

## The School Self-Evaluation Process.

School self-evaluation is a collaborative, inclusive, and reflective process of internal school review. An evidence-based approach, it involves gathering information from a range of sources, and then making judgements. All of this is with a view to bring about improvements in students' learning.

### Overview.

- This is a process that began in 2012.
- The initial focus was in the area of Teaching and Learning, specifically on Literacy and Numeracy.
- The next phase of SSE runs from 2016-2020.
- The focus is again primarily on Teaching and Learning.
- Each school is encouraged to focus on an area that has been identified as an area requiring development specific to their own school.
- Through reflective enquiry and information gathering a target area is identified and an action plan is implemented.
- Schools are encouraged to use national initiatives to help with the implementation of action plans.
- SSE seeks to highlight already effective practice along with practice that might need improving.
- SSE is a collaborative, inclusive, reflective process of internal school review.
- Stakeholders include: Principal, Deputy Principal, Teachers, Board of Management, Patron, Parents and Students.

To date St. Patrick's CGS has been working on two areas of improvement as part of the SSE process 2016-2020.

- **Learner Experience 2 (Domain 2):** Students grow as learners through respectful interactions and experiences that are challenging and supportive.

#### Domain 2:

Standards	Statements of Effective Practice	Statements of Highly Effective Practice
Students grow as learners through respectful interactions and experiences that are challenging and supportive.	Interactions among students and teachers are respectful and positive, and conducive to well-being.	Interactions among students and teachers are <b>very</b> respectful and positive, and conducive to well-being.
	Relationships and interactions in	Relationships and interactions in

	classrooms and learning areas support a co-operative and productive learning environment.	classrooms and learning areas <b>create and sustain</b> a co-operative and productive learning environment.
	Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented.	Students' experiences as learners reflect <b>consistently well</b> on how the code of behaviour is understood and implemented.
	Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates.	Students contribute their opinions and experiences to class discussion <b>with confidence. They are respectful of and interested in</b> the opinions and experiences of their classmates.
	They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process.	They ask questions and suggest possible solutions <b>very</b> confidently. They are willing to risk incorrect responses, <b>and understand the value of making mistakes using them as learning opportunities.</b>
	They demonstrate a sufficient level of motivation to engage and persist with increasing challenging work.	They demonstrate a <b>high level</b> of motivation and <b>enjoy engaging and persisting with</b> increasing challenging work.

- **Teachers Individual Practice (Domain 3):** Responds to individual learning needs and differentiates teaching and learning activities as necessary.

Standards	Statements of Effective Practice	Statements of Highly Effective Practice
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<p>The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary.</p>	<p>Teachers are aware of students' individual learning needs, and adapt teaching and learning practices to help students overcome challenges.</p>	<p>Teachers are aware of students' individual learning needs, and <b>design and implement personalised interventions</b> to help students overcome challenges.</p>
	<p>Teachers engage with students' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present.</p>	<p>Teachers engage with students' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present. <b>Teachers empower students to exploit these opportunities and overcome their limitations.</b></p>