



SSE student WORKSHOP 1

Title of workshop	School Self Evaluation (SSE) Student Workshop ¹
AIM	The workshop explores young people's experiences of an aspect(s) of school life. It identifies what young people regard as the supports and the barriers to having their voices heard about their learning. It also presents ideas on how to improve their experiences in the area.
PARTICIPANTS	The workshop can be used with students drawn from within a year group, a class group, across year groups, or from special interest groups, e.g. children with additional needs.
ROOM LAYOUT	Flexible seating arrangement
FACILITATOR	The workshop can be led by a teacher, by students or a combination of both.
TIME	A double lesson/period or its equivalent will be required.
STEP 1 ²	<p>The purpose of the workshop is shared with the students. This should include clarification of</p> <ul style="list-style-type: none"> • what is the audience for the outcomes of the workshop • how their feedback will be used to influence developments in the area under consideration • when and how they will receive feedback about next steps.
STEP 2	<p>In groups of four, students use the Placemat methodology³ to discuss the following questions:</p> <ul style="list-style-type: none"> • What are you doing and how do you feel when you are engaged in and enjoying your learning? • What holds you back from engaging in your learning? • What can teachers do to improve how learning happens? • What can young people do to improve how learning happens?
STEP 3	<p>Display the four questions above on separate flipchart pages.</p> <ul style="list-style-type: none"> • Ask each group to share the most important response it had to each question. • Record these under each question

1 Adapted from Voice in a Box. Ontario Ministry of Education. <http://www.edu.gov.on.ca/eng/students/speakup/resources.html>

2 Refer to the **Participation prompts; planning and review document** when planning and reviewing the workshop

3 From JCT Classroom Strategies <https://www.jct.ie/perch/resources/wholeschool/strategies-placemat.pdf>

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STEP 4	<ul style="list-style-type: none"> • Use the Dotmocracy⁴ methodology to prioritise the statements • Each student has 2 dot votes and is asked to place a dot on the two statements with which they most agree.
STEP 5	<ul style="list-style-type: none"> • The facilitator guides the discussion on the voting patterns and the group agrees on the key messages it wishes to prioritise. • The group agrees the content of the report to the decision makers in the school (audience). • The template below can be used to provide a record of the workshop outcomes.
CONCLUSION	<p>Thank the students for their participation.</p> <p>Inform them about how their feedback will be used and if and when they will receive a report of the final outcomes.</p> <p>This is also a good opportunity to ask them how they experienced the workshop and if they have any suggestions for how it might be improved.</p>

This workshop can be aligned to evaluative activity related to the Teaching and Learning dimension of the **Quality Framework for Post-Primary Schools**⁵.

4 From JCT Classroom Strategies <https://www.jct.ie/perch/resources/wholeschool/strategies-dotmocracy.pdf>

5 School Self-Evaluation Guidelines 2016-2020 Post-Primary
<https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/School-Self-Evaluation-Guidelines-2016-2020-Post-Primary.pdf>

Additional considerations:

The four questions in **Step 2** above could be adapted to suit a particular aspect of school, e.g.

EXTRA-CURRICULAR ACTIVITIES

- What are you doing and how do you feel when you are engaged in and enjoying your extracurricular activities?
- What holds you back from engaging in extracurricular activities?
- What can adults do to improve how the extracurricular programme looks and feels?
- What can students do to improve how the extracurricular programme looks and feels?

LEARNING SUPPORT

- What are you doing and how do you feel when you are engaged in and enjoying your learning support sessions?
- What holds you back from learning in those sessions?
- What can adults do to improve how learning support sessions look and feel?
- What can students do to improve how learning support sessions look and feel?

**School Self Evaluation
Student workshop recording template**

DATE

TIME

WORKSHOP AIM. This workshop aims to...

AUDIENCE

Who should hear the outcomes of this workshop?

When and how will workshop participants receive **feedback** on what decision was made and how their views contributed?

INFLUENCE

How will workshop outcomes be acted upon?

KEY OUTCOMES FROM THE WORKSHOP

- 1.
- 2.
- 3.
- 4.
- 5.