

## Questionnaire

**SICI member organisation:** Inspectorate of the Department of Education and Skills, Ireland  
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### 1. Existing instruments, materials and products

For example: Questionnaires for schools, supervision framework with norms and indicators, framework for self-evaluation of schools, survey instruments to collect data, etc.

Name instrument, material, product	Abstract/description	Why useful?	Available digitally?	Language used	Date/time it was used
<b>Publications dealing with Inspectorate work processes</b>					
<a href="#">A Guide to Incidental Inspection in Second-Level Schools and Centres for Education</a>	Guidelines for schools, their staffs and other interested parties on the operation of incidental inspection in post-primary schools	Provides information relating to inspection process		English and Irish	Publ. 2011
<a href="#">A Guide to Whole-School Evaluation – Management, Leadership and Learning – in Post-Primary Schools</a>	Guidelines for schools, their staffs and other interested parties on the operation of WSE-MLL in post-primary schools	Information on this inspection model, which places a special emphasis on the quality of management, leadership and learning in the school.		English and Irish	Publ. 2011
<a href="#">Information Note for Boards of Management on Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) in Post-Primary Schools</a>	Pamphlet providing information on WSE-MLL for members of boards of management	The key things that board members need to know when their school has a WSE-MLL evaluation.		English and Irish	Publ. 2011
<a href="#">Information Note for Parents and Parent Associations on Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) in Post-Primary Schools</a>	Pamphlet providing information on WSE-MLL for parents and parent associations	The key things that parents and parent associations need to know when their school has a WSE-MLL evaluation.		English and Irish	Publ. 2011
<a href="#">Information Note for Students and Student Councils on Whole-</a>	Pamphlet providing information on WSE-MLL for students and student	The key things that students and student councils need to know		English and Irish	Publ. 2011

School Evaluation – Management, Leadership and Learning (WSE-MLL) in Post-Primary Schools	councils	when their school has a WSE-MLL evaluation.			
A Guide to Whole-School Evaluation in Primary Schools	Guide relating to the process of whole-school evaluation in primary schools, the guide designed for schools, management bodies, school staffs, parents and other interested parties	Provides information on inspection processes	Yes	English and Irish	Publ. 2010
A Guide to Whole-School Evaluation in Post-Primary Schools	Guide relating to the process of whole-school evaluation in post-primary schools, the guide designed for schools, management bodies, school staffs, parents and other interested parties	Provides information on inspection processes	Yes	English and Irish	
Publication of School Inspection Reports: Guidelines	Guidelines regarding the publication of inspection reports	Provides information on inspection processes	Yes	English and Irish	Publ. 2006
Procedure for Review of Inspections on Schools and Teachers under Section 13(9) of the Education Act (1998)	A description of the procedure for a review of inspections of schools and teachers	Describes information relating to schools' and teachers' rights to a review of an inspection and how such a review might be conducted	Yes	English and Irish	Publ. 2006
Chief Inspector's Report 2001-2004	Analysis and synthesis of the work of the Inspectorate from 2001 to 2004 and identification of areas for future development in the education system	Strategic report informing of trends, key issues, best practice, and areas for development across the education system	Yes	English and Irish	Publ. 2005
Customer Survey: A report of a customer survey by MORI Ireland on behalf of the Inspectorate of the Department of Education and Science	Report by external agency on the quality of service provided by the Inspectorate	Provides statistical feedback on the levels of satisfaction with the service provided by the Inspectorate	Yes	English and Irish	Pub. 2005
A Guide to Subject Inspection at Second Level	Guidelines for schools, their staffs and other interested parties on the operation of subject inspection in post-primary schools	Provides information relating to inspection processes	Yes	English and Irish	Publ. 2004
Guidelines on the Assessment of Education in Places other than Recognised Schools	Provides guidelines on the assessment of education of education under section 14 of the	Gives guidance to parents and others who educate children in settings other than recognised	Yes	English and Irish	Publ. 2003

	Education (Welfare) Act, 2000	schools as to how the required assessment will be conducted and also it includes templates and schedules for use during the assessment process			
<a href="#">Information for Boards of Management on Whole-School Evaluation in Primary Schools</a>	Leaflet informing boards of management of primary schools of the process involved in a whole-school evaluation at that level	Provides information on inspection processes	Yes	English and Irish	Current
<a href="#">Information for Parents and Parents' Associations on Whole-School Evaluation in Primary Schools</a>	Leaflet informing parents and parents' associations of primary schools of the process involved in a whole-school evaluation at that level	Provides information on inspection processes	Yes	English and Irish	Current
<a href="#">Inspection Report Factual Verification Form</a>	Form for use by schools	Form to be completed by school when they receive the written school report for the first time		English and Irish	Current
<a href="#">Inspection Report School Response Form</a>	Form for use by schools	Form to be completed by school if they wish to respond in writing to the report.		English and Irish	Current
<a href="#">Professional Code of Practice on Evaluation and Reporting for the Inspectorate</a>	Code of practice on evaluation and reporting for the Inspectorate	Provides outline of the professional conduct, right and responsibilities attaching the members of the Inspectorate in the performance of their evaluation and reporting duties	Yes	English and Irish	Current
<b>Publications regarding national educational policy</b>					
<a href="#">Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020</a>	National strategy to improve literacy and numeracy among children and young people 2011 -2020	Guide to implementation of government policy	Yes	English	Publ. 2011
<a href="#">Ready for Tomorrow's World? The Competencies of Irish 15-year-olds in PISA 2006</a>	The results and analysis of the PISA assessments in science, mathematics and literacy for Irish schoolchildren	Informs policy development	Yes	English	Publ. 2007
<a href="#">Language Education Policy Profile, Ireland</a>	An analysis of the role of languages in education and recommendations	Serves to inform policy formulation	Yes	English and Irish	Publ. 2006

	for policy development				
<b>Published guidelines</b>					
<a href="#">Draft Guidelines on School Self-Evaluation for Primary Schools</a>	These Guidelines have been developed to help primary schools to engage in self-evaluation.	The draft was made available to schools as part of a formal consultation process with the education partners. The final agreed version of the Guidelines is expected to be published in autumn 2012.		English and Irish	Publ. 2012
<a href="#">Draft Guidelines on School Self-Evaluation for Post-Primary Schools</a>	These Guidelines have been developed to help post-primary schools to engage in self-evaluation.	The draft was made available to schools as part of a formal consultation process with the education partners. The final agreed version of the Guidelines is expected to be published in autumn 2012.		English and Irish	Publ. 2012
<a href="#">Effective Literacy and Numeracy Practices in DEIS Schools</a>	It describes a range of approaches that teachers and school communities have taken to the teaching of literacy and numeracy in eight schools designated as serving areas of considerable socio-economic disadvantage.	This publication is intended to support the sharing of good practice among schools and teachers.		English and Irish	Publ. 2009
<a href="#">Evaluating Languages: Report of the Evaluation of Foreign Languages at Upper Secondary Level (EFLUSL) Project</a>	Final report on the Evaluation of Foreign Languages at Upper Secondary Level (EFLUSL) project, published by the Department of Education and Science on behalf of the European Network of Policy-Makers for the Evaluation of Educational Systems. The main aim of the project was to develop, test and refine a set of instruments for the evaluation of the teaching and learning of foreign languages at upper secondary level.	The report is a rich source of information on the national contexts for language teaching in the seven participating countries. It also contains illustrations of good practice in three very different schools in three of the countries. Includes quality indicators, record-of-evidence booklet, student questionnaire		English	Publ. 2009
<a href="#">Inclusion of Students with Special</a>	Guidelines for post-primary schools	Informs on best practice	Yes	English and	Publ. 2007

Educational Needs: Post-Primary Guidelines	relating to providing optimal learning experiences for students identified as having special educational needs			Irish	
PISA Mathematics: A Teacher's Guide	This guide is an adaptation of the main PISA 2003 report for Ireland and is intended for teachers of Junior Certificate students in post-primary schools in Ireland.	Informs policy		English	Publ. 2007
Guidelines for Second Level Schools on the Implications of Section 9 © of the Education Act 1998, relating to students' access to appropriate guidance	Guidelines for schools on the provision and access to guidance for students	Informs schools and their staffs of the statutory requirements relating to guidance provision	Yes	English and Irish	Publ. 2005
Guidelines for Probationary Teachers in Primary Schools	Guidelines for probationary teachers in primary schools	Informs probationary teachers of the process to be used in their probation	Yes	English and Irish	Publ. 2005
Looking at Our School: An Aid to Self-Evaluation in Primary Schools	A framework document for school self-evaluation	Provides performance indicators and areas for reflection and investigation during the process of school self-evaluation	Yes	English and Irish	Publ. 2003
Looking at Our School: An Aid to Self-Evaluation in Post-Primary Schools	A framework document for school self-evaluation	Provides performance indicators and areas for reflection and investigation during the process of school self-evaluation	Yes	English and Irish	Publ. 2003
Guidelines on Traveller Education in Second Level Schools	Guidelines on Traveller education in post-primary schools	Provides information relating to provision in this area and informs policy-making	Hardcopy	English and Irish	Publ. 2002
<b>Academic journals</b>					
Oideas 49 – Oideas 50- Oideas 51 - Oideas 52 –Oideas 53 – Oideas 54 – Oideas 55	The academic journal of the Department of Education and Science containing scholarly articles on a range of education and inspection themes	They contain a range of academic articles relevant to education and inspection themes	Yes	English and Irish	
<b>Evaluation reports on primary education</b>					
An Evaluation of Planning Processes in DEIS Primary	This report presents the findings of an evaluation of planning processes	The report provides an opportunity to share good practice in school	Yes	English and Irish	Publ. 2011

Schools	in 18 primary schools participating in a general support programme for schools with high levels of educational disadvantage. The aim was to ascertain the extent to which schools were engaging in the planning process and devising action plans, to assess the quality of the action plans, and to evaluate the impact of the planning on learning outcomes for pupils.	planning and in alleviating educational disadvantage.			
School Size and the Quality of Teaching and Learning	An analysis of relationships between school size and assessments of factors related to the quality of teaching and learning in primary schools undertaken by the Inspectorate of the Department of Education and Skills	This is an opportunity to share our analysis of the relationships between these variables as they are evident in our sample.	Yes	English and Irish	Publ. 2011
Incidental Inspection Findings 2010: A Report on the Teaching and Learning of English and Mathematics in Primary Schools	This report is based on the outcomes of unannounced (incidental) inspections completed in over 450 primary schools throughout all parts of the country between October 2009 and October 2010. During these visits, inspectors observed over 800 English lessons and over 500 lessons in Mathematics.	The inspectors' findings provide us with an excellent snapshot of the quality of teaching and learning in these subjects. This report sets out a summary of the findings – many of which are positive – and also analyses the weaknesses in practice observed in classrooms.	Yes	English and Irish	Publ. 2010
Social, Personal and Health Education (SPHE) in the Primary School	In 2007, as part of its ongoing evaluation of curriculum implementation, the Inspectorate conducted a thematic evaluation of SPHE in forty primary schools. This report presents the findings from that evaluation.	The report will be of interest to curriculum developers, policy-makers, school-support services and evaluators.	Yes	English and Irish	Publ. 2009
Irish in the Primary School	A report on the teaching and learning of Irish in schools in which it was not	This report shares practice in the evaluation and development of	Yes	English and Irish	Publ. 2008

	<p>the first language of the school. The report provides information on the quality of teaching and learning in Irish.</p> <p>It also offers recommendations to assist schools and teachers in the implementation of the Irish-language curriculum and to guide the Department of Education and Skills and its agencies.</p>	teaching and learning in a minority language.			
Counting on Success: Mathematics achievement in Irish Primary Schools	An assessment and analysis of the achievement and abilities of over 4,100 primary school pupils in mathematics	Provides information to support policy decisions in the subject area	Yes	English and Irish	Publ. 2006
Irish in Primary Schools Long-term National Trends in Achievement	An analysis and synthesis of research relating to pupils' achievement in the Irish language at primary level	Provides information to guide policy decision-making	Yes	English and Irish	Publ. 2006
An Evaluation of Planning in Thirty Primary Schools	The results of a small-scale quality improvement study regarding the level of engagement of 30 primary schools in whole-school planning and the level of improvement in teaching and learning that resulted	Provides guidance for schools and others to reflect on and evaluate their planning and its impact	Yes	English and Irish	Publ. 2006
Learning to Teach: Students on Teaching Practice In Irish Primary Schools	An evaluation of the teaching of 143 final-year students in primary teaching from five teacher education colleges in Ireland.	Identifies strengths and weaknesses relating to teacher education and makes recommendations for improvement	Yes	English and Irish	Publ. 2006
Literacy and Numeracy in Disadvantaged Schools: Challenges for Teachers and Learners	A thematic review with a focus on literacy and numeracy of the work of 12 schools serving areas of disadvantage	Provides guidance on good practice and identifies areas for development for schools, teachers and support services	Yes	English and Irish	Publ. 2005
An Evaluation of Curriculum Implementation in Primary Schools – English, Mathematics and Visual Arts	An evaluation of the effectiveness of the implementation of the revised primary school curriculum, undertaken in 86 schools	Provides advice on good practice in implementing the various areas under examination and informs policy advice	Yes	English and Irish	Publ. 2005
Succeeding in Reading? Reading standards in Irish Primary Schools	A report summarising the findings of the 2004 National Assessment of English Reading of primary school	Informs policy development	Yes	English	Publ. 2005

	pupils				
<a href="#">Survey of Achievement in the Irish Language</a>	Relationships between key social, linguistic and educational variables and achievement in the three aspects of Irish are analysed. Data on a number of key background variables related to parent and teacher views and practices in relation to Irish are also presented and the report compares teacher and parent views. The report also examines changes in teachers' outlook and attitude in relation to Irish between 1985 and 2002.	This should be of interest to those involved in designing, implementing or evaluating language policy.	Yes	English and Irish	Publ 2005
<a href="#">Beginning to Teach: Newly Qualified Teachers in Irish Primary Schools</a>	An evaluation of the work of newly qualified teachers at primary level	Identifies strengths and makes recommendations for improving the quality of teaching and teacher education	Yes	English and Irish	Publ. 2004
<a href="#">Fifty School Reports: What Inspectors Say</a>	This report is based on an analysis of the Inspectorate's findings from fifty school reports furnished on a variety of primary schools during the 2001/2 school year.	This is one of the earliest composite reports done on primary schools by the Inspectorate.	Yes	English and Irish	Publ. 2002
<b>Evaluation reports on post-primary education</b>					
<a href="#">An Evaluation of Planning Processes in DEIS Post-Primary Schools</a>	This report presents the findings of an evaluation of planning processes in post-primary schools participating in a general support programme for schools with high levels of educational disadvantage. The aim was to ascertain the extent to which schools were engaging in the planning process and devising action plans, to assess the quality of the action plans, and to evaluate the impact of the planning on learning outcomes for students.	The report provides an opportunity to share good practice in school planning and in alleviating educational disadvantage.	Yes		Publ. 2011



<a href="#">Looking at Guidance</a>	Composite evaluation regarding the quality of provision in this area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Informs on best practice, guides and informs policy decisions relating to this area	Yes	English	Publ. 2009
<a href="#">Looking at Materials Technology (Wood) and Construction Studies</a>	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Informs on best practice, guides and informs policy decisions relating to this subject area	Yes	English	Publ. 2008
<a href="#">Looking at Junior Cycle Science</a>	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Informs on best practice, guides and informs policy decisions relating to this subject area	Yes	English and Irish	Publ. 2008
<a href="#">Looking at Geography</a>	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Informs on best practice, guides and informs policy decisions relating to this subject area	Yes	English	Publ. 2008

Looking at Home Economics	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Informs on best practice, guides and informs policy decisions relating to this subject area	Yes	English	Publ. 2008
Looking at Music	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Informs on best practice, guides and informs policy decisions relating to this area	Yes	English and Irish	Publ. 2008
Looking at Irish in Junior Cycle	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Yes	English and Irish	Publ. 2007
Pressing the Right Buttons – Calculator Use in Schools and in Junior Cycle mathematics	An evaluation of the use of calculators in schools and in mathematics at junior cycle level	Provides commentary in this subject areas with guidance for improvement	Yes	English	Publ. 2007
Looking at English – Teaching and Learning English in Post-Primary Schools	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support,	Informs on best practice, guides and informs policy decisions relating to this area	Yes	English	Publ. 2006

	planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement				
<a href="#">Looking at History – Teaching and Learning History in Post-Primary Schools</a>	Composite evaluation regarding the quality of teaching and learning in this subject area. The <i>Looking at</i> series examine the areas of subject provision and whole-school support, planning and preparation, teaching and learning, and assessment. They also provide a summary of the main findings and recommendations for improvement	Informs on best practice, guides and informs policy decisions relating to this area	Yes	English and Irish	Publ. 2006
<a href="#">Implementing the Revised Junior Certificate Science Syllabus- What Teachers Said</a>	An analysis of teachers' responses to the revised syllabus in science at junior post-primary level	Provides information to guide syllabus development and implementation	Yes	English	Publ. 2006
<a href="#">Review of Guidance in Second Level Schools</a>	An analysis of the provision of guidance and related services in post-primary schools	Highlights good practice and provides advice and recommendations for future development	Yes	English	Publ. 2006
<a href="#">The Junior Certificate School Programme: Building on Success</a>	An evaluation of a programme at junior post-primary level that is designed as an intervention to reduce early school-leaving	Provides advice and guidance for schools, teachers, support services and the education system generally on maximising the benefits that accrue through the programme	Yes	English and Irish	Publ. 2005
<a href="#">Inspection of Modern Languages: Observations and Issues</a>	Thematic evaluation of modern languages	Provides an analysis of the strengths and areas for development in teaching and learning modern languages at post-primary level	Yes	English	Publ. 2004
<b>Other evaluation reports</b>					
<a href="#">Joint Evaluation Report: Dissolving Boundaries Programme 2010/2011</a>	The Dissolving Boundaries (DB) programme uses information and communications technology (ICT) to facilitate cross-cultural educational	This report shares good practice in the implementation and evaluation of cross-border projects and in collaboration between two different	Yes	English and Irish	Publ. 2012

	linkages between schools in Northern Ireland and the Republic of Ireland. This is the report on a formal evaluation of the programme by inspectors from both Northern Ireland and the Republic of Ireland.	Inspectorates.			
<a href="#">The Special Needs Assistant Scheme: A Value-for-Money Review of Expenditure</a>	Please see above.	Please see above.	Yes	English and Irish	Publ. 2011
<a href="#">Language Support for Immigrants: A Value-for-Money Review</a>	Please see above.	Please see above.	Yes	English and Irish	Publ. 2011
<a href="#">An Evaluation of Youthreach</a>	Youthreach is a national provider in the Irish education and training continuum. It is a fundamental element of the response of the Government to early school leaving and educational disadvantage in Ireland. Since 2006 the Inspectorate of the Department of Education and Skills has been involved in evaluating the quality of the education and training provision in those Youthreach centres funded by the Department. This report is based on the findings and recommendations from twenty-five of these evaluations.		Yes	English and Irish	Publ. 2010
<a href="#">Youth Encounter Project Schools: Value for Money Review</a>	Value For Money programme reviews aim to analyse in a systematic manner the returns achieved on Government expenditure, and thereby to provide a basis for informed decision-making and prioritisation in relation to expenditure programmes and measures to enhance the efficiency and effectiveness of future	This is one of a number of examples of this type of programme review in which the Inspectorate has participated.		English and Irish	Publ. 2008

	expenditure on such programmes.				
ICT in schools	Thematic evaluation on the uses and impact of ICT in teaching and learning in Irish schools	Informs on best practice, guides and informs policy decisions	Yes	English and Irish	Publ. 2008
An Evaluation of Educational Provision for Children with Autistic Spectrum Disorder	Report of an evaluation of the provision for children with autistic spectrum disorder	Provides information on provision and make recommendation for improving it in this area, informs policy decision-making	Yes	English	Publ. 2006
Cooperative School Evaluation Project (CSEP)	Collaborative international report that provides indicators on the evaluation of non-curricular school policies	Provides indicators on the evaluation of non-curricular school policies	Yes	English	Publ. 2006
An Evaluation of Special Classes for Pupils with Specific Speech and Language Disorder	An evaluation of the special classes that are provided for pupils who have a specific speech and language disorder	Provides information on provision and make recommendation for improving it in this area, informs policy decision-making	Yes	English and Irish	Publ. 2005
Survey of Traveller Education Provision in Irish Schools	Evaluation of the educational provision for members of the Travelling community	Provides information on provision and make recommendation for improving it in this area, informs policy decision-making	Yes	English and Irish	Publ. 2005
Pre-Schools for Travellers: National Evaluation Report	Evaluation of pre-schools for Traveller children	Provides information relating to provision in this area and informs policy-making	Hardcopy	English	Publ. 2003

## 2. Research papers

For example: Paper by inspectorate researchers: Inge F. de Wolf and Frans J. G. Janssens: *Effects and side effects of inspections and accountability in education: an overview of empirical studies*. Oxford Review of Education, Vol. 00, No. 0, Month 2007, pp. 1–18.

Author, title, date, publisher of the paper	Abstract/description	Why useful?	Available digitally?	Language used	Date published
			yes/no		

## 3. Internal training programmes

For example: Training in inter-rater reliability, interview training, induction of new inspectors.

Name training programme	Abstract/description	Why useful?	Available digitally?	Language used	Date/time it was used
Induction of new inspectors	<p>A four-month intensive induction programme, incorporating briefings on the operation of the Department of Education and Science (DES), work-shadowing of colleagues during inspections, and attendance at an intensive 1-week immersion programme in the Irish language.</p> <p>Each new inspector completes an induction task, keeps a work-shadowing reflective diary, and writes inspection reports under supervision.</p> <p>S/he is assigned a mentor during the first year in the service.</p>	<p>Exposes new inspectors to the work of the DES and its related agencies</p> <p>Gives new inspectors experience of all aspect of inspection activity, both first and second level, prior to working independently as inspectors/evaluators.</p> <p>Provides colleagues with opportunities for mentoring and fosters a collegial approach within the Inspectorate</p> <p>Encourages individual and group reflection on practice</p>	Yes	English	Ongoing
General Annual Training Programme	<p>Incorporates four strands:</p> <p><b>Central programmes:</b> training activities relevant to the Inspectorate as a whole</p> <p><b>Business Unit programmes:</b> based on regionally/locally-identified</p>	Addresses the ongoing and emerging needs of the Inspectorate at individual and group levels	Yes	English	Plan drafted each year

	needs <b>Specialised Training</b> programmes: based on specific training requirements for specific tasks <b>Self-managed Learning</b> programmes: provide opportunities to access training in response to individual learning and development needs. Such programmes are generally linked to the <b>Performance Management and Development System</b> which operates throughout the Civil Service				
Training in evaluation strategies	When new evaluations models are introduced, inspectors are provided with specific training. The model allows for input from inspectors at the design stage	Ensures consistency of practice and ownership by inspectors of the various models of inspection  Provides opportunities for informal discussion and sharing of practice and encourages group reflection	Yes	English	Various programmes available
			yes/no		

#### 4. Experts in your organisation who could be of assistance to other SICI members

For example: Mr. X, expert in risk analysis; Ms. Y, expert in training; Mr. Z, expert in databases.

Name expert	Field of expertise
Harold Hislop, Chief Inspector	Can source expertise within the Irish Inspectorate in the areas of curriculum and assessment policy, evaluation, teacher education, school support services, professional development for inspectors and special education.
Gary Ó Donnchadha , Deputy Chief Inspector	Can source expertise within the Irish Inspectorate in the areas of evaluation planning, operations and reporting.

## 5. Specific expertise of your organisation

For example: Expertise in setting up databases with information about schools.

Expertise	Abstract/description
Reforming and Developing Inspection Models and Consultation with External Stakeholders	For many years, the principle of partnership has been central to the way in which the Inspectorate conducts its evaluations. This has supported a high level of positive engagement by schools, teachers, patrons and management bodies with Inspectorate evaluations. The Inspectorate is committed to continual review and improvement of its inspection models in consultation with partners. The Inspectorate therefore has considerable experience and expertise in these areas.
Development of Resources and Materials to support Self-Evaluation in Schools	The promotion and development of self-evaluation by schools has been part of the Inspectorate's approach to whole-school evaluation since the model was first introduced. In early 2012, the Inspectorate published draft guidelines for school self-evaluation. These formed the basis for extensive consultation with the education partners. The final version of the guidelines is due to be published in autumn 2012.
Publication of composite evaluation reports on the school system.	The Evaluation Support and Research Unit of the Irish inspectorate has an established expertise in planning and executing in-depth national evaluation projects leading to publication of composite reports. These reports set out main trends and recommendations for service improvement and policy development. The reports are disseminated to key personnel throughout the system.
<p>The Irish inspectorate would be interested in participating in training in relation to:</p> <ul style="list-style-type: none"> <li>Risk-based frameworks and procedures to support inspection planning and proportionate evaluation.</li> <li>From evidence to analysis: refining skills in processing inspection evidence and drawing reliable conclusions</li> <li>Development of expertise in value for money audit processes and impact analysis of educational programmes.</li> <li>Development of internal Quality Assurance procedures for guaranteeing the quality of Inspection Services</li> </ul>	