



An Roinn Oideachais
Department of Education

Leading a Sustainable Approach to School Self Evaluation

Aidan O'Shea, Colm Ó Tuathail & Kate Liston

School Self-Evaluation A Process



- A process of internal review
- A way of working that enables schools to focus on implementing change and effecting improvement in teaching and learning

Circular 0044/2019 A Model of Leadership

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



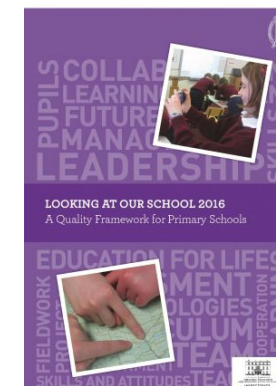
Circular 0044/2019

To: The Managerial Authorities of Recognised Primary Schools

RECRUITMENT/PROMOTION AND LEADERSHIP FOR REGISTERED
TEACHERS IN RECOGNISED PRIMARY SCHOOLS

- Distributed leadership
- Flexible - to ensure responsibilities match school priorities
- Focused on pupil learning – experiences and outcomes

Looking at Our School 2016 A Framework



A set of clear, definable standards in two dimensions:

- teaching and learning
- leadership and management

Key Message *Príomhtheachtaireacht*

**School self-evaluation is an
inclusive, reflective,
collaborative
whole school process**

To what extent is this a reality in your school context?
How can we move to making it more of a reality?

SSE: The Six Step Process

FMS: An Próiseas Sé-Chéim



Circular 0032/2021

SSE Specific Clarifications

In the 2021/22 school year, schools will continue with their current plans and priorities for SSE and have the flexibility to:

Use the SSE process to help them to address the challenges that have arisen in the pandemic context. These may include for example, addressing the needs of pupils whose learning was **particularly impacted during the pandemic, supporting the wellbeing of children** and young people, and **supporting mediation of particular curriculum areas/subjects**

AND/OR

Complete any work remaining on the aspects of teaching and learning that they had previously selected as the focus for self-evaluation

AND/OR

Address other areas that they have identified as a priority in accordance with their school context and the needs of the children and young people in their school

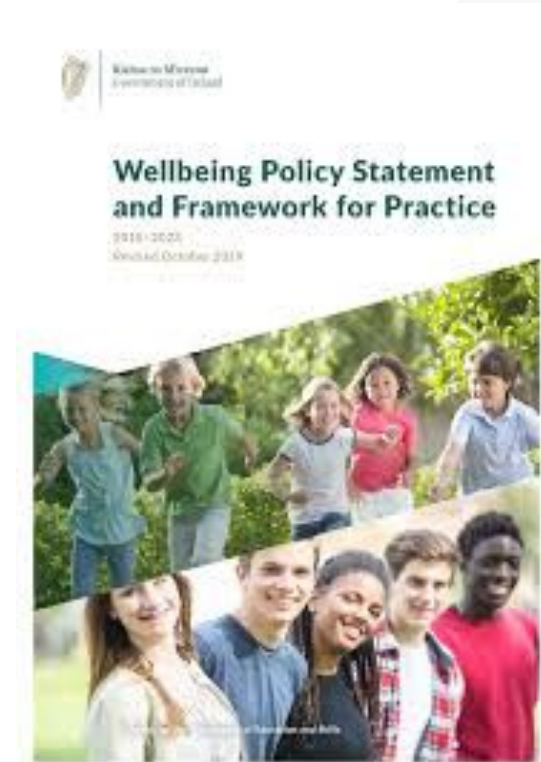
info@schoolself-evaluation.ie

SSE and Wellbeing - Clarifications

In making decisions on the focus of SSE in the next year, the attention of schools is drawn to the Wellbeing Policy Statement and Framework for Practice 2018–2025.

A Directory of Wellbeing Services, Supports and Resources for Schools is available at

<https://www.gov.ie/en/publication/af24b-wellbeing-guidance-documents-for-parents-students-and-schools/#school-staff-primary-schools>



SSE and DEIS - Clarifications

A school's DEIS action plan is its school improvement plan for the purposes of SSE; no additional or separate plan is necessary.

DEIS schools should continue their DEIS action planning across the key themes of DEIS using the SSE six-step process.

On the basis of the evidence gathered, schools should target their resources, specific interventions and supports at the pupils who are most at risk of educational disadvantage.



Other Clarifications

- Report and SIP should be **no more than 3 pages**
- One **or** two good targets with actions linked to targets is enough
- The Report and SIP should be ratified by the BOM
- The Legislative and Regulatory Checklist should be completed annually
- Your SSE Progress should be shared with whole school community
- It is important to monitor the process
- Make adjustments as required

CLARIFICATION

Circular 44/2019 - A Model of Leadership

Shared leadership requires openness and willingness on the part of Principals and Deputy Principals, to **share and to distribute leadership** and management responsibilities in a manner that encourages and **supports partnership**....

Every teacher has a leadership role within the school community and in relation to pupil learning

How can engaging in the SSE process help us share and distribute leadership?

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agus Scileanna
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Education and Skills



Circular 0044/2019

To: The Managerial Authorities of Recognised Primary Schools

RECRUITMENT/PROMOTION AND LEADERSHIP FOR REGISTERED TEACHERS IN RECOGNISED PRIMARY SCHOOLS

The Minister for Education and Skills, pursuant to the power contained in Section 24 of the Education Act (as amended), directs employers to implement the regulations and procedures as set out in this circular from 1st September, 2019. All posts advertised before this date will continue under the previous relevant circular.

This circular sets out a leadership and management framework for posts in recognised primary schools and recruitment and appointments procedures for registered Teachers, Assistant Principals, Deputy Principals and Principals. This circular supersedes all previous circulars, memoranda, rules and regulations in relation to recruitment and promotions including Appendix D and E of The Governance Manual for Primary Schools 2015 - 2019, Chapter 1 of edition 2 of Terms & Conditions of Employment for Registered Teachers in Recognised Primary & Post Primary Schools, Circulars 70/2018, 0031/2011 and 0015/2016.

Please ensure that the contents of this circular are brought to the attention of all members of the Board of Management/Education and Training Board (ETB) and all teachers in your employment in Primary Schools including those on leave of absence and on secondment.

This circular can be accessed on the Department's website under www.education.ie.

All queries should initially be brought to the attention of the school management who may wish to consult with their representative organisation. Any further queries may be directed to the following email address: teachersna@education.gov.ie.


Queries in relation to the allocation of posts or the redeployment of teachers should be raised with Allocations Section of the Department: primaryallocations@education.gov.ie.

Matters relating to registration of teacher are appropriate to the Teaching Council, Block A, Maynooth Business Campus, Maynooth, Co. Kildare. Email: info@teachingcouncil.ie.

Alfie Barrett
Teacher/SNA Terms and Conditions
9 August 2019

Practical ways to identify and refine focus

**‘collaboratively and democratically engage in a
process of dialogue’**



Stickman Activity for staff consultation

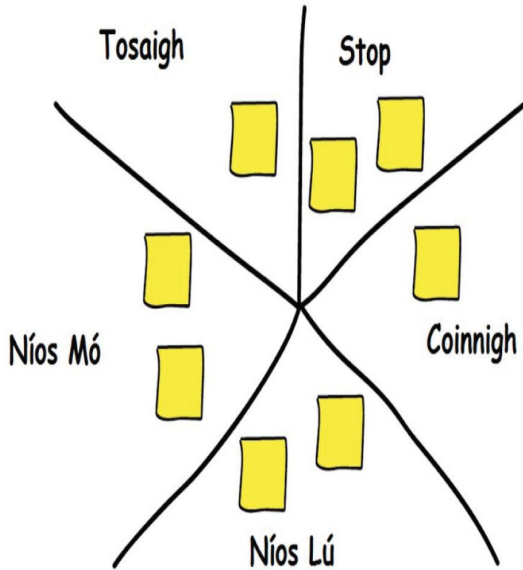
STICKMAN ACTIVITY INSTRUCTIONS:

Draw/display the graphic (Start, Stop, More, Less Keep) on a flip chart/notice board

Allow staff to add post-its to each section.

- Start:** What might I/ start?
- Stop:** What should we stop doing?
- More:** What might we do more of?
- Less:** Less of
- Keep:** Keep doing?

It is important to allow time for this activity so perhaps leave it on display for a week or two before collating.



Targets/Actions

Update 14:

Draft “one or two well framed *SMART Targets with definite actions aligned to each one*”.

- S** Specific
- M** Measurable
- A** Achievable
- R** Realistic
- T** Timed



How do we monitor?

Conas a dhéanaimid monatóireacht?

Formal - Capital M	Informal - small m
<p>Defined roles</p> <p>Resource development</p> <p>Overview of monthly progress records</p> <p>ISL Check-ins</p> <p>Samples of pupils' work</p> <p>Focus groups</p> <p>Review against baseline data</p> <p>Target/Action review</p>	<p>ISL Support</p> <p>Discussion at every staff meeting</p> <p>SSE Noticeboard</p> <p>Agreed actions highlighted on school's planning and monthly progress report</p> <p>Teacher pairings, cluster meetings, co-teaching</p> <p>Assemblies</p> <p>School website, newsletter</p>

Using Looking At Our School 2016 - A Framework

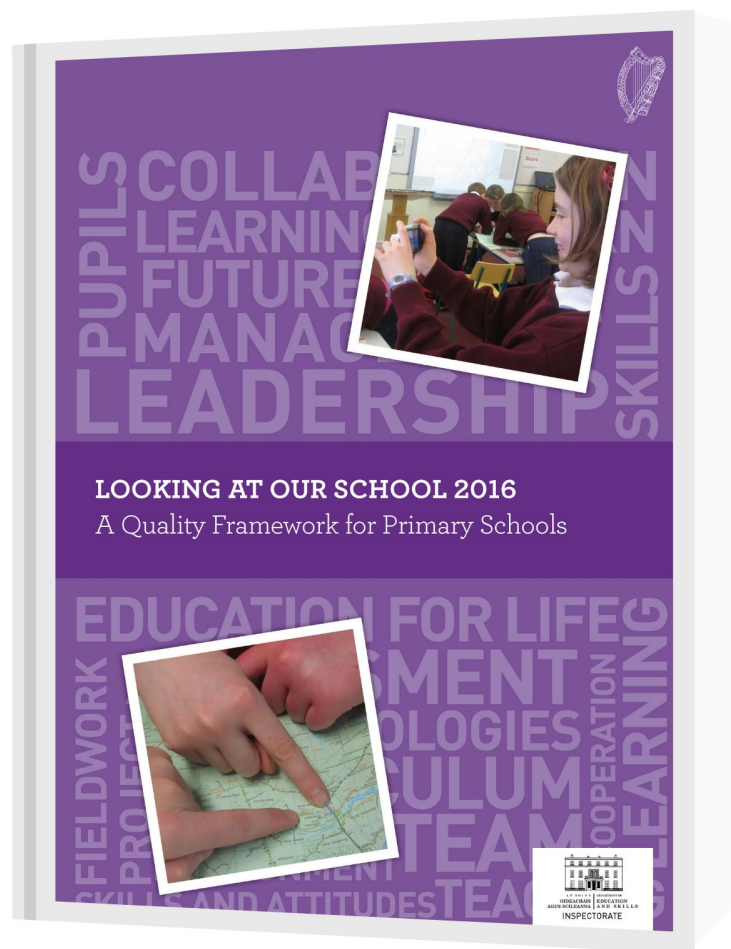


Table 1: Quality Framework for Primary Schools – Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Pupils: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the primary curriculum achieve the stated learning objectives for the term and year
	Learner experiences	Pupils: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the curriculum foster teacher professional development that enriches teachers' and pupils' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil voice, pupil participation, and pupil leadership build professional networks with other school leaders

Practical Examples of using Looking at Our School, 2016

Identifying Focus

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum.	Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum.
	The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a good standard in accordance with the objectives, skills and concepts of the Primary School Curriculum.	The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a very good standard in accordance with the objectives, skills and concepts of the Primary School Curriculum.
	The overall attainment of the pupils is improving or is at a good standard in accordance with the objectives and skills of the Primary School Curriculum.	The overall attainment of the pupils is improving or is at a very good standard in accordance with the objectives and skills of the Primary School Curriculum.

What is working well?

What are the strengths?

What are the areas for improvement?

What possible actions will address the areas for improvement?

Practical Examples of using Looking at Our School, 2016

Analyse and Make Judgements

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers contribute to building whole-staff capacity by sharing their expertise	<p>Teachers recognise the value of building whole-staff capacity and are willing to share their expertise with other teachers in the school.</p> <p>Teachers are willing to share their expertise with teachers from other schools, for example through education centres, online forums, and school visits.</p> <p>Teachers engage regularly in professional collaborative review of teaching and learning practices.</p> <p>Teachers are open to building collective expertise in the skills and approaches necessary to facilitate pupil learning for the future.</p>	<p>Teachers value their role within a professional learning organisation, and as a matter of course share their expertise with other teachers in the school.</p> <p>Teachers share their expertise with teachers from other schools, for example through education centres, online forums, and school visits.</p> <p>Teachers engage regularly in professional collaborative review of teaching and learning practices, and use it to identify and build on effective approaches.</p> <p>Teachers are proactive in building collective expertise in the skills and approaches necessary to facilitate pupil learning for the future</p>

What aspects of our practice are already effective / highly effective?

What aspects of our practice are not yet effective / highly effective?

What do we need to do to improve our practice to ensure it is effective / highly effective?

Practical Examples of using Looking at Our School, 2016

Write and Share Report and Improvement Plan

Findings:

This is effective/highly effective practice in our school in relation to PE:

- pupils demonstrate very high interest and participation.
- they are able to work both independently and collaboratively in a very purposeful and productive manner
- pupils achieve, and at times surpass, the intended learning objectives of the lesson

This is how we know:

Pupil Questionnaire (3rd to 6th)

Pupil focus groups (1st - 4th)

Teacher focus groups

Teacher Observation

(Evidence gathered attached as appendix to this document)

This is what we are going to focus on to improve our practice further in relation to PE:

We are going to ensure that:

- pupils PE skills are developed at every class level in accordance with the curriculum
- the overall attainment of the pupils is improving or is at a very good standard in accordance with the objectives and skills of the Primary PE Curriculum.
- teachers will proactively build collective expertise in the skills and approaches necessary to facilitate pupil learning in PE for the future

Practical Examples of using Looking at Our School, 2016

Target Setting

Targets:

- All pupils will demonstrate knowledge, skills and understanding in the six strands of the PE curriculum relevant to their level by June 2022.
- Teachers will demonstrate competence and proficiency in the skills and knowledge of the Primary PE Curriculum by June 2022.

Actions:

Teach meets - Every month a teacher on staff will share their expertise in a specific strand of the PE curriculum

SSE on agenda of every staff meeting and sharing of good practice in relation to the target is encouraged

CPD for staff in PE to be organised

Yearly plan to be devised which sets out strands to be covered each term

Actions relating to SIP to be noted on CM

Inventory of all PE equipment to be compiled

Active Homework completed weekly

Responsibility:

All teachers

Leadership team/All teachers

DP (Ms. O'Connor)

AP2 (Ms. Devlin)/All teachers

All teachers

AP2 (Mr. Walsh)

Parents

Practical Examples of using Looking at Our School, 2016 Monitoring and Evaluating Impact

Teacher Focus Groups

Reflection on same two standards: Learner Outcomes and Teachers Collective/Collaborative Practice

What aspects of our practice are now effective / highly effective?

What aspects of our practice are not yet effective / highly effective?

How do we know?

What are our next steps?

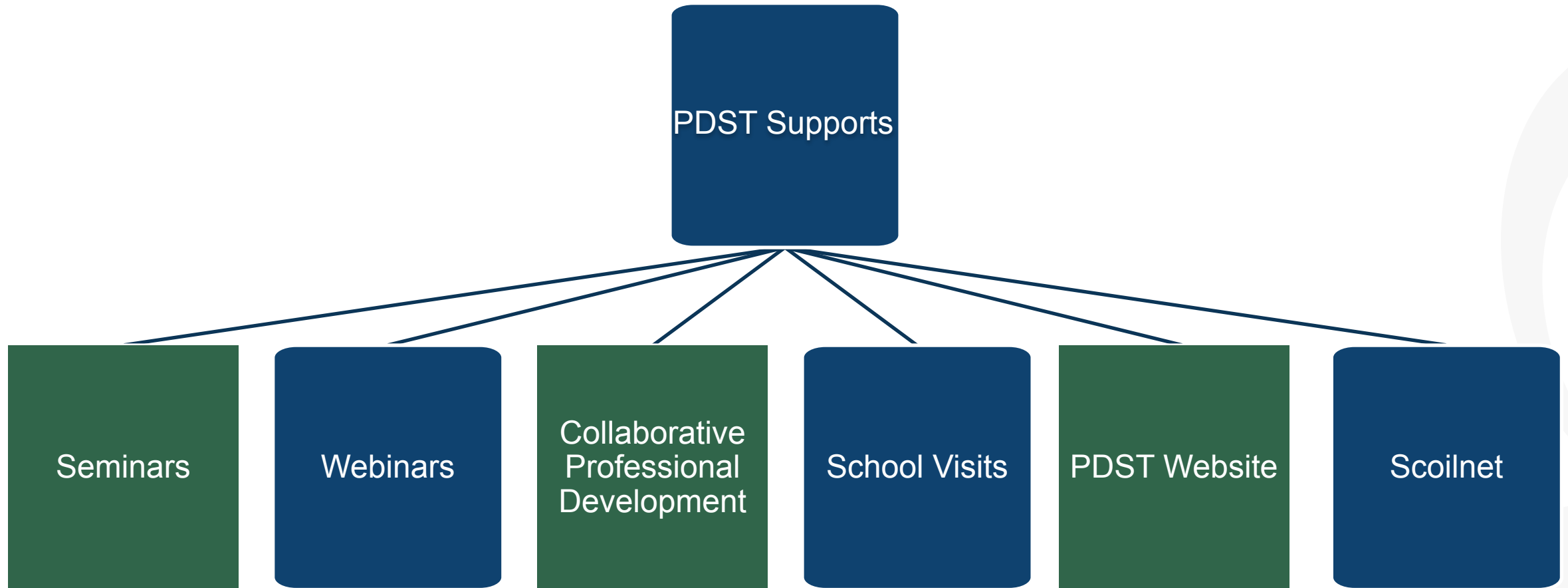
Next steps... *Na chéad chéimeanna eile...*

How will we plan to **review** our current cycle of SSE in light of what we have heard today?

What 3 things will I do back at school?



Supports provided by PDST



Supports

SSE Supports:

PDST website:

<https://www.pdst.ie/primary/sse/resources>

School Self-Evaluation Website:

<http://schoolself-evaluation.ie/primary/>

PDST Leadership School Support:

<https://www.pdst.ie/schoolsupport>

PDST Leadership Programmes:

Comhar - Middle Leaders

Tánaiste - Newly Appointed Deputy
Principals

Misneach

Forbairt

<https://www.pdst.ie/primary/leadership>

Q&A

