Note on Inspectorate Briefing for Post-Primary Education Partners

on

Evaluation of Remote Teaching and Learning (ERTAL)

Monday 29th March 2021 at 11:30am Online

In attendance from the Department of Education and Skills: Harold Hislop (Chief Inspector),Yvonne Keating (Deputy Chief Inspector), Gary Ó Donnchadha (Deputy Chief Inspector), Brian MacGiollaPhádraig (Assistant Chief inspector), Padraig McFhlannchadha (Assistant Chief inspector), Ger Power (Senior Inspector), Karina Holton and Elizabeth Sheridan (Divisional Inspectors)

Partners in attendance:

Name	Organisation	Name	Organisation
John Irwin	ACCS	Michael Redmond	JMB
Paul Fiorentini		Mia Fanning	NPC PP
Kieran Christie	ASTI	Páraic Walsh	OCO
Ann Piggott		Paul Fields	ETBI
		Michael Gillespie	TUI
Paul Byrne	NAPD	Reuben Murray	ISSU
Clive Byrne		Luke Casserly	

Outline of meeting:

Harold Hislop provided an introduction and welcomed Post-Primary Education partners to this briefing and consultation meeting. Padraig McFhlannchadha provided an overview to the partners on school closures, re-opening and sustained operation phases and the advice, support and research undertaken by inspectors. He outlined the need for the Inspectorate to balance our support and accountability functions and explained the co-construction approach of the Inspectorate in developing the ERTAL approach.

Brian Mac GiollaPhadraig outlined the aims and the focus of Evaluations of Remote Teaching and Learning (ERTAL). He outlined the guidance and expectations in relation to remote teaching and learning which underpin the evaluation framework.

Ger Power explained the features of the ERTAL model and the experience during the pilot phases. He outlined the various activities which were undertaken during the pilot of the evaluation and how the school experienced the evaluation. The activities undertaken before, during and after the ERTAL evaluation, were explained and the learning from the trial presented.

H Hislop opened a discussion to seek the views of Education Partners**.**
Questions, comments and discussion were invited from the partners and the topics covered included:

- Online Methodologies –learning from the pilot
- Learning from pilot in relation to lesson length
- Well-being issues- establishing connectedness- promoting meaningful engagement
- Work load implications
- Student Focus Groups – including a member of the Student Council
- Vulnerable learner groups and provision of devices for learners

- Infrastructure for online learning
- Delivery, connectivity and digital challenges – the model is looking at remote teaching and learning not just digital provision
- Teacher disengagement issues
- Exemplars of good practice and what works well in remote learning environments
- Reporting on ERTAL
- Developing expectation of consistent practice
- Developing better ways to engage with learners to find out what works well in a remote context
- Timetabling

Next Steps
Written submissions invited from Partners before May 14th
Guide will then be finalised and sent to the Minister for her approval.

The meeting concluded at 1pm