LOOKING AT OUR SCHOOL 2016

A Quality Framework for Primary Schools

COLLAB
LEARNING
FUTURE
MANAG
LEADERSHIP
PUPILS
SKILLS

EDUCATION FOR LIFE
FIELDWORK
PROJECT
SMENT
OLOGIES
CULUM
TEAM
SKILLS AND ATTITUDES
LEARNING

AN ROINN
OIDEACHAIS
AGUS SCILEANNA

DEPARTMENT OF
EDUCATION
AND SKILLS

INSPECTORATE

LOOKING AT OUR SCHOOL 2016
A Quality Framework for Primary Schools

CONTENTS

FOREWORD

I am delighted to introduce this publication *Looking at Our School 2016: A Quality Framework for Primary Schools*. It is designed to support the efforts of teachers and school leaders, as well as the school system more generally, to strive for excellence in our schools.

We are very fortunate in Ireland to have an education system that is held in high regard by parents, pupils, teachers and the wider community. Surveys and questionnaires among parents, learners, employers and others provide evidence of that high regard and indicate very high levels of confidence that our schools are well run. Irish students perform well in international surveys of achievement and school inspection reports show the extent to which high-quality teaching and learning is characteristic of our schools.

Teachers, parents, pupils and all stakeholders can justifiably be proud of our schools and of the on-going work by teachers and others to make learning experiences for all pupils relevant, challenging and imaginative. The Government is committed to supporting this work. We are determined to invest the benefits of economic growth in our education system so that we can continue to have excellent teaching and learning for all learners in our schools.

As Minister for Education and Skills, I am very conscious that maintaining and improving the quality of learning in schools is a constant challenge in a rapidly changing world. Teachers have to be at the heart of any effort to improve learning and it's widely accepted that where schools reflect on the quality of their work and plan for how it can be improved, pupils learn better. That's why having good self-evaluation in schools is so important – it can encourage schools to find new creative and effective solutions to improve the learning of their pupils. School self-evaluation also compliments the external inspections carried out by the Department's Inspectorate and together, they can keep parents informed and reassured about the standards of learning in schools.

Looking at Our School 2016: A Quality Framework for Primary Schools is designed to underpin both school self-evaluation and school inspections. The idea of a quality framework in any area is to provide standards that can help us to assess how good practice is and, very importantly, to point the way towards improvement where needed.

Looking at Our School 2016: A Quality framework for Primary Schools is designed to give a clear picture of what good or very good practices in a school look like. It will allow schools to look at their own practices and to identify what they are doing well, and what aspects of the school's work could be further developed to improve pupils' learning experiences and outcomes. The framework is built around the areas of teaching and learning, and leadership and management. These are the two key areas of the work of a school that directly impact on pupils' learning outcomes and experiences. Looking at Our School 2016 will also be used by inspectors when evaluating schools, and it will help parents and others to understand how well schools are working and how well pupils are learning.

Looking at Our School 2016: A Quality Framework for Primary Schools has been written following extensive consultation with students, teachers, parents, school leaders, management bodies and other education professionals and a wide range of other bodies. I want to thank all of the individuals and bodies involved for the way in which they have collaborated with the Inspectorate of the Department in this work and I wish all involved in using the framework every success in their efforts to improve and develop learning in Irish schools.

Richard Bruton, TD, Minister for Education and Skills

INTRODUCTION

1.   Purpose and rationale

In 2003, the Inspectorate published a guide to self-evaluation for schools called *Looking at Our School. Looking at Our School 2016: A Quality Framework for Primary Schools* replaces the 2003 publication and is intended to fulfil a number of purposes.

Looking at Our School 2016: A Quality Framework for Primary Schools provides a unified and coherent set of standards for two dimensions of the work of schools:

- teaching and learning
- leadership and management

It is designed for teachers and for school leaders to use in implementing the most effective and engaging teaching and learning approaches and in enhancing the quality of leadership in their schools. Through the provision of a set of standards describing 'effective practice' and 'highly effective practice', the framework will help schools to identify their strengths and areas for development and will enable them to take ownership of their own development and improvement. In this way, the quality framework seeks to assist schools to embed self-evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings.

The quality framework will be used to inform the work of inspectors as they monitor and report on quality in schools. Evaluation models will draw on the elements of the framework that are most relevant to the focus of the model. In this way, while the framework will be used flexibly, it will ensure consistency in Inspectorate evaluations.

Making the quality framework publicly available will help parents and others to understand the evaluative judgements in inspection reports. The common language provided by the framework will facilitate meaningful dialogue between teachers, educational professionals, parents, pupils, school communities and the wider community about quality in our schools.

2.   Principles of the Quality Framework

The quality framework takes a holistic view of learning and of the learner. It emphasises the need for pupils to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning. Learning experiences for all pupils should therefore be broad, balanced, challenging and responsive to individual needs.

The quality framework sees pupils' well-being as intrinsic to this holistic view of learning, both as an outcome of learning and as an enabler of learning. It recognises the crucial role of schools in promoting and nurturing pupils' well-being through their practices in the key areas of school environment, curriculum, policies, and partnerships. Support for pupils' well-being is therefore integrated into the two dimensions of this framework, and is explicitly referenced at key points.

The quality framework recognises the importance of quality teaching and draws on a wide body of research that suggests that excellence in teaching is the most powerful influence on pupil achievement. It acknowledges the pedagogical skills required to enable high-quality learner experiences and outcomes.

It views career-long professional development as central to the teacher's work and firmly situates reflection and collaboration at its heart. The framework holds that improving the quality of pupils' learning should be the main driver of teacher learning.

The quality framework views schools as dynamic learning organisations, where teachers are enabled to work individually and collectively to build their professional capacity in order to support continuous improvement in teaching and learning. It holds that schools should assume responsibility for the quality of the education they provide and should be explicitly learner-centred. It views pupils as active agents in their learning who engage purposefully in a wide range of learning activities and who respond in a variety of ways to different learning opportunities.

The quality framework sees external and internal evaluation as complementary contributors to school improvement and capacity building. It maintains that the most powerful agent of improvement is a well-integrated system of evaluation that combines the external perspective with the reflective and collective insights of school leaders, teachers, parents and pupils.

The quality framework sees leadership and management as inseparable. The framework defines school leadership by its impact on learning. It sees leadership that is focused on creating and sustaining environments that are conducive to good learning as paramount and acknowledges that effective leadership is essential for schools to be places where successful learning happens. It is a fundamental principle of the framework that, for schools to be led effectively, they must be managed effectively. Therefore both leadership and management skillsets are considered at all times as serving the school's core work: learning and teaching.

The quality framework refers generally to school leaders, and more specifically to school patrons, boards of management, principals and deputy principals, as appropriate. The term 'school leaders' typically refers to these formal leadership roles, and also includes teachers with posts of responsibility and those who have undertaken roles related to the school's priorities. The framework also recognises that all teachers play a leadership role within the school. The leadership and management dimension is therefore intended to assist all teachers in gaining a perspective on their own leadership roles in the school and how they can develop and expand their leadership skills over time.

3. The structure and application of the Quality Framework

I. OVERVIEW
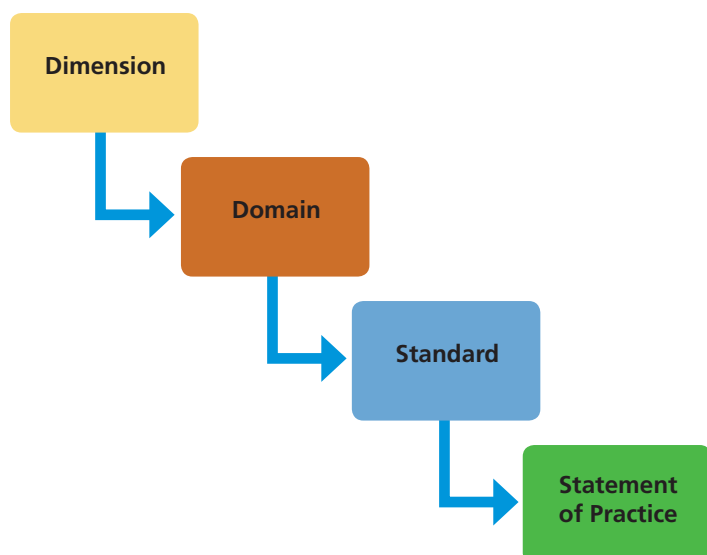
There are two **dimensions** in the framework – Teaching and Learning and Leadership and Management. These represent the two key areas of the work of a school.

Each of the dimensions is divided into a number of **domains**. The domains represent the distinct, although interrelated aspects of the dimension.

Standards are then provided for each of the domains. The standards are stated as the behaviours and attributes characteristic of practices in an effective, well-functioning school.

The overview of the quality framework on page 12 shows the two dimensions, the domains into which they divide, and the standards for each domain, in a concise one-page format.

II.   THE STATEMENTS OF PRACTICE

For each standard, **statements of practic**e are given at two levels – statements of effective practice and statements of highly effective practice. The statements of effective practice describe practices operating at a competent and effective level. The statements of highly effective practice describe very effective and successful practices. The statements at the two levels differ in varying ways; some explanations and examples are given below.

In some cases the statement of highly effective practice is different in degree from the statement of effective practice. For example, at the level of effective practice 'pupils demonstrate high levels of interest and participation in learning', whereas highly effective practice describes pupils as demonstrating '**very high** levels of interest and participation in learning'. This is a familiar form of differentiation and, for this reason, is used wherever appropriate.

In other cases the statement of highly effective practice develops and extends the statement of effective practice. For example at the level of effective practice pupils 'have the skills to modify and adapt their behaviour when required' while at the level of highly effective practice pupils 'have the skills to modify and adapt their behaviour when required, **and recognise the need to do so themselves**.' This form of differentiation is used where effective practice has the potential to be further developed so that it leads to a more valuable outcome. Schools can use these statements as a guide when seeking to build on and improve existing effective practices.

Finally, in a small number of cases the statement of highly effective practice is the same as the statement of effective practice: for example 'pupils' achievement in summative assessments, including standardised tests, is in line with or above realistic expectations.' This is because, for these particular aspects of a school's provision, there is no meaningful difference between effective and highly effective practice.

The differences between effective and highly effective practice have been emboldened in the statements of the highly effective practice.

III.   USING THE STATEMENTS OF PRACTICE IN THE EVALUATION PROCESS

Taken together the statements of effective practice and highly effective practice should enable teachers, school leaders and others involved in internal or external evaluation to arrive at evidence-based evaluative judgements about the quality of aspects of a school's provision. They should also enable teachers and school leaders to plan the next stage in the improvement journey for their own teaching or for their school's provision.

The quality framework recognises that schools are at different stages of the school improvement journey for different aspects of their provision. Thus a typical school might have some very good practice, for

example, in the area of learner experiences or relationships with parents. And the same school might have aspects, for example learning outcomes in particular subjects or assessment practices, which require improvement.

An important function of these standards is to assist schools in identifying the areas of their practice that are effective or highly effective, to identify and prioritise the areas where improvement is needed, and to help them chart the improvement journey.

For example, a school may decide to focus on the area of differentiation within the domain of teachers' individual practice. The relevant statements of effective practice and highly effective practice are:

STANDARD	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs.	Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of pupils.	Teachers meaningfully differentiate content and activities in order **to ensure that all pupils are challenged by the learning activities and experience success as learners.**

Once the process of gathering and considering evidence is completed, the statement of effective practice should be used by the school to identify aspects of their practice that correspond to it. The school will also identify some aspects of practice that are more closely aligned to the highly effective practice and, perhaps, aspects where practice is less than effective. Both the statement of effective practice and the statement of highly effective practice will also help identify specific areas that teachers should focus on in order to bring about and sustain improvements. These may include *meaningful differentiation* or ensuring that *all learners experience success and challenges* in their learning.

Similarly a school community that is looking at the relationship between the board, principal and parents' association could use the following statements of effective practice and statements of highly effective practice:

STANDARD	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Build and maintain relationships with parents, with other schools, and with the wider community.	The board of management and principal facilitate and support the parents' association to fulfil its partnership and advisory role.	The board of management and principal facilitate and support the parents' association to fulfil its partnership and advisory role, **and to operate as an inclusive forum, supporting the involvement of all parents**

The statement of effective practice will assist the school in making a judgement about whether or not the board and principal enjoy an effective relationship with the parents' association. If it decides that its practice in this area is less than effective and prioritises it as an area for improvement, then the emphasis on the *facilitation and support of the board and principal* and on the *partnership and advisory role* of the parents' association will help the school to identify areas that they should focus on in order to bring about improvements. For schools that judge their practice in this area to be effective, the statement of highly effective practice, with its emphasis on *an inclusive forum for all parents*, will assist them in bringing about and sustaining further improvements.

4.   A comprehensive framework to be used selectively

The quality framework provides a comprehensive picture of quality teaching and learning and quality leadership and management. It is designed to provide the widest possible scope to teachers, school leaders and others to identify and achieve excellence in teaching and learning and leadership and management. However all aspects of the framework should not be included in any one self-reflective or evaluative activity. School principals, in particular, should view the framework as an enabler of self-reflection and improvement and not as an inflexible check-list. In summary, the framework allows for selection of what is most relevant to suit the specific purpose of individual teachers or schools.

For example, an individual teacher who wishes to reflect on and improve an aspect of his / her teaching may focus on one or two standards within the domain of teachers' practice in the teaching and learning dimension. A school team who are leading the process of school self-evaluation of teaching and learning within the school may select one or more domains of the teaching and learning dimension as the focus of their work.

School context will also be a factor in determining the detail of engagement with the framework. All the domains and almost all of the standards are applicable to all schools, regardless of context. However at the level of statements of practice, specific school contexts will determine which statements of practice can be used meaningfully. For example, in the leadership and management dimension, it is not useful for school leaders in small schools to evaluate their practice using statements that refer to extensive leadership teams. Therefore, schools will use each of the domains and standards to reflect on key areas, but will have considerable flexibility in deciding which statements to focus on in evaluating and describing their level of effectiveness.

At all times, the emphasis should be on the relevance of the statement to the school and its usefulness in bringing about school improvement.

5.   The Quality Framework - a range of applications

This framework has been developed to support a wide range of partners across the system. Some of the key uses of the framework are as follows.

REFLECTION

A key element in the behaviour of effective teachers and leaders is the ability to reflect on their practice and improve as a result. This may involve self-reflection where professionals question their actions and examine the impact of those actions as a way of improving both. It may also involve structured reflection with others in seeking to enhance teaching and learning and leadership in their school. The framework can be used:

- as a tool for teachers' and leaders' self-reflection and as a support in the development of their own teaching and leadership capacity
- to provide a structure for peer-reflection within schools and also between teachers and leaders in different schools
- as a talking point to generate discussion and analysis of teaching and learning and leadership within the school community
- as a planning tool for teachers, for leaders and those aspiring to leadership positions for their own professional development

DEVELOPING AND SUSTAINING TEACHERS AND LEADERS

Individual schools, and the wider education system, have considerable interest in developing and sustaining teachers and the current and next generations of school leaders. The framework provides a structure through which:

- key stages in the development of teachers and leaders can be mapped out at school and system level
- schools and the system can gauge the appropriate supports and experiences needed in advancing the skillset of teachers, leaders and potential leaders
- experienced teachers and leaders can provide advice and guidance for new and emerging teachers and leaders within schools and in the wider education system

RECRUITMENT

The recruitment of teachers, principals and other school leaders is one of the most challenging tasks that patrons, boards of management and school principals face. This is an unavoidable truth because their decisions have the potential for long-term impact on teaching and learning in their schools. The framework provides support in this endeavour by:

- highlighting the skillsets and elements of good practice which are central to good teaching and learning and good leadership
- facilitating clarity and consistency in any consideration of candidates across sectors, patron bodies and boards of management
- ensuring potential teaching and leadership candidates, and those recruiting candidates, have a clear understanding of the responsibilities of teachers and school leaders

PROFESSIONAL DEVELOPMENT ACROSS THE SYSTEM

Support for teachers and school leaders is currently offered by a wide range of bodies including Department support services, third-level institutions, professional associations, and management and patron bodies. It is important that a common understanding of high-quality teaching and learning and of leadership permeates all of these. To this end the framework will support these bodies in:

- developing professional development programmes and courses with a consistent view of what makes for high-quality teaching and learning and leadership
- evaluating the strengths of current programmes and courses and exploring opportunities for further development
- considering demands from teachers and from current and aspiring school leaders in the context of current challenges

TRANSPARENCY, ACCOUNTABILITY AND IMPROVEMENT

Throughout the system there is a need for great clarity regarding what happens when teaching, learning and leadership is working well. This framework provides:

- clarity regarding what effective teaching and learning and effective leadership looks like
- consistency in appraising strengths and a means of identifying areas for development
- a transparent guide to support teachers and leaders in being accountable to their communities
- a personal roadmap towards improvement

Table 1: Quality Framework for Primary Schools – Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Pupils: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the primary curriculum achieve the stated learning objectives for the term and year
	Learner experiences	Pupils: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the curriculum foster teacher professional development that enriches teachers' and pupils' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil voice, pupil participation, and pupil leadership build professional networks with other school leaders

The statements of practice – teaching and learning

DOMAIN 1: LEARNER OUTCOMES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being. Pupils are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes. Pupils see themselves as learners and demonstrate this in their positive approach to classwork and homework.	Pupils' enjoyment in learning is evident and **arises from** a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being. Pupils are motivated to learn **through having** a clear sense of attainable **and challenging** learning outcomes. Pupils see themselves as learners and demonstrate this in their positive **and reflective** approach to classwork and homework.
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations and to support their well-being. Pupils have the skills to modify and adapt their behaviour when required. Pupils demonstrate an enquiring attitude towards themselves and those around them.	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. **They apply this knowledge thoughtfully** to manage situations and to support their well-being. Pupils have the skills to modify and adapt their behaviour when required, **and recognise the need to do so themselves**. Pupils demonstrate an enquiring **and open-minded** attitude towards themselves and those around them.
Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum. The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a good standard in accordance with the objectives, skills and concepts of the Primary School Curriculum. The overall attainment of the pupils is improving or is at a good standard in accordance with the objectives and skills of the Primary School Curriculum.	Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum. The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a **very good standard** in accordance with the objectives, skills and concepts of the Primary School Curriculum. The overall attainment of the pupils is improving or is at a **very good standard** in accordance with the objectives and skills of the Primary School Curriculum.

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Pupils achieve the stated learning objectives for the term and year	Pupils achieve the intended learning objectives of the lesson, which have been appropriately differentiated where necessary.	Pupils achieve, **and at times surpass**, the intended learning objectives of the lesson, which have been appropriately differentiated where necessary.
	Pupils demonstrate that they have achieved the stated learning objectives for the term and year, which have been appropriately differentiated where necessary.	Pupils demonstrate that they have achieved, **and at times surpassed**, the stated learning objectives for the term and year, which have been appropriately differentiated where necessary.
	Pupils' achievement in summative assessments, including standardised tests, is in line with or above realistic expectations.	Pupils' achievement in summative assessments, including standardised tests, is in line with or above realistic expectations.

DOMAIN 2: LEARNER EXPERIENCES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Pupils engage purposefully in meaningful learning activities	Pupils demonstrate high levels of interest and participation in learning. They are able to work both independently and collaboratively in a purposeful manner. They understand and can explain the purpose of the learning tasks they are engaged in. They are able to report on, present, and explain the process and outcome of learning activities to a competent level.	Pupils demonstrate **very high** levels of interest and participation in learning. They are able to work both independently and collaboratively in a **very purposeful and productive manner.** They understand and can explain the purpose of the learning tasks they are engaged in, **and can extend and develop the activity meaningfull**y. They are able to report on, present, and explain the process and outcome of learning activities to a **highly competent** level.
Pupils grow as learners through respectful interactions and experiences that are challenging and supportive	Interactions among pupils and between pupils and teachers are respectful and positive, and conducive to well-being. Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment. Pupils' experiences as learners generally reflect well on how the code of behaviour is understood and implemented. Pupils feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates. They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process. They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.	Interactions among pupils and between pupils and teachers are **very respectful and positive**, and conducive to well-being. Relationships and interactions in classrooms and learning areas **create and sustain** a co-operative, affirming and productive learning environment. Pupils' experiences as learners reflect **consistently well** on how the code of behaviour is understood and implemented. Pupils contribute their opinions and experiences to class discussion **with confidence**. They are **respectful of and interested in** the opinions and experiences of their classmates. They ask questions and suggest possible solutions **very confidently**. They are willing to risk incorrect responses, and **understand the value of making mistakes, using them as learning opportunities**. They demonstrate a **high level of motivation, and enjoy engaging and persisting with** increasingly challenging work.

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Pupils assess their progress and are aware of their strengths and areas for development as learners. They take pride in their work and follow the guidance they receive to improve it. They reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves. Where the curriculum provides opportunities to do so, pupils are able to negotiate their learning thereby increasing their autonomy as learners. Pupils take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge.	Pupils assess their progress **realistically** and can describe their strengths and areas for development as learners. They have a **sense of ownership of their work**, take pride in it, **and take responsibility for improving it**. They reflect on their behaviour and attitude to learning, **and are able to set meaningful personal goals as a result of their reflection**. Where the curriculum provides opportunities to do so, **pupils negotiate their learning** thereby increasing their autonomy **and effectiveness** as learners. Pupils take responsibility for their own learning, and use both the learning resources provided to them, and **those that they source themselves,** to develop their skills and extend their knowledge.
Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning	Pupils make meaningful connections between learning in different subjects and areas of the curriculum. Pupils make meaningful connections between school-based learning and learning that takes place in other contexts. Pupils can, with some guidance, transfer and apply skills learned in one context to another context. Pupils are aware of the key skills underpinning the curriculum and of their relevance to present and future learning. They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills. Pupils have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.	Pupils make meaningful **and authentic** connections between learning in different subjects and areas of the curriculum. Pupils make meaningful **and authentic** connections between school-based learning and learning that takes place in other contexts Pupils can, **of their own initiative**, transfer and apply skills learned in one context to another context Pupils **can explain** the key skills underpinning the curriculum **and understand** their relevance to present and future learning. They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills **consciously and deliberately**. Pupils have an age-appropriate understanding of the concept of lifelong learning, and **see themselves engaging in** continuing education and training.

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) courses.	Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) courses and further study **relevant to pupils' learning**.
	Teachers create an inclusive, orderly, pupil-centred learning environment based on mutual respect, affirmation and trust.	Teachers create an inclusive, orderly, pupil-centred learning environment based on mutual respect, affirmation and trust, **in which pupils regulate and monitor their own behaviour**.
	Teachers have high expectations of pupils' work and behaviour, and communicate these expectations effectively to pupils.	Teachers have high expectations of pupils' work and behaviour, communicate these expectations effectively to pupils, and **facilitate pupils in internalising them**.
	Teachers demonstrate competence and proficiency in the skills and knowledge of the subjects of the Primary School Curriculum.	Teachers demonstrate competence and proficiency in the skills and knowledge of the subjects of the Primary School Curriculum **and are able to link subject-specific skills and knowledge across and beyond the curriculum**.
	Teachers demonstrate competence and proficiency in the pedagogical skills required for the subjects of the Primary School Curriculum.	Teachers demonstrate competence and proficiency in the pedagogical skills required for the subjects of the Primary School Curriculum and required **for developing pupils' learning across and beyond the curriculum**.
	Teachers, through their own enthusiasm for and enjoyment of the subjects of the Primary School Curriculum, motivate pupils to engage in and enjoy their learning.	Teachers **model** enthusiasm and enjoyment in learning, and **thereby create a learning environment where pupils are self-motivated** to engage in, **extend** and enjoy their learning.

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	Teachers' plans identify clear, relevant learning objectives that are contextualised to pupils' learning needs.	Teachers' plans identify clear, relevant learning objectives that are contextualised to pupils' learning needs. **Learning objectives reflect a developmental and incremental approach to progressing pupils' learning.**
	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning objectives of the lesson or series of lessons.	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning objectives of the lesson or series of lessons. **The lesson design is flexible to allow for emerging learning opportunities.**
	Teachers identify and prepare in advance resources suitable for the specific learning objectives of each lesson, or series of lessons, and the learning needs of the class.	Teachers identify and **thoroughly** prepare in advance resources **tailored to match** the specific learning objectives of each lesson, or series of lessons, and **individual pupils' learning needs**.
	Teachers' preparation includes preparation for the differentiation of learning objectives and learning activities, and is informed by meaningful use of data.	Teachers' preparation includes preparation for the differentiation of learning objectives and learning activities, **including personalised learning opportunities,** and is informed by meaningful use of data.
	Teachers plan for assessing pupils' attainment of the intended learning objectives of the lesson, or series of lessons, using both assessment of learning and assessment for learning.	Teachers plan for assessing **all relevant aspects of pupils' learning** using both assessment of learning and assessment for learning.
	Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.	Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. **Teachers tailor assessment strategies to meet individual learning needs.**
	Teachers regularly provide pupils with constructive, developmental oral and written feedback on their work.	Teachers regularly provide pupils with constructive, developmental oral and written feedback. **Teachers use feedback to work with pupils on clear strategies for improvement.**
	Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment.	Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment, and **identify strengths, areas for improvement and strategies to achieve improvement.**
	Teachers maintain assessment records that are clear, useful and easy to interpret and share.	Teachers maintain assessment records that are clear, useful, easy to interpret and share, **and tailored to pupils' individual learning needs.**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs	Teachers strategically select and use approaches to match the learning objective of the lesson and meet the learning needs of pupils.	Teachers strategically select and use approaches to match the learning objective of the lesson, meet the learning needs of pupils, **and open up further learning opportunities**.
	Teachers deliver good-quality instruction which is directed at eliciting pupil engagement. Teachers maintain a balance between their own input and productive pupil participation and response.	Teachers deliver **highly effective** instruction which is directed at eliciting **deep** pupil engagement. Teachers **skilfully manage their own input to optimise** pupil participation and response.
	Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses and facilitating deeper engagement with lesson content.	Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses, facilitating deeper engagement with lesson content and **extending learning beyond the lesson**.
	Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of pupils.	Teachers meaningfully differentiate content and activities in order **to ensure that all pupils are challenged by the learning activities and experience success as learners.**
	Teachers purposefully develop relevant literacy and numeracy skills during lessons.	Teachers **integrate** relevant literacy and numeracy skills **into the fabric of the lesson**.
	Teachers enable pupils to make meaningful links between lesson material and their learning in other subjects and elsewhere.	Teachers enable pupils to make meaningful links between lesson material and their learning in other subjects and **to transfer their learning to unfamiliar experiences**.
The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary	Teachers are aware of pupils' individual learning needs, and adapt teaching and learning practices to help pupils overcome challenges.	Teachers are aware of pupils' individual learning needs, and **design and implement personalised interventions** to help pupils overcome challenges.
	Teachers engage with pupils' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present.	Teachers engage with pupils' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present. **Teachers empower pupils to exploit these opportunities and overcome their limitations.**

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers value and engage in professional development and professional collaboration	Teachers recognise that continuing professional development (CPD) and collaboration are intrinsic to their work.	Teachers recognise **and affirm** continuing professional development (CPD) and collaboration as intrinsic to their work.
	Teachers use formal meeting and planning time to reflect together on their work.	Teachers use formal meeting and planning time to reflect together on their work.
	Teachers engage actively and productively with a variety of CPD providers including organised school-based CPD.	**The school is the primary locus for teachers' CPD** and teachers engage actively and productively with CPD programmes.
	Teachers identify and engage in CPD that develops their own practice and meets the needs of pupils and the school.	Teachers identify and engage in CPD that develops their own practice, meets the needs of pupils and the school, **and enhances collective practice.**
	Teachers view collaboration as a means to improve pupil learning and to enhance their own professional development. They engage in constructive collaborative practice.	Teachers view collaboration as a means to improve pupil learning and to enhance their own professional development. They engage in constructive collaborative practice, **and in collaborative review of practice.**
	Teachers implement whole-school approaches to teaching and learning to improve pupils' experiences and outcomes.	Teachers **collectively agree** and implement whole-school approaches to teaching and learning to improve pupils' experiences and outcomes
Teachers work together to devise learning opportunities for pupils across and beyond the curriculum	Teachers plan collaboratively for learning activities that enable pupils to make meaningful connections between learning in different curriculum areas.	Teachers plan collaboratively for learning activities that enable pupils to make meaningful **and progressively more challenging** connections between learning in different subjects.
	Teachers collaboratively plan learning experiences that help pupils to see learning as a holistic and lifelong endeavour.	Teachers collaboratively plan learning experiences **that enable and empower** pupils to see learning as a holistic and lifelong endeavour.
	Teachers collaborate effectively with each other and with parents to support pupils with identified learning needs.	Teachers work **very effectively** with each other and with parents to support pupils with identified learning needs.
	Teachers use parent-teacher meetings and other communication with parents constructively to support parents' meaningful involvement in their children's education.	Teachers use parent-teacher meetings and other communication with parents **very constructively** to support parents' meaningful involvement in their children's education and **development as learner**s.
	Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for pupils.	Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for pupils, and **work together to ensure that the learning is integrated**.

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	Teachers approach assessment as a collaborative endeavour to support pupils' learning and to measure their attainment. Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their pupils. The policy includes formative and summative assessment practices. It is implemented consistently. Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to pupils. This approach is implemented consistently, and includes the collective review of pupils' work. Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each pupil's learning attainments and needs.	Teachers approach assessment as a collaborative endeavour to support pupils' learning and to measure their attainment. Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their pupils. This policy includes formative and summative assessment practices. It is implemented consistently **and is reviewed collectively**. Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to pupils. This approach is implemented consistently, and **is underpinned by** the collective review of pupils' work. Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each pupil's learning attainments and needs and **are built on progressively as the pupil moves through the school**.
Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers recognise the value of building whole-staff capacity and are willing to share their expertise with other teachers in the school. Teachers are willing to share their expertise with teachers from other schools, for example through education centres, online forums, and school visits. Teachers engage regularly in professional collaborative review of teaching and learning practices. Teachers are open to building collective expertise in the skills and approaches necessary to facilitate pupil learning for the future.	Teachers **value their role within a professional learning organisation**, and **as a matter of course** share their expertise with other teachers in the school. Teachers **share** their expertise with teachers from other schools, for example through education centres, online forums, and school visits. Teachers engage regularly in professional collaborative review of teaching and learning practices, and use it **to identify and build on effective approaches**. Teachers are **proactive** in building collective expertise in the skills and approaches necessary to facilitate pupil learning for the future

The statements of practice – leadership and management

DOMAIN 1: LEADING LEARNING AND TEACHING

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	The principal and other leaders in the school work to promote a learning culture. They have generally high expectations for pupils and lead staff in striving for improved outcomes. They support reflective practice and promote a culture of improvement.	The principal and other leaders in the school **foster a culture in which learning flourishes**. They **lead the school community to continuously strive for excellence by setting high expectations for pupils**. They promote a culture of **continuous improvement by supporting colleagues to become reflective practitioners.**
	The principal, with those leading the process, uses SSE to encourage teaching that is engaging and challenging, and to increase pupils' interest in learning.	The principal, with those leading the process, uses SSE **very effectively** to encourage teaching that is engaging and challenging, and to **enable all pupils to become active and motivated learners.**
	The principal and other leaders in the school encourage teachers to develop their teaching, learning and assessment practices, and to share their practice.	The principal and other leaders in the school **expect** and encourage teachers to develop and **extend** their teaching, learning and assessment practices, and to **share practices that have proven successful at improving learning.**
	They encourage innovation and creativity. They recognise the value of individual and collective contributions and achievements.	They **actively promote** innovation and creativity. They **welcome and celebrate** individual and collective contributions and achievements.
Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil	The board of management and principal ensure the provision of a broad curriculum and a variety of learning opportunities.	The board of management and principal **foster pupils' holistic development by providing a very broad range of curricular, co-curricular and extracurricular learning opportunities**.
	Those with leadership and management roles promote an inclusive school community.	Those with leadership and management roles promote an inclusive school community which **demonstrably values diversity and challenges discrimination**.
	Those with leadership and management roles are committed to ensuring that all relevant school policies are inclusive, and are implemented accordingly.	Those with leadership and management roles **ensure** that all relevant school policies are inclusive and are implemented accordingly.
	Those with leadership and management roles adhere to principles of inclusion and social justice to promote equality of opportunity for pupils. They strive to ensure that all members of staff support this ethos.	Those with leadership and management roles **establish clear principles** of inclusion and social justice to **deliver** equality of opportunity **throughout all aspects of school life. They do so in collaboration with all members of staff.**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
	Those with leadership and management roles develop and implement effective policies and practices to support pupils' educational, social and personal well-being. The principal and other leaders in the school have effective systems for monitoring pupils' progress and development. They recognise the importance of systematic monitoring to help pupils reach their full potential.	Those with leadership and management roles develop and implement **highly effective** policies and practices to support pupils' educational, social and personal well-being. The principal and other leaders in the school have **highly effective** systems for monitoring pupils' progress and development. **They ensure that these systems are used to help pupils reach their full potential**
Manage the planning and implementation of the curriculum	The board of management and the principal provide a broad and balanced curriculum. The principal and other leaders in the school efficiently manage curriculum-related planning. The principal and other leaders in the school are committed to ensuring that the school curriculum is implemented in a way that provides valuable learning experiences, and is working to that end.	The board of management and the principal provide a broad and balanced curriculum, **making deliberate and informed efforts to meet the needs of the pupil**s. The principal and other leaders in the school **strategically** and efficiently manage curriculum-related planning. The principal and other leaders in the school **work purposefully to ensure that all aspects** of the school curriculum are implemented in a way that provides **all pupils with valuable learning experiences.**
Foster teacher professional development that enriches teachers' and pupils' learning	Those in leadership and management roles support teachers' continuing professional development in a range of areas. The principal and other leaders in the school seek to identify relevant and purposeful professional development opportunities for teachers. They encourage participation as a means of improving teaching and learning. The principal and other leaders in the school support teachers' participation in professional networks.	Those in leadership and management roles support **and promote** teachers' continuing professional development in a range of areas, **to support high-quality teaching**. The principal and other leaders in the school **ensure that professional development is firmly based on action research and is adapted to the identified needs of the school**. They **maximise opportunities to develop teachers' capacity and competence** to improve teaching and learning. The principal and other leaders in the school support and **encourage** the active participation of teachers in professional networks **to improve pupil learning**.

DOMAIN 2: MANAGING THE ORGANISATION

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The board of management and the principal are aware of their statutory obligations, and work to ensure that all legislative and policy requirements are met.	The board of management and the principal are **fully aware** of their statutory obligations, and **ensure timely compliance** with all legislative and policy requirements.
	The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all pupils and staff.	The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They **develop and implement clear policies to ensure** the safety and well-being of all pupils and staff.
	The board of management and the principal understand the school's responsibilities for child protection and health and safety matters and communicate these effectively. They liaise appropriately with the relevant statutory bodies.	The board of management and the principal **fully understand** the school's responsibilities for child protection and health and safety matters and communicate these **very effectively to the whole school community.** They **work constructively** with the relevant statutory bodies.
	The principal and other leaders in the school manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems of communication.	The principal and other leaders in the school manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems of communication that **enable all members of the school community to play their part.**
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	The principal works well with the board of management to create and maintain a learning organisation that delivers good learning experiences for all pupils and staff.	The principal works **very effectively** with the board of management to create and maintain a learning organisation that delivers **high quality** learning experiences for all pupils and staff.
	The principal and other leaders in the school lead and manage the organisational structures in the school effectively.	The principal and other leaders in the school **very effectively** lead and manage the organisational structures in the school.
	The principal and the board of management constantly monitor the use of budgets, personnel, and other resources and direct them towards identified learning priorities.	The principal and the board of management constantly monitor the use of budgets, personnel, and other resources **to ensure that they are closely aligned with identified learning priorities and the school's strategic plan.**
	The principal and other leaders in the school manage human resources well, seeking to maximise pupils' learning opportunities. They deploy teachers with a view to making good use of their specific strengths and skills.	The principal and other leaders in the school manage human resources **very effectively to ensure** the maximum impact on pupil learning. They deploy teachers **strategically to make the best use** of their specific strengths and skills.
	The board of management maintains the building and grounds to a good standard. It ensures the provision and maintenance of teaching aids and equipment to a good standard.	The board of management maintains the building and grounds to a **very high** standard. It ensures the provision and maintenance of teaching aids and equipment to **a very high standard to enable their optimal use.**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	The board of management and the principal ensure that school policies are based on principles of justice and fairness.	The board of management and the principal ensure that the **values of the school enshrine equality, fairness and justice for all pupils and staff, and are clearly enunciated in policies.**
	The principal and other leaders in the school foster a positive school climate and encourage respectful interactions at all levels within the school community.	The principal and other leaders in the school **model and develop** a strong culture of mutual trust, respect and **shared accountability.** They foster **a very positive** school climate and encourages respectful interactions at all levels within the school community.
	When required, the board of management and the principal are prepared to challenge actions, behaviours and practices that do not accord with the school's ethical standards.	The board of management and the principal **challenge** actions, behaviours and practices that do not accord with the school's ethical standards.
	The board of management and the principal recognise challenging situations when they arise, and sometimes anticipate them. They look for solutions and generally resolve matters satisfactorily.	The board of management and the principal **are alert to** potentially challenging situations. They work **pre-emptively and effectively** to manage them, and adopt a solution-focused approach.
	They establish procedures for dealing with conflict and, for the most part, are able to follow them through successfully.	They establish and **communicate very clearly** the procedures for dealing with conflict and **follow them as necessary**. They **successfully implement and monitor agreed solutions**.
Develop and implement a system to promote professional responsibility and accountability	The principal and other leaders in the school encourage staff to evaluate their own practice.	The principal and other leaders in the school **expect and facilitate** teachers to **critically analyse** and evaluate their own practice.
	They encourage teachers to engage in collaborative review of their practice and its outcomes, in the interests of professional accountability.	They **promote a culture** of collaborative review of teaching and learning practices and outcomes, as part of an effective professional accountability process. **They do so in an affirming and developmental manner**.
	The principal meets teachers annually to discuss their work.	**Within this culture of collaborative review,** the principal meets teachers annually to discuss their work **and their professional development**.
	The principal identifies teachers in difficulty, and offers appropriate support. The principal understands his or her responsibility and endeavours to ensure that appropriate action is taken.	The principal, **with the board of management,** ensures that teachers who are experiencing difficulties are supported effectively, **recommends appropriate action where necessary, and ensures that action is taken**.

DOMAIN 3: LEADING SCHOOL DEVELOPMENT

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Communicate the guiding vision for the school and lead its realisation	The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school. The school's guiding vision sets out goals and expectations for the school as a learning community. The principal and other leaders in the school take responsibility for communicating this guiding vision, supported by the trustees and board of management. The principal and other leaders in the school communicate the guiding vision to teachers in a way that encourages them to see their responsibilities as fulfilling it. The principal and other leaders in the school take positive steps to support and motivate staff, and to set high expectations for learners.	The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school. The school's guiding vision sets out goals and expectations for the school as a learning community. The principal and other leaders in the school take responsibility for communicating this guiding vision, and **does so very effectively, working with** the trustees and board of management. The principal and other leaders in the school **clearly communicates** the guiding vision to teachers, **parents and pupils** in a way that **empowers the whole school community to translate the vision into action**. The principal and other leaders in the school **inspire and motivate pupils, staff and the whole school community. They sets high expectations for every learner**.
Lead the school's engagement in a continuous process of self-evaluation	Those leading school self-evaluation engage with it as a structured process with a focus on improving teaching, learning and assessment. The principal and other leaders in the school recognise that a crucial part of their role is to lead and manage action planning for improvement. They are working to ensure that improvement plans are put into action on a whole-school basis and are monitored systematically. They endeavour to establish high expectations through the school improvement plan. They are focused on the effective implementation of agreed actions and are committed to measuring their impact.	Those leading school self-evaluation engage with it as a structured process with a focus on improving teaching, learning and assessment. The principal and other leaders within the school **very competently exercise their role** in leading and managing action planning for improvement. **They ensure** that improvement plans are put into action on a whole-school basis and are monitored systematically. They **ensure that the school's improvement planning is underpinned by a culture of high aspirations for staff and pupils.** **They work purposefully and very effectively to ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes.**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Build and maintain relationships with parents, with other schools, and with the wider community	The principal and other leaders in the school value and support partnership with parents as a means of supporting pupils' learning and wellbeing. They build and maintain good relationships with parents. The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role. The principal and other leaders in the school have good links with other schools and education providers to extend learning opportunities for pupils. The principal and other leaders in the school build good relationships with the wider community. The principal communicates with parents and other partners through various means. Two-way communication occurs, and there are structures that enable dialogue with partners.	The principal and other leaders in the school value and support partnership with parents as a means of supporting pupils' learning and wellbeing. They build and maintain **very constructive** relationships with parents. The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role, **and to operate as an inclusive forum, supporting the involvement of all parents**. The principal and other leaders in the school **build and maintain very productive relationships** with other schools and education providers to extend learning opportunities for pupils. The principal and other leaders in the school build **and maintain mutually beneficial** relationships between the school and the wider community. **The principal and other leaders in the school build and maintain constructive relationships through effective and regular communication with all school partners using a range of media. They seek and listen to the opinions of others and formally engage in very effective dialogue with partners.**
Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school adapt to changes in context or policy environment and manage the implementation of the changes well. Those in leadership and management roles are aware of the school's changing needs, and seek to respond to them. Those in leadership and management roles are aware of educational developments and see their relevance to the school. They seek to use this information constructively. The principal and those leading SSE use the SSE process with increasing effectiveness as a means of managing change.	**The principal and other leaders in the school demonstrate a clear understanding of change processes and approach the management of change in a collaborative, flexible and sensitive manner.** Those in leadership and management roles are **alert and responsive** to the changing needs of the school. **Those in leadership and management roles keep abreast of thinking, developments and changes in the broader educational environment and use this information positively for the benefit of the school.** The principal and those leading SSE use the SSE process **very effectively to manage the school's response** to changing needs.

DOMAIN 4: DEVELOPING LEADERSHIP CAPACITY

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Critique their practice as leaders and develop their understanding of effective and sustainable leadership	School leaders engage consistently in personal self-evaluation against relevant professional standards.	**The board of management, principal and other school leaders regularly review their own and each other's professional practice and development through the school's rigorous self-evaluation processes.**
	They question their practice through processes of personal reflection. They are willing to work on areas of their practice that require improvement.	They **develop self-awareness** by regularly questioning their own practice through personal **and collaborative** reflection. They **identify and work on** areas of their practice that require improvement.
	The principal, deputy principal and other school leaders are mindful of their own wellbeing. They respond well to pressing responsibilities and demands.	The principal, deputy principal and other leaders in the school **attend successfully to their own wellbeing, as well as that of others.** They respond **proportionately and constructively** to pressing responsibilities and demands.
	The principal prioritises and delegates responsibilities well for the most part.	The principal prioritises and delegates responsibilities **appropriately and strategically**.
	He/she is establishing systems and structures to meet the priority needs of the school.	He/she **ensures that systems and structures are in place** to meet the priority needs of the school.
Empower staff to take on and carry out leadership roles	The principal understands the importance of the quality of leadership and management for the school as a learning organisation.	The principal **recognises and affirms the defining role** of the quality of leadership and management for the school as a learning organisation.
	He/she encourages teachers to take on leadership roles and to lead learning, and is willing to distribute significant leadership responsibilities.	He/she **empowers** teachers to take on leadership roles and to lead learning, **through the effective use of distributed leadership models**.
	The principal encourages the formation of teams to address school priorities. He/she understands the potential for building leadership capacity, and seeks to develop this.	The principal encourages **teamwork in all aspects of school life**. He/she **creates and motivates staff teams and working groups to lead developments in key areas**, thus building leadership capacity.
	The principal provides a mentoring programme to support teachers in new roles.	The principal provides **and manages** an effective mentoring programme both to support teachers in new roles and **to develop the leadership capacity of mentors.**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Promote and facilitate the development of pupil voice and pupil leadership	Those in leadership and management roles value pupils' views, and support pupils' involvement in the operation of the school.	Those in leadership and management roles **recognise pupils as stakeholders,** value their views, and **ensure** their involvement in the operation of the school.
	They ensure that the pupil council is democratically elected, and that it is included in decision-making.	They ensure that the pupil council is democratically elected **and representative,** and is **a catalyst for change**, with an **active role in decision-making and policy development**.
	They offer pupils opportunities to take leadership roles.	**They support pupils in taking leadership roles by facilitating relevant training and providing opportunities to lead school initiatives**.
	Those leading the SSE process recognise the need to listen to pupils and are increasingly consulting pupils on their own learning.	**Those leading the SSE process actively consult and engage with pupils in reviewing and improving teaching, learning and assessment practices**.
Build professional networks with other school leaders	The principal engages in professional dialogue with their peers at various levels on an ongoing basis. He / she seeks to apply what they learn to their practice.	**The principal actively involves themselves in professional associations for school leaders and managers at all levels, up to and including international level. He / she demonstrate learning from these associations in their practice.**
	The principal contributes to the professional learning community of his / her peers.	The principal **supports the professional development** of his / her peers, and **contribute purposefully** to the professional learning community.
	Those with leadership and management roles avail of the support of national bodies that support the development of effective management and leadership practices.	Those with leadership and management roles **engage purposefully with** the national bodies that support the development of effective management and leadership practices