## Post-Primary – teaching and learning

### DOMAIN 3: TEACHERS’ INDIVIDUAL PRACTICE

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>STATEMENTS OF EFFECTIVE PRACTICE</th>
<th>STATEMENTS OF HIGHLY EFFECTIVE PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</td>
<td>Teachers use a range of digital technologies to design learning and assessment activities for their students. Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning. When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.</td>
<td>Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment. Teachers model high-level teaching, knowledge and skills, using digital technologies to support student creativity, innovation and knowledge creation. Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.</td>
</tr>
</tbody>
</table>

### Video Exemplars

- **Using ICT in Religious Education**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153365342](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153365342)

- **Using ICT to Support Content Creation in Science**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166021119](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166021119)

- **Using ICT to Support Active Learning in Geography**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166018378](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166018378)

- **Using ICT in Geography**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166016063](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166016063)

- **Using ICT in Science**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153561500](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153561500)

- **Using ICT in Technical Graphics**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153371333](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153371333)

- **Using ICT in Maths**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153363055](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#153363055)

- **EU Folio - Using ICT tools for English**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130378933](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130378933)

- **ICT and Music**  
  [http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#129769012](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#129769012)
Using Tablets to Support Language Learning (German)
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#128192570

Using Tablets to Support Language Learning (French)
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#128161322

ICT & Wellbeing
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#117254416

Census at School: a Tool to Support the Maths Curriculum
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#110872135

Using Scoilnet Maps in a Post-Primary Geography Class
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#63890486

ICT i Rang Ceimeic
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#114545385

Using Tablets to Support Active Learning in Business Studies
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#156845413

EU Folio – A School’s Experience (Athlone)
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130357556

EU Folio - An ePortfolio Workflow
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130370474

Using ICT in History
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#156843991

Using Scoilnet Services for History
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#156839333

EU Folio - Using Online Tools for English
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130384380

Using ICT to Support Peer-Assessment and Reflection in DCG
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166061303

Digital Video for Analysis and Assessment in PE
http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#212100011
| The teacher selects and uses planning, preparation and assessment practices that progress students’ learning | Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. Teachers use appropriate digital technologies to design complex, real-world problems and structure them in a way that incorporates key subject matter concepts. Teachers confidently, ethically and effectively use digital technologies for managing, monitoring and recording student progress. Teachers use a range of digital technologies to support assessment of learning and assessment for learning. Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs. Teachers use appropriate digital technologies to help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation. 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. Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability. |

**Video Exemplars**

Using ICT in Geography
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Using Tablets to Support Language Learning (French)
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Coláiste Bríde Art & ICT
[http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#110463191](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#110463191)

ICT and PE: Orienteering with an App
[http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#201655317](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#201655317)

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[http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#212100011](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#212100011)
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<td>Using ICT to support formative assessment in Senior Cycle Maths</td>
<td><a href="http://www.pdstechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166024407">http://www.pdstechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#166024407</a></td>
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<td>Using ICT to Support Revision in Business Studies</td>
<td><a href="http://www.pdstechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#156841860">http://www.pdstechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#156841860</a></td>
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<td>The teacher selects and uses teaching approaches appropriate to the learning objective and to students’ learning needs</td>
<td>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. Teachers use appropriate digital technologies and teaching strategies to enable the development of students’ literacy and numeracy skills across the curriculum.</td>
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| The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary | 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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