

REFLECTING ON MONITORING OUR SSE PROCESS: QUESTIONS TO CONSIDER

(M) refers To **FORMAL** monitoring strategies and **(m)** refers To **INFORMAL** monitoring strategies

QUESTIONS	CONSIDERATIONS FOR OUR SCHOOL
What questions should we consider as we discuss possible monitoring strategies? <i>(SSE Update 13 may be helpful to help schools to reflect)</i>	
Is our monitoring strategy linking to / mirroring / improving assessment practices? (m) https://ncca.ie/en/resources/assessment-guidelines	
Are learning experiences improving? <i>(How do we know? What evidence is there of that improvement?)</i> (m)	
How do we know if actions are being implemented? <i>(Is there a discrete section of the cúntas míosiúil for SSE where teachers can document actions and associated improvements?)</i> (M)	
Do we need to revise? Adjust? Is SSE on the agenda for staff meetings?	
Are we improving learner outcomes (including most at risk)? <i>(How do we know? What evidence is there of that improvement?)</i> (m)	
Does our approach encourage shared ownership ? <i>(Every teacher? Amongst the school community?)</i> How do we as a school check in with staff to ensure consistency across the school? Do our monitoring strategies motivate? Do they encourage individual and collective reflection ? Does each strategy encourage a sharing of practice, reflective practice, collaboration? (m)	
How do we communicate with the school community in relation to the SSE process? <i>To parents? To pupils?</i> (m)	
Does this strategy encourage ongoing communication? (B.O.M. etc.) (M)	
Has it become a ‘ way of working ’ in our school? <i>How do you know?</i> (m)	

The [SSE guidelines](#) provide the following information to support schools further

Table 5.1 - List of possible evaluation approaches and methods - SSE Guidelines pg. 35

Individual and collective professional review of teaching and learning

- Teacher discussion and reflection
- Teacher self-reflection
- Team teaching and review
- Review of monthly progress reports (cuntas míosúil)
- Professional collaborative review of teaching and learning
- Individual and collective review of pupils' work

School community perspectives on teaching and learning

- Eliciting views of pupils
- Eliciting views of teachers
- Eliciting views of parents

Data review of pupil outcomes arising from teaching and learning

- Analysis of teacher designed tasks and test results where appropriate
- Analysis of quantitative and qualitative information and data on the literacy achievement and progress of the pupils (including standardised test results)
- Analysis of available quantitative and qualitative information and data on the numeracy achievement and progress of pupils (including standardised test results)
- Comparison of the outcomes of standardised tests with national norms (when available)
- Analysis of quantitative and qualitative data on pupils' dispositions towards teaching and learning
- Review of current assessment records
- Review of pupil progress records

School environment and policy review for teaching and learning

- Audit of school's code of behaviour with reference to the NEWB Guidelines
- Analysis of attendance rates
- Analysis of suspension and detention rates
- Audit of the school assessment policy
- Audit of school safety statement
- Health and safety audit
- Health and safety inspection of classrooms and other learning settings
- Consultation with the board and teachers regarding Child Protection needs
- Review of use of ICT
- Review of written plans

Table 5.2 - List of possible evaluation tools - SSE Guidelines pg. 36

- Reflection/review/observation template
- Teacher reflection sheet
- School protocol for professional collaborative review of teaching and learning
- Primary Language Curriculum Progression Continua
- Próifilí measúnachta don Ghaeilge sna scoileanna Gaeltachta agus scoileanna lán-Ghaeilge
- Drumcondra English Profiles
- Aistear, Síolta Practice Guide: Self-evaluation
- Checklists
- Focus group template
- Interview template
- Questionnaires (pupils, parents, teachers)
- Excel tool developed by PDST for analysis of standardised test results
- NCCA Guidelines on Assessment
- NCCA ICT framework
- Prompt questions to facilitate data analysis