

Primary – leadership and management

DOMAIN 1: LEADING LEARNING AND TEACHING

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment</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>Video Exemplars</p> <p>Tablets in a Junior School http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Primary/#94673623</p> <p>ICT in Lucan Community National School http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Primary/#216466690</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 the 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 pupils 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>Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil</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 pupils’ 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 pupils’ progress and development. They ensure that these systems are used to help pupils 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 pupils and takes steps to ensure that special measures are in place to provide for the needs of these pupils.</p>

<p>Manage the planning and implementation of the curriculum</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 pupils engage with valuable learning experiences.</p>
	<p>Video Exemplars</p> <p>ICT in Lucan Community National School http://www.pdsttechnologyineducation.ie/en/GoodPractice/Videos/Primary/#216466690</p> <p>Tablets in a Junior School http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Primary/#94673623</p>	
<p>Foster teacher professional development that enriches teachers’ and pupils’ learning</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>
	<p>Video Exemplars</p> <p>Teachers Sharing Practice and Our Vision for ePortfolios http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/Primary/#161907948</p>	

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DOMAIN 2: MANAGING THE ORGANISATION

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</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>Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation</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>Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</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>
<p>Develop and implement a system to promote professional responsibility and accountability</p>	<p>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.</p>	<p>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.</p>

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DOMAIN 3: LEADING SCHOOL DEVELOPMENT

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Communicate the guiding vision for the school and lead its realisation</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 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>Lead the school's engagement in a continuous process of self- evaluation</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 of 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>Build and maintain relationships with parents, with other schools, and with the wider community</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 the 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>Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</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>

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DOMAIN 4: DEVELOPING LEADERSHIP CAPACITY

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Critique their practice as leaders and develop their understanding of effective and sustainable leadership</p>	<p>The principal and other leaders in the school ensure that technology systems are 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>Empower staff to take on and carry out leadership roles</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>Promote and facilitate the development of pupil voice and pupil leadership</p>	<p>The principal and other leaders in the school value pupils’ views, and support pupils’ 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 pupils to act as self-directed learners and pupils are considered co-designers of the learning process, using a range of digital technologies.</p>
<p>Build professional networks with other school leaders</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>