



School Self-Evaluation in Teaching and Learning, 2016 – 2019

School self-evaluation (S.S.E.) is being undertaken by all second level schools to “ look at their own practices and to identify what they are doing well and what aspects of school life could be further developed to improve students` learning experiences and outcomes”.

(Minister Richard Bruton, Looking at Our Schools, 2016)

The focus between 2016 and 2020 is **Teaching & Learning**. With this goal in mind Coláiste / Gaelcholáiste Choilm identified three areas of teaching and learning to examine and evaluate.

- Wellness of students and staff
- Gaeilge sa Gaelcholáiste
- Learning styles

The aim of the process is two-fold;

(A) “To arrive at evidence – based evaluative judgements about the quality of aspects of a school’s provision” (Looking at Our Schools, p.8)

and

(B) To use these insights to develop the three domains of school life highlighted above.

With a view to appraising strengths, and as a means of identifying areas for development, in these three domains, the prevailing policies, partnerships, environment and culture is examined and evaluated. Management, staff, students, parents and board of management have contributed to ensure collective and reflective insights are gathered.

The school will implement the points for development identified with the intention of consolidating good practice.



Our Self- Evaluation Report and Improvement Plan Gaeilge sa Gaelcholáiste

Area of Teaching and Learning to be addressed:

-The development of Gaeilge in the Gaelcholáiste.

Timeframe:

-Easter 2016 – to date

Steps / Data:

- Management, Muinteoir i bhFeighil, teachers.
- Coiste Gaeilge
- Other GC / Irish medium school policies.
- Students (informal), survey (formal).
- Whole Staff

Review:

- Ongoing
- One policy change made (Jan 2017).
- Additional page to Leathanach Gaeilge to recognise positive contribution to Gaeilge.



Our Self- Evaluation Report and Improvement Plan Learning to Learn

Area of Teaching and Learning to be addressed:

-Learning Strategies for students in the average Sten range in one 3rd Year and one 1st Year class to improve / assist study / learning.

Timeframe:

-September 2017 - Ongoing

Steps / Data:

-Vark Survey

-Individual Teachers to mentor students.

-Parents Meeting, group and individual, information letters.

-Students surveyed, informed.

-Student – Teacher discussion (one-to-one), Mentoring.

-Graham Powell – 10 teachers trained and training ongoing. Staff appraised of methods, August 2018.

-4 methodologies A. Visual Hook B. No Hands Up C. Think Pair Share D. Placemats

-Learning to Learn team drive for resources.

Review:

-Survey of Students in May 2018.

-Students to be surveyed in May 2019.



Our Self- Evaluation Report and Improvement Plan Wellbeing

Area of Teaching and Learning to be addressed:

-Student and Staff Wellbeing

Timeframe:

-March 2017 - Ongoing

Steps / Data:

- Management JCT Leadership CPD on Wellbeing.
- Wellbeing Team and Guidelines.
- Examine Curriculum.
- ICT included in Wellbeing Programme.
- Presentation to staff.
- Parent Focus Group.
- 1st Year students surveyed.
- Thematic Approach
- September 2018 – Lucy McCullen, Wellbeing Co-ordinator
- September 2018 – Cathal Leahy, Staff Wellbeing Co-ordinator and SSE.
- January – February 2019 – Staff survey on staff wellbeing.

Review:

- Meeting of Student Wellbeing Focus Group - Exploration of Thematic Approach.
- Staff Wellbeing Committee established.
- Review / analysis of Staff Wellbeing survey.