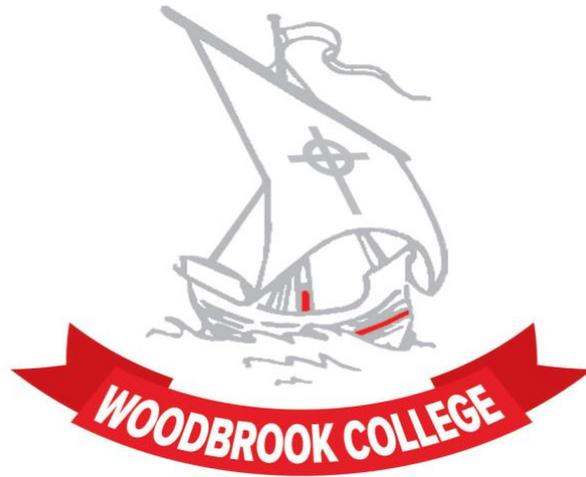


**Woodbrook College
Woodbrook
Bray
Co. Wicklow**



School Self-Evaluation Report Teacher Collaboration

September 2018 to May 2021

Report Issue Date:

School Self-Evaluation Report

Teacher Collaboration

1. Introduction

1.1 Focus of the Evaluation

A school self-evaluation of teaching and learning at Junior Cycle in Woodbrook College was undertaken during the period 01/09/2017 to 31/05/2018. The focus of this evaluation is on teacher collaboration within the school with a view to establishing the extent and adequacy of our current provision, further steps which need to be taken to extend and improve teacher collaboration in the school and the most appropriate ways to ensure that meaningful and effective collaboration becomes part of the day-to-day routine among the teaching staff here in Woodbrook College especially as we engage with the new junior cycle programme. The views of all teaching staff were elicited in order to establish a culture of actual collaboration among and between subject departments which is ongoing, meaningful and effective.

1.2 School Context

Woodbrook College is a co-educational voluntary secondary school under the trusteeship of the Edmund Rice Schools Trust. Situated on the outskirts of the large urban town of Bray, there are 360 students including a number of students with EAL and other specific learning needs. The school receives an allocation of 128 hours to cater for these needs in a variety of programmes and formats. There is a Transition Year containing 48 students and an LCA1 class containing 10 students. The LCVP programme is also well established in the school and is offered in both 5th and 6th year each year.

2. Gathering Evidence

The first stage in the process was to gather evidence on the extent of current teacher collaboration among the teaching staff with a view to:

- Identifying members of the teaching staff who currently actively engage in collaboration with teachers in their own subject departments and the form this collaboration takes
- Identifying subject departments within the school whose teachers currently actively engage in collaboration with teachers in other subject departments and the form this collaboration takes
- Identifying staff members for whom collaboration is a comfortable concept and who would be able to share their experiences with the rest of the teaching staff
- Identifying concerns which members of the teaching staff may have about collaboration between and within subject departments
- Identifying resources needed to facilitate effective teacher collaboration
- Identifying the extent of single-teacher subject departments and ways to facilitate effective collaboration in these situations

3. Progress made on previously identified targets in the current SIP

N/A for year one as SIP not in place yet.

4. Summary of School Self-Evaluation Findings

4.1 Strengths

In relation to teacher collaboration, the staff survey revealed that there is already a culture of collaboration in the school and a willingness among staff to extend and embrace this culture further. Among the areas where collaboration is already taking place on a regular basis include:

- 1) All staff are members of one of the school planning groups as part of their Croke Park commitment. This involves meeting to collaborate and plan on some area of school policy formation including:
 - Literacy, numeracy and assessment for learning strategies
 - School leadership programme
 - Staff management liaison group
 - Policy review group
 - Wellbeing
- 2) The Transition Year teachers meet regularly with the Transition Year co-ordinator to plan and review the transition year programme
- 3) The Student Support team meets weekly to plan and review any issues around student welfare and support
- 4) The school operates a “shared resources” area in which all staff can share resources and information relating to their subject and planning areas
- 5) Subject departments meet both formally and informally throughout the year to plan standardised programmes of work and common assessments
- 6) Teachers involved in the new Junior Cycle have been meeting for their SLAR sessions to discuss student performance (English, Business Studies, Science)
- 7) Teachers involved in special educational needs meet regularly throughout the year to discuss strategies and review progress of the students they are teaching
- 8) The Maths department have been involved in a team-teaching and peer-evaluation programme throughout the year

Specifically, the survey revealed that our school has strengths in the following areas:

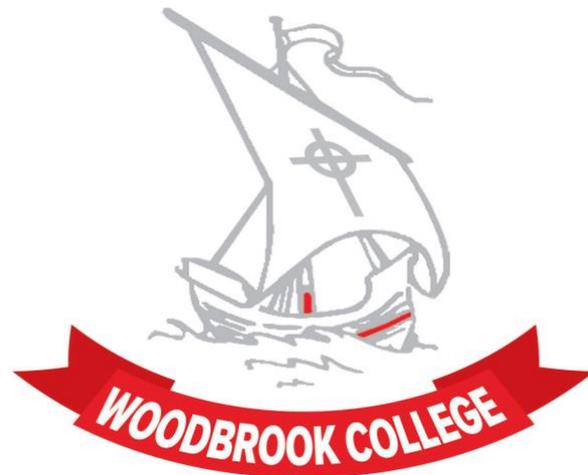
- 64% of the teaching staff are members of their professional subject association (The membership fee for subject associations is paid for by the school)
- 89% of the teaching staff who are members of their subject association regularly attend professional meetings of their association where they collaborate with subject teachers from other schools
- 57% of the teaching staff have already participated in “Peer Evaluation” within their subject area
- 100% of the teaching staff have shared methodologies with other teachers in their subject area
- 86% of the teaching staff have shared methodologies with teachers in other subject areas
- 100% of teachers said they would be comfortable with another teacher in their room either during a peer evaluation or a team teaching exercise
- 86% of teachers said they currently collaborate in the area of common assessments
- 93% of teachers said they currently collaborate in the area of common teaching plans
- 79% of teachers said they would welcome opportunities to collaborate further

4.2 Areas for Improvement

In relation to teacher collaboration, our school has identified the following areas for improvement

- 36% of teaching staff are not members of their professional subject association
- Only 21% of the teaching staff have participated in “Peer Evaluation” with teachers in other subject areas
- 42% of staff expressed apprehension about greater levels of collaboration
- 64% of staff expressed a reluctance to engage in
- 38% of our subject departments are single teacher departments

**Woodbrook College
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School Improvement Plan Teacher Collaboration

September 2018 to May 2021

Report Issue Date:

School Improvement Plan

Teacher Collaboration

Introduction

An analysis of current levels of teacher collaboration as well as teacher views and concerns around collaboration has taken place.

Summary of main strengths

- 64% of the teaching staff are members of their professional subject association (The membership fee for subject associations is paid for by the school)
- 89% of the teaching staff who are members of their subject association regularly attend professional meetings of their association where they collaborate with subject teachers from other schools
- 57% of the teaching staff have already participated in “Peer Evaluation” within their subject area
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Summary of main areas requiring improvement

- 36% of teaching staff are not members of their professional subject association
- Only 21% of the teaching staff have participated in “Peer Evaluation” with teachers in other subject areas
- 42% of staff expressed apprehension about greater levels of collaboration
- 64% of staff expressed a reluctance to engage in
- 38% of our subject departments are single teacher departments

Improvement Targets

Target 1: To increase the percentage of teachers who are members of their subject association from 64% to 100% over the 2018/2019 academic year.

Required Actions

- Provide each teacher with an Application form for their respective association and facilitate the sending off of these and the payment of the relevant fee

Persons Responsible

- All teachers
- Principal

Timeframe

- August staff planning sessions

Target 2: To increase the percentage of subject departments engaging in the planning of common assessments to 100%

Required Actions	Persons Responsible	Timeframe
■ Remind all staff of this objective early in September and throughout the school year	■ Principal	■ From Sept. 2018
■ Allow staff planning time for collaboration over assessments	■ Principal ■ Subject Department Heads	■ November 2018

Target 3: To increase the percentage of subject departments engaging in the planning of common teaching plans to 100%

Required Actions	Persons Responsible	Timeframe
■ Remind all staff of this objective early in September and throughout the school year	■ Principal	■ From Sept. 2018
■ Allow staff planning time for collaboration over subject planning	■ Principal ■ All staff	■ August 2018

Target 3: To increase the percentage of teachers engaging in peer evaluation within their own subject department from 57% to 70% over the 2018/2019 academic year

Required Actions	Persons Responsible	Timeframe
■ Provide Continuous Professional Development of staff in peer Evaluation (A request has already been made to PDST for support in this area)	■ Principal	■ September 2018
■ Recruit interested staff members and draw up a schedule to be put in place over the year	■ SSE Co-ordinator	■ Nov 2018-Feb 2019

Target 4: To increase the percentage of teachers engaging in peer evaluation with other subject departments from 21% to 40% over the 2018/2019 academic year

Required Actions	Persons Responsible	Timeframe
■ Provide Continuous Professional Development of staff in peer Evaluation (A request has already been made to PDST for support in this area)	■ Principal	■ September 2018
■ Recruit interested staff members and draw up a schedule to be put in place over the year	■ SSE Co-ordinator	■ Nov 2018-Feb 2019