



JMB Joint Managerial Body

AMCSS Association of Management of Catholic Secondary Schools

Secretariat of Secondary Schools

JMB/AMCSS
32nd Annual Conference

2019

CARE FOR OUR COMMON HOME A DIALOGUE FOR SCHOOL LEADERS

Reports 2019

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Contents

| | |
|---|-----|
| General Secretary's Report | 03 |
| Data Protection Report | 66 |
| Education Report | 69 |
| FSSU Report | 80 |
| HR/IR & Legal Services Report | 83 |
| School Management Advisory Report | 86 |
| School Buildings Projects Advisory Report | 91 |
| Schools Procurement Unit (SPU) Report | 94 |
| Vetting Report | 99 |
| JMB Training & Events Report | 103 |
| Communications Report | 108 |

General Secretary's Report



[Back to Contents](#)

General Secretary's Report

JMB/AMCSS 32nd Annual Conference 2019

It is intended that the General Secretary's Report, taken in conjunction with the reports from the other component sections of JMB which follow, will capture the key issues that have emerged for the organisation since our last conference.

Introduction

The theme of our conference this year, *Care for Our Common Home*, presents us with a challenge that warrants reflection and complements the disquiet that has been so eloquently articulated by our young people in recent times, as we contemplate the problems facing us in the world in which we live. It also prompts consideration of a broader sustainability agenda that would comprehend the wellbeing of all in our schools. We are conscious of the challenges our young people are confronted by, and the imperative we always strive to address is that their care is paramount. As school leaders, we are always aware of the positive influence we can exert on our students and the nurture and sustenance that education can bring. To be engaged as we are is a privilege, and in the midst of all that concerns and bothers us, the compliance and administrative overload and the funding and other challenges we encounter, we should keep perspective and take pride in the invaluable work we do in our schools.

We would hope that our advocacy on the initiative and governance overload that has descended on us in recent years is now having an effect and that future change will be more measured. Sustainability also acknowledges that schools,

and our school leaders, can only do so much, and it needs to be borne in mind what our core functions should be. We have a rich tradition in our Catholic and faith schools of service and attention to the needs of our pupils and of providing a quality and balanced education, and it is essential that we continue to do this in a manner that comprehends characteristic spirit and founding intention. As always, we will embrace the promise and challenge of what is to come and continue our mission to provide the best possible education to those in our care.

Junior Cycle

In some respects, after the obvious challenges we have all faced in schools in the last number of years, one can say that perhaps an element of normality has at last started to return and that some of the particular obstacles we encountered are now less of an issue. The Junior Cycle reform agenda has now become normalised and although there are issues of implementation that continue to challenge and, indeed, vex us, there is an emerging path as to how reform will develop and bed-down that has us in a more coherent space than perhaps was the case this time last year.

JCT has continued to roll out in-service provision to schools and inexorably an upskilling is

underway among our teaching cohort and the core tenets of the new pedagogy are starting to take hold. Obviously making provision for teacher attendance at in-service and the inevitable impact on class contact time pose challenges for the school community, but there is a sense that there is a collective moving forward with what the reforms entail. Through successive circulars we are all becoming more familiar with the implications of what is emerging, though in truth they have also served to highlight some of the challenges we still face, foremost among which remains the scheduling of SLAR meetings.

As a management body, we have repeatedly and insistently drawn attention to the difficulties the failure to resolve issues related to this are causing in our schools. Most fundamentally, we have insisted that class contact time needs to be protected as the implications of the multiple meetings that will soon be in play in our schools unfold. There are 27 subjects on the Junior Cycle curriculum, as listed in Appendix 1 of Circular 0079/2018. Once rolled-out, even a medium-sized school will offer at least 20 of these. Such provision will require 40 SLAR meetings per year, into the foreseeable future. Our views have been communicated to DES, most recently as captured in the submission appended to this report.

■ See Appendix A JMB Commentary to the DES Curriculum and Assessment Policy Unit on Scheduling SLAR Meetings

We will continue to advocate for the maintenance of class-contact time and to make the point that the intended purpose of the provision to teachers engaged with Junior Cycle of 40 minutes a week of professional time was to comprehend, as a fundamental aspect of that allowance, engagement with and participation in SLAR meetings.

We are conscious that concerns still remain with regard to other aspects of Junior Cycle reform,

and we have engaged specifically with DES and the JCT team in asking for more clarification and direction on how the move from 300 to 400 hours of Wellbeing might be incorporated in school timetables. We have repeatedly argued with DES that the allocation given to schools to cover teacher professional time does not equate with what is required. DES initially allocated 550 posts to cover what they deemed was needed in this regard, later increased to 670 posts, but this still does not cover us at school level, given that the vast majority of our teachers engage with Junior Cycle in some capacity. The shortfall has not been addressed and continues to be a source of frustration to us. The latest circular on Junior Cycle, 0079/2018, essentially contains the same information as previous iterations, though it does allow for greater flexibility in the scheduling of CBAs and SLAR meetings, as the JMB had suggested, as a means of giving schools more options around scheduling SLARs in a manner that would least impact on class-contact time.

The teaching hours granted to schools for the purpose of supporting school management in the delivery of the *Framework for Junior Cycle 2015*, the management resource hours, were allocated to us again for the 2018/19 academic year, albeit on a decreased basis. While we did advocate for their retention as an acknowledgement of the extra work required of school management in engaging with Junior Cycle reform, the fact that we did not receive confirmation of the allocation until late May was not ideal and did cause us some difficulty. This did not obviate the fact that at all of our briefing meetings on Circular letter 003/2018 - 'Leadership and Management In Post-Primary Schools', JMB recommended that functions related to curriculum, assessment and reporting should be incorporated into a school's schedule of posts of responsibility, as the management resource hours were only allocated to us on a concessionary basis. This remains the

case; and while we continue to argue for their retention as a positive support for principals at a time of so much change, we have nothing to indicate that the hours will be available for us again next year.

Middle Leadership and Management

I would like to complement our schools who engaged so positively with the implementation of Circular letter 003/2018 - 'Leadership and Management In Post-Primary Schools'. Our focus last year was, first of all, on the content of the circular, then on how schools should undertake the review process with staff at local level, and, ultimately, on how the identified roles and responsibilities would be distributed and assigned. We are acutely aware that engaging in such a process takes time and energy in the midst of a plethora of other demands, but we have always taken the view that this is an opportunity to improve our schools and support our principals and that as such it warrants time and attention. Last year, the information sessions we conducted on the circular reached 550 of our principals, deputy principals and chairpersons and considerable energy was invested in preparing accompanying supporting material that was made available through our website. We are very gratified that the work we engaged in in this regard has proved so helpful and has been received so positively.

Building on the very successful information sessions of last year, a series of training sessions for principals and independent chairs was held in six venues nationwide at the beginning of this school year. The focus of the sessions was the appointment process and included such topics as advertising, preparing competency-based questions, the interview process, providing feedback and the appeal process.

Later in the year, the concentration was very much on reporting and review. Again, the information seminars we conducted in conjunction with our allocations workshops were attended by a large number of school personnel, 460 participants representing 322 schools, and the feedback we have received has been very positive. The aim has been to equip principals and deputy principals to deal with the reporting and review process in a manner consistent with the terms of the circular and the principles of distributive leadership. Might I thank especially Gerry McCaul, Siobhan Corry and Brid de Brun for the work they have undertaken for our organisation in this regard, and again to compliment all at school level for the energy and time invested in all that the new process entails. Elsewhere this year, I have charted the progression towards the establishment of these new middle leadership structures and the collaborative manner in which the management bodies engaged in developing the new procedures and pointed to the paradigm shift that this new structure has allowed and will continue to allow in our schools. Leadership has to be a shared function across the school community, and there is the prospect of ongoing improvement that can be made in this regard.

- See Appendix B Leadership and Management in Post-Primary Schools – A New Paradigm (John Curtis, General Secretary AMCSS/JMB, *Education Matters* 2018/2019)

Education (Admission to Schools) Act 2018

Certain sections of the Education (Admission to Schools) Act 2018 were commenced on 3rd October 2018:

- Section 11 – Amendment of the Equal Status Act 2000. This section provides for the amendment of the Equal Status Act 2000 to remove the existing provision permitting

schools to use religion as a selection criteria in school admissions in almost all cases.

- **Section 8 - Special Classes.** This section provides the Minister with a power to compel a school to make additional provision in respect of children with special educational needs, i.e. open a special class or classes, where the National Council for Special Education (NCSE) has identified a need for such provision within an area. This measure ensures that where there is a gap in provision for the education of children with special needs, as identified by the NCSE, and no school is willing to make such provision available, the gap can be addressed effectively by the issuing of a direction by the Minister to the school. Under the amendment, exercise of this power will be preceded by a number of steps to allow for engagement between the Minister, the NCSE, the board of management and patron of a school.
- **Section 9 – (new section 64) School Fees.** This provision in the Act sets out an explicit prohibition on the charging of fees or seeking payment or contributions for admission to or for continued enrolment in a school. Exceptions are included in relation to fee-charging secondary schools, the boarding element in boarding schools and admission to post-leaving or further education courses run by post-primary schools. Financial contributions may be sought from parents only on the basis that a child's place in a school is not dependent on making a contribution.
- **Section 9 (new section 66) Co-operation of Boards.** This section provides the Minister with the power to require schools to co-operate in relation to admission.

Further to this, the Department has now begun the process of consultation with the education partners on the regulations that will be put in

place alongside the commencement of the remaining sections of the Act. We did contend that schools and patron bodies needed to be afforded an appropriate timeframe to engage with the process and the revision of existing policies that the Act will entail, and that the target that envisaged having new processes in place to comprehend admissions for the 2020/21 academic year was too ambitious. In this regard we have been successful, we have been informed that it will now apply from 2021/22, and we will continue to advocate that as much autonomy as possible is afforded to schools at local level in complying with the implications of the Act. Separately, and in conjunction with patron bodies, we have proceeded in developing guidelines that might be used by schools in revising their admission policies when there is clarity as to what this should entail, and information in this regard will be disseminated to our member schools when appropriate.

Meeting between JMB and the State Examinations Commission

A meeting between representatives of JMB and the State Examinations Commission took place on 14th February 2019. Among the issues discussed were:

- RACE
- Junior Cycle Developments
- Calendar
- Orals and Practicals
- New Appeals Procedures
- Technologies

This year, issues relating to the extended Leaving Certificate timetable and the new Leaving Certificate appeals procedures warranted particular discussion. While changes were necessary in both of these areas, it was important that they be managed in a manner

that takes account of issues that will arise at school level. We are conscious that any new appeals process should impinge on the class-contact time of examiners as little as possible and that resources should be available to schools which might have particular difficulty with the employment of ancillary staff on the extra days comprehended by the new arrangements. We will continue to engage with SEC on the implementation of the revised processes.

- See Appendix C Meeting with State Examinations Commission

Budget 2019

The item of note in the Budget was an increase of 5% in the capitation grant from September 2019. The increase of 5% in the capitation grant to schools was of course welcome, but this grant was cut substantially during the years of recession and amounted to at least an 11% loss to schools. The increase means an extra €14.80 for every student in a school. At a time when there has been restoration across the public service of most of the cuts implemented during the recession, it is regrettable that students, parents and schools are disadvantaged in this manner. It continues to place an unacceptable burden on schools who have to rely on the generosity of parents to supplement what they receive in grant-aid. The cost of running schools has increased enormously in the last number of years, and we would hope that this 5% increase heralds further support to come in this area.

We were disappointed, too, that a particular anomaly in the funding system that disadvantages voluntary secondary schools still has not been addressed by the Minister. This relates to a deduction from capitation per teacher that amounts to a reduction in capitation of almost €17,000 in a 30-teacher school. We will continue to address this issue and the

considerable inequity in funding that exists between the different education sectors.

The 70% increase in schools' capital funding between now and 2040 is welcome, but this had been signalled prior to the Budget.

We will continue our advocacy on improving funding for our schools and it remains a frustration that the PTR, which is higher than the European average, has not been reduced. This is a critical component in ensuring that the students in our care are receiving the highest quality of education.

We acknowledge that in the last number of years we have seen progress in the resources allocated to our schools but this needs to continue, to compensate for the cuts we endured during the economic downturn and to equip us to continue to provide the highest quality of education for our students in the years ahead. We will continue to work with the Minister and his officials in this regard.

JMB Education Conference 2018

The JMB Education Conference 'Leading, Teaching & Learning in Times of Change, *Culture - Curriculum - Creativity*' took place on Thursday 20th September at The Hogan Suite, Croke Park Conference Centre.

The aim of the conference was to offer peer and specialist-delivered workshops on emerging developments in leadership, pedagogy and student engagement, as well as offering opportunities to school leaders to interact with policy-makers, practitioners, specialists, support services and commercial enterprises.

The intention was to leave our participants – principals, chairpersons, deputy principals and teachers – with greater clarity around policy, practice and possibilities for inclusive

and innovative teaching and learning for all our students.

As well as a series of relevant workshops, we heard from educational consultant Dr Mark Fennell, who presented '*A Framework for Contemporary Thinking about Curriculum*' and also from former teacher and award-winning author, Roddy Doyle, on '*The Creative Process as an Adventure!*'

Participant feedback via an online survey was extremely positive and very much pointed to the day as a great success. Enormous thanks are due to our Director of Research and Development, Dr Michael Redmond, our conference organisers Cathy, Jennifer, Ewa, Laura and Therese, Jerry Cronin and the JMB National Curriculum Advisory Group, the Steering Committee, Martin Duggan, Elizabeth and the other professional, hard-working members of staff of Emmet House.

With regard to presentations on the day, keynote videos and PowerPoint presentations are available from the JMB website.

The 2019 JMB Education Conference will have as its theme: 'Unlocking Potential: Support for All, Some and Few in the Secondary School', *Inclusion - Intervention - Innovation* and will take place on Thursday 19th September 2019, again at the Croke Park Conference Centre.

Teacher Supply

This issue continues to present us with one of the greatest challenges we have to face at this time. Work is ongoing at DES and Teaching Council level to try to ameliorate the difficulties we have in this regard and to develop a strategy that will improve the situation in the years to come. As people are aware, we have made numerous submissions to all of the relevant

agencies, including the Oireachtas, and contributed to discussion on what the difficulties are and how they might be addressed, but this does not obviate the fact that many of our schools have found themselves in crisis situations in this regard. That the survey we conducted with our member schools on teacher supply, the results of which we disseminated to the various stakeholders, was the fourth in as many years points to the length of time that this has vexed us and for the need for a coherent set of solutions to emerge. The latest Consultative Forum we attended on this matter was on 8th November, but as yet detail around many of the proposed actions has to emerge.

We do acknowledge that this is a complex issue and that it necessitates considered response and planning; it is incumbent on us all to try to ensure that the perception of teaching as a profession is positive and we do not in any way want to undermine that or to invoke anything that might diminish the skill-set or aptitudes of our future teaching cohort. Nonetheless, we need some remediation on this issue as a matter of urgency, attracting retired teachers or simplifying and expediting recruitment would assist, as well as developing more long-term solutions.

■ See Appendix D JMB Survey on Teacher Supply 2018/19

Child Protection Procedures

At the start of the new academic year we advised schools that the DES had published a template for the principal's Child Protection Oversight Report (CPOR). This template checklist is intended to assist principals in preparing for the principal's CPOR presented at each board of management meeting. We further advised that this new template should be used by all principals as it is the DES approved format of the CPOR. It was also noted that

the board of management has a responsibility to ensure that all school personnel, including new members, paid and unpaid, are familiar with their child protection responsibilities and the Child Protection Procedures for Primary and Post Primary Schools 2017 and that all new personnel, if they had not already done so, should undertake the TUSLA and PDST eLearning modules as soon as was feasible.

Later in the year we relayed the information that dedicated Child Protection and Safeguarding Inspections were scheduled to commence in February 2019 following on a pilot phase in October/November 2018. In that context, the Inspectorate organised a series of cross-sectoral information sessions as a means of preparing schools for these CPSI inspections. Because it was anticipated that there would be a substantial demand for places on these sessions and very limited availability, JMB engaged with the Inspectorate to conduct a number of similar information sessions specifically for our members in mid-January or early February. We strongly advised our member schools that DLPs attend one of these information sessions and had the imprimatur of the Inspectorate that chairpersons of our boards of management might attend also.

We did have some concerns at the first iteration of the inspection model proposed in that in the report issued to schools would simply be considered compliant or non-compliant. Our advocacy for a more nuanced reporting model prevailed, and now schools can be adjudicated as fully, substantially, partially or not compliant. Furthermore, every school will now have two inspections, which allows an opportunity for advice to be afforded and some remediation to be undertaken, if necessary, before reports issue. The success of the initiative undertaken with the Inspectorate is reflected in the attendance figures at the information seminars. In total, there were 382 at the sessions, and this comprehended

personnel from 262 of our schools. In this regard, we would like to convey our thanks to Chief Inspector Dr Harold Hislop and to his colleagues who presented at the sessions, Brian MacGiolla Phádraig, Ger Power, Leo Kilroy and to Yvonne Keating especially, who did so much work with Gerry McCaul on the inception of the project.

Vetting

In the vetting sphere, we have continued our work in the organisation under the auspices of Jack Cleary in assisting schools in complying with their obligations. In 2018 we processed more than 16000 applications for garda vetting. A further 2000 forms had to be returned to schools for various reasons. JMB continues to engage with the Office of the Data Commissioner, seeking guidance on compliance with data protection legislation, both for JMB and for schools, regarding the retention of vetting documentation and of electronic files, including vetting disclosures.

Schools will know that the Teaching Council has begun a process of re-vetting teachers. Initially this involves re-vetting all teachers whose current vetting pre-dates the establishment of the National Vetting Bureau on 29 April 2016. There are 37,161 teachers in this cohort and they will be vetted through the Teaching Council over a 15 month period, beginning on 1 March 2019. When this process is complete, all registered teachers will have been vetted by the National Vetting Bureau and schools will have disclosures for all teachers.

General Data Protection Regulation (GDPR)

JMB/AMCSS continues to assist schools in dealing with the implications of the GDPR

regulations and we are delighted to have Cyril Drury working for our organisation in this regard. A new JMB template policy was made available to schools in April and an advisory note, published in tandem with the policy, recommended a number of priority action areas to schools.

A series of GDPR workshops will be available to school management from August and we are progressing the preparation of further written advice in a number of key areas, including specific guidance on the following:

- Data Processing Agreements
- Data Breach Handling
- Subject Access Requests
- Retention of Personal Data

Oireachtas Committee

On a number of occasions in the last year we attended the Oireachtas Joint Committee on Education and Skills. We submitted a paper on the review that is being undertaken under the auspices of the NCCA of the Relationships and Sexuality Education programme in our schools. As was outlined by Archbishop Eamonn Martin in his address to our conference last year, we welcome the fact that this review is taking place. It is 1995 since the programme was considered in any cogent way, and that point was made both in our submission and in our engagement with the committee in July. It is incumbent on us all to ensure that our young people are as prepared as they can be for the promise and challenges of the lives that they lead, and this is manifest in the founding intention and the characteristic spirit of our schools, as articulated so coherently by Archbishop Martin. Whereas the Joint Committee did issue a report on the results of their deliberations in January, the work of the NCCA is ongoing and we have continued

to engage with the consultative process which this entails.

- See Appendix E JMB Submission on Relationships and Sexuality Education to the Oireachtas Joint Committee on Education and Skills

In an appearance before the committee in August we were afforded the opportunity to give our observations on school costs for parents and this allowed us to address the urgent need for increased funding for all schools, an amelioration of the sectoral discrepancies that exist in funding, interventions to support affordability for families and supports for our DEIS schools. We made the point that because on average over 30% of total annual expenditure in a voluntary secondary school must be raised through fund-raising in the local community, this places a huge burden on parents and school management alike. Our schools fund-raise and request the support of parents because they have to, and for no other reason than that government does not allow our sector financial sustenance commensurate with our need.

- See Appendix F JMB Submission on School Costs and related matters to the Oireachtas Joint Committee on Education and Skills

A further appearance at the Joint Committee allowed us to present our views on the school building programme. We asked for a coherent blueprint and attendant funding to ensure that the fabric of our school infrastructure is systematically upgraded to enable quality provision for those in our care and to ensure that educational opportunity is afforded in an equitable manner. Furthermore, we noted that a paradox of the recent investment in education strategy is that the quality of new build in schools is such that an inequity is emerging between the modern build and older schools regarding the lived experience of the student

and, one might suggest, educational outcome. This discrepancy is particularly marked in the voluntary school sector, which has a rooted and long-standing tradition of engagement in education but has suffered from inadequate government investment in refurbishment and replacement of ageing facilities through successive generations. We did welcome the promise of the National Development Plan 2018-2027 and its commitments on school building in the post-primary sector, and among our recommendations were: a major increase in the capital budget for voluntary secondary schools to meet the targets of the existing DES Six Year Plan; to allow for additional schools not on the Six Year Plan but in serious need of refurbishment and extensions to be added to the list; to meet a greater number of demands under the Additional Accommodation scheme; to allow for a greater number of projects to be approved under a new Summer Works Scheme; to allow for a greater number of Emergency Works to be approved; to eliminate prefabricated classrooms; a special five-year plan to provide a full-sized P.E. Hall facility in every school, with an interim scheme to replace obsolete sports equipment; that an administrative assistant would be provided for schools with building projects over a specified size.

- See Appendix G JMB Submission on the School Building Programme and related matters to the Oireachtas Joint Committee on Education and Skills

On these and other submissions we made to the Oireachtas Committee during the year, I would like to acknowledge the contribution of Dr Michael Redmond, who captures our sentiments and articulates our views in such a coherent and forthright manner.

Catholic Schools Partnership

The Association of Trustees of Catholic Schools (ATCS) wrote to then Minister Bruton regarding the legality of what was proposed in Circular 0013/2018 regarding religious education and worship in Community and ETB post-primary schools. On June 7th last the Minister invited school patron bodies and prospective school patron bodies to apply for the patronage of four new post-primary schools due to be established in September 2019. In spite of the deadline of June 13th, some Catholic patron bodies applied. The ATCS communicated with the Minister to complain about the rushed nature of the process undertaken on the patronage of the new schools.

The theme for Catholic Schools Week 2019 was *Celebrating the Work of our Catholic School* and took place from Sunday 27 January to Sunday 3 February. It was launched in each diocese in the preceding week.

In his report from the European Committee for Catholic Education meeting (CEEC), Paul Meany noted that on June 17th the European Parliament Resolution on modernisation of education in the EU was approved, having regard to the 2018 report of the Committee on Culture and Education which notes that 'the right to education includes the freedom to set up educational establishments, on a basis of due respect for democratic principles and for the right of parents to ensure that their children are educated and taught according to their religious, philosophical and pedagogical convictions'. It also encourages 'with regard to increasing inclusiveness and ensuring freedom of educational choice, the provision of adequate financial support for schools of all categories and levels, both state schools and not-for-profit private schools'.

The remit of the CSP Council ended in October 2018 and the various stakeholders were asked to nominate members for the new council.

Nominations submitted for membership of the new council, which became operative from October 17th, were submitted to the Irish Episcopal Conference for approval. Fr Richard Byrne will remain as Chairperson and Ferdia Kelly has been appointed as Chief Executive Officer.

Gerry Lundy, Executive Chair, Implementation Group for the Catholic Education Service Committee (CESC) Strategy for Trusteeship and Management of Catholic Post-Primary Schools addressed CSP, and it was decided that CSP would work with CESC on implementation of their Strategic Plan for the Future of Trusteeship and Management of Catholic Post-Primary Schools in Ireland. A Stakeholder Project Group, consisting of representatives of CMCSS, ATCS and CSP, has begun to meet and a series of meetings in this regard will be ongoing. CESC is also organising a conference for CEOs of Catholic education bodies, north and south, this May.

A pilot process involving 71 schools in the diocese of Kilmore on *Understanding and Living the Ethos in a Catholic Primary School* concluded and the intention is that the process will now be rolled out to schools in five dioceses this September. With regard to second-level schools, work is continuing with thirty-nine diocesan schools; meetings are taking place on a regional basis and a *Draft Charter Statement Template for Catholic Diocesan Secondary Schools* is under discussion.

Work is ongoing on *A new positioning for Catholic education in Ireland* process in which CSP, CMCSS and the Catholic Primary Schools Management Association (CPSMA) are cooperating on an evaluation of how Catholic education in this country is perceived and valued by various stakeholders.

The Junior Cycle specifications for Religious Education were considered by CSP and it is hoped to arrive at a set of guidelines for text books for use in Catholic schools. A submission

to the NCCA on the ongoing RSE consultation process was prepared.

Interview Competency Training

A review of the JMB framework of competencies for interviews for the positions of principal and deputy principal concluded last year. This entailed receiving feedback from members of selection committees, principals, chairpersons of boards of management and trustee representatives and ensuring that the framework was consistent with *LOOKING AT OUR SCHOOL 2016: A Quality Framework for Post-Primary Schools*. This year, there was further engagement with these stakeholders as a means of ensuring that the competencies are parsed in a manner which comprehends school needs as well as taking account of DES guidelines on conducting competency-based interviews as they emerge.

Training was organised during the course of the year at various venues throughout the country and, as always, proved to be extremely popular. Training involves attendance at a programme on an evening from 7 to 9 pm and on the following day from 9 am to 5 pm.

The stated objective of the training is to support schools in the quest to appoint the best possible candidates for senior leadership posts. The training programme is designed for members of selection committees and was open to principals/ chairpersons/born members. Participants who engaged in this training will be identified as a resource for inclusion on the JMB interview panel for selection boards.

Our Assistant General Secretary, Bernadette Kinsella and trainer Michael Denny oversaw the process, and we would also like to acknowledge the immense contribution of our other trainers, Vivienne Dunne, Pat Keating and Liz Cogan to the success of the programme.

Teaching Council

The nominees of the second-level management bodies on the council continue to be Ferdia Kelly and Pat Gilmore. Part 5 (Fitness to Teach) of the Teaching Council Acts 2001-2005 has been formally commenced by the Minister for Education and Skills and this allows the council to receive complaints about registered teachers and to conduct investigations and to hold inquiries where it is deemed appropriate, and a limited number of public hearings have now been heard in this regard. The Teaching Council continues its work on such as teacher registration and vetting and is central to the Department of Education and Skill' strategy on dealing with the issue of teacher supply. Ferdia Kelly continues to apprise us of the work that is being undertaken, and his report on the activities of the Teaching Council during the year is included in this report.

- See Appendix H Report on the Teaching Council – February 2019

JMB Website

A significant aspect of our work in Emmet House this year has been the redevelopment of the JMB website. The intention has been that the upgrade would improve the service we provide to our member schools and present it in a modern and professional manner, as well as to enhance the profile of our organisation. Functionality has been improved and information ordered in a manner that we feel responds to your needs and reflects the feedback we have received from all of those who were kind enough to contribute views on their experience of our website. We are confident that the search function is enhanced, and we are very gratified at the positive response that the redevelopment has engendered. Whereas all of us in Emmet House were engaged in the re-design in some capacity, special mention has to go to our Office Manager Cathy Glavey and

to Ewa Lichnerowicz for driving and insistently working on the change, liaising with our external providers, and engaging with and prompting us all as necessary.

JMB Training and Events 2018/19

The past year has again seen a wide range of training and events organised by the Joint Managerial Body as part of the supports provided for the member schools. A large number of participants, including chairpersons, members of boards of management, principals, deputy principals, school administration personnel and other school personnel attended a wide range of activities at various locations the length and breadth of the country.

The range of activities is ever-increasing in response to the growing complexity involved in running secondary schools at this time. A glance at the variety of topics covered gives some indication of the supports required to run a modern educational establishment:

- Allocations information seminars
- Child protection seminars
- Interview competencies training
- Contract workshops
- DEIS information and planning seminars
- Further Education training
- Budget workshops
- Training for newly appointed principals and deputy principals
- Employment Law Day
- School administration personnel training
- Data protection training
- Training for members of boards of management
- Middle Leadership and Management interviews
- Middle Leadership and Management reporting and review

All of the above supports are provided by staff members in the Secretariat of Secondary Schools,

ably assisted by relevant experts. The events and training programme is expertly coordinated by Elizabeth O'Connor, this year helped by Michael Denny, with the assistance of Cathy Glavey and the administration team in Emmet House. All member schools are encouraged to participate in the wide range of supports and we welcome suggestions in relation to further supports that you believe are required.

Reports from Units

The Secretariat of AMCSS/JMB consists of component units and reports from each unit are included as part of *Reports 2019*. These are:

- Education Report
- FSSU Report
- HR/IR and Legal Services Report
- School Management Advisory Report
- School Buildings Projects Advisory Report
- Schools Procurement Unit (FSSU) Report

- Vetting Report
- Data Protection Advisory Report

In that regard, I would like to thank all of my colleagues, not only for compiling the reports but for their ongoing work in assisting all of you in our member schools: our Director of Research and Development Dr Michael Redmond for the Education Report; Louise McNamara and her team for the FSSU Report; our Assistant General Secretary Bernadette Kinsella and Christine West for the HR/IR & Legal Services Report; our Director of the School Management Advisory Unit Gerry McCaul and Siobhan Corry and Bríd de Brun for the School Management Advisory Report; Noel Merrick for the School Building Projects Advisory Report; Ronan Farrell and his team for the School Procurement Unit (SPU) Report; Jack Cleary for the Vetting Report and Cyril Drury for the Data Protection Advisory Report.

Council

I would like to thank the members of Council for their ongoing contribution to the work of AMCSS/JMB. The nature of their engagement and their collective experience has, as always, been invaluable in determining how our organisation has dealt with the issues we faced during the year. As a group, they reflect the voice of our regions and direct all of our endeavours. Reports from our regions are now an integral component of our council meetings and afford us the opportunity to listen to and reflect on the views of our members. We value the work and commitment of all of our council members and the support that they give to all of the staff in Emmet House. Their membership of constituent groups of Council, such as our Strategy and Finance Sub-Committees and the various working groups that are convened, allow us to administer the work of the organisation and to progress our aims in a manner that is effective and reflective of the views of our member schools. We are all aware that the last number of years have been particularly busy for our organisation, given the myriad of often quite difficult and complex issues we have had to deal with. We would hope that the next few years might be more normative for our Council in the context of the pace of change and the matters they will have to address.

We are very thankful for the commitment and dedication of our President, Deirdre Matthews, principal, St Vincent's Secondary School, Dundalk, to AMCSS/JMB and for the leadership she provides to this organisation. The amount of time she has afforded us since she became President is testament to her tremendous enthusiasm and, matched with great ability, is something for which we are all very grateful.

General Secretary's Report

Deirdre, and our Vice-President, Patricia Higgins, principal, Our Lady's Secondary School, Templemore have worked tirelessly in their respective roles and we very much appreciate all that they do for us. Since they began their tenure, they have been ceaselessly supportive of and determined to advance the aims and capacity of AMCSS/JMB to serve our members and to be progressive and prepared in looking to our future.

Council 2018-20120:

| | | |
|-------------------------|-------------|---|
| Deirdre Matthews | Principal | St. Vincent's Secondary School, Dundalk, Co Louth |
| Patricia Higgins | Principal | Our Lady's Secondary School, Templemore, Co Tipperary |
| Fr Paul Connell | Principal | St. Finian's College, Mullingar, Co Westmeath |
| Jimmy Reynolds | Chairperson | O'Connell Secondary School, Nth Richmond St, Dublin 1 |
| John Barry | Principal | St. Michael's Secondary School, Finglas, Dublin 11 |
| Marie-Thérèse Kilmartin | Principal | Colaiste Bride, Clondalkin, Dublin 22 |
| Michael Denny | Chairperson | Loreto Secondary School, Bray, Co Wicklow |
| Fergus Dunne | Chairperson | De La Salle College, Newtown, Co Waterford |
| Mary Meade | Principal | Our Lady of Mercy Secondary School, Waterford |
| Helen O'Donnell | Principal | Scoil Chriost Ri, Borris Road, Co Laois |
| Noel Merrick | Chairperson | St. Paul's Secondary School, Co Kildare |
| Donal Cronin | Chairperson | Ursuline Secondary School, Blackrock, Co Cork |
| Regina Butler | Principal | Scoil Mhuire, Wellington Rd, Cork |
| John O'Donovan | Principal | St. Joseph's Secondary School, Ballybunion, Co Kerry |
| Jerry Cronin | Chairperson | Laurel Hill Secondary School, Limerick |
| Maura Crowe | Chairperson | Scoil Mhuire, Ennistymon, Co Clare |
| Michael Brett | Chairperson | Presentation College, Tuam, Co Galway |
| Orla Malone | Principal | St. Paul's Secondary School, Oughterard, Co Galway |
| Leo Golden | Principal | St. Muredach's College, Ballina, Co Mayo |
| Brendan Forde | Chairperson | Jesus & Mary Secondary School, Crossmolina, Co Mayo |
| Kevin Wynne | Chairperson | St. Louis Secondary School, Dundalk, Co Louth |
| Bishop Brendan Kelly | Bishop | Galway Diocese, Co Galway |
| Sr Eithne Woulfe | | Association of Leaders of Missionaries and Religious of Ireland |
| Brian Moore | Principal | Rathdown School, Glenageary, Co Dublin |
| Jill Storey | Principal | Villiers School, North Circular Road, Co Limerick |
| Alan Cox | Principal | Temple Carrig Secondary School, Greystones, Co Wicklow |

Region Meetings

The ten AMCSS regions are the foundation of our organisation and the regular meetings that take place at local level are integral to everything we do and inform policy and decision-making. I would like to thank all of our regional officers for the contribution they make in organising and ensuring the smooth running of meetings, and for liaising with us in Emmet House at all

times. We look forward to attending as many regional meetings as we can, to the vibrant and informative dialogue that always ensues and to the courtesy that we are always extended. Time and capacity constraints can sometimes curtail us in this regard, but it is most beneficial that we can hear of issues at first hand and the engagement is always most beneficial. I would especially

like to thank those chairpersons of boards who are able to attend our regional meetings. Their contributions to our meetings are invaluable and their presence is key to the strength of our organisation. Indeed, we are all very conscious of the debt we owe to those willing to take on such challenging, albeit very fulfilling, roles in our schools and we will continue to try to support chairpersons in every way we can. Our regional meetings present an invaluable opportunity for us all to meet, support, discuss and to work collectively to enhance best practice in our schools and to deal with issues as they arise. I would encourage all to attend as many meetings as possible and to be especially conscious of the support they can afford newly-appointed principals and, of course, chairpersons.

Emmet House

Might I take this opportunity to thank all of my colleagues in Emmet House for their continued support and guidance. As is reflected in the onerous time it has been for our schools, the last number of years have been particularly busy for us in the secretariat and the support I have received from my colleagues has been exemplary and to be commended. A wide variety of issues have demanded time and attention as we deal with our core function in assisting our member schools and we always endeavour to do that in a manner commensurate with your needs. I would very much like to thank all of my colleagues for their unrelenting commitment in this regard, and to thank them also on your behalf for the courtesy that is always extended to our members, and for the innate professionalism that is very much core to all of their work. We will always try to meet the needs of our members as best we can, and my sincerest thanks to Bernadette, Michael, Gerry, Louise, Ronan, Christine, Cyril, Siobhan, Bríd, Elizabeth, Cathy, Therese, Teresa, Catherine, Jennifer, Robert, Ewa, Laura, Kevin, Kathleen, Anna,

Lorraine, James, Joe, Breda, Liz, Fiona, Matthew and Gisele, and to Jack Cleary for his work as our vetting coordinator and Noel Merrick for his invaluable service as our Schools Building Advisor. We are also very thankful to Mary White for the work she has undertaken in assisting us with Conference especially, and to Michael Denny for helping us in a myriad of ways during the year. I would also like to thank Kara Turner, who left us this year to pursue a new professional challenge after six years with our organisation. Kara's professionalism and innate courtesy were much appreciated by our members and we all wish her well in pastures new.

Conference 2019

I would like to thank all of the members of Region 4 for hosting this year's conference. To organise a conference of this nature takes a great deal of time and energy and I would like to extend our appreciation to all of those involved for giving such commitment over the last number of months to ensuring that our time here would be both productive and enjoyable.

There are many component parts to ensuring that a conference such as ours has structure and runs smoothly and efficiently and I would like to acknowledge all of the work that has been done by our staff in Emmet House in this regard. I would like to thank Elizabeth O'Connor, our chief organiser of Conference each year, and Mary White who has taken on so much of the organisational work in this particular year. We are also very grateful to Cathy, Therese, Jennifer, Teresa, Robert, Martin, Ewa and Laura for dealing in such an efficient way with all that organising the conference entails. All of my colleagues, Bernadette, Christine, Gerry, Siobhan, Noel, Bríd, Michael, Jack, Cyril, Louise and her team in the FSSU, Kathleen, Breda, Anna, Lorraine, James, Joe and Liz, Ronan and all in the SPU, Fiona, Matthew and Gisele, have all been involved in

submitting reports. I would also like to thank Michael Redmond and Noel Merrick for the work they have done in preparing our motions.

The nature of my role means that I see at first hand the complexity of engagement and the sheer hard work that is undertaken by management in our schools. Ultimately, ours are schools in the voluntary sector, and while that allows us a degree of necessary independence and at times autonomy, it does place great demands on capacity and personnel in the system. We are indebted for all that you give as chairpersons and principals and for living out that sense of service that so typifies our Catholic and voluntary schools. Conference should afford us the chance to reflect but also to celebrate all that we have done and achieved during the course of the year and to re-energise us for the promise and challenges ahead. As always, we in the Secretariat will continue to do everything we can to help, advise and support you this year and in the years to come, and thank you for the reciprocal manner in which you help sustain and energise us.

John Curtis, General Secretary
April 2019

Appendix A

JMB Commentary to the DES Curriculum and Assessment Policy Unit on Scheduling SLAR Meetings



JMB Commentary to the DES Curriculum and Assessment Policy Unit on Scheduling SLAR Meetings

Context

Circular 0079/2018, and previous relevant circulars, cite the DES-union agreement on scheduling SLAR meetings thus:

'Since professional collaboration meetings can only be held when the relevant subject teachers can be present, a limited number of meetings may need to draw on teachers' bundled time to run beyond normal school tuition hours for some of the duration of the meeting'.

There are 27 subjects on the junior cycle curriculum, as listed in Appendix 1 of the circular. Once rolled-out, even a medium-sized school will offer at least 20 of these. Such provision will require 40 SLAR meetings per year, into the foreseeable future.

If teachers cite the clause '*... a limited number of meetings may need to draw on teachers' bundled time to run beyond normal school tuition hours ...*' and seek to have their SLAR meetings begin within tuition time (a rational interpretation of the wording) this would require an average of say, five 40-minute class periods to be substituted-for in respect of virtually every SLAR meeting for the next 20 – 30 years at least. This represents a staggering loss of over 133 hours of tuition time every year, not to mention the cost of cover, the unavailability of substitutes, parents' concerns around multiple 'free classes' and the student discipline issues this would raise in 200 untaught last-class-of-the-day sub-periods every school year.

In reality however, teachers are taking the clause above at face-value and seeking to have the *entire* SLAR meeting take place within tuition time. This would represent a loss of four teaching hours per teacher per subject each year and twice that if, as is the case with the majority, teachers have a second subject.

Failure to achieve a re-negotiation or an agreed re-interpretation of this clause will leave school management and teachers in an impossible position; will result in some schools not being in a position to operate SLAR meetings; will cause friction between staff and principals; will erode the whole intention of junior cycle reform; will create a SLAR substitution precedent which will only escalate and from which there will be no return, and will alienate both teachers and management from the junior cycle enterprise.

Current JMB Operational Advice

In the absence of any clarity or guidelines from the Department, JMB has been issuing interim advice to schools. This advice conceded that in many schools, SLAR meetings will, in the face of teachers citing the Circular and Agreement, require to begin within tuition time. To minimise such loss and to curtail substitution requirements, we have recommended that, where necessary, SLAR meetings begin no earlier than the last class period of a school day. Our Bulletin Note on this issue is quoted here in full:

Scheduling Subject Learning and Assessment Review Meetings

1. While school management retains the ultimate authority in respect of SLAR meetings, 'Overseeing the scheduling of SLAR meetings' and 'Liaising with the coordinators of SLAR meetings' are explicitly listed in Circular 0079/2018 as activities of the teacher(s) to whom management Junior Cycle coordination hours have been allocated.

2. SLAR meetings are of two hours' duration and may not be divided into two one-hour meetings or any similar arrangement.

3. Circular 0024/2016, Circular 0015/2017 and Circular 0079/2018 make available 22 hours of professional time within timetable for each full-time teacher each year (and to non-fulltime teachers on a pro-rata basis) to support the new curriculum and assessment arrangements – including attendance at SLAR meetings – for Junior Cycle.

4. Circular 0079/2018 reiterates that:

The 40-minute professional time period provided within timetable is available to teachers on the basis that they will use this time flexibly including bundling time periods and carrying forward time to facilitate professional collaboration. Teachers may also use the time periods for individual planning, feedback or reporting activities relating to Junior Cycle. In particular, time periods will need to be bundled to facilitate Subject Learning Assessment Review (SLAR) meetings. Since professional collaboration meetings can only be held when the relevant subject teachers can be present, a limited number of meetings may need to draw on teachers' bundled time to run beyond normal school tuition hours for some of the duration of the meeting.

5. It is the position of the Department of Education and Skills and the management bodies that the principle of teachers drawing on 'bundled time' is intended to:

- a) protect class teaching-time, and,
- b) obviate the need for substitution in respect of SLAR meetings

6. There is no distinct provision for DES-funded substitution in respect of SLAR meetings.

7. The Department is seeking to achieve an agreed position on the use of teacher professional time for SLAR meetings with the teacher unions and there is ongoing discussion and advocacy by the management bodies in this regard. In the interim, as was the case last year, school management will be required to employ scheduling arrangements which may require, for example, drawing on the Supervision & Substitution Scheme for one class period of the 2-hour SLAR meeting.

8. There may equally be time availability where, for example, house examinations or other school events are underway. During these times, SLAR meetings could be scheduled without impacting on class contact time.
9. Management in schools with particular challenges in terms of scheduling SLAR meetings, should contact the JMB directly for advice.

Towards a Sustainable Solution

JMB understands that the Department has begun discussions with the teacher unions around discovering a sustainable, long-term resolution of the current impasse. While the management bodies have no negotiating role in this process, we have been requested to support and inform an approach which seeks to identify particular timetabling solutions to the difficulty. It is our strongly-held view that a resolution approach which seeks to discover exemplar or universally applicable timetabling solutions to the irreconcilable demands of simultaneously protecting tuition time while still holding all or part of a school's 40 annual SLAR meetings within the school day is seriously flawed, for the following reasons:

1. A school's timetable is the principle conduit of its curriculum. It is designed to meet the needs of the students – not for the convenience of the staff.
2. While it is true that once the curricular framework has been incorporated into the schedule, school principals will often seek to discover time-slots for year-head, pastoral-team and other such meetings, such considerations are a secondary consideration.
3. The complexities of the demands on a typical timetable, ranging from provisions for subject-sampling, concurrent subject scheduling, special needs demands, as well as emerging requirements such as the scheduling of Wellbeing, all conspire to make the process of timetabling more and more difficult each year. The software which facilitates timetabling demands that the scheduler inputs the curricular requirements (*who teaches what to whom and where*) and then clicks on a 'Feasibility' button before the programme will allow processing to discover the '*when*'. For any even medium-sized school, its initial scheduling efforts regularly fail the Feasibility test and must continually be reconfigured until the green-light is achieved. Any subsequent changes will require 'Forced' changes such as the splitting of classes between two or more teachers, which are pedagogically unacceptable.
4. Trying to schedule an end-of-day or beginning-of-day slot, whereby an entire subject department is freed-up for just twice-yearly meetings, is thus absolutely unfeasible.
5. There are 715 post-primary schools in the country. This means there are 715 unique timetables in any given year. Next year's timetable will be significantly different to this year's. That means that in, say, a 20-year period, our second-level schools will require a minimum of 14,300 distinct schedules to provide for the education of Ireland's school-goers. To expect that an exemplar solution(s) to incorporating SLAR meetings into a timetable could offer a permanent solution to the DES-union impasse fails any feasibility test. What works in one school will not work in another. What works in one academic year, will not work in another.

6. JMB's interim concession, in our advice regarding substituting for only those teachers with a scheduled end-of-day class, is equally unsustainable. Our experience is that teachers who have not been substituted-for are claiming such an approach (i.e. where some get a class substituted-for and other don't) is inequitable and are seeking a 'class off' for every member of the subject department. This represents just one unforeseen consequence of conceding tuition time. Another equity argument is that teachers who provide S&S cover are objecting to demands that they cover for colleagues attending SLAR meeting who have not opted-in to the S&S scheme, and who will never have to provide reciprocal substitution.

Much has been made of the scope of early closing to facilitate SLAR meetings within the school day. There are significant difficulties here too:

(a) No agreed definition exists of what a 'school day' comprises – it means different things to different people and the Department has never prescribed the working day for its teachers. This means that if a principal or Board of Management were to set-out its own expectations of when teachers should be on-site, it would be immediately, and successfully, challenged by the teacher unions.

(b) Schools do not settle on 'early closing' day or days lightly. They demand high levels of local inter-school cooperation, alignment with school transport, agreement of parents, agreement of teaching and other staff and, most importantly, a rationale for closing early such as inter-school sporting or other extra-curricular activities. This means that schools cannot change their 'early closing' days readily from year to year and must have a compelling reason to carry out such changes. It is doubtful whether providing for a teacher's twice-yearly SLAR meetings is sufficient reason to skew a school's long-standing, opening and closing arrangements.

(c) Certain teachers will, inevitably, see 'early closing' days as 'closing' nonetheless and seek to have their SLAR meetings begin within tuition time, as is currently the stance of at least one of the teacher unions. This means that all of the work involved in agreeing and establishing a 'half-day' or other such measure will be to no avail in terms of resolution of the current issue.

(d) In fact, even finding a single 'window' such as a half-day *cannot* facilitate the provision of 40 SLAR meetings in any year as teachers have multiple subjects, there are 20 subjects each requiring two distinct annual slots and the scheduling of SLAR meetings is not evenly spread over the 33 weeks of the school year.

Much has also been made of 'calendar' type solutions to the impasse. These, however, suffer from the same flaws as timetable and early-closing approaches – school calendars differ from one-another and differ from year to year.

A principal could 'get lucky' and find a 'window' such as when house examinations are on or TY classes are on work experience. In reality, however, teachers will legitimately say they need such temporary non-class contact time for corrections, for supervising examinations, for visiting students in their work-experience locations, for school tours, for extra and co-curricular activities etc. etc.

Conclusion

JMB and the Department are at one in terms of the principles of protecting tuition time and obviating the need for the provision of exponential amounts of substitution time in respect of SLAR meetings.

JMB and our colleague management bodies have a record of wholehearted support of the reform of junior cycle and the JMB's seriously-held views on the unsuitability of exemplar timetable or calendar 'solutions' to the impasse are founded, not on a desire to be uncooperative, but on the fact that such an approach does not represent a sustainable 'solution' in any real sense. In fact, the very act of implying that timetable, weekly-schedule or calendar-type solutions are possible, concedes the fact that teachers have been given 22 hours per year, pro-rata, for SLAR meetings and other professional activities and will lead to pressure on principals to prioritise such provision over the needs of the school and its students for the next 20 to 30 years.

SLAR meetings are fundamental to the pedagogic reform underpinning the new junior cycle. School management has worked diligently to support and implement the new curricular and assessment frameworks, but this particular impasse represents a real and immediate threat to the very operability, and therefore the existence into the future, of such essential moderation meetings. Our voluntary secondary school leaders have encountered more difficulty with the current tranche of SLAR meetings than has hitherto been the case and this trend is set to worsen. JMB is finding it increasingly difficult to advise schools in a way that will ensure all of the required SLAR meetings take place in a manner that preserves their integrity.

JMB reiterates its position that it is the responsibility of the Minister and the Department to resolve this impasse immediately – the management bodies have no negotiating or short-term solution-finding role here. Waiting until there are more subjects rolled-out and the system-level pressure becomes unbearable is a disingenuous tactic. We have been across this issue time and time again and the only solution is:

- (a) to admit that, though agreed in good faith by all sides, the agreement contained this flaw in that it carried unforeseen consequences for the quality of student education and for responsible school administration, and,
- (b) to re-negotiate a second, clarifying, Appendix to the original junior cycle agreement with the teacher unions that locates SLAR meetings unequivocally outside of tuition time, utilising the 'bundled' professional time allocation as set-out already in the Agreement, Appendix and subsequent relevant circulars.

John Curtis, JMB General Secretary

21st February 2019

Appendix B

Leadership and Management in Post-Primary Schools – A New Paradigm

Education Matters 2018-2019

In 2014 the Joint Managerial Body (JMB) and the Association of Community and Comprehensive Schools (ACCS) presented a document to the Department of Education and Skills entitled *A Proposal for Management Structures for Post-Primary Schools*. It marked the culmination of a period of consultation and research by the two second-level school management bodies on how a recalibrated and enhanced model of middle management might be introduced in our schools. Its genesis was partly the moratorium on filling vacant middle management posts that was a consequence of the economic downturn and which obviously had an adverse impact in our schools, but it also reflected the realisation that a new model of how middle management might be constructed and would evolve was needed.

It is interesting to look at what the main tenets of these proposals were:

The proposals for new management structures embody a number of principles:

- *Allow for local level decision-making regarding the recruitment and structure of middle management roles*
- *Allow for local flexibility in relation to managing the middle management system*
- *Enable career development through the use of middle management structures*
- *Ensure accountability of middle management roles through better procedures for reporting, monitoring and sanction*
- *Promote mobility within the middle management structures as a preparation for advancement to senior management roles*
- *Create opportunities for senior management to prioritise teaching and learning in schools.*

The proposals resonated with a realisation at DES level that reform in this area was warranted. In an address towards the end of 2015 to the Annual Conference of European Network for Improving Research and Development in Education Leadership and Management, Chief Inspector Dr Harold Hislop acknowledged that *'We have to face up to the need to create greater and more flexible middle-management capacity in Irish schools, and management bodies have been pressing this case with Department officials and ministers'*. At that time, the chill winds of financial rectitude still blew, but dialogue began to occur, various suggestions and embryonic models were floated and a sense emerged that as funding became available this was an area that could be addressed.

It was a time, too, when there was a thrust towards the curricular reform that culminated in the new Junior Cycle and, industrial issues aside, prompted us towards a renewed focus on the teaching and learning and management dynamic in our schools. The work of the Inspectorate was coalescing towards the *Looking at Our School* document which was published in 2016 and which advocated a vision of engagement and management at school level predicated on concepts of fluid and distributed leadership focused primarily on optimising teaching and learning processes in the school. That extra Deputy Principals were assigned to many schools in 2016/17 copper-fastened the sense that a new way of looking at collaborative leadership in schools had to evolve and did engage us all in further reflection as to what possibilities might emerge in the context of the long-promised restoration of middle management posts in our schools.

The nature of a process that involves the Department, the management bodies and the teacher unions in collaborating towards the production of any circular will inevitably present challenges for all involved, but it was apparent from an early juncture that the final product had the potential to be forward-looking and transformative and there was significant investment in time and energy from all involved in the course of the process. The co-operation that was evident among the management bodies in the production of the 2014 document was again manifest in discussion with Department officials as precepts took shape and officials crafted a document that would reflect the principles enunciated in *Looking at Our School*. And so, following due consultation, Circular Letter 0003/2018 on *Leadership and Management in Post-Primary Schools* emerged.

There was of course frustration in many quarters that a circular that was due at the start of the 2017/18 academic year did not appear until January for schools in the post-primary sector. This thrust schools into an unenviable space in trying to concertina the process of reflection and engagement with all the relevant school parties that the circular required in trying to make significant progress prior to the end of the academic year. It stretched the school management bodies too in trying to appraise their member schools of all that the circular entailed. In the case of the JMB we reached approximately six hundred people in information sessions that were scheduled throughout the country and I would like to compliment my colleagues in the organisation who planned and delivered this training in such a short period of time. The other management bodies, too, engaged in similar preparatory work with their schools.

These frustrations were offset by the realisation that the circular did present new possibilities to schools. Whereas previous circulars in this area tended to use a language that placed posts of responsibility solely in the management spectrum, this circular leads on the notion of 'Leadership and Management' and the change in focus is carried in its opening line in the declaration that '*High quality leadership is crucial in establishing a shared purpose and vision for a school and to the achievement of high quality educational outcomes for students*'. The emphasis throughout is on leadership and empowering those taking on these middle leadership and management roles to engage in a coherent way in the running of our schools. The concept of distributed leadership and all this entails is referenced in the need for strategies within a school to evaluate need and direction and the key premise is that everything should funnel to improve the learning experience of the student in the school: '*Leadership in a school context, creates a vision for development leading to improvements in outcomes for learners, and is based on shared values and robust evaluation of evidence of current practice and outcomes. In this way, leadership is distributed throughout the school as a key support for student learning*'.

The circular does allow, too, that in equipping a new generation of school leaders for the challenges they face in a complex and challenging school and social environment there should be flexibility in assignment, the capacity to experience different perspectives of what leadership in a school can entail, and a review that can allow reflection and growth in the tenets of leadership. The touchstone for a school reflecting on practice and establishing the needs and priorities that will allow it construct a leadership and management frame to suit its specific needs is the *Looking at Our School* document. This identifies four key leadership and management areas in a school (domains), explored in some detail in the document and referenced in the circular, that should be comprehended in any leadership

structure, namely *Leading Teaching and Learning, Managing the organisation, Leading school development* and *Developing leadership capacity*. In determining what best fits the requirements of each particular school, cognisance can be taken of the school's characteristic spirit and such as its Mission Statement and its own particular aims and objectives.

Any new circular and its implementation will have attendant challenges, and it is unfortunate that in this instance it coincided with a tsunami of other curricular and legislative change that has stretched school leaders in their capacity to cover all bases. Furthermore, the number of new posts allocated this year does not suffice to match the number lost to schools in the last decade and in this era of ever-increasing demands on schools this needs to be addressed. Notwithstanding the challenges, school communities have embraced the opportunity and challenges that the circular entails and its implications are seen as positively enhancing efficacy and student experience on the ground. There are other challenges that will emerge. Issues around distributed leadership and how it can be developed in this sphere perhaps still need exploration and more direction and this is something that will be ongoing. Hopefully, what is opening up to us now are possibilities in this area and the beginning of a conversation that will improve mission, professionalism, efficacy and outcome in each school.

Finally, if there is a paradigm shift taking place as to how we understand leadership in our schools, the most important aspect of this is perhaps how we comprehend the role of teachers. As the fundamental contact point with our pupils and in their engagement with the teaching and learning process teachers are unquestionably our key leaders. Even though its primary focus is on the middle leadership and management structure, the circular notes that, *'Every teacher has a leadership role within the school community and in relation to student learning'* and it is important that this is given attention. What occurs in the other spheres of leadership is to facilitate and augment the teacher's core function. Much of Junior Cycle reform is predicated on teachers becoming involved in more collaborative activities that should evolve from subject department engagement to such as modelling of best practice, team teaching and peer evaluation and this presents opportunities for leadership to be nurtured and encouraged. In the context of methodologies, teachers might be afforded opportunities to lead in illustration and exposition and to evaluate best-practice in a manner commensurate with what *Looking at Our School* promotes. With further curricular reform envisaged, the concept of teachers as leaders and influencers in collaborative practice will become increasingly important. In his previously cited address in 2015, Dr Hislop stated: *'we must accept, as James Spillane puts it, that "teaching is socially defined more as a complex social craft" as distinct from "a well-defined, relatively invariable, technical endeavour". This means that leadership in schools must support networks and collaboration in the school that promote professional control and collegiality among teachers'*.

In schools, we are all called to be leaders: perhaps with Circular Letter 0003/2018 it is a case now of progress made, but much more to do.

John Curtis

General Secretary JMB/AMCSS

Appendix C

JMB Meeting with SEC – 14th February 2019

RACE

Review

- Current Review Phase – outcomes – 3 priorities
 - a) Changes to the scheme as introduced last year – approvals based on need as opposed to diagnoses
 - b) Expansion of use of technologies
 - c) Dealing with trauma and adversity (e.g. bereavement) to be discussed further with management bodies
- Currently a working group is underway to scope out RACE improvements, involving three schools and UL
- Review yet to be finalized

Technologies for RACE – possibilities for expansion

- SEC is working with NCSE to have a ‘seamless experience’ for students
- Greater use of tablets being approved
- Paying for hardware: SEC keeping this on their agenda, but the issue is not yet decided
- Trade-offs when set against the cost of a reader
- NCSE to be approached re funding
- Students with scanning pens may be accommodated in a main Centre
- Scanning pens approved automatically
- Switchable pens for exam and school year use - school must check-in with SEC on this first

Progress on rationalising the number of centres

- Special centre numbers dropped by 700 last year
- NEPS increasingly supporting RACE processes at school level to make appropriate decisions
- Voice recorders also increasing, removing the need for scribes
- SEC very happy with how the scheme is progressing - SEC RACE section works with schools directly
- Digitally set up answer completion booklets are available for some SEN students
- Digital exam papers still under consideration and development
- Exam aide additionality for multiple centres available as per last year.

Junior Cycle Developments

Issuing the JCPA – update on PPOD developments

- PPOD **will** be ready in late 2019 for the software providers to be ready
- The date for provisional JC results will be later - last week in September
- What day? Monday an option being considered as parents are anxious about Friday
- Feedback from principals would be helpful

Reporting on Wellbeing from 2020

- Revised JCPA to incorporate Wellbeing is now being developed.
- No change to JCPA for 2019

Calendar

Expanded schedule for Leaving Certificate and reduced schedule for Junior Cycle Examinations 2019

- New information note from SEC to follow in March regarding supports for schools as a result of the calendar extension.
- Schools will need to apply for additionality.

JMB proposal to bring every JC afternoon paper back to 1.30pm

- There is now increasing scope for this at the lunchtime slot. SEC will consider such changes for 2020.
- CSPE moving off the timetable - JC exams will finish on the Tuesday.

The ongoing gap between LC results and CAO offers

- LC results on Tuesday – CAO first offers will issue on Friday.
- This represents some improvement.
- Schools need support in understanding why the gap exists in terms of the CAO processes. SEC can ask the CAO to communicate with stakeholders. The only way they can coincide is if SEC delays the issuing of their own results. This is not something SEC can countenance.

Orals and Practicals

Supply of oral language examiners and other contract staff

- Orals and practicals worked out reasonably well last year but written examiners now in very short supply. We needed PMEs and others for JC last year, otherwise there would have been no results in some subjects.
- The two unions have lodged a 30% pay claim for contract staff.
- Serious difficulty with home economics last year. SEC wrote to schools who had not released and got some examiners. 26 schools, however, were examined a week late. Buffer placed into this year's timetable to accommodate this if required.

Proposal to have the Orals and some Practicals in holiday time

- The current system of expensively paying for orals and practicals releases, especially considering substitute availability, is causing schools to generate 'leave policies' or restrict release permissions.
- Moving the exams to holiday time was looked at recently and the unions resisted. SEC would lose a quantum of teachers who don't want to work in their holidays.
- No scope for increased remuneration for such work.
- Research is required to see whether teachers might respond to holiday work.

Erosion of tuition time as a consequence of marking conferences.

- Such conferences clash with PTMs and other school calendar events.
- SEC conscious of this difficulty and is doing its best to schedule outside school time.
- Remote training not feasible.

New Appeals Procedures***Developments since the Carter case***

- The judgement requires appeals outcomes before the academic year opens. SEC needs three weeks so are not complying with the letter of the judgement. This is largely due to script viewing.
- SEC and DES have appealed the judgement, and this is under process now.
- GDPR case law demands script viewing is useful to the person so SEC is in a bind.
- Presentation for all management bodies scheduled.
- Scripts under appeal will need to be brought by the school organizing superintendent to one of 40 postal centres across the country.
- Online appeals applications process working well.
- The advice piece from teachers will be absent this year.
- Online marking will support developments.
- Online marking in maths, biology, physics, chemistry, LCVP modules and politics at LC. English, French, business and science at JC.
- This will reduce the number of physical scripts for transmission. Viewed online.

Impact of new viewing procedures on Schools

- There will be a requirement to release advising examiners for earlier appeals
- SEC will try to ensure schools are not adversely impacted, particularly by having more than one appeals examiner. Limiting the withdrawal to 2 days between 28 - 30 August.
- Viewing JC scripts: SEC got back requests to view 6000 scripts, from 300 schools and 3000 candidates.
- Online marking will be of assistance, but the EU Nowak Judgement insists the script belongs to the student.
- The number of requests is very likely to increase.
- SEC will share its 2019 circular on JC appeals with management bodies in advance. There is greater system awareness now, but it is still the decision of the school to appeal and not the student, so principal sign-off is, and will be, required.
- A candidate information leaflet will be produced. SEC will still need the schools to sign that the result was at variance with that expected.
- If not using the variance route, students may still view their script via a data access request.

Technologies

Paying superintendents, centre assistants etc. via OLCS

- This remains under consideration in light of future OLCS developments.

Piloting electronic issuing of results to schools - update

- This is under consideration - SEC would like to be in a position to do this but it's not imminent.
- Putting RACE applications online is closer to being offered.

Other Issues

Lighter stationery and returned-script boxes

- All boxes are now plastic and are lighter.

LC science practical examinations

- The trial has now been reported on. Requiring practical examinations is very work intensive and worsens the teacher release issue. Cost (not just financial) vs benefit (i.e. pedagogy) analysis concluded that it's not balanced.
- NCCA has been asked to check the specifications again with a view to assessing scientific skills. Videoing or other methodologies are a possibility, so the issue has not been dropped completely.

Appendix D

JMB Survey on Teacher Supply 2018/19



JMB Survey on Teacher Supply 2018/19

Arising from significant reported challenges in the area, the JMB carried out a survey of its member schools in mid-2018/19 academic year on the availability of new and/or replacement teachers across the range of subjects and services required by our schools. This survey follows-on from a similar exercise carried-out in the previous three school years.

The following commentary reflects the narrative feedback emerging from our principals' reflection on these challenges and the JMB now wishes to share these findings with relevant stakeholders for their urgent consideration.

1. Number of Respondent Schools: 118

2. Top Ten Most Challenging Subject Areas to Fill (in order of reported difficulty):

| Rank | 2016/17 | 2017/18 | 2017/18 | 2018/19 | 2018/19 | 2018/19 |
|------|-----------|-----------|------------|-----------|------------|-------------------|
| | Permanent | Permanent | Substitute | Permanent | Substitute | Unable to Recruit |
| 1 | Irish | Irish | Irish | Irish | Irish | Irish |
| 2 | French | French | French | French | Maths | Maths |
| 3 | Maths | Maths | Science | Maths | French | French |
| 4 | Home Ec. | Home Ec. | Home Ec. | Home Ec. | Home Ec. | Home Ec. |
| 5 | German | Spanish | German | Physics | Science | German |
| 6 | Physics | Guidance | Spanish | Science | Physics | Physics |
| 7 | Science | Biology | Physics | Guidance | Chemistry | Spanish |
| 8 | Spanish | Business | Music | German | English | Science |
| 9 | Guidance | Music | Art | Phys. Ed. | German | Guidance |
| 10 | English | Art | Maths | Chemistry | Spanish | - |

3. In what categories did you have had to employ unregistered, retired or unqualified teaching staff in this current academic year?

| Category | N |
|--|-----|
| Unregistered | 36 |
| Retired | 33 |
| Unqualified | 56 |
| Registered, but not for the voluntary secondary sector | 27 |
| Total Appointments | 152 |

4. Have you had to make any changes to your timetable or subject options due to recruitment difficulties?

| Answer | Responses | |
|--------|-----------------|------------|
| Yes | 56% | 64 |
| No | 44% | 50 |
| | Answered | 114 |

5. Did any teacher whom you had recruited and had accepted the post, subsequently withdraw?

| Answer | Responses | |
|--------|-----------------|------------|
| Yes | 68% | 76 |
| No | 32% | 35 |
| | Answered | 111 |

6. Principals' Commentary

- Very difficult to find a teacher to cover leave for teachers serving at orals. The current roll-out of junior cycle in-service is incredibly difficult to cover and very disruptive to students with multiple 'free classes'.
- I think creative solutions re: tax breaks, city allowances and bursaries towards PME's and NQTs might make it more appealing to enter the profession. However, the HEIs need to be more discerning in the subject areas in which they are taking on PME's (e.g. too many History/CSPE - effectively qualifying in one subject)
- The situation for DEIS schools is impossible when they only have part-time hrs. It's a no-brainer for people to leave a 'tough' school to teach in an 'easier' school for more hours. It's a vicious cycle for DEIS schools.
- It adds a whole new and different dimension to the workload of the Principal's and DP's job and the level to which we become targets because parents don't like the replacement teachers. It's difficult to stand over it when the teachers are unqualified
- A lot of un-appointable teachers coming to interview. In our latest round of interviews from seven teachers interviewed only one was deemed to be employable.

- Pay equality - the young NQTs are the ones we need if we are to sustain SSE/LAOS/PPP/WELLBEING/SSE/NEW JC etc. etc.
- I think the DES need to make a call on the amount of career breaks, secondments or job shares that can be granted. Leaving this decision to the individual schools causes resentment.
- Garda vetting also adds to the problem. If you eventually find a teacher (as we have - a native German, not registered with TC) but 3 weeks later no vetting outcome, so the students have no German teacher. Please ask the TC to relax some of their conditions re registration.
- The high cost of living in Dublin and relatively low wages for PME students and NQTs is a huge issue. Two year PME as opposed to a 1 year H. Dip appears to have had little or no impact on the quality of graduates, but has slowed down the training process and acted as a deterrent for potential candidates.
- Constantly using PME students to cover classes due to lack of availability of teachers. Even adverts posted in early May had limited applications for interview.
- How about the DES reimbursing a teacher in a DEIS school for further qualifications achieved with a binding agreement that they stay in that school for a certain time?
- Sourcing teachers for a Gaelcholáiste is a major difficulty every year.
- I have a French native who is qualified to teach English and who has a degree in teaching French as a foreign language. She has also written a senior cycle French text book and is not qualified to teach French!! The Teaching Council needs to make registration more achievable for such teachers.
- The two year teacher training programme where student teachers pay substantial fees to the colleges is a farce. They then spend their time begging schools for a placement. The colleges take the fees and dispatch them to the schools to do their work. There are high expectations on the schools and teachers on the placements. I have major reservations about the colleges. The number of Business, History and Geography students seeking a placement is a problem. The Junior Cycle curriculum is another issue as teachers do not wish to give up their classes. They are mindful of the Inspectorate's expectations when they visit schools.
- I do not look forward to recruitment of teachers in Irish, Mathematics, Science, French as I find I'm being interviewed and not the other way around.

- The level of in-service during school time is unsustainable in terms of substitution. The Droichead programme, for example, requires attendance for a total of four school days for the support team.
- You can advertise for up to 3 months and still not have anyone fill the post. It is often the case that you're lucky if you get one application form. What is the point in having an interview panel if you're so happy to have one applicant that you meet them check for any eccentricities and employ them before they take another job?!
- Guidance Counsellors who are registered for third-level should be facilitated in some way to be fully employable in post primary schools.
- It is extremely hard to get staff in Dublin and this is affecting the quality of education for the students. I seem to be constantly interviewing which is taking from other areas. Many people I have had to interview are not suitable and some don't have teaching council numbers. The situation is at crisis point.
- There are many young people who would train as teachers but can't see the rewards. The cost of training is prohibitive. I would suggest that teacher training courses should be free with strict entry criteria to attract the best – at very least they should be subsidised.
- Release 2nd year PME students to teach.
- Reduce PME to 1 year and stop universities 'babying' the 2nd year PMEs as they have them terrified that they are not yet 'able' to take on a fuller role. Most are well able.
- Look at Scottish model. Pay PME fees; pay PME students to work; give them 2 years guaranteed employment during Droichead. Offer a 'golden handcuffs' €5k bonus for staying in Dublin for 3 years.
- Out of desperation I advertised in the UK on TES, which comes at enormous expense to the school.
- The DP does tremendous work in dealing with absences - their work should be lauded. To start work every morning wondering whether a full staff cohort is available and all classes can be covered is not a great way to have to start a day.
- Once a position is accepted there should be a minimum notification period required if not taking up the position. There doesn't seem to be guidelines for minimum notification of resignation for a CID teacher.
- My Deputy Principal is now teaching an almost full timetable resulting in extra management duties being passed on to an already overworked Principal. For the last three summers I have been lucky to get 2 - 3 weeks holidays due to the difficulties arising from teacher supply.

- Lost an AP 1 post-holder because it is more financially beneficial to be on a very small contract in the west of Ireland than be in Dublin.
- Contracts starting on September 1st is unsuitable and unsustainable for schools starting back in August as early as 22nd. This has an impact on timetables as teachers can pull out of jobs with no notice up to 1st September. The school has no rights, no facility to combat disruption to staff and students in terms of new timetables being issued. This impacts on staff wellbeing and work life balance as they cannot be certain of teaching schedules in the event of the constant redrawing of timetables.

Concluding Comments

This report is based on a fourth national survey by the JMB on the issue of teacher shortages. The numerical and narrative feedback from our principal respondents speaks for itself and confirms that matters are, in fact, getting worse. We are in the grip of nothing less than a national crisis in terms of teacher supply. The work and worry-load on school management is now being exacerbated by the anxiety of teacher recruitment and retention. One of the most concerning comments pointed to an issue beyond workload however: *'We are in serious danger of employing very inappropriate people (teachers who have not managed to gain employment for 20 years!!) as we have no choice and this will be very seriously detrimental to the education of our students'*.

The issue of teacher supply in respect of post-primary subject-specific provision has been subject to policy-drift for too long. It is time for the Department, the Teaching Council and the HEIs to implement immediate solutions. The principle of recruiting ITE students on degree attainment alone is no longer fit for purpose and the JMB urges both the Department and the teacher-training colleges to put in place a recruitment model which reflects national need as a matter of urgency.

Recruitment in specific subject areas identified by our findings could, in the medium-term, be assisted by add-on or conversion modules, recognised by the Teaching Council and offered in a financially-supported way to the existing cohort of teachers which would enhance both supply and employability.

JMB has repeatedly proposed a series of short-term alleviation measures and is anxious to engage with the Minister and Department officials on this urgent issue. It is now time to move beyond the exploration of solutions to implementing a set of emergency actions which will alleviate the pressure on our already overburdened school leaders and reinforce the quality of educational provision in our schools.

John Curtis, JMB General Secretary,

November 2018

Appendix E

JMB Submission on Relationships and Sexuality Education to the Oireachtas Joint Committee on Education and Skills



JMB Submission on Relationships and Sexuality Education to the Oireachtas Joint Committee on Education and Skills

Introduction

The Joint Managerial Body/Association of Management of Catholic Secondary Schools (JMB/AMCSS) presents this submission as representing the perspective of post primary faith schools on the provision of Relationships and Sexuality Education.

Who we are

The Joint Managerial Body (JMB) was founded in 1972 to represent the interests of all voluntary secondary schools in the Republic of Ireland. It is the main decision-making and negotiating body for the management authorities of almost 380 voluntary secondary schools. The JMB comprises two founding organisations: AMCSS, the Association of Management of Catholic Secondary Schools and the ISA, the Irish School Heads' Association, representing the Protestant Schools in the State.

Relationships and Sexuality Education – a Faith School Perspective

Education cannot be deemed to be holistic in any sense if it ignores either our actions or the spiritual or moral basis of the values that inform such actions. Neither can we be deemed to be fulfilling our school mission statements, the majority of which cite 'development of the whole person', if we ignore the values and the humanity underpinning our sexuality and sexual activity. It is therefore incumbent upon schools to engage fully with parents in the development of high-quality programmes of relationships and sexuality education (RSE) congruent with the ethos of the school and setting out to educate, in the truest sense, the values, understandings and actions of the generation of young people in their care.

Setting the scene for the delivery of RSE at local level requires the establishment of a school policy which clearly articulates the context and content of the programme and engages, in particular, with the parent perspective. Informing what actually transacts within the RSE classroom equally demands a high level of engagement between teaching staff, school leadership and the support services.

Parents choose a school for their children which most closely reflects their family values and aspirations. All schools, whether established by the State or by one or other voluntary groups

such as religious orders, a diocese or a Trust, espouse a vision of the human person and give expression to a particular ethos. Some people argue that schools should adopt a neutral stance in relation to religion. The inference is that religion is a matter of personal choice and should be kept in the private sphere. However, those who would exclude religion from school also espouse an ethos of their own. They impart a worldview, a philosophy of life, just as much as the person of faith.

The position of Catholic schools in relation to sex education was outlined in a Church document, *Familiaris consortio*:

‘Sex education, which is a basic right and duty of parents, must also be carried out under their attentive guidance, whether at home or in educational centres chosen by them’.

Our commitment to the integration of Gospel values into the curriculum and daily life of the school means that the ethical and moral frameworks underpinning what is taught within RSE classes are congruent with Church teaching on sexual morality, within the particular faith tradition - Catholic or Protestant in the case of JMB schools.

This does not mean that an embargo exists around any truly human experience or that faith schools will not discuss or engage with any particular aspect of the curriculum. The exact opposite is the case. The fully human nature of Jesus Christ means that nothing truly human is alien to God and cannot be alien to true educators either. Such authentic holism cannot exclude engagement with the LGBTQ continuum of human sexual identity and expression but what does characterise the Christian classroom is the character and quality of the engagement in seeking truly human answers:

In the Christian anthropological perspective, sex education must consider the totality of the person and insist therefore on the integration of the biological, psycho-affective, social and spiritual elements. A fundamental objective of this education is an adequate knowledge of the nature and importance of sexuality and of the harmonious and integral development of the person towards psychological maturity, with full spiritual maturity in view. (*Lumen gentium*, Documents of Vatican II, 1964)

To this end, JMB/AMCSS as an organisation and JMB schools on an individual basis have been closely associated with the development, consultation and piloting of both the SPHE (incorporating RSE) curriculum at Junior Cycle and the Senior Cycle RSE programme and materials. It is nonetheless incumbent upon school management at local level to ensure such programmes are compatible with the school’s ethos and that parents have had their rights to consultation respected as well as their right to withdraw their child from RSE classes.

Concern has been expressed in recent times that provision of RSE classes across the post-primary sector has been less than universal or complete. It is the position of JMB that once the rights of parents (and students over 18 years of age) have been respected, the RSE curricula at both junior and senior levels should be delivered in all schools with respect for the characteristic spirit of the school and with the highest levels of professionalism and care.

The outcomes of a Comhairle na nÓg study in 2010 which pointed to apparent deficits in RSE provision at senior cycle in particular constituted a 'wake-up call' for school communities and those charged with supporting them in this important curricular area. Though the apparently stark outcomes (which reflected solely 'student voice') have subsequently been challenged by more comprehensive data indicating much greater levels of compliance, there nonetheless remains an obligation on schools to ensure provision of RSE across the school cohort.

The element of the findings pointing to high levels of apparent discomfort on the part of some teachers reflected student perceptions and not those of the professionals concerned. There remains however, an ongoing challenge in this area which can only be remediated by high quality in-service and ongoing professional support for teachers. A reduction in the professional support service for teachers in RSE in recent years represents an opportunity for statutory bodies such as the Oireachtas Committee to engage with both HSE and DES in maintaining such support across the system.

The provision of SPHE classes across junior cycle is not an option for schools and should be universal. The RSE element of the SPHE curriculum is similarly prescribed from 1st to 3rd year, with the caveat of an opt-out for parents, but challenges to provision include the availability of teachers trained and willing to teach this element as it is sometimes the practice that this section of the curriculum is delegated to a teacher with a specific interest, skills and willingness to teach it. As a matter of priority, DES should invest in a new round of training opportunities for teachers to maintain and increase the pool of such educators available for scheduling into RSE classes.

'Good teachers are essential. I had a teacher in 1st year and no one got anything out of SPHE. However, I have had two good teachers which benefited everyone.'

Comhairle Survey comment

A Comhairle finding that the RSE element of Junior Cycle SPHE and also at Senior Cycle was taught exclusively in Religious Education classes in a number of schools requires comment. The training of RE teachers incorporates the spectrum of ethical and moral paradigms found in society and such teachers are often well placed to comfortably and confidently engage in discussions around sexual ethics, particularly at senior cycle level. These is not to say that science, biology and home economics teachers may not also be called upon or volunteer to offer support in the teaching of the biological aspects of human reproduction or sexuality or that they should be restricted to such a limited input. What this debate does point to is the need to adequately train and professionally develop RSE teachers in their own right – developing expertise in every aspect of both the course materials and the likely questions necessarily arising in the classroom setting. The development of a post-graduate diploma course in SPHE/RSE is particularly to be recommended.

The policy of age appropriateness has always formed a central pillar of provision of RSE education in schools, particularly as it relates to the question of sexual consent. The concept could, however, be widened to incorporate conceptual appropriateness in that students with

SEN or English language deficit or those at particular ends of the maturity scale should be provided with a differentiated model of teaching and engagement with this critical subject area. Local school management is best placed to identify such needs but yet again, such nuanced practice will demand high-calibre teacher professional development and school leadership awareness.

Engagement with young people in schools and other fora on the subject of RSE is welcome. Just because an educator has taught something doesn't mean it has been learned and feedback is an essential element of any evaluation of a programme's effectiveness. It is essential, however, that outcomes be triangulated against other sources such as inspectorate reports, DES statistical feedback from schools or other data from the education partners. For example, the 2010 Comhairle survey statistic that 63% of student respondents claim to have 'never had an RSE class' does not stand up to scrutiny at any level.

Assist parents to provide relationships and sexuality education in the home

There are critical elements in a child's education which demand higher than usual levels of school-family mutual awareness and at least some level of genuine partnership in achieving the holistic goals of the educational enterprise. RSE, in all its forms, represents such an imperative.

For all its convenience and ubiquity, IT as a medium for enriching the RSE project at home and in school has its limitations. Analogous to older generations being given a 'little book', told to go away and read it and subsequently asked if there were 'any questions?', the provision of audio-visual resources and websites are devoid of the most important component which is the immediate presence and availability of a loving and caring adult, emotionally and cognitively equipped to support and nuance this 'holy ground' of a child's or young person's emerging sexual awareness and personal values. That said, the development of up-to-date digital and hard-copy resources to support parents, guardians and teachers would be most welcome and JMB will be happy to engage in the developmental and consultation activities around such initiatives into the future.

Parents and guardians need face-to-face contact with the school on this matter also. Beginning with general information sessions and offering individualised meetings with school personnel where required represents a basic level of engagement. The development of an RSE policy must also involve the parent representative body in the school as well as the staff, student council, Board of Management and trustees. The relationship between home and school on this issue must be a trusting one and this can only be developed by maintaining high levels of awareness and communication.

This is equally true of the relationship between 'outside' agencies and school communities. School management is charged with the duty of ensuring everything that happens in the school community is congruent with its ethos. Specific areas such as religious education, faith formation, pastoral care and relationships and sexuality education necessarily demand greater levels of alertness in this respect than, for example, many of the other subjects on the

curriculum. Building up high level of trust between external agencies and school management should therefore represent a priority for all.

JMB is aware that the Minister has written to the NCCA to seek a professional review of the landscape of RSE provision in our schools. JMB is encouraged by the scope of this work which will include:

- How the RSE curriculum is planned, how it is taught and how parents are involved;
- That the entire curriculum is being taught in schools to a high standard;
- The role of the classroom teacher in teaching the curriculum and the appropriate level of supports which are currently being provided by external providers;
- What time is given to it, what resources are being provided, and what support materials are being used;
- How effective is the continuing professional development opportunities which are currently provided by the Department and other bodies to RSE teachers.

JMB will, of course, engage fully with this process and looks forward, in particular, to the subsequent investment of new ideas, energy and resources into this most important of educational enterprises.

John Curtis, JMB General Secretary

19th April 2018

Appendix F

JMB Submission on School Costs and related matters to the Oireachtas Joint Committee on Education and Skills



JMB Submission on School Costs and related matters to the Oireachtas Joint Committee on Education and Skills

Introduction

The Joint Managerial Body/Association of Management of Catholic Secondary Schools (JMB/AMCSS) welcomes the invitation from the Oireachtas Committee to present a submission on the Committee's examination of school costs and related matters.

Who we are

The Joint Managerial Body (JMB) was founded in 1972 to represent the interests of all voluntary secondary schools in the Republic of Ireland. It is the main decision-making and negotiating body for the management authorities of almost 380 voluntary secondary schools. The JMB comprises two founding organisations: AMCSS, the Association of Management of Catholic Secondary Schools and the ISA, the Irish School Heads' Association, representing the Protestant Schools in the State.

Preamble

The JMB and the voluntary secondary schools within our remit have always been acutely conscious of the demands placed on families as schools themselves struggle with inadequate funding.

This submission will address the urgent need for:

- increased funding for all schools
- an amelioration of the sectoral discrepancies that exist
- interventions to support affordability for families
- supports for our DEIS schools

Capitation and other grants

As our already under-resourced schools have suffered unrestored funding decreases since 2010, capitation and other grants to second-level schools need to be increased as a matter of urgency. Insurance costs, for example, have risen to unsustainable levels and this represents one of the most onerous burdens that a voluntary school typically will face, unlike their

counterparts in other sectors. Management information systems and new demands around Vetting, GDPR compliance and Data Access, for instance, incur associated administrative cost and resource implications. The maintenance of plant and the replenishment of teaching resources in the absence of targeted grants and an under-funded school building and refurbishment programme represents an ongoing challenge for schools.

Of serious concern has been the ongoing and escalating cost associated with IT equipment and maintenance. Notwithstanding the funding that has been made available through the Digital Strategy, schools find themselves under-resourced in this area given the need for consistent upgrading of equipment and dedicated support systems and the provision of adequate funding in this area now represents one of the most significant challenges that a school will encounter.

JMB welcomes the promise of the National Development Plan 2018-2027 and its commitments on school building in the post-primary sector. There is provision for an indicative envelope of €2.5 billion for the refurbishment of Ireland's school stock over the next ten years (alongside the funding necessary to generate additional places) including:

- A school laboratory build and modernisation programme ... to support delivery of the reformed science curricula and the roll-out of Computer Science as a leaving cert subject
- A PE build and modernisation programme that ensures that students in all post-primary schools have access to appropriate facilities to support PE provision, particularly in the context of the roll-out of PE as a leaving certificate subject
- The commencement of a deep energy retrofit of schools built prior to 2008, with a view to optimum energy use and conservation in school buildings

Undoubtedly, these are welcome measures but they are medium to long-term in nature and do not obviate the fact that more immediate intervention is necessary, especially in the area of capitation and associated grants.

In 2010 a voluntary secondary school would have received a Capitation Grant of €345 per pupil and a School Services Support Grant of €212 per pupil as the substantive Department finance to it. The latter grant has now increased to €216, but the slight increase here is, in essence, to finance the restoration of salaries and the reversal of FEMPI cuts for non-Department paid staff in our schools. The Capitation Grant for 2018 is €296, a cut of over 14%. There has also been a myriad of other cuts that schools have had to contend with in the last decade; a shaving of support in grants for such as Transition Year students, Leaving Certificate Applied students, Junior Cycle Special Programme students, most notoriously of all Traveller students, and a 15% reduction in allocation in Special Needs provision. Given these realities and that schools are currently beset by demands in all manner of ways, we have advocated that the Capitation Grant at least has to be increased substantially in the forthcoming budget, a position supported by Barnardos:

'The Department is failing to see its fundamental role in ensuring the education system is adequately funded to ensure all children have what they need to learn the curriculum. The capitation rates were not raised in Budget 2017 leaving schools again inadequately funded and as a result parents will continue to be expected to make up any deficit.'

No other public service has to subsidise their funding to keep the show on the road, so why should the Department of Education expect schools to have to undertake extensive fundraising activities from parents and staff to fund necessities?'

Voluntary School Funding

Schools are educational, not fundraising, enterprises. In addition to the unrestored general reduction in capitation grants over four Budgets in recent years, schools in the Voluntary Secondary sector are severely disadvantaged in terms of annual grant support vis-à-vis the other two post-primary sectors. On average over 30% of total annual expenditure in a Voluntary Secondary school must be raised through fund-raising in the local community which places a huge burden on school management, reducing the time available for all the other responsibilities that school management must undertake.

It is time for the long-standing and indefensible inequity in sectoral funding to be finally and comprehensively resolved. It is generally acknowledged that a Voluntary Secondary school of 400 pupils receives €90 per pupil less per annum in grants from the State than a similarly sized Community School and €212 per pupil less than a 400-pupil school in the ETB sector.

As outlined in Merike Darmody and Emer Smyth's 2013 ESRI study on Governance and Funding of Voluntary Secondary Schools in Ireland:

'It is clear that voluntary secondary schools receive a significantly lower proportion of funding from the state and, as a result, are more reliant on voluntary contributions from parents and on general fund-raising. This reliance on discretionary funding is seen to pose challenges given lower levels of resources among some families, especially those with children attending DEIS schools, and means that funding sources are vulnerable to future changes in family income. Sectoral differences are also evident in the expenditure of schools, with voluntary secondary schools more likely to be required to cover from the capitation grant items paid centrally in case of the other sectors and, in addition, need to engage in substantial fund-raising and request voluntary contributions from parents to fund the basic day-to-day running of the school.'

In the immediate term, a commencement must be made to address this inequitable and inadequate funding of schools in the Voluntary Secondary sector through the abolition of the basic salary payment made by boards of management to their teachers which is a unique feature of the Voluntary Secondary sector. A board of management with 30 teachers pays out €16,875, which schools in the other sectors have available to use on the resourcing of teaching and learning. We have had an acknowledgement from Department officials over the years that this is a matter that would be addressed and is an issue that we raise as a matter of urgency at every eventuality. In that regard, it was gratifying that the Minister has acknowledged the Department's commitment to us in the Oireachtas. In a reply to a parliamentary question from Deputy John Brassil on November 23rd last as to why a review of funding to schools has not taken place he stated:

'Given that it has not yet been possible to restore grant funding levels in the schools sector due to the many other competing priorities for available funding the review referred to by the Deputy has not yet taken place.

However, it has been agreed with the JMB that any future improvements in funding should be directed in the first instance at the elimination of the salary grant deduction from the capitation payable to voluntary secondary schools. This salary grant deduction amounts to €563 (inclusive of ER PRSI) per teaching post. The estimated annual cost of eliminating the salary grant deduction is approximately €7m'.

Recommendations:

- A commencement must be made to address the inequitable funding of schools in the Voluntary Secondary sector by reinitiating the Equalisation process already conceded by government
- The Minister must abolish the basic salary payment made by boards of management to their teachers which is a unique feature of the Voluntary Secondary sector. A board of management with 30 teachers pays out €16,875, which schools in the other sectors have available to use on the resourcing of teaching and learning

Affordability for Families

The JMB notes the issuing in 2017 of the Department's Circular setting-out a range of directives around school uniforms and book rental schemes. The intended focus on affordability and value for money for parents is, of course, already a consideration our school communities take into account when setting-out their uniform and textbook policies. What was new in this Circular was a proposal to provide lesser capitation funding to schools not adhering to the particular operational model set out by the Minister.

Voluntary secondary schools already operate under an inequitable funding regime and must look to parents to make up the shortfall in financial resourcing when compared to other sectors. We agree with the conclusion of Barnardos in their School Costs Survey 2017 that:

'The Department is still failing to realise that an increase in basic funding for primary and secondary schools will reduce this need for voluntary contributions to be paid'.

It is the JMB position that it is this inequity which should be addressed in the first instance and that to penalise already underfunded schools is not alone discriminatory but is contrary to the Department's own thinking on enhancing school autonomy.

The fact is that all voluntary secondary schools operate under severe funding restrictions and are acutely aware that the families they serve are equally not immune to financial pressures. Instead of attempting to micro-manage schools with punitive measures, the Minister should eliminate the need for schools in our sector to seek voluntary contributions from families, a measure which would immediately and significantly alleviate the pressures on all concerned.

Recommendations:

- Seed capital and a flexible quantum of teacher hours for administration must be provided to schools for the establishment and operation of school book rental schemes
- Guidelines and encouragement, not threats to cut funding, should be offered to schools to review school uniform policies

The DEIS Programme

We are acutely aware that any improvements in resourcing or that might help the general operability and enhance the profile of our DEIS schools will improve the school experience and lead to more favourable outcomes for those pupils probably most in need of our support.

Last year, JMB welcomed the Department's 'DEIS Plan 2017' aimed at mitigating educational disadvantage, as does the Minister's Action Plan under Goal 2 'Improve the learning experience and learning outcomes for learners impacted by disadvantage'.

DEIS schools within the voluntary secondary sector are doubly disadvantaged due to their systematic underfunding compared to the other two sectors. In consultation with our DEIS school principals, JMB has identified a list of ten immediate actions Government can take to enhance the experience and effectiveness of all post-primary schools within the programme serving disadvantaged communities. These are:

1. Deliver the second tranche of the annual Capitation Grant to DEIS schools earlier in the year as mid-April is too late to avoid serious cash-flow difficulties. In addition, there should be an enhanced capitation grant for students attending CAMHS and for those with identified significant English language deficit.
2. The existing school Book Rental Grant does not cover the cost of the scheme in DEIS schools and the emergence of a complete new set of textbooks for Junior Cycle places an impossible burden on schools. DES must carry out an audit of provision and costs in real terms and adjust its grant scheme accordingly.
3. DEIS schools should qualify for VAT rebates on the basis of submitted invoices. A tax-break on books purchased for Book Rental Schemes is essential.
4. DEIS schools should be treated similarly to the hospitality sector and be granted lower PRSI rates for non-teaching staff.
5. The Junior Certificate Schools Programme (JCSP) is extremely important in terms of improving learning outcomes for students in DEIS schools. Schools newly introduced to DEIS (13 within the voluntary sector last year) report being unable to access this Programme and existing schools are uncertain about its continuance. The Minister must provide continuity and certainty around JCSP and include all DEIS schools in the Programme and also remove the existing barriers around JCSP Librarian recruitment and maternity leave replacement.
6. Our principals report a significant deficit in the comprehension of the dynamics and challenges of leading and managing DEIS schools on the part of visiting Inspectors. JMB recommends a structured intervention whereby the Inspectorate can gain insight and understanding of the management and teaching challenges of contemporary secondary schools serving disadvantaged communities.

7. Recent changes to the administration, reporting and access demands around the Schools Completion Programme have shocked overwhelmed principals and coordinators. This paperwork must be reviewed immediately and reconfigured to match both the agility needed within the scheme and the very limited capacity of principals to spend significant amounts of time in form-filling.
8. There has emerged a significant amount of confusion around alignment between a school's DEIS Plan, its School Self-Evaluation demands and its School Improvement Plan. The mantra 'Your DEIS Plan is your SIP' no longer appears to align with Inspectorate expectations. This policy must be reviewed immediately and support given to DEIS school management around clarity of expectation.
9. The wellbeing of DEIS school principals requires immediate and urgent attention. Leading and managing a post-primary DEIS school is quite distinct from that of non-DEIS schools and the Department and/or Inspectorate should research the challenges inherent in coping with significant SEN levels, poverty, family breakdown, unemployment, social exclusion, student anxiety and child protection in the virtual absence of therapeutic and social-worker supports.
10. While JMB urges the Department to extend the additional deputy principal provision to all schools over 500, it is imperative that DEIS schools with between 600 and 699 students receive such provision immediately. The costings are set-out below and represent a significant impact for a modest investment:

| Costings for a Second DP in DEIS Schools (All Sectors) | | | | | |
|---|--------------------------|---|----------------------------------|------------------|--|
| | €25,280 (Max) | €35,958.00 | | | Dept. Budget €9,339,000,000 |
| No of PP Schools | Cost of DP | Plus cost of 1 Extra Teacher | Maximum Cost per year | Enrolment | % of Dept. Budget |
| 11 | €278,080 | €395,538 | €673,618 | over 600 | 0.01% |
| 32 | €763,957 | €1,150,656 | €1,914,613 | over 500 | 0.02% |
| 65 | €1,511,242 | €2,337,270 | €3,848,512 | over 400 | 0.04% |
| 92 | €2,054,725 | €3,308,136 | €5,362,861 | over 300 | 0.06% |
| 138 | €2,927,161 | €4,962,204 | €7,889,365 | over 200 | 0.08% |
| 172 | €3,508,153 | €6,184,776 | €9,692,929 | over 100 | 0.10% |

This costing is based on person promoted to DP who is not a current post-holder and therefore these are maximum costs. The eventual net expenditure would certainly be lower.

Finally, what is usually neglected in considerations of the programme is the workload of the principal in DEIS schools. The impact of policy and initiative overload is but one factor. What is far more concerning is the effect of higher levels of student misbehaviour due to emotional, social and cognitive-capacity issues on the time and energies of the school leader. We seek, as an immediate action, the provision of a second deputy principal in DEIS schools of between 600 and 699 students. These schools have been excluded from the recent

expansion in DP allocations and there are currently only four such schools in our sector with eleven across all three sectors.

Recommendations:

- Low, or no-cost, immediate improvements can be made to the efficiency and effectiveness of our DEIS schools by an earlier advance of the second capitation-tranche; seed-capital for book rental schemes; VAT and PRSI rationalisation and providing clarity of expectation around SSE and JCSP
- We seek, as an immediate action, the provision of a second deputy principal in DEIS schools of between 600 and 699 students

Conclusion

JMB will, of course, continue to work closely with our management colleagues across the sectors and with the Department and its agencies. Further to the issues we have raised in the school context, we are conscious that adjustments to income thresholds or increases in social welfare, especially with regard to the Back to School Clothing and Footwear Allowance (BSCFA), will help alleviate the difficulties that families can have with regard to school related costs and would be most welcome from our perspective. The recent increase in the BSCFA to €250 for secondary school age students has to be seen as positive, but the overall spend on this grant has still essentially halved since 2011.

Our schools have suffered a decade of cut-backs which have yet to be restored. Young people get just a single chance at education. The support of the Oireachtas Joint Committee is of the utmost importance at policy level as we strive toward a more equitable educational experience for this and for future generations.

John Curtis, JMB General Secretary

1 August 2018

Appendix G

JMB Submission on the School Building Programme and related matters to the Oireachtas Joint Committee on Education and Skills



JMB Submission on the School Building Programme and related matters to the Oireachtas Joint Committee on Education and Skills

Introduction

The Joint Managerial Body/Association of Management of Catholic Secondary Schools (JMB/AMCSS) welcomes the invitation from the Oireachtas Committee to present a submission on whether the School Building Programme delivers a sufficient number of school places to facilitate children attending local schools and the potential financial costs resulting from such places not being available.

Who we are

The Joint Managerial Body (JMB) was founded in 1972 to represent the interests of all voluntary secondary schools in the Republic of Ireland. It is the main decision-making and negotiating body for the management authorities of almost 380 voluntary secondary schools. The JMB comprises two founding organisations: AMCSS, the Association of Management of Catholic Secondary Schools and the ISA, the Irish School Heads' Association, representing the Protestant Schools in the State.

Preamble

It has long been our contention that a macro-level priority in any emerging strategy on education must include adequate provision for demographic surges in school population. Furthermore, it has also been our contention that, equally as important, is a coherent blueprint and attendant funding to ensure that the fabric of our school infrastructure is systematically upgraded to enable quality provision for those in our care and that educational opportunity is afforded in an equitable manner.

Whereas in schools there is a consistent adherence to health and safety guidelines, it is inevitable that the older and more crowded the plant, the greater the likelihood of difficulties occurring in this area. Moreover, one of the greatest sources of stress for management in schools is the disparity between what the physical environment of the school might and should present and the reality of the deficit that many staff and student bodies are confronted with on an ongoing basis.

Need for investment

A paradox of the recent investment in education strategy is that the quality of new build in schools is such that an inequity is emerging between the modern build and older schools regarding the lived experience of the student and, one might suggest, educational outcome. This discrepancy is particularly marked in the voluntary school sector which has a rooted and long-standing tradition of engagement in education but has suffered from inadequate government investment in refurbishment and replacement of ageing facilities through successive generations.

One impediment to progress in this area is the lack of a comprehensive inventory of the national stock of school accommodation. As outlined in Merike Darmody and Emer Smyth's 2013 ESRI study on 'Governance and Funding of Voluntary Secondary Schools in Ireland':

'In 1996, a Costs and Funding of Second-Level Schools in Ireland report by the Comptroller and Auditor General on planning of second-level school accommodation noted the lack of a comprehensive current inventory of the overall stock or condition of second-level school accommodation, despite recommendations by the interdepartmental committee in 1988 to compile such information. Given the likely variation in stock and condition of school buildings, such information is crucial in facilitating greater transparency around school income and expenditure.'

Is it feasible that such a survey might now be conducted?

Voluntary secondary schools are extraordinarily inclusive and have a long history of putting those who are marginalised at the centre of our school enterprise. In any context, it is unfortunate if parents cannot access the schools of their choice for their children and it is pertinent that a number of our schools are oversubscribed. We have consistently advocated that there should be adequate provision of school places to reflect local need, whether that is through the delivery of extra accommodation in existing schools or diversification and new build. Sourcing places on an individual pupil basis in schools far from home is both inefficient financially for families and ineffective educationally for students.

Therefore, we welcome the fact that the Minister for Education and Skills, Richard Bruton, has announced plans for the establishment of forty-two new schools over the next four years (2019 to 2022). This announcement follows nationwide demographic exercises carried out by his Department into the current and future need for primary and post-primary school places across the country. Of these new schools, sixteen are at post-primary level and Minister Bruton has also determined that that the requirement for new schools will be kept under on-going review and in particular would have regard to the impact of the increased rollout of housing provision to meet balanced regional development as outlined in Project Ireland 2040. We welcome the fact that the Department will also continue to monitor areas where the accommodation of existing schools may need to be expanded in order to meet the needs of the local population. Approximately 40% of extra school places are to be delivered by extending existing schools.

Nonetheless, there are still questions as to whether this will adequately address the needs that we identify.

Demographic growth and school buildings

Projections show that we can expect a continuing increase in enrolments at second level up as far as 2026, of at least 84,000 students at second-level. The consequences of this increase in the population of post-primary pupils have placed impossible demands on school management at a time of staffing and resource cuts and physical space limitations

JMB has welcomed the publication of the Six Year Plan for major capital investment. Fifty-four voluntary secondary schools are listed on the Plan and each of these can look forward to an extension and refurbishment of existing premises. However, it is imperative that the capital budget for schools be increased substantially. Many voluntary secondary schools have been serving their communities for more than 150 years. Many were built or extended to with no or limited State assistance and are now in need of major refurbishment and extensions.

JMB is concerned that with increasing building costs and lack of sufficient personnel in the School Building Unit, the targets in the Six Year Plan will not be met. There are schools on the list for 2018 that still have not received a Technical Visit from officials in the Building Unit. Other schools that have had a Technical Visit are still waiting for a Schedule of Accommodation.

It is the JMB view that schools due to go to construction in 2019-2021 period needed to have Technical Visits this summer with Schedules of Accommodation being issued shortly afterwards. With the time required to design, get statutory approvals and agreement with DES and tendering, it will be a huge task to meet the targets of the Six Year Plan. The appointment of a fully-funded Administrative Assistant for building in schools with projects over a specified size must also be considered.

There are many voluntary secondary schools who have recently applied for, or who are preparing applications for, major works but who are not on the Six Year Plan List. These schools and the communities they serve cannot wait until 2022 or 2023 to be assessed for capital investment. A mechanism must be found to have these schools added to the current List and additional funding made available to meet their needs.

There is an increasing demand under the Additional Accommodation Scheme to provide additional classrooms and practical rooms for our schools, and to replace prefab classrooms. Current demand clearly exceeds the level of finance available. In addition, the Additional Accommodation Scheme needs to be expanded to allow for General Purpose/Dining Areas, staffrooms and offices for additional Deputy Principals

Likewise, the budget for Emergency Works is far too low to meet the needs of our schools. As a result, schools are forced into appealing decisions of the Building Unit in order to deal with serious emergency and safety works in their schools.

It was also hoped that Round 3 of the Summer Works Scheme will be announced this year.

In successive programmes for government, the elimination of prefabricated classrooms has been specifically identified as a national priority yet, very little progress has been made so far.

Meanwhile, JMB research indicates that just 50% of schools have a full-sized P.E. Hall and 72% of PE Halls were either fully funded or partially funded by the schools themselves. Funding for adequate sports facilities in our schools must be identified as a government priority. In addition, schools require funding for replacement sports equipment which is becoming old and obsolete. Such equipment can very specialised and costly but there is no scheme in place unless a new sports hall is being built – a very rare occurrence. JMB believes that such funding should be available on an ongoing basis in a similar way to funding for replacement furniture, fittings and fixtures.

Recommendations

1. A major increase in the Capital Budget for voluntary secondary schools:
 - To meet the targets of the Six Year Plan
 - To allow for additional schools not on the Six Year Plan but in serious need of refurbishment and extensions to be added to the List
 - To meet a greater number of demands under the Additional Accommodation scheme
 - To allow for a greater number of projects to be approved under a new Summer Works Scheme
 - To allow for a greater number of Emergency Works to be approved
 - To eliminate prefabricated classrooms
2. A special five-year plan to provide a full-sized P.E. Hall facility in every school with an interim scheme to replace obsolete sports equipment
3. An Administrative Assistant must be provided for schools with building projects over a specified size

National Development Plan

The JMB welcomes the promise of the National Development Plan 2018-2027 and its commitments on school building in the post-primary sector. Ultimately, the key factors in determining access to school and educational outcome are that there are adequate places available and that infrastructure is such as to allow quality provision. The key aspects of what is envisioned are:

- The focus of the school building programme will progressively shift from primary to post-primary level reflecting the fact that post-primary enrolments are not projected to peak until 2025 (from 360,000 currently to about 420,000 students).
- 50 large scale projects each year (primary and post-primary) will be delivered until 2021 as well as what will ensue through the continuation the Additional Accommodation scheme. Funding of nearly €1.7 billion for these projects has already been confirmed.
- Site acquisition will be an important priority.
- €180m has been allocated for a multi-annual programme of prefab replacement.

- School places will be aligned with planned population growth and supported by demographic analysis at the level of the 314 school planning areas. The school building programme will align with National Planning Framework objectives in delivering, over time, more compact growth and a rebalancing of growth between the regions.
- There is provision for an indicative envelope of €2.5 billion for the refurbishment of Ireland's stock over the next ten years (alongside the funding necessary to generate additional places) including:
 - A school laboratory build and modernisation programme ... to support delivery of the reformed science curricula and the roll-out of Computer Science as a leaving cert subject.
 - A PE build and modernisation programme that ensures that students in all post-primary schools have access to appropriate facilities to support PE provision, particularly in the context of the roll-out of PE as a leaving certificate subject.
 - The commencement of a deep energy retrofit of schools built prior to 2008, with a view to optimum energy use and conservation in school buildings.
- €420 m for the support of the use of digital technologies in teaching, learning and assessment.

These assurances, allied to existing commitments, are welcome and, if implemented, will serve to alleviate some of the acute difficulty we have in this area.

The commitment of the JMB to substantive upgrading of our infrastructural base is evident not only in our ongoing advocacy with the Department, but also in the resources we assign to this area in supporting our schools and, indeed, assisting officials, especially in the Department's Building Unit. We have funded a designated Building Support Unit in our organisation to assist schools and liaise with the Department as appropriate. An unfortunate aspect of a school's applying for and accessing resources in this sphere is the administrative burden that falls on already over-stretched school management given the exponentially increasing nature of accountability and oversight required, and hence our request for an Administrative Assistant to be provided to schools with building projects over a specified size.

Conclusion

With regard to engagement around these issues, JMB will, of course, continue to work closely with our management colleagues across the sectors and with the Department and its agencies. We are particularly grateful for the courtesy and assistance that has always been afforded us by the officials of the School Building Unit in Tullamore and their commitment to improving facilities in our schools in a progressive and prudent manner. We recognise that the funding deficit that exists needs to be addressed in the broad policy context and that there needs to be a societal acknowledgement that the impetus for infrastructural investment, so long neglected but so fundamental an issue, warrants even more engagement and financial scaffolding.

John Curtis, JMB General Secretary

1 August 2018

Appendix H

Report on the Teaching Council – February 2019 Update on Key Areas of Work in 2018

Report on the Teaching Council – February 2019.

Update on Key Areas of Work in 2018.

1. Teaching Council Strategic Plan 2018 – 2020 - sets out seven strategic goals as follows:

- Consolidate and communicate the progress made towards a seamless continuum of Teacher Education
- Work with the DES and stakeholders to agree a model and process for ensuring a better match between teacher supply and demand
- Support teachers in enhancing their professional practice through professional learning frameworks which facilitates a culture of shared learning
- Continue to safeguard entry to the profession through high standards for initial teacher education, as well as effective and efficient review and registration processes
- Ensure that the implementation of the Fitness to Teach process is robust, fair and transparent for teachers and the wider public.
- Promote the teaching profession, including well being and enhance awareness of the Council's work through innovative and accessible communications.
- Ensure that the Teaching Council has sufficient resources, including from other sources, to support efficient ways of working, compliance with corporate governance, and the development of effective policies.

2. Register/Registration

On 27th March 2018 there were 98,474 teachers listed on the register which represents a net increase of 3,546 over the previous year. There were 5,997 new registrants entered onto the Register with the largest increase (24%) occurring in the area of Further Education.

46,067 are listed under Route 1 (Primary), 43,452 under Route 2 (Post-Primary), 11,918 under Route 3 (Further Education) and 1,216 under Route 4 (Other). Over this 12 month period 3,133 lapsed from the Register for a variety of reasons – approximate 50 of those teachers subsequently reapplied for registration.

The overall gender breakdown remains at 77% female and 23% male which is in line with international trends.

Since January 2014 registration with the Council is a requirement for a teacher to receive a State funded salary. The annual registration renewal fee remains at 65 euros and is claimable for tax relief (Teacher working expenses).

Conditional Registration –teachers are registered with conditions when they have not met all of the Council's requirements at initial registration. The conditions applied to a teacher's registration and the methods and timelines for addressing these conditions are outlined to the teacher when he/she registers. Generally teachers are given three years to address the conditions of registration and extensions can be sought in

exceptional circumstances. Notifications are forwarded to teachers registered with conditions due to expire three months in advance of the expiry date. A total of 1,993 teachers with outstanding conditions were contacted three months before the expiry dates and 1,195 requested and were granted extensions. During the year 6,070 conditions were removed from teachers' registrations as they had been fulfilled.

From September 2017 the Council commenced the full administration of the Droichead professional induction process. Overall 1,759 teachers applied to commence the Droichead process across 651 primary, post-primary and special education schools.

PME Verification Project

This project, which is conducted through the winter months, allows first year PME post-primary student teachers verify that their undergraduate subjects meet the Council's requirements for teaching at least one curricular subject. A total of 77% of student teachers availed of this process. This process helps speed up registration in the summer after the student teacher has graduated.

Accessing Information on the Register

Under the legislation it is a requirement to make the Register available for public inspection. This is done through an online 'Search the Register' request. This facility was used 151,087 times during the past year.

3. Garda Vetting

The Council administers the vetting of teachers for registration. A total of 36,977 applications were completed during the year. This represents a 133% increase on a similar period in 2016/17 school year. In January 2017 the Council commenced the retrospective vetting of 32,000 registered teachers who had not been previously vetted by the Council. By the end of 2018 virtually all the teachers on the Register have been vetted. A re-vetting process for teachers who were vetted under the old GCVU arrangements is currently underway.

4. Part 5 of the Teaching Council (Amendment) Act 2015 – Fitness to Teach – commencement as and from 25th July 2016.

Part 5 – Fitness to Teach - of the Teaching Council Acts 2001-2015 commenced on 25th July 2016. The Teaching Council now has the legal authority to investigate complaints made against registered teachers. Once a complaint is made, the Council will initiate an investigation and decide if it should be dealt with through the Council's formal disciplinary procedures. Extensive training has been provided to the staff in the Council's Professional Standards section and also to members of the Investigating and Disciplinary Committees.

The Council may, following a disciplinary hearing, decide to advise, admonish or censure the teacher in writing, impose conditions on the teacher's registration or suspend or remove the teacher from the Register of Teachers. Where a teacher is suspended or removed from the Register they are not eligible to be paid a State funded salary.

The Council advises that complaints should be brought to a teacher's school before being brought to the Council. However, where a child or vulnerable person is at risk this should be brought to An Garda Síochána and Tusla immediately.

The Council received 50 complaints relating to registered teachers in the period March 2017 to March 2018. Of the 50 complaints received 28 related to teachers in the primary sector and 22 to teachers in the post-primary sector. To date two public inquiries have been heard. The media were present at both inquiries and the Panel in each case directed that the witnesses names and other identifying details such as the names of schools were to be anonymised.

A meeting with stakeholders to discuss the Council's Fitness to Teach processes is scheduled for April 2019.

5. Review and Accreditation of ITE Programmes

The Teaching Council reviews and accredits initial teacher education programmes. In the year in question four Higher Education Institutions providing post graduate programmes of initial teacher education were required to submit progress outlining the steps taken to implement changes required during the last cycle of accreditation.

Currently preparation work is underway for the next round of accreditation reviews in 2020.

6. Qualification Assessment

In accordance with EU Directive 2005/36/EC (on the mutual recognition of qualifications as amended) the Teaching Council is the competent authority in Ireland for assessing applications for registration from persons recognised as teachers in other EU/EEA countries. During the year 523 applications for qualifications assessment were received by the Council. A review of the Council's post-primary subject criteria is currently underway.

7. Droichead

The first year of the growth phase of Droichead, the Teaching Council's integrated induction framework for newly qualified teachers, was implemented in primary and post-primary schools in the 2017/18 academic year. Droichead was the only route of

induction towards full registration for NQT's working in post-primary schools with 700+ pupils, SEN setting and primary schools with 24 or more mainstream teachers.

Since January 2018, 131 schools (55 networks) have received funding to date under the Droichead Shared Learning Bursary.

8. Cosán

Cosán is the national framework for teachers' learning. It is currently the subject of a comprehensive awareness-raising and development process.

During the year submissions were received from more than 600 individuals, groups of teachers and schools who are interested in being part of a development process. This brings the total numbers of expressions of interest received to date to more than 800.

- a) A video and booklet were made available on the Teaching Council's website to support engagement in the process.
- b) A series of 11 Cosán Development Process Workshops took place between November 2017 and February 2018. The Council also met a number of the stakeholder bodies during the year to update them on progress being made with the Cosán development process.

9. Research

- **Webinars – opportunities for schools to support professional learning**
In keeping with the Council's framework for teachers' learning, Cosán's engagement with research webinars is recognised as a valuable learning opportunity. Nine webinars were hosted during the year as part of the Council's Croi Programme (Collaboration and Research for Ongoing Innovation).
- **John Coolahan Research Support Framework**
In honour of Professor Coolahan's immense contribution to the field of education at home and abroad, the Council established the Research Support Framework in January 2018. 100 applications were received and funding was approved for 33 projects.
- **Research Ezines**
As part of the Council's CROI research series seven ezines were published during the past year.
- **Teachers' Research Exchange (T-REX).**
It was agreed to support an online platform called Teachers' Research Exchange (T-REX) in conjunction with the Council's Research Alive partners (the NCCA and the Centre for Effective Services). This platform provides a space for teachers to engage with educational research with researchers.

- **Commissioned Research**

There was ongoing quality assurance of commissioned research in relation to school placement. The final research report was subsequently published and is available on the Council research pages.

- **Research Engagement Group (REG)**

The Research Engagement Group (REG) which is comprised of registered teachers and others with experience of and interest in educational research met four times during the year.

10. Teacher Supply

- a. The final report of the Technical Working Group on Teacher Supply in Ireland, 'Striking the Balance' was published on the 9th June 2017 by the Minister for Education and Skills.
- b. The Council convened stakeholder meetings to discuss the many issues relating to teacher supply and to make progress towards resolving matters. The various bodies were asked to identify short and medium term solutions. On foot of this information all stakeholders including the Teaching Council convened a national consultative forum, including Higher Education Institutions, school management, and teacher unions to discuss the practical steps which could be taken to address some of the issues which schools are facing in relation to the recruitment and retention of staff.

The Council has representation on the Department of Education and Skill's Teacher Supply Steering Group and on its implementation group and also on three of the four established working groups. Council staff are attending HEI and other recruitment fairs.

11. Other News

- a) The Teaching Council hosted the fifth annual Feilte event which had an attendance of over 800 people, including teachers and members of the public.
- b) The Council issued 29 ezines to all registered teachers with an average open rate of 77%
- c) There was almost two and a half million page views on the Teaching Council website.
- d) There was an increase of over 5,000 in followers on Twitter.
- e) Teaching Council Instagram and Snapchat accounts were set up.
- f) Council representatives attended a number of education conferences, seminars and meetings.
- g) Council representatives met with final year teacher education students in 16 Higher Level Institutions

Ferdia Kelly - February 2019.



Data Protection Report

Data Protection Report

JMB/AMCSS 32nd Annual Conference 2019

New Legal Framework

The General Data Protection Regulation (GDPR) came into force on 25th May 2018. Its introduction has highlighted the need for all Data Controllers to be fully cognisant of their responsibilities whenever personal data is being processed. A new www.GDPR4schools.ie website was launched at that time to provide a central hub for sharing relevant resources with schools.

Training Delivery

Four information sessions were held in Autumn 2018 in Athlone, Limerick, Dublin North and Dublin South. These sessions were presented in conjunction with Millett & Matthews Solicitors, and provided a general overview of GDPR issues as well as an opportunity for attendees to analyse the legal bases underlying typical school data processing activities.

Inservice was delivered at regional level and individual school level.

Role

A wide range of data protection issues have been referred to JMB over the course of this academic year, including the following:

- Audit and risk assessment in relation to school processing of data
- Assistance with update of data protection policies
- Advice on enrolment forms
- Appropriate use of consent as a lawful processing basis
- Design of Privacy Notices
- CCTV
- Access requests received from other public bodies (Gardaí, Local Authority etc)
- Access requests from individuals
- Advice on data retention periods
- Appropriate training for school staff
- Data Processing Agreements
- Data sharing arrangements with other educational bodies
- Data breach handling
- Communication with the Data Protection Commission
- Technical and organisational measures in relation to data security

Appointment of Data Protection Advisor

A full-time advisory role appointment was made in November to assist schools with the process of working towards GDPR compliance. Key tasks associated with this advisory role are to:

- Act as the point of contact on data protection-related enquiries and issues for JMB schools
- Promote GDPR best practice and compliance (including support for audits and reviews)
- Assist with privacy policies, procedures and processes as well as guidance on technical and organisational measures to meet GDPR compliance.
- Review third party contractual and other relationships which relate to data protection matters.

Data Breach Management

JMB continues to support schools through the process of dealing with personal data breaches. The law changed in May 2018 and communication with the Data Protection Commission and the individuals affected is now mandatory in certain circumstances. The JMB has advised school management on appropriate actions, reporting deadlines and the formal notification process.

Template Data Protection Policy

A new JMB template policy was made available to schools from early April. An advisory note, published in tandem with the policy, recommended a number of priority action areas to schools, including, for example:

- raising awareness amongst school community
- completing risk assessment exercise (and security review)
- up-dating of Privacy Notices
- reviewing data sharing arrangements and formal Data Processing Agreements.
- understanding accountability requirements (i.e. records to demonstrate the steps taken towards GDPR compliance).

Future Activities

JMB continues to engage in ongoing communication with other stakeholders where it has identified that this engagement will be of benefit of member schools.

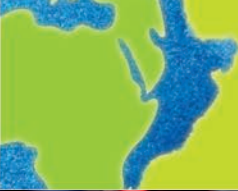
A series of GDPR workshops will be available to school management from August.

JMB is progressing the preparation of further written advice in a number of key areas, including specific guidance on the following,

- Data Processing Agreements
- Data Breach Handling
- Subject Access Requests
- Retention of Personal Data

Cyril Drury

Data Protection Advisor



Education Report

Education Report

JMB/AMCSS 32nd Annual Conference 2019

The emergence of a curricular framework to develop and enhance student wellbeing is a welcome development. Such clarity of purpose underscores our intention not to allow the developmental needs of the individual to become invisible or 'lost' within the organisation.

We equally need to see our organisations – schools – as having a life of their own which can be submerged by the demands of the system.

JMB is profoundly connected with its schools, their management, leadership, teachers, parents and, of course, students. We have, for many years, been articulating the threats to individual and organisational wellbeing facing our school communities, specifically the exponential inflation in policy-demand with a hundred Department circulars each year amplified by unrestored recessionary cuts in special needs, pupil-teacher ratios, guidance and counselling provision, capitation and teacher salaries, to name but a few.

It is into this space that the need for a model of Community Wellbeing emerges. Community Wellbeing is the combination of social, economic, environmental, cultural, and political conditions identified by individuals and their communities as essential for them to flourish and fulfil their potential.

The five key dimensions of Community Wellbeing which frame this Education Report are:

- 1. Stability**
- 2. Access to Resources**
- 3. Environmental Suitability**
- 4. Connectedness and Social Inclusion**
- 5. Reaching Potential**

1. Stability

The Admissions Act

Efforts to provide for diversity of trusteeship and enhanced parent choice deserve the wholehearted support of every stakeholder and member of civic society. In terms of access to the school of one's choice, it is the position of JMB that parental choice be supported, enhanced and provided-for by the State at both primary and post-primary levels.

Existing legislation, though lacking in overall coherence, nonetheless already provides for a comprehensive range of rights and responsibilities in respect of schools, parents, students over 18 years and the State. The new Education (Admission to Schools) Act and associated regulations represent a substantial intervention on the part of the Minister for Education and Skills in the admissions process of a school. Future Ministers will be able to dictate to a large degree the content of admissions policies, including the prescription of permissible and non-permissible criteria to be applied in the case of over-subscription, how admissions policies are to be published and reviewed and how the admissions process is to be conducted by schools, including the conduct of appeals against refusals to enrol.

JMB nonetheless appreciates the concern for civic values of equity and fairness underpinning the legislation. No law, however, can address the fact that in some areas throughout the country, there is a shortage of school places. Parents will always want the criteria to be applied in the case of over-subscription to be those criteria that will best ensure that their child gets a place in the school. Legislation aside, it is time for creativity and generosity, for forward-looking solutions and new thinking. Cost-effective solutions can be found, allowing for incremental, democratic change as opposed to unwarranted revolution, and thus bringing communities and other stakeholders, along the journey towards authentic pluralism.

Teacher Supply

JMB participates on task-groups with the Department and other stakeholders to implement a degree of evidence-informed regulation into this vital area of national educational provision.

An overarching Steering Group on Teacher Supply is leading on the identification of the issues, the development of a programme of actions on teacher supply and overseeing its implementation. The Steering Group was established in March 2018 and an Implementation Group supports the work of the Steering Group.

The group is supported by a number of working groups which consider and report on particular issues within prescribed time frames. Consultation with partners and stakeholders is a central feature of the operation of the Steering Group work.

The Steering Group sets out to:

- Evaluate policy initiatives both for short-term and longer-term implementation to respond to constraints in the system which have been already identified, and others which it identifies in the course of its work on teacher supply and demand
- Oversee a programme of actions for implementation by the Department of Education & Skills, its agencies and Higher Education institutions together with identified targets, outcomes and timeframes.
- Provide direction and governance for the programme of actions and be the escalation point for the resolution of any difficulties
- Provide a forum for the discussion of significant issues which impact on demand and supply and how these can be best progressed
- Develop a consultation and communication strategy

The four working groups are:

- a. Data/Research Group to establish baseline data on demand and supply to support future planning/provide ongoing statistical and data analysis support.
- b. Higher Education Policy; policy, provision, teacher placement, funding.
- c. Communications strategy for the promotion of the teaching profession.
- d. Policies and arrangements for schools and teachers that impact on teacher supply and demand.

While this strategic-level work is intended to offer long-term solutions to the teacher supply crisis, JMB continues to urge the Department to take immediate steps by reviewing its policies on the employment of teachers on career-breaks, retirees, unqualified substitute staff and other measures.

Junior Cycle

As discussions on the emergence of the new junior cycle framework progressed, the three management bodies outlined the minimum requirements needed to implement the new programme at school level. While most of these requirements have been met, several outstanding issues remain. The most serious relates to the inadequacy of the replacement hours to be provided for the 40 minutes per week professional time for teachers. It is incomprehensible that the Department is providing significantly less than the number of hours lost to allow for this.

In an equally serious development, Circular 0079/2018, and previous relevant circulars, cite the DES-union agreement on scheduling SLAR meetings thus:

'Since professional collaboration meetings can only be held when the relevant subject

teachers can be present, a limited number of meetings may need to draw on teachers' bundled time to run beyond normal school tuition hours for some of the duration of the meeting'.

There are 27 subjects on the junior cycle curriculum, as listed in Appendix 1 of the circular. Once rolled-out, even a medium-sized school will offer at least 20 of these. Such provision will require 40 SLAR meetings per year, into the foreseeable future.

If teachers cite the clause '*... a limited number of meetings may need to draw on teachers' bundled time to run beyond normal school tuition hours ...*' and seek to have their SLAR meetings begin within tuition time (a rational interpretation of the wording) this would require an average of say, five 40-minute class periods to be substituted-for in respect of virtually every SLAR meeting for the next 20 – 30 years at least. This represents a staggering loss of over 133 hours of tuition time every year, not to mention the cost of cover, the unavailability of substitutes, parents' concerns around multiple 'free classes' and the student discipline issues this would raise in 200 untaught last-class-of-the-day sub-periods every school year.

In reality however, teachers are taking the clause above at face-value and seeking to have the *entire* SLAR meeting take place within tuition time. This would represent a loss of four teaching hours per teacher per subject each year and twice that if, as is the case with the majority, teachers have a second subject.

Failure to achieve a re-negotiation or an agreed re-interpretation of this clause will leave school management and teachers in an impossible position; will result in some schools not being in a position to operate SLAR meetings; will cause friction between staff and principals; will erode the whole intention of junior cycle reform; will create

a SLAR substitution precedent which will only escalate and from which there will be no return, and will alienate both teachers and management from the junior cycle enterprise.

1. Access to Resources

The Joint Global Schoolroom – JMB Initiative

The Irish educational charity, Global Schoolroom (GS), has been working in Sierra Leone, a country devastated by both the Ebola crisis and a destructive civil war. While GS has been working extensively with classroom teachers, there exists a gap in its provision around school leadership and, specifically, principalship.

Following discussions between GS and JMB on capacity building within school leadership, JMB Council approved the undertaking of a JMB outreach initiative with GS, supporting the development of school leadership interventions and, eventually, programmes.

In 2018/19, GS and JMB agreed to work together to do the following:

- establish a baseline study of needs of educational leaders working in the areas in which GS works, or plans to work in the near future;
- develop content and materials based on analysis of needs in line with best practice and context;
- provide up-to-date training, insights and advice to such leaders, based on contemporary research evidence.

To-date, three visits have taken place to eight schools in Sierra Leone, led by Global Schoolroom CEO Dr Garret Campbell, Education Officer Grainne Horan and School Leadership Consultant, Billy Redmond.

While there are obvious risks to bringing a first-world lens to a third-world landscape, the degree of commonality between the Irish and Sierra

Leonean professional educator stories is perhaps more remarkable than the immediate differences. Nothing is lost in translation between the two sets of leaders. Their challenges around compliance with state policy, improving teacher motivation, managing limited resources, enhancement of teaching and learning, providing for inclusion and negotiating the web of intra-school relationships are all universal features of school leadership. The leaders are themselves clearly motivated by an intrinsic moral agency, loyalty to their school and local communities, a love for the children and staff of the school, a strong professional ethos and faith in Christ or Allah.

That said, the classic stress-inducing collisions between demands and resources, compliance and capacity, culture and cultivation are all evident in Sierra Leone and are, to a significant degree, amplified and overwhelming. The old catechism spoke of ‘the sin of despair’ and, in the case of these wonderful schools, lighting just a small number of candles has the potential to create disproportionate, synergistic and positive effects even beyond the school campus.

In terms of the JMB participation in this Global Schoolroom leaders’ initiative, three key areas stand out as having potential for high impact:

1. Capacity-building in Principalship and Deputy Principalship
2. Senior teacher leadership development and succession
3. School Governance

The involvement of JMB in this leadership development project with Global Schoolroom has, to-date, represented an innovative outreach initiative with significant learning on both sides. We have now established strong working relationships with GS, the trustees and the schools in Sierra Leone and both organisations are now considering how best to move the project forward.

The JMB-AslAm Autism Resource Initiative

Although teaching resources exist for supporting educational outcomes for young people with autism, no whole-school framework is in place which schools are finding accessible and implementable. To address this gap in provision, JMB invited the autism advocacy organisation, AslAm, to create a working group of experts in education and autism to produce an online supporting framework on how secondary schools could become autism friendly.

The initial identified aims of this group were:

- To promote inclusion and positive outcomes for additional needs students
- To develop a package for best practice in secondary schools to promote inclusion
- Develop an online training module for teachers to access
- Develop a corresponding booklet
- To reduce school refusal and drop out rates
- To improve relationships between mainstream and additional needs students
- To understand the key causes of school refusal such as sensory needs, bullying, anxiety, academic barriers to learning
- Develop a clear roadmap for schools on the availability of the supports and training currently available

Key elements were agreed as to how a school could become autism friendly. Based on the Middletown Centre for Autism Framework and The AET Competency Framework, a common set of parameters were identified. These are similar in design to the structure of the DCU eight principles of an autism friendly university, and are in line with the 'AslAm Approved Autism Friendly' branding.

The four pillars are:

1. Teaching & Learning
2. InclusiveSchoolCulture
3. School Management & Leadership
4. Staff Development

An online resource has now been developed with a roadmap to inclusion based on the principles of Universal Design. The school can decide where they are on their journey to becoming autism friendly, and the online resource will house links from both policy and practical related supports, 'how to's', and testimonials from schools who have been on the journey.

All resources will be evidence-based, and linked to policies currently set out by NCSE and other relevant bodies. The project will develop an online training package developed for staff training, and also as part of the transition year programme for inclusion and diversity. The online resource will provide a roadmap to all of the accredited tools and best practice.

3. Environmental Suitability

Technologies

JMB welcomes the provision of annualised funding for infrastructure in schools. The majority of schools in our sector, however, report utilising their grant as 'catch-up' in terms of out-of-date or dysfunctional equipment and other infrastructural replacement. We must also 'catch-up' in terms of wi-fi infrastructure, technical support, teacher development in the use of technologies and supports for digital content production by teachers themselves.

The five core areas urgently requiring development in terms of ICT provision in schools are:

1. Classroom and student infrastructure, technical support and the virtual learning environment
2. Wi-Fi infrastructure for all schools

3. Teacher Professional Development
4. ICT planning and multi-annual budgeting
5. Digital content growth

At present, schools are re-developing their ICT policy frameworks but digital integration aspirations cannot be met without a parallel investment in pedagogy. ICT amplifies good teaching – it does not replace it. Our educators must be in a position to critically evaluate what is good in terms of teaching and learning, and what is ineffective. It is only by having a digitally-skilled teaching force that we can begin to tap into the potential for the appropriate use of technologies in the classroom and this must represent the next focus for policymakers.

School Leadership

'Balint Groups' for Principals

The work-load and worry-load of voluntary secondary school principals have increased significantly in the past decade and, while we are so often reminded that principals need to create an environment of emotional support for staff, the emotional support is often missing for themselves.

JMB Pre-Budget Submissions regularly remind government: 'No-one takes up principalship because it's easy or pays well – education is driven by values such as excellence, inclusion, socialisation and citizenship. These are now being seriously undermined in a desperate struggle to survive – personally as well as organisationally. Damaging the health of school principals serves no-one'.

In the practice of principalship, 'the personal and professional worlds collide' and, while sources of social and peer support exist, there is a gap in provision which was articulated by two respondent principals in a recent JMB survey on the emotional landscape of school leadership:

'It is worth noting that Guidance Counsellors in schools have recourse to a number of personal counselling sessions due to the nature of their work. Principals are just expected to get on with it'.

'All principals should have ongoing access to de-briefers (if such a word exists). I pay for this myself and it is worth every penny'.

School boards of management have a duty of care to all staff but principals may be reluctant to self-identify in terms of their own needs. This initiative is intended to support the provision of access to confidential, peer-delivered support for a significant number of interested JMB principals on a shared-resourcing, cost-effective basis.

The task of the Balint group, made up perhaps of 7-12 peers working with two Balint leaders, is to reflect together on the emotional experiences in the 'Case' or situation that is being presented. One member (called the Presenter) usually offers a Case - a critical incident perhaps that represents a complex situation often involving other colleagues, boards, groups and relationships. The Case can be current or retrospective. For 20 minutes or so, the group gently compiles layers of perspectives and emotional responses by talking, by wondering out-loud and by being curious about the Presenter's feelings, and the feelings of others involved in the Case.

The aims of a Balint Group are to:

- Improve your listening skills and those of your peers
- Allow for people to have different perspectives and experiences
- Allow you to sit with uncertainty, ambivalence and complexity, recognising but resisting the need to 'tease' the problem apart and find the solution or the answer
- Reveal the group's dynamics and build your capacity for observing complex dynamics/behaviours

- Encourage empathy
- Encourage the reframing of a problem, a persistent dilemma or an old pattern of behaviour
- Facilitate your own and your colleagues' expressions of frustration, anxiety, confusion, joy etc.
- Encourage camaraderie with group members – reducing tension and soothing pain
- Encourage intimacy with group members
- Show the value of 'being' and not 'doing'
- Encourage reflection into your feelings, your habitual responses and your emotional range
- Develop and encourage a repertoire of behaviours to facilitate more flexible responses to behaviours and events/feelings etc.
- Learn to hear and react to difficult situations in a gentle, supportive manner and model this in other contexts/situations

Having successfully established four new groups in autumn 2018, the current position is that our organisation now has eight active groups with a further set of groups planned for autumn 2019. This represents a Balint Group movement for school leaders the scale of which is unique internationally at this time and, indeed, the first-established group in Dublin is now the longest-running Balint Group for educators in Europe.

4. Connectedness and Social Inclusion

The DEIS Programme

JMB has welcomed the Department's 'DEIS Plan 2017' aimed at mitigating educational disadvantage, as does the Minister's Action Plan under Goal 2 *'Improve the learning experience and learning outcomes for learners impacted by disadvantage'*.

In 2018, the JMB presented a submission to the Minister and Department with a view to

enhancing efficiency and effectiveness of the DEIS investment in our 49 voluntary secondary schools within programme. The submission dealt with the following areas:

1. Policy – Learning from the ESRI Report
2. Current provision
3. Suggestions for immediate interventions to combat educational disadvantage in voluntary secondary DEIS schools

Low, or no-cost, immediate improvements can be made to the efficiency and effectiveness of our DEIS schools by an earlier advance of the second capitation-tranche; seed-capital for book rental schemes; VAT and PRSI rationalisation and providing clarity of expectation around SSE and JCSP.

What is usually neglected in considerations of the programme, however, is the workload of the principal in DEIS schools. The impact of policy and initiative overload is but one factor. What is far more concerning is the effect of higher levels of student misbehaviour due to emotional, social and cognitive-capacity issues on the time and energies of the school leader. As an immediate action, we called for the provision of a second deputy principal in DEIS schools of between 600 and 699 students, with an extension of the initiative to all schools over 500 students from next year.

DES responded to our submission and has had subsequent meetings, as has Tusla, with our National DEIS Advisory Group and our JMB DEIS Seminars in Dublin and Cork.

Special Educational Needs

Although the new school-profile based model of allocating special education hours to schools is now embedded, the Department must restore the quantum of hours to schools that were lost due to the cutbacks in 2010.

Meanwhile, principals in our sector have repeatedly asserted the need for a dedicated post of SEN Coordinator (SENCO) in every school. Their feedback emphatically asserts the following points:

1. There is absolute unanimity that every school must have a dedicated SEN Coordinator
2. Continuing to find coordination time from within the resource-hours allocation to students is widely seen as unethical and inefficient
3. New principals (the majority of the national school-leader cohort) find utilising students' hours for coordination problematic
4. There is no clarity or advice on the proportion of hours which should be dedicated for SENCO activities
5. SENCOs continually express their sense of being overwhelmed by the demands of the role
6. Principals report being unable to keep a SENCO in the role for any extended length of time, due to the role expansion, admin overload and lack of time
7. Voluntary Secondary schools are given no time for duties in their posts of responsibility

Principals agree that SENCO time should be given as a flexible but adequate quantum of hours each year or as a distinct Assistant Principal Post with time for duties.

Transgender Students

There is an urgent need for a targeted, evidence-based programme to support young Trans people in post-primary schools. A school's response should be holistic and integrated, where the support of the student is the key consideration.

A key partner with JMB in providing professional and effective pastoral support to Trans students, their families and their schools is the advocacy and support organisation, Transgender Equality Network Ireland (TENI). TENI is seeking funding to

deliver training and create and provide practical tools and resources to schools and staff. JMB urges the Minister to positively consider a forthcoming service-delivery proposal from TENI which has the wholehearted support of the management bodies and teacher unions.

5. Reaching Potential

Adult & Further Education

JMB and ACCS FE-providing schools now work closely together under a structure known as JFERG - the Joint Further Education Representative Group. We have established sound working relationships with DES, FESS, SOLAS and QQI and have set out a Memorandum of Understanding for our engagement with ETBI. Our aim is to achieve a coherent way forward for our FE providers and keep this vital element of JMB school provision alive into the future.

In a major step forward, JMB and ACCS have secured funding from SOLAS to set up a Further Education Support Unit which will carry out the following functions:

- Establish arrangements with JFERG schools both nationally and regionally to work effectively with ETB and SOLAS structures
- Coordinate and support schools in relation to planning and re-focusing provision in consultation with SOLAS in response to the recommendations from the PLC evaluation.
- Coordinate the provision of relevant CPD to JFERG schools
- Provide a communication channel facilitating the exchange of information between JFERG, ETB, ETBI, SOLAS, QQI and other relevant stakeholders
- Support JFERG schools with the process of QQI Quality Assurance, QQI re-engagement and QQI programme validation

- Contribute to the establishment of formal arrangements through ETB FET Services to facilitate collaboration between ETB FET services and JFERG schools
- Collaborate to develop and share FET mechanisms to support and encourage cohesive, integrated local planning and delivery

Advisory Groups

Our five National JMB Advisory Groups (Curriculum, ICT, FE, DEIS and SEN), have been working steadily this year at bridging your Region's practitioner perspective and JMB's engagement with policymakers in each area. We are especially grateful to our chairpersons, John O'Donovan (FE), Dr Johanna Fitzgerald (SEN), Leo Hogan (ICT), Jerry Cronin (Curriculum) and Dr Treasa Leahy (DEIS) for their skilful and engaging stewardship of their respective groups.

The 2019 JMB Education Conference

A date for your diary! The 2018 JMB Education Conference will have as its theme:

**Unlocking Potential:
Support for All, Some and Few
in the Secondary School
Inclusion
Intervention
Innovation**

**and will take place on
Thursday 19th
September 2019**

Croke Park Conference Centre

Our two keynote speakers will be **Dr Tim O'Brien**, Honorary Senior Lecturer and Visiting Fellow in Psychology and Human Development at University College London and **Dr Johanna Fitzgerald**, Lecturer at Mary Immaculate College with a particular interest in the role of Special Educational Needs Coordinators (SENCOs), teacher professional learning, and inclusive and special education.

Further details will issue soon.

Submissions and Publications

It was another busy year for feeding back the management response to the changing landscape of education and all submissions are available from www.jmb.ie

- JMB Submission on Relationships and Sexuality Education to the NCCA
- JMB Submission to the Department of Education & Skills on Proposed Key Changes to the Contexts, Circumstances and Criteria for Granting Exemptions from the Study of Irish
- JMB Submission to DES on a New Statement of Strategy from 2019-2021
- Findings of a JMB Survey on Teacher Supply 2018/19
- JMB Submission to the NCSE Consultation on Special Schools and Classes
- JMB Submission to NCSE on a Customer Charter and Customer Service Action Plan
- JMB Submission to the Department of Education and Skills on Supporting the DEIS Programme in Voluntary Secondary Schools
- JMB Opening Statement to the Oireachtas Committee on the provision of ASD and Special Classes in mainstream schools throughout the State
- JMB Submission on School Costs and related matters to the Oireachtas Joint Committee on Education and Skills
- JMB Submission on the School Building Programme and related matters to the Oireachtas Joint Committee on Education and Skills
- JMB Pre-Budget Submission 2019
- JMB Opening Statement on Special Classes to Oireachtas Committee
- JMB Opening Statement on Relationships and Sexuality Education to the Oireachtas Committee
- JMB Submission on the Review of Career Guidance Provision
- JMB Submission on 'the provision of ASD and Special Classes in mainstream schools throughout the State'
- JMB Opening Statement to the Oireachtas Committee on Teacher Supply
- JMB Submission on Relationships and Sexuality Education to the Oireachtas Committee
- JMB Submission on Teacher Supply to the Oireachtas Committee
- JMB Commentary on the Education (Admissions to Schools) Bill
- JMB Submission on the Development of a Teaching Council Strategic Plan
- JMB Response to the Centre for School Leadership's Consultation Paper
- Findings of a JMB Survey on Student Teacher Placement
- JMB Submission on the Education (Parent and Student Charter) Bill
- JMB Submission on the Role of Religion in School Admissions Processes
- JMB Response to the State Examinations Commission on the Proposed Statement of Strategy

Dr Michael Redmond,
Director of Research & Development



FSSU Annual Report

FSSU Annual Report

JMB/AMCSS 32nd Annual Conference 2019

Executive Summary

The Financial Support Services Unit was established under Department of Education & Skills circular M36/05. In the school year 2018/2019, the Department expanded the remit of the unit to include the Primary (DES Circular 60/2017) and Community & Comprehensive (DES Circular 02/2018) sectors. Objectives for the FSSU were set out in these circulars. This report outlines the founding objectives of the unit and the activities undertaken by the unit over the past year to adhere to and put into practice these objectives.

1. Provision of advice and support to schools on financial governance matters including compliance with the requirements of the circulars:

1.1 The unit issued the following Financial Guidelines to support school management in good financial practice:

- Transfer of Pension Related Deductions (PRD) 2018
- VAT Compensation Scheme Update 2019
- VAT on EU Purchases
- Replacement of PRD by ASC
- PAYE Modernisation
- Revised Salaries from 1st Jan 2019
- Government Budget Summary 2019
- Electronic Banking Guidelines
- Supervision & Substitution Payments for 2018/2019
- Application for & use of a school credit card
- Guideline for External School Accountants
- Revised Salaries from 1st Oct 2018
- Charities Regulator-New Digital Platform
- Annual Vat Return of Trader Details
- VAT Compensation Scheme
- Financial Year End 2017/2018
- Repeat of Leaving Certificate Course Fees
- Submitting the 'List of Employees' to Revenue
- Financial & Revenue Return Dates 2018/2019
- State Examination Payments Guideline

1.2 Financial Update and School Budget 2019/2020 workshops were held in February 2019 to allow school management to develop a budget, ensuring good financial management.

2. Development of templates for use by schools in relation to financial matters, including a standardised national template for annual school accounts

The unit has devised budget templates, board of management reporting templates and practical sample forms and spreadsheets

The monthly template reports tie into the year-end reporting format.

3. Acting as a central repository for receipt of annual school accounts prepared by an external accountant/auditor registered with a recognised accountancy body in the State.

The unit has developed an online secure cloud system for the submission of school financial data. This data is uploaded by the school's external financial accountant/auditor. This allows the unit to receive timely, accurate data that allows comparisons and research. The online submission incorporates the ability to fulfil the obligations to the Central Statistics Office and, in time, the requirements of the Charities Regulator.

4. Carrying out such audits as may be required

A number of requests have been received from the DES to carry out audits on specific areas of concern in schools.

5. Preparation of an annual report for the Department

An annual report is prepared and submitted to the Department of Education and Skills.

6. Liaison with the Department in relation to financial matters pertaining to schools

When issues of a financial nature arise that affect our schools, the unit will liaise with the DES on behalf of the schools.

The unit has worked closely with the CRA to ensure that the requirements of the CRA for schools can be accommodated through the FSSU. Agreement on a satisfactory format has been agreed and will be incorporated into the 2019/2020 submission.

The unit continues to provide advice and support to our schools through the following mechanisms:

- A.** Financial Internal Controls Review
- B.** Telephone support from the unit staff on all aspects of financial management
- C.** Free support on the computerised accounts package. Sage 50 is available to all voluntary secondary schools
- D.** One-to-one training for new principals, boards of management and finance committees

Louise McNamara, Director,
Financial Support Services Unit

April 2019



HR/IR & Legal Services Report

HR/IR & Legal Services Report

JMB/AMCSS 32nd Annual Conference 2019

Introduction

The HR/IR and Legal Services Unit provides a wide range of services in connection with employment-related matters to JMB members who benefit from the unit's expert knowledge and experience in dealing with employment issues arising in the school environment.

Bernadette Kinsella, Christine West and our former colleague, Kara Turner, have built on this unique knowledge and expertise to assist and advise our boards of management on how to handle individual people-management challenges. The unit offers a range of solutions, varying from assistance in ensuring compliance with employment legislation through to implementation of best practice solutions to enable effective people management.

The philosophy of the unit is to ensure that our members understand that the advice, guidance, support and representation reflect best practice in addressing people-management challenges.

2019 Executive Report

In this executive report, we provide an outline of the activities, call topics and training engaged in during 2018/19.

1. Activities

- Face-to-face meetings with school management
- Advising and representing the interest of boards of management and school management in employment law matters and before the employment rights bodies
- Preparing submissions for hearings under the adjudication process provided by DES CL 0024/2015
- Advising on matters relating to terms and conditions of employment
- Offering advice on job specifications, advertising positions and the interview process
- Reviewing contracts of employment
- Reviewing HR policies
- Developing policies
- Developing www.gdpr4schools.ie
- Advising on how to manage performance during the probationary period
- Assistance in handling all types of absence and absence-related matters
- Advice and assistance in drafting critical communications in relation to parental matters and on the parental complaints procedures

- Representation of school management in negotiations at national and local level
- Engagement with non-teaching unions, e.g. FÓRSA, SIPTU, UNITE
- Engagement with teacher unions, e.g. ASTI, TUI
- Advising and representing school management's interests to the Department of Education & Skills, NCSE, Teaching Council, INSPIRE, Health and Safety Authority, Local Authorities on Climate Change

2. Call Topics

- CIDs
- Sick leave and absence notification procedures
- Engagement with the occupational health providers
- Critical illness provision
- Managing a return to work following a long-term absence
- Payment and cessation of payment for sick leave absences
- Statutory leave entitlements
- Statutory break entitlements
- Data Protection
- Working time
- Role of SNAs
- Social media usage
- Interpersonal difficulties
- Retirement
- Termination of employment
- Dignity in the workplace
- Performance management

3. Training

- Contract workshops
- Human Resource Management for the newly appointed principal
- Interview competencies for principal and deputy principal posts
- Dignity in the Workplace
- Role of the Contact Persons
- Data Protection Awareness
- Teamwork for School Administration Personnel (New)

Changes to the Unit 2018/2019

Appreciation to Kara Turner, HR/IR and Employment Law Advisor 2012 to 2018. The JMB wishes to express its sincere appreciation to our esteemed former colleague Kara Turner, BL for all the support she offered school management and our boards of management during her tenure here in the Secretariat. Kara has moved on to pastures new and we wish her every success in the Education Law Department in Eversheds-Sutherland Solicitors.

New Human Resources/Industrial Relations and Employment Law Advisor

JMB/AMCSS is delighted that Christine West has commenced employment with us as our new Human Resources/Industrial Relations and Employment Law Advisor. Prior to this appointment, Christine worked since 2005 as a Senior Associate at the legal firm of Mason, Hayes and Curran

Bernadette Kinsella,
Assistant General Secretary JMB

Christine West
HR/IR and Employment Law Advisor

JMB Human Resources/Industrial Relations and Legal Services Unit – May 2019

School Management Advisory Report



School Management Advisory Report

JMB/AMCSS 32nd Annual Conference 2019

The Team

The Management Advisory Team 2018/19 comprises Director, Gerry McCaul and School Management Advisors Siobhán Corry and Bríd de Brún. During the year, when we were short staffed, Noel Merrick and Michael Denny provided support, for which we are most grateful.

Role

- Providing support to school management
- Responding to day-to-day queries
- Advice on a broad range of issues relating to the management of the schools
- Individual consultations
- Complaints, grievance and disciplinary procedures
- Attendance at hearings when appropriate
- Undertaking case work on behalf of JMB
- Professional advice and support on policy and best practice
- Advice on education legislation and national agreements
- Liaison with teacher unions and representative organisations
- Liaison with the Department of Education and Skills
- Liaison with other relevant institutions/bodies
- Training, for example, the allocation of teaching resources, middle leadership and management, annual Law Day
- Training for newly appointed principals, deputy principals and boards of management
- Training for national programmes, in cooperation with the DES e.g. Child Protection.

2018/19

The last school year included several national initiatives. The new middle leadership and management structure and the revised child protection procedures were of particular importance and relevance for our advisory service. These initiatives, when coupled with developments at junior cycle, have had a great impact on all of us, in particular, on our principals and school management. We have sought to support school management in these initiatives through representation and by providing briefings and seminars, together with support materials which are on the JMB website. While engagement with these activities is very demanding timewise, we always try very hard to fulfil our commitment to respond to all queries, including emails, on the same day or at the latest within 24 hours.

Middle Leadership and Management - The Interview and Appointment Process

Building on the very successful information sessions in February/March 2018, a series of training sessions for principals and independent chairs was held in six venues nationwide at the beginning of the 2018/19 school year. The focus of the training was the appointment process and included topics such as advertising, competency-based questions, conducting the interview, providing feedback and the appeal procedure. The sessions were very well received and have been instrumental in minimising the number of appeals nationwide. Since the introduction of circular 0003/2018 there have been appeals of the proposed appointments in fewer than 20 schools and only 3 of these appeals were successful. This is a very small number of appeals, with schools winning the appeal in 85% of the cases.

By ensuring that all interviewers have undergone this training, the number of successful appeals can be reduced to an even lower level. To this end, a further series of training seminars, for those who were unable to attend last year's sessions, will be conducted in early September 2019. It is very important that interview panels appointed by boards of management are comprised of interviewers who have attended this training. In this way the possibility of procedural errors in the interview process is minimised. A significant number of independent chairpersons were unaware that the training was taking place, but it is hoped that there is greater uptake in September 2019 by this category of interviewer.

Annual Review with Post-holder & Principal's Annual Report

In preparation for the annual review with individual post-holders, as set out in circular 0003/2018, eight training sessions were held nationwide in February/March with 460 participants and 322 schools represented. The emphasis was on conducting the review meeting with individual post-holders and completing the principal's annual report to the board of management on Middle Leadership and Management in the school.

This is new ground for principals, deputies and post-holders. It is the last element to be implemented in the revised leadership structure. It is an important step in ensuring that the leadership structure is an effective distributed leadership model, with potential for all the team to develop leadership skills and management capacity. In this way, the key principles of Looking at Our Schools is underpinned, and development of future leaders is progressed.

Allocations

The Schedule of Teaching Posts arrived in schools towards the end of the second week of February. To ensure that all schools have the very latest information and to explain the intricacies of the allocations, a series of workshops was held in eight venues nationwide, with over 455 participants in attendance.

The delay in issuing the schedules was due to the review by NCSE of the special needs allocation in schools. Roughly 85% of schools retained the current SEN allocation, with the remainder experiencing small increases or decreases.

The format of the schedules introduced last year means that schools have greater certainty than before in the amount of teaching resources available for the 2019/2020 school year, which should enable more accurate planning of next year's curriculum and the deployment of staff.

Pupil numbers at second level continue to grow, increasing by 7-8,000 per year, peaking at over 400,000 by 2024. Many schools, particularly those newly established, are experiencing rapid growth in pupil numbers. JMB continues to make representations for these schools on the SEN and guidance allocations, which are pressure points as the allocation is based on the previous year's lower pupil numbers.

We are very grateful to Gabriel Martin, Assistant Principal Officer and Geraldine Kennedy, HEO in the Teacher Allocations Section, Athlone for attending and engaging willingly with principals and school representatives. As always, their input and guidance have been very worthwhile.

Redeployment

Since 2011 approximately 600 teachers have been redeployed in the post-primary sector. This has resulted in the number of schools in surplus being reduced to a very small number, fewer than 10, in any school year. Redeployment has delivered a very significant financial saving of about €36m euro to the exchequer.

It is anticipated that the number of teachers compulsorily redeployed in the current year will be approximately 25 over all the schemes. A school closure in Dublin this year accounts for most of this number.

This year the pilot redeployment scheme is operating in Carlow, Kilkenny, Waterford, Wexford, Galway and Roscommon. To-date 23 counties have been included in the pilot scheme, albeit that the number of voluntary redeployments remains low, as a voluntary redeployment is only made if it facilitates the redeployment of a compulsory nominee. The remaining three counties are Kildare, Dublin and Wicklow.

Child Protection

DES has an oversight role in ensuring schools are compliant with the Children First Act 2015 and the Child Protection Procedures 2017. To this end Child Protection and Safeguarding Inspections commenced in February following a pilot run earlier in the school year. In addition to the general training provided by DES Inspectorate for school principals, DES conducted four training sessions especially for JMB principals and chairpersons, with almost 300 schools attending. This training was conducted by the lead inspectors for CPSI, Yvonne Keating, Deputy Chief Inspector and Brian Mac Giolla Phádraig, Divisional Inspector, to whom we are most grateful.

The success of these briefings has been that inspections conducted to-date have shown that schools are substantially compliant, which is a very significant improvement on the pilot scheme outcomes. It is fair to say that this has been a successful project.

Education Law Day

The sixth Education Law Day, presented by Mason Hayes and Curran, attracted a full house on December 3 in the Clarion Hotel, Liffey Valley. We had a very full interactive day with a lot of audience participation. The feedback was very positive, and the participants went home with lots of practical advice. Our thanks go to Ian O'Herlihy, Liam Riordan, Catherine Kelly, Christine West and Edel Kennedy for once again sharing their expertise with us. We plan to hold a similar day in early December 2019, so watch the events calendar!

While on this topic, we extend a warm welcome to Christine West who has now joined the legal services and IR team in Emmet House. Her experience and breadth of knowledge are invaluable to us and the schools.

Principal & Deputy Principal Professional Development

The school management advisory team played a significant role in the five days of training held over sessions in June, in September for late appointees, and in November/December last. It is a privilege to work with such enthusiastic and talented new leaders. The feedback from participants was extremely positive, as the training provided is of a very practical nature and provides essential information for the participants as they take up their new role.

Siobhán Corry, on behalf of the School Management Advisory Team.



School Buildings Projects Advisory Report

School Building Projects Advisory Report

JMB/AMCSS 32nd Annual Conference 2019

The School Building Projects Advisory Service was set up in June 2014. The principal aim of the service is to provide a support for principals and boards of management in meeting the practical challenges surrounding building projects.

The number of schools accessing the service now exceeds 240, many of them on multiple occasions. The service includes the following:

1. School visits and advising on the possibilities for future development

The needs of schools differ. The visits are aimed at assisting school management to identify the physical needs of the school, often in the context of a review of its curricular provision. For many, the scheme of Additional Accommodation provides a suitable solution. For others, a complete refurbishment of the school is required, with a substantial extension in addition. In a number of schools, a complete new build is the only long-term solution.

2. Assisting with and reviewing applications for:

- Emergency Works
- Additional Accommodation
- Summer Works

3. The appointment of individual consultants and Design Teams

- Tendering – including advertising on e-Tenders
- Assessment of tenders
- Formal appointment of the consultant – contract documents
- During 2018, for the first time, JMB assisted with the appointment of full Design Teams for two major projects, both of which have been devolved by the DES to their respective boards of management
- JMB also assisted with the appointment of full Design Teams for three devolved projects in excess of €1m.

4. Collaboration with the Building Unit

- Meetings with senior officials
- Ongoing queries to the Building Unit on behalf of schools

Issues since Conference 2018

1. Major Projects – Six Year Plan 2016 – 2021

54 voluntary secondary schools are listed on the plan and each of them can look forward to a fine extension and the refurbishment of the existing premises. Progress is slow and it is difficult to see how all projects will be at construction by 2021. However, it is fair to say that the Department is committed to each project and to bringing each school up to a modern European standard. Project managers are being appointed and it is likely that Design Teams will be in place in many schools during 2019.

The outstanding issue regarding major projects is the number of schools that are not listed on the Six Year Plan but are in need of a complete refurbishment and perhaps a substantial extension. However, while the major projects listed on the Six Year Plan 2016-2021 are being progressed, no new applications for major projects are being accepted by the DES. It is the JMB view that planning for post-2021 needs to be commenced.

2. Summer Works Scheme 2015 Summer Works Scheme 2019

In December 2018, approvals were given under the Summer Works Scheme of 2015 for three further categories of works, including windows and curricular-related projects. This leaves one final category, External Works, applications for which are being currently examined.

Meanwhile, a new multi-annual Summer Works Scheme was announced in March 2019.

Applications for this scheme will close on 30th June and the first projects to be approved will be announced in December 2019.

3. Additional Accommodation:

Since Conference 2018, voluntary secondary schools continued to be approved for additional accommodation under the devolved grants scheme. Accommodation has included practical rooms, ASD Units and classrooms. One welcome feature of the scheme this year is the number of projects where the approved grant has exceeded the traditional €1m cap, exceeding €2m in some cases. While the increase in expenditure is welcome, the long wait for positive news by many applicant schools remains a source of frustration.

4. Emergency Works

The total number of projects funded in voluntary secondary schools in 2018 was 84, up from 53 the previous year. This scheme, as well as catering for emergencies, deals with applications related to access issues and facilities for students with special needs.

5. PE Halls

JMB welcomes the commitment of Government in the National Development Plan to ‘a PE build and modernisation programme’. The plan states that this will ensure “that students in all post post-primary schools have access to appropriate facilities to support PE provision, particularly also in the context of the roll-out of PE as a leaving certificate subject. Enhanced and modernised PE facilities will also provide important amenities for local communities”. However, we still wait for implementation of this aspect of the plan.

6. Finally

It has been a pleasure to assist so many of our schools over the past year, whether by way of visit, email or telephone. The commitment and dedication of school management to modernise and extend their school buildings for the benefit of their students and staff is to be highly commended.



Schools Procurement Unit (SPU) Report



Schools Procurement Unit (SPU) Report

JMB/AMCSS 32nd Annual Conference 2019

As the central support resource for providing guidance to all primary and post-primary schools (except ETB schools) on any procurement-related issue, the SPU continues to deliver free professional advice and practical support to schools to help them achieve improvements in their procurement processes, practices and outcomes. Fundamental to the role played by the SPU is improving access for schools to the centralised procurement model. However, some complications remain.

In the context of wide-scale public procurement reform, the landscape in which schools operate continues to present several structural and cultural challenges, not easily surmounted. The SPU is constantly engaged in driving the positive message that centrally devised frameworks and contracts delivered by the OGP can lead to significant advantages for schools. Positive engagement and a clear coordinated message, both from the SPU and the OGP, with the active support of the various school management bodies, the Department and sectoral stakeholder partners, is of crucial importance in terms of getting this message across. As the SPU has no sourcing role, it cannot undertake procurement activity on behalf of the schools within its current remit and it cannot run mini-competitions under OGP frameworks on behalf of individual schools. What has become apparent is that quite an amount of procurement activity and effort is still taking place at the level of individual schools. Where OGP frameworks exist, frequently the

mechanism by which schools access goods and services - through mini-competitions - presents barriers, particularly where small-scale requirements and tight timelines are confronted with prescribed time-scales and high resource commitment on the side of the OGP. In such circumstances, this can mean that mini-competitions are often unfeasible to undertake. Consequently, the direction from the OGP will be to 'self-procure' and this presents a problem for the school as, generally, the knowledge and expertise required to conduct such competitive processes is frequently not resident within the school itself.

Ensuring that schools have an operational framework which provides them ease of access to the contracts and frameworks for the goods and services they require remains a priority for the SPU. Positive progress in respect of ease of access to central contracts for schools can be reported, evidenced by the increased number of direct drawdown contracts now available which allow schools to order directly from suppliers without having to undertake a complex procurement process – the procurement having already been undertaken to select these suppliers. Details of all contracts and frameworks available to schools are listed on both the SPU and OGP websites. Indeed, the SPU has succeeded in having the OGP establish a page dedicated solely to providing information for schools within the 'Buyer Zone' on the OGP's website.

Though the levels of engagement by schools across the broad range of OGP contracts and frameworks remain relatively small, there are several reasons why this perhaps remains the case:

- Schools find the manner for accessing the OGP model to be far from straightforward
- There remains an administrative complexity that some schools cannot invest time in trying to overcome
- Schools typically view the way they have always sourced their goods and services to be the simplest in terms of administration, and they secure outcomes which they consider as satisfactory
- Culturally, there has hitherto been a tradition of schools sourcing locally, and they view their relationship with their local supply-base as being almost symbiotic
- Direct sourcing is not unusual and there are no perceived consequences for awarding contracts without a competitive process
- Most importantly, until the OGP contracts are perceived as the easiest way to source goods and services and demonstrably offering excellent value, the problem of low levels of engagement among the schools will persist

Some progress in this regard can now be reported. Figures are beginning to emerge that reveal the number of schools engaging with the OGP is now increasing year-on-year, with a 43% increase recorded in spending by schools under OGP contracts in 2018 over the 2017 figure, and a 200% increase in schools registering in the 'Buyer Zone' on the OGP website over the 2017 figure.

To help schools make the 'self-procure' processes easier to conduct, the SPU has provided advice and practical assistance in the drafting of tender documents, and response

evaluation process for 95 school projects throughout 2018, an almost 40% increase on the 2017 figure. A significant amount of the SPU's operational time is invested in providing practical support to schools in supporting the drafting of detailed and complex procurement documents and in providing guidance on how schools manage their tender evaluation and contract award processes in a legally compliant manner.

Furthermore, the SPU has developed a Request for Quotation (RFQ) template (with accompanying user guide) for use when sourcing goods and services up to the value threshold of €25,000. The new template is designed to be intuitive and should therefore be easy to use. It is 'macro-enabled' which gives functionality such as text boxes which prompt the user on the correct information to enter; 'auto-fill' in several fields, and drop-down choices to pick from. The template also provides a response format for suppliers/service providers to complete and return their quotations/proposals.

The SPU continuously strives to improve the service it delivers to the schools. During 2018, the SPU recorded over 4200 inward calls and emails, reflecting the increased general awareness of procurement across the sector. The SPU conducted an admittedly small number of procurement health-checks in 2018 but, following a relaunch of the initiative in the Autumn newsletter, there is renewed interest in this service. The process involves a school visit by an SPU team member during which topics addressed would typically include: bespoke procurement advice based on the 'procurement health-check' exercise towards alignment with engaging with available OGP contracts and frameworks; some guidance on current procurement procedures and practices in the school; addressing any concerns the school may have in relation to procurement in general terms; and linking school budgeting with procurement

planning. The invitation to avail of this service, while formally extended to newly appointed JMB principals and deputies, is now available generally across the entire school sector.

2018 saw the SPU launch its own website – www.spu.ie – enabling schools to instantly access a breadth of procurement information, from the list of available contracts and frameworks to a suite of download tools to assist schools to get the best outcomes from their procurement effort. Between launch late in March and the end of 2018, there were almost 8000 tracked individual page views. In addition, the SPU published five procurement newsletters for schools over the course of the year, individually dispatched to each school across over 22000 emails. The ‘open-rate’ for Newsletters averages slightly over 30%, a somewhat disappointing figure given the time and effort in compiling the periodical. Additional promotional work is certainly required to improve on getting further recognition for this information resource.

2018 also saw the school payments framework finally become operational. These payment solutions facilitate the handling of payments from parents to schools electronically (including Direct Debit & Standing Orders, Card Terminal, Online and Retail), while continuing to enable parents who wish to do so to make payments by cash, cheque, etc. The payments solutions are intended to fulfil the following objectives:

- To facilitate flexibility in making, and receiving, payments to and in schools;
- To remove cash payments for school activities from the schools themselves, but without removing the cash payment option for parents; and
- To align school payments with the National Payments Plan – the main goal of which is to ‘deliver a significant increase in the use of secure and efficient electronic payment

methods leading to a reduction in the reliance on cash and paper-based payment instruments’.

An implementation team, including representatives from the SPU, the Department, the EPS, FSSU and ETBI, is working closely with the service providers to oversee the satisfactory rollout of these payments solutions across the school sector.

The SPU continues to support strategic and operational procurement objectives in the school sector and across the wider education sector. To that end, the SPU has adopted twelve operational objectives for the 2018/19 academic year, framed to:

Objective 1

Business as usual

Objective 2

Identify and categorise all schools not currently in OGP electricity bundle

Objective 3

Identify and categorise all schools not currently in OGP natural gas bundle

Objective 4

Develop the 12 identified template RFTs for school-specific goods and services to include internal guidance and their accompanying Tender Response Documents, and Evaluation Spreadsheets

Objective 5

Develop etenders template for schools to make the engagement with etenders.gov.ie less complex

Objective 6

Review CRM categories

Objective 7

Update the SPU Guide

Objective 8

Develop forecasting model for school sector

Objective 9

Increase social media footprint of the SPU

Objective 10

Explore the redesign of the SPU website

Objective 11

Explore eCatalogue for Schools

Objective 12

Develop practical guidance sheet for school principals due to receive new school builds

These objectives, with accompanying defined activities and progress metrics will ensure the service being delivered by SPU to the school sector continues to be relevant, responsive and forward-thinking.

Ronan Farrell

Manager

Schools Procurement Unit

May 2019



Vetting Report

Vetting Report

JMB/AMCSS 32nd Annual Conference 2019

Prospective changes to the vetting process

JMB will shortly introduce encryption of all vetting disclosures sent to schools. This will entail a pin code being sent to the principal's school mobile phone number, as recorded in the secretariat's database of school contact details. Each pin will enable the school to open disclosures sent to the school's vetting email address, whether singly or bundled in a zip file. To be clear, if an email contains more than one disclosure, the one pin will open all of the disclosures in that email. A bulletin will issue to schools setting out step-by-step guidance before the system is introduced.

Vetting of all school personnel other than registered teachers

In 2018 JMB processed more than 16000 applications for garda vetting. A further 2000 forms had to be returned to schools because of errors. Most were applications from under 18s who did not supply a parent's or guardian's email address. Other common errors were forms which were not accompanied by a cover letter in the format specified in the template provided on the JMB website or a lack of clarity in very many email addresses supplied by applicants. These usually resulted in applications expiring after 30 days, in which cases applicants had to start the process afresh, with significant resultant delays. This last problem has been partially improved by a change made recently by the National Vetting

Bureau to their system, whereby undeliverable emails now bounce back to JMB. This still leaves JMB with the task of trying to establish the correct email address. Schools can help reduce the likelihood of applications being delayed by printing the applicant's or the parent's email address on the cover letter.

Update on data protection requirements on the retention of documentation

JMB has engaged with the Office of the Data Commissioner, seeking guidance on compliance with data protection legislation, both for JMB and for schools, regarding the retention of vetting documentation and of electronic files, including vetting disclosures. As soon as clarification is received, JMB will advise schools on what documentation must be retained and for how long.

Current advice

Pending updated advice, schools are reminded that the National Vetting Bureau has advised that there is an obligation on the Data Controller (the board of management) to retain documentation with respect to ID validation. The NVB specifies that 'Copy of documentation produced to validate identity (is) to be retained for the lifetime of the vetting application, i.e. until the person is re-vetted, resigns or ends their involvement with the school.' It is important that schools keep a

record of persons who have been vetted and that a record of the outcome is kept on file. (See bulletin 21 of 2017).

Retention of vetting disclosures by schools

JMB has received the following legal advice:

Retaining vetting disclosure:

The Acts do not provide how long these disclosure documents should be retained. The Office of the Data Protection Commissioner previously issued guidance in relation to this: <https://www.dataprotection.ie/docs/Guidance-Note-on-data-protection-considerations-when-vetting-prospective-employees/1095.htm>. Firstly, it is important to note that this is “guidance” only, and is not a definitive statement of the law. However, one would have to have good and compelling justification for diverging from the ODPC’s guidance on any matter.

The ODPC notes: *“Personal data must be destroyed when the purpose for which it was sought has expired. This can be problematic in relation to the continued holding of vetting disclosures as the Data Protection Commissioner is concerned that their long-term retention creates the potential for unauthorised access and use. Accordingly, the Office of the Data Protection Commissioner recommends that **vetting disclosures should be routinely deleted one year after they are received except in exceptional circumstances.** In case of future queries or issues in relation to a vetting disclosure, the reference number and date of disclosure may be retained on file and this can be checked with An Garda Síochána. This practice is sufficient for all organisations engaged in vetting, including organisations subject to external statutory inspection of staff vetting practices”.* On this basis, it would appear

that the ODPC generally advises that the vetting outcomes should be *“routinely deleted one year after they are received”*. However, it is not clear what is meant by *“except in **exceptional circumstances**”*.

- a. It could cover the scenario where a disclosure appears on a vetting outcome but the board of management decides to employ the person notwithstanding the disclosure, subject to certain restrictions (e.g. a dangerous driving conviction appearing on the disclosure and the board deciding to hire the person subject to their not being allowed to drive the school minibus).
- b. It could cover the scenario where a disclosure appears on a vetting outcome and on that basis the board decides not to employ the person. The record might be held thereafter for the purposes of defending an equality claim. However, one would reasonably anticipate that a school would have heard about the applicant’s threatened claim before the expiry of the 1 year period referred to above.

The ODPC’s guidance refers to the retention of the vetting disclosure itself, not the policies and procedures supporting vetting. So, for example, it would still be important for the school to retain a record that vetting was concluded and that the recruitment decision was taken on the basis of that disclosure.

JMB retaining documents

JMB retains (a) vetting application forms, (b) parent consent forms (for those under 18 but over 16) and (c) cover letters certifying that schools have established applicants’ identities. In compliance with the Vetting Acts and data protection, **once JMB has concluded processing the vetting applications and the**

disclosure/outcome has been returned to the school, and once the school has

- a) verified that there are no errors in the disclosure and
- b) that the vetting subject does not dispute any disclosure in the document,

JMB's role in the matter is concluded.

Thereafter there is no basis for JMB to retain these documents (either in hard copy or in encrypted electronic back-ups). It is therefore very (very!) important for schools to note that JMB will not retain any copies and that it is the school's own obligation to ensure that they have received disclosures within 30 days for all correctly completed applications submitted to JMB and that any documents are retained securely to meet their own requirements. Schools should understand that JMB is not a repository for "old" vetting disclosures, should the school require a further copy.

Re-vetting of registered teachers

Schools will know that the Teaching Council has begun a process of re-vetting teachers. Initially this involves re-vetting all teachers whose current vetting pre-dates the establishment of the National Vetting Bureau on 29 April 2016. There are 37,161 teachers in this cohort and they will be vetted through the Teaching Council over a 15 month period, beginning on 1 March 2019. When this process is complete, all registered teachers will have been vetted by the National Vetting Bureau and schools will have disclosures for all teachers.

Re-vetting of non-teaching staff

No decision has yet been taken to re-vet non-teaching staff. The Department of Education and Skills will issue a circular to schools when the decision is taken to initiate this process. JMB will also offer support and advice to schools on this matter.

JMB acknowledges the excellent service provided to schools by the National Vetting Bureau. The Bureau is constantly improving its systems to provide better information to organisations such as JMB and to enable us to correct errors such as incorrectly entered data without the necessity to start the process afresh. However, schools will know that if an application has expired after 30 days or if it has been cancelled by the applicant, such an application will have to be submitted again.

We are greatly obliged to Cathy, our Office Manager, and to her staff for the support provided for the vetting process. Our thanks in particular go to Robert Murphy and Kevin McKean, who work very hard to process vetting applications in the shortest time possible. Ewa Lichnerowicz has recently been approved as an additional liaison person for JMB. This was at the invitation of the National Vetting Bureau, given the exceptionally high volume of applications being processed by JMB. Ewa is an invaluable addition to the vetting team, albeit retaining her other significant responsibilities in the secretariat. Most of all, we are conscious of the significant burden on schools arising from the vetting requirements imposed by the Vetting Acts and we are greatly appreciative of the work of school management and staff in ensuring that all our schools are compliant with legal requirements.

Jack Cleary

Vetting Coordinator



JMB Training & Events Report

JMB Training & Events 2018 Report

JMB/AMCSS 32nd Annual Conference 2019

Analysis 2018

The JMB continues to offer a broad range of training programmes that have been specially designed in response to the needs of its members. The past year has again seen a wide range of training and events organised by the Joint Managerial Body as part of the supports provided for the member schools. Principals, chairpersons, members of Boards of Management, Deputy Principals, school administration personnel and other school personnel attended a wide range of activities at various locations throughout the country.

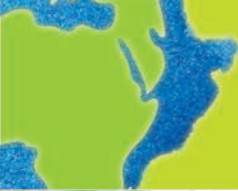
The range of training is ever increasing in response to the growing complexity involved in running a secondary school.

| Title | Dates |
|--|---|
| Post of Responsibility Information Sessions Following the publication of Circular 0003/2018 which set out a new leadership and management framework for post primary schools, JMB delivered a series of information sessions. | January / February 2018 |
| JMB/FESS (Further Education Support Services) Key school personnel engaged in delivery of adult and further education came together for structured input, sharing best practice and networking. | February 2018 1 Seminar |
| Budget Workshops The FSSU delivered practical hands-on workshops to assist the Principal and school accounts personnel in preparing the school's annual budget. | February 2018 7 Training Workshops |
| Interview Competencies Training The objective is to support schools in the quest to appoint the best possible candidate for senior leadership posts. The training programme is designed for members of Selection Committees and is open to Principals/Chairpersons/BOM members. | February / March / April 2018 |

| Title | Dates |
|---|--|
| <p>Allocations Information Seminars</p> <p>The seminars addressed the principles underpinning the allocation of teaching resources and thereby enabling school management to correctly interpret the schedules. The information seminars took place at seven venues throughout the country.</p> | <p>February 2018</p> <p>9 Training Seminars</p> |
| <p>GDPR (General Data Protection Regulation) Information Sessions</p> <p>The school management bodies, ACCS, ETBI and JMB, in conjunction with Millett & Matthews Solicitors, offered information sessions on the General Data Protection Regulation (GDPR) which came into effect on 25th May 2018. These workshops were designed to give an overview of the Board of Management / ETBs responsibilities as Data Controllers and to respond to frequently asked questions with respect to the obligations of the school as a data controller.</p> <p>Participants received a detailed booklet of the materials covered at the workshop as well as the opportunity to engage in a question and answer session.</p> | <p>February / March 2018</p> <p>[see also: October 2018]</p> |
| <p>Annual Conference – Galmont Hotel, Galway</p> <p>School Principals and Chairpersons of Boards of Management, Trust bodies and invited guests came together for an enriching experience with structured input, shared best practice and networking. Theme of conference was ‘Catholic Schools-A Meeting of Families’</p> <p>As well as a series of relevant workshops, the keynote speakers were Archbishop Eamon Martin and Chanelle, Lady McCoy</p> | <p>2nd May – 4th May</p> |
| <p>Employment Law Day</p> <p>The primary objective of the JMB’s annual Employment Law Event is to give Boards of Management and school principals, whose responsibilities require them to understand employment law, to be up to date with case law and practice, to equip them with the skills and competencies necessary to deal confidentially and effectively with queries arising in this area.</p> | <p>17th May</p> |
| <p>Newly Appointed Principals Training -Phase 1/Phase 2</p> <p>Training was presented in 2 modules. Phase 1 consisted of a three- day programme in June before the new school year commenced and Phase 2 consisted of a two-day programme in November. In addition, a 3- day training programme was delivered for late appointees in September. Participants were provided with a comprehensive training programme.</p> | <p>June / September / November</p> <p>8 Training Days</p> |

| Title | Dates |
|---|---|
| Newly Appointed Deputy Principals Training presented in 2 modules, Phase 1 in June (3 days) before new school year commenced and Phase 2 (2days) in November. In addition, a 3- day training programme was delivered for late appointees in September. | June / September / November 8 Training Days |
| Training Workshops - Contracts & Terms and Conditions of Employment The JMB hosted a series of two-hour practical workshops which addressed the following: <ul style="list-style-type: none"> • Teaching & Non-teaching contracts of employment • Key terms and conditions of employment • Sick leave and annual leave arrangements (non-teaching personnel) • Grievance and disciplinary procedures (non-teaching personnel) • Relevant legal developments | June / August/ September 2018 |
| The process of selecting the Middle Leadership and Management Team – What every interviewer should know This half-day training session covered the appointment of a post holder - from initiation of the process by the Board of Management to the giving of feedback to applicants. | August / September 2018 |
| JMB Education Conference: <i>Leading, Teaching & Learning in Times of Change: Culture – Curriculum – Creativity</i> The aim of the Conference was to offer peer and specialist-delivered workshops on emerging developments in leadership, pedagogy and student engagement as well as offering opportunities for participants to interact with policy makers, practitioners, specialists, support services and commercial enterprises. As well as a series of relevant workshops, educational consultant Dr Mark Fennell presented 'A Framework for Contemporary Thinking about Curriculum'. Also, former teacher and award-winning author, Roddy Doyle gave an input called 'The Creative Process as an Adventure!' | 20th September 2018 |
| Newly Appointed Deputy Principals Training – Phase 1 Late Appointees The JMB recognises the need to train and support new appointees to the post of Deputy Principal through providing a training programme incorporating two phases in their first year of appointment. | September 2018 |
| GDPR Information Sessions (See Previous information on GDPR training) | October 2018 |
| Newly Appointed Principals Training - Phase 2 | November 2018 |

| Title | Dates |
|--|--|
| Newly Appointed Deputy Principals Training - Phase 2 | November 2018 |
| Board of Management Training This training programme is organised as a collaborative model between the JMB and the Trust bodies and is open to all members of Boards of Management in all voluntary secondary schools. It was delivered at a number of venues around the country | November 2018 9 Training Seminars |
| Essential Education Law Day In partnership with Mason Hayes and Curran (MHC), and its team of leading lawyers in the education sector, the JMB hosted a one-day seminar on legal matters that impact daily on schools | 3rd December 2018 1 Day Training Seminar |



Communications Report



Communications Report

JMB/AMCSS 32nd Annual Conference 2019

JMB Bulletins 2018– 2019

Bulletin 01

Composite

1. The Droichead Induction Process for Newly Qualified Teachers
2. Junior Cycle Profile of Achievement Production
3. Circular on Wellbeing
4. Junior Cycle Religious Education

Bulletin 02

Post Primary Schools Vaccination Programme 2018/2019

Bulletin 03

Boards of Management

Bulletin 04

October Pupil Returns 2018/19

Bulletin 05

JMB Job Vacancies

Bulletin 06

Child Protection

Bulletin 07

Composite

1. Review of Special Education Teaching Supports
2. JMB Representative to NCCA Meitheal Forbartha do Ghaeilge na Sraithe Sinsearaí
3. School Procurement Unit Newsletter
4. The Droichead Induction Process for Newly Qualified Teachers - Reminder
5. Burglary Incidents at Primary and Post Primary Schools

Bulletin 08

Sections of the Education (Admission to Schools) Act 2018 commenced on 3rd October 2018

Bulletin 09

Composite

1. Severe Weather
2. Budget 2019

Bulletin 10

Composite

1. Child Protection Training – Reminder
2. State Examinations 2019: Oral and Practical Examinations
3. Catholic Schools Week 2019
4. October Returns 2018

- Bulletin 11 **Data Protection Advisor**
- Bulletin 12 **Revised Guidelines on Managing Safety, Health and Welfare in Post-Primary Schools**
- Bulletin 13 **Child Protection and the Board of Management**
- Bulletin 14 **Composite**
1. Scheduling Classroom Based Assessments (CBA) and Subject Learning and Assessment Review (SLAR) Meetings
 2. Changes to the Career Break Scheme for the 2018/19 School Year
- Bulletin 15 **Composite**
1. Child Protection and Safeguarding Inspections (CPSI)
 2. JCT Support for Teachers Allocated JC Management Resource Hours
- Bulletin 16 **Composite**
1. VSware GDPR Amendment Agreement
 2. JMB Representative to the NCCA Council
- Bulletin 17 **Payment for Substitute Teachers through OLCS – Deadlines**
- Bulletin 18 **Composite**
1. Circular 0083/2018: Senior Cycle Curriculum
 2. Winter Ready
- Bulletin 19 **Composite**
1. Data Protection Advisory note re. School Reports and Students Aged 18+
 2. Middle Leadership and Management Posts
- Bulletin 20 **Child Protection Oversight Report (CPOR) - Clarification**
- Bulletin 21 **Composite**
1. Correspondence to schools from Regret
 2. Leaving Certificate Examination Schedule 2019
- Bulletin 22 **Composite**
1. Summer Works Scheme
 2. Christmas arrangements for the Secretariat of Secondary Schools
- Bulletin 23 **Composite**
1. Key Dates for Accessing NCSE Supports in 2019/20
 2. Senior Cycle Review – Update on School-Level Consultation, Phase 1
 3. Catholic Schools Week 2019
 4. Redesigned JMB website
 5. Interview Board: Leadership and Management in Post-Primary Schools- Circular 0003/2018
 6. New Human Resources/Industrial Relations and Employment Law Advisor

- Bulletin 24** **Composite**
1. Planning and Special Educational Needs
 2. JMB Education Meeting & Events
- Bulletin 25** **Composite**
1. Job-Sharing
 2. Career Breaks
 3. Secondments
- Bulletin 26** **Redeployment Seniority List**
- Bulletin 27** **Redeployment 2019/20 - Role of the Board of Management and Timeline**
- Bulletin 28** **Leadership and Management: Reporting and Review and Allocations Information Seminars 2019**
- Bulletin 29** **The Employment (Miscellaneous Provisions) Act 2018**
- Bulletin 30** **Composite**
1. Scheme to Share Teachers between Recognised Post-Primary Schools for the 2019/2020 School Year
 2. 2018 Wellbeing and Lifeskills Survey
- Bulletin 31** **Composite**
1. Child Safeguarding Statement – Reminder
 2. Climate Change Protest
 3. Circular 0018/2019 Grant scheme for ICT infrastructure
- Bulletin 32** **HSE School Vaccinations**

JMB Submissions 2018-2019

- Submission 01 JMB Submission to the Department of Education & Skills on Proposed Key Changes to the Contexts, Circumstances and Criteria for Granting Exemptions from the Study of Irish
- Submission 02 JMB Submission to DES on a New Statement of Strategy from 2019-2021
- Submission 03 Findings of a JMB Survey on Teacher Supply 2018/19
- Submission 04 JMB Submission to the NCSE Consultation on Special Schools and Classes
- Submission 05 JMB Submission to NCSE on a Customer Charter and Customer Service Action Plan
- Submission 06 JMB Submission to the Department of Education and Skills on Supporting the DEIS Programme in Voluntary Secondary Schools
- Submission 07 JMB Opening Statement to the Oireachtas Committee on the provision of ASD and Special Classes in mainstream schools throughout the State
- Submission 08 JMB Submission on School Costs and related matters to the Oireachtas Joint Committee on Education and Skills
- Submission 09 JMB Submission on the School Building Programme and related matters to the Oireachtas Joint Committee on Education and Skills
- Submission 10 JMB Pre Budget Submission 2019
- Submission 11 JMB Opening Statement on Special Classes to Oireachtas Committee
- Submission 12 JMB Opening Statement on Relationships and Sexuality Education to the Oireachtas Committee
- Submission 13 JMB Submission on the Review of Career Guidance Provision
- Submission 14 JMB Submission on 'the provision of ASD and Special Classes in mainstream schools throughout the State'
- Submission 15 JMB Opening Statement to the Oireachtas Committee on Teacher Supply
- Submission 16 JMB Submission on Relationships and Sexuality Education to the Oireachtas Committee
- Submission 17 JMB Submission on Teacher Supply to the Oireachtas Committee 2018
- Submission 18 JMB Commentary on the Education (Admissions to Schools) Bill
- Submission 19 JMB Submission on the Development of a Teaching Council Strategic Plan 2018
- Submission 20 JMB Response to the Centre for School Leadership's Consultation Paper
- Submission 21 Findings of a JMB Survey on Teacher Supply 2017/18
- Submission 22 Findings of a JMB Survey on Student Teacher Placement
- Submission 23 JMB Submission on the Education (Parent and Student Charter) Bill
- Submission 24 JMB Submission on the Role of Religion in School Admissions Processes
- Submission 25 JMB Pre Budget Submission 2018
- Submission 26 JMB Response to the State Examinations Commission on the Proposed Statement of Strategy 2017 - 2020
- Submission 27 JMB Submission on Relationships and Sexuality Education to the NCCA

FSSU Guidelines 2018-2019

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|------------------------|--|
| Financial Guideline 01 | Financial & Revenue Return Dates 2018/19 |
| Financial Guideline 02 | Submitting the 'List of Employees' to Revenue |
| Financial Guideline 03 | Repeat of Leaving Certificate Course Fees |
| Financial Guideline 04 | Financial Year End 2017/18 |
| Financial Guideline 05 | VAT Compensation Scheme |
| Financial Guideline 06 | Annual VAT Return of Trader Details |
| Financial Guideline 07 | Charities Regulator - New Digital Platform |
| Financial Guideline 09 | Revised Salaries from 1st Oct - Voluntary Secondary Schools |
| Financial Guideline 10 | Guideline for External School Accountants |
| Financial Guideline 11 | Application for & use of a School Credit Card |
| Financial Guideline 12 | Supervision & Substitution Payments for 2018/19 |
| Financial Guideline 13 | Electronic Banking Guidelines |
| Financial Guideline 14 | Government Budget Summary 2019 |
| Financial Guideline 16 | Revised Salaries from 1st Jan - Voluntary Secondary Schools |
| Financial Guideline 18 | PAYE Modernisation |
| Financial Guideline 19 | Replacement of Pension Related Deduction (PRD) by Additional Superannuation Contribution (ASC) |
| Financial Guideline 21 | VAT treatment of services and goods received from abroad |
| Financial Guideline 22 | VAT Compensation Scheme Update 2019 |
| Financial Guideline 23 | Transfer of Pension Related Deductions (PRD) |
| Financial Guideline 24 | Travel and Subsistence Expenses for Voluntary Secondary Schools |
| Financial Guideline 25 | School Grants 2018/2019 |
| Financial Guideline 26 | Preparing for Brexit |