

An update on the work of ETI: January 2023 – April 2023

January 2023

Overview

Professional Learning for Impact	Dissemination Events: Preventative curriculum / Specialist Provisions (learning) in mainstream schools / Engage II Programme
Schools / organisations	Further consultation on development of inspection and implementation of inspection prototypes with a small number of self-nominated schools/organisations
Schools / organisations	Follow-up inspections for a proportion of the organisations in ETI's follow-up process
Schools / organisations	A range of engagements involving subject specialist inspectors and practitioners on a variety of contemporary subject-specific themes
Further Education, Work-based learning and European Social Fund	Quality Improvement Planning Scrutiny and European Social Fund 'Call 3' visits
Primary and Post-primary Schools	A baseline evaluation of digital skills in the curriculum (primary and post-primary)
Primary and Post-primary Schools	An evaluation of Teacher Professional Learning to support high quality Shared Education provision
Schools and EOTAS centres	An evaluation of Teacher Professional Learning to support learners' special educational needs
Youth	An evaluation of the impact of the Revised 2021 Funding Scheme for voluntary youth organisations
Broader and Exploratory Inspection and Evaluation work	Engagement with a range of educational researchers to explore links between Inspection and Research
Broader and Exploratory Inspection and Evaluation work	Thematic evaluation of Level 3 Provision

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Professional Learning for Impact: Dissemination Events

Relating to its thematic evaluation work undertaken in 2021/22, ETI is planning a series of dissemination events throughout this term to support improvement, namely in the areas of the:

- Preventative curriculum;
- Support provisions (learning) in mainstream schools; and
- Engage II Programme.

Schools/Organisations: Development of Inspection

Work on the development of inspection continues apace. ETI has completed a detailed analysis of the 404 responses to our online survey and the feedback from more than 30 focus groups involving school/organisation leaders, teachers, pupils, parents, employing authorities, teaching unions and a range of other stakeholders. This vital feedback is informing the development work; a report of the main themes emanating from all of the feedback, and the associated actions being taken forward, will be published early in 2023.

In June 2022, just over 250 schools/organisations self-nominated to work with us in the trialling and refinement of our high-level questions, contributory areas of focus and prototype models of inspection. Between October and December, ETI visited 101 of these schools/organisations, all of whom provided very helpful feedback regarding the development of inspection process.

The development of inspection visits will continue during the Spring term with plans well advanced for a small number of prototype inspections to take place in a small number of schools/organisations that have self-nominated to support us in this development work.

Schools/Organisations: Follow-up inspections for a proportion of the organisations in ETI's follow-up process

All early years settings and schools currently within the follow-up process beyond a period of 12-18 months will be scheduled for a follow-up inspection by ETI during Term 2. The inspection will include an evaluation of the school's arrangements for safeguarding learners.

The follow-up inspection process provides an important opportunity for schools to demonstrate to the Department of Education, pupils, parents/carers and their local community the extent of the progress made in effecting the required improvements in the quality of education being provided, as identified in the original inspection report.

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Schools/Organisations: A range of engagements involving subject specialist inspectors and practitioners on a variety of contemporary subject-specific themes

Throughout this term, a number of ETI's subject specialist inspectors will be engaging with practitioners and middle leaders to explore some contemporary subject-specific themes. Please keep a watchful eye on our website and social media sites for further information on how to take part in the engagements and to access the support materials produced.

Specialism	Theme
The Arts and PE	The extent to which the arts and PE provide opportunities for children to develop wider skills and dispositions that are transferable within the primary curriculum and to lifelong learning.
Digital Skills	Planning for future ready digital learning: to explore the strategic vision and planning for use of digital devices to enhance professional practice and pupils' learning.
English	Exploring the reading habits of children and young people: identifying challenges and barriers and more systemic enablers to facilitate reading for pleasure.
Environment and Society	How effectively are learners being prepared for living in a diverse society? The views of children and young people.
Mathematics	The provision for financial capability in early years settings, schools and colleges.
Modern Languages	Modern Languages at key stage 3 – strategies that foster positive attitudes to learning languages and lead to uptake at key stage 4.
Science and Technology	Equity in STEM, with a particular focus on gender bias and identifying the main causes of, and effective actions to address, the disparity in STEM performance amongst schools.

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Further Education, Work-based Learning and European Social Fund: Quality Improvement Planning Scrutiny and ‘Call 3’ visits

The Department for the Economy (DfE) has commissioned ETI to evaluate the effectiveness of quality improvement planning in the six colleges of Further Education in Northern Ireland. Inspection visits will take place on behalf of DfE to a proportion of work-based learning supplier organisations and to European Social Fund (ESF) project promoters. A third call for ESF projects runs from 1 April 2022 to 31 March 2023.

The strategic aims of the Programme are to combat poverty and enhance social inclusion by reducing economic inactivity, and, to increase the skills base of those currently in work and future potential participants in the workforce.

Primary and Post-primary: A baseline evaluation of digital skills in the curriculum

The thematic evaluation of digital skills will provide a baseline assessment of the nature and quality of the digital skills provision within the primary and post-primary curriculum. A key focus of this evaluation is on how well children and young people are developing progressively an appropriate range of digital skills for learning, living and working. During this term, evaluation visits to a sample of schools will take place.

Primary and Post-primary: An evaluation of Teacher Professional learning to support high quality Shared Education provision

The evaluation will review the impact of teacher professional learning in developing high quality shared education in primary, post-primary and special schools.

It will: explore the approaches to teacher professional learning, including cross phase engagement, and their contribution to school improvement; identify the good practice to inspire and support practitioners interested in developing further their shared education provision; and, inform the strategic direction of teacher professional development to support high quality shared education provision.

Schools and EOTAS Centres: An evaluation of Teacher Professional Learning to support learners’ special educational needs

Given the growing number of pupils presenting with special educational needs, this evaluation focuses on the effectiveness of the current offer of Teacher Professional Learning for practitioners in schools and EOTAS centres to help prepare practitioners for the teaching of pupils with special educational needs. The evaluation will look at the scope and appropriateness of the offer, the quality of the sessions and the impact of the learning on professional practice. Inspectors will undertake visits to schools to observe TPL sessions and lessons. They will engage with policy officials, a range of delivery partners, school leaders, practitioners, parents and pupils to seek their views. The report will publish in June 2023.



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Youth work: To evaluate the impact of the Revised 2021 Funding Scheme for voluntary youth organisations

The ETI is currently carrying out an evaluation of the impact of the Education Authority's revised funding scheme for the voluntary youth sector. The outcomes of the evaluation will inform the Department of Education's review of youth service delivery and policy development.

Broader and exploratory inspection and evaluation work: Engagement with a range of educational researchers to explore links between Research and Inspection

ETI, as a member of the Standing International Conference of Inspectorates, has established recently an ETI Research Team to support the work of ETI. As part of this early work, ETI plans to meet with a range of local, national and international educational researchers to explore how collaborative links can be developed to support the work of ETI in the interests of all learners.

Broader and exploratory inspection and evaluation work: Thematic evaluation of Level 3 Provision

Initial planning, scoping and enquiry work is taking place which will inform subsequent evaluation visits. This evaluation will build on the ETI's evaluations of the Curriculum Hubs in the six colleges of Further Education in Northern Ireland and the effectiveness of Level 3 curriculum planning in further education provision in four of the six colleges.