### Long term Outcomes:

The following are some of the long-term outcomes that would be expected following the successful implementation of the Digital Learning Framework across all schools. These may be further refined with the implementation of the Framework.

- Digital technologies, informed by constructivist principles, are embedded in teaching and learning practices
- High level pupil engagement in learning through teacher use of the digital learning framework whereby students become engaged thinkers, active learners and knowledge constructors
- Teaching is student-centred
- Pupils/students are more self-directed and motivated in their approach to learning
- Evidence of more student and teacher use of a wide range digital technologies for teaching, learning and assessment.
- The Framework is recognised by school leaders and teachers as a useful tool for identifying CPD needs
- The Framework is used seamlessly with the *Looking at Our School 2016 – A Quality Framework for Primary Schools* to support the SSE process in schools in relation to embedding digital technologies into teaching and learning and informs whole-school planning in this area.
- There is a whole school approach and commitment to the effective and highly effective use of digital technologies in teaching and learning
- Personalisation and differentiation in teaching and learning is evident and widely accommodated
- The Framework is used as the key instrument for internal and external evaluation of how digital technologies are embedded across all aspects of the school
- Framework is used on a national level by policy makers to gauge what has been accomplished to date in terms of embedding digital technologies in teaching, learning and assessment and to inform further policy development in this area.

# Digital Learning Framework for Post Primary Schools

## Post-Primary – teaching and learning

### DOMAIN 1: LEARNER OUTCOMES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<b>Students enjoy their learning, are motivated to learn and expect to achieve as learners</b>	<p>Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p> <p>Students use digital technologies to collect evidence and record progress.</p>	<p>Students use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes.</p> <p>Students use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.</p>
<b>Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</b>	<p>Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations.</p> <p>Students understand the potential risks and threats in digital environments.</p>	<p>Students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits.</p> <p>Students can confidently protect their digital identity and manage their digital footprint.</p>
<b>Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum</b>	<p>Students can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the relevant syllabus, specification or course.</p> <p>Students use digital technologies effectively to develop their knowledge, have attained proficiency in skills and understanding in accordance with the objectives, skills and concepts of the relevant syllabus, specification or course.</p>	<p>Students, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies.</p> <p>Students use digital technologies in highly effective ways to develop their knowledge, have attained proficiency in skills and understanding in accordance with the objectives, skills and concepts of the relevant syllabus, specification or course.</p>
<b>Students attain the stated learning outcomes for each subject, course and programme</b>	<p>Students are provided with personal feedback and differentiated support based on evidence gathered using a range of methods including digital technologies.</p> <p>Students and/or parents use digital technologies to access information on learners' performance, in a safe and ethical way.</p>	<p>Students use evidence gathered by a range of methods including digital technologies to record progress and identify areas for improvement, and have opportunities to address these with their teacher.</p> <p>Students and/or parents use digital technologies to access, evaluate and interpret the results of formative, summative, self- and peer-assessments.</p>

**Post-Primary – teaching and learning**

**DOMAIN 2: LEARNER EXPERIENCES**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<b>Students engage purposefully in meaningful learning activities</b>	Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.	Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
<b>Students grow as learners through respectful interactions and experiences that are challenging and supportive</b>	<p>Digital interactions, among students and between students and teachers, are respectful and positive, and conducive to well-being.</p> <p>Students use digital technologies confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation.</p>	<p>Digital interactions, among students and between students and teachers, are respectful, challenging and support the well-being of all students.</p> <p>Students use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation.</p>
<b>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</b>	Students use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.	Students use digital technologies to creatively and critically develop their competence as autonomous, self-directed learners and are able to set meaningful personal goals for future learning.
<b>Students experience opportunities to develop the skills and attitudes necessary for lifelong learning</b>	Students have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning.	Students apply their digital competence in innovative ways to new situations or contexts, creatively develop new solutions and/or products, and see themselves engaging in continuing education and training.

**Post-Primary – teaching and learning**

**DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p><b>The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</b></p>	<p>Teachers use a range of digital technologies to design learning and assessment activities for their students.</p> <p>Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.</p> <p>When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.</p>	<p>Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.</p> <p>Teachers model high-level teaching, knowledge and skills, using digital technologies to support student creativity, innovation and knowledge creation.</p> <p>Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.</p>
<p><b>The teacher selects and uses planning, preparation and assessment practices that progress students' learning</b></p>	<p>Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.</p> <p>Teachers use appropriate digital technologies to design complex, real-world problems and structure them in a way that incorporates key subject matter concepts.</p> <p>Teachers confidently, ethically and effectively use digital technologies for managing, monitoring and recording student progress.</p> <p>Teachers use a range of digital technologies to support assessment of learning and assessment for learning</p>	<p>Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.</p> <p>Teachers use appropriate digital technologies to help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.</p> <p>Teachers use digital technologies to make assessment more relevant and transparent for students and parents, allowing them to make informed choices on future learning priorities.</p> <p>Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.</p>
<p><b>The teacher selects and uses teaching approaches appropriate to the learning objective and to students' learning needs</b></p>	<p>Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities.</p> <p>Teachers use appropriate digital technologies and teaching strategies to enable the development of students' literacy and numeracy skills across the curriculum.</p>	<p>Teachers reflect on, and adapt their pedagogical strategies when using digital technologies to personalise and facilitate pupils' ownership of their learning.</p> <p>Teachers embed digital technologies to develop, monitor and evaluate students' literacy and numeracy development on an ongoing basis.</p>

<b>The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary</b>	Teachers facilitate students' active use of a range of digital technologies to address individual learning needs.	Teachers reflect on and enhance pupils' active use of a range of digital technologies based on their individual learning needs.
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**Post-Primary – teaching and learning**

**DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p><b>Teachers value and engage in professional development and professional collaboration</b></p>	<p>Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students.</p> <p>Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.</p>	<p>Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.</p> <p>Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.</p>
<p><b>Teachers work together to devise learning opportunities for students across and beyond the curriculum</b></p>	<p>Teachers participate in professional online communities to help them design learning opportunities for students across and beyond the curriculum.</p> <p>Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful learning experiences for students.</p>	<p>Teachers engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across and beyond the curriculum.</p> <p>Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful interdisciplinary learning experiences for students.</p>
<p><b>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices</b></p>	<p>Teachers develop and implement the ethical use of digital technologies to gather, share, and interpret relevant data on student learning with colleagues.</p> <p>Teachers use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices.</p>	<p>Teachers collectively develop and implement the ethical use of digital technologies to gather, share and interpret relevant data on student learning to improve data management and inform whole school formative and summative assessment practices.</p> <p>Teachers collectively use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices which are implemented at a whole-school level.</p>
<p><b>Teachers contribute to building whole- staff capacity by sharing their expertise</b></p>	<p>Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.</p>	<p>Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.</p>

**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>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>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>

<b>Foster teacher professional development that enriches teachers' and pupils' learning</b>	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.	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.
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**Post-Primary – leadership and management**

**DOMAIN 2: MANAGING THE ORGANISATION**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p><b>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</b></p>	<p>The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.</p>	<p>The principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.</p>
<p><b>Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation</b></p>	<p>The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.</p> <p>The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.</p> <p>Physical learning spaces have been designed or adapted to harness and optimise the use of a range of digital technologies for learning.</p>	<p>The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.</p> <p>The board of management ensures the provision and maintenance of digital teaching aids and equipment to a very high standard.</p> <p>Physical learning spaces have been designed or adapted and furnished to harness and optimise the use of digital technologies, to access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.</p>
<p><b>Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</b></p>	<p>In their implementation of policies that pertain to the use of digital technologies, the principal and other leaders in the school recognise challenging situations when they arise, and look for solutions to resolve matters satisfactorily.</p> <p>The principal and other leaders in the school foster a positive attitude towards the use of digital technologies and encourage respectful interactions at all levels within the school community.</p>	<p>In their implementation of policies that pertain to the use of digital technologies, the principal and other leaders in the school are alert to potentially challenging situations. They work pre-emptively and effectively to manage them, and adopt a solution-focused approach.</p> <p>The principal and other leaders in the school model and develop a strong culture of digital citizenship which fosters mutual trust and shared accountability with respectful interactions at all levels within the school community.</p>

<b>Develop and implement a system to promote professional responsibility and accountability</b>	The principal and other leaders in the school ensure that the effective use of digital technologies for learning, teaching and assessment is included in teachers' review of their own practice.	The principal and other leaders in the school promotes a culture of individual and collaborative review of the use of digital technologies for learning, teaching and assessment, as part of an effective professional accountability process.
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**Post-Primary – leadership and management**

**DOMAIN 3: LEADING SCHOOL DEVELOPMENT**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p><b>Communicate the guiding vision for the school and lead its realisation</b></p>	<p>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.</p>	<p>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.</p>
<p><b>Lead the school's engagement in a continuous process of self- evaluation</b></p>	<p>The use of digital technology is considered and embedded where appropriate throughout the school self-evaluation process.</p>	<p>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.</p>
<p><b>Build and maintain relationships with parents, with other schools, and with the wider community</b></p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</b></p>	<p>The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.</p>	<p>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.</p>

**Post-Primary – leadership and management**

**DOMAIN 4: DEVELOPING LEADERSHIP CAPACITY**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p><b>Critique their practice as leaders and develop their understanding of effective and sustainable leadership</b></p>	<p>The principal and other leaders in the school ensure that technology systems in place to support the digital pedagogical practices within the school.</p> <p>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.</p>	<p>The principal and other leaders in the school reflect on, critically assess and actively develop the digital pedagogical practices within the school.</p> <p>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.</p>
<p><b>Empower staff to take on and carry out leadership roles</b></p>	<p>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.</p> <p>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.</p> <p>They identify and support opportunities for staff to actively engage in the process of building digital capacity, innovative use and engage with research.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Promote and facilitate the development of student voice and student leadership</b></p>	<p>The principal and other leaders in the school value students’ views, and support students’ involvement in how digital technologies are being used to support their learning.</p>	<p>The principal and other leaders in the school encourage and expect students to act as self-directed learners and students are considered co-designers of the learning process, using a range of digital technologies.</p>
<p><b>Build professional networks with other school leaders</b></p>	<p>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.</p>	<p>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.</p>

## Glossary of Terms

Term	Interpretation
Assistive technologies	Any piece of equipment, software, or system that is used to maintain, or improve the functional capabilities of persons with disabilities. This can include devices such as alternate keyboards and mice, voice recognition software, monitor magnification software and text to speech communication aids.
Collaborative problem-solving	Learners pool their understanding and effort and work together to solve problems where a solution is not immediately obvious.
Competency	A competency is the ability of an individual to perform a job or task properly, being a set of defined knowledge, skills, and behaviour.
Competency framework	A competency framework provides a structured guide, enabling the identification, evaluation, and development of competencies within an organisation or profession.
Differentiated learning	Differentiated learning refers to the wide range of content, strategies, techniques and approaches that personalise learning and facilitate students of varying levels of ability and attainment to achieve and realise their potential.
DigCompeEdu	European Digital Competence Framework for Educators that seeks to provide a common understanding of the digital competence needs of educators – it identifies and describes the key components of their digital competence needs and is directed towards educators at all levels of education from early childhood to higher and adult education.
DigCompOrg	European Framework for Digitally Competent Educational Organisations to guide a process of self-reflection on progress towards comprehensive integration and effective deployment of digital learning technologies in Organisations. It is directed towards primary, secondary, further and higher education institutions.
Digital citizenship	Digital citizenship refers to the norms of appropriate, ethical and responsible behaviour when using digital technology. This is important for young people who are and will live much of their lives on the internet and interact with other people online.
Digital competence	The set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies to enhance teaching, learning and assessment.
Digital footprint	A digital footprint is the trail of data that is created and the information that exists as a result of online activity. This includes the websites visited, emails sent and information submitted to online services and providers.

Digital identity	A digital identity is the representation of a person or organisation in online or digital environments.
Digital infrastructure	The school digital infrastructure includes resources such as computer hardware, data and networks, information resources, interoperable software and technical support needed to ensure the successful embedding of digital learning, teaching and assessment.
Digital interaction	Any interactions between two or more people that are conducted using digital technologies. These include the use of social media, email, messaging, blogging, online gaming, video or web conferencing,
Digital Learning Framework	A Framework which will be used by school leaders, subject departments and individual teachers to guide and review progress in the embedding of digital technologies in all aspects of teaching and learning.
Digital teaching aids	Digital resources and tools, such as digital learning content, videos, ebooks or software used by teachers to supplement classroom instruction or to stimulate the interest of students.
Digital technologies	Electronic tools, systems, and devices that generate, store or process data. These include computers, tablets, software and applications, websites, social media, multimedia, online games, robotics, cloud computing, and mobile devices.
Dynamic digital presence	A digital presence that is monitored and updated regularly, allows for interaction and feedback. In a school setting, this enables effective communication with students, parents and the wider community.
Embedding digital technology	Moving beyond ICT integration, where digital technology is seamlessly used in all aspects of teaching, learning and assessment to enhance the learning experiences of all students.
Formative assessment	Assessment is formative when either formal or informal procedures are used to gather evidence of student progress during the learning process. This information is then used to adapt teaching and learning activities to meet student needs to help improve attainment.
Interoperability	The ability of different information technology systems and computer software applications to communicate with and exchange data with other systems and software applications.
Knowledge co-creation	Students working together to generate ideas and understandings that are new to them through interpretation, analysis, synthesis, or evaluation.
Learning space	A learning space refers to any setting where teaching and learning takes place. It can refer to in or out of school, either online or physical. Learning spaces should motivate learners, support collaborative as well as individual practices, be inclusive and flexible.

Online collaboration	Students and /or teachers working together in real-time over the Internet on a joint task such as developing a solution to a problem, writing a document, brainstorming or debating an issue that otherwise would not be possible.
Peer assessment	In the context of student learning, peer assessment is used by students to make judgements about the work of other students and decide if it meets specific and agreed criteria. As such, it can be an effective form of formative assessment.
Personalised learning	Personalised learning refers to instruction in which the pace of learning and the instructional approach are optimised for the needs of each learner. Learning activities are made available that are meaningful and relevant to learners, driven by their interests and often self-initiated. It is closely associated with differentiated learning.
Self-assessment	Self-assessment is the process students engage in to review and make judgements about their own work, and record their progress. It is based on a shared understanding of the objectives, success criteria or features of quality for the unit of learning.
Self-directed learner	In self-directed learning, students take the initiative and the responsibility for their learning. This can include formulating learning goals, selecting and managing resources, choosing and implementing strategies and assessing their learning activities.
Summative assessment	Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed objectives, success criteria or features of quality.
UNESCO ICT Competency Framework	(United Nations Educational, Scientific and Cultural Organisation) ICT Framework that outlines the competencies that teachers need to effectively embed Information and Communication Technologies (ICTs) into their professional practice. The Framework is aimed at helping Member States to develop their own digital learning framework and set national standards.
Websites and social networks	School website, blog, messaging service, Facebook page, Twitter, WhatsApp or any social media used by the school or individual teachers to communicate with parents and the general public.