An Roinn Oideachais
Department of Education

School Self-Evaluation: Next Steps

September 2022 – June 2026

Including:

Circular 0056/2022 for Primary Schools, Special Schools and Post-Primary Schools

To:

- Boards of Management, Principal Teachers and Teachers in Primary Schools and Special Schools
- Boards of Management, Principal Teachers and Teachers in Post-Primary Schools
- Chief Executives of Education and Training Boards

Inspectorate
Department of Education
August 2022

Contents

1. Introduction 3

2. The impact of COVID-19 5

3. What should schools focus on in SSE? 6

Balancing school and system requirements 6
SSE and wellbeing 6
SSE and DEIS 6
SSE and the Gaeltacht School Recognition Process 7
SSE approach 7
SSE and *Looking at Our School* 8

4. The SSE process 9

SSE and school culture 9
Teacher collaboration and school leadership 9
SSE steps 10

5. Participation in SSE 12

6. Supports for SSE 14

Level 1 Supports for SSE 14
Level 2 SSE and inspection 14
Level 3 Collaboration with and between schools 15
Time for SSE and managing data 15

7. Circular 0056/2022: SSE Next Steps 2022 – 2026 16

Introduction 16
Background 16
The third SSE cycle 17
Approach to SSE 18
Supports for SSE 18

1.Introduction

School self-evaluation (SSE) is an important process influencing the quality of the education provided for children and young people in schools. Since its formal introduction to the Irish school system in 2012, schools have engaged with the process in varying ways to advance aspects of teaching, learning and wellbeing.

In Ireland, SSE is designed as a process of collaborative, internal school review that is focused on school improvement. It is envisaged as a process which is based on sound, reliable information from a range of sources and perspectives – including information about the learning experiences of children and young people and how they are doing in their learning. It is also meant to be an inclusive, participatory process involving school management, all staff, pupils/students and their parents[1]. As such, it is a rights-respecting process – acknowledging the role of these stakeholders and actively facilitating their participation in the process.

SSE is supported by a quality framework, *Looking at Our School (LAOS) 2022,*[2] which provides a set of criteria or descriptors of quality in schools. *LAOS* is, in essence, a set of standards against which schools can consider how well they are performing.

From the outset, it was acknowledged that it would take time to embed SSE in the Irish school system, as was evident from other educational systems in which well-developed systems of school self-evaluation have evolved (OECD, 2013).[3] It is therefore heartening to find that, in 2022, from the perspectives of many principals and teachers, SSE is working.[4] It is, they believe, impacting positively on learning, teaching and other aspects of school life. Inspectorate evaluation and advisory work in schools similarly shows that many schools are engaging successfully in SSE.

It is clear that schools are at different stages in their engagement with SSE. There are some schools in which SSE is not yet well embedded. In addition, there are schools where, although the process is part of the normal everyday work of the school, there is scope to improve its effectiveness and impact. And, for considerable numbers of schools, there is also a need to improve how they include parents and, fundamentally, pupils and students in the SSE process. There are also many schools that have established a strong, collaborative whole-school SSE culture where the process is evidence-informed, facilitates the meaningful participation of the school community,

---

[1] In this document, the term 'parent' is understood to include parents and guardians.
[2] Department of Education (2022), *Looking at Our School: A Quality Framework for Primary and Special/Post-Primary Schools (2022)*.
[3] OECD (2013) *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*.
[4] Inspectorate surveys (March 2022) of principals and teachers show that, in general, schools are finding that SSE is having a positive impact on the quality of the education they provide.

including parents and pupils/students, and has an ongoing positive impact on pupils'/students' learning experiences, learning outcomes and wellbeing.

This document, *School Self-evaluation: Next Steps 2022-2026*, takes account of the experience of SSE to date and advises how schools can develop and use SSE in the years ahead in a way that ensures that school and system goals for equity, inclusion, teaching, learning and wellbeing can be achieved.

School Self-evaluation: Next Steps 2022-2026 is designed to assist all schools, no matter what level of success or challenge they have had to date with SSE, to make the process as effective as it can be to meet the needs of the children and young people they serve. It recognises that SSE can also enhance school leadership and management in a way that, in turn, improves the lives of pupils/students in schools. More than ever, in light of the COVID-19 pandemic and the need to ensure that schools are safe, inclusive and welcoming places where children and young people can flourish, it is vital to have effective SSE processes in place.

This document may be used by boards of management, trustees and patron bodies, principals, teachers, other school personnel, and/or parents to understand the potential of SSE both now and in the years ahead.

School Self-evaluation: Next Steps 2022-2026 is a single document which includes Department of Education Circular 0056/2022 (Section 7). This sets out what is required of schools in relation to SSE during the period September 2022 - June 2026. Schools are advised to take account of the guidance in this document in planning for and conducting SSE, in reflecting on the efficacy of the process in their individual school context, and in implementing the SSE requirements for the period 2022-2026.

An SSE Infographic for children and young people is available on the gov.ie website.[5] This infographic outlines the SSE process and priorities and how schools can involve children and young people in the process.

School Self-evaluation: Next Steps 2022-2026 is built around five key considerations:

- The impact of COVID-19
- The focus of SSE
- The SSE process
- Participation in SSE
- Supports for SSE

It concludes with the requirements of schools in respect of the next steps for SSE in the period September 2022 to June 2026.

---

[5] The SSE infographic is available at: https://www.gov.ie/en/service/3f07cf-school-self-evaluation/ .

2. The impact of COVID-19

The impact of COVID-19 on schools and the children and young people attending them is an important immediate consideration in SSE processes and is likely to be an ongoing SSE consideration for some time.

COVID-19 has undeniably impacted the education system in significant ways.[6] The closure of schools and the disruption to learning that children and young people experienced, have had, for many of them, a considerable and immediately negative impact on their learning and progress in several areas of the curriculum. In addition, there is evidence that children's and young people's social and emotional skills and wellbeing have been adversely affected, as well as the normal progression and maturing that we expect to see in their ability and motivation to engage in learning.[7]

It appears that the effect of COVID-19 has been experienced unevenly.[8] Children and young people with special educational needs and those most at risk of educational disadvantage have been disproportionately affected. There is also another group of children and young people who previously may not have had additional educational needs but who now do because of the impact of COVID-19: the isolation from these pupils'/students' peers and friends during school closure periods, and the dilution of their motivation to learn without the face-to-face encouragement and support of their educators have left some of them struggling to re-establish the routines and norms that were disrupted.[9]

While some schools continued to use and adapt the SSE process to address the challenges COVID-19 posed, other schools paused their typical SSE processes as they focused on meeting day-to-day health and safety requirements and other practical challenges arising from the pandemic.

In rebooting or continuing their SSE processes, schools need to identify and reflect on the impact of COVID-19 on pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning. It is important that the information arising is used to plan learning experiences, programmes of work, and, as needed, relevant supports to ensure that all pupils/students are enabled to flourish and to engage and progress effectively in their learning.

---

[6] Department of Education (2022) *Chief Inspector's Report September 2016- December 2020.* Available at: https://www.gov.ie/en/publication/611873-chief-inspector-reports/.
[7] See Economic, Social and Research Institute research on the impact of COVID-19 on education at: COVID-19 impact on education | ESRI. Also see Rao, Nirmala, and Philip A. Fisher. "The impact of the COVID-19 pandemic on child and adolescent development around the world." *Child Development* 92, no. 5 (2021): e738-e748. Available at: https://srcd.onlinelibrary.wiley.com/toc/14678624/2021/92/5.
[8] *Chief Inspector's Report September 2016 - December 2020*.
[9] Ibid.

3. What should schools focus on in SSE?

Balancing school and system requirements

For school self-evaluation to be truly effective, schools need to own the process. Through SSE, schools can shape their own improvement agenda by identifying priority areas for development and by planning for improvement in a way that takes account of their own unique school context. Balanced with this view is the recognition that schools also work within a system of national requirements, including those relating to child safeguarding (including child protection and anti-bullying) and wellbeing. There are also expectations relating to curriculum, inclusion and equity, digital education, and education for sustainable development. Indeed, over the coming years, the SSE process used by schools will need to be flexible enough to support ongoing curriculum redevelopment and implementation.

SSE that works for Irish schools needs to balance school and system goals. Accordingly, schools will have autonomy to choose what to do to improve their education provision, subject to having an SSE plan that enables them to address:

- Context-specific school priorities related to teaching, learning, equity and inclusion
- National wellbeing goals
- National curriculum goals such as those relating to the primary language curriculum, junior cycle and senior cycle
- Other national strategies including the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development.

SSE and wellbeing

In addition to the immediate need to use SSE to address the impact of COVID-19 in individual school contexts, there is the related requirement on schools to use SSE to initiate a wellbeing promotion review and development cycle. The original timeframe for the achievement of this goal, which is contained in the Department of Education Wellbeing Policy Statement and Framework for Practice was modified in Circular 0032/2021 and Circular 0033/2021 in light of the impact of COVID-19. The requirement now is that all schools will use the SSE process to initiate a wellbeing promotion review and development cycle by 2025.

SSE and DEIS

In DEIS (Delivering Equality of Opportunity in Schools) schools, the SSE process is the DEIS action planning process. DEIS schools will continue to use this process across the

key themes of DEIS to target their resources, specific interventions and supports for children and young people who are at risk of educational disadvantage. DEIS schools are asked, by 2025, to integrate a wellbeing promotion review and development cycle, in line with the Department's Wellbeing Policy and Framework for Practice, into their DEIS planning.

Schools should review their current DEIS plan to ensure that it is up to date in light of the impact of COVID-19 or other new context factors. In light of the annual review, targets and interventions should be adjusted as necessary. Schools at the end of the three-year cycle in their DEIS planning process are required to commence a new three-year plan.

SSE and the Gaeltacht School Recognition Process

As outlined in Circular 0010/2022, SSE facilitates schools participating in the Gaeltacht School Recognition Process to plan for and strengthen the quality of immersion education in those schools.

Schools participating in the Gaeltacht School Recognition Scheme and schools in Gaeltacht areas that are also in the DEIS programme are required to continue to identify and review targets and actions for improvement, and to record these in a single clearly-labelled action-planning document. The language-based criteria for immersion education, the DEIS themes, and/or other SSE focus of the school, should be included in the action plan.

SSE approach

SSE is based on a reflective analysis of what is working well in a school and what needs to improve. Whether focusing on national or school-specific priorities, the fundamental SSE questions for a school continue to be:

- How well are we doing? How do we know?
- What are our strengths? How can we build on our strengths?
- What are our areas for improvement?
- How can we improve?

It is important to avoid a deficit approach to SSE. The process is about recognising school strengths and achievements as well as areas for improvement. It is about building on the positives as well as taking the necessary actions to ensure ongoing improvement.

SSE and *Looking at Our School*

As noted in the Introduction (Section 1), SSE is supported by a quality framework, *Looking at Our School (LAOS) 2022,*[10] which provides a set of criteria or descriptors of quality in schools. *LAOS* is, in essence, a set of standards against which schools can consider how well they are performing in relation to aspects of teaching and learning and of leadership and management.[11] The domains and standards in *Looking at Our School 2022* will help to inform the judgements of school leaders and teachers on whether existing provision and practice is effective. The statements of practice are the key to making judgements about how effective aspects of provision are and to supporting a school in deciding what needs to be done in order to improve.

[10] Department of Education (2022), *Looking at Our School: A Quality Framework for Primary and Special/Post-Primary Schools (2022)*.
[11] *LAOS* was originally introduced in 2016 to support both internal SSE processes and external inspections by the Department's Inspectorate. It was updated in 2022 and is available here.

4. The SSE process

SSE and school culture

School self-evaluation is a process of collaborative, internal school reflection, review and planning for improvement. School culture is critical to its success. A culture of critical reflection and enquiry needs to be embedded and used to sustain effective practices and lead the school towards continuous improvement.[12] Key elements of a supportive SSE culture include:

- Ongoing reflection at an individual teacher and collective staff level
- Teacher professionalism
- Sharing of classroom practice
- Authentic assessment
- Developmental classroom observation
- Professional feedback and peer learning.[13]

A supportive SSE culture also includes authentic engagement with pupils/students and parents.

Teacher collaboration and school leadership

As part of this evaluation culture, school leaders and teachers need to participate in ongoing, sustained professional learning where they have opportunities to reflect individually or collaboratively on their professional learning experiences.[14] In this way, teachers collaboratively create professional knowledge through for example, reflection on and sharing of their practice and interaction with the information provided at formal professional learning events. They are also enabled to challenge previous assumptions and create new meanings.[15] Such professional learning cultures need to be supported and sustained by high quality leadership of teaching and learning which provides

[12] European Commission, May 2020 Report by ET2020 Working Group Schools. *Supporting school self-evaluation and development through quality assurance policies: key considerations for policy makers*. Available at: https://data.europa.eu/doi/10.2766/02550
[13] Preparatory paper for the Education and Training 2020 Working Group Schools' Seminar on supporting school self-evaluation and development.
[14] Koh, Kim H., Charlene Tan, and Pak Tee Ng. "Creating thinking schools through authentic assessment: The case in Singapore." *Educational Assessment, Evaluation and Accountability* 24, no. 2 (2012): 135-149.
[15] Timperley, Helen. EBOOK: *Realizing the Power of Professional Learning*. McGraw-Hill Education (UK), 2011.

adequate levels of challenge and support to teachers. The support services will also play an important role in supporting the development of professional learning cultures in schools.

SSE steps

The diagram below sets out a six-step SSE process which has been used by schools since the introduction of SSE in the Irish school system. A school can use this framework flexibly in light of its particular context-specific and/or national SSE focus. For example, schools may move quickly through the earlier steps of the process or find that one step rolls naturally into the next. Such an approach is entirely in keeping with the idea of SSE being a collaborative way of working to identify strengths, to plan and implement actions for improvement, and to monitor the effectiveness of those actions in terms of their impact on learning and teaching and the experiences of pupils/students, including their wellbeing.

Identify focus: The identification of a focus for SSE will be decided collaboratively and will involve the perspectives of different parties. In identifying a specific focus for SSE, schools should ensure that its scope is sufficiently broad: it needs to make a real difference to a significant aspect of pupils'/students' learning and/or wellbeing, the quality of teaching, school leadership, and/or provision for equity and inclusion.

***Gather evidence*:** A school will gather different types of evidence or information depending on its SSE focus. This may include qualitative information such as teachers' formative feedback on pupils'/students' work, pupils'/students' perspectives on their learning experiences, parents' perspectives on their children's learning, teachers' professional dialogue, or notes on observations of practice in classrooms. It may also include quantitative data such as assessment data, attendance records, or the results of surveys.

It is important to ensure that evidence gathered is manageable, useful and focused. It is useful to start by looking at the evidence that is already available before considering other sources of potential evidence or information.

***Analyse and make judgements*:** This involves a bringing together of the various strands of evidence or information gathered, identification of main themes or messages arising from it, and reflection on those findings. It is important that analysis and reflection take place with reference to the standards or statements of effective practice set out in the quality framework, *Looking at Our School*. This will give the school a good idea of its strengths with regard to its SSE focus, aspects that may need to be developed further and the actions needed to do this.

***Write and share report and improvement plan*:** This involves making a short written record of the main findings of the previous stage including the agreed improvement actions. Improvement targets and related actions should be stated clearly so that they are easily understood and so that progress regarding their implementation can be easily monitored. An SSE report and improvement plan should be prepared annually.

The annual report and improvement plan should be shared with all board members and staff. Consideration should also be given as to how best to share the main points of the report and improvement plan with parents and pupils/students. It is not necessary for a school to publish its report and improvement plan more widely. This document is intended to be an information, planning and development support for the school rather than a broader public communication about the work of the school. A copy of the report and improvement plan should be available to the patron on request.

***Put improvement plan into action*; *Monitor actions and evaluate impact*:** These two steps are closely related. It is important that the actions identified, agreed and documented in the SSE steps so far are reflected in a practical way in the school, including in classrooms. There should be clarity about responsibility for the implementation of the agreed actions, the timeframe for implementation, and how and when the impact of those actions will be monitored. These are critically important phases of the SSE process in terms of assessing and ensuring impact, sustaining momentum for improvement, and celebrating success.

5. Participation in SSE

As education is a whole-school community endeavour, SSE should enrich the existing collaborations between staff, school leadership, students/pupils and parent/guardians and, in the process, deepen those collaborations and engagements even further. Section 4 underlines the importance of school culture, teacher collaboration and school leadership in SSE.

To be truly rights-respecting, authentic, impactful and inclusive, SSE processes must actively seek and take due account of the views of the pupils/students in the school and their parents/guardians in meaningful ways. For the participation of pupils/students and parents in SSE to be genuinely meaningful, they need to see how their views were taken into account and how they influenced the agreed actions for improvement. In this regard, reporting back to pupils/students and their parents/guardians about the outcomes of the SSE process is particularly important.

A range of approaches to support meaningful pupil/student and parental engagement in SSE may be used, for example:

- Surveys
- Focus groups
- Engagement with the school's pupil/student council/other pupil/student groups in the school as appropriate and with the school's parents' association/other parent groups in the school
- Digital communications or other types of communication about the progress and outcomes of the SSE process

In engaging with pupils/students during SSE, schools are encouraged to have regard to the *National Framework for Children's and Young People's Participation in Decision-making* [16] and the TUSLA *Child and Youth Participation Toolkit*.[17] These are based on the Lundy Model of Child Participation and its four elements: [18]

[16] Developed by Hub na nÓg in association with Professor Laura Lundy, Queen's University, the Participation Framework provides guidance and checklists for decision-makers on the steps to take in giving children and young people a meaningful voice in decision-making. It can be accessed here.

[17] The Tusla Child and Youth Participation Toolkit is aligned to the Lundy model of participation. It includes resources and child-friendly tools and activities to support the implementation of each of the elements of the Lundy model. It can be accessed here.

[18] An overview of the four elements of the Lundy model can be accessed here.

- Space: Children and young people must be given safe, inclusive opportunities to form and express their view
- Voice: Children and young people must be facilitated to express their view
- Audience: The view must be listened to
- Influence: The view must be acted upon, as appropriate.

6. Supports for SSE

When school principals and teachers were surveyed by the Inspectorate in March 2022 about the value and impact of SSE, many positive findings emerged.

Those surveys, along with surveys of pupils/students and parents also yielded information about aspects of SSE that needed to be developed further and/or where further support for schools was needed. Two recurring themes in this regard were *managing data* and *time for SSE*. In addition, the survey findings as well as inspectors' advisory and evaluation work with schools indicated that overall, there was a need to involve parents/guardians and pupils/students more fully and more meaningfully in SSE processes.

Section 5 outlines how such involvement can be supported. In addition, three levels of support, as outlined below, will be available to schools to enable them to further develop their SSE processes, including managing data effectively and efficiently.

Level 1 Supports for SSE

- Inspectorate regional SSE information sessions for school leaders
- Inspectorate SSE support and advisory visits to schools
- Webinars and presentations
- Advisory engagements with schools regarding SSE in their particular school context - provided by the teacher support services and the Inspectorate
- Support to schools from the support services and An Chomhairle Um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)
- *Looking at our School 2022*[19]
- Materials to support SSE, including materials to support reflection on provision for particular curriculum/subject areas.

Level 2 SSE and inspection

- As the vision for school self-evaluation is realised, there is scope for strengthening the complementarity of internal evaluation (SSE) by schools and external evaluation by the Inspectorate. Ideally, and over time, the interaction between SSE and external inspection will be based on a two-way flow of information in a process of mutual learning.

[19] *LAOS* was originally introduced in 2016 to support both internal SSE processes and external inspections by the Department's Inspectorate. It was updated in 2022 and is available here.

- As a first step, through whole-school school evaluations, DEIS inspections, curriculum evaluations (primary), and subject inspections (post-primary), inspectors will continue to take account of and report on how schools are using SSE/the DEIS action planning process to promote quality teaching and learning, wellbeing, equity and inclusion. Where SSE is well embedded in a school, inspectors may consider, as appropriate, SSE outcomes in the course of inspections.

Level 3 Collaboration with and between schools

- *Shared Evaluation for Learning Project*: The Inspectorate is beginning research with school principals and deputy principals or others in leadership roles in a small sample of schools with a view to collaboratively evaluating the quality of an aspect of teaching and learning in the school. Primarily, this project is designed to support schools in the SSE process including data gathering and analysis, parental and pupil/student involvement in SSE, communicating SSE findings, and monitoring the impact of school improvement actions. It will also help to deepen inspectors' understanding of the work of schools, school leadership and school context factors. Furthermore, the learning from the project will help to inform the further development of SSE supports for schools.

- *Collaboration among schools:* It is intended to promote and support collaboration among schools in relation to SSE, taking account of the learnings from models of collaboration such as the Step Up initiative https://www.stepupproject.ie/. In this regard, the role of the support services, the Irish Primary Principals Network (IPPN) and the National Association of Principals and Deputy Principals (NAPD) will be important.

Time for SSE and managing data

Principals should ensure that sufficient time for school planning is made available and that school self-evaluation is a core part of this. Planning time should facilitate the involvement of all teaching staff in the SSE process. It will be important for school leaders to keep the SSE process manageable for those involved. This will require careful planning to ensure that existing information and data are used to inform the process. Before deciding to collect additional data or information, it is advisable to consider:

- The relevance of the additional data or information to the school's SSE focus
- If the data or information can be analysed in a manageable way
- The time reasonably available for SSE.

Identified and agreed actions for improvement should be practical and implementable by all teachers.

7. Circular 0056/2022: SSE Next Steps 2022 – 2026

Circular 0056/2022

To: Boards of Management, Principal Teachers and Teachers in Primary Schools and Special Schools

To: Boards of Management, Principal Teachers and Teachers in Post-Primary Schools

To: Chief Executives of Education and Training Boards

School Self-Evaluation: Next Steps September 2022 – June 2026

Introduction

This Circular sets out the requirements in respect of the next cycle of SSE which begins in September 2022. It follows on from, and supersedes Primary Circulars 0039/2016, 0016/2018, 0040/2020, 0032/2021 and 0029/2022 and Post-primary Circulars 0040/2016, 0041/2020, 0033/2021 and 0030/2022.

Background

In the first cycle of SSE, 2012-2016, schools were encouraged to develop and implement improvement plans for teaching and learning with a particular focus on literacy and numeracy.

Teaching and learning continued to be the focus in the second cycle of SSE, 2016-2020. Schools were encouraged to use *Looking at Our School 2016: A Quality Framework for Primary / Post-Primary Schools* to support their engagement with the SSE process. In this second cycle of SSE, schools had a degree of flexibility in selecting the curriculum/subject areas or aspects of teaching and learning on which they wished to focus.

In light of the impact of the COVID-19 pandemic in schools, the completion of the second cycle of SSE was extended from 2020 to 2022. In this extended second phase, schools were encouraged to use the SSE process to help them to address challenges arising from the

pandemic, to complete remaining work on SSE, and to address areas identified by the school as a priority.

The third SSE cycle

The third cycle of SSE, 2022-2026, comprises two phases:

2022-2023: Review year: During this year, schools are required to:

- Use/Continue to use the SSE process to identify and reflect on the impact of COVID-19 on their pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning.

  It will be important that the information arising is used to plan learning experiences, programmes of work, and, as needed, relevant supports to ensure that all children and young people, including those with special educational needs and those at risk of educational disadvantage, are enabled to engage with and progress effectively in their learning.

- Consider the requirements regarding use of the SSE process to initiate a wellbeing promotion review and development cycle by 2025 as set out in Circular 0032/2021 and Circular 0033/2021.

- Take stock of the effectiveness of their SSE process to date, developing and consolidating it as necessary to ensure it is collaborative, inclusive and impactful.

2023-2026: During this three-year period, schools will have the autonomy to choose the focus of their SSE, subject to having a concise three-year SSE plan that enables them to address:

- Context-specific school priorities related to teaching, learning, equity and inclusion
- National wellbeing goals
- National curriculum goals
- Other national strategies, for example, the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development.

In this regard, the SSE process will enable schools to address context-specific school priorities and also review the effectiveness of their current provision and its impact on pupils'/students' learning and experiences in the context of national priorities and national curriculum goals. It will also enable schools to put actions in place to improve their provision and the experiences of pupils/students in relation to these areas while also meeting national policy and curriculum requirements.

It is likely that some areas of focus selected by a school will complement each other. In such cases, schools will have the flexibility to address these areas of focus concurrently. In other cases, schools may choose to address areas of focus consecutively using a staged approach. The three-year SSE plan should indicate the school's intentions in this regard.

DEIS schools and schools participating in the Gaeltacht Education Recognition Scheme will take account of the above themes in their DEIS action planning and Gaeltacht education action planning processes respectively.

Approach to SSE

Schools are advised to take account of the guidance in Sections 1 to 6 of this document in planning for and conducting SSE and in reflecting on the efficacy of the process in their individual school context.

Supports for SSE

- Schools will be supported in their SSE processes in the period 2022-2026 as outlined in Section 6
- Inspectorate resources and materials to support SSE will continue to be available on the Inspectorate's dedicated school self-evaluation website
- Inspectors will continue to address SSE-related queries and to respond to requests for SSE advisory visits through sse@education.gov.ie
- Schools wishing to participate in the Inspectorate's *Shared Evaluation for Learning Project* should email sse@education.gov.ie. Schools that have previously expressed an interest in working with the Inspectorate to develop SSE practices in their school do not need to re-apply.

Harold Hislop
Chief Inspector
oci@education.gov.ie

August 2022