**Transcripts of Role of DI - Mix**

(MUSIC)

**Caroline Currie, Principal – Rathore School, Newry**

We see the role of the district inspector as very much a supportive colleague. We see them as a trusted colleague who can provide us with very constructive feedback and constructive criticism, if need be, in terms of school improvement and staff development.

We also see it very much as someone who can guide us to see outstanding practice in other schools, they can link us up with other schools who are maybe doing some parts and aspects of action planning the same as we are and, again, for lots of helpful hints and suggestions as to how we can move the school forward.

**Hilary Woods, Principal – Belfast Royal Academy**

I have found that my visits from my district inspector to be very much helpful in terms of the professional dialogue for me as principal to know "Yes, I am on the right track," and that the school is making the right changes that are needed without it being necessary just for the sake of change.

**Maurice O’Neill, Principal – St Malachy’s Primary School, Castlewellan**

I always find, when my district inspector is with me, I always come away from the visit re‑energised and in part, not because she always agrees or we agree on things, but because, I think, in her questioning she shapes my thinking in such a way that empowers me to direct the pathway of the school in the correct manner.

**Susan O’Boyle – Education and Training Inspectorate**

District work is very important because, then when you do go in to inspect, you're normally on that inspection whether it be a full inspection or a sustaining improvement inspection, or a follow-up inspection. So you have that rapport, you have that relationship. You've been through different visits with the school a different journey with the school, and you're able to convey that context.

**Hilary Woods, Principal – Belfast Royal Academy**

I have always welcomed visits from the district inspector because I've always taken it as an opportunity to maybe see, learn from best practice, are there any other schools that my district inspector has been to, that he or she can say "I've seen an example of that", or "I've seen another school that is experiencing the same issues that you have as an inner-city school and maybe an area of quite high deprivation, and these are maybe some areas that you could look at," so very much a sort of two way process, and bouncing ideas off and just having that sort of conversation about these areas that we think we might look at.

**Caroline Currie, Principal – Rathore School, Newry**

It's also important that they do challenge us if there are areas that maybe we need to develop further, or if perhaps we're on the wrong pathway and we need to go back onto a different pathway, we would rather know that at the early stages of school development planning than continue through a three-yearly cycle to find out at the very end. So we would welcome challenge from the Inspectorate in order to help keep us on that right path.

**Colin Ford, Principal – Moira Primary School**

The shared purpose between the Inspectorate and us as a school is very simple: are we doing well by our children? Are we ensuring our children are getting the best that we can provide? Are we being able to take areas that we know could be better within the school and are we bringing about the improvement?

So that shared relationship between the Inspectorate is, well this is what we think is right, this is what we think we're doing and then the Inspectorate coming in and endorsing and saying "Yes folks, this is exactly what you should be doing, and keep plodding along because the impact you're having is, as you can see yourselves, is the desired impact, and the fact that the children are continually improving or maintaining high standards."

So it can be a mix, as I say, bringing about improvement but, where the standards are already high, simply maintaining that. Which can also be hard in itself.

**Jim Sheerin, Principal – Lidnagarvey High School, Lisburn**

I personally don't believe that there is a lot of difference between district inspector visits and full inspections. It's still the same agenda of what we're running through. We're still looking to sort of making improvements, linking the school development plan, we're still working through all the different issues which we would see within the framework. We're having the same we're discussing openly how we're seeing things in the different subject areas across different provision within the school. We're mapping out all of what we've got to do and when we work together in that form, I find that the inspections are very much like the district inspector visits.

**Susan O’Boyle – Education and Training Inspectorate**

We would have a number of schools that we would be allocated. They're normally allocated along with the district councils and the revised EA areas, but we would get to know those schools particularly well. In my own particular district I would have a number of primary schools and a post-primary district.

The post-primary district I have been involved with now for a number of years, and I would know the context of each of those schools, the journey that they have been on. They've all been on different journeys, they've been through maybe an inspection process, they're maybe waiting on a sustaining improvement inspection process or they've maybe been through the follow-up process. You get to know your schools, you get to know the leadership in your schools really quite well. You're able to provide that challenge and support role for the leadership.

**Caroline Currie, Principal – Rathore School, Newry**

We would provide things like our senior leadership structure, our curriculum leader plans, a sample of some of our planners that we have, children's individual education plans, a copy of the school development plan and action plans and we are available, any information that they need. One of the key points that we did share this year was the monitoring and evaluation strategies. That was a key role for us as a senior leadership team to ensure rigorous monitoring and evaluations so we also did share our plan for the entire school year for how we can monitor and evaluate progress.

(MUSIC)