Key Messages
Príomhtheachtaireachtaí

Oide

School Self-Evaluation involves using the six-step process for improvement.

School Self-Evaluation is a key tool in reflective, collaborative whole-school improvement.

Keeping the process manageable and impactful is an essential element of SSE.

Challenges in the implementation of SSE can be overcome through collaborative engagement with other practitioners and the support services.

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

SSE Fundamentals
Réamhrá le Féinmheastóireacht Scoile

Oide
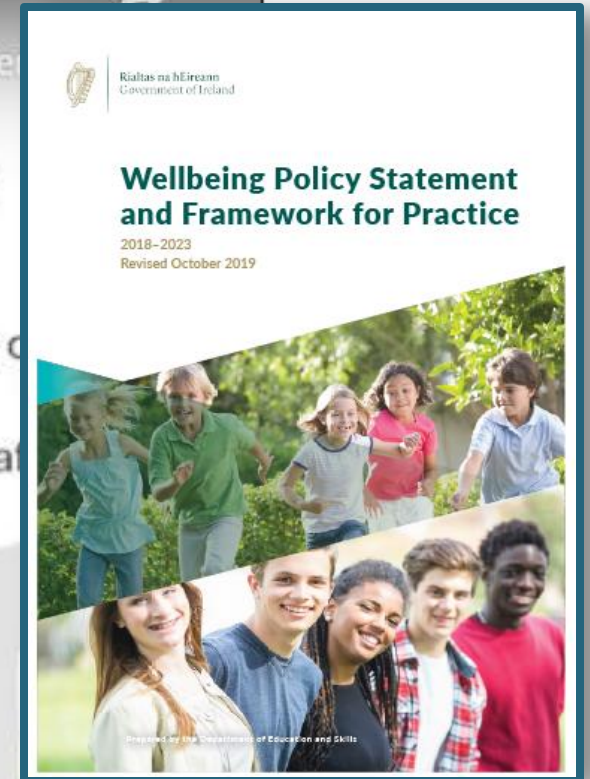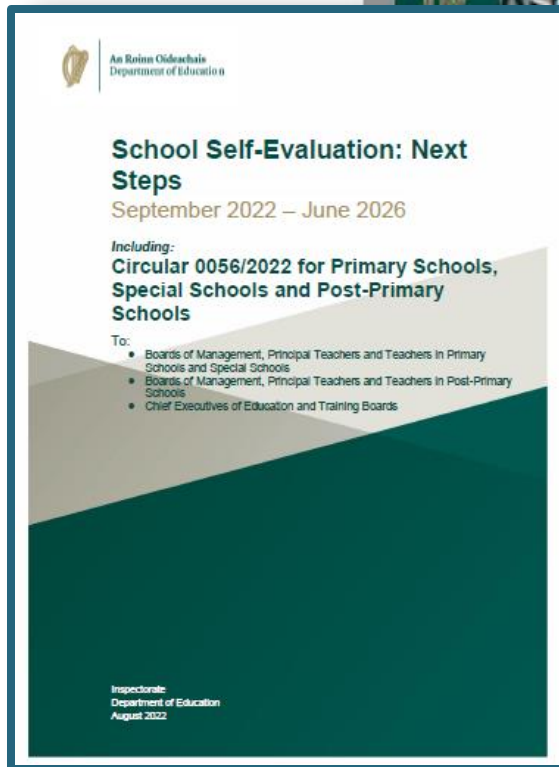
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

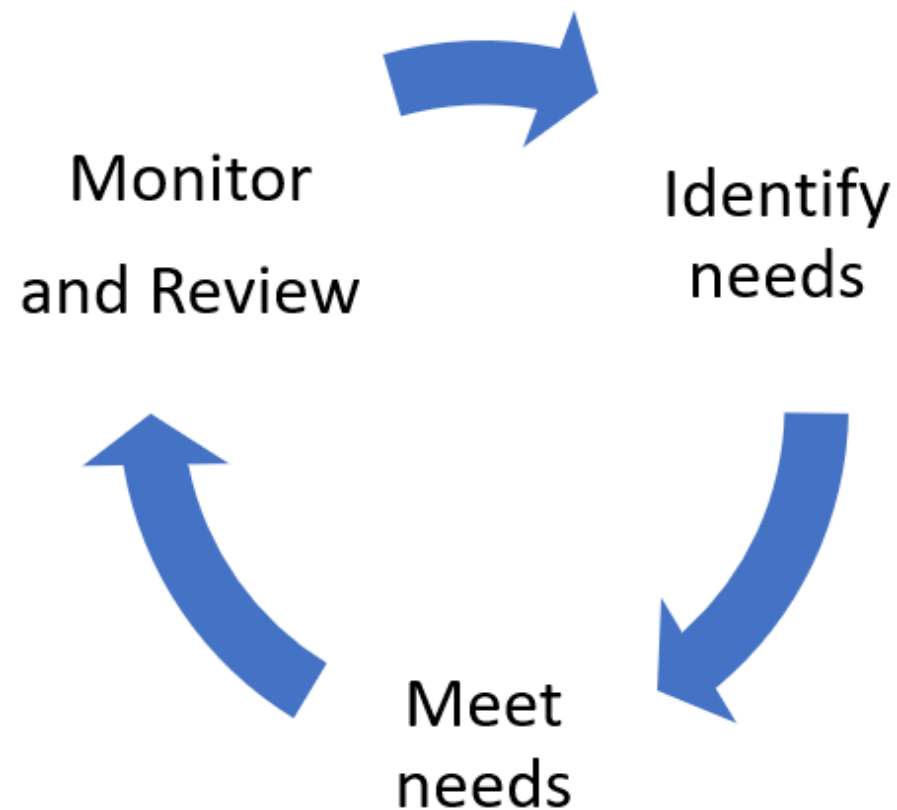Supporting the Professional Learning of School Leaders and Teachers

Approaches
An Cur Chuige

Main focus

Other areas for improvement

The Why, What and How of SSE

FMS: An Fáth, Cad agus Conas

The Why, What and How of SSE
FMS – An fáth, cad agus conas

The 'Why' of SSE

SSE is a process focused on improvement to advance aspects of teaching, learning and wellbeing.

The 'What' of SSE

SSE is a collaborative way of working to identify strengths, unearth areas for targeted improvement, plan and implement actions for the targeted improvement and monitor the effectiveness of the agreed actions in terms of their impact on learning and teaching, the experiences of the pupils, including their wellbeing.
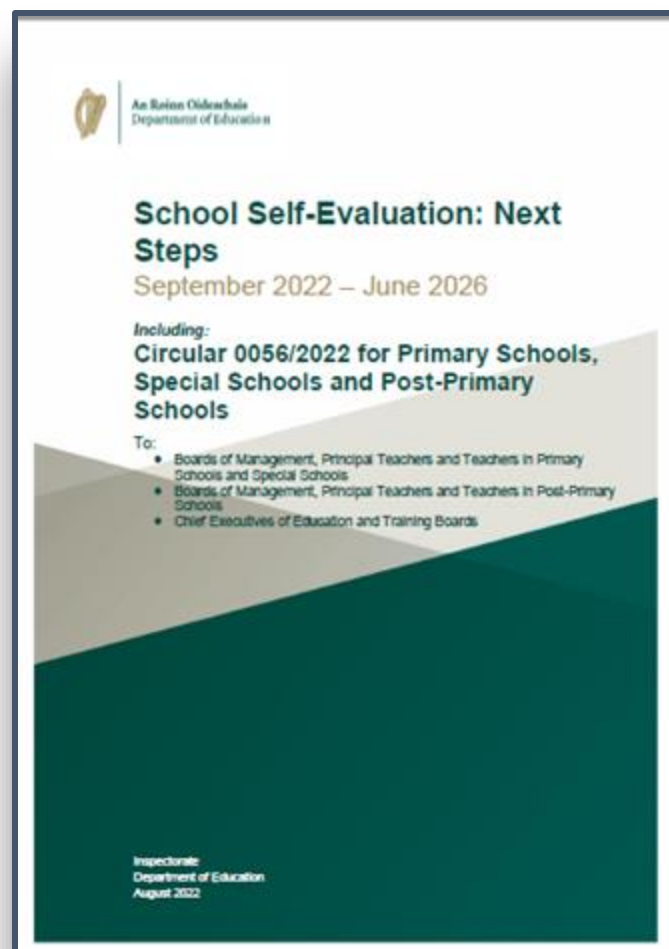
The 'How' of SSE?

Working collaboratively, in an inclusive manner, through the six-step process.

SSE Next Steps Cir. 56/2022

FMS Na Chéad Chéimeanna Eile

SSE 2022-2026
Phase I 2022-2023: Review year

- *Use/Continue to use the SSE process to identify and reflect on the impact of COVID-19 on their pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning.*

- *Take stock of the effectiveness of their SSE process to date, developing and consolidating it as necessary to ensure it is collaborative, inclusive and impactful*

- *Consider the requirements regarding use of the SSE process to initiate a wellbeing promotion review and development cycle by 2025 as set out in Circular 0032/2021 and Circular 0033/2021*

SSE Next Steps Cir. 56/2022
FMS Na Chéad Chéimeanna Eile

An Roinn Oideachais
Department of Education

School Self-Evaluation: Next Steps

September 2022 – June 2026

Including:
Circular 0056/2022 for Primary Schools, Special Schools and Post-Primary Schools

To:
- Boards of Management, Principal Teachers and Teachers in Primary Schools and Special Schools
- Boards of Management, Principal Teachers and Teachers in Post-Primary Schools
- Chief Executives of Education and Training Boards

Inspectorate
Department of Education
August 2022

Phase II 2023-2026: SSE Third Cycle

*During this three-year period, **schools will have <u>the autonomy</u> to choose the <u>focus of their SSE</u>,** subject to having a concise three-year SSE plan that enables them to address:*

- *Context-specific school priorities related to teaching, learning, equity and inclusion*

- *National wellbeing goals*

- *National curriculum goals*

- *Other national strategies, for example, the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development.*
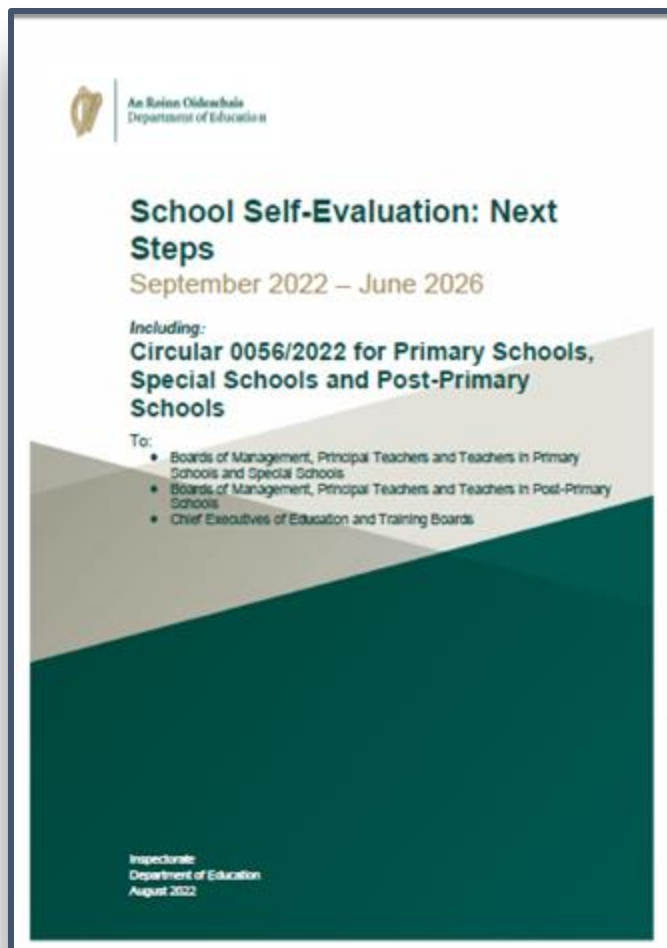
The Six Step Process
An Próiseas FMS

Step 1: Identifying Focus / Ainmnigh an Fócas

Step 1: Identifying the focus
## Céim 1: Ainmnigh an fócas

What is our area of focus?

- Balance school and system requirements

- Identify priority areas for your school

- LAOS is a tool to help inform possible areas of focus

Why are these areas priorities?

- An area that is sufficiently broad and will make a real difference to teaching, learning, equity and inclusion

- National requirements e.g. wellbeing, anti-bullying, digital education

Who decides?

- The decision is made collaboratively
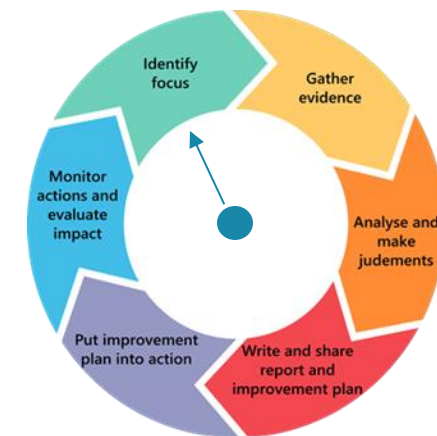
School Self Evaluation
Féinmheastóireacht Scoile

Step 2: Gathering Evidence / Fianaise a bhailiú

Step 2: Gathering Evidence
Céim 2: Fianaise a bhailiú

- Must be informed by and relevant to your focus area.

- Be specific about the data you need – **not too much**.

- **Where** will you get your information from?

➔School MIS	➔National data	➔Student work
➔Late book	➔Previously collected information	➔Assessment results
➔Behaviour records		➔Standardised tests
➔Inspection reports	➔Homework diaries	➔Research
➔Focus groups (students/staff/parents)	➔Surveys (students/staff/parents)	➔Others?

- **Who** will you get your information from? Students, staff, parents?

- Always ask "***why am I collecting this*** - *what will it tell me?*"

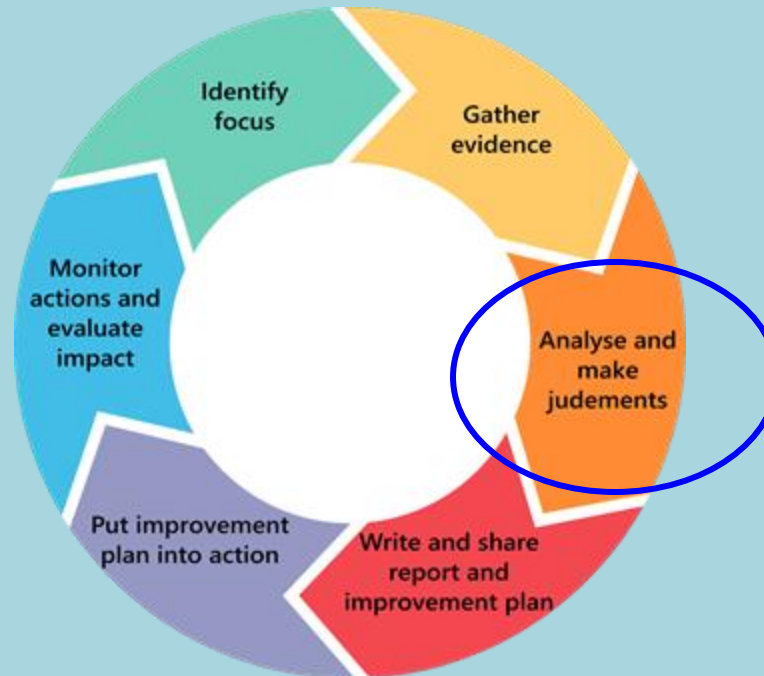- Do **not collect too much data**: what works for you in your school?

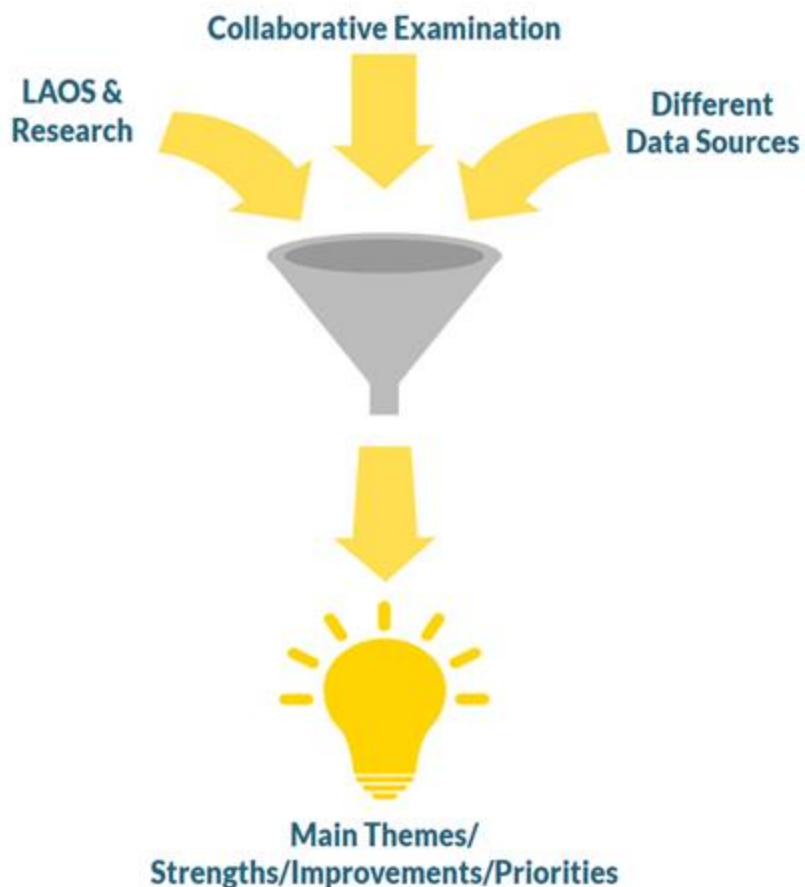# School Self Evaluation
Féinmheastóireacht Scoile

Step 3: Analyse and Make Judgements / Déan anailís agus dean breithiúnais

Step 3:Analyse & Make Judgements
Céim 3: Déan anailís agus dean breithiúnais

LAOS & Research

Collaborative Examination

Different Data Sources

Main Themes/ Strengths/Improvements/Priorities

Key Considerations:

- Time and space to ensure manageability

- Extract key messages and/or themes

- Identify strengths and areas for improvement

- Consider priority of areas being targeted for improvement

- Do our targeted areas link to national/system priorities? How?

- Is CPD needed?

Engagement of Other Stakeholders
## Rannpháirtíocht na dTuistí agus Daltaí

Dimension: Leadership & Management : Domain 4 Developing Leadership Capacity

Standard	Statement of effective practice	Statement of highly effective practice
Promote and facilitate the Development of pupil Participation, pupil leadership and parent participation	Those leading the SSE process recognise the need to listen to **pupils and parents** and are increasingly consulting with pupils about how they learn and getting feedback on the effectiveness of their learning	Those leading the SSE process meaningfully consult and engage with **pupils and parents** to review and improve learning, teaching and assessment practices.

In your SSE engagement to date, in what way have you involved pupils and parents?

What has worked well?
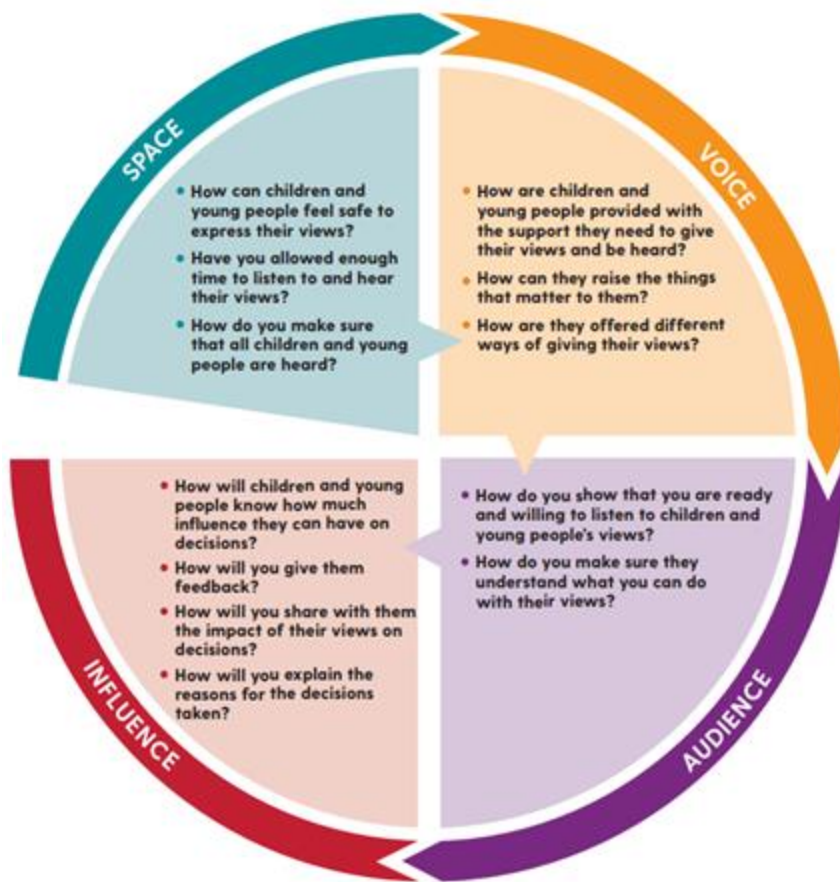
What were the challenges you encountered?
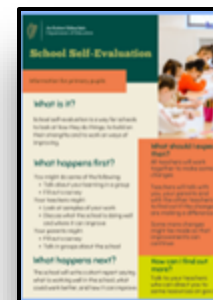
National Framework for Children and Youth Participation
An Creat Náisiúnta do Leanaí agus do Dhaoine Óga

Considerations for Gathering Evidence
Breithnithe maidir le Bailiú Fianaise

Focus Groups - Excellent for in-depth answers and discussions

Set Goal[s]	Select Participants	Prepare Questions	Plan the Approach	Encourage Engage Elicit	Capture the Data

School Self Evaluation
Féinmheastóireacht Scoile

Step 4: Writing the School Improvement Plan/Plean Feabhsúcháín

Setting SMART Targets
Spriocanna a aithint

1. Decide on an **ACTION**

2. In relation to a **SPECIFIC** area for development relating to the Focus (area

   for improvement)

3. **MEASURE** improvements by establishing a baseline (current level/baseline)

4. Plan for a desired outcome (desired outcome) ….. that is **ATTAINABLE**

5. Is this outcome **REALISTIC** given the resources available to us and our

   school context?

6. How much **TIME** will it take before we see an improvement?

Sample Targets for Discussion
Spriocanna Samplach

Science:

To increase the percentage of pupils who state that they engage in purposeful, meaningful Science activities from 28% to 40% by June 2024.

Literacy:

To decrease (verb) the percentage of children performing at or below a sten of four (area affected) from 15% (current level/baseline) to 12% (desired outcome) by June 2024 (timeframe)

Numeracy:

To decrease (verb) the percentage of children performing at or below a sten of four (area affected) from 20% (current level/baseline) to 15% (desired outcome) by June 2024 (timeframe)

Wellbeing

To develop a system that promotes and facilitates pupil voice, participation and leadership at classroom level by June 2024.

School Self Evaluation
Féinmheastóireacht Scoile

Step 5: Putting the Improvement Plan into action/ An plean feabhsúcháin a chur i bhfeidhm

Step 5: Put Improvement Plan into Action
Céim 5: Cuir plean feabhsúcháin i bhfeidhm

- Clarity around **roles** - **who** is expected to do **what** and **when**?

- Clarity around the **rationale** for the SIP: get **buy-in**.

- Is there any **CPD** required to enable people to carry out the actions?

- Constant **reminders** of targets and actions.

- Ongoing **monitoring** to see if targets are being met and actions carried out.

- Frequent **communication** and **celebration** of small wins.

School Self Evaluation
Féinmheastóireacht Scoile

Step 6: Monitoring and Evaluating Impact / Monatóireacht-Meastóireacht

Considerations in the Monitoring of SSE
Breithnithe maidir le monatóireacht FMS

"These two steps are closely related…There should be clarity about responsibility for the implementation of the agreed actions, the timeframe for implementation, and how and when the impact of those actions will be monitored.
SSE Next Steps, pg. 11

Why do we monitor?

Who monitors?

When and how do we monitor?

Monitoring Systems
Córais Mhonatóireachta

| Formal M	Informal m
• Defined roles • Teacher recorded preparation • In-school Leadership Team Meetings • Inspector SSE Advisory Visit • Samples of Pupils Work and opportunities representing pupils voice in their learning • Assessment data • Review against baseline data • Scheduling Target Action Review - Are targets outcomes focused with clear actions aligned to them?	• Discussion at staff meeting • Agreed actions highlighted • SSE noticeboard/shared drive • Schools' monthly planning and progress report • Teacher cluster meetings/ Teacher pairings • Assemblies • School Digital Platform • School Website/Newsletter

Supports for the Next Steps for Your School
Tacaíochtaí do na Chéad Chéimeanna Eile i do Scoil

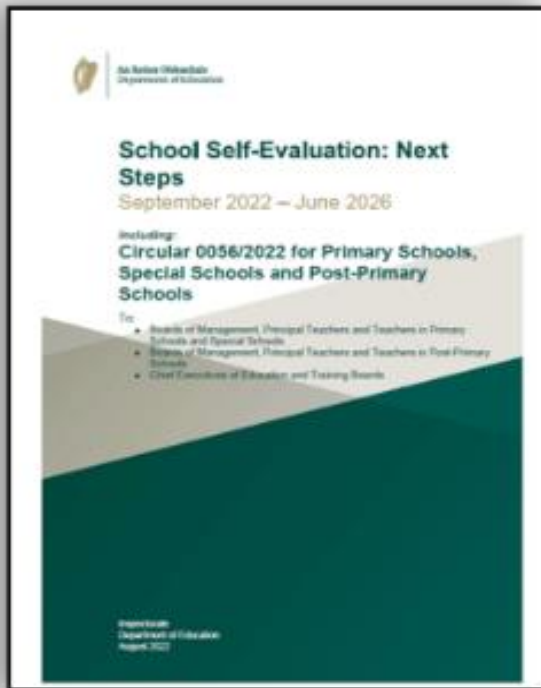Consider your school focus through the teaching and learning lens of the documents below?
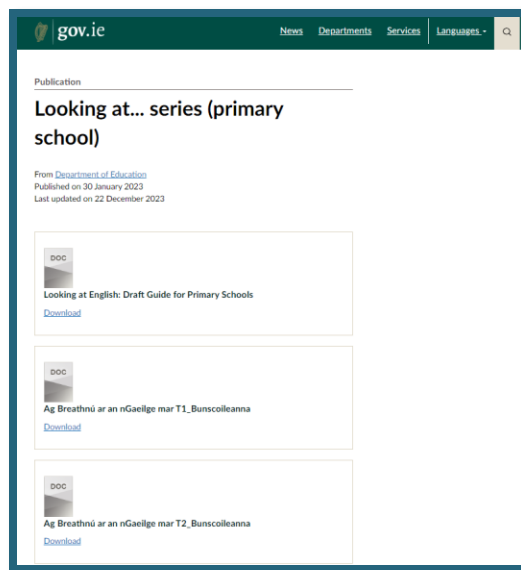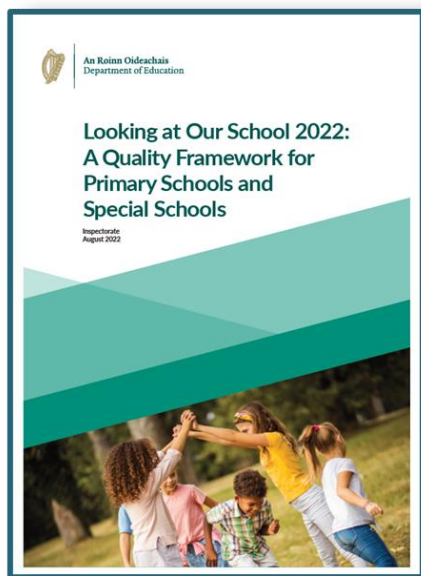
What elements of teaching and learning in your focus area will need actions do enable development and improvements at classroom level?

Oide Leadership Online CPD
FGL ar líne ón Rannán Ceannaireachta Oide

'SSE: Using evidence to arrive at a focus'

Dates Available:	14th, 21st & 22nd May
Time:	15.30 - 17.00

School Self Evaluation

Féinmheastóireacht Scoile

'SSE is not about plans on paper but about plans in action'

Action planning for school improvement is for...

'Every classroom, every teacher, every day'.

(SSE Update 11)