National Survey of Principals Attitudes Towards School Self – Evaluation (2014-2015)

Summary

(EQI) Centre for Evaluation, Quality and Inspection

EQI
Centre for Evaluation,
Quality & Inspection

About (EQI) Centre for Evaluation, Quality and Inspection

(EQI) Centre for Evaluation, Quality and Inspection is a multidisciplinary research group based at the School of Education Studies, DCU. It brings together evaluators, policy analysts, and economists and explores the thematic areas of School Evaluation and Inspection and Culturally Responsive Evaluation and Assessment (CREA). It also hosts the Irish Evaluation Network (IEN) – the national database for Evaluators working on the island of Ireland.

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Summary

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Part 1

Post Primary

Response Rate = 351

INPUT

Figure 1: The existing resources provided by the DES are useful for SSE

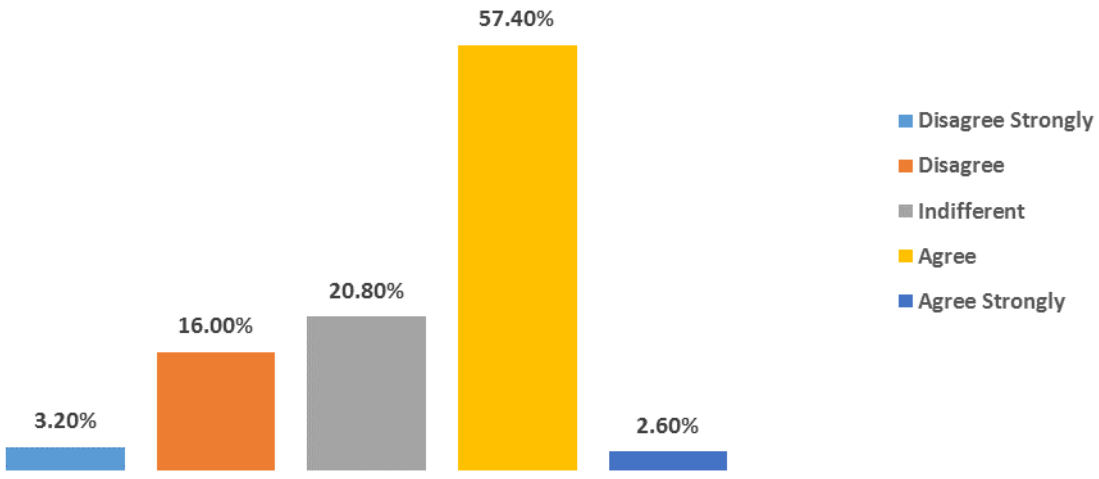
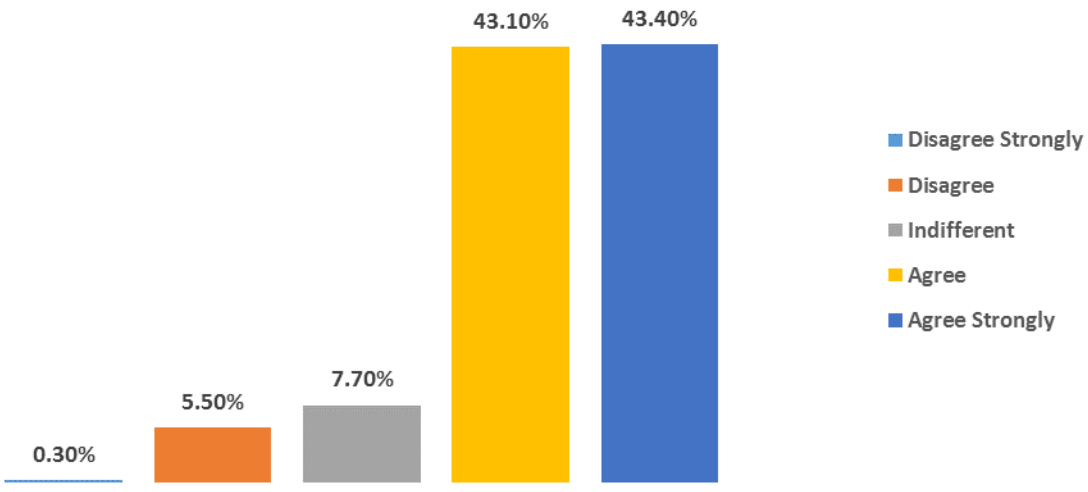


Figure 2: More resources are required from the DES on how to conduct SSE



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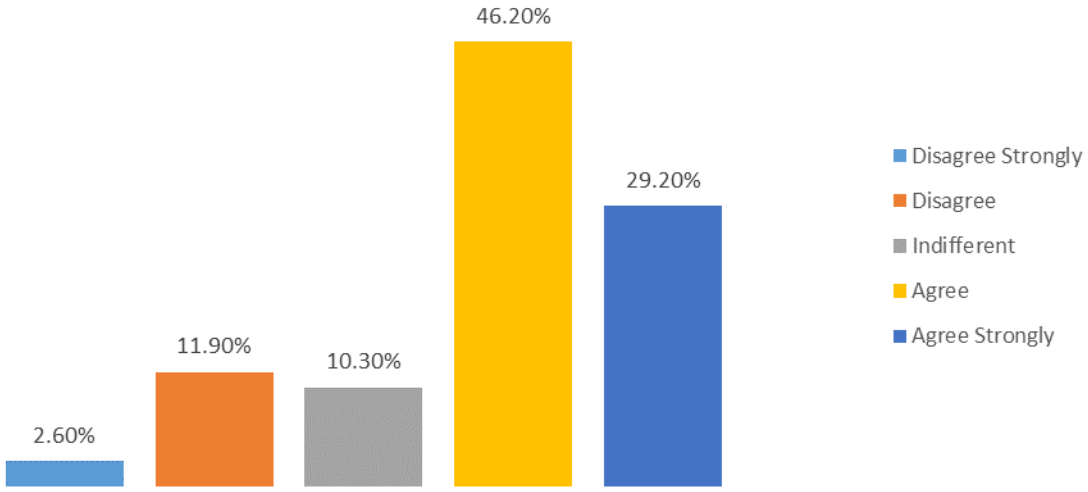


Figure 4: Staff at this school have the necessary skills required to carry out SSE

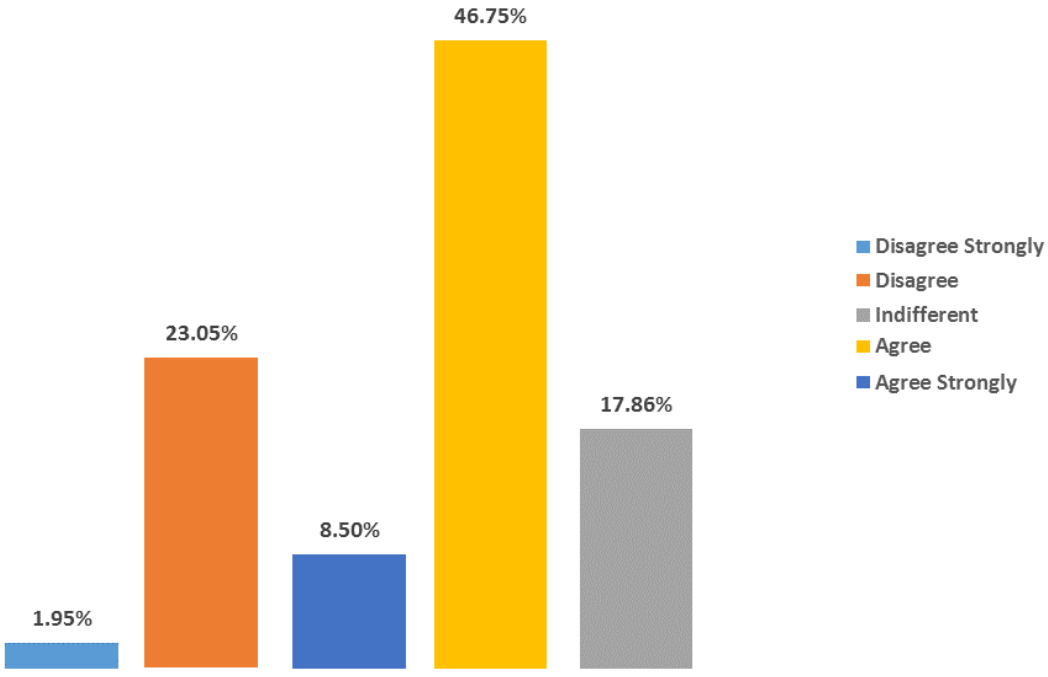


Figure 5: Principals and Deputy Principals need more training on how to conduct School Self-Evaluation

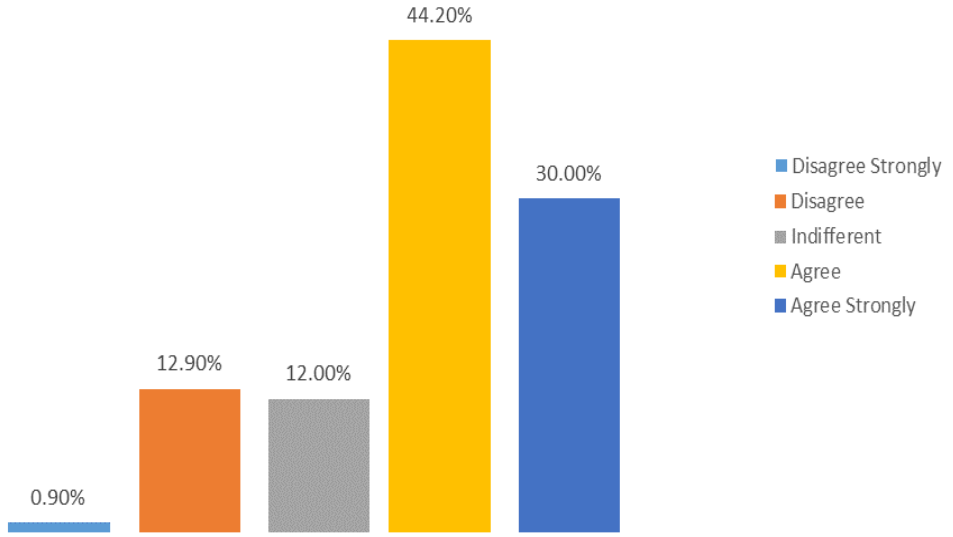
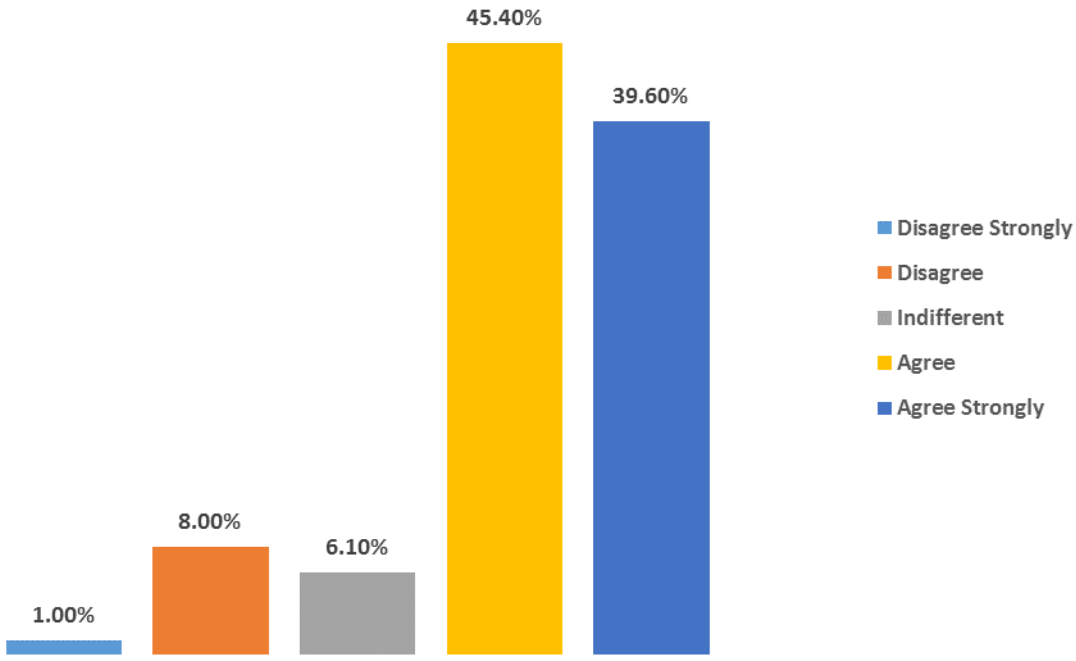


Figure 6: Teachers need more training on how to conduct School Self-Evaluation



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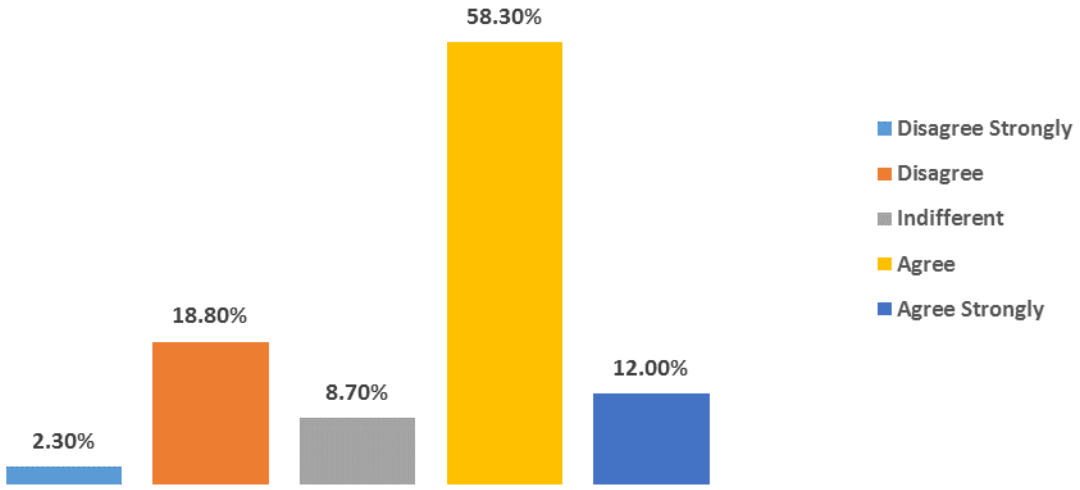

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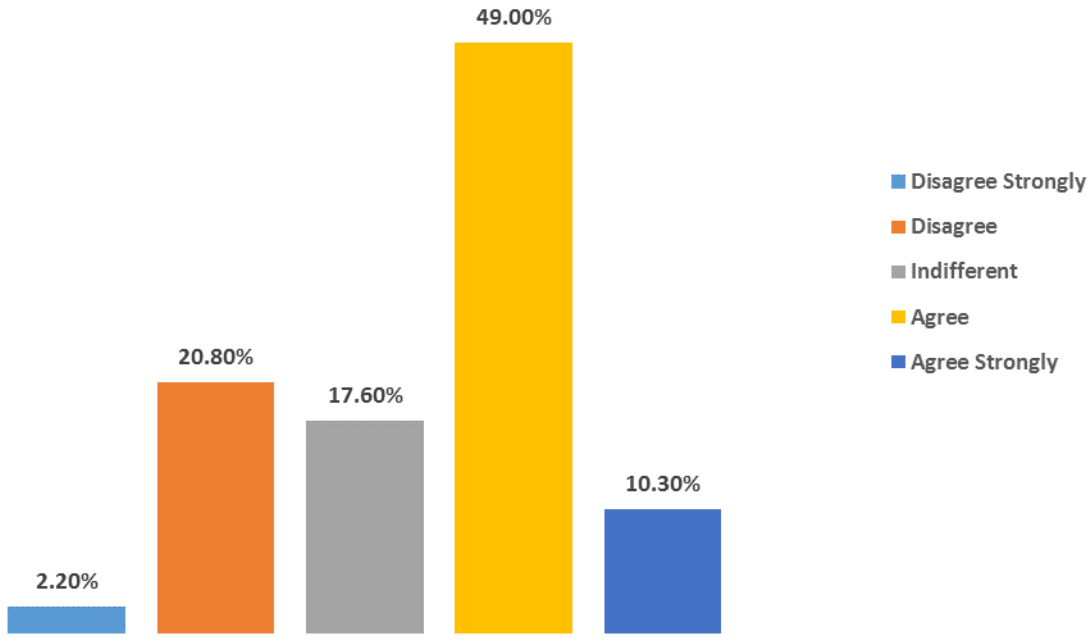

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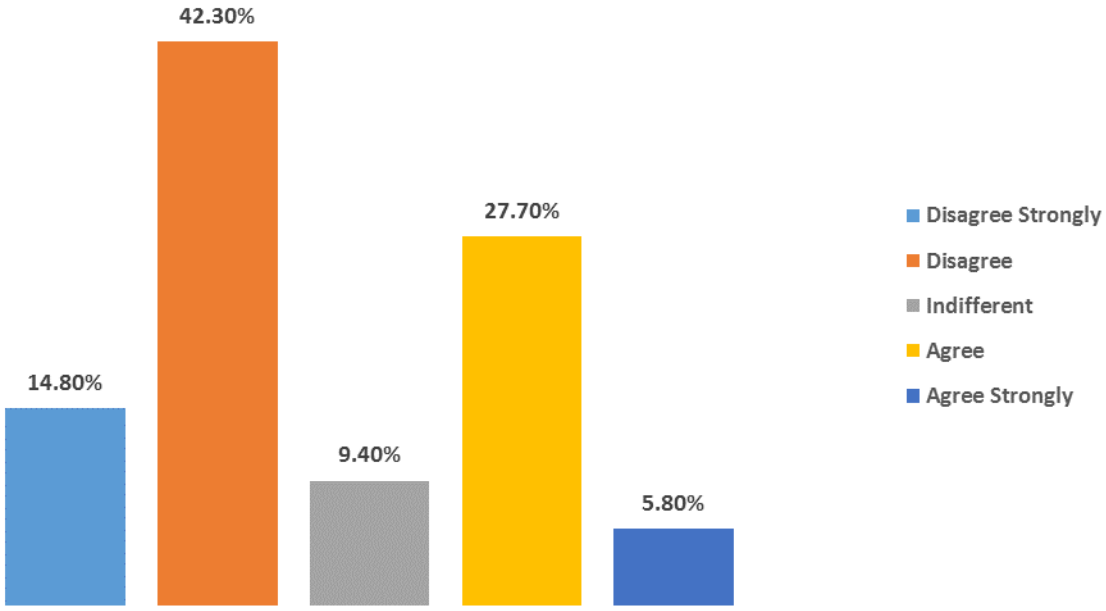
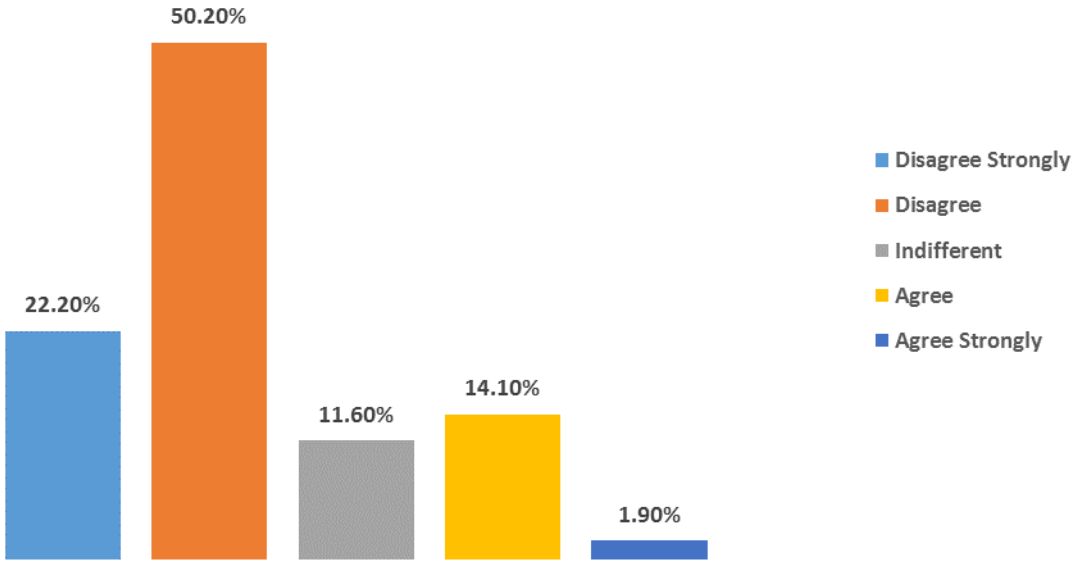


Figure 10: Teachers of this school have the necessary training required to carry out peer review (teacher observation)



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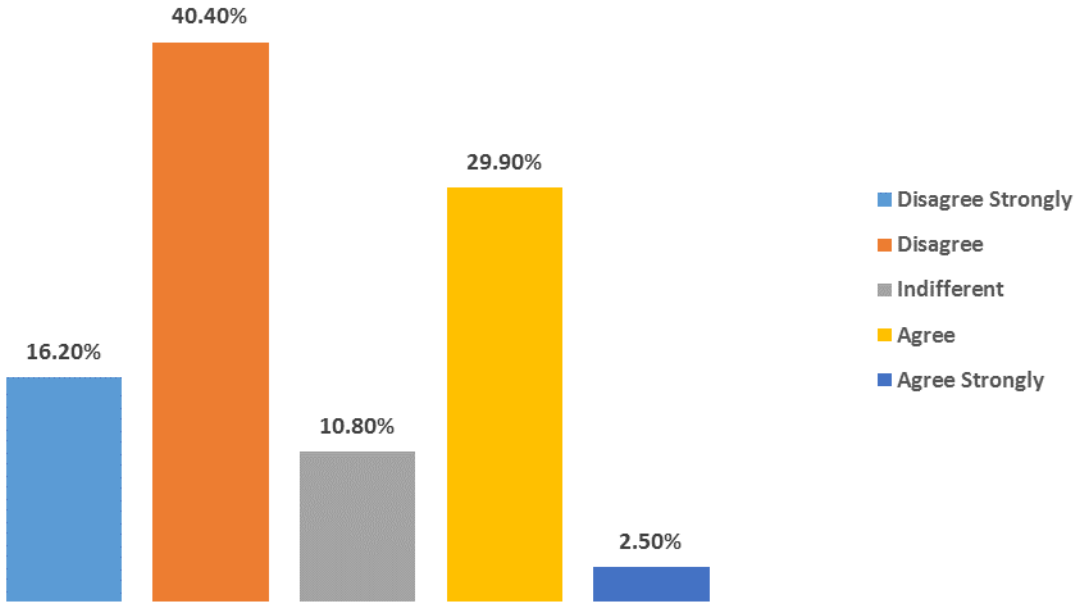

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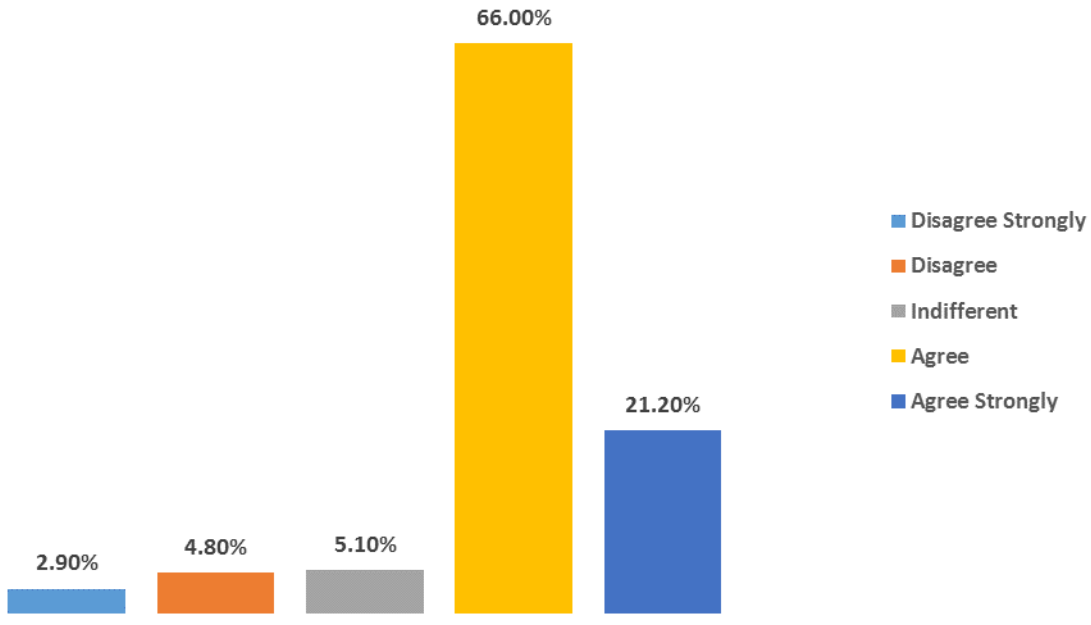


Figure 13: Results from externally devised examinations (e.g. Leaving Certificate, Junior Certificate results) should be used as part of the self-evaluation process of schools

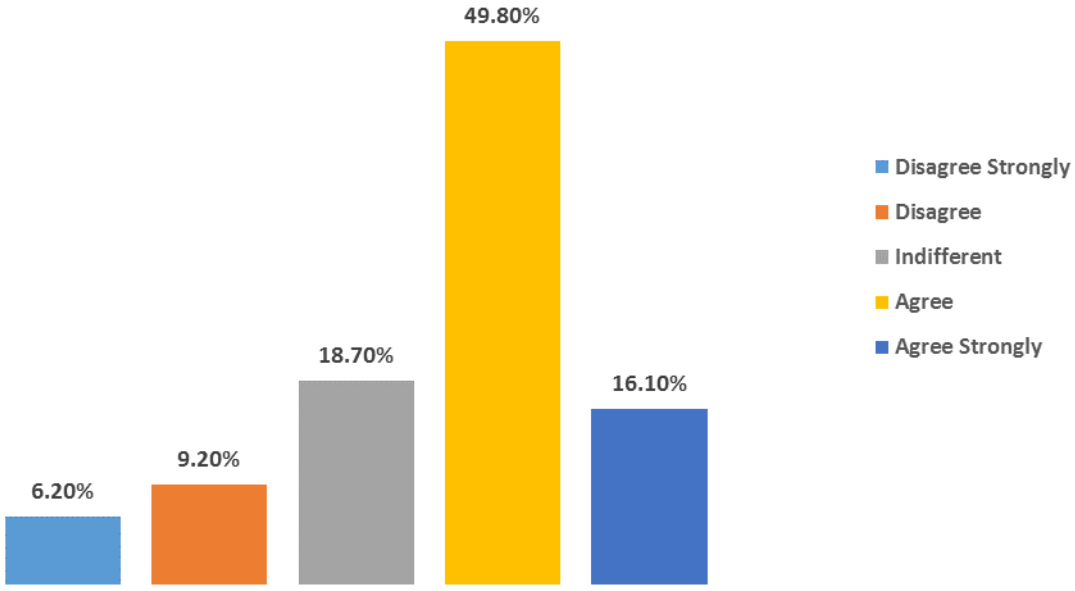
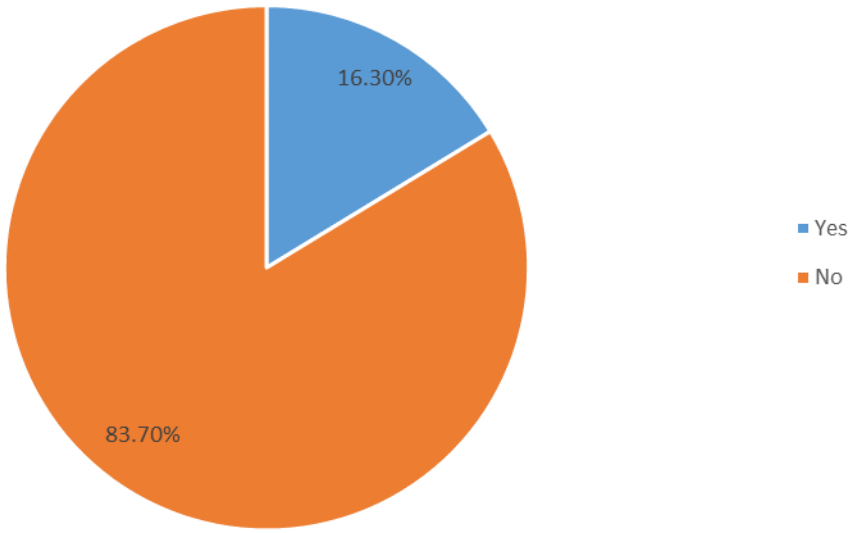


Figure 14: Peer review is used as part of the School Self-Evaluation process in this school



PROCESS

Figure 15: To ensure that School Self-Evaluation is of an acceptable standard, schools should use the same methods and procedures to carry out School Self-Evaluation

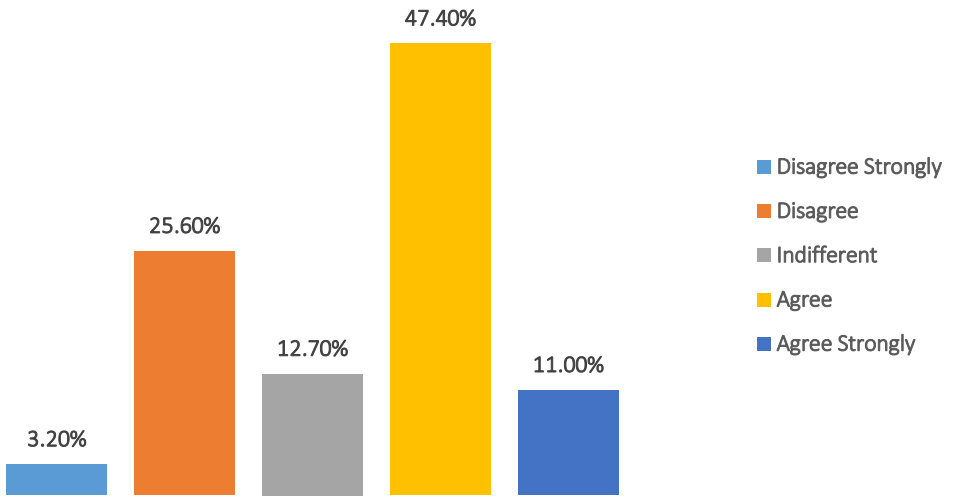


Figure 16: To ensure that School Self-Evaluation is of an acceptable standard, schools should use the same process to carry out School Self-Evaluation

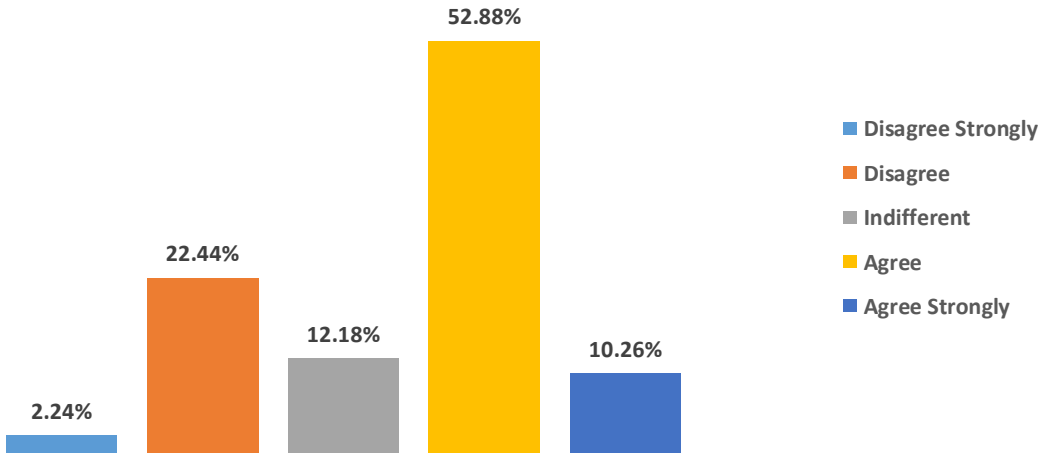


Figure 17: Does your school have a set of procedures for carrying out School Self-Evaluation?

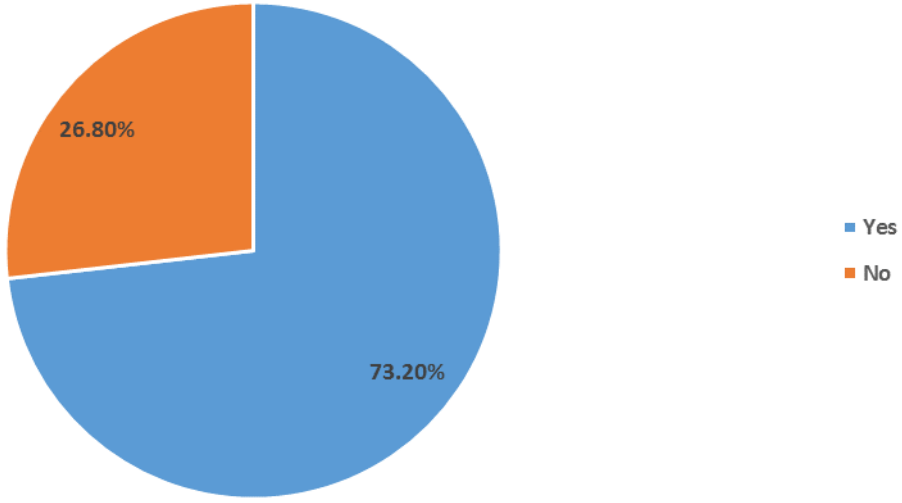


Figure 18: Does your school have a School Self-Evaluation policy?

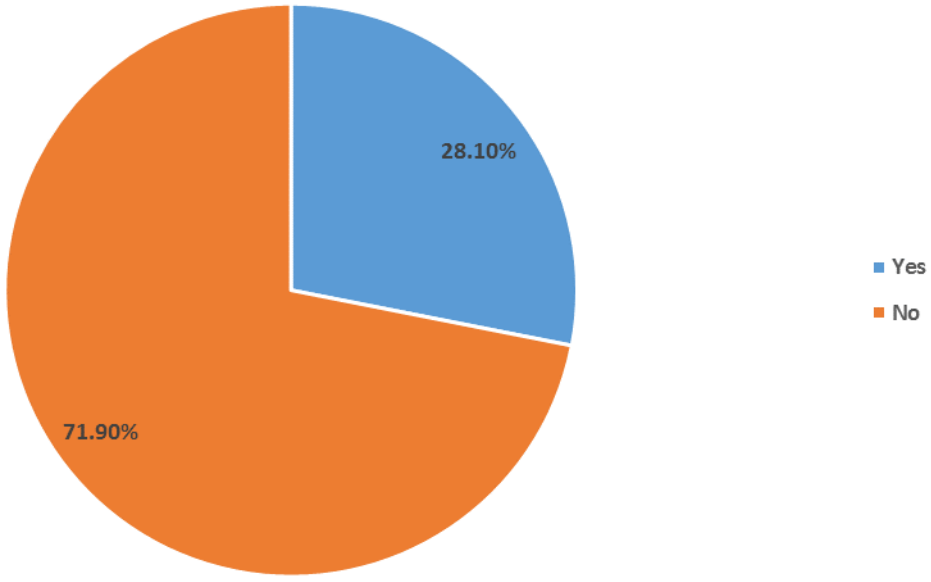


Figure 19: The process of School Self-Evaluation is easy to understand

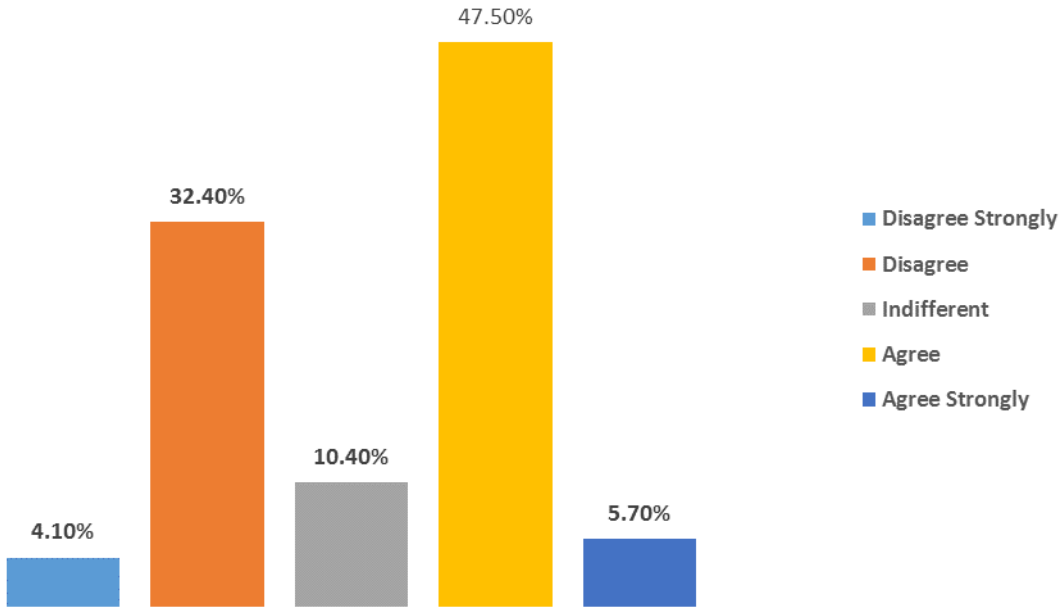
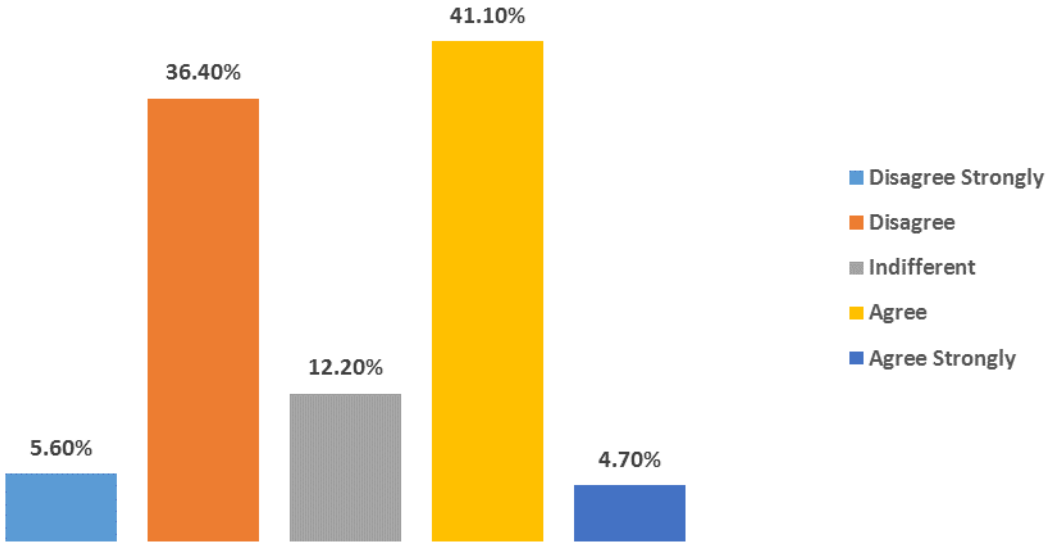


Figure 20: The School Self-Evaluation guide-lines (School Self-Evaluation of teaching and learning) developed by the Department of Education and Skills are easy to understand



OUTPUT

Figure 21: The Principal and Deputy Principal conduct School Self-Evaluation on a regular basis in this school

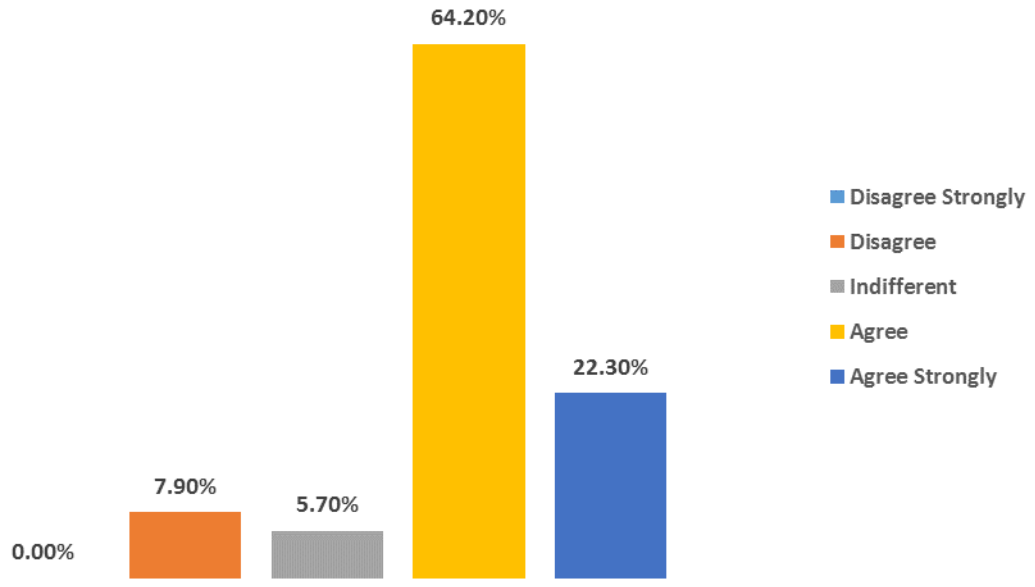


Figure 22: Teachers conduct School Self-Evaluation on a regular basis in this school

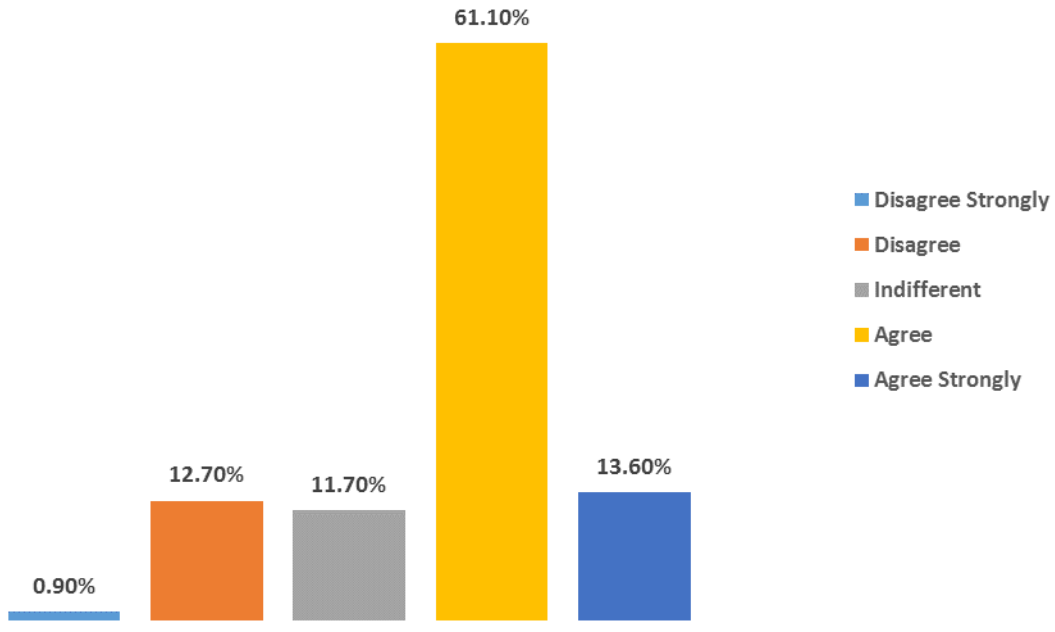


Figure 23: School Self-Evaluation involves all staff

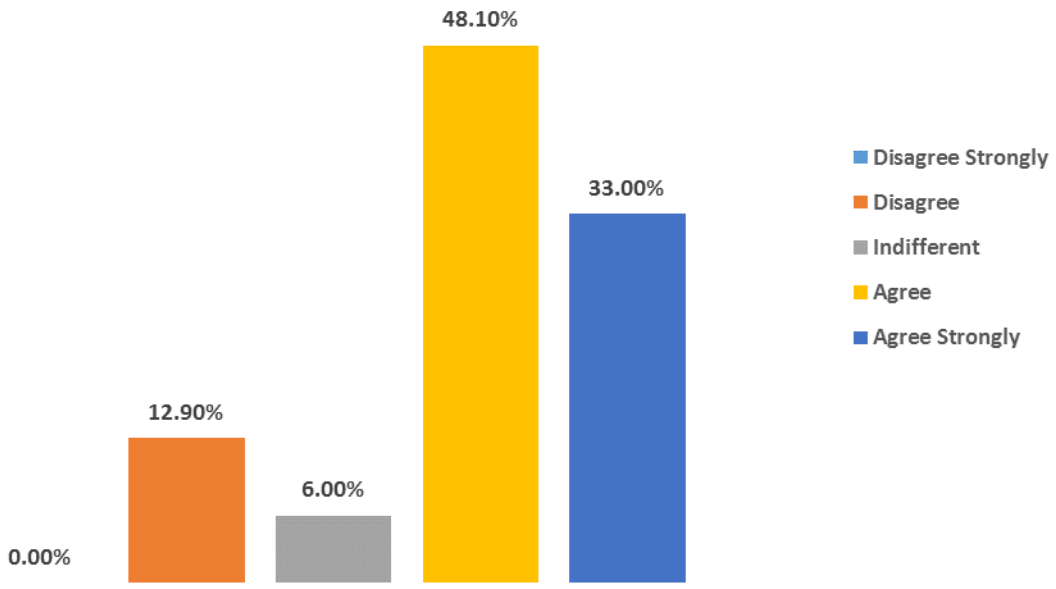
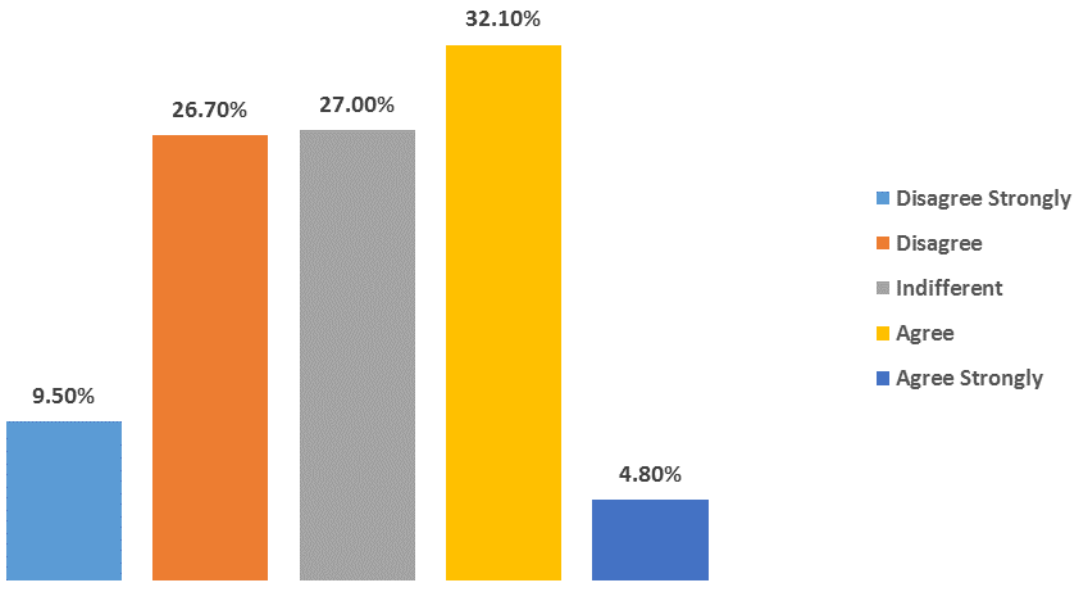


Figure 24: School Self-Evaluation reports should be published on the Internet



OUTCOMES

Figure 25: School Self-Evaluation results in better management

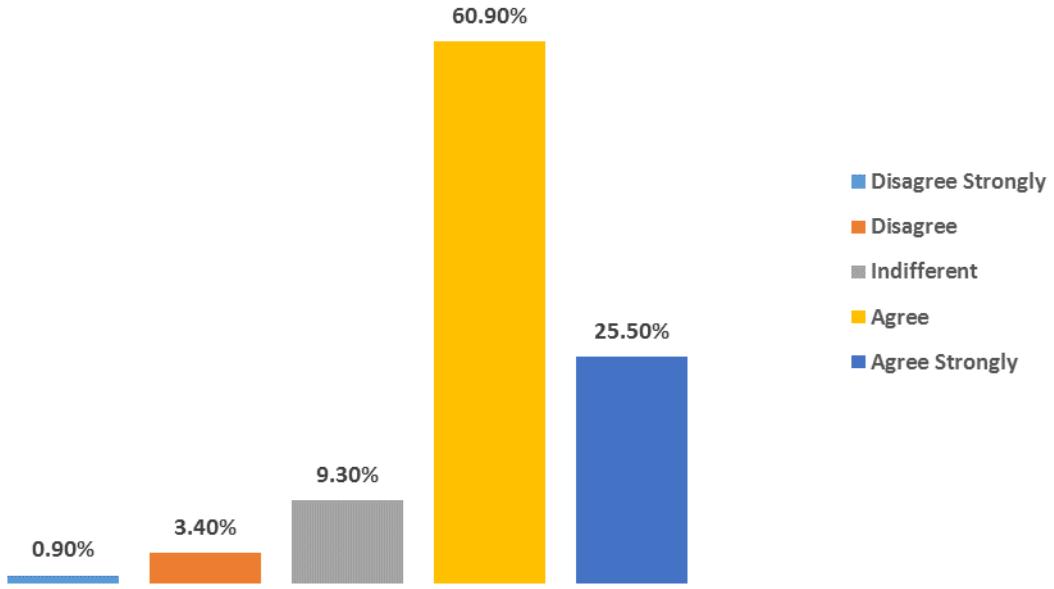
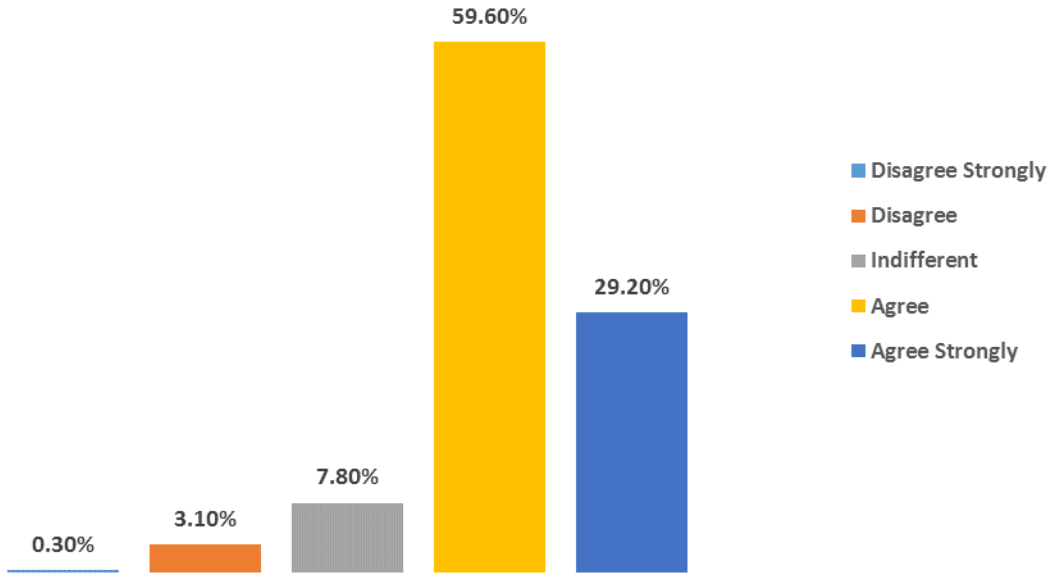


Figure 26: School Self-evaluation results in better teaching and learning



UNINTENDED CONSEQUENCES

Figure 27: Has there been any unintended consequences as a result of your school's engagement in School Self-Evaluation?

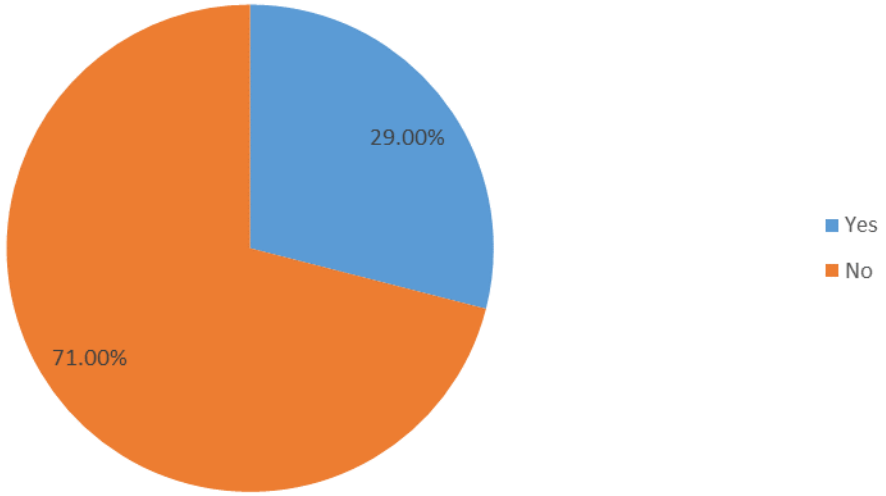


Figure 28: School Self-Evaluation places a lot of stress on staff

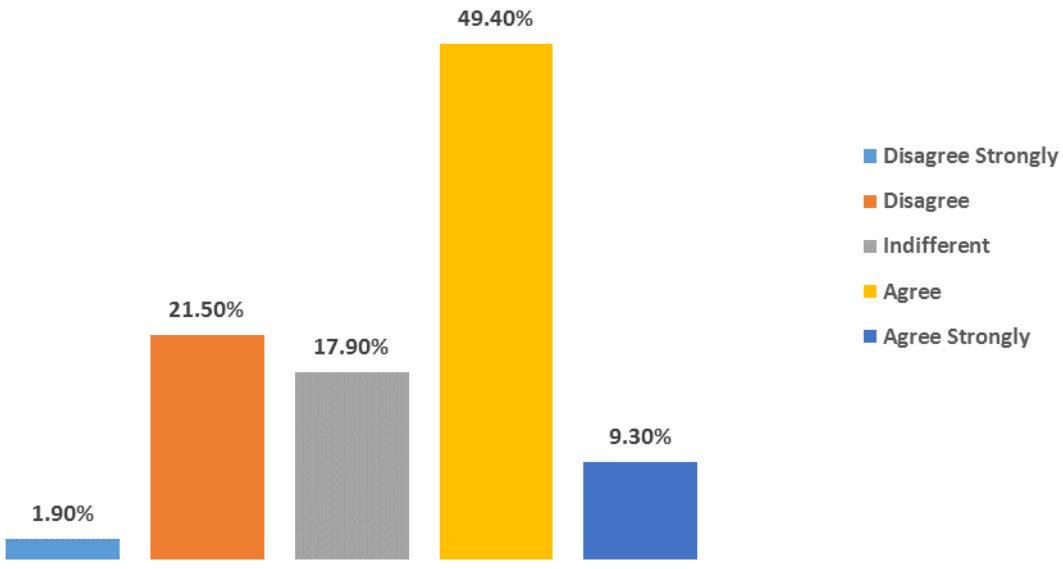


Figure 29: School Self-Evaluation increases staff morale

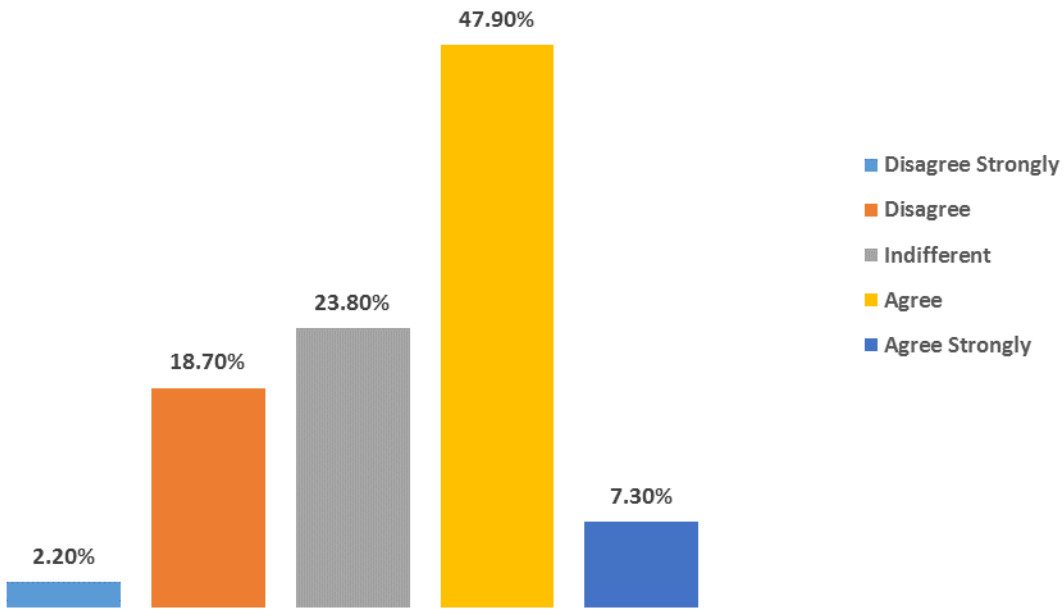


Figure 30: School Self-Evaluation takes up a lot of time

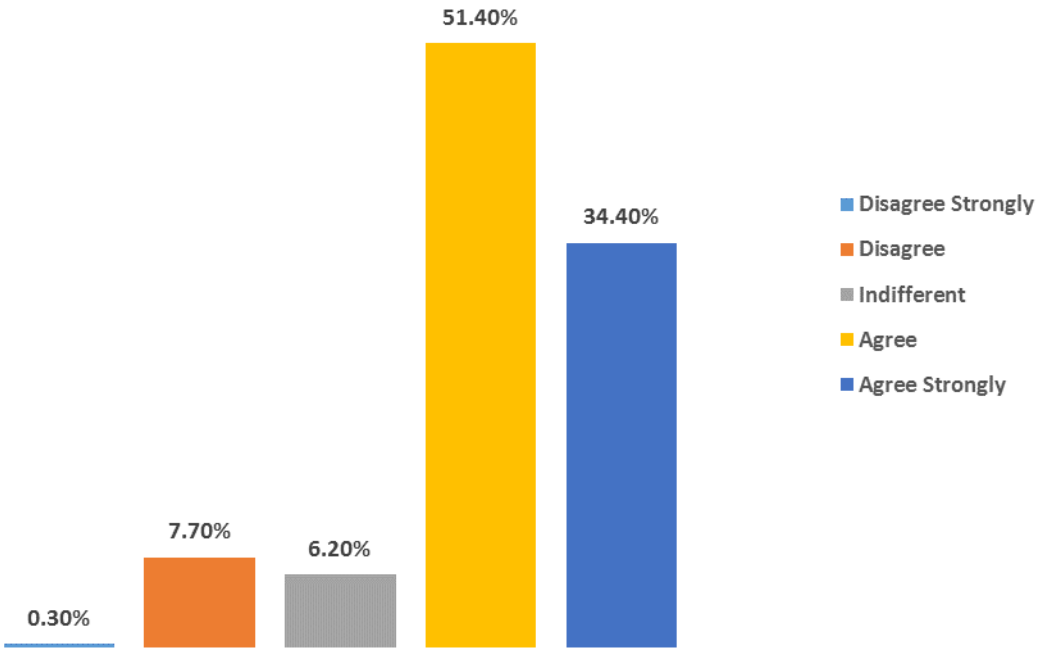
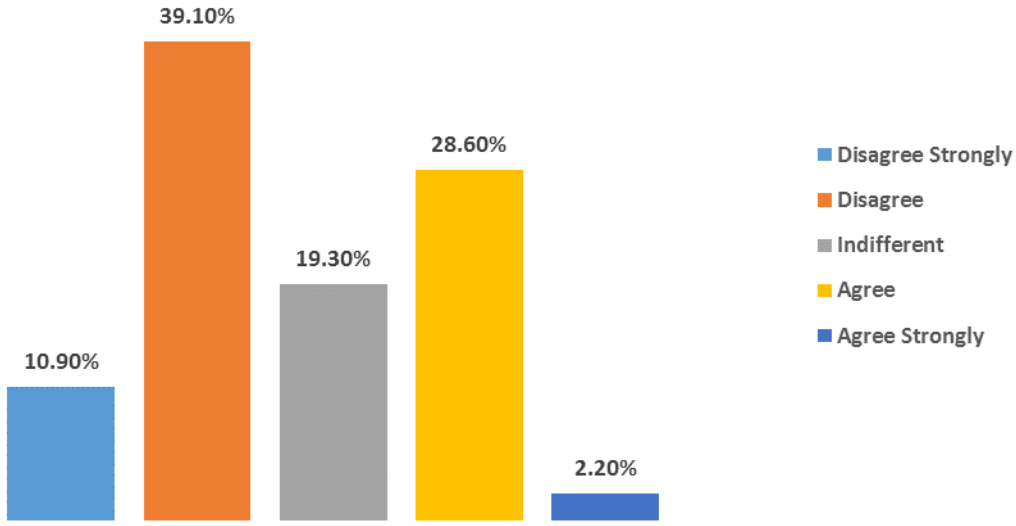


Figure 31: School Self-Evaluation is popular with the majority of staff in this school



Part 2
Primary

Response Rate: 296

INPUT

Figure 32: The existing resources provided by the DES are useful for SSE

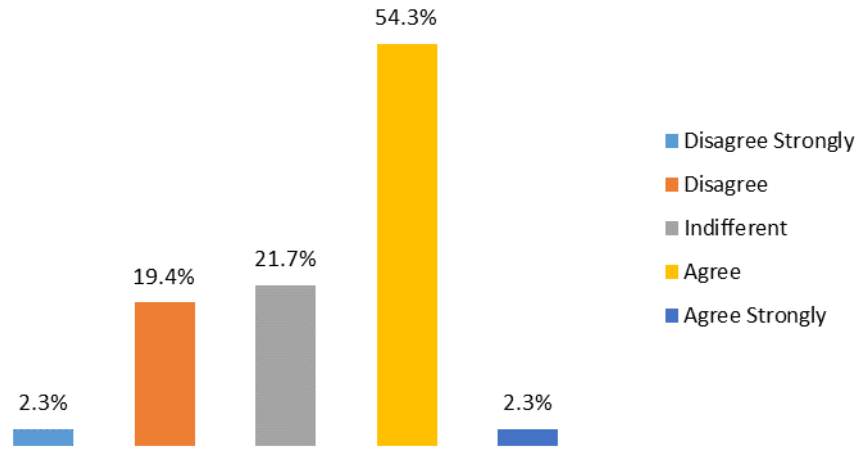
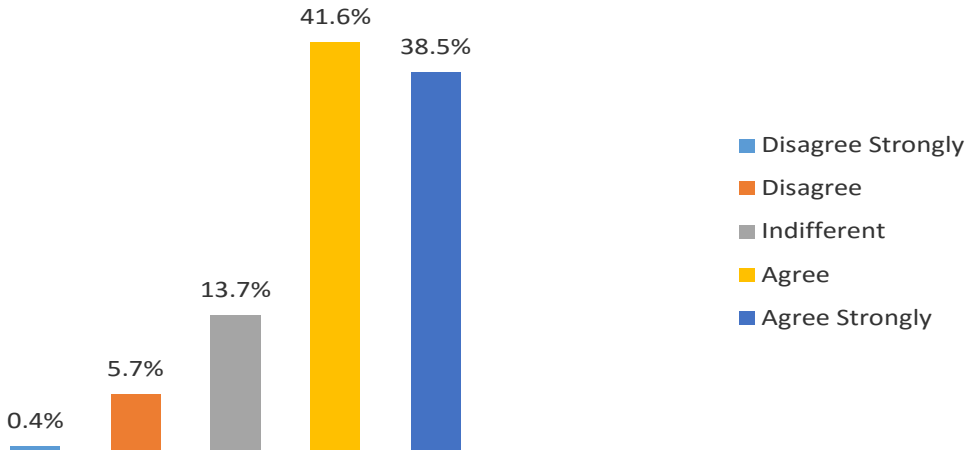


Figure 33: More resources are required from the DES on how to conduct SSE



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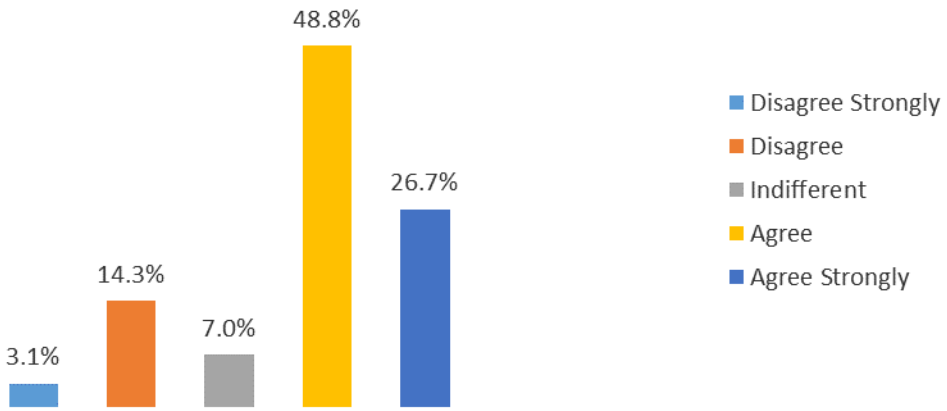

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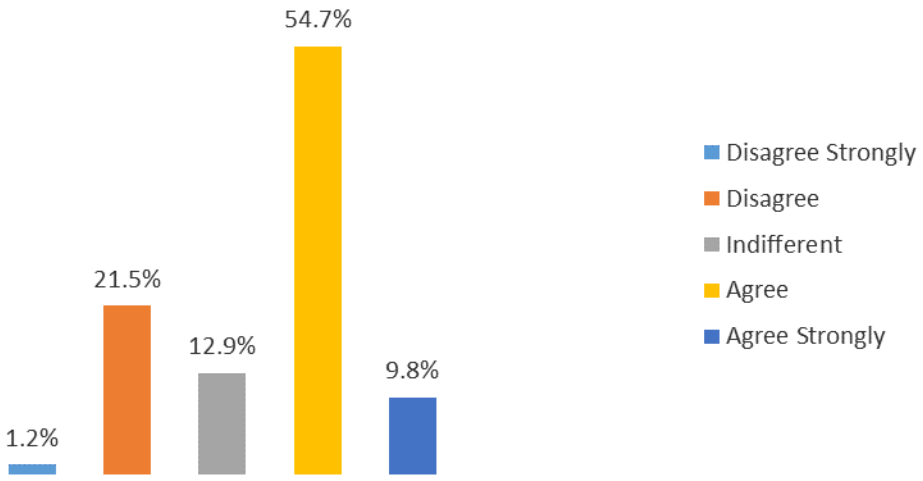

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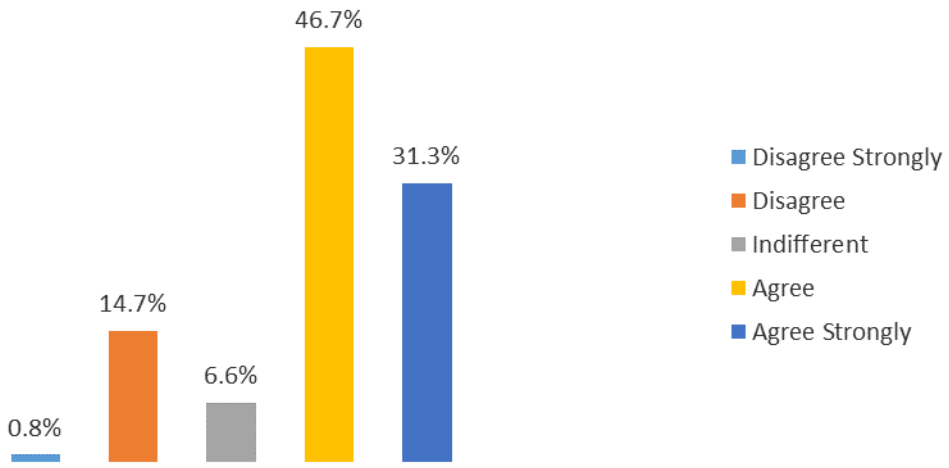

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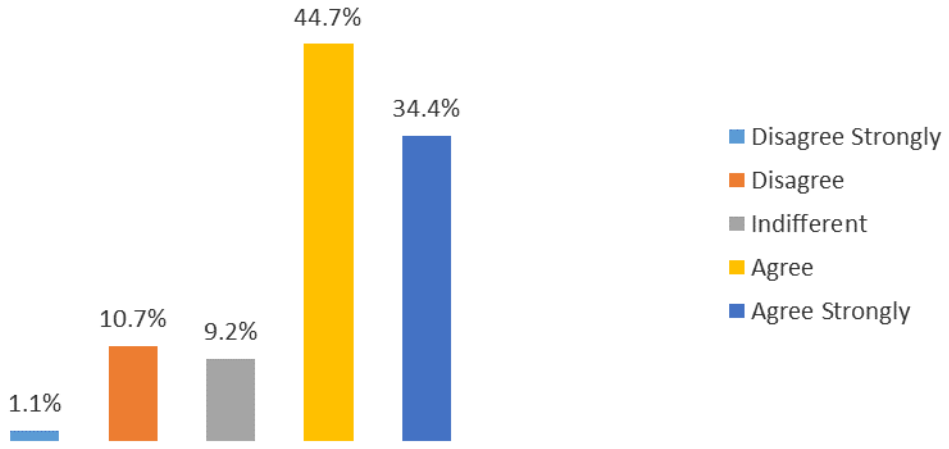

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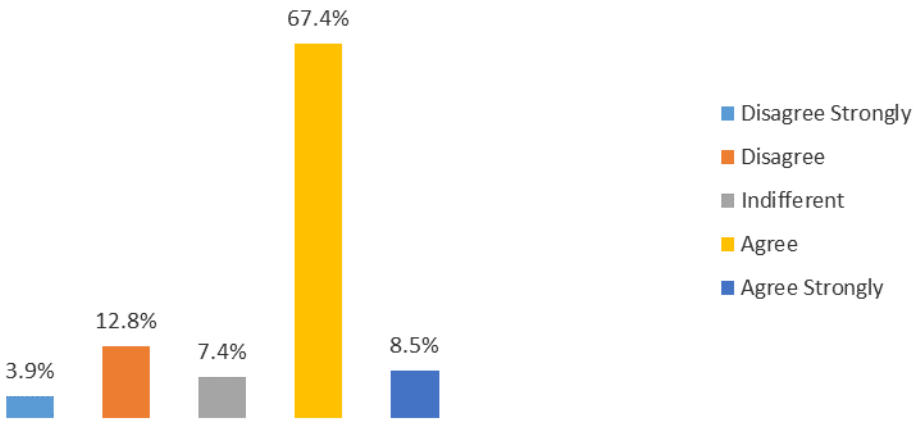

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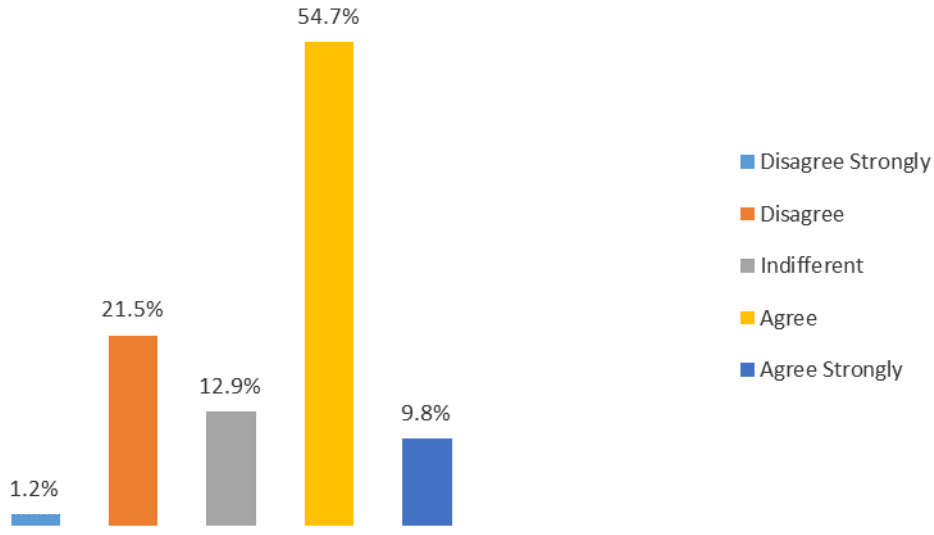

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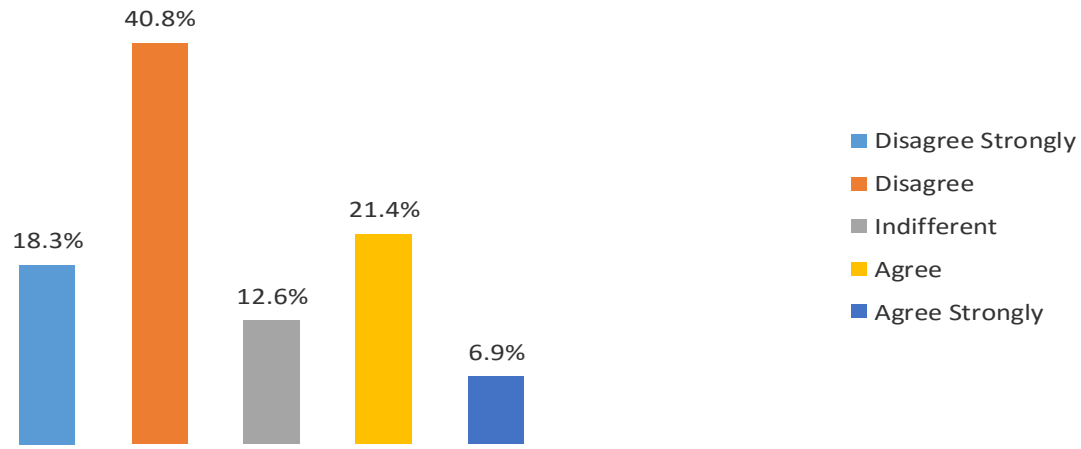
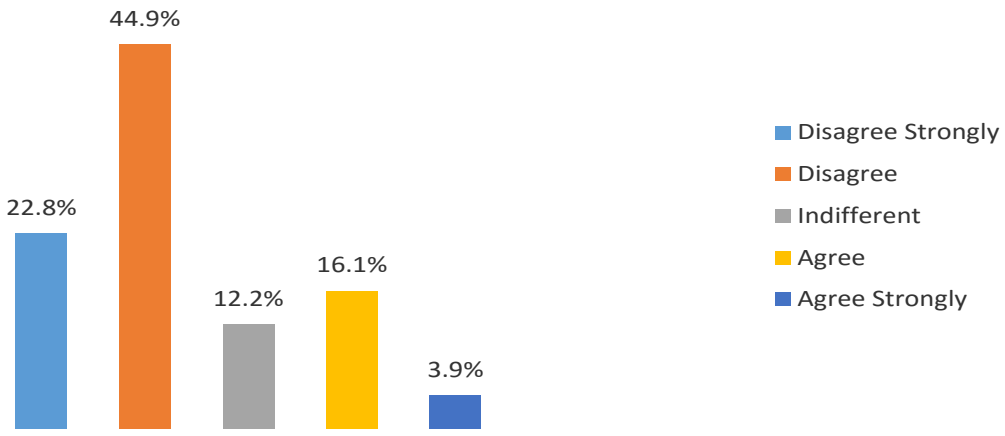


Figure 41: Teachers of this school have the necessary training required to carry out peer review (teacher observation).



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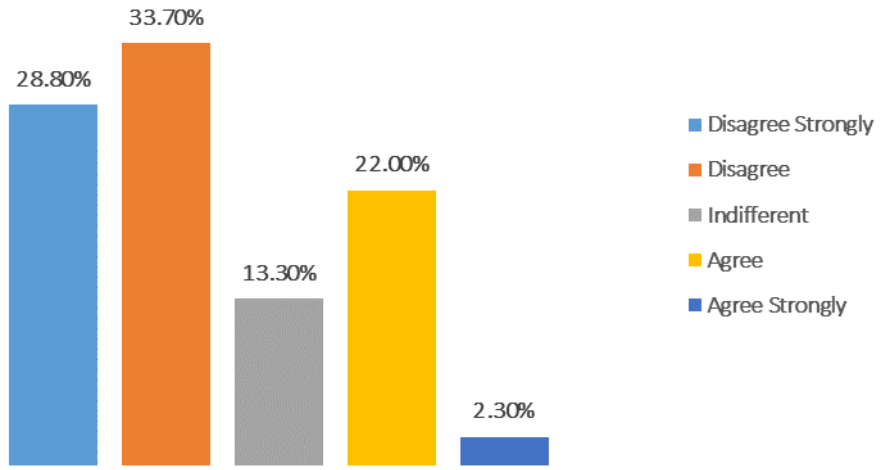

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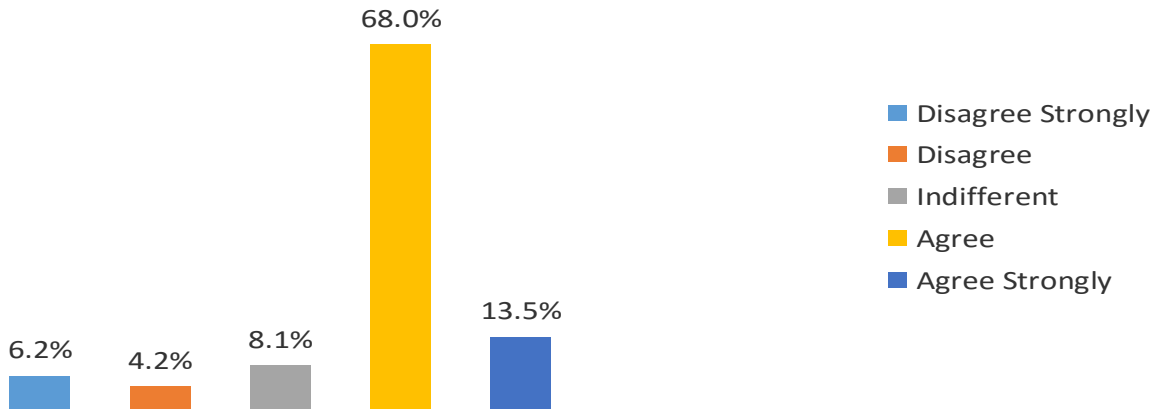
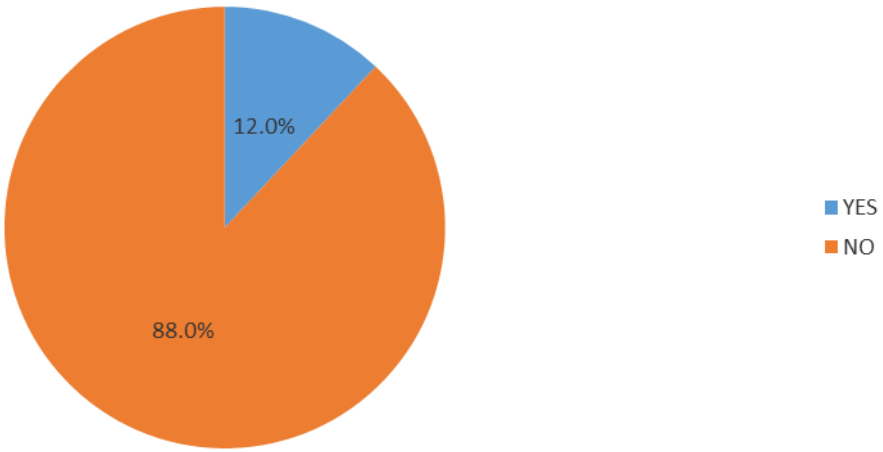


Figure 44: Peer review is used as part of the School Self-Evaluation process in this school



PROCESS

Figure 45: Does your school have a set of procedures for carrying out School Self-Evaluation?

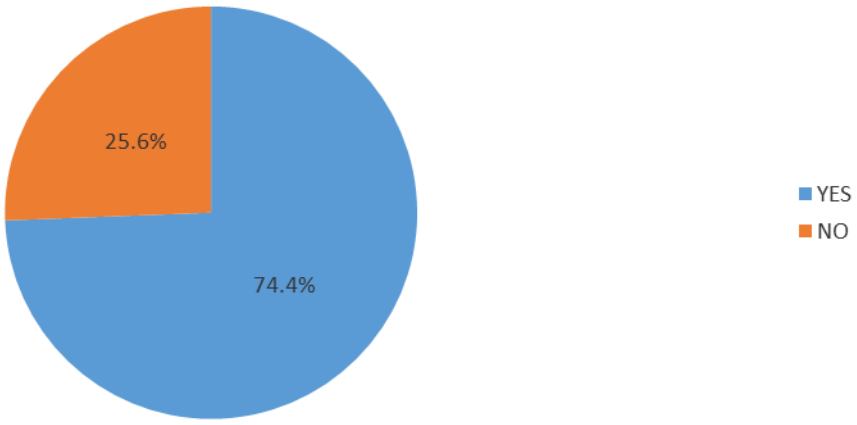


Figure 46: Does your school have a School Self-Evaluation policy?

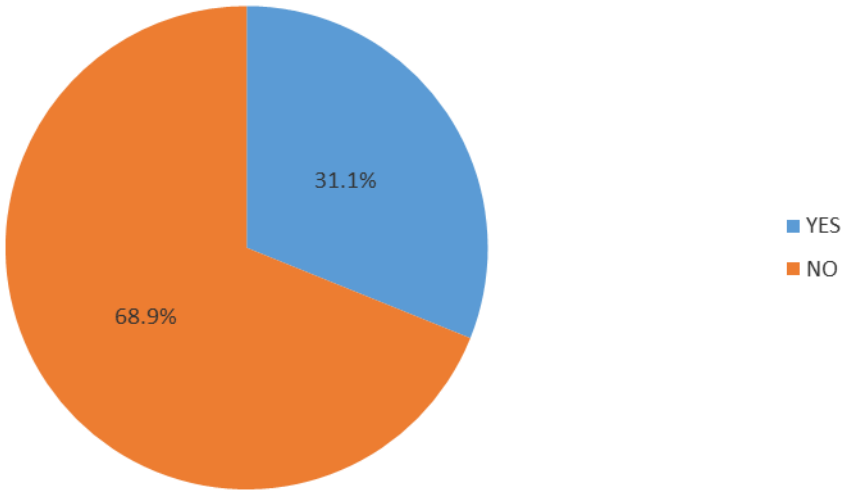


Figure 47: The process of School Self-Evaluation is easy to understand

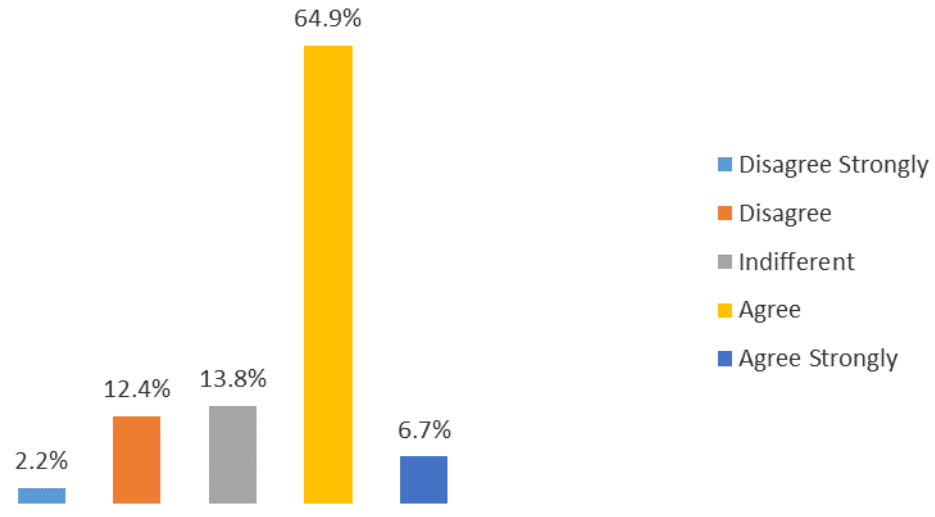
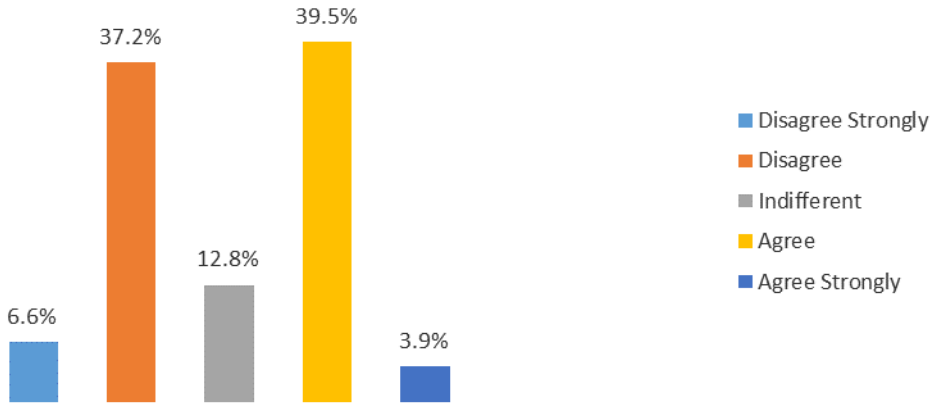


Figure 48: The School Self-Evaluation guidelines (School Self-Evaluation of teaching and learning) developed by the Department of Education and Skills are easy to understand



OUTPUT

Figure 49: The Principal and Deputy Principal conduct School Self-Evaluation on a regular basis in this school

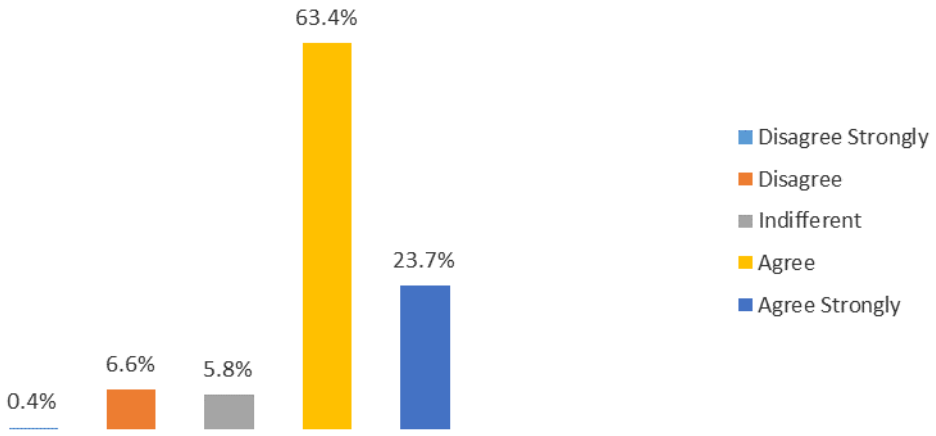


Figure 50: Teachers conduct School Self-Evaluation on a regular basis in this school

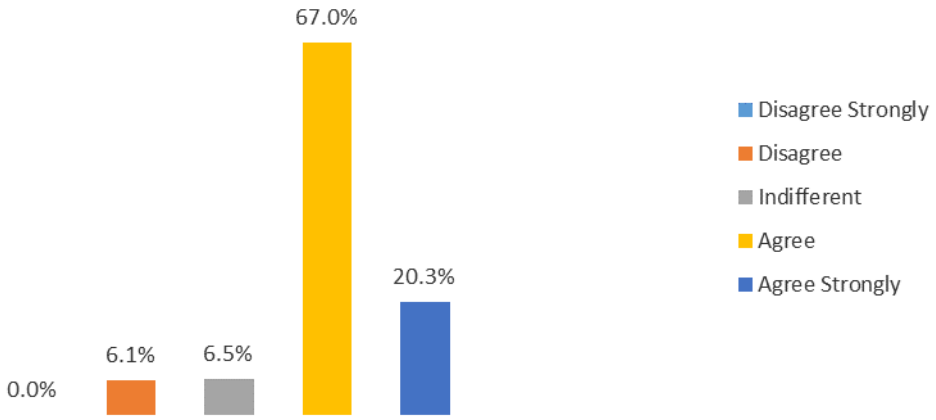


Figure 51: School Self-Evaluation involves all staff

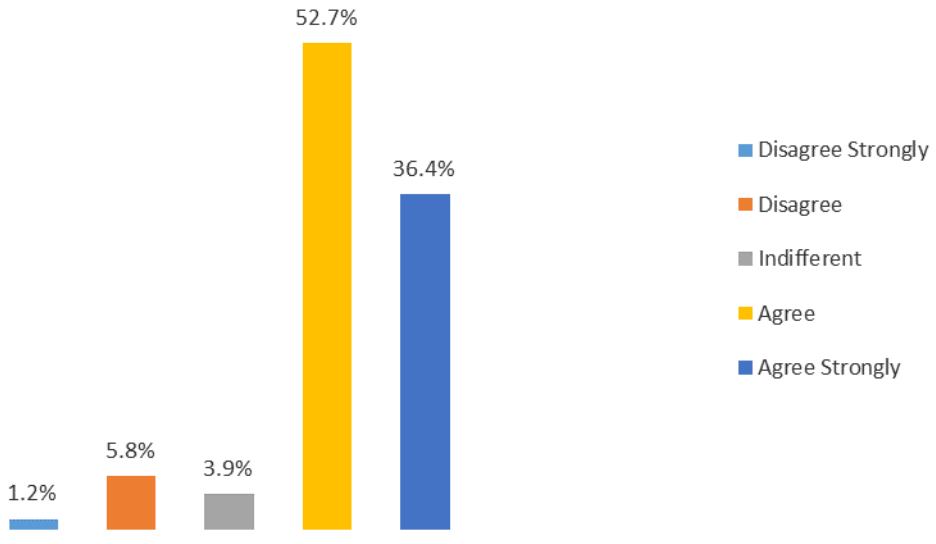
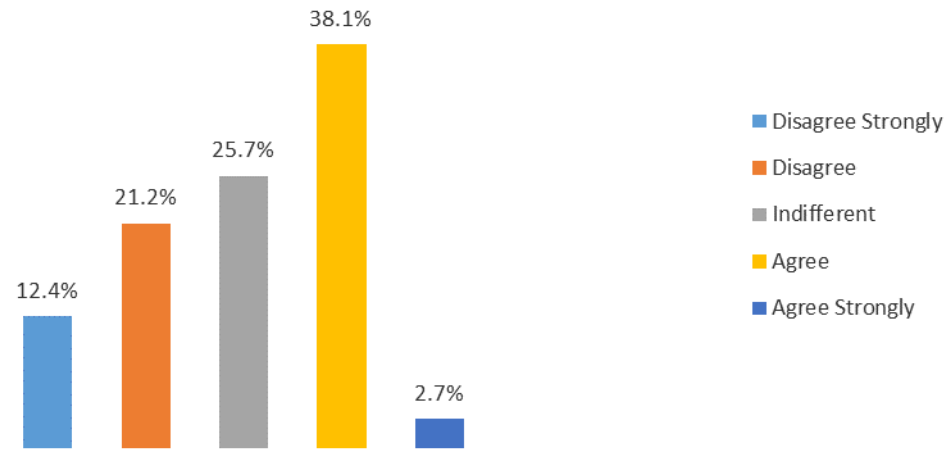


Figure 52: School Self-Evaluation reports should be published on the Internet



OUTCOMES

Figure 53: School Self-Evaluation results in better management

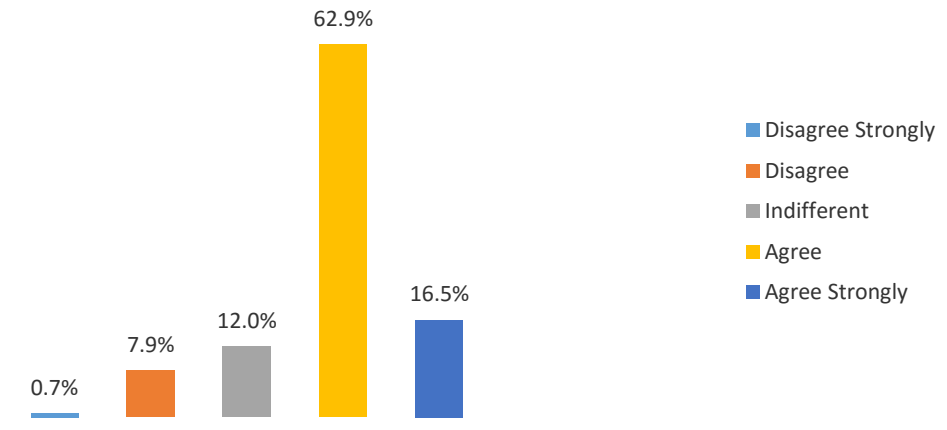
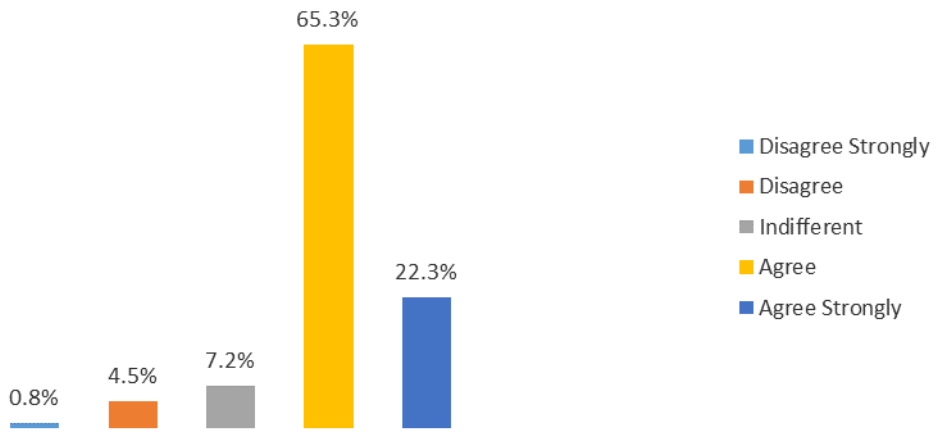


Figure 54: School Self-Evaluation results in better teaching and learning



UNINTENDED CONSEQUENCES

Figure 55: School Self-Evaluation places a lot of stress on staff

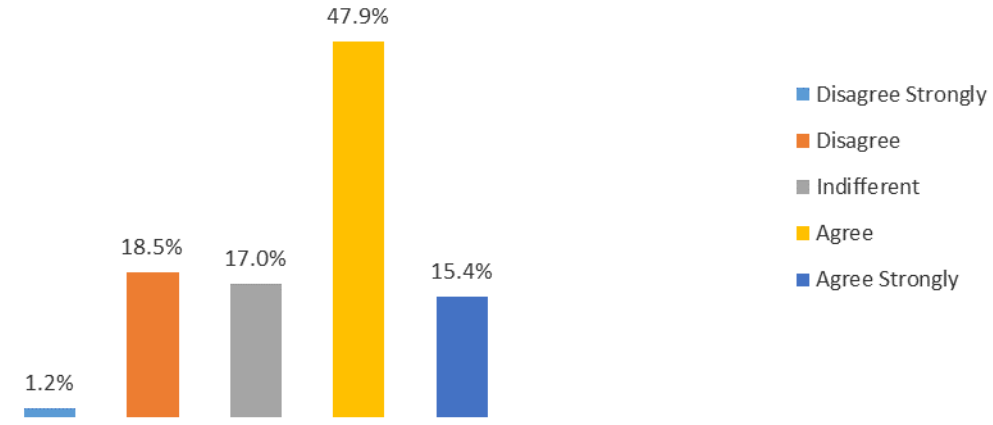


Figure 56: School Self-Evaluation increases staff morale

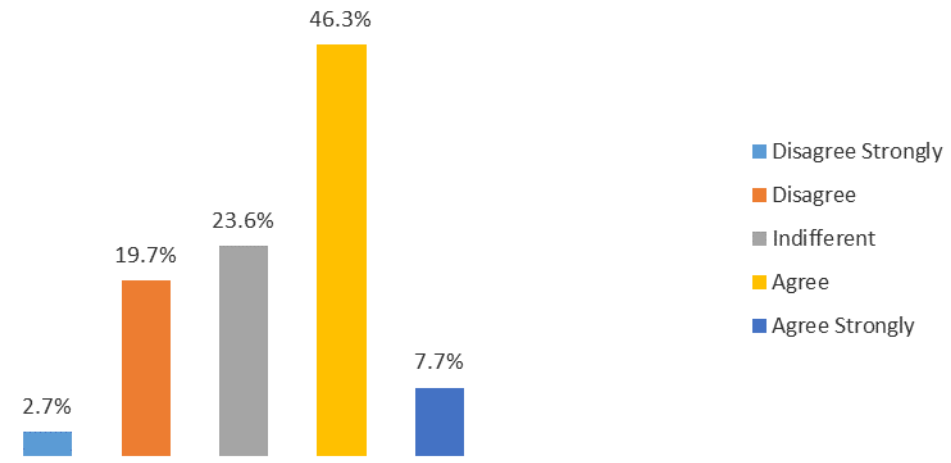


Figure 57: School Self-Evaluation takes up a lot of time

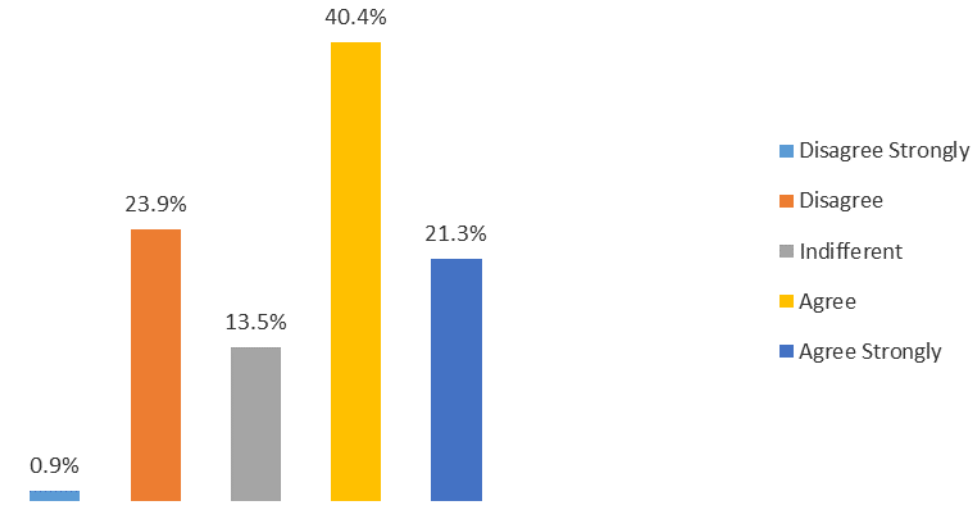
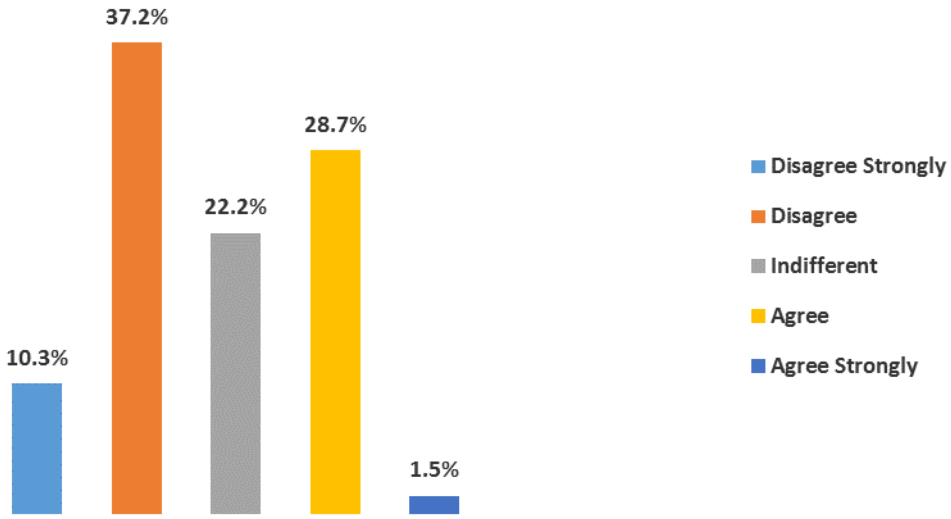


Figure 58: School Self-Evaluation is popular with the majority of staff in this school



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