



Quality framework and SSE 2016-2020

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Overview

- ▶ Looking at Our School 2016 – A Quality Framework for Schools
- ▶ Using the Quality Framework - external evaluation and SSE
- ▶ Quality Framework and Junior Cycle

We have shared elements of this Framework

- ▶ 2003: *Looking at Our School* published the headings or key themes from the then framework
- ▶ As inspection models have been developed, extracts from the relevant sections of the framework were summarised in the inspection Guides
- ▶ 2012: *Guidelines on SSE* published the “Teaching and Learning” section of the Framework
- ▶ Since 2012, we have developed the Framework further, including the section on Leadership and Management

Looking at Our School 2016 A Quality Framework for Post-Primary Schools

- ▶ Contains the complete Framework
- ▶ Presents a picture of what we believe research and experience shows an effective school to be
- ▶ Helps teachers, school leaders, members of boards of management, inspectors, parents and others to understand
 - The characteristics of effective and engaging teaching and learning
 - The nature of effective leadership and management
- ▶ Designed to inform all inspections from 2016
- ▶ SSE will focus on “Teaching and Learning” section only

Quality Framework: Principles

- ▶ Holistic view of learning – broad, balanced, challenging, responsive to learners' needs
- ▶ Well-being intrinsic to learning – outcome and enabler of learning
- ▶ Quality teaching as a powerful influence on achievement – career long professional development
- ▶ Schools as dynamic learning organisations – individual and collective work to build capacity towards improvement
- ▶ External and internal evaluation as complementary contributors to school improvement
- ▶ Leadership and management inseparable
- ▶ Leadership – formal roles and teacher leadership

Quality Framework:

- ▶ Has **two** dimensions (not three as originally suggested)
 - ▶ Teaching and Learning
 - ▶ Leadership and Management
- ▶ Each dimension is subdivided into domains....

Each dimension has four domains:

Teaching and Learning

- ▶ Learner outcomes
- ▶ Learner experiences
- ▶ Teachers' individual practice
- ▶ Teachers' collaborative/collective practice

Leadership and Management

- ▶ Leading learning and teaching
- ▶ Managing the organisation
- ▶ Leading school development
- ▶ Developing leadership capacity

Quality Framework for Schools 2016

- ▶ Within each domain, you will find standards, each one described through
 - ▶ “statements of effective practice”
 - and
 - ▶ “statements of highly effective practice”

What does it look like?



	DOMAINS	STANDARDS
Teaching and Learning	Learner outcomes	<p>Students:</p> <ul style="list-style-type: none"> 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 post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	<p>Students:</p> <ul style="list-style-type: none"> 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	<p>The teacher:</p> <ul style="list-style-type: none"> has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the students and the learning intention responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	<p>Teachers:</p> <ul style="list-style-type: none"> value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices

	DOMAINS	STANDARDS
Leadership and Management	Leading learning and teaching	<p>School leaders:</p> <ul style="list-style-type: none"> 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 student manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers' and students' learning
	Managing the organisation	<p>School leaders:</p> <ul style="list-style-type: none"> 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
	Leading school development	<ul style="list-style-type: none"> 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
	Developing leadership capacity	<p>School leaders:</p> <ul style="list-style-type: none"> 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 <p>School leaders:</p> <ul style="list-style-type: none"> critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles

Standards and statements of quality

Standards	Statements of effective practice	Statements of highly effective practice
<p>Students engage purposefully in meaningful learning activities</p>	<p>Students demonstrate high levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a purposeful manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in.</p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a competent level.</p>	<p>Students demonstrate very high levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a very purposeful and productive manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.</p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.</p>

Standards and statements of quality

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 work to promote a learning culture. They have generally high expectations for pupils and lead staff in striving for improved outcomes. They support reflective practice and promote a culture of improvement.</p> <p>The principal, with those leading the process, uses SSE to encourage teaching that is engaging and challenging, and to increase pupils' interest in learning.</p> <p>The principal and other leaders in the school encourage teachers to develop their teaching, learning and assessment practices, and to share their practice.</p> <p>They encourage innovation and creativity. They recognise the value of individual and collective contributions and achievements.</p>	<p>The principal and other leaders in the school foster a culture in which learning flourishes. They lead the school community to continuously strive for excellence by setting high expectations for pupils. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners.</p> <p>The principal, with those leading the process, uses SSE very effectively to encourage teaching that is engaging and challenging, and to enable all pupils to become active and motivated learners.</p> <p>The principal and other leaders in the school expect and encourage teachers to develop and extend their teaching, learning and assessment practices, and to share practices that have proven successful at improving learning.</p> <p>They actively promote innovation and creativity. They welcome and celebrate individual and collective contributions and achievements.</p>

Looking at Our School 2016 and external evaluation

Inspectors will use:

- ▶ Teaching and learning and leadership and management dimensions to **inform** judgements
- ▶ Relevant domains and standards depending on inspection model
- ▶ Relevant statements of effective/highly effective practice to encourage thinking about improvement

Inspectors will take account of schools' engagement with and outcomes of self-evaluation in the course of inspections

Quality framework and SSE

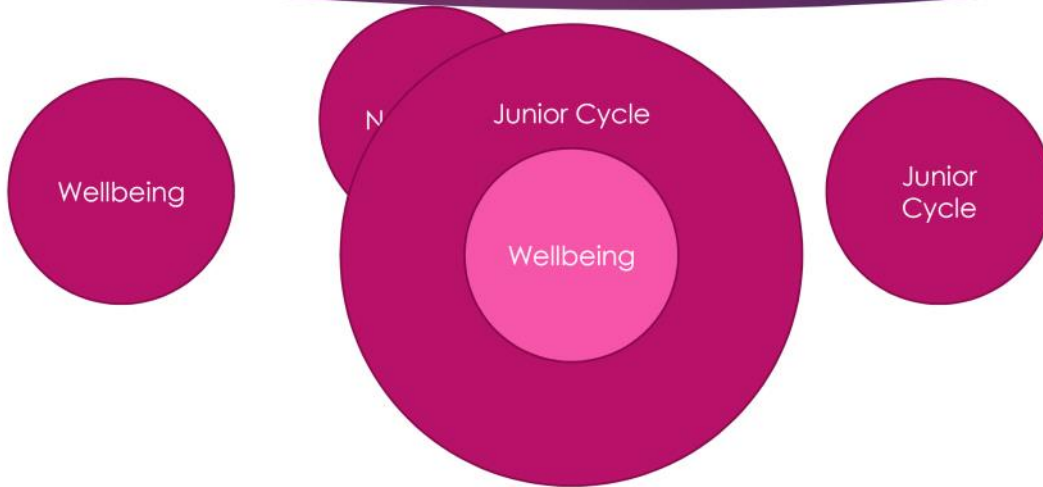


The 6-step process

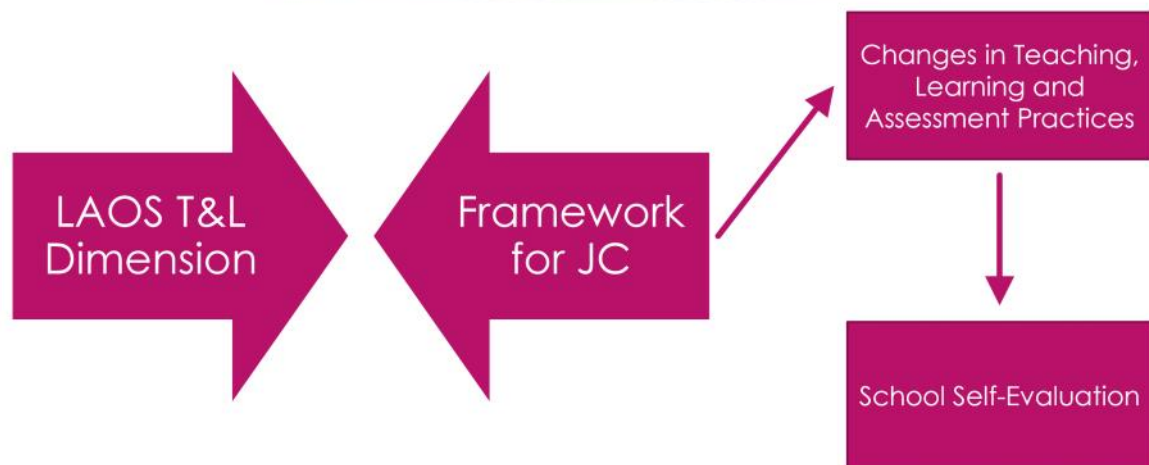
- ▶ Investigation
- ▶ Recording and reporting
- ▶ Implementation and monitoring



Where can SSE be used?



SSE and JC



Applying the SSE process to JC



Teachers →

value and engage in professional

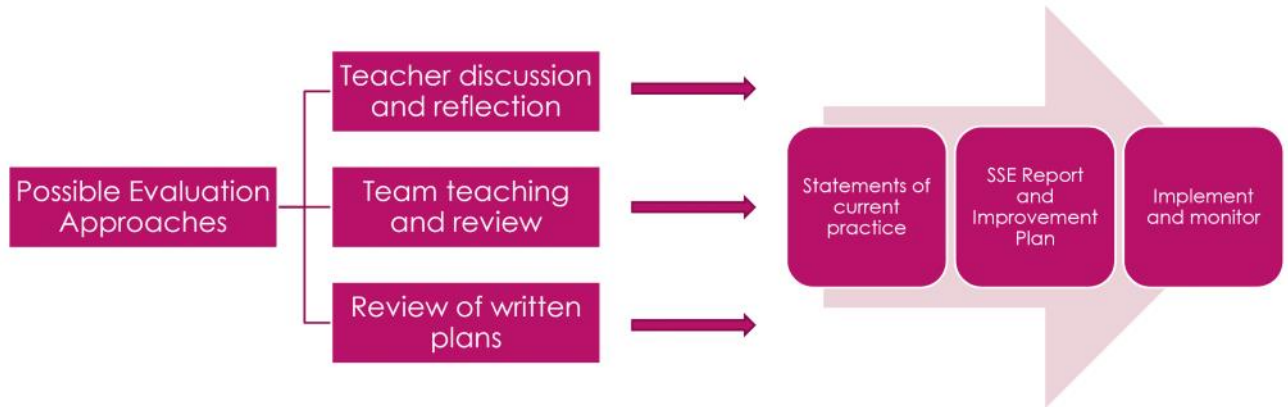
work together to devise learning for across the

Teachers' collective / collaborative practice

collect and con dep for su assessment practices

expertise

Gathering evidence & making judgements

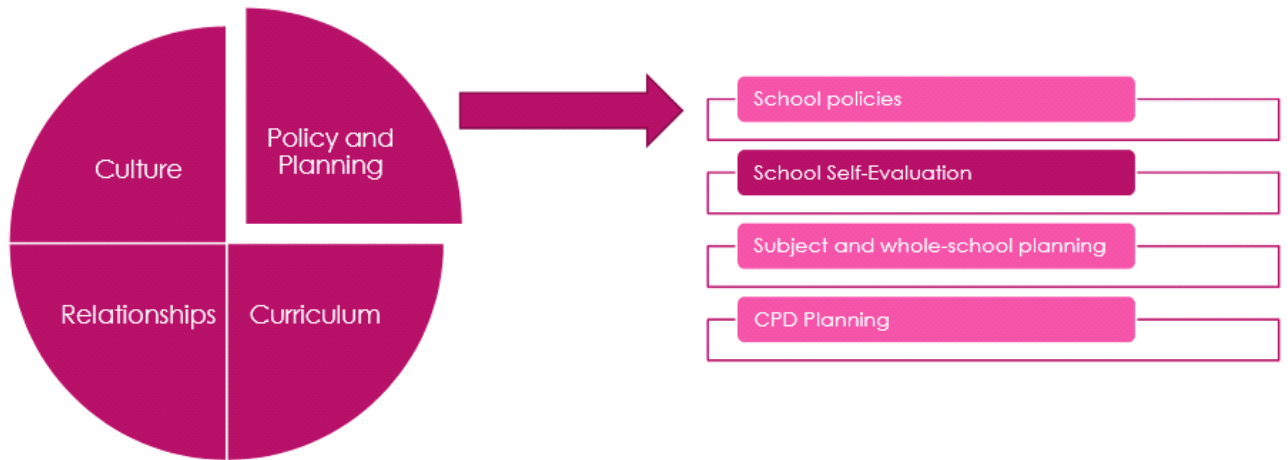


SSE and Wellbeing





Where does SSE fit?



Applying the SSE process to Wellbeing



Students →



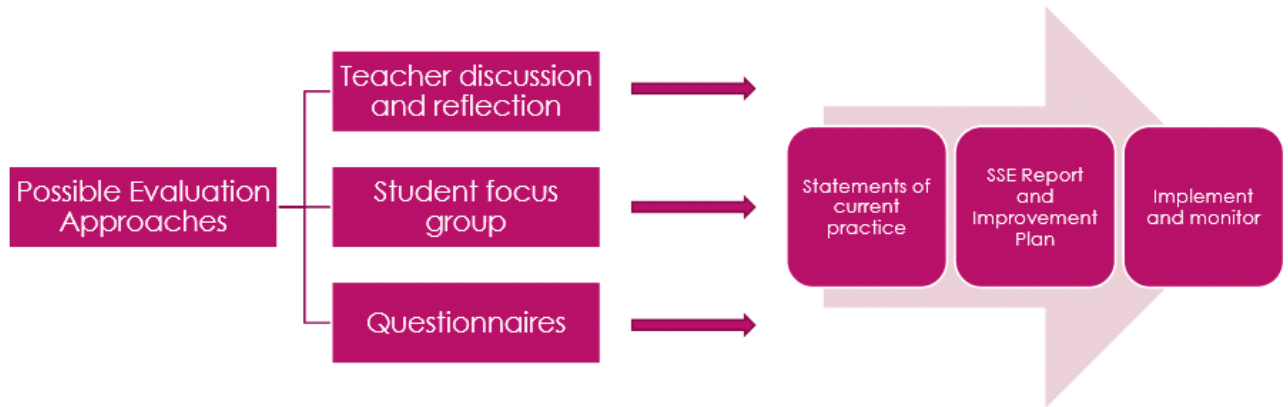
engage purposefully in

grow as learners through respectful and that ing ve

reflect prog learn develop ownership responsibility for their learning

lifelong learning

Gathering evidence & making judgements





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