

**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><b>Video Exemplars</b></p> <p>ICT i Rang Mata  <a href="http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#114679491">http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#114679491</a></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>

**Video Exemplars**

Using ICT in History

<http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#156843991>

EU Folio – A School’s Experience (Athlone)

<http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Post-Primary/#130357556>