

HFSS Educational Initiatives Leading Learning for Ourselves at HFSS



HFSS PEER COLLABORATION PROFESSIONAL PROGRAMME

Our teaching staff have engaged in a Peer Collaboration programme to enhance professional dialogue since 2014.. In 2017-18, we decided to drop the 'pilot' status and continue our peer collaboration programme and embed this practice in our teaching and learning staff culture at HFSS.

What is Peer Collaboration?

✓ **Stage 1: The PRE-COLLABORATION meeting checklist**

1. Agree on time, date and place of the visit.
2. How the students will be briefed about the visit.
3. The focus and conduct of the visit. What area to focus on is agreed.
4. No note taking during the visit.

✓ **Stage 2: The LESSON VISIT**

1. Arrive at the agreed time and stick to the agreed process.
2. Introduce the visiting teacher in the agreed manner.

✓ **Stage 3: The POST-COLLABORATION discussion**

1. Observed teacher leads the discussion.
2. The focus is clearly on affirming teaching methodologies and discussing aspects of teaching.
3. Have a professional conversation about aspects of teaching.

Stage 4: The REFLECTIVE PRACTITIONER

Reflect on the class taught. Self-reflection for professional development.

DES Inspectorate link: Teachers from *Holy Family Girls Secondary School* in Newbridge talk about how their involvement in Droichead led to a valuable *peer collaboration* initiative
<http://schoolself-evaluation.ie/post-primary/stories-schools/videos/>



HFSS is a DROICHEAD SCHOOL

Droichead is an integrated professional induction framework for newly qualified teachers. We have a Professional Support Team of trained DROICHEAD mentors on staff at HFSS.

Droichead has been designed in collaboration with the profession to reflect the importance of induction for new teachers as they are formally welcomed into the most important profession in society. It is grounded in the belief that those best placed to conduct this formal welcome are

experienced colleagues who have relevant and in-depth knowledge of teaching and learning in their respective schools.

Droichead recognises the effectiveness of the reconceptualised programmes of initial teacher education and particularly the extended school placement, in the professional preparation of student teachers. It builds on that phase, taking as its starting point the areas for further learning that have been identified by the NQT in collaboration with the HEI as part of the school placement experience. At the same time, it recognises that induction is a distinct phase of the continuum of teacher education, a socialisation process into the teaching profession. This integrated framework includes both school-based and additional professional learning activities to address the needs of teachers as they begin their careers.

<http://www.teachingcouncil.ie/en/Teacher-Education/Droichead/>



HFSS is a DIGITAL LEARNING FRAMEWORK pilot school

The [Digital Learning Framework](#) has been developed to assist schools in effectively embedding digital technologies into teaching and learning. It provides clarity for school leaders and education providers in how to create a shared vision for how technology can best meet the needs of all learners. The Framework is now available to all schools but, to ensure that it is a really useful tool for schools a very focused look at its implementation was undertaken in 2017-2018 in 50 schools, 30 primary and 20 post-primary. HFSS was one of these schools.

<http://www.pdsttechnologyineducation.ie/en/Planning/Digital-Learning-Framework/>



HFSS is a TL21 School

The TL21 Programme is a workshop-based Continuing Professional Development programme for teachers and school leaders that promotes innovative practice and professional learning communities in post-primary schools. The programme is a research-led one and its two main aims are:

- to strengthen teachers' capacities as co-operative and self-critical authors of their own work;
- to enable students to take an active and responsible part in their own learning.

The programme is currently running as a partnership between the Maynooth University Department of Education and Kildare Education Centre. Participants in the programme attend a series of CPD workshops in an Education Centre over a two-year period and progressively develop their capabilities as innovative practitioners over this period. The HFSS TL21 team have been researching an action project on Assessment for Learning with specific regard to working towards a standardised set of key symbols to assist with giving effective feedback to students (2017-2019)

<https://www.maynoothuniversity.ie/TL21>

HFSS is an ePortfolio Active School



As many materials and resources created and used by staff and students in their academic work is born digital, the ePortfolio has emerged as an authentic and more effective option, allowing portfolio owners to curate and manage their digital footprint and identity across multiple thresholds, using a variety of media. ePortfolios can foster a mode of learning and assessment that is student-centred and promote critical thinking and reflection by putting an onus on students themselves to demonstrate how their work meets the stated learning outcomes of a programme of study.

<http://eportfoliohub.ie/index.php/framework/>



HFSS School Self Evaluation

Since 2012, all post-primary schools in Ireland were asked to commence a process of School Self-Evaluation (SSE). In the first phase schools focused on teaching and learning and the SSE process helped them to identify aspects of provision that were strengths, as well as areas that required development. The SSE process provides a way for schools to systematically plan for, implement and monitor changes and improvements in aspects of practice that they have identified as priorities. Between 2012 and 2016, the inspectorate engaged in ongoing dialogue with the education partners and sought feedback from schools on how the process was working and how it could be further developed. In 2016 a new SSE circular and resource materials were published to support schools in the second phase of SSE from 2016 to 2020.

Looking at Our School 2016 (LAOS): The Inspectorate has developed a new Quality Framework for Schools. The framework is published in *Looking at Our School 2016 A Quality Framework for Post-Primary Schools*. It provides a unified and coherent set of standards for two dimensions of the work of schools: teaching and learning and leadership and management. The Quality Framework will inform the work of inspectors as they monitor and report on the work in schools. The teaching and learning dimension of the Quality framework will support schools as they engage in the school self-evaluation process.

We follow SCHOOL IMPROVEMENT PLANS (SIPs) for the ongoing curriculum based development of LITERACY, NUMERACY and PEER COLLABORATION and AFL. We have embedded the process of SSE across all of our school framework, policies and procedures.

[HTTP://SCHOOLSELF-EVALUATION.IE/POST-PRIMARY/](http://schoolself-evaluation.ie/post-primary/)



HFSS is a SWIM IRELAND TY SCHOOL

Since 2017, our TY students have the opportunity to complete a Level 1 Swimming Teachers Course with Swim Ireland at HFSS with a Swim Ireland coach.