



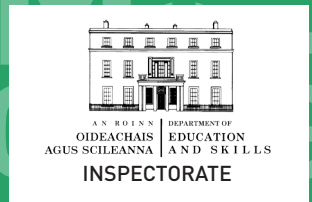
PUPILS COLLABORATE
LEARNING
FUTURE
MANAGEMENT
LEADERSHIP SKILLS

LOOKING AT OUR SCHOOL 2016

A Quality Framework for Post-Primary Schools



EDUCATION FOR LIFE
ASSESSMENT
TECHNOLOGIES
CURRICULUM
TEAM
OPERATION
LEARNING
FIELDWORK
PROJECT
SKILLS AND ATTITUDES TEACHING



LOOKING AT OUR SCHOOL 2016

A Quality Framework for Post-Primary Schools

The Inspectorate wishes to thank Scoil Chríost Rí, Presentation Secondary School, Portlaoise, Co. Laois and Saint Mary's CBS, Portlaoise, Co. Laois for permission to use the cover photographs.

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Published by
The Inspectorate
Department of Education and Skills
Marlborough Street
Dublin 1
D01 RC96

This publication and others in the series may be accessed at www.education.ie

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FOREWORD

I am delighted to introduce this publication *Looking at Our School 2016: A Quality Framework for Post-Primary Schools*. It is designed to support the efforts of teachers and school leaders, as well as the school system more generally, to strive for excellence in our schools.

We are very fortunate in Ireland to have an education system that is held in high regard by parents, students, teachers and the wider community. Surveys and questionnaires among parents, learners, employers and others provide evidence of that high regard and indicate very high levels of confidence that our schools are well run. Irish students perform well in international surveys of achievement and school inspection reports show the extent to which high-quality teaching and learning is characteristic of our schools.

Teachers, parents, students and all stakeholders can justifiably be proud of our schools and of the ongoing work by teachers and others to make learning experiences for all students relevant, challenging and imaginative. The Government is committed to supporting this work. We are determined to invest the benefits of economic growth in our education system so that we can continue to have excellent teaching and learning for all learners in our schools.

As Minister for Education and Skills, I am very conscious that maintaining and improving the quality of learning in schools is a constant challenge in a rapidly changing world. Teachers have to be at the heart of any effort to improve learning and it's widely accepted that where schools reflect on the quality of their work and plan for how it can be improved, students learn better. That's why having good self-evaluation in schools is so important – it can encourage schools to find new creative and effective solutions to improve the learning of their students. School self-evaluation also compliments the external inspections carried out by the Department's Inspectorate and together, they can keep parents informed and reassured about the standards of learning in schools.

Looking at Our School 2016: A Quality Framework for Post-Primary Schools is designed to underpin both school self-evaluation and school inspections. The idea of a quality framework in any area is to provide standards that can help us to assess how good practice is and, very importantly, to point the way towards improvement where needed.

Looking at Our School 2016: A Quality framework for Post-Primary Schools is designed to give a clear picture of what good or very good practices in a school look like. It will allow schools to look at their own practices and to identify what they are doing well, and what aspects of the school's work could be further developed to improve students' learning experiences and outcomes. The framework is built around the areas of teaching and learning, and leadership and management. These are the two key areas of the work of a school that directly impact on students' learning outcomes and experiences. *Looking at Our School 2016* will also be used by inspectors when evaluating schools, and it will help parents and others to understand how well schools are working and how well students are learning.

Looking at Our School 2016: A Quality Framework for Post-Primary Schools has been written following extensive consultation with students, teachers, parents, school leaders, management bodies and other education professionals and a wide range of other bodies. I want to thank all of the individuals and bodies involved for the way in which they have collaborated with the Inspectorate of the Department in this work and I wish all involved in using the framework every success in their efforts to improve and develop learning in Irish schools.

Richard Bruton, TD, Minister for Education and Skills

INTRODUCTION

1. Purpose and rationale

In 2003, the Inspectorate published a guide to self-evaluation for schools called *Looking at Our School*. *Looking at Our School 2016: A Quality Framework for Post-Primary Schools* replaces the 2003 publication and is intended to fulfil a number of purposes.

Looking at Our School 2016: A Quality Framework for Post-Primary Schools provides a unified and coherent set of standards for two dimensions of the work of schools:

- teaching and learning
- leadership and management

It is designed for teachers and for school leaders to use in implementing the most effective and engaging teaching and learning approaches and in enhancing the quality of leadership in their schools. Through the provision of a set of standards describing 'effective practice' and 'highly effective practice', the framework will help schools to identify their strengths and areas for development and will enable them to take ownership of their own development and improvement. In this way, the quality framework seeks to assist schools to embed self-evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings.

The quality framework will be used to inform the work of inspectors as they monitor and report on quality in schools. Evaluation models will draw on the elements of the framework that are most relevant to the focus of the model. In this way, while the framework will be used flexibly, it will ensure consistency in Inspectorate evaluations.

Making the quality framework publicly available will help parents and others to understand the evaluative judgements in inspection reports. The common language provided by the framework will facilitate meaningful dialogue between teachers, educational professionals, parents, students, school communities and the wider community about quality in our schools.

2. Principles of the Quality Framework

The quality framework takes a holistic view of learning and of the learner. It emphasises the need for students to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning. Learning experiences for all students should therefore be broad, balanced, challenging and responsive to individual needs.

The quality framework sees students' well-being as intrinsic to this holistic view of learning, both as an outcome of learning and as an enabler of learning. It recognises the crucial role of schools in promoting and nurturing students' well-being through their practices in the key areas of school environment, curriculum, policies, and partnerships. Support for students' well-being is therefore integrated into the two dimensions of this framework, and is explicitly referenced at key points.

The quality framework recognises the importance of quality teaching and draws on a wide body of research that suggests that excellence in teaching is the most powerful influence on student achievement. It acknowledges the pedagogical skills required to enable high-quality learner experiences and outcomes.

It views career-long professional development as central to the teacher’s work and firmly situates reflection and collaboration at its heart. The framework holds that improving the quality of students’ learning should be the main driver of teacher learning.

The quality framework views schools as dynamic learning organisations, where teachers are enabled to work individually and collectively to build their professional capacity in order to support continuous improvement in teaching and learning. It holds that schools should assume responsibility for the quality of the education they provide and should be explicitly learner-centred. It views students as active agents in their learning who engage purposefully in a wide range of learning activities and who respond in a variety of ways to different learning opportunities.

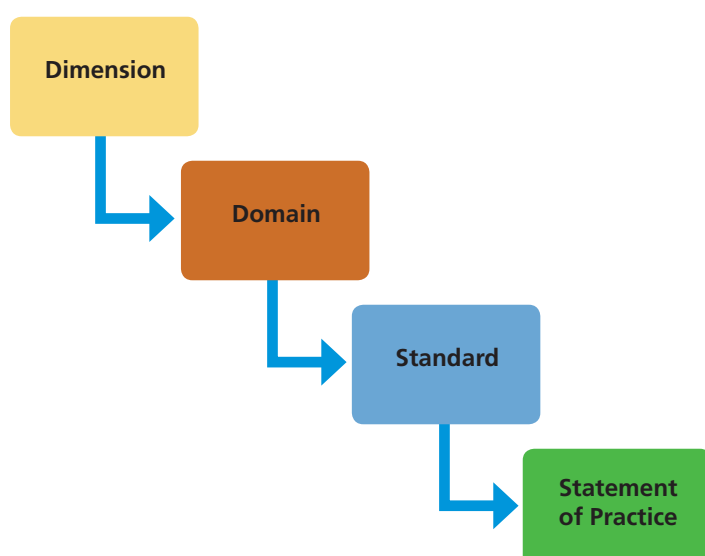
The quality framework sees external and internal evaluation as complementary contributors to school improvement and capacity building. It maintains that the most powerful agent of improvement is a well-integrated system of evaluation that combines the external perspective with the reflective and collective insights of school leaders, teachers, parents and students.

The quality framework sees leadership and management as inseparable. The framework defines school leadership by its impact on learning. It sees leadership that is focused on creating and sustaining environments that are conducive to good learning as paramount and acknowledges that effective leadership is essential for schools to be places where successful learning happens. It is a fundamental principle of the framework that, for schools to be led effectively, they must be managed effectively. Therefore both leadership and management skillsets are considered at all times as serving the school’s core work: learning and teaching.

The quality framework refers generally to school leaders, and more specifically to school patrons, boards of management, principals and deputy principals, as appropriate. The term ‘school leaders’ typically refers to these formal leadership roles, and also includes teachers with posts of responsibility and those who have undertaken roles related to the school’s priorities. The framework also recognises that all teachers play a leadership role within the school. The leadership and management dimension is therefore intended to assist all teachers in gaining a perspective on their own leadership roles in the school and how they can develop and expand their leadership skills over time.

3. The structure and application of the Quality Framework

I. OVERVIEW



There are two **dimensions** in the framework – Teaching and Learning, and Leadership and Management. These represent the two key areas of the work of a school.

Each of the dimensions is divided into a number of domains. The **domains** represent the distinct, although interrelated, aspects of the dimension.

Standards are then provided for each of the domains. The standards are stated as the behaviours and attributes characteristic of practices in an effective, well-functioning school.

The overview of the Quality Framework on page 12 shows the two dimensions, the domains into which they divide, and the standards for each domain, in a concise one-page format.

II. THE STATEMENTS OF PRACTICE

For each standard, **statements of practice** are given at two levels – statements of effective practice and statements of highly effective practice. The statements of effective practice describe practices operating at a competent and effective level. The statements of highly effective practice describe very effective and successful practices. The statements at the two levels differ in varying ways; some explanations and examples are given below.

In some cases the statement of highly effective practice is different in degree from the statement of effective practice. For example, at the level of effective practice ‘students demonstrate high levels of interest and participation in learning’, whereas highly effective practice describes students as demonstrating ‘**very high** levels of interest and participation in learning’. This is a familiar form of differentiation and, for this reason, is used wherever appropriate.

In other cases the statement of highly effective practice develops and extends the statement of effective practice. For example at the level of effective practice students ‘have the skills to modify and adapt their behaviour when required’ while at the level of highly effective practice students ‘have the skills to modify and adapt their behaviour when required, **and recognise the need to do so themselves.**’ This form of differentiation is used where effective practice has the potential to be further developed so that it leads to a more valuable outcome. Schools can use these statements as a guide when seeking to build on and improve existing effective practices.

Finally, in a small number of cases the statement of highly effective practice is the same as the statement of effective practice: for example ‘students’ achievement in summative assessments, including certificate examinations, is in line with or above realistic expectations.’ This is because, for these particular aspects of a school’s provision, there is no meaningful difference between effective and highly effective practice.

The key characteristics that distinguish highly effective practice from effective practice are written in bold type in the statements of highly effective practice.

III. USING THE STATEMENTS OF PRACTICE IN THE EVALUATION PROCESS

Taken together, the statements of effective practice and highly effective practice should enable teachers, school leaders, and others involved in internal or external evaluation to arrive at evidence-based evaluative judgements about the quality of aspects of a school’s provision. The statements of practice should also enable teachers and school leaders to plan the next stage in the improvement journey for their own teaching or for their school’s provision.

The quality framework recognises that schools are at different stages of the school improvement journey for different aspects of their provision. Thus a typical school might have some very good practice, for

example, in the area of learner experiences or relationships with parents. And the same school might have aspects, for example learning outcomes in particular subjects or assessment practices, which require improvement.

An important function of these standards is to assist schools in identifying the areas of their practice that are effective or highly effective, to identify and prioritise the areas where improvement is needed, and to help them chart the improvement journey.

For example, a school may decide to focus on the area of differentiation within the domain of teachers' individual practice. The relevant statements of effective practice and highly effective practice are:

| STANDARD | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|---|---|--|
| <i>The teacher selects and uses teaching approaches appropriate to the learning intention and to students' learning needs</i> | Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of students. | Teachers meaningfully differentiate content and activities in order to ensure that all students are challenged by the learning activities and experience success as learners. |

Once the process of gathering and considering evidence is completed, the statement of effective practice can be used by the school to identify aspects of their practice that correspond to it. The school may also identify some aspects of practice that are more closely aligned to the highly effective practice and, perhaps, aspects where practice is less than effective. Both the statement of effective practice and the statement of highly effective practice will also help identify specific areas that teachers should focus on in order to bring about and sustain improvements. These may include *meaningful differentiation* or ensuring that *all learners experience success and challenges* in their learning.

Similarly a school community that is looking at the relationship between the board, principal and parents' association could use the following statements of effective practice and statements of highly effective practice:

| STANDARD | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|--|--|--|
| <i>Build and maintain relationships with parents, with other schools, and with the wider community</i> | The board of management and principal facilitate and support the parents' association to fulfil its partnership and advisory role. | The board of management and principal facilitate and support the parents' association to fulfil its partnership and advisory role, and to operate as an inclusive forum, supporting the involvement of all parents. |

The statement of effective practice will assist the school in making a judgement about whether or not the board and principal enjoy an effective relationship with the parents' association. If it decides that its practice in this area is less than effective and prioritises it as an area for improvement, then the emphasis on the *facilitation and support* of the board and principal and on the *partnership and advisory* role of the parents' association will help the school to identify areas that they should focus on in order to bring about improvements. For schools that judge their practice in this area to be effective, the statement of highly effective practice, with its emphasis on *an inclusive forum for all parents*, will assist them in bringing about and sustaining further improvements.

4. A comprehensive framework to be used selectively

The quality framework provides a comprehensive picture of quality teaching and learning and quality leadership and management. It is designed to provide the widest possible scope to teachers, school leaders and others to identify and achieve excellence in teaching and learning and leadership and management. However all aspects of the framework should not be included in any one self-reflective or evaluative activity. School principals, in particular, should view the framework as an enabler of self-reflection and improvement and not as an inflexible check-list. In summary, the framework allows for selection of what is most relevant to suit the specific purpose of individual teachers or schools.

For example, an individual teacher who wishes to reflect on and improve an aspect of his / her teaching may focus on one or two standards within the domain of teachers' practice in the teaching and learning dimension. A school team who are leading the process of school self-evaluation of teaching and learning within the school may select one or more domains of the teaching and learning dimension as the focus of their work.

School context will also be a factor in determining the detail of engagement with the framework. All the domains and almost all of the standards are applicable to all schools, regardless of context. However at the level of statements of practice, specific school contexts will determine which statements of practice can be used meaningfully. For example, in the leadership and management dimension, it is not useful for school leaders in small schools to evaluate their practice using statements that refer to extensive leadership teams. Therefore, schools will use each of the domains and standards to reflect on key areas, but will have considerable flexibility in deciding which statements to focus on in evaluating and describing their level of proficiency.

At all times, the emphasis should be on the relevance of the statement to the school and its usefulness in bringing about school improvement.

5. The Quality Framework - a range of applications

This framework has been developed to support a wide range of partners across the system. Some of the key uses of the framework are indicated below.

REFLECTION

A key element in the behaviour of effective teachers and leaders is the ability to reflect on their practice and improve as a result. This may involve self-reflection where professionals question their actions and examine the impact of those actions as a way of improving both. It may also involve structured reflection with others in seeking to enhance teaching and learning and leadership in their school. The framework can be used:

- as a tool for teachers' and leaders' self-reflection and as a support in the development of their own teaching and leadership capacity
- to provide a structure for peer-reflection within schools and also between teachers and leaders in different schools
- as a talking point to generate discussion and analysis of teaching and learning and leadership within the school community
- as a planning tool for teachers, for leaders and those aspiring to leadership positions for their own professional development

DEVELOPING AND SUSTAINING TEACHERS AND LEADERS

Individual schools, and the wider education system, have considerable interest in developing and sustaining teachers and the current and next generations of school leaders. The framework provides a structure through which:

- key stages in the development of teachers and leaders can be mapped out at school and system level
- schools and the system can gauge the appropriate supports and experiences needed in advancing the skillset of teachers, leaders and potential leaders
- experienced teachers and leaders can provide advice and guidance for new and emerging teachers and leaders within schools and in the wider education system

RECRUITMENT

The recruitment of teachers, principals and other school leaders is one of the most challenging tasks that patrons/trustees, boards of management and school principals face. Their decisions have the potential for long-term impact on teaching and learning in their schools. The framework provides support in this endeavour by:

- highlighting the skillsets and elements of good practice which are central to good teaching and learning and good leadership
- facilitating clarity and consistency in any consideration of candidates across sectors, patron/trustee bodies and boards of management
- ensuring potential teaching and leadership candidates, and those recruiting candidates, have a clear understanding of the responsibilities of teachers and school leaders

PROFESSIONAL DEVELOPMENT ACROSS THE SYSTEM

Support for teachers and school leaders is currently offered by a wide range of bodies including Department support services, third-level institutions, professional associations, and management and patron/trustee bodies. It is important that a common understanding of high-quality teaching and learning and of leadership permeates all of these. The framework will support these bodies in:

- developing professional development programmes and courses with a consistent view of what makes for high-quality teaching and learning and leadership
- evaluating the strengths of current programmes and courses, and exploring opportunities for further development
- considering demands from teachers and from current and aspiring school leaders in the context of current challenges

TRANSPARENCY, ACCOUNTABILITY AND IMPROVEMENT

Throughout the system there is a need for great clarity regarding what happens when teaching, learning and leadership are working well. This framework provides::

- clarity regarding what effective teaching and learning and effective leadership looks like
- consistency in appraising strengths and a means of identifying areas for development
- a transparent guide to support teachers and leaders in being accountable to their communities
- a personal roadmap towards improvement

Table 1: Quality Framework for Post-Primary Schools-Overview

| | 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 learning intention and the students' learning needs 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 contribute to building whole-staff capacity by sharing their expertise |
| 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 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 | <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 |
| | Developing leadership capacity | <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 promote and facilitate the development of student voice, student participation, and student leadership build professional networks with other school leaders |

The statements of practice – teaching and learning

DOMAIN 1: LEARNER OUTCOMES

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|---|---|---|
| <p>Students enjoy their learning, are motivated to learn and expect to achieve as learners</p> | <p>Students' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Students are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.</p> <p>Students see themselves as learners and demonstrate this in their positive approach to classwork and homework.</p> | <p>Students' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Students are motivated to learn through having a clear sense of attainable and challenging learning outcomes.</p> <p>Students see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework.</p> |
| <p>Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p> | <p>Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their well-being.</p> <p>Students have the skills to modify and adapt their behaviour when required.</p> <p>Students demonstrate an enquiring attitude towards themselves and those around them.</p> | <p>Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their well-being.</p> <p>Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.</p> <p>Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.</p> |
| <p>Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum</p> | <p>Students' subject-specific skills are developed in accordance with the relevant learning outcomes for the syllabus, specification or course.</p> <p>Students demonstrate good subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle.</p> <p>Junior cycle students have generally attained proficiency in the prescribed key skills appropriate to their stage in the cycle.</p> <p>Senior cycle students have generally attained proficiency in the skills required for successful learning in the programmes they are following.</p> | <p>Students' subject-specific skills are developed in accordance with the relevant learning outcomes for the syllabus, specification or course.</p> <p>Students demonstrate very good subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle.</p> <p>Junior cycle students have attained proficiency in the prescribed key skills appropriate to their stage in the cycle.</p> <p>Senior cycle students have attained proficiency in the skills required for successful learning in the programmes they are following.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|---|---|--|
| <p>Students attain the stated learning outcomes for each subject, course and programme</p> | <p>Students achieve the intended learning of the lesson or sequence of lessons, which has been appropriately differentiated where necessary.</p> <p>Students achieve the intended learning outcomes for the term and year, which has been appropriately differentiated where necessary.</p> <p>Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations.</p> | <p>Students achieve, and at times surpass, the intended learning of the lesson or sequence of lessons, which has been appropriately differentiated where necessary.</p> <p>Students achieve, and at times surpass, the intended learning for the term and year, which has been appropriately differentiated where necessary.</p> <p>Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations.</p> |

DOMAIN 2: LEARNER EXPERIENCES

| 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> |
| <p>Students grow as learners through respectful interactions and experiences that are challenging and supportive</p> | <p>Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.</p> <p>Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.</p> <p>Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented.</p> <p>Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates.</p> <p>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.</p> <p>They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.</p> | <p>Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.</p> <p>Relationships and interactions in classrooms and learning areas create and sustain a co-operative, affirming and productive learning environment.</p> <p>Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.</p> <p>Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates.</p> <p>They ask questions and suggest possible solutions very confidently. They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities.</p> <p>They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|--|--|--|
| <p>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p> | <p>Students assess their progress and are aware of their strengths and areas for development as learners.</p> <p>They take pride in their work and follow the guidance they receive to improve it.</p> <p>They reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves.</p> <p>Where the school curriculum provides opportunities to do so, students are able to negotiate their learning thereby increasing their autonomy as learners.</p> <p>Students take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge.</p> | <p>Students assess their progress realistically and can describe their strengths and areas for development as learners.</p> <p>They have a sense of ownership of their work, take pride in it, and take responsibility for improving it.</p> <p>They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection.</p> <p>Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners.</p> <p>Students take responsibility for their own learning, and use both the learning resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge.</p> |
| <p>Students experience opportunities to develop the skills and attitudes necessary for lifelong learning</p> | <p>Students make meaningful connections between learning in different subjects and areas of the curriculum.</p> <p>Students make meaningful connections between school-based learning and learning that takes place in other contexts.</p> <p>Students can, with some guidance, transfer and apply skills learned in one context to another context.</p> <p>Students are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.</p> <p>They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills.</p> <p>Students have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.</p> | <p>Students make meaningful and authentic connections between learning in different subjects and areas of the curriculum.</p> <p>Students make meaningful and authentic connections between school-based learning and learning that takes place in other contexts.</p> <p>Students can, of their own initiative, transfer and apply skills learned in one context to another context.</p> <p>Students can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.</p> <p>They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills consciously and deliberately.</p> <p>Students have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.</p> |

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|--|--|---|
| <p>The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p> | <p>Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD).</p> <p>Teachers create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust.</p> <p>Teachers have high expectations of students' work and behaviour, and communicate these expectations effectively to students.</p> <p>Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas.</p> <p>Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area.</p> <p>Teachers, through their own enthusiasm for and enjoyment of their subject area, motivate students to engage in and enjoy their learning.</p> | <p>Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) relevant to students' learning.</p> <p>Teachers create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.</p> <p>Teachers have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.</p> <p>Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, and can link these to other areas across and beyond the curriculum.</p> <p>Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area, and for developing students' learning across and beyond the curriculum.</p> <p>Teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where students are self-motivated to engage in, extend and enjoy their learning.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
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| <p>The teacher selects and uses planning, preparation and assessment practices that progress students' learning</p> | <p>Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs.</p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons.</p> <p>Teachers identify and prepare in advance resources suitable for the specific learning intentions of each lesson, or series of lessons, and the learning needs of the class.</p> <p>Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both assessment of learning and assessment for learning.</p> <p>Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.</p> <p>Teachers regularly provide students with constructive, developmental oral and written feedback on their work.</p> <p>Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.</p> <p>Teachers maintain assessment records that are clear, useful and easy to interpret and share.</p> | <p>Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.</p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. Lesson design is flexible to allow for emerging learning opportunities.</p> <p>Teachers identify and thoroughly prepare in advance resources tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs.</p> <p>Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing all relevant aspects of students' learning using both assessment of learning and assessment for learning.</p> <p>Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs.</p> <p>Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.</p> <p>Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement.</p> <p>Teachers maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students' individual learning needs.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|---|---|---|
| <p>The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs</p> | <p>Teachers strategically select and use approaches to match the learning intentions of the lesson and meet the learning needs of students.</p> <p>Teachers deliver good-quality instruction which is directed at eliciting student engagement. Teachers maintain a balance between their own input and productive student participation and response.</p> <p>Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial student responses and facilitating deeper engagement with lesson content.</p> <p>Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of students.</p> <p>Teachers purposefully develop relevant literacy and numeracy skills during lessons.</p> <p>Teachers enable students to make meaningful links between lesson material and their learning in other subjects and elsewhere.</p> | <p>Teachers strategically select and use approaches to match the learning intentions of the lesson, meet the learning needs of students, and open up further learning opportunities.</p> <p>Teachers deliver highly effective instruction which is directed at eliciting deep student engagement. Teachers skilfully manage their own input to optimise student participation and response.</p> <p>Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial student responses, facilitating deeper engagement with lesson content and extending learning beyond the lesson.</p> <p>Teachers meaningfully differentiate content and activities in order to ensure that all students are challenged by the learning activities and experience success as learners.</p> <p>Teachers integrate relevant literacy and numeracy skills into the fabric of the lesson.</p> <p>Teachers enable students to make meaningful links between lesson material and their learning in other subjects, and to transfer their learning to unfamiliar experiences.</p> |
| <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 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 are aware of students' individual learning needs, and design and implement personalised interventions 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. Teachers empower students to exploit these opportunities and overcome their limitations.</p> |

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
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| <p>Teachers value and engage in professional development and professional collaboration</p> | <p>Teachers recognise that continuing professional development (CPD) and collaboration are intrinsic to their work.</p> <p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p>Teachers engage actively and productively with a variety of CPD providers including organised school-based CPD.</p> <p>Teachers identify and engage in CPD that develops their own practice and meets the needs of students and the school.</p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice.</p> <p>Teachers implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p> | <p>Teachers recognise and affirm continuing professional development (CPD) and collaboration as intrinsic to their work.</p> <p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p>The school is the primary locus for teachers' CPD and teachers engage actively and productively with CPD programmes.</p> <p>Teachers identify and engage in CPD that develops their own practice, meets the needs of students and the school, and enhances collective practice.</p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, and in collaborative review of practice.</p> <p>Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p> |
| <p>Teachers work together to devise learning opportunities for students across and beyond the curriculum</p> | <p>Teachers plan collaboratively for learning activities that enable students to make meaningful connections between learning in different subjects.</p> <p>Teachers collaboratively plan learning experiences that help students to see learning as a holistic and lifelong endeavour.</p> <p>Teachers work effectively with each other and with parents to support students with identified learning needs.</p> <p>Teachers use parent-teacher meetings and other communication with parents constructively to support parents' meaningful involvement in their children's education.</p> <p>Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for students.</p> | <p>Teachers plan collaboratively for learning activities that enable students to make meaningful and progressively more challenging connections between learning in different subjects.</p> <p>Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour.</p> <p>Teachers work very effectively with each other and with parents to support students with identified learning needs.</p> <p>Teachers use parent-teacher meetings and other communication with parents very constructively to support parents' meaningful involvement in their children's education and development as learners.</p> <p>Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for students, and work together to ensure that the learning is integrated.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
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| <p>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices</p> | <p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and includes the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs.</p> | <p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.</p> |
| <p>Teachers contribute to building whole-staff capacity by sharing their expertise</p> | <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 student 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 student learning for the future.</p> |

The statements of practice – leadership and management

DOMAIN 1: LEADING LEARNING AND TEACHING

| 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 students 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 students’ 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 students. 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 students 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 students’ learning.</p> <p>They actively promote innovation and creativity. They welcome and celebrate individual and collective contributions and achievements.</p> |
| <p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p> | <p>The board of management and principal ensure the provision of a broad curriculum and a variety of learning opportunities.</p> <p>Those with leadership and management roles promote an inclusive school community.</p> <p>Those with leadership and management roles are committed to ensuring that all relevant school policies are inclusive, and are implemented accordingly.</p> <p>Those with leadership and management roles adhere to principles of inclusion and social justice to promote equality of opportunity for students. They strive to ensure that all members of staff support this ethos.</p> | <p>The board of management and principal foster students’ holistic development by providing a very broad range of curricular, co-curricular and extracurricular learning opportunities.</p> <p>Those with leadership and management roles promote an inclusive school community which demonstrably values diversity and challenges discrimination.</p> <p>Those with leadership and management roles ensure that all relevant school policies are inclusive and are implemented accordingly.</p> <p>Those with leadership and management roles establish clear principles of inclusion and social justice to deliver equality of opportunity for students throughout all aspects of school life. They do so in collaboration with all staff.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|--|--|---|
| | <p>Those with leadership and management roles develop and implement effective policies and practices to support students' educational, social and personal well-being.</p> <p>The principal and other leaders in the school have effective systems for monitoring students' progress and development. They recognise the importance of systematic monitoring to help students reach their full potential.</p> | <p>Those with leadership and management roles develop and implement highly effective policies and practices to support students' educational, social and personal well-being.</p> <p>The principal and other leaders in the school have highly effective systems for monitoring students' progress and development. They ensure that these systems are used to help students reach their full potential.</p> |
| <p>Manage the planning and implementation of the school curriculum</p> | <p>The board of management and the principal provide a broad and balanced curriculum.</p> <p>The principal and deputy principal efficiently manage curriculum-related planning.</p> <p>The principal and deputy principal are committed to ensuring that the school curriculum is implemented in a way that provides valuable learning experiences, and are working to that end.</p> <p>For the most part, the principal ensures that the timetable allocation for each subject is in line with syllabus/subject specification guidelines.</p> | <p>The board of management and the principal provide a broad and balanced curriculum, making deliberate and informed efforts to meet the needs of the students.</p> <p>The principal and deputy principal strategically and efficiently manage curriculum-related planning.</p> <p>The principal and deputy principal work purposefully to ensure that all aspects of the school curriculum are implemented in a way that provides all students with valuable learning experiences.</p> <p>The principal ensures the allocation of appropriate time for each subject on the school timetable, in line with syllabus/subject specification guidelines and the identified needs of students.</p> |
| <p>Foster teacher professional development that enriches teachers' and students' learning</p> | <p>Those in leadership and management roles support teachers' continuing professional development in a range of areas.</p> <p>The principal and deputy principal seek to identify relevant and purposeful professional development opportunities for teachers. They encourage participation as a means of improving teaching and learning.</p> <p>The principal and deputy principal support teachers' participation in professional networks.</p> | <p>Those in leadership and management roles support and promote teachers' continuing professional development in a range of areas, to support high-quality teaching.</p> <p>The principal and deputy principal ensure that professional development is firmly based on action research and is adapted to the identified needs of the school. They maximise opportunities to develop teachers' capacity and competence to improve teaching and learning.</p> <p>The principal and deputy principal support and encourage the active participation of teachers in professional networks to improve student learning.</p> |

DOMAIN 2: MANAGING THE ORGANISATION

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|--|---|--|
| <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p> | <p>The board of management and the principal are aware of their statutory obligations, and work to ensure that all legislative and policy requirements are met.</p> <p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all students and staff.</p> <p>The board of management and the principal understand the school’s responsibilities for child protection and health and safety matters and communicate these effectively. They liaise appropriately with the relevant statutory bodies.</p> <p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information.</p> | <p>The board of management and the principal are fully aware of their statutory obligations, and ensure timely compliance with all legislative and policy requirements.</p> <p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They develop and implement clear policies to ensure the safety and well-being of all students and staff.</p> <p>The board of management and the principal fully understand the school’s responsibilities for child protection and health and safety matters and communicate these very effectively to the whole school community. They work constructively with the relevant statutory bodies.</p> <p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement systems of communication that enable all members of the school community to play their part.</p> |
| <p>Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation</p> | <p>The principal works well with the board of management to create and maintain a learning organisation that delivers good learning experiences for all students and staff.</p> <p>The principal leads and manages the organisational structures in the school effectively.</p> <p>The principal and the board of management constantly monitor the use of budgets, personnel, and other resources and direct them towards identified learning priorities.</p> <p>The principal and deputy principal manage human resources well, seeking to maximise students’ learning opportunities. They deploy teachers with a view to making good use of their specific strengths and skills.</p> <p>The board of management maintains the building and grounds to a good standard. It ensures the provision and maintenance of teaching aids and equipment to a good standard.</p> | <p>The principal works very effectively with the board of management to create and maintain a learning organisation that delivers high-quality learning experiences for all students and staff.</p> <p>The principal very effectively leads and manages the organisational structures in the school.</p> <p>The principal and the board of management constantly monitor the use of budgets, personnel, and other resources to ensure that they are closely aligned with identified learning priorities and the school’s strategic plan.</p> <p>The principal and deputy principal manage human resources very effectively to ensure the maximum impact on student learning. They deploy teachers strategically to make the best use of their specific strengths and skills.</p> <p>The board of management maintains the building and grounds to a very high standard. It ensures the provision and maintenance of teaching aids and equipment to a very high standard to enable their optimal use.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
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| <p>Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p> | <p>The board of management and the principal ensure that school policies are based on principles of justice and fairness.</p> <p>The principal and deputy principal display mutual trust and respect. They foster a positive school climate and encourage respectful interactions at all levels within the school community.</p> <p>When required, the board of management and the principal are prepared to challenge actions, behaviours and practices that do not accord with the school's ethical standards.</p> <p>The board of management and the principal recognise challenging situations when they arise, and sometimes anticipate them. They look for solutions and generally resolve matters satisfactorily.</p> <p>They establish procedures for dealing with conflict and, for the most part, are able to follow them through successfully.</p> | <p>The board of management and the principal ensure that the values of the school enshrine equality, fairness and justice for all students and staff, and are clearly enunciated in policies.</p> <p>The principal and deputy principal model and develop a strong culture of mutual trust, respect and shared accountability. They foster a very positive school climate and encourage respectful interactions at all levels within the school community.</p> <p>The board of management and the principal challenge actions, behaviours and practices that do not accord with the school's ethical standards.</p> <p>The board of management and the principal are alert to potentially challenging situations. They work pre-emptively and effectively to manage them, and adopt a solution-focused approach.</p> <p>They establish and communicate very clearly the procedures for dealing with conflict and follow them as necessary. They successfully implement and monitor agreed solutions.</p> |
| <p>Develop and implement a system to promote professional responsibility and accountability</p> | <p>The principal encourages staff to evaluate their own practice.</p> <p>He/she encourages teachers to engage in collaborative review of their practice and its outcomes, in the interests of professional accountability.</p> <p>The principal meets teachers annually to discuss their work.</p> <p>The principal identifies teachers in difficulty, and offers appropriate support. The principal understands his or her responsibility and endeavours to ensure that appropriate action is taken.</p> | <p>The principal expects and facilitates teachers to critically analyse and evaluate their own practice.</p> <p>He/she promotes a culture of collaborative review of teaching and learning practices and outcomes, as part of an effective professional accountability process. He/she does so in an affirming and developmental manner.</p> <p>Within this culture of collaborative review, the principal meets teachers annually to discuss their work and their professional development.</p> <p>The principal, with the board of management, ensures that teachers who are experiencing difficulties are supported effectively, recommends appropriate action where necessary, and ensures that action is taken.</p> |

DOMAIN 3: LEADING SCHOOL DEVELOPMENT

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|---|---|---|
| <p>Communicate the guiding vision for the school and lead its realisation</p> | <p>The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.</p> <p>The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, supported by the patron/ trustees and board of management.</p> <p>The principal communicates the guiding vision to teachers in a way that encourages them to see their responsibilities as fulfilling it.</p> <p>The principal takes positive steps to support and motivate staff, and to set high expectations for learners.</p> | <p>The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.</p> <p>The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, and does so very effectively, working with the patron/ trustees and board of management.</p> <p>The principal clearly communicates the guiding vision to teachers, parents and students in a way that empowers the whole school community to translate the vision into action.</p> <p>The principal inspires and motivates students, staff and the whole school community. He/she sets high expectations for every learner.</p> |
| <p>Lead the school's engagement in a continuous process of self-evaluation</p> | <p>Those leading school self-evaluation engage with it as a structured process with a focus on improving teaching, learning and assessment.</p> <p>The principal and deputy principal recognise that a crucial part of their role is to lead and manage action planning for improvement. They are working to ensure that improvement plans are put into action on a whole-school basis and are monitored systematically.</p> <p>Those leading school self-evaluation endeavour to establish high expectations through the school improvement plan.</p> <p>They are focused on the effective implementation of agreed actions and are committed to measuring their impact.</p> | <p>Those leading school self-evaluation engage with it as a structured process with a focus on improving teaching, learning and assessment.</p> <p>The principal and deputy principal very competently exercise their role in leading and managing action planning for improvement. They ensure that improvement plans are put into action on a whole-school basis and are monitored systematically.</p> <p>Those leading school self-evaluation ensure that the school's improvement planning is underpinned by a culture of high aspirations for staff and students.</p> <p>They work purposefully and very effectively to ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
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| <p>Build and maintain relationships with parents, with other schools, and with the wider community</p> | <p>The principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain good relationships with parents.</p> <p>The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role.</p> <p>The principal and other leaders in the school have good links with other schools and education providers to extend learning opportunities for students.</p> <p>The principal and other leaders in the school build good relationships with the wider community.</p> <p>The principal communicates with parents and other partners through various means. Two-way communication occurs, and there are structures that enable dialogue with partners.</p> | <p>The principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain very constructive relationships with parents.</p> <p>The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role, and to operate as an inclusive forum, supporting the involvement of all parents.</p> <p>The principal and other leaders in the school build and maintain very productive relationships with other schools and education providers to extend learning opportunities for students.</p> <p>The principal and other leaders in the school build and maintain mutually beneficial relationships between the school and the wider community.</p> <p>The principal builds and maintains constructive relationships through effective and regular communication with all school partners using a range of media. He/she seeks and listens to the opinions of others and formally engages in very effective dialogue with partners.</p> |
| <p>Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</p> | <p>The principal adapts to changes in context or policy environment and manages the implementation of the changes well.</p> <p>Those in leadership and management roles are aware of the school's changing needs, and seek to respond to them.</p> <p>Those in leadership and management roles are aware of educational developments and see their relevance to the school. They seek to use this information constructively.</p> <p>The principal and those leading SSE use the SSE process with increasing effectiveness as a means of managing change.</p> | <p>The principal demonstrates a clear understanding of change processes and approaches the management of change in a collaborative, flexible and sensitive manner.</p> <p>Those in leadership and management roles are alert and responsive to the changing needs of the school.</p> <p>Those in leadership and management roles keep abreast of thinking, developments and changes in the broader educational environment and use this information positively for the benefit of the school.</p> <p>The principal and those leading SSE use the SSE process very effectively to manage the school's response to changing needs.</p> |

DOMAIN 4: DEVELOPING LEADERSHIP CAPACITY

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
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| <p>Critique their practice as leaders and develop their understanding of effective and sustainable leadership</p> | <p>School leaders engage consistently in personal self-evaluation against relevant professional standards.</p> <p>They question their practice through processes of personal reflection. They are willing to work on areas of their practice that require improvement.</p> <p>The principal, deputy principal and other school leaders are mindful of their own wellbeing. They respond well to pressing responsibilities and demands.</p> <p>The principal prioritises and delegates responsibilities well for the most part.</p> <p>He/she is establishing systems and structures to meet the priority needs of the school.</p> | <p>The board of management, principal and other school leaders regularly review their own and each other’s professional practice and development through the school’s rigorous self-evaluation processes.</p> <p>They develop self-awareness by regularly questioning their own practice through personal and collaborative reflection. They identify and work on areas of their practice that require improvement.</p> <p>The principal, deputy principal and other school leaders attend successfully to their own wellbeing, as well as that of others. They respond proportionately and constructively to pressing responsibilities and demands.</p> <p>The principal prioritises and delegates responsibilities appropriately and strategically.</p> <p>He/she ensures that systems and structures are in place to meet the priority needs of the school.</p> |
| <p>Empower staff to take on and carry out leadership roles</p> | <p>The principal understands the importance of the quality of leadership and management for the school as a learning organisation.</p> <p>He/she encourages teachers to take on leadership roles and to lead learning, and is willing to distribute significant leadership responsibilities.</p> <p>The principal encourages the formation of teams to address school priorities. He/she understands the potential for building leadership capacity, and seeks to develop this.</p> <p>The principal provides a mentoring programme to support teachers in new roles.</p> | <p>The principal recognises and affirms the defining role of the quality of leadership and management for the school as a learning organisation.</p> <p>He/she empowers teachers to take on leadership roles and to lead learning, through the effective use of distributed leadership models.</p> <p>The principal encourages teamwork in all aspects of school life. He/she creates and motivates staff teams and working groups to lead developments in key areas, thus building leadership capacity.</p> <p>The principal provides and manages an effective mentoring programme both to support teachers in new roles and to develop the leadership capacity of mentors.</p> |

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
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| <p>Promote and facilitate the development of student voice, student participation, and student leadership</p> | <p>Those in leadership and management roles value students' views, and support students' involvement in the operation of the school.</p> <p>They ensure that the student council is democratically elected, and that it is included in decision-making.</p> <p>They offer students opportunities to take leadership roles.</p> <p>Those leading the SSE process recognise the need to listen to students and are increasingly consulting students on their own learning.</p> | <p>Those in leadership and management roles recognise students as stakeholders, value their views, and ensure their involvement in the operation of the school.</p> <p>They ensure that the student council is democratically elected and representative, and is a catalyst for change, with an active role in decision-making and policy development.</p> <p>They support students in taking leadership roles by facilitating relevant training and providing opportunities to lead school initiatives.</p> <p>Those leading the SSE process actively consult and engage with students to review and improve teaching, learning and assessment practices.</p> |
| <p>Build professional networks with other school leaders</p> | <p>The principal and deputy principal engage in professional dialogue with their peers at various levels on an ongoing basis. They seek to apply what they learn to their practice.</p> <p>The principal and deputy principal contribute to the professional learning community of their peers.</p> <p>Those with leadership and management roles avail of the support of national bodies that support the development of effective management and leadership practices.</p> | <p>The principal and deputy principal actively involve themselves in professional associations for school leaders and managers at all levels, up to and including international level. They demonstrate learning from these associations in their practice.</p> <p>The principal and deputy principal support the professional development of their peers, and contribute purposefully to the professional learning community.</p> <p>Those with leadership and management roles engage purposefully with the national bodies that support the development of effective management and leadership practices.</p> |

