

## Domain 1: Equality

Standard: All students are afforded equality of esteem in all aspects of school life, where individual difference and diversity is recognised, mutually respected, and welcomed.

	Statements of Effective Practice	Statements of Highly Effective Practice
1(a)	The school community generally acknowledge the diversity that makes up the school community and the range of identities among its members including: age; belief system; dis/ability; ethnicity; family type; gender; religious background; sexual orientation, and socio-economic status.	The school community <b>fully acknowledge</b> the diversity that makes up the school community and the range of identities among its members including: age; belief system; dis/ability; ethnicity; family type; gender; gender identity; religious background; sexual orientation, and socio-economic status.
1(b)	The school management establishes and maintains a positive and inclusive school climate, where members of the school community are welcomed, where rights are respected and promoted, and where members feel safe (physically, emotionally, socially). All members of the school community are responsible for contributing to a positive school climate. All members of the school community are addressed by their first name.	The school management establishes and maintains a <b>very positive</b> and <b>very inclusive</b> school climate, where all members of the school community are welcomed, where rights are respected and <b>actively</b> promoted, and where members feel safe (physically, emotionally, socially). All members of the school community are responsible for contributing to a positive school climate. All members of the school community are addressed by their first name.
1(c)	The physical environment of the school reflects the school's values of equality, diversity, participation, access, and respect, as can be seen in: physical access to all areas, the choice of teaching resources, and the visual images and displays throughout the school (limitations of temporary accommodation are acknowledged).	The physical environment of the school <b>consistently reflects</b> the school's values of equality, diversity, participation, access, and respect, as can be seen in: physical access to all areas, the choice of teaching resources, and the visual images and displays throughout the school (limitations of temporary accommodation are acknowledged).
1(d)	The school community actively promotes the development of social and emotional competencies among students, such as fairness, kindness, caring, respect, solidarity, compassion, and concern for others.	The school community <b>develops</b> social and emotional competencies among <b>all</b> students, such as fairness, kindness, caring, respect, solidarity, compassion, and concern for others.
1(e)	The admissions policy and procedures reflect the equality-based ethos in that the admissions process is fair and equitable. The admissions processes are transparent and relatively easy to navigate and where possible, supports are provided to students and families who may otherwise find the admissions process challenging.	The admissions policy and procedures reflect the equality-based ethos in that the admissions process is fair and equitable. The admissions processes are transparent and <b>easy</b> to navigate and <b>supports</b> are provided to students and families who may otherwise find the admission process challenging. Specific outreach initiatives are in place to ensure the local

		community of the school are aware of admission procedures.
1(f)	The school makes reasonable efforts to ensure access for all students and their families to a range of information and support and to participate in relevant aspects of school life. Generally, members of the school community positively identify with the school and high levels of participation in school life are encouraged. Differentiated supports are generally provided, in so far as it is possible, to those who need them so as to ensure the participation of all students and their families.	The school <b>consistently ensures</b> access for all students and their families to a range of information and support and to participate in relevant aspects of school life. Members of the school community positively identify with the school and <b>very</b> high levels of participation in school life are encouraged. Differentiated supports are <b>consistently</b> provided, in so far as it is possible, to those who need them so as to ensure the participation of all students and their families.
1(g)	The school is co-educational and committed to encouraging all students to explore their full range of abilities and opportunities. School leadership promotes gender equality in the provision of opportunities/ subject choices for students, encouraging them to explore their full range of abilities/ career options regardless of their gender or gender identity. Measures are taken to value and celebrate the range of student talents, efforts and achievements.	The school is co-educational and <b>consistently encourages</b> all students to explore their full range of abilities and opportunities. School leadership <b>purposefully promotes</b> gender equality in the provision of opportunities/ subject choices for students, encouraging them to explore their full range of abilities/ career options regardless of their gender or gender identity. <b>Effective</b> measures are taken to value and celebrate the range of student talents, efforts and achievements.
1(h)	Gender equality is promoted across the curriculum and in the choice of teaching and learning materials. It is specifically addressed as part of the Ethical Education/Learn Together curriculum where gender issues, gender stereotypes, bias and expectations are addressed.	Gender equality is <b>purposefully fostered</b> across the curriculum and in the choice of teaching and learning materials. It is specifically addressed as part of the Ethical Education/Learn Together curriculum where gender issues, gender stereotypes, bias and expectations are addressed.
1(i)	Staff generally promote values and actions which challenge gender inequalities and the ways gender interacts with other inequalities. Staff are mindful of gender issues in the language they use and in their expectations for learners.	<b>All staff actively</b> promote values and actions which challenge gender inequalities and the ways gender interacts with other inequalities. Staff are mindful of gender issues in the language they use and in their expectations for learners.

## Domain 2: Ethical Education

Standard: The Educate Together Ethical Education/ Learn Together curriculum is effectively planned and delivered in a collaborative, coordinated, and cohesive manner.

	Statements of Effective Practice	Statements of Highly Effective Practice
2(a)	The Educate Together Ethical Education/Learn Together curriculum is delivered as a fundamental aspect of the overall curriculum of the school and is promoted and monitored by the principal and board of management.	The Educate Together Ethical Education/Learn Together curriculum is <b>consistently and effectively</b> delivered as a fundamental aspect of the overall curriculum of the school and is promoted and monitored by the principal and board of management.
2(b)	Responsibility for the coordination of the Ethical Education/ Learn Together curriculum is established in the school. Training and resources are provided to support staff responsible for coordination.	Responsibility for the coordination of the Ethical Education/ Learn Together curriculum is established in the school. Training and resources are provided to support staff responsible for coordination <b>to effectively carry out their role.</b>
2(c)	Members of the school community participate in local and national training / information events, including with other Educate Together schools, to develop the capacity of the school to implement the Ethical Education/Learn Together curriculum. Teachers feel confident in their ability to plan for and teach the Ethical Education/ Learn Together curriculum.	Members of the school community participate in local and national training / information events, including with other Educate Together schools, to develop the capacity of the school to implement the Ethical Education/Learn Together curriculum. <b>On an ongoing basis</b> , teachers feel confident in their ability to plan for and teach the Ethical Education/ Learn Together curriculum.
2(d)	All teachers receive induction on the Ethical Education/ Learn Together curriculum.	All teachers receive <b>comprehensive</b> induction in relation to the Ethical Education/ Learn Together curriculum.
2(e)	Teachers collaborate to develop a documented plan for the delivery of the Ethical Education/ Learn Together curriculum, including coordinated and cohesive planning for each year group (on an individual school or on a cluster basis). The plan incorporates all strands of the curriculum, outlining how they will be taught and assessed. The involvement of parents/guardians and other members of the community in the delivery is included as appropriate. The plan is shared with the school community.	Teachers collaborate to develop a documented plan for the delivery of the Ethical Education/ Learn Together curriculum, including coordinated and cohesive planning for each year group (on an individual school or on a cluster basis). The plan incorporates all strands of the curriculum, outlining how they will be taught and assessed. The involvement of parents/guardians and other members of the community in the delivery is included as appropriate. The plan is shared with the school community, <b>its implementation is regularly reviewed to ensure that it is current and the plan is updated to reflect new developments and training.</b>
2(f)	In addition to timetabled classes, the implementation of the Ethical Education/ Learn Together curriculum is integrated into the overall curriculum of the school. The	In addition to timetabled classes, the implementation of the Ethical Education/ Learn Together curriculum is <b>consistently and purposefully</b> integrated into the overall curriculum of the school. The Ethical Education/ Learn

	Ethical Education/ Learn Together curriculum is referred to at assemblies and other relevant events and activities of the school.	Together curriculum is referred to at assemblies and other relevant events and activities of the school.
2(g)	The Ethical Education/Learn Together curriculum is taught in an engaging and supportive learning environment, where students are encouraged to gain personal understandings, evaluate information, and respectfully articulate opinions. A range of quality resources are developed and used. Displays and images throughout the school promote the Ethical Education/ Learn Together curriculum and the related work of students.	The Ethical Education/Learn Together curriculum is taught in an engaging and supportive learning environment, where students are encouraged to gain personal understandings, evaluate information, respectfully articulate opinions and <b>extend the learning beyond the classroom</b> . A wide range of <b>high-quality</b> resources are developed and used. Displays and images throughout the school promote the Ethical Education/ Learn Together curriculum and the related work of students.

## Domain 3: Child-centred / Learner-centred

Standard: The school provides a child/learner-centred experience

	Statements of Effective Practice	Statements of Highly Effective Practice
3(a)	The best interests of students are considered in decisions made by staff and management of the school.	The best interests of all students are <b>systematically</b> considered in decisions made by staff and management of the school.
3(b)	In as far as it is possible, the school curriculum provides for the holistic needs of students, reflecting differences in need, interests, and abilities.	In as far as it is possible, the school curriculum provides for the holistic needs of students, reflecting differences in need, interests, and abilities <b>so that all students experience learning that is valuable and challenging.</b>
3(c)	The school fosters a supportive and caring environment where students are expected to work, develop, and achieve to the best of their abilities. New students feel welcomed in the school, and systems are in place to support new students to settle in and develop positive peer relationships.	The school <b>provides</b> a supportive and caring environment where students are expected to work, develop, and achieve to the best of their abilities. New students feel <b>very</b> welcomed in the school, systems are in place to support new students to settle in and develop positive peer relationships.
3(d)	Students are known as individuals and feel supported and listened to at a whole school and classroom level. Student voice is promoted through formal democratic structures, and participative processes.	Students are known as individuals and feel supported and <b>authentically</b> listened to at a whole school and classroom level. Student voice is <b>experienced</b> through formal democratic structures, and participative processes.
3(e)	The school community develops an overall approach to wellbeing that supports students to develop the knowledge, skills, and attitudes for wellbeing. Parents/guardians are informed about their child's progress, achievements, and welfare.	The school community develops a <b>comprehensive</b> approach to wellbeing that supports students to develop the knowledge, skills, and attitudes for wellbeing. Parents/guardians are informed about their child's progress, achievements, and welfare.
3(f)	There is no compulsory uniform imposed on the student body.	There is no compulsory uniform imposed on the student body.
3(g)	The school is learner-centred in its approach to teaching and learning.  See: Looking at Our Schools 2016: A Quality Framework for Primary/ Post-Primary Schools (DES Inspectorate, 2016). Standards and Statements of (Effective) Practice for Teaching and Learning.	The school is learner-centred in its approach to teaching and learning.  See: Looking at Our Schools 2016: A Quality Framework for Primary/ Post-Primary Schools (DES Inspectorate, 2016). Standards and Statements of (Highly Effective) Practice for Teaching and Learning.

## Domain 4: Democratic Structures

Standard: Formal democratic structures operate within the school involving key stakeholder groups at various levels, for the benefit of the school and its students.

	Statements of Effective Practice	Statements of Highly Effective Practice
4(a)	The school is formally managed by the board of management according to the structures and procedures set out for each school type. The board upholds the ethos, as set out by the patron/s, the discourse of which permeates the work of the board and is given due consideration in the decisions of the board. A strong working partnership exists between the board of management, parent association/ parent-teacher association, and student council/assembly. The approach to management and leadership is collaborative.	The school is formally managed by the board of management according to the structures and procedures set out for each school type. The board <b>fully understands</b> and upholds the ethos, as set out by the patron/s, the discourse of which permeates the work of the board and is given due consideration in the decisions of the board. A <b>very strong and productive</b> working partnership exists between the board of management, parent association/ parent-teacher association, and student council/assembly. There is <b>clear evidence</b> of a collaborative approach to management and leadership.
4(b)	The board of management consults with members of the school community in the development of policies as appropriate and practicable.	The board of management <b>effectively</b> consults with members of the school community in the development of policies as appropriate and practicable .
4(c)	A student council/assembly is established and operates according to good practice guidelines in order to maintain a structured partnership with school management, staff, and parents/guardians for the benefit of the school and its students. Training and support are provided to student council/assembly members.	A student council/assembly is established and operates according to good practice guidelines in order to maintain an <b>active and constructive</b> partnership with school management, staff, and parents/guardians for the benefit of the school and its students. <b>Effective</b> training and support are provided to student council/assembly members <b>so that they can confidently carry out their role.</b>
4(d)	A parent association/ parent-teacher association is established and operates according to good practice guidelines to build a constructive partnership between home and school.	A parent association/ parent-teacher association is established and operates according to good practice guidelines to build <b>and maintain a</b> constructive and <b>effective</b> partnership between home and school.
4(e)	There is an understanding of barriers to the participation of underrepresented groups in the formal democratic processes of the school and measures are taken to support participation as a result.	There is an understanding of barriers to the participation of underrepresented groups in the formal democratic processes of the school and <b>systematic</b> measures are in place to address such barriers and support participation.
4(f)	The school engages members of the school community as appropriate in school self-evaluation and school improvement planning. The board of management informs the school community and the patron/s, about the implementation of school improvement plans.	The school <b>usefully and purposefully</b> engages members of the school community as appropriate in school self-evaluation and school improvement planning. The board of management <b>regularly</b> informs the school community and the patron/s, about the implementation of school improvement plans.

## Domain 5: Participation

Standard: The school promotes the participation of key stakeholders in the life of the school.

	Statements of Effective Practice	Statements of Highly Effective Practice
5(a)	The school curriculum integrates opportunities for all students to learn about and experience democratic processes as a norm. Students are empowered to develop skills of listening, questioning, and respectful dialogue in order to develop as informed, responsible, and participative members of society.	The school curriculum integrates opportunities for all students to learn about and experience democratic processes as a norm. Students are empowered to develop skills of listening, questioning, and respectful dialogue in order to develop as informed, responsible, and participative members of society. <b>Students are provided with opportunities to lead initiatives in the school.</b>
5(b)	Staff are strongly supported and affirmed in their roles and have a sense of ownership and collective responsibility for the school.	Staff are strongly supported and affirmed in their roles and have a <b>strong</b> sense of ownership and collective responsibility for the school.
5(c)	The school provides opportunities for all stakeholders to develop a sense of belonging to the school and the Educate Together network through participation in events and processes.	The school <b>maximises</b> opportunities for all stakeholders to develop a sense of belonging to the school and the Educate Together network through participation in events and processes.
5(d)	Relevant information is communicated between stakeholder groups, enhancing transparency and trust. The school communicates clear expectations for the roles and responsibilities of the key stakeholder groups. Opportunities for parents/guardians to meet with staff are provided, following protocols outlined by the school management.	Relevant information is <b>effectively</b> communicated between stakeholder groups, enhancing transparency and trust. The school communicates <b>very</b> clear expectations for the role and responsibilities of the key stakeholder groups. Opportunities for parents/guardians to meet with staff are provided, following protocols outlined by the school management
5(e)	The school, through the board of management, participates as a member of Educate Together by attending membership meetings, thereby contributing to the direction of the organisation.	The school, through the board of management, <b>actively</b> participates as a member of Educate Together by attending membership meetings and thereby <b>productively</b> contributing to the direction of the organisation.

## Domain 6: Sustainable Practice

Standard: Sustainable practice is promoted across the school community.

	Statements of Effective Practice	Statements of Highly Effective Practice
6(a)	The school encourages and models environmentally sustainable practices in all aspects of school life.	The school <b>implements</b> environmentally sustainable practices in all aspects of school life.
6(b)	The school teaches Education for Sustainability as part of the Learn Together/Ethical Education curriculum.	The school teaches Education for Sustainability as part of the Learn Together/Ethical Education curriculum <b>and purposefully promotes the application of learning beyond the classroom.</b>
6(c)	The UN Sustainable Development Goals are visible and promoted in the school.	The UN Sustainable Development Goals are visible and <b>actively</b> promoted in the school.