Oide

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Supporting the Professiona Learning of School Leaders and Teachers

Wellbeing Promotion and School Self-Evaluation

Online Workshop

Facilitators:

CC BY NC

Expectations and Overview

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Supporting the Professional Learning of School Leaders and Teachers

Expectations for Online Workshop

Screen Name

Mute/Unmute

Cameras On

Breakout Rooms

Questions

Duration of Session

Oide does not give permission for this PLE event to be recorded.

Screenshots are not permitted.

Session Overview

Wellbeing in Education

Online Workshop 2

Requirements of schools

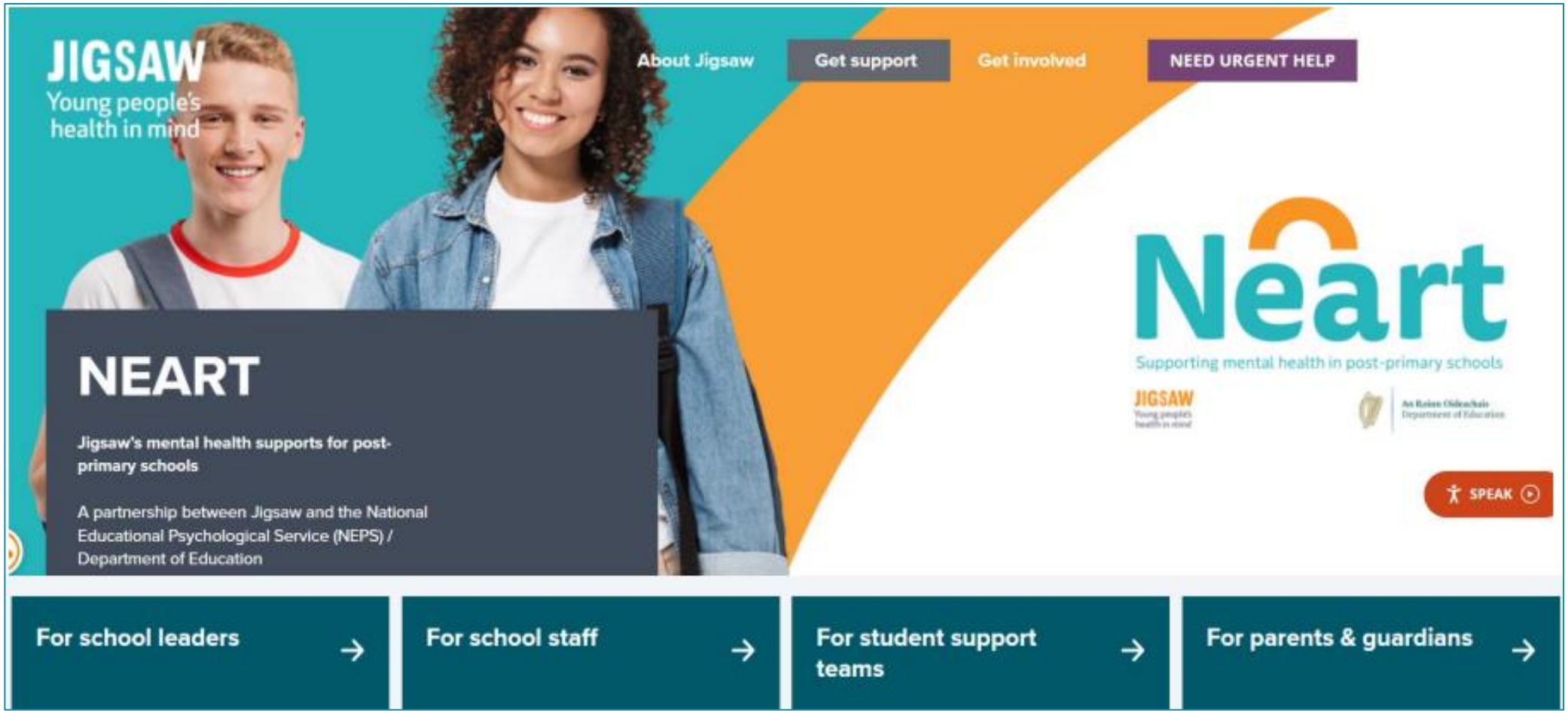
SSE Process where wellbeing promotion is a focus

Six Step SSE Process

Resources

Questions and evaluation

Neart information for schools



Session Outcomes

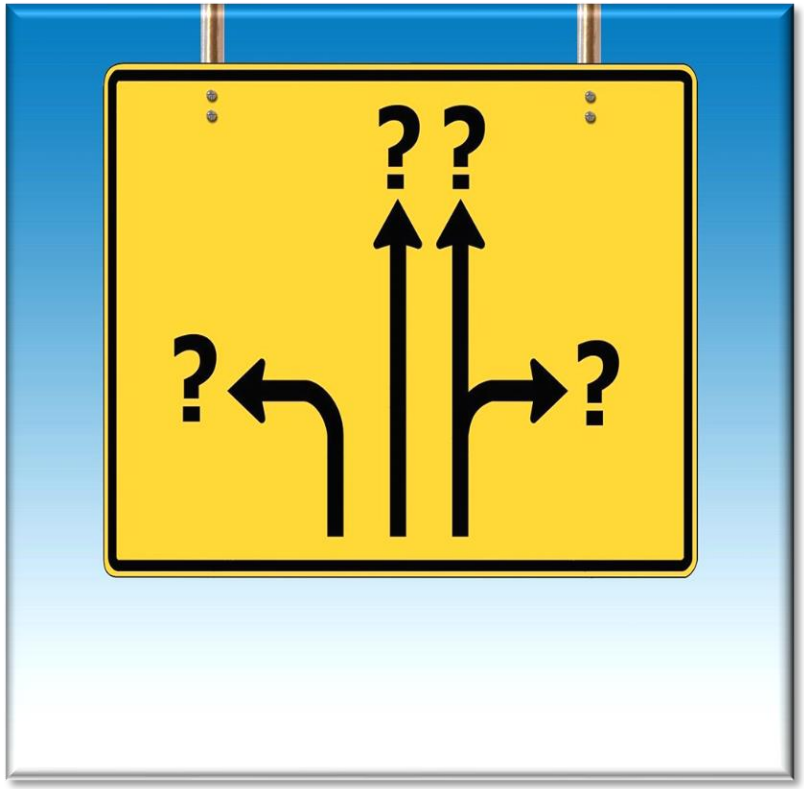
Gain an understanding of the 4 Key areas of Wellbeing, Indicators of Success and Statements of Effective Practice.

Explore how a school can engage in a review and development of wellbeing promotion using the six step SSE process.

View and reflect upon a good practice video outlining one school's engagement in a review and development of wellbeing promotion.

Explore relevant resources available to support schools to review and develop wellbeing promotion.

Requirements



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What are schools required to do?

Schools were asked to include Wellbeing Promotion as a focus for School Self-Evaluation by 2025.

This is not a separate policy and forms part of schools' existing School Self-Evaluation Process.

Circular 56/2022

DEIS School: Requirements

This is not a separate policy and forms part of schools' existing School Self-Evaluation Process.

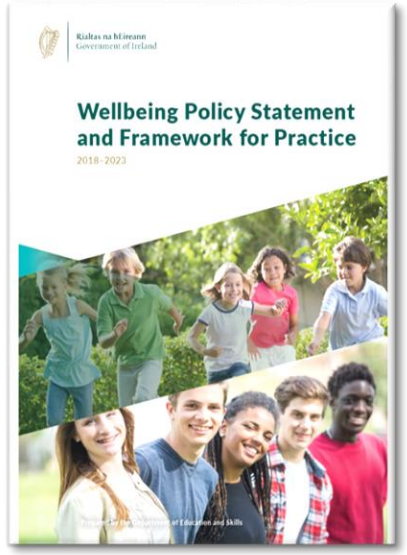
It is not to be viewed as a separate process.

Circular 34/2023

Wellbeing and DEIS

Schools are required to

'..*use the six step SSE process with the Wellbeing in Education Framework for Practice, to* ***consider their existing provision for wellbeing*** *under each of the four key areas (culture and environment, curriculum, policy and planning, and relationships and partnerships), and* ***to devise and implement a plan for improvement in one key area,*** *as appropriate for the school.'*



WPSFP, p.37

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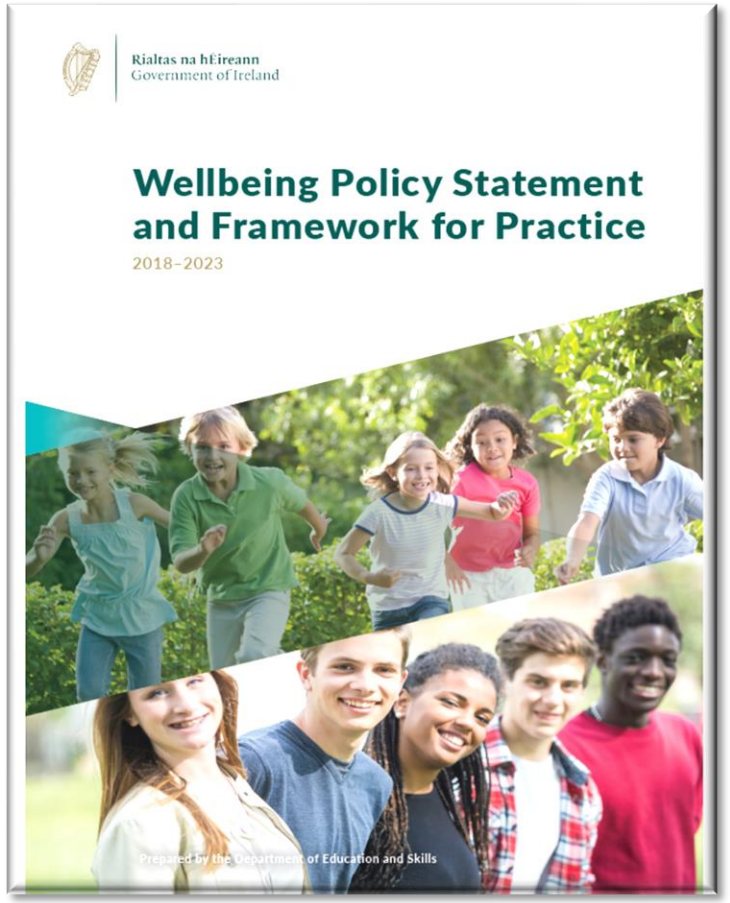
Supporting the Professional Learning of School Leaders and Teachers

The Wellbeing Policy Statement and Framework for Practice



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Wellbeing Policy Statement and Framework for Practice

4 Key Areas of Wellbeing Promotion: p. 35

Key Areas	Indicators of Success
Culture & Environment	• Children, young people and staff experience a sense of belonging and feel safe, connected and supported. • Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.
Curriculum (Teaching & Learning)	• Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. • Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy & Planning	• Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. • Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.
Relationships & Partnerships	• Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community. • All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

Indicators of Success: p. 36

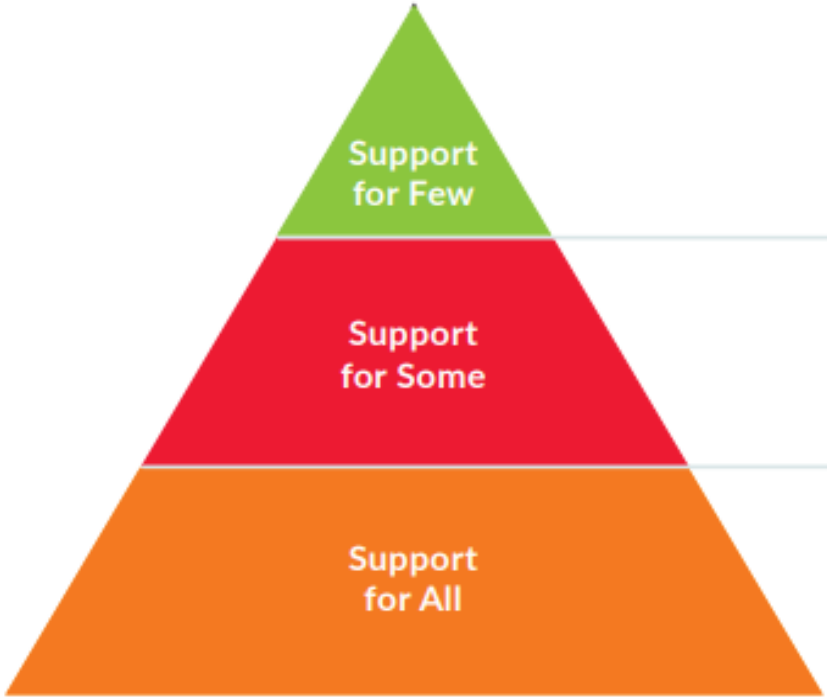
Statements of Effective Practice

Wellbeing Statements of Effective Practice for All

- The wellbeing of the whole school community is central to the school's ethos/mission statement and school leaders and management actively promote wellbeing.
- The school communicates with parents about the supports that are in place regarding the promotion of the wellbeing of children and young people.
- It is recognised by school leaders and management and all members of staff that the entire school community has a role to play in supporting learning for and learning about wellbeing.
- The relationship between academic achievement and a child/young person's wellbeing is understood by all children and young people and staff in the school.
- There is a positive approach to discipline where issues are resolved with care, respect and consistency.
- The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are available for staff wellbeing.

Wellbeing Statements of Effective Practice For Some & Few

- The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.
- Staff, children and young people are welcoming and inclusive of those from different cultural backgrounds, those with additional needs and all sexual orientations.
- Schools are proactive in meeting the professional development needs of teachers, who attend relevant CPD and can identify signs and triggers in vulnerable children and young people, and recognise the need for early intervention.



WPSFP, p. 40-47

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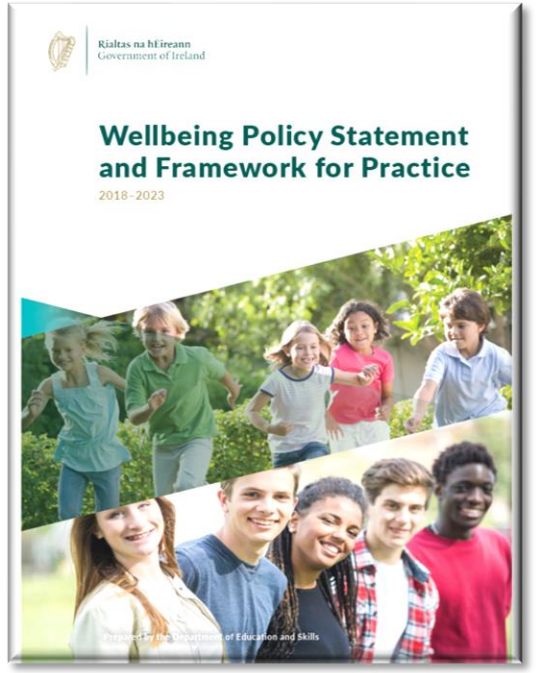
School Self–Evaluation: Wellbeing Promotion



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Supporting the Professional Learning of School Leaders and Teachers

School Self-Evaluation Process

'The SSE process provides a framework for schools when gathering and analysing evidence, identifying needs and setting targets for achievable outcomes.

It is a collaborative, reflective process of internal school review, focused on school improvement.'

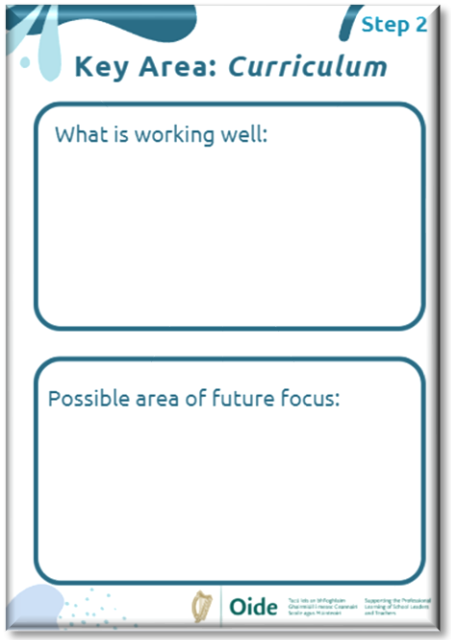
WPSFP, p. 39

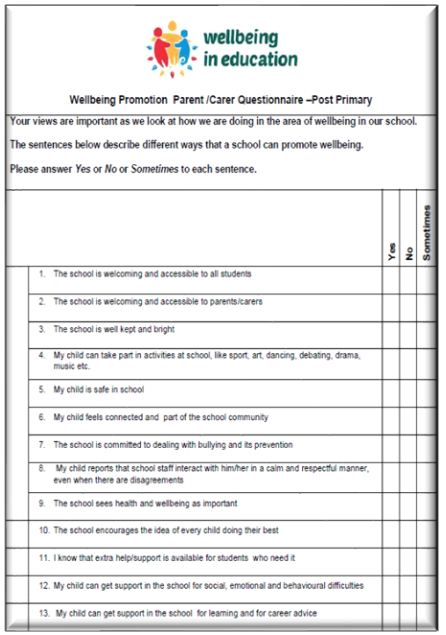
Step 1 – Identify Focus

Step Two – Data Gathering

Quantitative Data (statistics, numerical)

Qualitative Data (explore, describe, interpret)





Chatbox Reflection

What data gathering tools have been effective in my school?

2 minutes

Step 3 – Analysing data

1: Identify Key area of Focus → 2: Align to Indicator of Success → 3: Statements of Effective Practice for All/ Some & Few

Key Areas	Indicators of Success
Culture & Environment	• Children, young people and staff experience a sense of belonging and feel safe, connected and supported. • Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.
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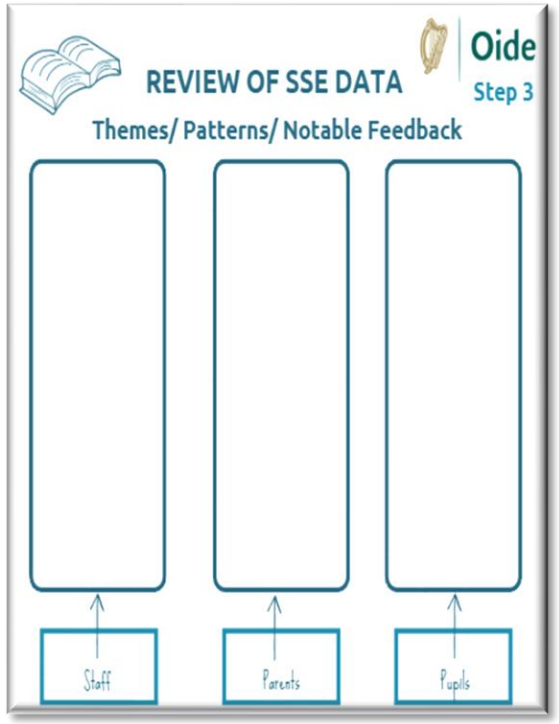
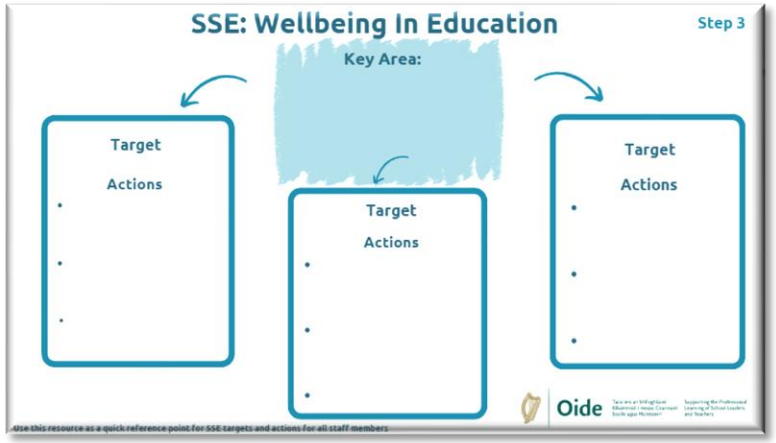
- Schools are proactive in meeting the professional development needs of teachers, who attend relevant CPD and can identify signs and triggers in vulnerable children and young people, and recognise the need for early intervention.

Resources to Support Analysis of Data





https://oide.ie/post-primary/home/wellbeing/wellbeing/professional-learning-materials/

Step 4 – Write and Share Report and Improvement Plan

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved

https://www.gov.ie/en/publication/71e29-reporting-on-sse/#the-school-self-evaluation-report-and-school-improvement-plan

Step 4 – DEIS Schools
Integration of Analysis into DEIS Plans

Step 5 – Put improvement plan into action

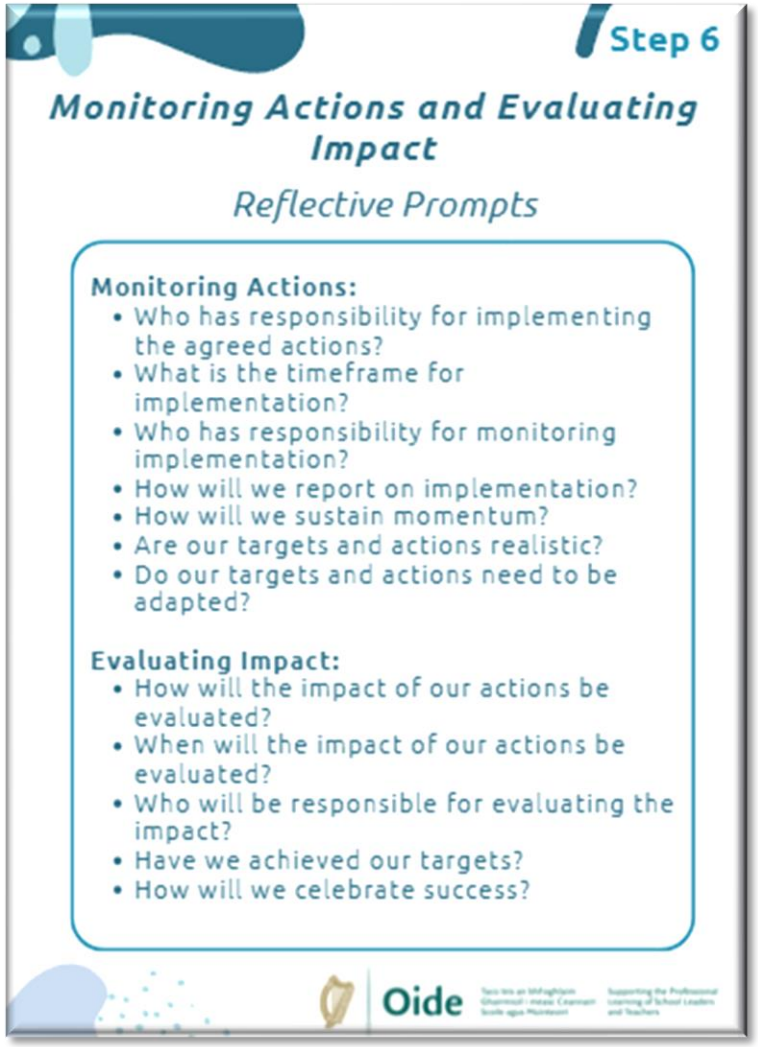
Consider the following, acting on the plan:

Every classroom

Every teacher

Every day

Step 6 – Monitor actions and evaluate impact



NEPS Good Practice Video

3m 43 secs.

Good Practice Video – Reflection

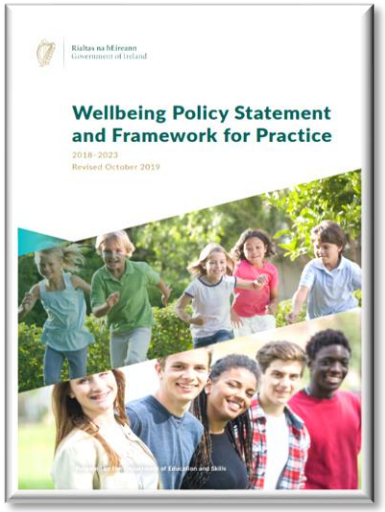
What were your key take aways from the good practice video?

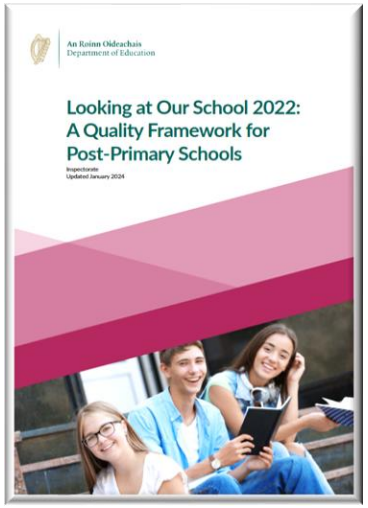
What practical next steps could you take to review and develop wellbeing promotion in your school?

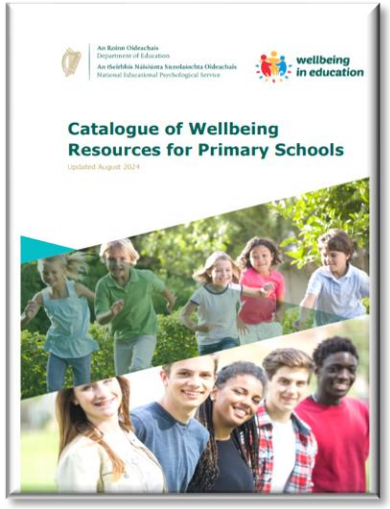
Discuss

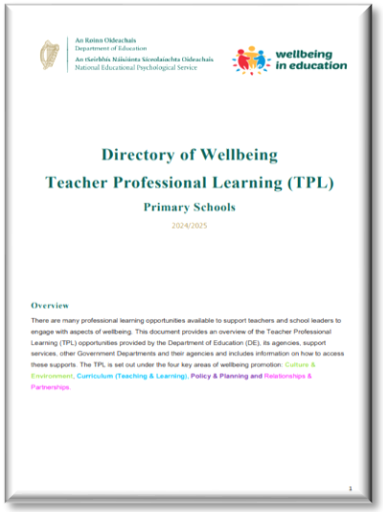
5 minutes

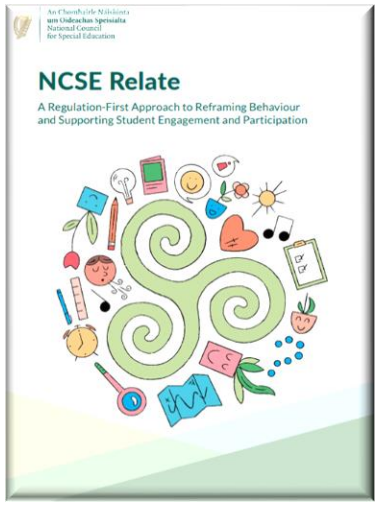
Resources

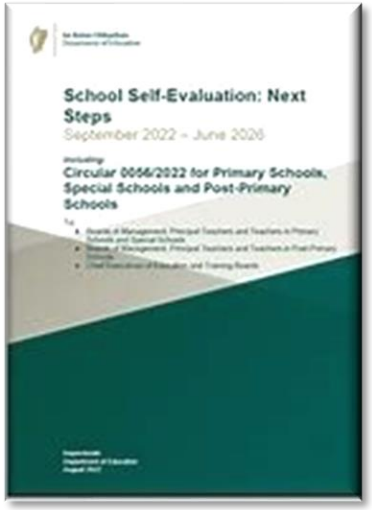

Rialtas na hÉireann
Government of Ireland
Wellbeing Policy Statement and Framework for Practice
2018 - 2023
Revised October 2019

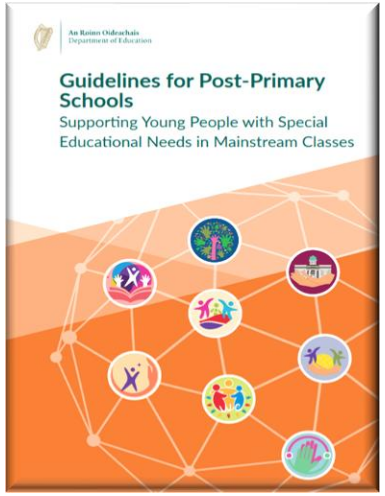

An Roinn Oideachais
Department of Education
Looking at Our School 2022: A Quality Framework for Post-Primary Schools
Updated January 2024


An Roinn Oideachais
Department of Education
wellbeing in education
Catalogue of Wellbeing Resources for Primary Schools

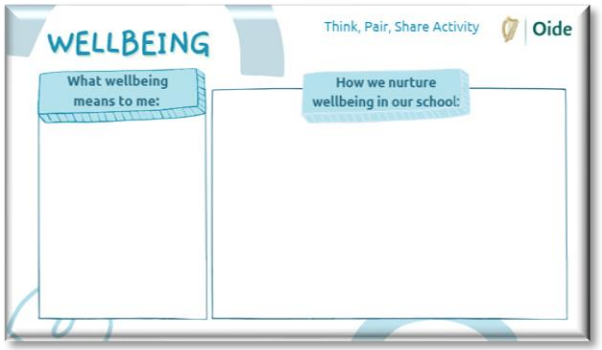

An Roinn Oideachais
Department of Education
wellbeing in education
Directory of Wellbeing
Teacher Professional Learning (TPL)
Primary Schools
2024/2025
Overview

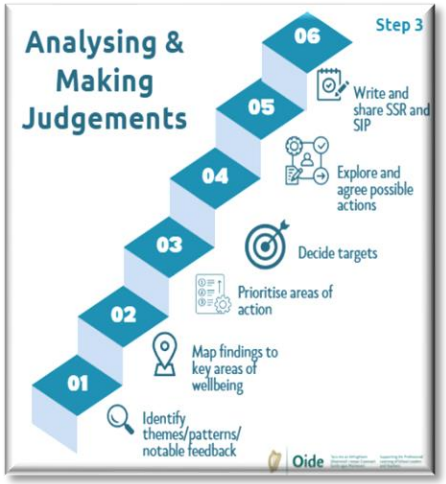

National Council for Special Education
NCSE Relate
A Regulation-First Approach to Reframing Behaviour and Supporting Student Engagement and Participation

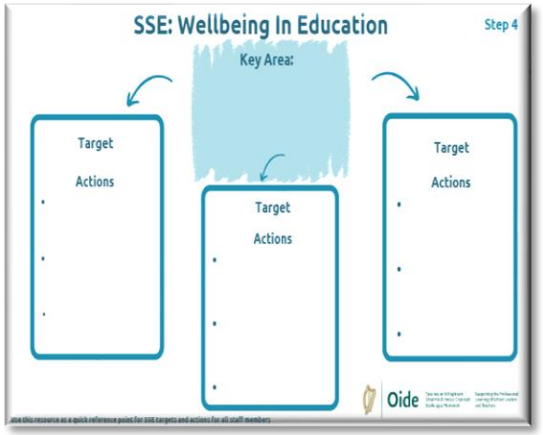

School Self-Evaluation: Next Steps
September 2022 – June 2026
Circular 0056/2022 for Primary Schools, Special Schools and Post-Primary Schools

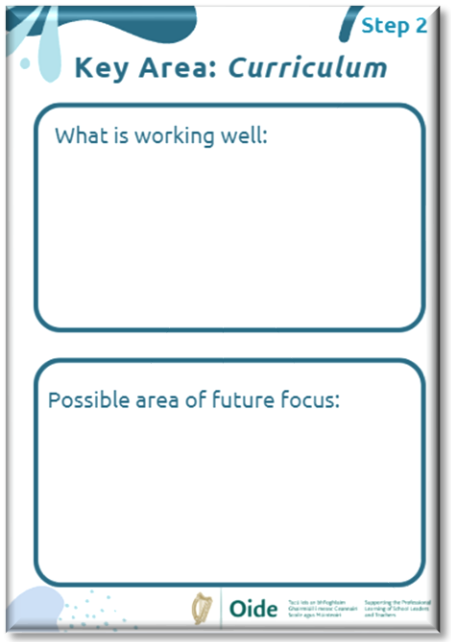

An Roinn Oideachais
Department of Education
Guidelines for Post-Primary Schools
Supporting Young People with Special Educational Needs in Mainstream Classes

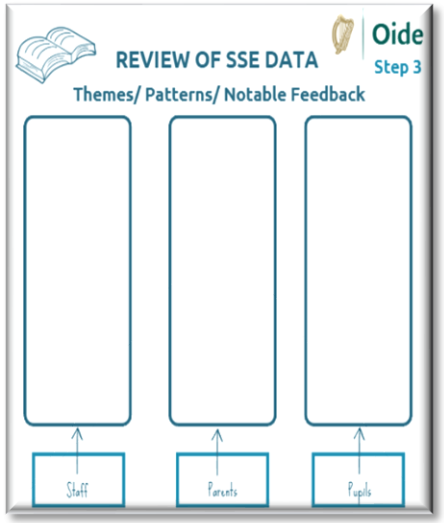
Oide Resources











Oide Website QR Code

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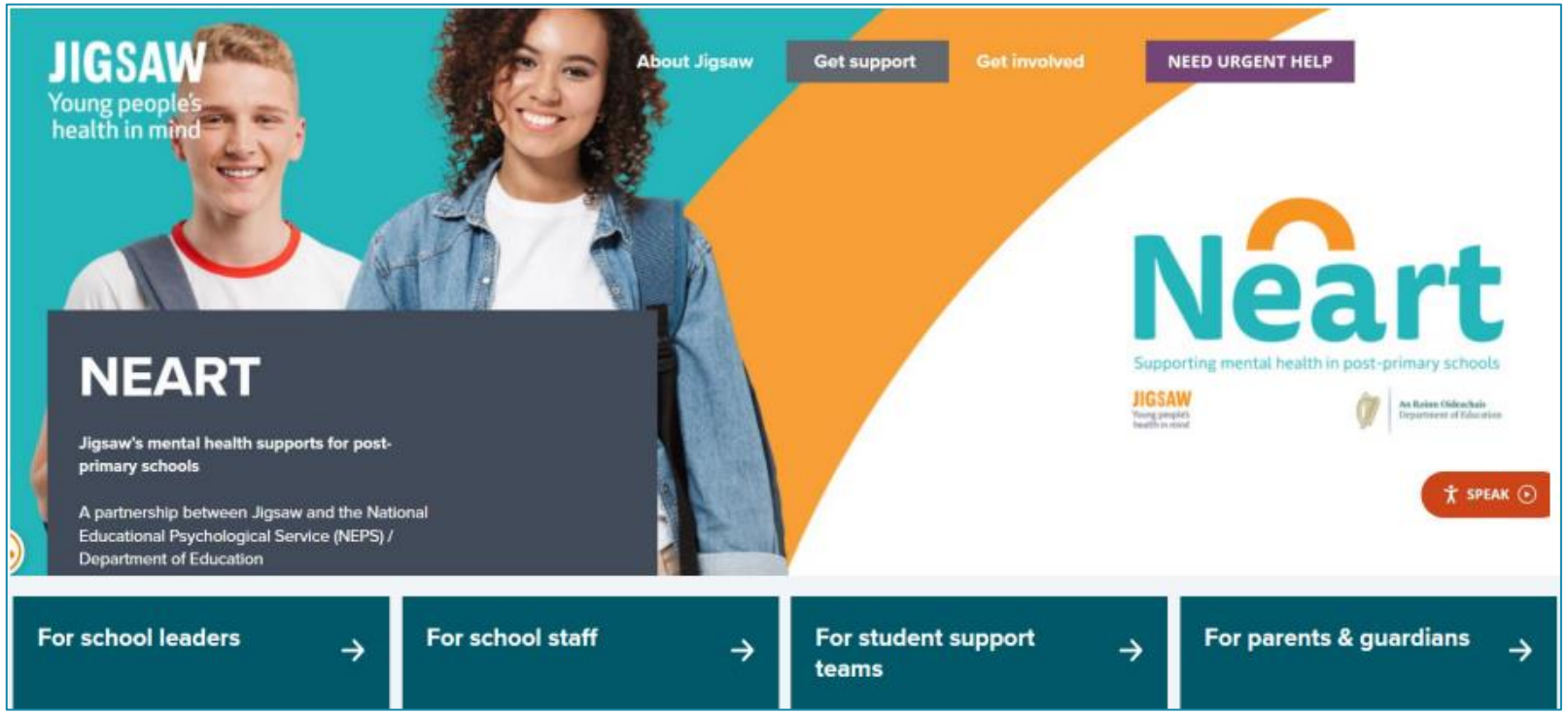
Questions

How schools and parents/guardians can register with NEART

Go to Neart homepage



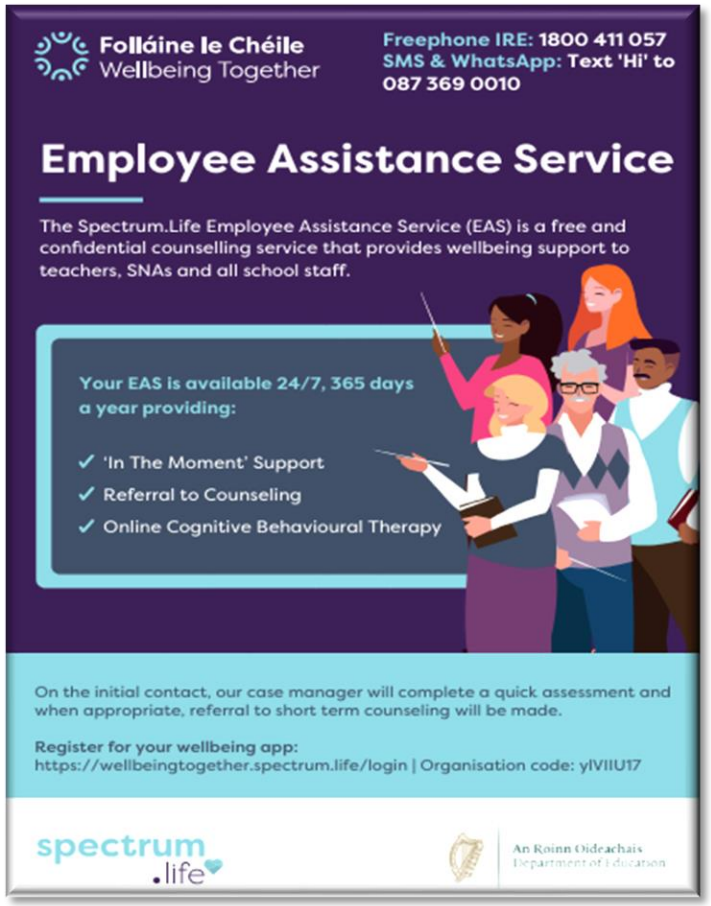
Employee Assistance Service

Folláine le Chéile
Wellbeing Together

CALL 1800 411 057

Text ‘Hi’ to 087 369 0010 to avail of EAS support SMS & WhatsApp

www.gov.ie



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Post-primary Wellbeing in Education/ Folláine san Oideachas

Thank you for your participation.