



EDMUND RICE COLLEGE PHOENIX PARK
SCHOOL ROLL NUMBER: 68306H

School Self-Evaluation Report

Teacher Collective and Collaborative Practice (Sharing Best Practices in Teaching and Learning)

Evaluation period: **March to May 2026**

Report issue date: June 2026

Approved by Board of Management:

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Edmund Rice College was undertaken during the period March to May 2026. During the evaluation, teaching and learning in the following areas were evaluated:

- **Teachers collective and collaborative practices**

This is a report on the findings of the evaluation.

1.2 School context

Edmund Rice College is a co-educational Catholic voluntary secondary school serving the areas of Carpenterstown and Castleknock under the patronage of ERST (the Edmund Rice Schools Trust). The school first opened its doors to students at the end of August 2017.

At Edmund Rice College we are committed to creating a caring school community that is a living testament to our core values Generosity Compassion Faith Courage. The staff of Edmund Rice College strive to ensure that all of our students learn in a positive environment where everyone aims to reach their full potential academically and to immerse themselves in all areas of school life.

We currently have an enrolment of 913 (25/26) Students and offer a full Junior Cycle curriculum, Transition Year, Leaving Certificate & Leaving Certificate applied. All classes are offered in a mixed ability setting with some higher level and ordinary level banding introduced in 2nd year.

We are 1:1 device school, with all students having an iPad. Classroom teachers are equipped with an iPad/Mac. All classrooms are equipped with an Apple TV for use with whiteboards and overhead projectors.

2. The findings of the current data gathering period on whole school supports in teaching and learning

Teacher Professional Development and Classroom Practices:

A teacher survey was administered to all staff (34 Responses). The focus of the survey was to gain insight into teachers' perceptions of whole school supports for their professional development, structures that support collaboration between colleagues and the systems in place to ensure best practice is disseminated throughout the teaching staff.

The findings:

- 88% of teachers regularly engage in professional learning that supports their teaching practice.
- 85% of teachers feel supported by school leadership in their professional development.

- 61% of teachers report that they have time to reflect and apply what they learn in CPD.
- 87% of teachers report that they work collaboratively with colleagues to enhance teaching and learning.
- 62% of teachers report they have enough time and opportunities to collaborate with colleagues (subject departments, etc).
- 76% of teachers report that good practise is effectively shared across the school.

3. Progress made on previously identified targets in School Improvement Plan 2025-2026

Target(s): Wellbeing

- All wellbeing targets have been achieved and a post-initiative survey will be conducted in September 2026. Four teams of teachers have used data gathered from teachers, students and parents. With this data, these four teams have finalised a whole-school healthy eating policy, created wellbeing lessons to be utilised by CSPE teachers, developed a range of activities to promote wellbeing during tutor-time and worked through a range of initiatives to promote positive wellbeing amongst staff. Wellbeing will come off our SSE framework from September 2026.

Target(s): Provision Mapping

- Provision mapping has had one year on our SSE framework. During this year, data was gathered from students, parents and teachers. This data was used to create a visual map of all provisions available to students throughout Edmund Rice College. This map will be available to the BOM in June 2026. This will be printed and displayed prominently in the school.
- Teachers received three CPD sessions on the creation of provision maps for each of their class groups. Throughout 2025/2026, teachers prepared maps for each of their classes, detailing the specific needs of all students in their lessons and the appropriate teaching / learning strategies that could be utilised, to ensure that all students were included in the learning experience in each lesson.

Target(s): Peer observation

- As of May 2026, teachers have engaged in five cycles of peer observation. During each cycle, each teacher had the opportunity to be observed in their teaching. Each teacher was also able to observe a lesson delivered by a colleague. After each observation, feedback was delivered to the observed teacher by his/her observing colleagues. To the end of cycle 5, all feedback has been guided and focused on positives and what can be taken back and utilised by supervising teachers. In 2026/2027, peer observation will not remain on our SSE framework with it's own set of actions and targets. Instead, through our new initiative of sharing best practise / teacher collaboration, peer observation will evolve to a Teaching and Learning Committee, where teachers are presented with whole-school initiatives, from a core group, to take back and use in their lessons.

4. Summary of school self-evaluation findings for Teachers Collective and Collaborative Practice:

4.1 Our school has **strengths in the following areas:**

1. 94% of teachers report that Collaborative practises (co-teaching, peer observation, etc) are encouraged in our school.
2. 91% of teachers feel comfortable in sharing ideas and challenges with colleagues.
3. 80% of teachers feel that our school values and recognises staff contributions to shared learning.
4. 65% of teachers feel that good practise is effectively shared across the school.

The following areas are **prioritised for improvement:**

1. 21% of teachers report that time is effectively allocated for collaboration.
2. 46% of teachers report that the professional learning opportunities are relevant to their needs.
3. 38% of teachers report that they do not have the opportunities to reflect on and apply what they learn in CPD.

We will develop a plan with specific targets and actions to make improvements in the areas above.