School Self - Evaluation
Taking Stock Workshop One

Professional Learning Booklet

2023-2024

Contents

School Self-Evaluation Resource Wakelet

CLICK LINK: https://wakelet.com/wake/uXyQd_ihrtrQ7RwWRsOkk

OR SCAN QR CODE BELOW

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School Self- Evaluation

Taking Stock – Session I

PLL/ Associate:

Notes

SSE Key Messages
Príomhtheachtaireachtaí

School Self-Evaluation is a reflective, collaborative process for whole-school improvement.

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

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

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

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SSE Experience
Taithí FMS

A

Identify one success and one challenge you have encountered through your experience of SSE to date.

B

Chat

Use the chat function to share your reflection.

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Session Intentions
Cuspóirí an tSeisiún

- To identify SSE as a process of collaborative, internal school review that is focused on school improvement
- To identify the SSE requirements outlined in School Self-Evaluation Next Steps Document Sept 2022 – June 2026.
- To establish the foundational knowledge required to take initial steps in the planning for and implementation of SSE in their schools

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SSE Supports
Tacaíochtaí don FMS

Notes

Overview Video - SSE Fundamentals
Fiseán - Réamhrá le Féinmheastóireacht Scoile

Click on video icon to access DE Video on SSE

Notes

An SSE Mindset
Dearcadh FMS

Identify focus · **Gather evidence** · **Analyse and make judements** · **Write and share report and improvement plan** · **Put improvement plan into action** · **Monitor actions and evaluate impact**

Monitor & Review

Identify needs

Meet needs

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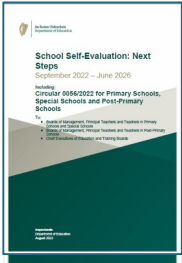
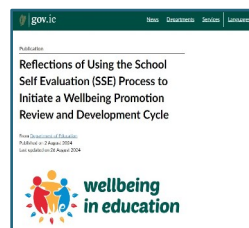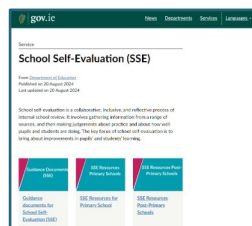Supporting the Professional Learning of School Leaders and Teachers

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

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School Self-Evaluation: Next Steps
September 2022 – June 2026

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

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*

Chat

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Supporting the Professional Learning of School Leaders and Teachers
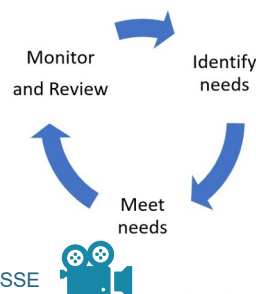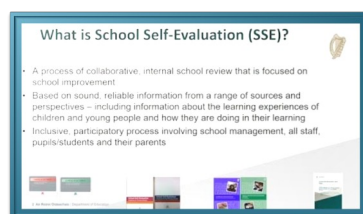
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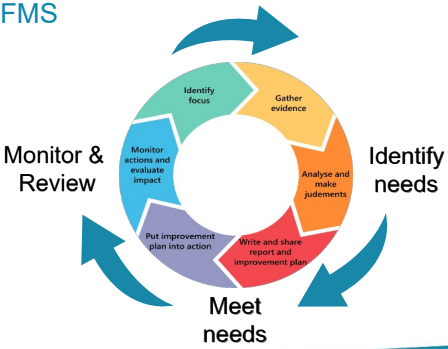Supporting the Professional Learning of School Leaders and Teachers

SSE Phase I 2022-2023: Review Year
FMS Bliain Athbhreithnithe 2022-2023

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

Phase II 2023-2026: SSE Third Cycle

*During this three-year period, **schools will have the autonomy to choose the focus of their SSE**, 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.*

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SSE Key Documents
FMS Príomhcháipéisí

Notes

School Priorities
Tosaíochtaí Scoile

Notes

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

What is our area of focus?

- Balance **school goals and system** goals

- Identify **school needs in relation to goal**
  → Why are these areas priorities?

- **National goals** e.g. wellbeing, anti-bullying, digital education

- Who decides? The decision is made **collaboratively**.

- Ensure the area is **sufficiently broad** and will **make a real difference** to learning & teaching; wellbeing; equity; inclusion; leadership but n**ot too broad**!

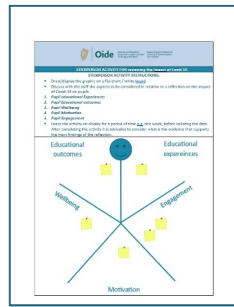- **LAOS** as a tool to help inform possible areas of focus.

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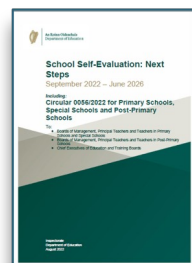
Notes

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
→ Arrival/Departure Records	→ Previously collected information	→ Assessment results
→ Behaviour records		→ Standardised tests
→ Inspection Models	→ 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?

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Getting the Right Data
Na sonraí cearta

Discuss

National data highlights that school attendance is an area of concern especially for those at risk of educational disadvantage and for those who may have been impacted by the disruption to school-based education during Covid-19.

- **What does 'attendance' mean to your school?**
- **What data would you gather to establish if attendance is an issue in your school?**
- **In analysing the data, what patterns might you be mindful of?**

ZOOM BREAKOUT ROOMS

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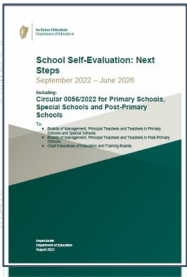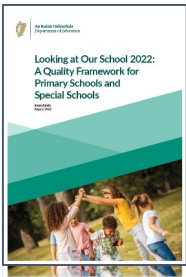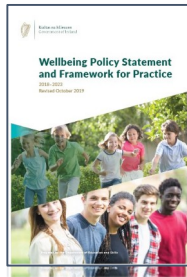Supporting the Professional Learning of School Leaders and Teachers

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

Questions to Ask:

- Key messages & themes.
- Strengths, improvements & priorities.
- Who will analyse this information?
- What skills are needed to analyse it e.g. T&L, DT, subject knowledge etc.?
- Different insights are important.
- Is professional learning needed?
- Time to do it properly but must be manageable .

Collaborative Examination

LAOS & Research

Different Data Sources

Main Themes/ Strengths/Improvements/Priorities

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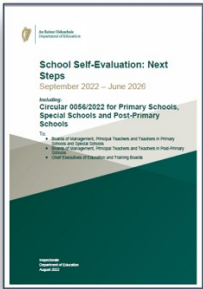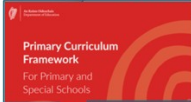Supporting the Professional Learning of School Leaders and Teachers

Step 4: Write & Share Report & Plan
Céim 4: Scríobh agus roinn tuairisc agus plean

- Identify areas of **strength** - how will you build on these?
- Identify areas for **improvement** - what **actions** will you take?
- Who are the best **people** to identify possible improvements –skills of the team members.
- Set **targets** for each of your areas for improvement.
- Not a lengthy document - keep it **concise – manageable and impactful**
- **Share** main points with the school stakeholders.

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SSE Improvement Plan Targets
Spriocanna sa Phlean Feabhsúcháin

- Make your targets **SMART**
- Make sure you have clear **baseline data** to be able to measure progress
- Base your targets on real **evidence** and information
- Need to be well known and frequently **recalled**
- Make targets ambitious but **manageable**
- Be clear about the **timescale**
- **Review** targets frequently.

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Effective or Ineffective Targets
Spriocanna éifeachtach nó Neamhéifeachtúla

SSE UPDATE

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Actions to Achieve Targets
Gníomhaire chun spriocanna a bhaint amach

- What do we **need to do** to achieve our specific targets?

- Ensure the action **relates directly** to the target.

- Assign **responsibility** and **set measurements** for your actions e.g. "the Deputy Principal will review the student absences and reasons at the end of each week"

- **Be specific.** Actions that are vague tend not to be done!

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

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- Clarity around **roles** - **who** is expected to do **what** and **when**?
- Clarity around the **rationale** for the improvement plan: get **buy-in**.
- Is there any **professional learning** 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.

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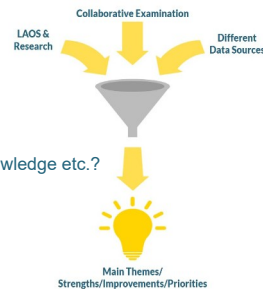Supporting the Professional Learning of School Leaders and Teachers

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Step 6: Monitor Actions & Evaluate Impact
Céim 6: Monatóireacht agus meastóireacht ar thionchar

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- SIP to include frequent **monitoring** of targets and actions.
- Be clear about **who** monitors and **when**.
- Identify **early if targets** are *not* being *met*.
- Identify **early if actions** are *not* being *carried out*.
- What **evidence** is needed for the ongoing monitoring of progress?
    → Keep it simple.
- What **evidence** is needed for the overall evaluation of progress?
    → Compare to the target and the original baseline data.
    → Make **adjustments** to the targets and actions if needed.

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SSE Taking Stock - Session 2
FMS Ag Tógáil Stoice Seisiún 2

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- SSE Cycle Three Phase II

- Inclusivity in gathering evidence

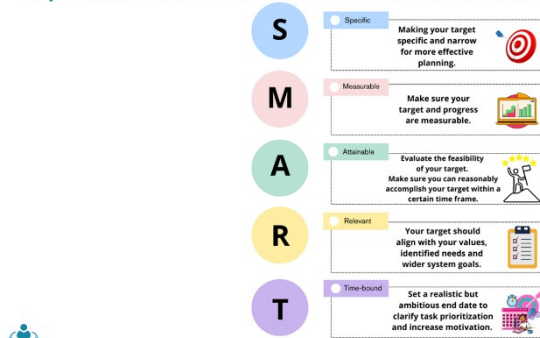- Analysis of evidence and setting targets

- Approaches to Monitoring

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CLICK ON THE IMAGE TO OPEN LINK

SSE Next Steps document with Circular 0056/2022

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

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SSE Landing Page

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Service

School Self-Evaluation (SSE)

From Department of Education
Published on 20 August 2024
Last updated on 20 August 2024

School self-evaluation is a collaborative, inclusive, and reflective process of internal school review. It involves gathering information from a range of sources, and then making judgements about practice and about how well pupils and students are doing. The key focus of school self-evaluation is to bring about improvements in pupils' and students' learning.

Wellbeing in Education

Section on using SSE for

Wellbeing Review and

Development Cycle

gov.ie   News   Departments

Publication

Reflections of Using the School Self Evaluation (SSE) Process to Initiate a Wellbeing Promotion Review and Development Cycle

From Department of Education
Published on 2 August 2024
Last updated on 26 August 2024

Looking at Series

gov.ie   News   Departments

Publication

SSE Resources for Primary School

From Department of Education
Published on 20 August 2024
Last updated on 20 August 2024

1. Looking at… series
2. Next Steps Webinar
3. SSE information sheet for primary pupils
4. Reference list
5. Resources
6. Stories from schools

SSE Updates / Newsletters

gov.ie   News

Collection

SSE Newsletters

From Department of Education
Published on 27 August 2021
Last updated on 20 August 2024

1. School Self-evaluation Newsletters
2. School Self-Evaluation Newsletters for Primary Schools
3. School Self-Evaluation Newsletters for Post-Primary Schools

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STICKPERSON ACTIVITY for Reviewing the Impact of Covid 19

STICKPERSON ACTIVITY INSTRUCTIONS:

- Draw/display the graphic on a flip chart / whiteboard
- Discuss with the staff the aspects to be considered in relation to a reflection on the impact of Covid-19 on pupils:
1. *Pupil educational Experiences*
2. *Pupil Educational outcomes*
3. *Pupil Wellbeing*
4. *Pupil Motivation*
5. *Pupil Engagement*
- Leave the activity on display for a period of time e.g. one week, before collating the data. After completing the activity, it is advisable to consider what is the evidence that supports the main findings of the reflection.

Educational outcomes

Wellbeing

Engagement

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Motivation

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SSE PROCESS – SCHOOL REFLECTION

Circular 0056-2022 – "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."

This document is to help your school to reflect on its engagement with the six-step SSE process to date. We suggest using flip charts with post-its, or a shared, digital document to record responses. It may also be useful for staff to watch the short SSE overview video on the gov.ie website before beginning this activity.

STEP	STRENGTHS & EVIDENCE	AREAS FOR IMPROVEMENT
Identifying Focus Did we choose our area of focus collaboratively or was it chosen by a small group. within the school? Did we involve the perspectives of the whole school community? Was our focus relevant to our school context?		
Gathering Evidence Was the data we gathered relevant to our area of focus? Did we look at a variety of sources of data? Did we carefully plan the way in which we would 'gather evidence' in step 2 of the SSE process?		

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STEP	STRENGTHS & EVIDENCE	AREAS FOR IMPROVEMENT
e.g. considering who best to gather evidence from. What specific questions will tell us what we need to find out? Did we consider what evidence will help us establish a baseline for target setting and monitoring? Did we consider if there was already relevant data available?		
Analyse and Make Judgements Did we interrogate our data to make the best judgements? Were we open to the possibility of having to collect further data to help us make a judgement? Did our data help us to make good judgements? Did we use the 'Looking at Our School Quality Framework' to help us identify our strengths and areas for improvement in relation to our area of focus?		
Write and share a report and improvement plan Did our plan contain SMART targets? Were the actions listed in the report directly linked to the targets? Were roles and responsibilities aligned to the actions in our plan? Did every teacher in our school understand what their role and responsibility		

was? Were all teachers aware of what actions related to their practice in their classrooms? Did we agree how and when the actions would be monitored? Were clear and achievable timelines set? Did we share the pertinent aspects of our Improvement Plan with the pupils and parents?		
STEP	**STRENGTHS & EVIDENCE**	**AREAS FOR IMPROVEMENT**
Put the Improvement Plan into Action How did we keep the focus of the school community on the targets we had agreed? Was our SSE Improvement Plan a recurring item at our staff meetings? Did we have a dedicated notice board in the school in relation to our SSE Improvement Plan? Did we make time to review and discuss the effectiveness of the actions we were implementing in our classrooms? Did we make time to discuss and share other good teaching and learning practices in our school that were helping us achieve our targets? Did pupils and parents know what was the focus for improvement in the school and were they involved in ensuring it was maintained?		
Monitor and Evaluate Impact		

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Did we use our targets to assess the impact of the actions we implemented on learning and teaching? When evaluating impact did we consider the experiences of learners and teachers? Did we agree how and when the actions would be monitored? Had we timelines set for when we would evaluate how well we were progressing in achieving our target? Were we open to possibly having to review our target in light of progress or lack of progress? If we did not achieve our targets did we make time to openly assess why this may have been the case? e.g. we didn't keep focus on our target, our target was too ambitious, we didn't implement the agreed actions, the actions were implemented but did not have the desired outcome, the actions were not specific enough to our target		

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