Improving Literacy through SSE

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Neasa Sheahan
Galway Education Centre
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# Overview of Seminar

| Session 1 | 9.15 – 11.00 | • Rationale for school improvement seminars  
• School reflection on school improvement experiences  
• Exploring literacy in a broad sense |
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<tr>
<td>11.00 – 11.15</td>
<td><strong>Coffee</strong></td>
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<tr>
<td>Session 2</td>
<td>11.15 – 12.45</td>
<td>• Exploring the school improvement process through the lens of literacy</td>
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<td>12.45 – 1.30</td>
<td><strong>Lunch</strong></td>
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| Session 3 | 1.30 – 3.15 | • Exploring the school improvement process through the lens of literacy  
• Moving forward |
Overview of Days 2 and 3

Exploring the school improvement process through aspects of literacy
Day 1 Objectives

• To facilitate reflection on individual school improvement experiences
• To provide participants with an opportunity to explore literacy in a broad sense
• To explore the school improvement process through the lens of literacy
Key Messages

School self-evaluation is a key tool in effective school improvement.

The six steps of the school self-evaluation process are continuous but not strictly linear.

School self-evaluation is an inclusive, reflective, collaborative whole school process.
School Reflection
School Improvement Experience

Successes

Possible Solutions

Challenges
Learning to Date
Group Discussion

What do you consider the components that need to be included in a comprehensive, balanced approach to Oral Language, Reading and Writing?
Oral Language Instruction

Spoken Text types

Vocabulary

Auditory Memory

Language Learning Environment

Listening & Speaking Skills

Spelling

Grammar

Handwriting

Punctuation

Genres

Free Writing

Vocabulary

Phonological Awareness/Phonics

Attitude/Motivation

Reading Fluency

Wide variety of texts

Comprehension Strategies

Word Identification Strategies

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SEN Guidelines

www.ncca.ie
Self-directed study and reflection activity

Explore the supporting document for either Oral Language, Reading or Writing!

Having examined the booklet, identify 5 key messages that you would like to share with your staff
Building Blocks of SSE
The 6 step process:

1. Gather the evidence
2. Analyse the evidence
3. Implement and monitor improvement plan
4. Devise school improvement plan
5. Write school self-evaluation report
6. Draw conclusions
The Teaching and Learning Quality Framework

Teaching & Learning

Learner outcomes
- Attainment of curriculum objectives

Learning experiences
- Learning environment
- Engagement in learning
- Learning to learn

Teachers’ practices
- Preparation for teaching
- Teaching approaches
- Management of pupils
- Assessment
# Draw Conclusions

**Teaching and learning**

### Theme 2
- **Pupils’ learning experiences**

### Sub-theme 2.2
- **Pupils’ engagement in learning**

#### Evaluation Criteria

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<thead>
<tr>
<th>Active Learning</th>
<th>Collaborative Learning</th>
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<td>The pupils are enabled, when appropriate, to engage actively in their learning.</td>
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<td>Pupils are given purposeful and frequent opportunities to engage in collaborative and cooperative learning.</td>
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<td>Pupils work purposefully during lessons.</td>
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<td>Independent learning</td>
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<td>Progressive skill development</td>
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<tr>
<td>Challenge and support</td>
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<tr>
<td>The pupils are properly challenged in their learning.</td>
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<td>The pupils are properly supported in their learning.</td>
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<td>Attitude</td>
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<td>Learning outcomes</td>
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<td>Equality of opportunity</td>
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**Quality statement on pupils’ engagement in learning**

A school with significant strengths

Pupils at all class levels are enabled to engage actively in their learning and the level of pupil interest and participation is high. They are given purposeful and frequent opportunities to engage in independent learning and collaborative learning. Pupils are enabled to learn skills within the curriculum area. They are suitably challenged in the activities organised for them in the classrooms and other learning settings in the school. They are given additional support as needed. Pupils achieve the expected learning outcomes of lessons.

**Draw conclusions:** The quality statement will help the school to judge the quality of this aspect of practice and place its own practice on a quality continuum.
Exploring the School Improvement Process
Data Analysis

Questions

• What does the data tell us?

• What does the data not tell us?

• What else do we need to know?

Data Tools

1. One minute fluency probe
2. Fluency rubric
3. Teacher questionnaire
4. Pupil questionnaire

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Draw Conclusions

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**EVALUATION CRITERIA**

**Active learning**
- The pupils are enabled, when appropriate, to engage actively in their learning
  - Pupils work purposefully during lessons
  - Pupils are interested in the lesson content
  - All pupils participate in the lesson
  - There is a balance between teacher input and pupil participation
  - Pupils get opportunities to report on/explain their learning
  - Pupils reflect on the activity and thus consolidate the learning that has taken place

**Collaborative learning**
- Pupils are given purposeful and frequent opportunities to engage in collaborative and cooperative learning

**Independent learning**
- Pupils are given purposeful and frequent opportunities to engage in independent learning

**Progressive skill development**
- The pupils are enabled to learn skills within each curriculum area

**Challenge and support**
- The pupils are properly challenged in their learning
- The pupils are properly supported in their learning
- Pupils are provided with opportunities to engage in a range of non-classroom based activities

**Attitude**
- Pupils enjoy their learning of each curriculum area and are motivated to learn

**Learning outcomes**
- Pupils achieve the expected learning outcomes of lessons

**Equality of opportunity**
- All pupils are encouraged equally to participate in lessons.

**QUALITY STATEMENT ON PUPILS’ ENGAGEMENT IN LEARNING**

A school with significant strengths
- Pupils at all class levels are enabled to engage actively in their learning and the level of pupil interest and participation is high. They are given purposeful and frequent opportunities to engage in independent learning and collaborative learning. Pupils are enabled to learn skills within the curriculum area. They are suitably challenged in the activities organised for them in the classrooms and other learning settings in the school. They are given additional support as needed. Pupils achieve the expected learning outcomes of lessons.

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Teaching and Learning Framework

- Learner outcomes
- Learning experiences
- Teachers’ practices

Targets → Actions

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Literacy Target

We will improve the children’s reading fluency as measured by the Words Correct Per Minute Score on the One Minute Reading Fluency Probe, to within 10 words (on average) of Rasinski’s scale over a 3 year period.
Developing Actions

Group Activity
Identify 2 actions for implementation

Learner outcomes
Learning experiences
Teachers’ practices

Targets
Actions

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Where to next?
Moving forward...

- Establish/refine school structures to sustain improvement
- Explore ‘big picture’ literacy
- Consider possibilities for data gathering
- Engage in data gathering
- Engage in data analysis
- Explore the Evaluation Criteria
- Draw conclusions based on the evidence
- Other?
Overview of PDST Primary Supports for Leading Learning in the 21st Century

PDST Leadership Programmes
Misneach.....New Principals
Tánaiste.......New Deputy Principals
Tóraíocht.....Aspiring Leaders accredited by Maynooth University
Forbairt ......Experienced Principals & ALNs
Spréagadh...NAPD & PDST collaboration

PDST Websites
- www.pdst.ie
- pdsttechnologyineducation.ie
- scoilnet.ie (portal for resources)
- teachercpd.ie (on-line courses)

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School-Self Evaluation
Teaching & Learning Framework; 6 Step SSE Process; gathering, collating & analysing relevant data; implementing the SIP for literacy, numeracy and any other area of teaching & learning.

Literacy
SSE & strategies for improving oral language, writing, reading and the use of broadcast/digital media.

Numeracy
SSE & strategies for improving numeracy. Supporting the development of Mathematical thinking.

Gaeilge
Tacaíocht chun Curaclam na Gaeilge a chur i bhfeidhm i Scoileanna T1&T2, Féinmheastóireacht Scoile, chomh maith le tacaíocht lán Ghaoilge a sholáthar do Ghaeilscoileanna agus scoileanna sa Ghaeltacht.

Health and Wellbeing
- SPHE including Child Protection and Stay Safe
- Relationships and Sexuality Education (RSE)
- Active Learning Methodologies
- Anti Bullying-Procedures and Policy, Awareness Raising, Intervention, Prevention and Intervention Strategies
- PE
- Wellbeing for teachers

Integrating ICT - Primary
- Active Learning Methodologies - Key methodologies of the primary curriculum through the effective use of ICT.
- Literacy & Numeracy – Creating, developing and using ICT to create teaching resources in all areas of primary literacy and numeracy.
- SSE – Online tools for gathering, collating & analysing relevant data.
- eAssessment & ePortfolios – Assessment of / for learning with ICT.
- ePlanning & Collaboration – Google Apps for Education.
- Tablet Technology Integration – Pedagogy, Curriculum & SEN
- Virtual Learning Environments (VLEs) – Google Classroom, Edmodo

Models of support: in-school support (in-class modeling, meeting principal/groups of teachers, Croke Park hrs), seminars, workshops, clusters