

An update on the work of ETI: September 2022 – January 2023

September 2022

Overview of the work of ETI

Professional Learning for Impact	Dissemination Events: Physical education in primary schools / Specialist Provisions (learning) in mainstream schools / Preventative safeguarding / Engage II Programme
Professional Learning for Impact	ETI's 'Stepping Forward Together' Project
Schools / organisations	Development of Inspection: wider consultation and self-nominated visits
Schools / organisations	Follow-up inspections for a proportion of organisations in ETI's follow-up process
Work-based learning and European Social Fund	Quality Improvement Planning Scrutiny and European Social Fund 'Call 3' visits
Primary and Post-primary Schools	Baseline evaluation of digital skills in the curriculum (primary and post-primary)
Schools and EOTAS centres	Teacher Professional Learning to support pupils with special educational needs
Youth	Funding Scheme for the Voluntary Youth Sector
Broader and Exploratory Inspection and Evaluation work	Planning for a thematic evaluation of Level 3 Provision across all providers
Broader and Exploratory Inspection and Evaluation work	Criminal Justice Inspection and Regulation and Quality Improvement Authority: Joint Child Protection Inspection

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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 academic year to support improvement, namely in the areas of:

- Physical education in primary schools;
- Support provisions (learning) in mainstream schools;
- Preventative safeguarding; and
- Engage II Programme.

Professional Learning for Impact: Stepping Forward Together' Project

ETI has been taking forward its Empowering Improvement project. To date, this has involved online professional learning sessions with schools/organisations to support self-evaluation as well as work to take forward development of inspection. Between February and May 2022, just under 1300 participants, mostly middle leaders in around 700 schools/organisations, engaged enthusiastically in the professional learning aspect of the project.

District Inspectors are engaging with the participants of the project, largely in small clusters. This work will continue during term one, in order to: maintain contact with this important group of mainly middle leaders/co-ordinators; provide an opportunity for them to share ideas and practices they have taken from the project; answer any queries; and provide feedback on any work they have been taking forward.

Due to high levels of interest and demand, work has already begun to scope out potential avenues of participation, using the resources and methodologies already used, for those schools/organisations who were unable to take part in the first phase of the project due to other commitments.

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 25 focus groups involving school/organisation leaders, teachers, pupils 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 the first term.

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In June 2022, just over 250 schools/organisations self-nominated to work with us in the trialling and refinement of our high level lines of enquiry, areas of focus and prototype models of inspection. During October/November 2022, we will undertake one-day visits to a sample of these schools/organisations; the District Inspectors of the schools/organisations involved in the first tranche of visits will make contact with the schools/organisations in early September 2022 to make the necessary arrangements.

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

Follow-up inspections of early years settings and schools will continue to take place. To assure schools/organisations and their respective community, parents, the Department of Education (DE) and other stakeholders that improvement is being achieved in the best interests of the learners, a proportion of the organisations currently within the follow-up process will be scheduled for a follow-up inspection by ETI during Term 1.

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 organisations of work-based learning suppliers and European Social Fund (ESF) project promoters. A third call for ESF projects runs from 1 April 2022 for a minimum of 12 months.

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. ESF Call 3 visits will be undertaken by ETI on behalf of DfE.

Primary and Post-primary: 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, initial planning, scoping and enquiry work will take place which will inform subsequent evaluation visits to a sample of schools during this academic year.

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Schools and EOTAS Centres: Teacher Professional Learning to support pupils with 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 lessons and to listen to the views of policy officials, a range of delivery partners, school leaders, practitioners, parents and pupils. The report will publish in June 2023.

Youth work: Funding Scheme for the Voluntary Youth Sector

The ETI will commence an evaluation of the impact of the Education Authority's new 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: Planning for a thematic evaluation of Level 3 Provision across all providers

This evaluation will build on the ETI's evaluation of the effectiveness of Level 3 curriculum planning in further education provision in four of the six Colleges of Further Education. The planning for this evaluation will be undertaken in the first term of this academic year.

Broader and exploratory inspection and evaluation work: Joint Inspection of Child Protection with the Criminal Justice Inspection (CJI) and Regulation and Quality Improvement Authority (RQIA)

In collaboration with CJI and RQIA, ETI will undertake a pilot [joint inspection of child protection](#). With a focus on the child's journey, the joint inspection of child protection aims to increase understanding of the opportunities and areas for development in safeguarding and protecting children at risk of harm. The child's interaction with the various safeguarding and child protection responses will be considered, rather than the performance of any one sector or agency. This joint working is in keeping with the Children's Service Co-operation Act (NI) 2015 and aims to improve co-operation among Departments and authorities in advancing the welfare of children.