

2022

AMCSS/JMB • 35TH ANNUAL CONFERENCE

**RECOVERY AND
RENEWAL**
IN OUR
FAITH SCHOOLS

Reports 2022

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Contents

General Secretary's Report	01
Education Report	50
HR/IR & Legal Services Report	69
School Management Advisory Report	73
Financial Support Services Unit (FSSU) Report	80
Schools Procurement Unit (SPU) Report	83
Data Protection Report	88
School Buildings Projects Advisory Report	91
Vetting Report	95
JMB Training & Events Report	99
Communications Report	107

General Secretary's Report

Diversity

Respect

Justice

General Secretary's Report

JMB/AMCSS 35th Annual Conference 2022

It is intended that the General Secretary's Report, taken in conjunction with the reports from our units which follow, will capture the key issues that have emerged for the organisation in the past year.

Leaving Certificate 2021

In February 2021 Minister Foley confirmed that Leaving Certificate 2021 examinations would proceed and that students would also have the alternative option of applying for grades accredited by the State Examinations Commission (SEC), to be known as SEC-Accredited Grades.

For those choosing to take the Leaving Certificate exams, oral examinations would be held during the Easter vacation or shortly after. Coursework would proceed in subjects where these form a normal part of the examination. Additional time would be provided by the SEC for completion of this work. In some subjects the holding of practical examinations would not be possible, given public health considerations. The oral and coursework components of the Leaving Certificate examinations would not form part of the Accredited Grade process.

The Minister also announced that the Junior Cycle examinations would not run in 2021. Schools were provided with guidance on continuing to engage this year group in online learning and assessment during the period of school closure and through in-person learning when the schools re-opened.

Just prior to our remote conference last year,

on Tuesday, April 13, JMB hosted a webinar, which had almost seven hundred participants, on the Accredited Grades process, to apprise management of the key aspects of what was entailed and the steps that needed to be taken at school level. With regard to the process, the Department had published a *Guide to Accredited Grades for Leaving Certificate 2021 for Out-of-School Subjects and Out-of-School Learners*, a notable feature of which was that this year each school would establish a panel of 2/3 teachers to assist in evaluating data and estimating marks in relation to subjects taken outside of school. A *Supporting Teaching, Learning and Assessment in the Context of Accredited Grades 2021* document was also issued to help teachers assess in a subject-by-subject manner how they should engage with the Accredited Grades process. In late April the Department issued a further suite of documents to assist schools:

- *Guide for Schools on Providing Estimated Percentage Marks*. This guide was to assist schools in the process of arriving at estimated percentage marks for students in this year's Leaving Certificate classes.
- *Leaving Certificate Applied 2021 - Guide for Schools on Providing Estimated Percentage Marks*. This guide outlined that a broadly similar process for arriving at the estimated percentage marks applied for the Leaving

Certificate Applied as applied to the Leaving Certificate in 2021.

- *Accredited Grades – Key Dates to June 2021*. This was a short document setting out the key dates associated with the 2021 Accredited Grades process from April through to June.
- *Guide for Schools and Students on implementing the Accredited Grades Process for Out-of-School Subjects and Out-of-School Learners*. This guide noted that forms associated with the out-of-schools process were included in the recently published *Guide for Schools and Students on implementing the Accredited Grades Process for Out-of-School Subjects and Out-of-School Learners* and that PDF versions of these forms were available.

A dedicated phone-line service for queries on the Accredited Grade process was established and, further to the publication of the *Guide for Schools on Providing Estimated Percentage Marks* and the *Leaving Certificate Applied 2021 - Guide for Schools on Providing Estimated Percentage Marks*, instructional videos were developed to support the process of providing students with estimated percentage marks.

As was the case the previous year, management and staff in our schools did extraordinary work in ensuring that the guidance could be enacted, and the fact that a dual Leaving Certificate certification process was conducted so successfully was due to the cooperation of students and parents and the remarkable commitment and professionalism of our school leaders. It meant that, in spite of the challenging circumstances they experienced through two years of the Senior Cycle, our Leaving Certificate students could advance to the next stage of their careers and lives.

The process allowed that candidates could combine their best grades from the traditional

Leaving Certificate and their Accredited Grades, and an issue of obvious concern that emerged when the results were released was the grade inflation that had occurred, both in this and in the previous year. Data that later emerged revealed that the number of Leaving Certificate candidates who secured top grades – eight H1s – rose from just seven students in 2019 to 119 in 2021, an increase of 1,600 per cent. In the last set of exams before the pandemic in 2019, just 4 per cent of all grades awarded to candidates were H1s (90-100 per cent). This climbed to 7 per cent in 2020 when teacher-assessed marks and the delayed November exams were introduced, and 10 per cent in 2021 when the hybrid system of teacher-assessed marks and exams was introduced. The data revealed that no student secured nine H1s in 2019. However, 3 candidates did so in 2020 and again in 2021. The number of students who scored eight H1s climbed from 7 in 2019 to 46 in 2020 and 119 in 2021. The number who scored seven H1s also saw a sharp increase, up from 69 in 2019 to 243 in 2020 and 544 in 2021. The number of Leaving Cert candidates with six H1s climbed from 196 in 2019 to 419 in 2020 to 910 in 2021. This was, and continues to be, an obvious area of concern, and was a factor in determining that Leaving Certificate 2022 would revert to a more traditional mode.

Leaving Certificate 2022

In December, the State Examinations Commission issued Circular S90/21 '*Important Announcement in Relation to Oral Tests in Irish and Modern Foreign Languages and the Music Practical Examinations for Leaving Certificate 2022*'.

It has long been AMCSS/JMB policy that oral examinations should take place during the Easter holidays and the content of the circular

was welcome. The fact that the orals had taken place over Easter the previous year, albeit in a particular format, in what was considered a relatively successful manner, influenced the decision to use a similar time frame this year. In broad terms, the new arrangements would mean reduced intrusion on tuition time for our students, especially at a time when the teacher supply issue is so critical.

The circular set out the following key provisions in relation to the timing of these tests, preliminary information in relation to arrangements, recruitment of examiners, and supports for schools:

- For the 2022 Leaving Certificate, the oral language tests and the Leaving Certificate Music practical examinations will be conducted in the Easter holiday period, using a revised 6-day model to run from Saturday 9th April to Thursday 14th April
- Schools will have some flexibility if there is a particular day over the six days on which tests cannot be held due to local needs
- The examiner training conferences for these examinations will continue to be held in school time and attendance at these conferences is mandatory
- This revised arrangement reduces individual teacher absence from school on examining duties from six days (seven days in the case of Music) under the previous arrangements to one day
- The tests will be conducted by visiting examiners, recruited and appointed to schools by the SEC
- If it is not possible to facilitate all of the tests in the 6-day period, two contingency days have been identified as Thursday 7th and Friday 8th April 2022
- During the week commencing January 10th the SEC will commence the recruitment of Leaving Certificate oral examiners and Music practical performance test examiners for 2022
- The active assistance and support of school leaders will be sought in ensuring that there will be sufficient examiners available to conduct these tests in 2022
- The rate of remuneration for the examiners will reflect the change to the timing of the tests and examiners will also receive travel expenses and subsistence allowances
- In recognition of the changed workload associated with this Easter model of delivery, an additional 8 Examination Aide days will be available to schools with 120 Leaving Certificate candidates or fewer, while 10 days will be available to those schools with in excess of 120 Leaving Certificate candidates. Where a school has students undertaking the Music Practical Performance test, up to 2 additional exam aide days will be provided, which may be assigned to a Music teacher whose attendance in school at the time of the performance test is deemed necessary by the principal
- Reasonable additional costs specifically incurred in relation to light, heat, cleaning, caretaking and PPE within schools, and associated with the oral tests taking place in the Easter holidays, will be reimbursed by SEC
- To facilitate attendance by candidates reliant on the school transport scheme, school authorities are asked to arrange taxi services for examinations events in the Easter Holidays where necessary and to recover the costs from SEC.

Following intensive discussions with the education partners, Minister Foley announced in February that Leaving Certificate 2022 would be conducted along traditional lines, albeit with substantial modifications, in recognition of the disruption caused to students' learning as a

result of Covid. The adjustment mirrored those that were implemented in March 2021 for the Leaving Certificate 2021 written examinations. Subject-by-subject arrangements for the 2022 examinations were published in a document entitled, *'Further Adjustments to the Written Examinations - Leaving Certificate 2022'*. There was some criticism of this decision. Many felt that some form of an Accredited or Calculated Grade process should be considered, but the Minister's decision very much reflected our ongoing advocacy and the views of the majority of the leaders in our schools, as reflected in a survey conducted by our organisation. The Minister also announced that the overall set of results in 2022 would be no lower than in 2021, ensuring that the class of 2022 would not be disadvantaged in comparison to the previous cohort of Leaving Certificate students, which was the key concern of this year's class. The Minister was also in a position to announce that the Junior Cycle examinations would run in June, as normal, for the first time since 2019, a decision that was very much welcomed by all of the education partners. There is an acceptance among the education partners that the issue of grade inflation that has occurred in recent years will have to be addressed, but that perhaps this needs to occur in a graduated way over a period of time. There was a recognition also that students who missed some or all of their examinations for Covid-related reasons would be comprehended in the so-called bereavement examinations held later in the summer.

Issues relating to the scarcity of examiners in certain subjects and late withdrawals because of Covid and other matters did cause us some difficulty in the delivery of the examinations over Easter. Unfortunately, it was the situation in some of our schools that orals had to be postponed at relatively short notice and rescheduled for the week of May 4th, which had been decided by

SEC would be the week for late examinations, if these were necessary as a result of withdrawals from the examining teams owing to Covid-19. The problem for us has been that in certain subjects not enough teachers or retired teachers have put themselves forward as examiners and we have not had the capacity to deal with the late withdrawals that have taken place. There are probably a number of reasons for this but it is something that we will have to review, and the education partners need to try to ensure that we have more examiners available next year.

Education Conference 2021

Our Education Conference in November focused on emerging developments at Senior Cycle and had as its theme: *A Senior Cycle for All: Pathway Possibilities – Progression for All – Pandemic Learnings*. The conference was opened by Norma Foley TD, Minister for Education, and included a series of conversations with Simon Harris TD, Minister for Further and Higher Education, Research, Innovation and Science, as well as with key policymakers from the Department of Education, the State Examinations Commission, the NCCA and our own school leaders. Following the opening address by Minister Foley, and an engagement between Ms Deirdre Matthews, President AMCSS/JMB and Mr John Curtis, General Secretary AMCSS/JMB on issues relating to curricular reform, the conference took the form of three 'conversations':

- Minister Harris In conversation with Dr Michael Redmond on 'Progression for All'
- Ms Fionnghuala King, Principal, in conversation with Mr Barry Slattery, Deputy CEO Post-Primary, NCCA, facilitated by Ms Patricia Gordon, Principal, and JMB NCCA Council Representative on 'Pathway Possibilities'

- Ms Andrea Feeney, CEO, State Examinations Commission, in conversation with Mr Dalton Tattan, Department of Education Assistant Secretary for Curriculum and Assessment, facilitated by Ms Patricia Higgins, Principal, and Vice President JMB/AMCSS on 'Pandemic Learnings: Assessment'

In the course of the conversations various issues relating to Senior Cycle reform were explored, and many of the themes that emerged were conversant with the changes that were announced by Minister Foley a few months later.

Senior Cycle Reform

In late March, the Minister announced the Department's plans for the reform of Senior Cycle. The three tenets of Senior Cycle reform are to:

- empower students to meet the challenges of the 21st century
- enrich the student experience and build on what's strong in our current system
- embed wellbeing and reduce student stress levels

The redeveloped Senior Cycle will include the development of new subjects and revised curricula for all existing subjects, which will be informed by the views of students and teachers in a collaborative process. These will include a significant emphasis on additional assessment components outside of the traditional final written exams.

The reform programme was informed by the Senior Cycle Review Advisory Report prepared by the National Council for Curriculum and Assessment (NCCA).

Key provisions, as announced, include:

- Introduction of new curricula for subjects across Senior Cycle, updating subject content

- The Minister has requested the NCCA to invite a selection of schools, representative of the different types and sizes of schools, to become 'network schools'
- The introduction of new subjects, providing greater choice for students to better reflect their range of interests and support the development of a wider range of talents and skills. Two new subjects – Drama, Film and Theatre Studies, and Climate Action and Sustainable Development, will be ready for students in network schools starting fifth year in 2024
- Changing the final assessment procedure to significantly reduce reliance on final examinations and introduce teacher-based assessment components
- As Leaving Certificate subjects are revised, they will have assessment components, additional to the conventional written examination, worth 40% of the total marks with the written examination worth 60% of the final score
- The NCCA and SEC will jointly research and define, in consultation with education partners, how an SEC-externally moderated, school-based form of assessment would operate
- The initial tranche of new and revised subjects will be available in September 2024, when students entering fifth year in network schools will study updated subject curricula, with updated assessment models in the optional subjects of Chemistry, Physics, Biology, and Business
- To ensure a positive impact on students as soon as possible, Leaving Certificate Established students entering Senior Cycle in September 2023 will sit Paper 1 in English and Irish at the end of fifth year
- It is intended that into the future oral examinations and the Music practical

performance will take place during the first week of the Easter break of 6th year, as is the case this year

- To enhance students' options further, Leaving Certificate Applied (LCA) students will have improved access to Mathematics and Modern Foreign Languages from September 2022, broadening the options for LCA
- A new qualification will be introduced at level one and two on the National Qualification framework to provide an appropriate level of assessment to some students with special educational needs, building on the equivalent programme at Junior Cycle level
- A revised Transition Year programme will be established, and greater access to Transition Year for all students will be encouraged

A Senior Cycle Programme Delivery Board will be established, which will have responsibility for overseeing the achievement of actions forming part of this suite of reforms.

A detailed implementation plan will be developed through ongoing collaboration and co-creation and consultation with education partners, including teachers, students, school leaders and parents.

Network schools will be given the opportunity to participate at an early stage in revised curriculum and assessment arrangements. These schools will receive support in a variety of forms to enable their participation.

AMCSS/JMB very much welcomed the Minister's publication of the NCCA's Senior Cycle Review Advisory Report and her road map of immediate action points on Leaving Certificate assessment reform. School leaders across our network of 380 voluntary secondary schools had extensive engagement in the consultations carried out by JMB and NCCA in recent years. We look forward to working with the Minister, her Department, the

NCCA and all the education partners in bringing the vision and principles articulated in the report to reality, and we will keep our schools updated on these important developments and will engage in the identification of and the work of the proposed network schools as they emerge.

Covid and schools

Prior to last summer's break and in trying to compensate for the learning loss experienced by students because of Covid, the Department announced details of a holiday programme open to all schools for students with complex educational needs and students at risk of educational disadvantage. The programme was intended to build on the success of the first post-primary summer programme which took place the previous year for schools in the DEIS programme. Schools were given resources and the autonomy to run the programme in any two weeks of the school holidays, and, where schools were in a position to engage with the programme, it proved very successful in helping students in need of assistance.

For the 2021-22 school year, the government announced that the suite of measures put in place the previous year at a cost of €376 million would in essence be repeated. This did allow us to reopen our schools in a relatively straightforward manner, and a *COVID-19 Response Plan for the safe and sustainable operation of Post Primary Schools* could be adopted in each school with relatively minor amendments to the previous year's document.

The Department did give extra guidance to schools on ventilation, and also announced that they were purchasing Carbon Dioxide (CO₂) monitors for schools as a means of providing a useful general indication as to what areas/rooms might not be adequately ventilated. Depending on size, schools

would receive between 20 and 35 monitors for delivery in August and September, although, as was the case with previous grants related to Covid measures, it was unsatisfactory that schools in the fee-charging sector would have to apply for the monitors on a school-by-school basis.

The Department also issued Circular 0045/2021 on *Additional Measures to Support Schools to Mitigate the Impact of Covid-19 Disruption, to be Delivered in 2021/22*. A new programme called Covid Learning and Support Scheme (CLASS) was put in place for the school year, comprising two main elements:

- The provision of additional teaching hours to schools to support their work in addressing learning loss among students arising from periods of school closures and
- Opportunities for schools to share practice considered to be most effective in mitigating learning loss among pupils/students.

Under the programme, additional teaching hours were provided to schools as a once-off temporary allocation. The hours were allocated according to the number of students in each school, with enhanced provision for schools in the DEIS programme. Guidance was provided for schools in relation to how the additional teaching hours should be best used, as well as details of appropriate control and oversight measures required.

There were instances where schools had difficulty using the hours because of issues of teacher supply but the provision of these hours was a welcome initiative by the Department and has assisted in compensating for the loss of teaching and learning experienced by students as a result of the pandemic, especially those who were most adversely affected by school closure or remote engagement.

Teacher Supply

The issue of teacher supply in our schools continues to vex us. At post-primary level, this has related mainly to the recruitment of teachers of STEM subjects, Irish, modern foreign languages, Guidance and Home Economics, as well as the recruitment of substitutes more generally. In November, the Department outlined the measures they had taken to try to address this issue. There are over 111,700 teachers on the Teaching Council register, each of whom was emailed directly by the Council to raise awareness of the current teacher substitute challenges and asking them, where possible, to make themselves available for substitute work.

Retired teachers returning to classrooms until the end of the 2021 calendar year would not have their pension abated. Higher Education institutions who provide post-primary initial teacher education programmes agreed to greater programme flexibility to enable students on consecutive (PME) programmes and Year 3 and Year 4 students on concurrent programmes to support schools. PME students were advised to register with the Teaching Council and indicate their availability for substitute work. From February, a temporary amendment to Regulation 7 of the Education Act permitted payment for periods of more than 5 consecutive school days to Year 3 and Year 4 student teachers who satisfied the criteria to be eligible to apply to the Teaching Council for registration. Planned CPD relating to reforms in Senior Cycle examinable subjects would continue, but all other CPD where substitution is required was deferred. The Teacher Education support services funded by the Department were asked to release teachers who were on secondment to make themselves available to provide substitute cover in schools. In exceptional circumstances where there was no substitute available, following use of the temporary emergency substitute arrangement, it was permissible that the Treoraí of a registered student teacher could

provide substitute cover for absences of a very short duration in their own school if another substitute could not be sourced at short notice. Restrictions for job-sharing teachers, undertaking substitution, were suspended to allow these teachers to work additional days, if available, to cover vacancies in their own and other schools. Teachers on career break could carry out substitute work without restriction.

A new temporary arrangement was put in place to provide principals with an alternative means of sourcing appropriate substitution cover, preferably with subject appropriate qualifications, where none was otherwise available, through paid substitution and the S&S scheme. Post-primary teachers, including principals and deputies, would be able to work over 22 hours per week, working extra hours to provide substitute cover, up to a total of 35 additional hours between 29th November and 28th February 2022. Teachers were remunerated for these hours at their personal rate of pay. Wherever feasible, it was expected that these additional hours would be used to ensure that a teacher in the school with the required subject qualifications was employed to provide tuition where no suitably qualified substitute was available. This provision was later extended so that teachers could make themselves available for a further 35 hours between March and the end of May.

This latter measure was perhaps the most successful of the measures announced, and in many schools was an important factor in helping to alleviate some of the pressure associated with the lack of availability of substitute teachers. Nonetheless, there was a crisis in supply even before the pandemic, and the absence of teachers for Covid-related reasons has exacerbated the situation and made things extremely difficult for management in our schools. We will continue to work with the Department and the other education partners to try to ensure that teacher supply becomes less of an issue for us in the years to come.

Special Education Teaching (SET) Allocation

The SET Allocation Model was introduced in 2017 and updated in 2019. The purpose of the model is to allocate the total number of available SET posts on the basis of an educational profile of each school. In line with recommendations from JMB, and to minimise disruption for schools during the Covid-19 period, the Department agreed to leave SET allocations unchanged for 2021/22 and committed to updating allocations for the 2022/23 school year.

A school's educational profile comprises two components:

1. A baseline component provided to every mainstream school to support inclusion, assistance with learning difficulties and early intervention and
2. A school educational profile component, which takes into account:
 - The number of pupils with complex needs enrolled in the school
 - The learning needs of pupils, as evidenced by standardised test results for literacy and numeracy and
 - The social context of the school, including disadvantage and gender

School profiles have now been updated to take account of the latest available data, including enrolments. However, the Department is committed to implementing the model on a phased and graduated basis so that schools have time to adapt to the new approach.

620 new SET posts are being allocated across primary and post-primary sectors and will be distributed as follows: 100 are being used to meet the needs of new and developing schools; 120 will be used to meet the expected outcome of Exceptional Needs Reviews carried out by

the NCSE over the year; and the remaining 400 posts will be distributed proportionately across those schools showing a need for an increased allocation under the SET Allocation Model.

For 2022/23 school year, increases/decreases in allocations are being capped at 20%, as in 2019. This means that most schools (66%) will receive an unchanged or an increased allocation. The allocations are effective from September 2022 and will remain in place for two years. For schools who are receiving an additional allocation under the allocation process, allocations are rounded to units of 2.5 hours, to simplify allocations for schools. For schools who are receiving a reduction to their allocation, the allocation will be rounded to the nearest 2.5 hours. Schools who are not receiving adjusted allocations will maintain their existing allocations.

Schools will be notified of the details of any change to their allocations. A school may appeal where they consider incorrect profile data was used or was incorrectly calculated. Schools can also seek an increase in their allocation by requesting a review from the NCSE.

The existing allocations for fee-charging schools are being maintained at their existing levels for 2022/23.

Catholic Education Partnership (CEP) and Association of Patrons and Trustees of Catholic Secondary Schools (APTCS)

Throughout the year, AMCSS/JMB continued to work closely with the other bodies involved in the delivery of Catholic second-level education. Gillian McGrath was appointed CEO of CEP and Eilis Humphries as CEO of APTCS, and together with their chairpersons, Marie Griffin (CEP) and

Paul Meany (APTCS), regular meetings have taken place with the General Secretary and President of JMB to establish cohesion in the manner in which all matters relating to Catholic education are dealt with. Recently, Gillian has moved on from what was a part-time role and a new full-time CEO of CEP, Alan Hynes, has been appointed. Gillian has done tremendous work in the establishment of the organisation and putting in place strategic planning processes for which we are all extremely thankful, and we look forward to working with Alan in his new role.

Collectively, the organisations, along with the Catholic Primary Schools Management Association (CPSMA), which represents Catholic schools in the primary sector and Fr Paul Connell, in his role as Secretary of the Council for Education of the Irish Episcopal Conference, have been involved in the dissemination to our schools and associated bodies of the findings of the Genesis research project *Articulating a new positioning for Catholic education in Ireland* on attitudes to Catholic education in this country, which is a very positive affirmation of the esteem in which our schools are held by parents.

The purpose of the study, which commenced in 2019, was to develop a deeper understanding of how best the Catholic school can develop, and how such schools can support parents in the education of their children in a modern, evolving, and pluralist Irish society. Key questions of the research project included:

- What 'being Catholic' means in contemporary Ireland
- What 'Catholic' might mean in our contemporary and pluralist Irish education system
- What is the public perception of the 'Catholic School' brand?
- What factors determine parents' choice of a Catholic school for their daughter or son?

The final Genesis Report was published in September 2021 and some key findings include:

The Holistic Development of the Child - The study demonstrated that Irish parents place a high value on the holistic development of their children. They cited a focus on respect, community, and faith formation as the three leading advantages of Catholic schools.

The Role of the Church in Education - 78% of parents supported the Catholic Church having a role in continuing to shape and influence the ethos of the school. 22% of parents indicated that the Church should have no role in the ethos of their local school. The Church and Catholic schools represent a focus point of hope, community, care, charity, respect, and ultimately a sense of greater purpose that builds resilience and leads to a more fulfilling life. Parents indicated that they recognise the importance of instilling this purpose, and a greater sense of 'why' for their children. Parents also affirmed that Catholicism brings to their child's education a foundational support, to help in whole-person development, and in building resilience in times of crisis. Parents state that they believe it is both valuable and important to hold on to core rituals and traditions, including the sacraments, offering structure, and bringing meaning to life.

School Choice and Satisfaction - The data found that 78% of parents reported being either 'satisfied' or 'very satisfied' with the school their child was attending. 18% of parents felt 'dissatisfied' or 'very dissatisfied', with no major difference in satisfaction across regional or socio-economic lines.

The theme for Catholic Schools Week (CSW) 2022 was *Catholic Schools: Living Life to the Full*, a focus welcoming the gradual reopening of the country and celebrating the efforts of so many who have helped us to function, and indeed to flourish, in such difficult circumstances

over the past two years. Schools, primary and post-primary, took the opportunity to celebrate the resilience and contribution of our students, parents and families, teachers, special needs assistants, school support staff, and our senior leadership teams - all of whom have given so selflessly in these difficult times.

Along with CEP and APTCS, we will work on the *Memorandum of Agreement* (protocol) agreed by the organisations to enable the development of:

- The advocacy role and consistency of messaging for Catholic education in Ireland
- Vision and mission cohesion in the context of various traditions and Church documents
- Collaboration and resource management for Catholic patronage, trusteeship and management of schools in Ireland.

A record of the extensive work engaged in to bring cohesion to Catholic education in the last number of years has been compiled by Gerry Lundy, Executive Chair of the Strategic Plan Implementation Group, and is titled *Catholic Education Services Committee (CESC): New Structures for supporting, and bringing greater cohesion to, Catholic Patronage, Trusteeship and Management in second level schools in the ROI - The Development and implementation journey 2017 to 2021*. This is included as an appendix to this report.

See link to Catholic Education Services Committee (CESC) Report

<https://www.jmb.ie/Site-Search/resource/2457>

Teaching Council

Catherine Moynihan, formerly principal of Cross and Passion College Secondary School, Kilcullen, Co. Kildare, currently chairperson of St. Anne's Special School, The Curragh, Co. Kildare and chairperson of St Laurence College, Loughlinstown, Co. Dublin, Vice President of AMCSS/JMB between 2015 and 2017 and currently working in the Research, Development and Training unit of the Secretariat, has commenced her second term representing the second-level management bodies on the Teaching Council. Attached as an appendix to this report is Catherine's account of the current activities of the Teaching Council.

See Appendix 1: Teaching Council Report

Other Issues 2021/22

In spite of all the difficulties we have encountered, I would contend that it has been a very proud time to be involved in education in this country. There has been a collective endeavour, evidenced by enormous hard work, among all involved in education to do everything possible to support the students in our care at this extraordinary time. But it has been the case that in some respects more normal business, so to speak, has been put on hold. Aspects of this relate to the fact that in recent years so much finance has had to be allocated to Covid-related measures.

However, we have had some success on the funding front. From September 2020, 20% of the school salary grant deduction was eliminated, reducing the amount of the deduction from €562 to €450.40, giving an increase in capitation of €111.60 for each Permanent/CID whole time equivalent (WTE) teacher on the Department of Education payroll. Then, as announced in

Budget 2022, from September 2022, voluntary secondary schools in the free education scheme will see capitation funding increased as a result of the elimination of the remainder of the school salary grant deduction from the capitation payable to schools in this sector. The value of this increase in capitation is €450.40 per each Permanent/CID whole time equivalent (WTE) teacher on the Department of Education payroll.

This rectifies a historical inconsistency in the capitation funding arrangements of post-primary schools in the free education scheme. Notwithstanding this, we are aware that more remains to be done, given the disparity in funding for voluntary secondary schools when compared to other sectors.

Likewise, there have been positive moves in recent years on the allocation of deputy principals, which in many instances have been transformative for our schools, but we need further progress on this, ideally a second deputy principal in all schools, irrespective of size, and a downward movement on the thresholds for the appointment of third deputy principals. In spite of considerable dialogue and Department instruction, as outlined in Circular 0076/2020, the SLAR issue remains unresolved, and this continues to vex us. The exclusion of our fee-charging schools from Department grants, especially those that are Covid-related, and a perception of the sector in some quarters that fails to acknowledge its important contribution to education, is disappointing and warrants our ongoing advocacy. We have had some success in pointing to the specific needs of our schools in the DEIS programme, but again more needs to be done. Circular 0062/2021 on the appeals process for appointments to principal and deputy principal positions is now operative and we are working on providing a new round of training on interview competencies for prospective interview panels.

As we prepare for Conference, many of our schools are doing tremendous work in accommodating students from Ukraine. We commend schools for all that they are already doing in this regard, and we will work with government and the education partners to ensure that everything possible is done to cater for the needs of these students in the coming months. Regional Education and Language Teams (REALT) have been established to try to coordinate efforts to assist the refugees, and AMCSS/JMB is represented on each of these teams by a serving or retired principal. We would like to thank all of those who agreed to take on this role on our behalf, and I know that we will do everything we can to assist these students and their families.

It is a matter of concern to us that in the last number of years the allocations schedules for schools have issued so late. Notwithstanding that issues related to Covid-specific measures, and this year the financial and other supports that have had to be put in place and planned for in relation to refugees from Europe, have had to be comprehended, schools have to plan in a timely manner and we have to ensure that these delays do not become the norm. It is regrettable that we were unsuccessful in our attempts to have the Covid-enhanced teacher allocation retained, and we have to continue to advocate for improvements to teacher allocations in our schools.

JMB Training and Events 2021/22

The COVID-19 pandemic has changed how we all work, live and interact, so we adapted our training and events programme accordingly and most of our training this year has been delivered online.

The range of activities is a tangible 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
- GDPR workshop
- Interview competencies training
- DEIS information and planning seminars
- Further Education training
- Budget workshops
- Training for newly appointed principals and deputy principals
- Education Law Day
- School administration personnel training
- Training for members of boards of management
- Building Better Relationships – Conflict Coaching
- Mindfulness sessions
- Education Conference
- Annual Conference

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 co-ordinated by Elizabeth O'Connor, 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 2021/22*. These are:

- Education Report
- Financial Support Services Unit (FSSU) Report
- HR/IR and Legal Services Report
- School Management Advisory Report
- School Building Projects Advisory Report
- Schools Procurement Unit Report (SPU)
- Vetting Report
- Data Protection Advisory Report
- Training & Events Report
- Communications Report

Council

A new Council of AMCSS/JMB is in place since our last in-person conference in 2019. I would obviously like to thank all of those who served on our previous Council, and to sincerely thank all of the members of our present Council for the great work they undertake on behalf of the organisation. Invaluable work on updating our constitution and internal regulations has been followed by the development of our Strategic Plan which was circulated to schools at the start of this year. The plan is the fruit of intense engagement in the past year involving our Council and Board of Directors and various sub-committees and has been very favourably received by personnel in our schools. There was input from our Strategy, Risk and Finance committees, from our schools, through specially convened meetings in our regions, and from the staff who work in the Secretariat. A special word of thanks is due to our colleague, Dr Michael Redmond, who, as part of his brief as our Director of Research and Development,

contributed so much to the development of the plan and to shaping the final document which was sent to our schools.

As an organisation, we are extremely indebted to the leadership afforded us by our President, Deirdre Matthews. Deirdre was elected President of AMCSS/JMB in 2018 and has been principal of St Vincent's Secondary School, Dundalk since 2010. In her time as President, Deirdre has made a remarkable contribution to our organisation, among other things leading work on our constitution and internal regulations, our relationship with the Catholic Education Partnership (CEP) and the Association of Patrons and Trustees of Catholic Schools (APTCS), the development of our Strategic Plan 2022-2025 and an internal restructuring of the organisation to position us to best serve the needs of our schools in the years ahead. We are also indebted to our Deputy President, Patricia Higgins, who has worked with Deirdre throughout and who chaired our Strategy Committee and was integral to all that the development of the Strategic Plan entailed. Our President and Deputy President have invested an enormous amount of time and energy in leading and building AMCSS/JMB. That sense of service that is so manifest in the hard work and endeavour of management, staff and boards of management in our schools is very much epitomised by the selfless contribution of our President and Deputy President to this organisation.

See Appendix 2: Secretariat of Secondary Schools - Strategic Development Plan

Council 2021-2023

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	Outgoing President	
Bishop Francis Duffy	Irish Episcopal Conference	
Patricia Bourden	Association of Leaders of Missionaries and Religious of Ireland	
Angela McGarvey	Principal	Loreto College, Co Cavan
Ann Marie Brosnan	Principal	Sacred Heart Secondary School, Clonakilty, Co Cork
Colm Keher	Principal	Loreto Secondary School, Co Kilkenny
Fr Dermot Ryan	Chairperson	St. Kieran's College, Co Kilkenny
Donal Cronin	Chairperson	Ursuline Secondary School, Blackrock, Co Cork
Eileen O'Donnell	Principal	St. Raphaela's Secondary School, Stillorgan, Dublin
Helen O'Donnell	Principal	Scoil Chríost Rí, Portlaoise, Co. Laois
Jerry Cronin	Chairperson	Laurel Hill Secondary School, Co Limerick
Jill Storey	Principal	Villiers School, North Circular Road, Co Limerick
John Barry	Principal	St. Michael's Secondary School, Finglas, Dublin 11
John Kelly	Principal	St. Jarlath's College, Tuam, Co Galway
John O'Donovan	Principal	St. Joseph's Secondary School, Ballybunion, Co Kerry
Jonathan Graham	Principal	Dundalk Grammar School, Dundalk, Co Louth
Leo Golden	Principal	St. Muredach's College, Ballina, Co Mayo
Marie O'Neill	Chairperson	Cross & Passion College, Kilcullen, Co Kildare
Martin Duggan	Chairperson	Ardscoil Ris, Griffith Ave, Dublin
Mary Caffrey	Chairperson	Eureka Secondary School, Kells, Co.Meath
Br Matthew Hayes	Chairperson	Patrician Presentation Secondary School, Co Tipperary
Michael Denny	Chairperson	Loreto Secondary School, Bray, Co Wicklow
Niamh McShane	Principal	Wilsons Hospital School, Multyfarnham, Westmeath
Patsy Sweeney	Chairperson	Scoil Muire agus Padraig, Swinford, Co Mayo
Siobhan Quinn	Chairperson	St. Brigid's Secondary School, Tuam, Co Galway

Region Meetings

Undoubtedly, the Covid-related challenges that we have been presented with in the last two years have had an adverse impact on how we operate at regional level. The key function of our meetings has always been that we meet, share information and support each other and, whereas remote engagement has been invaluable in many respects, there is no doubt that we have all missed that social and professional connection. We are very thankful for all that our regional officers have done in less than ideal circumstances in organising and conducting meetings, and for ensuring that there is a forum whereby all of us in Emmet House are apprised of the concerns and views of our schools. These meetings are integral to how this organisation operates, and we have committed in our Strategic Plan to work on further developing our regional structure and ensuring that the needs of our schools are addressed. We know that we are indebted to the contribution that the chairs of our boards of management in particular make to our schools, and it is incumbent on us that this is reflected in how we operate in our regions and in any planning for the future that we undertake. We all look forward to in-person gatherings now becoming the norm and that we meet each other again on a regular basis.

Emmet House

As has been the case in our schools, it has obviously been a difficult time for us in Emmet House in the last number of years, as we tried to attend to normal business and the everyday demands that are placed on an organisation like ours, and of course to deal with the myriad of Covid-related issues that have come our way. Circumstances have necessitated a constant engagement with Department officials in dealing with the various problems that confronted us, and I am extremely grateful for the support of all of my colleagues as we tried to solve problems in a manner as beneficial as possible for our students and for our schools. We do, of course, also acknowledge that the Department officials with whom we engage have displayed a commendable commitment and work ethic in ensuring that we have responded to the situation in which we have found ourselves as efficiently as I believe we have, and we very much thank them for this. In the Secretariat, we will always do everything we can to try to respond to the needs of our schools, and my sincerest thanks to Bernadette, Michael, Gerry, Louise, Ronan, Christine, Cyril, Siobhan, Bríd, Catherine, Elizabeth, Cathy, Therese, Teresa, Jennifer, Ewa, Kathleen, Lorraine, Eileen, Joe, Breda, Liz, Fiona, Matthew and Danielle, to Jack Cleary for his work as our vetting coordinator and on all issues relating to child protection, and Noel Merrick for his invaluable service as our schools building advisor. We welcome, too, Michael Cregan and Tom Shannon, who join our organisation in assisting Noel on all matters relating to school buildings.

We do, of course, want to thank our outgoing Assistant General Secretary, Bernadette Kinsella, for all that she has done for our organisation in what has been a remarkable forty years of service, and I know that Bernadette is especially

appreciative of all of the thank you messages she received from schools when we announced her retirement. We all wish Bernadette the very best in her well-earned retirement. We are delighted that Christine West now takes on the role of Assistant General Secretary, and we all wish Christine the very best in that position. As a result of recent restructuring within the organisation, on foot of the work undertaken on our Strategic Plan, Patricia Higgins will join us in the coming months as an Assistant General Secretary with responsibility for Corporate Affairs, and Dr Michael Redmond's role changes to that of Assistant General Secretary with responsibility for Research, Development and Training. We wish them both well as they take up their new positions, and we are confident that our new structure will improve the service that AMCSS/JMB can offer our schools. I would also like to thank other colleagues who have left us recently for all that they have done for our organisation, Kathleen Moloney in the FSSU and Fiona Coy in the SPU, and we wish them well in pastures new.

Conclusion

As General Secretary of AMCSS/JMB I have been so impressed over the years, and indeed humbled, by the capacity of our school leaders to deal with everything that is thrown at them and to manage our schools so efficiently, no matter what the circumstances. The last few years have undoubtedly been challenging, but not only have we prevailed but we have done so in a manner that has allowed us to live out the mission of our faith schools in caring for our students in all manner of ways. We can, I hope, take collective pride in what we have achieved. Thank you and well done.

John Curtis, General Secretary
April 2022

Appendix 1

Teaching Council Report

Report on the Teaching Council - December 2021 Key Areas of Work over the Period 2019-2020

1. About the Teaching Council

The Teaching Council was established on a statutory basis in March 2006.

It is the professional standards body for the teaching profession, which promotes and regulates professional standards in teaching. It acts in the interests of the public good while upholding and enhancing standards in the teaching profession.

2. Membership of the Teaching Council

The Council has 37 members. 16 of whom are registered teachers, elected by teachers.

The membership comprises of:

- ◇ 11 primary teachers, nine of whom are elected and two of whom are teacher union nominees
- ◇ 11 post-primary teachers, seven of whom are elected and four of whom are teacher union nominees
- ◇ 2 nominated by colleges of education
- ◇ 2 nominated by specified third-level bodies
- ◇ 4 nominated by school management (two primary and two post-primary)
- ◇ 2 nominated by parents' associations (one primary and one post-primary) and
- ◇ 5 nominated by the Minister for Education, including one representing each of IBEC and ICTU

*A new Council commenced its term in April 2020, following the election of teacher members. In June 2020, Mr. Seán McMahon was elected Chairperson and Ms. Noelle Moran was elected Deputy Chairperson.

3. Strategic Objectives

The 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.

4. The Register of Teachers

Registration with the Teaching Council is a requirement for a teacher to receive a State funded salary. The registration renewal fee remains at €65 and is claimable for tax relief.

A total of 105,933 teachers were registered with the Teaching Council on 27 March 2020, an increase of 3,177 teachers on the previous year. Overall, there were 5,538 new registrants entered onto the Register, including 2,900 new graduates (182 fewer than in the previous year) who completed their registrations during the summer registration period.

105,933 teachers were registered with the Teaching Council on 27 th March 2020				
	Primary	Post-Primary	Further Education	Other
2019	47,852	44,484	13,336	1,215
2020	49,407	45,410	13,872	1,243

Please note: Teachers may be registered under more than one route / heading.

Over the period of this report 215 teachers lapsed from the Register for not addressing their conditions, of which 16 subsequently reregistered.

A total of 1,345 teachers lapsed for non-payment of renewal fee, with 56 teachers reregistering. A further 231 teachers voluntarily removed themselves from the Register during the period.

PME Verification Project

This project allows first year Professional Masters in Education (PME) post-primary student teachers to verify that their undergraduate subjects meet the Council's requirements for teaching at least one curricular subject. This confirms their eligibility to register with the Council on completion of their masters studies and also helps speed up the registration process. A total of 82% of the student teachers availed of this free process.

Accessing information on the Register

The Register of Teachers is available to the public for inspection through an online "Search the Register" facility on the Council's website. This facility was used 157,010 times during the year.

Teaching Council (Registration) (Amendment) (No.2) Regulations 2021

An Amendment to the Teaching Council Registration Regulations has been approved and was signed by the Minister on 21st December 2021 which will enable student teachers who have successfully completed the first two years of their undergraduate teaching qualification to be formally registered with the Council.

Garda Vetting

The Teaching Council administers the vetting of teachers.

A total of 34,924 teachers were vetted by the Council in the period of this report:

- ◇ 7,149 teachers were vetted for initial registration or employment purposes
- ◇ 25,419 were vetted as part of the re-vetting of registered teachers
- ◇ 2,356 were vetted following the commencement of mainstream re-vetting

5. Enhancing Standards of Professional Conduct and Practice

The Teaching Council is responsible for maintaining and enhancing the quality of teaching in Ireland by promoting and ensuring high standards in the profession. This is achieved through the publication and promotion of a '*Code of Professional Conduct for Teachers*', and the investigation of complaints against registered teachers.

Code of Professional Conduct for Teachers

The second edition of the Code of Professional Conduct (updated in 2016) sets out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers. The Code is a statement of what good teaching should look and feel like. It is a statutory document that acts as a reference point during Fitness to Teach inquiries.

The Investigation of Complaints

The Council's Fitness to Teach functions (Part 5 of the Teaching Council Acts 2001-2015) were commenced on 25 July 2016. Thus, the Council can investigate complaints made against registered teachers on serious matters. 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.

Complaints before the Committee:

54 in total:

- ◇ 53 new complaints were received during this reporting period.
- ◇ 52 of the complaints related to individual teachers
- ◇ 1 complaint related to two teachers

- ◇ 22 related to post-primary teachers
- ◇ 28 related to primary teachers
- ◇ 4 related to teachers in Further Education

Eight of the 53 complaints were refused at Director's review stage as they did not meet the requirements of the Teaching Council Acts 2001-2015, i.e., they were not signed or accompanied by relevant documentation and information.

Grounds of complaint include:

- ◇ Professional misconduct
- ◇ Poor professional performance
- ◇ Engaging in conduct contrary to the Code of Professional Conduct for Teachers
- ◇ being medically unfit to teach
- ◇ A court conviction for certain offences
- ◇ Failing to comply with, or contravening a provision of the Teaching Council Acts, 2001-2015; the Education Act, 1998; the Education Welfare Act, 2000; the Education and Training Boards Act, 2013, and any regulations, rules or orders made under those Acts
- ◇ Failing to comply with an undertaking or to take any action specified in a consent given to a panel of the Council's Disciplinary Committee at an inquiry and
- ◇ Erroneous registration due to a false or fraudulent declaration or misrepresentation

Investigating Committee

The Investigating Committee is *a screening committee* that considers and investigates complaints received by the Teaching Council in relation to registered teachers. This Committee must decide whether action is required or whether all or part of a complaint should be referred to the Disciplinary Committee for an inquiry.

Categories of Complaint during the reporting year:

36	Conduct/behaviour*
15	Competence/performance/practice
1	Medical concerns
2	Criminal convictions
2	Dishonesty/professional integrity
7	A teacher's failure to report/notify
5	Breach of Code of Professional Conduct for Teachers
0	Breach of the Specified Acts listed at section 42(1)(a) of the Teaching Council (Amendment) Act 2015

* Complaints related to conduct/behaviour include physical abuse/assault, verbal assault, sexual/ intimate contact with a student, inappropriate personal relationship with a student (non-sexual), inappropriate communications (of a sexual and non-sexual nature), bullying, discriminatory behaviour, and inappropriate social media usage.

Source of complaint:

38	Parents
7	Teaching Council via Executive Committee, the complaint having come to the attention of the Council through media or otherwise.
8	Other parties
0	School management authorities

6. Initial Teacher Education & Induction

Promoting high standards across the continuum of teacher education is central to the work of the Teaching Council. The Council's functions in this area begins when a teacher enters initial teacher education and continue throughout the teacher's career.

Céim: Standards for Initial Teacher Education (ITE)

The Initial Teacher Education (ITE) team continued with the review of the Council's criteria and guidelines for programmes of ITE as set out in the document 'Initial Teacher Education: Criteria and Guidelines for Programme Providers (2011)'.

Following on from Phase 1 and 2 of the review, revised standards for ITE were drafted. A comprehensive consultation process was commenced in September 2019. 12 consultation sessions were held and 24 submissions were received.

Initially, it was proposed that both the Initial Teacher Education: Criteria and Guidelines for Programme Providers (2017) and the Guidelines on School Placement (2013) would be combined and updated. However, during the drafting phase, and considering the Interim

Report of the School Placement Working Group, it was evident that a separate document on school placement was needed.

School Placement

A School Placement Working Group was convened in November 2018. The Group was tasked with working towards a coordinated, appropriate and sustainable approach to School Placement, to review the implementation of school placement guidelines and the recommendations of Teaching Council commissioned research on school placement (Hall et al, 2018). The Group chaired by the Teaching Council, comprised 18 members and included representatives from the HEIs, Teacher Unions, IFUT, the Management bodies, DES Senior Officials, the DES Inspectorate, the HEA and the Teaching Council.

The Working Group met four times during the reporting year and finalised its report and action plan in December 2019. The report was considered by Council at its December meeting, and it was also sent for consideration to the Department of Education. The report recommendations and further steps are being considered by the Department in conjunction with the Teaching Council.

Droichead

Droichead entered the fourth year of its growth phase during this reporting year.

Droichead became the sole route of induction for teachers in:

- ◇ All post-primary schools, with more than 200 students
- ◇ Primary schools with 16 or more mainstream teachers
- ◇ All primary schools with administrative principals

Communications issued to all schools in the mandatory category for 2019/2020 advising them of the above

Droichead Quality Assurance Process 2018/2019

Data was gathered from 24 schools in the primary and post-primary sector. Each school was visited by the Droichead Quality Assurance (DQA) panel and a series of interviews was conducted during the visits. A report was drafted by Council staff and was agreed and finalised by the panel.

7. Teachers' Learning and Research

i. Teaching and Learning

Cosán - the National Framework for Teachers' Learning

The Teaching Council recognises the importance of ongoing CPD for all teachers as part of their life-long learning. Council believes that CPD should be both encouraged and incentivised and mandates the Cosán working group to produce proposals to bring to the Council as to how this can be done. In this regard, Council resolves that renewal of teachers' registration will not at this time be subject to engagement in CPD.

Cosán recognises that professional learning is 'part and parcel of a teacher's working life'. It is a flexible framework that fosters a culture of 'powerful professional learning' based on teachers' active engagement in their own learning, for their benefit and that of their students.

As part of the Cosán Development Process, workshops for teachers took place in 10 Education Centres throughout the country and Focus groups took place in the Teaching Council's offices in May 2019 with teachers who had attended the Cosán workshops.

Both events provided attendees with an opportunity to discuss and gather valuable feedback to sustain the Cosán Development Process.

In the second half of 2019, it was decided to prioritise school (rather than individual teacher) engagement with the Cosán Development Process, and meetings took place with Education Support Centres Ireland (ESCI) to plan and co-design a programme of workshops to support such engagement. The programme consisted of three workshops and a number of collaborative school-based tasks.

The Council provided a two-day professional development programme for 12 practising teachers to facilitate the workshop series. These Cosán workshops took place in Dublin West, Navan, Kilkenny, Limerick, Clare and Donegal Education Centres.

The Council engaged with a wide range of education stakeholders in relation to Cosán.

Bi-lateral engagement on Cosán took place with:

- ◇ Junior Cycle for Teachers (JCT)
- ◇ the Education Support Centres Ireland (ESCI)
- ◇ Education and Training Boards Ireland (ETBI)
- ◇ Post-Primary Languages Ireland (PPLI)
- ◇ Laois and Offaly Education and Training Board
- ◇ Solas, Further Education Support Service (FESS)
- ◇ The National Induction Programme for Teachers (NIPT)
- ◇ Gaisce
- ◇ The Centre for School Leadership (CSL)
- ◇ The National Forum for the Enhancement of Teaching and Learning.

The Council also presented on Cosán to:

- ◇ Higher Education Institutions (HEIs),
- ◇ Subject associations,
- ◇ The Professional Development Service for Teachers (PDST)
- ◇ The Irish Primary Principals' Network (IPPN)
- ◇ Education and Training Boards Ireland (ETBI)
- ◇ Principals and Deputy Principals,
- ◇ Quality and Qualifications Ireland (QQI).

ii. Research

Webinars

In keeping with Cosán, engagement with research webinars is recognised as offering a valuable professional learning opportunity.

Four research webinars were hosted during the reporting year. A number of these were hosted jointly with relevant partners such as the National Council for Curriculum and Assessment

(NCCA), Junior Cycle for Teachers (JCT) and the Professional Development Service for Teachers (PDST).

All webinars and recordings are available on the research pages of the Council's website.

John Coolahan Research Support Framework

The John Coolahan Research Support Framework aims to support teachers to adopt an innovative and evidence-informed approach to their professional practice.

Applications were invited for the 3rd round of the John Coolahan Research Support Framework in May 2019.

- ◇ 37 applications were received and considered by the appointed review panel.
- ◇ 24 projects were awarded funding, with more than €86,000 awarded in total across the projects.
- ◇ 16 researchers who were awarded funding under previous rounds of the John Coolahan Research Support Framework presented on their projects at FÉILTE's Research Meet in October 2019.
- ◇ 11 final reports were received from researchers who had received funding under previous rounds. These reports were published on the Teaching Council website.

Teachers' Research Exchange (T-REX)

T-REX (Teachers' Research Exchange) is an online platform to support engagement in and with research by teachers and other educational researchers. It offers support in accessing and sharing the latest insights from cutting-edge research. It also facilitates and supports conversations, collaborations and stronger connections between research, policy, practice and between schools and HEIs. The platform is funded jointly by the Teaching Council, the National Council for Curriculum and Assessment (NCCA), the Centre for Effective Services and the National Forum for the Enhancement of Teaching and Learning in Higher Education. As a co-funder, the Council is represented on the T-REX Steering Committee which met four times during the reporting year.

CROÍ Research

Seven research ezines were produced over the year covering:

- ◇ Student Engagement
- ◇ Reflective Teaching
- ◇ Childhood Bilingualism
- ◇ Inclusion for All

Another was a special edition ezine to mark World Book Day in which 20 eBooks from the Teaching Council's online library were reviewed by school leaders, practising teachers, policy makers and researchers.

Commissioned Research - DEEPEN (*Droichead: Exploring and Eliciting Perspectives Experiences and Narratives*).

This research has been commissioned by the Teaching Council and is being carried out by Marino Institute of Education and Trinity College.

It seeks to research teachers' experiences of the Droichead professional induction framework. It has a particular focus on small schools, Gaelscoileanna, DEIS (Delivering Equality of Opportunity in Schools) schools and special education settings.

A scoping exercise in relation to longitudinal research exploring the professional journeys of beginning teachers in Ireland has developed this year.

Research Engagement Group (REG)

The Research Engagement Group (REG) is comprised of registered teachers and others with experience of, and an interest in research in the areas of teaching, learning and/or assessment. During the year, members of the REG:

- ◇ Participated on the John Coolahan Research Support Framework review panel
- ◇ Summarised articles for inclusion in its research ezines
- ◇ Helped to shape the 2020/2021 CROÍ programme

Online Library

The Teaching Council provides all registered teachers with free access to an online library of journals and eBooks. To access the library, registered teachers log in to the library using their Teaching Council Registration Number.

8. Promoting Teaching as a Profession

The Teaching Council communicates with stakeholders to explain its role and responsibilities, to build understanding of what its work means, and to generate support for its efforts to regulate and promote the profession of teaching, in the public interest.

During the year, the Council:

- ◇ Hosted the 7th annual FÉILTE event in NUI Galway in October 2019 and its 8th annual FÉILTE event took place online due to Covid- '19 on Saturday 3rd October.
- ◇ Issued 28 ezines, including 2 video ezines, with an average open rate of 38%
- ◇ Had almost 2 million page views on its website from over 410,420 users, 23.6% of whom were new users.
- ◇ Increased its Twitter followers to a total of 30,600.
- ◇ Facebook followers increased by over 1,149 to 7,458.
- ◇ Attended numerous education conferences, seminars and meetings hosted by stakeholders.
- ◇ Met with final year teacher education students in 18 Higher Education Institutes (HEIs).

Media relations

As part of its strategy to promote the profession and increase understanding of the Council's work, the Council engages in proactive media outreach, as well as responding to queries from the media.

FÉILTE

- ◇ Féilte 2019 took place in NUI Galway on Friday, 27 and Saturday, 28 September. Theme: 'Education 360: Learning from Others'
- ◇ In 2020, the event took place on Saturday 3rd October, online due to Covid-'19. Theme: 'Collaborating to Connect'.
- ◇ Féilte 2021 also took place online, on Saturday 2nd October. Theme: Transforming Teaching in a Sustainable World.

All presentations from the events can be viewed on the Teaching Council website: <https://www.teachingcouncil.ie/en/feilte/feilte-2021/>

Féilte 2022, will take place on the 1st October 2022 in The Helix, Dublin and online. Theme: 'Respect, Remembering, Reflecting and Reimagining.'

Papers and Publications

In a further initiative to promote the profession of teaching, the Director of the Teaching Council regularly presents papers on issues related to the Council's work and engaged with a broad range of stakeholders, teachers, parents and the wider public.

BEACONS (Bringing Education Alive for our Communities on a National Scale)

BEACONS, seeks to build stronger school communities through more and better conversations between all involved in education.

- ◇ 5 events were held between May and November 2019 in:
 - Ennistymon, Co. Clare x 2
 - Baltinglass, Co. Wicklow
 - North-East Inner City of Dublin.
 - Ennis, Co. Clare
- ◇ The BEACONS event in Ennis was a themed event, focused on Inclusive Education.
- ◇ A sharing learning event was held in the Council offices where participants from the previous events came together with national stakeholder bodies to share their thoughts and their learning.
- ◇ BEACONS was awarded funding from the Public Service Innovation Fund in 2019.

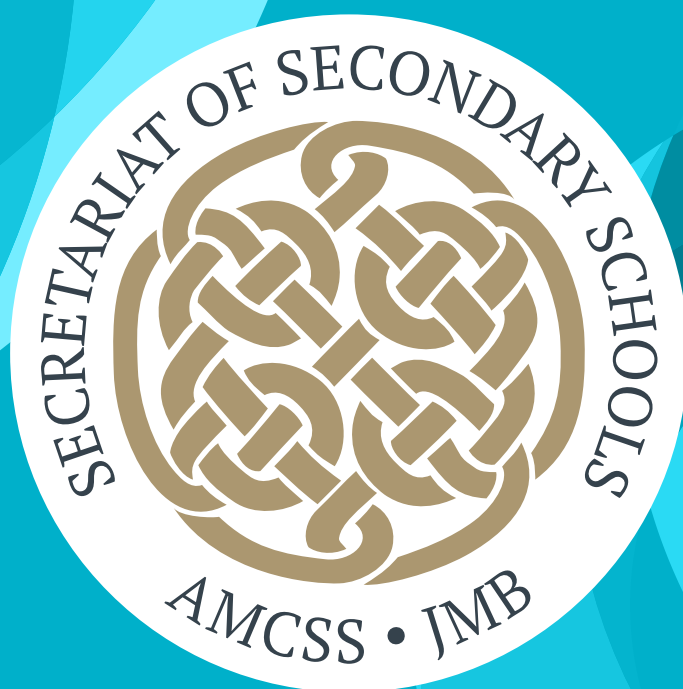
Catherine Moynihan

December 2021

Appendix 2

Secretariat of Secondary Schools - Strategic Development Plan

Strategic Development Plan 2022 – 2025



Contents

🔗 Section 1:	Foreword	02
🔗 Section 2:	About the Secretariat of Secondary Schools	03
🔗 2.1	History and Origins of the Secretariat	03
🔗 2.2	Secretariat of Secondary Schools Mission, Vision, and Values	05
🔗 2.3	Governance	06
🔗 2.4	Key Objectives	08
🔗 2.5	Strategic Context	09
🔗 Section 3:	Planning for 2022 – 2025	10
🔗 3.1	About this Plan	10
🔗 3.2	Strategic Goals	12
🔗 Section 4:	Achieving the Strategic Goals	13
🔗 Section 5:	Implementing, Monitoring, and Reporting	19
🔗 Appendix		20

Section 1: Foreword



On behalf of the Secretariat of Secondary Schools (SSS), I am delighted to present our strategic development plan 2022-2025.

The process of developing a new plan at the Secretariat has given rise to important conversations among our stakeholders. These have enabled us to determine our vision and strategic goals considering the challenges ahead and in light of the extraordinary challenges posed by a global pandemic. In setting out our strategic goals for the work of the Secretariat over the next three years we seek to energise our organisation around a shared set of values as well as to guide and prioritise decisions in the years leading up to 2025.

While the plan sets out our direction over the next three years, it should be understood as part of an overall trajectory, beginning in the origins of the Secretariat, building on the work of the staff and councils of the organisation since then, and the more recent work to revise the company's constitution and internal regulations. The plan is true to our essential character as an organisation, as we have refined our understanding of how we will most effectively achieve our vision.

The five strategic goals demonstrate our commitment to excellence through the core functions of a recognised school management body, our commitment to the value of denominational education, our commitment to promoting educational research in support of the development aims of the voluntary secondary sector, as well as our duty to engage stakeholders. Through this engagement and the development of strategic relationships with the partners in education we will articulate an identity consistent with our mission, vision, and values in order to facilitate the education community in understanding our goals and in recognising our achievements.

To achieve these goals, we need to ensure that the Secretariat is appropriately developed and resourced as an organisation, with the capacity and flexibility to meet unknown challenges which may lie ahead. The strategic context in which the Secretariat operates has been profoundly affected by a sustained period of austerity and underfunding of education followed by the extraordinary challenge of maintaining an education system during a global pandemic and a critical lack of teachers in most, if not all, subjects. In recognition of the as yet unknown challenges ahead, our response requires this to be a flexible strategy, a living document to be reviewed and updated as circumstances change.

This plan represents the efforts of all members of the organisation whose valuable input in the consultation phase gave those charged with its development much food for thought. I would like to thank everyone who took part in the consultation phase and in particular, the members of the strategy committee, the risk committee, and the board for their work in bringing this plan to fruition. I am confident that the extensive consultation process undertaken in the development of the plan, and the deep commitment it demonstrates to providing strategic leadership, service and support to schools will secure the support and advocacy of our staff, schools' boards of management, senior leadership and management teams, and our external partners.

Mrs Deirdre Matthews,
President AMCSS/JMB

Section 2: About the Secretariat of Secondary Schools

2.1 History and Origins of the Secretariat

Up to the 1960s, Catholic voluntary secondary schools were established and run by the bishops (Diocesan schools) and by religious orders of priests, brothers, and nuns. In addition, a small number of Catholic schools were owned and run by lay people.

The interests of Catholic school management were upheld by a number of organisations: the Catholic Headmasters Association (CHA) representing priests; the Conference of Convent Secondary Schools (CCSS) representing nuns; the Teaching Brothers Association (TBA) representing teaching brothers' institutes, and the Federation of Lay Catholic Secondary Schools (FCLS) representing the lay owners of schools. With the exception of FCLS, the organisations were subject to either episcopal or religious authorities.

There were two education commissions for Catholic schools: the Episcopal Commission for Education (Bishops) and the Education Commission of the Conference of Major Religious Superiors (CMRS).

In 1968, the Council of Management of Catholic Secondary Schools (CMCSS) was established by the Episcopal Conference and CMRS. CMCSS comprised representatives from CHA (2), CCSS (3), TBA (2), FCLS (1), Episcopal Commission (1) and CMRS (1).



[TABLE OF CONTENTS](#)

In 1964, religious and lay Catholic managerial groups and the Protestant groups came together informally as the Joint Managerial Body (JMB) to conduct negotiations with, and make representations to, the Department of Education and the ASTI. This cooperation was particularly important in presenting a united front to respond to industrial relations issues and the consequences of the introduction of free education in 1968.

The Secretariat of Secondary Schools (SSS) was incorporated as a company limited by guarantee in 1973 under the Companies Act 1963 to look after the interests of voluntary secondary schools. SSS provided a small administrative staff to support the work of the CMCSS and the JMB.

In 1987, CMCSS was restructured to take account of the declining numbers of religious in schools and the advent of boards of management. Part of this restructuring led to the establishment of the Association of Management of Catholic Secondary Schools (AMCSS) comprising ten geographic regions. The principal and chairperson of the board of management of each school in the region attended meetings of the region. Each region elected one principal and one chairperson to represent the region on CMCSS, giving twenty regional representatives. One representative from the Episcopal Commission and one representative from the Conference of Religious in Ireland, brought the total membership of CMCSS to twenty-two.

The CMCSS, together with three representatives of the ISA, came together in 1987 to form the Council of the JMB. Administrative and support services continued to be provided for both Catholic and Protestant secondary schools by the SSS General Secretary and the Secretariat.

In 2018, the Irish Episcopal Conference (IEC) and the Association of Leaders of Missionaries and Religious of Ireland (AMRI) approved a new structure for the management and trusteeship of post-primary Catholic schools. As part of this restructuring SSS drew up a revised constitution comprising a Memorandum of Association and Articles of Association. In conjunction with the constitution, Internal Regulations were drawn up and approved. These regulations replace the Manual on Procedures first drawn up in 1987 and revised in 1993 and 2000.

From small beginnings, SSS through its AMCSS and JMB divisions, has firmly established an excellent reputation as a recognised school management body and key stakeholder in the field of Irish education. Through cooperation with the Department of Education, the inspectorate and other education partners, SSS has contributed significantly to the improvement of teaching and learning and the educational experience of students.

2.2 Secretariat of Secondary Schools Mission, Vision, and Values

The Secretariat of Secondary Schools (SSS) is a company limited by guarantee. It is managed by its directors and governed by its constitution composed of a memorandum of association and articles of association.



Mission

The mission of the Secretariat of Secondary Schools is to promote and represent the interests of Catholic voluntary secondary schools and voluntary secondary schools under the aegis of the Irish Schoolheads' Association, and to carry out the role of a recognised school management organisation on behalf of all voluntary secondary schools.



Vision

The Secretariat of Secondary Schools is a professional school management organisation representing the interests of all voluntary secondary schools, promoting the advancement of education, providing support, training, and advisory services, and carrying out educational research and development.

SSS fulfils its mission and vision by

- Offering professional development, support, and advice to all voluntary secondary schools
- Negotiating with the Department of Education and education partners on behalf of all voluntary secondary schools
- Collaborating with relevant partners in education
- Undertaking quality research and development and the sharing of best practice



Values

The SSS vision is underpinned by values which seek to reflect a vision of life and a corresponding philosophy of education based on the Gospel of Jesus Christ. SSS promotes the value of denominational education in schools both with a Catholic ethos and those under the aegis of the Irish Schoolheads' Association. SSS engages with all stakeholders in a spirit of partnership and support, and offers a distinctive leadership based on our shared values.

[TABLE OF CONTENTS](#)

2.3 Governance

The objects and powers of SSS are laid out in its constitution in compliance with the Governance Code of the Charities Regulator.

In legal terms, the Catholic Education Partnership (CEP) is the sole member and owner of SSS and appoints its board of directors. The business of SSS is managed by the board of directors in accordance with the provisions of its constitution.

The board of directors of SSS comprises:

- › The president of the Council of the AMCSS, who is chairperson of the board
- › The deputy president of the Council of the AMCSS
- › The outgoing president of the Council of the AMCSS
- › The treasurer of the Council of the AMCSS
- › Two persons appointed by the ISA, who must be members of the Council of JMB
- › One person nominated by AMRI
- › One person nominated by the IEC
- › Two persons nominated by the Council of the AMCSS who are serving members of that council
- › Two persons nominated by APTCS who are serving directors of APTCS
- › Three persons nominated by the board of directors who have been recommended by the Nominations Committee having regard for the balance of skills and expertise required

At least three of the directors appointed will be serving school principals in voluntary secondary schools and at least two will be chairpersons of boards of management in voluntary secondary schools.

The SSS company is organised in two divisions, the AMCSS and the JMB. Each has a distinct role and function which are governed by the board of directors.

TABLE OF CONTENTS

The AMCSS promotes the interests and welfare of Catholic voluntary secondary schools in Ireland. The principal and chairperson of each Catholic voluntary secondary school in each AMCSS Region form the membership of each AMCSS Region.

Certain of the Company's activities are operated by its JMB division, including engaging in discussion and negotiation, and specific supports and services. The JMB Council is constituted as a committee of the Board of Directors and is comprised of all members of the Council of the AMCSS from time to time and three persons appointed by the Irish Schoolheads' Association.

The board has overall responsibility for SSS, its divisions, committees, the Financial Support Services Unit (FSSU), the Schools Procurement Unit (SPU) and all employees. The FSSU and SPU are hosted in the offices of SSS under mandate from the Department of Education, and it is recognised that the FSSU and SPU engage in planning processes in accordance with those mandates agreed between the Department and SSS.

SSS represents and provides services and advice to the boards of management and principals of voluntary secondary schools in areas such as school management, finance, procurement, governance, good practice, and compliance. These services and advice are delivered through its AMCSS and JMB divisions.

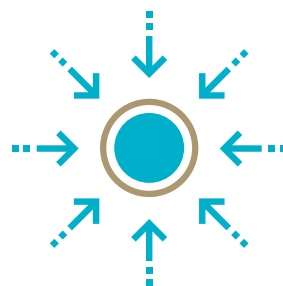
The company's activities at local level are organised by the AMCSS which operates on a regional basis comprising ten AMCSS regions. The principal and chairperson of each Catholic voluntary secondary school in each region form the membership of the region.



2.4 Key Objectives

Under its constitution as a company limited by guarantee, the SSS key objectives are:

- › Promoting the advancement of education in accordance with Catholic ethos in Catholic voluntary secondary schools
- › Promoting the advancement of education in accordance with the ethos of each of the Irish Schoolheads' Association schools in Ireland
- › Carrying out the role of a recognised school management organisation, recognised by the Minister for Education and Skills for the purposes of the Education Act 1998 [S.7.(4)(b)]
- › Providing an information, advice, and support service for all such schools, and, at the discretion of the Board of Directors, any other voluntary secondary schools, such as Gaelscoileanna and Educate Together schools, which may wish to avail of SSS services and advice in areas such as school management, finance, governance, good practice, and compliance
- › Promoting educational research and development
- › Working with APTCS and CEP to promote cooperation and cohesion between SSS and these bodies
- › Providing training and guidance to promote best practice in the provision of education
- › Working to influence education policy



2.5 Strategic Context

In the second decade of the current century, the Secretariat and its almost 400 schools operated in a period of financial austerity. Now, as the third decade emerges, we must meet the extraordinary challenges of a global pandemic.

The overarching aims of the Secretariat's work as set out in its objectives nonetheless remain constant.

The strategic context in which the Secretariat operates is shaped by a number of key factors:

- › The priorities of the school communities we serve
- › The challenges arising from the Covid19 pandemic in terms of its impacts on voluntary secondary school leaders and boards of management
- › The need to seize the opportunity provided by the Secretariat's new governance and regulatory structures to renew and invigorate the organisation at operational and regional levels
- › The imperative to enhance our effectiveness and align our business planning with the overarching aims of this strategic plan
- › Responding, through a continued and intensive focus on staff development and resourcing, to meet the needs of our schools
- › The recognition that contemporary societal and policy pressures on denominational education will place significant demands on our sector
- › Increasing resource implications and the need to achieve a sustainable future funding model
- › The need to enhance our level of ambition for research and innovation with the aim of establishing a stronger base for our negotiating, advocacy, and representational roles
- › The need to mitigate educational disadvantage and to support inclusion across our school network
- › The development of an executive structure enabling the key features of distributed leadership and community of practice
- › Awareness of the principles of sustainability as they apply to people and resources

Section 3: Planning for 2022 – 2025

3.1 About this Plan

The Board of the Secretariat, under S.11 of its Regulations, constituted a Strategy Committee, with a mandate to 'establish and carry out an effective strategic planning process'. This process was formally initiated in early 2021 with the operational support of a member of the executive.

The systematic process underpinning the development of the plan aimed at establishing an ambition for our organisation's future and determining how best to achieve it. Specifically, the strategic development planning process set out to:

- Agree actions that will contribute to the development of the Secretariat and its sub-divisions
- Align resources for optimal results
- Build a distinctive and purposeful identity
- Professionally develop and resource our staff
- Comply with our governance and other statutory requirements
- Underpin the development of an annual corporate plan which will help provide clarity of role expectation for each staff member and clearly chart the tasks and functions required to meet our strategic objectives

Another significant purpose of strategic planning has been to help us manage and reduce risk, and to:

- Analyse potential risks
- Manage uncertainty
- Implement risk control measures
- Consider how to minimise the impact of risks, should they occur

TABLE OF CONTENTS

The board's Risk Committee carries the function of assessing, reviewing, and reporting on risk. A detailed schedule of phases, actions, approvers, and timelines was drawn up and the following stages undertaken:

1	Defining mandates, roles, and responsibilities
2	Communication on the purpose of strategic development planning
3	Consultation with the strategy committee, the board and with staff
4	Consultation with schools, AMCSS Regions, the ISA, and with other stakeholder groups
5	Research
6	Analysis
7	Drafting
8	Final limited consultation
9	Final drafting
10	Approval by the board of directors

3.2 Strategic Goals

The five Strategic Goals identified by the Secretariat of Secondary Schools for the 2022 to 2025 planning timeframe are:

- 1 Promoting Denominational Education in Voluntary Secondary Schools**
To advance education in accordance with Catholic ethos and the ethos of schools within the Irish Schoolheads Association
- 2 Carrying out the Role of a Recognised School Management Body**
To negotiate on behalf of all schools in the voluntary secondary sector and to develop strategic relationships in influencing education policy
- 3 Providing Management, Compliance and Advisory Services**
To provide information, advice, support, professional development, and training to all our schools
- 4 Promoting Educational Research and Development**
To generate, use, and share knowledge and research in support of the educational development aims of the voluntary secondary sector
- 5 Organisational Effectiveness and Governance**
To develop the Secretariat's governance and organisation structures, processes, skills, and competences, and to communicate the work and achievements of the Secretariat

Section 4. Achieving the Strategic Goals

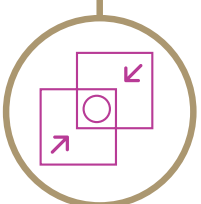
TABLE OF CONTENTS

Goal 1: Promoting Denominational Education in Voluntary Secondary Schools

To advance education in accordance with Catholic ethos and the ethos of schools within the Irish Schoolheads Association

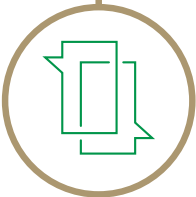
We will deliver on this goal through the following planned outcomes

Outcomes	Enabling Measures	Timeframe
1.1 Living-Out our Constitution The SSS aligns all its planning and activities to the principles set out in its Constitution and its operational framework as set out in its Internal Regulations	The SSS Constitution and Internal Regulations are made accessible, shared, and comprehended by all key stakeholders within the organisation	Ongoing
1.2 Advancing Catholic Education The SSS works cohesively with the APTCS and CEP in the advancement of Catholic education and the continuing development of excellence in schools with a Catholic ethos	The current Memorandum of Agreement between SSS, APTCS and CEP is implemented in light of the evolution of each company and the needs of schools with a Catholic ethos	Ongoing
1.3 Advancing ISA Schools The SSS works cohesively with the Irish Schoolheads Association in the advancement of school ethos and the continuing development of excellence in schools comprehended by the ISA	A structured communication plan is developed to provide regular contact between the leadership of ISA and the JMB	Ongoing Planning: Year 1
1.4 Development of the AMCSS Regional Structure AMCSS Regions are supported in their operation and development by the sharing of good practice	The SSS produces a development plan, supporting the good management, leadership, and operation of our AMCSS Regions	Ongoing Draft Plan: Year 1
1.5 Developing Prospective Faith School Leaders The SSS actively supports the professional and faith development of a cohort of prospective school leaders	The SSS collaborates with APTCS and CEP in the creation of a pool of advocates for Catholic education, and in the development of prospective leaders who have an ongoing commitment to denominational education	Ongoing



Goal 2: Carrying out the Role of a Recognised School Management Body

To negotiate on behalf of all schools in the voluntary secondary sector and to develop strategic relationships in influencing education policy



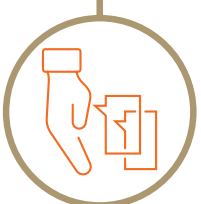
We will deliver on this goal through the following planned outcomes

Outcomes	Enabling Measures	Timeframe
2.1 Establishing Clarity of Role and Service Clarity is established and shared on the role of a management body, the service-level arrangements provided by the SSS, and its policy positions in key areas	A statement of the scope, roles, and responsibilities of SSS as an approved school management body, the SSS agreed service-level arrangements, and SSS key policy positions, is developed and communicated to stakeholders	Year 1
2.2 Advocating for All Voluntary Secondary Schools The SSS is active in its advocacy for all voluntary secondary schools, including promoting greater equity of funding for schools in the sector	The SSS commissions research on the funding of schools in the voluntary secondary sector, which carries sections devoted to fee-charging schools of all faith denominations, DEIS schools, new and developing schools, and schools serving the wide variety of communities across Ireland	Ongoing Research: Commissioned, Year 1 Completed, Year 2
2.3 A Dedicated Professional Development Remit The SSS works to support the professional development of school leaders, relevant school personnel, and Board of Management chairpersons and members	A mandate for the SSS in respect of relevant and appropriate professional development within the sector is established, resourced, and implemented, and opportunities for external collaboration are explored	Medium-term
2.4 Developing Purposeful Relationships Liaison and collaborative relationships with a range of organisations and government departments are improving the awareness of school management concerns in policy implementation	SSS has a clearly framed mandate based on its mission, vision, and values, and which underpins all its relationships with government and other stakeholders	Ongoing Mandate Development: Initiated in Year 1
2.5 Growing Relationships Internationally The SSS establishes formal and informal links with equivalent education bodies in UK and European jurisdictions	SSS identifies the potential for engagement with international bodies engaged in the promotion and support of education in second-level schools	Ongoing

TABLE OF CONTENTS

Goal 3: Providing Management, Compliance and Advisory Services

To provide information, advice, support, professional development, and training to all voluntary secondary schools

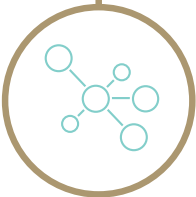


We will deliver on this goal through the following planned outcomes

	Outcomes	Enabling Measures	Timeframe
3.1	Providing a Comprehensive Range of Relevant Services SSS provides a comprehensive and high calibre range of information, advice, support, professional development, and training services to all voluntary secondary schools	SSS engages regularly with its schools to identify needs in relation to services currently provided for, (e.g., in legal/HR/IR, in building, in vetting support services and in schools' professional development requirements), and expands and enhances its services in response to such needs	Ongoing Consultation during Year 2
3.2	Aligning Human Resources to Service Plan The human resource capacity of the SSS is developed to meet the needs of our schools	The Board reviews staffing capacity, deployment, and internal operational structures to provide for alignment with the strategic objectives of the organisation over the term of this plan, and supports the development of a community of practice across its operations	Ongoing Review Initiated in Year 1
3.3	Further Developing an SSS Training Service SSS engages periodically with its schools to identify their training needs and appropriate professional development opportunities are developed and provided	The Secretariat consults annually with its schools to determine their current training requirements, to inform decisions around such provision, and to develop a calendar schedule of such professional development	Annually
3.4	Enhancing the SSS Management Advisory Service SSS regularly reviews and aligns its management advisory services to identified school priorities and to current and impending demands on school management	SSS engages periodically with its schools to identify expansion or enhancement needs in relation to advisory services currently provided for, and configures its human and other resources to provide for such requirements	Ongoing
3.5	Supporting the Agency of Volunteers SSS recognises, affirms, and supports the significant contribution of volunteer activity across both the organisation and within its schools	SSS comprehends the scope and scale of volunteer agency across the organisation, identifies and provides for support and development opportunities, particularly in relation to board of management chairpersons and region leadership teams	Initiated in Year 2
3.6	Monitoring of Service Recipient Satisfaction SSS periodically seeks feedback from schools on the suitability, efficiency, and effectiveness of its services, and responds appropriately and within its resources to such feedback	SSS periodically conducts research on school management satisfaction levels with its roles and services, and reports to the board of directors on the findings	Annually

Goal 4: Promoting Educational Research and Development

To generate, use and share knowledge and research in support of the educational development aims of the voluntary secondary sector

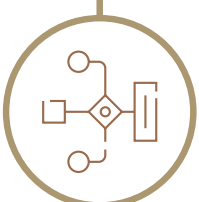


We will deliver on this goal through the following planned outcomes

Outcomes	Enabling Measures	Timeframe
4.1 Purposeful Research Activity The SSS carries out, commissions, and collaborates with other relevant bodies in the generation of, high quality research which supports the strategic aims of the organisation	Print and digital media are used to effectively disseminate SSS research findings, discussion papers, submissions etc.	As determined
4.2 Prioritising Principal and Deputy Principal Wellbeing The SSS researches the issue of school leaders' workload and wellbeing	SSS commissions, or carries out, high calibre research on the extent of workload pressures and their consequences on principals and deputy principals	Medium-term
4.3 Researching Faith Education and Policy The SSS carries out research on the value of Catholic education and assesses the impact of government policy on denominational education generally	The SSS commissions research on the value of faith schooling to contemporary Irish society and assesses how government policy supports or erodes such provision	Current and Ongoing
4.4 An Evidence Base for Funding Equalisation The SSS researches and reports on the inequitable state funding arrangements relating to schools in the voluntary secondary sector	SSS commissions high level research to provide evidence of the discrepancies in state funding of schools in our sector vis-à-vis schools in the ETB and C&C sectors	Short-term
4.5 Supporting Leader-Practitioner Research SSS encourages and supports the research activities of voluntary secondary principals and deputy principals, and works to disseminate relevant outcomes from such activity	SSS welcomes, affirms, and supports relevant research activity carried out by voluntary secondary school leaders and collaborates where feasible with such investigations and in the sharing of findings, recommendations, and pertinent publications	Ongoing

Goal 5: Organisational Effectiveness and Governance

To develop the Secretariat's governance and organisation structures and processes, and to communicate its work and achievements



We will deliver on this goal through the following planned outcomes

	Outcomes	Enabling Measures	Timeframe
5.1	Operational Structure Meets Service Function Internal operational structure is aligned with an efficient and effective service model and key strategic objectives	Engage in an internal review of the operational structure across the Secretariat's functioning, with a view to achieving greater cohesion and coherence of activity	Ongoing Initiated in Year 1
5.2	Providing for Effective Corporate Functioning Corporate and Human Resource services are fully provided for	Identify a set of functions to be assigned to a corporate services role, and introduce a performance management and development system	Initiated in Year 1
5.3	Monitoring our Governance The work and functioning of the organisation's governance structures are regularly evaluated	Compliance with CRA obligations as a registered charity, and other legislative requirements, will be monitored, and gaps or discrepancies identified for remediation	As determined
5.4	A Contemporary Communications Strategy Using an effective media strategy and process, key messages relating to the work of SSS are shared internally and externally	A Communications Strategy is developed with the aim of building communications awareness into all areas of the Secretariat's work	Ongoing Strategy Development in Year 2

Section 5: Implementing, Monitoring and Reporting

This strategic plan sets out the strategic goals, outcomes and enabling measures that will direct the work of the Secretariat of Secondary Schools over the period January 2022 to December 2025.

Ongoing progress will be monitored by the strategy and risk committees and reported through general updates to the board of directors and through published reports to annual conference.

The preparation and implementation of an annual corporate plan and the operation of a performance management and development system are central to guiding and monitoring progress at organisational and individual level.

Progress reports and presentations on the various areas of work will be presented to the board over the course of the strategy.

Appendix

Secretariat of Secondary Schools

General Secretaries

1972 – 1975 : Fr John Hughes SJ
1975 – 1977 : Unfilled
1977 – 1996 : Br Declan Duffy
1997 – 2005 : Mr George O'Callaghan
2006 – 2015 : Mr Ferdia Kelly
2016 – : Mr John Curtis

Presidents

1987 – 1990 : Br Adrian McGrath
1990 – 1997 : Mr Liam Murphy
1997 – 2000 : Sr Marie Celine Clegg
2000 – 2003 : Mgr Jim Cassin
2003 – 2006 : Mr Paul Meany
2006 – 2012 : Mr Noel Merrick
2012 – 2018 : Fr Paul Connell
2018 – : Mrs Deirdre Matthews



Education Report

Education Report

AMCSS/JMB 35th Annual Conference 2022

Introduction

This AMCSS/JMB Annual Education Report tracks the key high-level goals of the Department of Education's Statement of Strategy 2021 – 2023 and points to the Secretariat's ongoing educational, research, and development activities on behalf of our members.

The three overarching goals are:

GOAL 1

Support the provision of high-quality education and improve the learning experience to meet the needs of all students in schools and early years settings

GOAL 2

Ensure equity of opportunity in education and that all students are supported to fulfil their potential

GOAL 3

Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector

GOAL 1

Support the provision of high-quality education and improve the learning experience to meet the needs of all students in schools and early years settings

Re-energising Curricular Reform

From the Statement of Strategy: We will strengthen the learning experience through curriculum and assessment development, including early years curricular provision, embedding the new primary curriculum and the Junior Cycle and advancing reform of the Senior Cycle

1. Junior Cycle

The decision to reduce the requirement for Classroom-Based Assessments from two to one and abandon the Assessment Tasks in respect of two successive year groups was a welcome adaptation of the Framework in terms of responsiveness to the Covid crisis, but points to an urgent need to revitalise the reforms at school and system levels.

JMB has been actively engaging with the University of Limerick's research mandate from NCCA to establish a systematic review of the implementation and impact of junior cycle reforms across all stakeholders and sectors. It is expected that the learnings from such an independent study will generate significant opportunities for ongoing policy in the area of curriculum and assessment and JMB hopes the Minister and partners will engage positively with all recommendations as they emerge. In particular, the timing of this research will allow for some much-needed insight into the effect of the changes to assessment and reporting since the initial school closures, as well as adding to our learning base in relation to remote teaching and learning at lower secondary level.

Meanwhile, several outstanding policy-level issues remain to be addressed by the Department. The first relates to the inadequacy

of the replacement hours to be provided for the 22 hours per year, pro-rata, professional time for teachers. It is incomprehensible that the Department is providing fewer than the number of hours lost to allow for this. The missing hours must come from somewhere – reducing curricular options, enlarging class size, cutting special needs time – the Department's assertion that 'the quantum of hours provided to replace TPT was never intended to fully compensate for those lost' is not only meaningless but it also betrays a set of values we have never associated with the Department or its officials. It is time to remediate this injustice once and for all and to fully compensate school communities for the loss of hours they must allocate under the junior cycle agreements.

In an equally serious development, successive junior cycle circulars cite the Department-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 and 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, some are being advised to take the clause above at face value and to seek 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.

Even during the pandemic crisis, this matter has been reiterated as ‘not having gone away’. 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.

2. Renewal of Senior Cycle

JMB is conscious that the NCCA’s Senior Cycle Review Advisory Report, recently published by

the Minister, represents a significant milestone in the journey towards an eventual Framework for Senior Cycle. The next phases will also involve significant consultation, but it is expected that the school site will once again emerge as a rich source of feedback as this major national project develops. Once again, voluntary secondary schools will be happy to participate in such development work and will have the support of JMB in any such undertakings. We believe that the perspective of voluntary secondary schools is of particular value in this discourse as the faith-centred characteristic spirit of these communities, affirmed in constitution, legislation and regulation, provides a rich tradition rooted in the fully human spirit, mind and body. Each voluntary secondary school, though part of a cohesive state provision and centred on the common good, nonetheless brings with it a sense of its own autonomy as an educational enterprise. The principle of subsidiarity from which our legislative and moral authority derives allows a certain degree of freedom in terms of contextualisation, and affirms our schools’ significant rights and responsibilities in terms of the provision of locally relevant, engaging, holistic, pastorally aware, and high-quality student-centred schooling.

Whether the next steps involve a steady-state approach, with incrementalism leading to enhanced versions of what we currently have (TY, LCE, LCA, LCVP) or a more fundamental reform aligning with the voices expressed in the consultation phases, we will inevitably return to the question of resources.

In reflecting on a senior cycle reform agenda, our school leaders paid explicit attention to the logistics of change, the CPD required, the operability or otherwise of implementation demands. Their key considerations included:

- Clarity and cohesion of policy – not developed ‘on the hoof’ as occurred with junior cycle

- Leadership for learning prioritised – liberating the principal and senior management team to develop the core function of the school
- Fit-for-purpose DP, AP, and administrative support for a contemporary, high-demand and high-functioning educational enterprise
- PTR reduced to expand the curriculum and reduce overcrowded classes of young adults. This is the key lever for sustainable change at senior cycle, as no number of creative programmes or pathways can continue to be provided on a shoestring
- An expanded and professionally developed guidance and counselling service must be provided
- Any emerging CPD programme must not disrupt and erode the life of the schools – the system must be courageous around deploying school closure for this vital national enterprise
- Develop multi-disciplinary teams and approaches in support of students with SEN, as most have complex needs which cannot be met by low-cost single-approach methods
- Junior Cycle reform almost completely failed to engage parents – this cannot be allowed to happen for senior cycle
- The physical environment of the school is not aligned with contemporary needs and a programme of adaptation, refurbishment and additionality will be required to create learning spaces which align with an integrated, holistic, high-wellbeing approach to upper secondary education
- Voluntary secondary schools spend inordinate amounts of time fundraising. Our schools should be resourced equitably – the current situation is discriminatory
- Digital technologies will inevitably be

embedded in new programmes (as is the case, for example, with LC PE), thus infrastructural and CPD bottlenecks must be removed in advance of any new developments at senior cycle

- Boards of management will require extensive CPD if they are to be answerable in terms of their statutory leadership for learning role
- Provide the principal with the authority to make locally contextualised decisions around their school's senior cycle programme, deployment of adequate resources and some degree of liberation from the top-down, externally mandated curricular tramlines we have been shaped into for generations

JMB now looks forward to engaging with NCCA and the other stakeholders involved in this important phase of the initiative and will ensure our members continue to have the school management voice heard while continuing to contribute to the national discourse around the emerging Senior Cycle renewal process.

Activities:

- Regular and frequent meetings with the DE Curriculum and Assessment Policy Unit
- Active participation in the Management Bodies' Junior Cycle Forum
- Submissions and meeting contributions on issues of key importance to implementation
- NCCA liaison at the highest levels – Council, Board for Junior Cycle, Board for Senior Cycle, Subject Development Groups, and consultation events
- Meetings with JCT on roll-out of CPD
- Policy-practice dialogue via the JMB National Curriculum Advisory Group

Technologies

From the Statement of Strategy: We will develop and support the education workforce to strengthen their teaching, leadership, and student support capability, through Continuing Professional Development and by building on the experience gained during Covid-19 to deliver a deliberate and considered increase in the use of Information and Communications Technology (ICT) in teaching, learning and assessment.

Investment: The legacy of historic underinvestment has led to continued significant inequity in the digital capacity of different schools. Such inequities have not been remediated by the annualised funding over the term of the outgoing strategy. In particular, system-level bottlenecks emerged during the school closures that require to be seen by government as national priorities and not drawing on the dedicated funding assigned to the strategy for schools. The three infrastructure priorities are:

- a) Immediate roll-out of 200mb broadband to every school
- b) All connections to be via fibre, and removal of inadequate and unreliable satellite or other wave-based services
- c) Once and for all elimination of socially inequitable digital poverty – an appropriate device for every child as a national project

Devices for All: One of the legacies of the pandemic was to leave our teachers operating didactically at the top of the classroom. In a classroom where every student has a tablet computer, however, there is no ‘top of the room’. Everyone becomes a researcher, teacher/sharer, and a learner. It is therefore imperative that tablet computers or equivalent devices become normed in Irish schools. Most of the early-adopters’ teething problems have now been resolved. Even a matching-funding initiative on the part of government would enable students from all SES backgrounds to access e-learning and will re-energise the Junior Cycle Framework,

while building foundations for a subsequent Senior Cycle Framework.

In many respects, the pandemic and its school closures have highlighted how education inequity profoundly affects those in society who have the least. For example, in the USA it has been noted that –

‘The pandemic has highlighted disparities in access to digital devices and the internet. When schools were closed, 15 percent of U.S. households and 35 percent of low-income households with school-age children did not have a high-speed internet connection at home. In early April, nearly 2/3 of leaders in high-poverty districts reported that a lack of basic technology was a ‘major’ problem’. (Darling Hammond 2020)¹

Time: Schools are very time-poor in terms of sharing teacher craft-knowledge. The hours provided by the Croke Park Agreement have now virtually disappeared in terms of their CPD availability. The Department should trust their school leaders and give them the authority to schedule authentic learning experiences for their staff.

Good Practice: PDST Technology in Education could consider providing a new series of seminars for school leaders, initially to share ideas on ICT integration and reflect on the learnings from the school closures. Everyone has limited experience and ideas. The key to new

¹ <https://learningpolicyinstitute.org/blog/covid-new-deal-education-top-10-state-policy-moves> cited in Harris and Jones (2020)

ideas, reducing implementation anxieties and unlocking potential, is social. Set up occasions whereby principals can learn from specialists and particularly from other principals and have their questions answered.

Pedagogy: We must retain a relentless focus on what happens in the classroom. Feedback from our principals has indicated that a range of factors require to be in place simultaneously for ICT integration to succeed:

- A nationally established Virtual Desktop Infrastructure (VDI) that can be easily adapted and administered by each school
- Learning platforms are now obligatory for schools. They must have what they need to operate: quality infrastructure with minimum high-speed 200mb fibre-based connectivity for every school
- Clear understanding by teachers of the role of ICT and the need to change from an instructional approach to a co-constructivist approach in the ICT environment
- PDST-led initiatives to develop exemplars in schools and build on the very good work being done in some schools
- Accredited courses for teachers, supported by the Department, with an emphasis on pedagogy
- A buy-in from all stakeholders, management, teachers, the Department, parents, and students. There needs to be an impetus for every school to continuously move towards more ICT integration along with a corresponding budget and CPD for teachers
- A dedicated, regular budget, maintenance, and upgrade schedule

JMB is concerned at the low level of recognition given by the Department to technical support. While developments in remote repair and other possibilities are growing, schools cannot afford

to embed technologies while sustaining service interruptions due to a lack of resources for technical supports, and the new strategy must address this.

Equally, students experiencing SES disadvantage, and their schools were stressed to breaking point during the school closures and it is time that the barriers to access and participation for such young people and their educators were finally eliminated.

A digital strategy for schools is not an end in itself. At the heart of the educative enterprise lies the quality of engaged learning that takes place within the classroom – everything else is tangential. We have been focused for too long on hardware, software, networks etc. Serious teachers will always maintain a focus on pedagogy. Our investment should concentrate there, with the technologies trustworthy and well-maintained. This new Digital Strategy must future-proof technological investment in DEIS schools and not leave students' life-chances to the lottery of their school's or their family's financial capacity.

Activities:

- Close liaison with PDST Technology in Education on a range of developments
- Participation on consultation structures relating to the development of a new National Digital Strategy for Schools
- Policy-practice dialogue via the JMB National ICT Advisory Group
- Meetings with key IT providers to schools
- Engagement with SEC on technological developments
- Data protection updates relating to IT in schools
- Consultations on curricular developments in digital studies and applications

Guidance & Counselling Services

From the Statement of Strategy: We will support the mental health and wellbeing of students through implementation of the *Wellbeing Policy Statement and Framework for Practice* and ensuring that wellbeing supports recognise the impact of Covid-19 on students. We will also develop a strategy to enhance learning opportunities for exceptionally able students.

JMB urges the Department to provide at least a restoration of guidance and counselling provision in our schools to pre-financial crash cutback levels. Whilst 600 posts have been reinstated to schools, this does not represent a restoration, as the school student population continues to grow significantly at post-primary level, leaving guidance counsellors, who are already overstretched, working with fewer contact hours and a larger student population.

The Institute of Guidance Counsellors (2019) reports that a majority of their members support students with mental health issues (e.g., anxiety, self-harm, suicide ideation) on either a daily (64%) or weekly (32%) basis. The increase in mental health issues in our young population is now well established. The issue of waiting times for mental health services is significant and nearly two thirds of guidance counsellors report challenges related to ‘holding’ students for prolonged periods due to referral difficulties. Long waiting times to access appropriate mental health supports such as CAMHS can be deeply distressing for students and guidance counsellors are often left supporting these vulnerable young students. Ireland also has the fourth highest incidence of teenage suicide in the 37 study countries of the EU/OECD region (UNICEF 2017)².

Within the Action Plan for Education 2019, the Department committed to ‘enhance’ guidance counselling in second-level schools and we had expected that this would have informed Budget

2021. Indecon (2019)³ also identified that ‘there is no additional or separate guidance support for children with special education needs and there is currently no policy to support an alternative or separate guidance provision for children with special education needs in mainstream post-primary’.

At this point, JMB is now demanding a meaningful increase in provision for guidance and counselling in the face of a generation of students with unprecedented needs in terms of trauma recovery, metacognitive skills loss, career plan damage and a raft of other crises, attributable in part to the Covid pandemic but which must continue to be mediated by their school.

What has emerged in the tentative restoration approaches undertaken thus far is a re-modelling of provision which does not restrict the allocation of the full quantum of guidance hours to a single person. Management bodies have supported this flexibility and, by and large, its evolution has been effective in creating a school-wide appreciation of, and provision for, these core activities.

In demanding an increase in provision, JMB is cognisant of the difficulties of recruiting fully qualified and experienced guidance and counselling personnel. The model of deployment currently in place, however, facilitates a realignment of role and responsibility on a school-wide basis to ensure that each student receives the restorative care, whether personal, psychological, pedagogical, or career-related,

² UNICEF (2017) *Annual Report 2017*, available: https://www.unicef.org/publications/index_102899.html

³ Indecon (2019) *Indecon Review of Career Guidance*, available: <https://www.education.ie/en/Publications/EducationReports/indecon-review-of-career-guidance.pdf>

that they deserve. However, we cannot carry out this critical task on behalf of society on a shoestring. The money spent on such an early, school-level intervention will pay itself back to the exchequer in many multiples over the next five to ten years when it will become the responsibility of our clinics, hospitals, social workers, psychiatric services, employers and, indeed, prisons which will have to bear the burden.

Meanwhile, the adverse treatment of fee-charging schools in terms of their reduced guidance and counselling allocation (based, as it is on a higher PTR), should be discontinued. The immediate and long-term effects of the pandemic on young people knows no borders, territorial or social.

In terms of supply challenges, we urge the Department to support the training of new guidance counsellors, particularly in light of (a) the cost to individual teachers (b) release for training, now more frequently only offered in school time, and (c) time for shadowing. We need a structure mirroring that provided for special education teachers, and which increases post-graduate opportunities to specialise in this much needed field. Meanwhile, we request a review of current guidance counsellor qualifications recognition policy, and whether

there is scope for broadening/expediting this, given the ongoing recruitment crisis. We also believe there exists scope for including qualified guidance counsellors in the list of professions maintained to issue Irish work visas to professionals from non-EEA countries.

Activities

- Meetings with both the IGC and NCGE on current developments, policy and best practice
- Advocating for enhanced G&C allocation to schools
- Liaising with the Department and the Inspectorate on teacher supply concerns in relation to the recruitment of guidance counsellors
- Consulting with NCGE on confidentiality and consent policy relating to guidance and counselling provision in schools
- Continued development of supports and advice for schools on whole-school guidance provision
- Responding to school queries on guidance and counselling provision

Relationships & Sexuality Education

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 patrons, parents and policymakers in the development of high-

quality programmes of relationships and sexuality education (RSE) congruent with the ethos of the school and setting out to inculcate the values, understandings and actions of the generation of young people in their care.

JMB is encouraged by the scope of the current RSE review being undertaken by the NCCA which includes:

- 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 are the continuing professional development opportunities which are currently provided by the Department and other bodies to RSE teachers?

As a matter of priority, and in advance of the emergence of a new set of curriculum specifications for RSE, which could take some time, the Department 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. There exists a 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.

Transgender Students

There is an urgent need for a targeted, evidence-based programme to support young transgender 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 transgender 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 Department to positively consider a forthcoming service-delivery proposal from TENI which has the wholehearted support of the management bodies and teacher unions.

Activities

- Close involvement with NCCA on their review of RSE and SPHE across all sectors
- Close liaison with Churches and Trusts regarding RSE and school ethos
- Establishment of a Transgender Education Advisory Group with TENI
- Continuing endorsement and support of 'Stand-Up' week in schools
- Membership of an education advisory panel with BelongTo
- Responding to school issues relating to RSE, ethos and LGBTI

GOAL 2

Ensure equity of opportunity in education and that all students are supported to fulfil their potential

Voluntary Secondary Schools in the DEIS Programme

From the Statement of Strategy: We will address the retention and achievement gap between Delivering Equality of Opportunity in Schools (DEIS) and non-DEIS schools through the DEIS programme.

The lengths to which DEIS school leaders and their communities went to maintain student engagement and inclusivity during the pandemic emergency may perhaps never be known. DEIS principals, most without a second deputy and some with just fractions, had to implement every single element of distance teaching and learning provision, school administration, junior cycle reporting, calculated/accredited grades administration and all that every school leader had to perform, but also to:

- Completely redesign, administer and arrange for the provision of school meals for hundreds of families across their communities
- Operate remote pedagogy across a school population with little or no appropriate digital infrastructure
- Find ways to support their students with special educational needs – typically well over 50% of their enrolment
- Mitigate the worst effects of lockdown on young people at risk of neglect and/or abuse
- Try to re-establish contact with students who completely disengaged from all school provision
- Provide for book rental scheme operations during a lockdown
- Plan for a Summer Programme to re-engage such ‘lost’ students in advance of re-opening, and this after the school had closed and there was no staff support available

Of all the stress-points JMB experienced during the school closures, it was across our 50 DEIS principals and their deputies that the most worrying levels of anxiety and distress were evidenced. It is finally time for this inhuman imposition of un-resourced responsibility to change.

The impact of policy and initiative overload on DEIS schools is but one factor. What is far more concerning is the effect of higher levels of student behavioural challenges due to emotional, social, and cognitive-capacity issues which erode the time and energies of the DEIS school leader, particularly in our underfunded and understaffed voluntary secondary schools.

As an immediate action, JMB is calling on the Department to allocate a full deputy principal in DEIS schools of up to 400 students. JMB urges the Minister to implement this equity measure immediately and to broaden its scope to include all schools with fractions of deputy principal positions thereafter.

Activities

- Continued development of the JMB National DEIS Advisory Group
- Engagement with key policymakers including TUSLA, DE Social Inclusion Unit, NCSE etc.
- Consultation on a process to identify new DEIS schools
- Advocacy for enhancement of middle and senior management resources in DEIS schools

- Annual JMB DEIS seminars with presentations on policy, practice, and programmes
- Research on key support needs of DEIS schools to inform submissions
- Sharing of good practice on social inclusion initiatives amongst JMB schools

Special Educational Needs

From the Statement of Strategy: We will support the participation and progression of students with special educational needs through the delivery of integrated resources, in particular by advancing towards the roll-out of the School Inclusion Model and a new Special Needs Assistants (SNA) allocation model.

We will also increase the development of special class places for students with additional needs in new and existing mainstream schools, as well as continued support for the development of special schools as a vital part of our education system through effective forecasting of future need and equipping schools to better support students with special educational needs.

While it is clear that both State and schools remained highly concerned about the fate of students with special educational needs during the school closures, there has been clear evidence of a loss of engagement, skills, learning and human connection that will require to be treated with the urgency it deserves, now that schools are continuing on their reopening journeys. In addition to the enhanced guidance and counselling provision identified earlier, every school will require a pro-rata increase in its special education teacher (SET) allocation for at least the next two years. We still have not restored the quantum of hours to schools that were lost due to the cutbacks in 2010, and nor have we made any distinct provision for an expanded range of SEN coordination responsibilities, which will inevitably inflate as this traumatised and disconnected cohort of students continue to re-engage with school life.

As a matter of urgency, the government must increase the SET allocation to all schools by at least 30% and, once and for all, make distinct provision for SEN Coordination. JMB has repeatedly asserted the need for a dedicated post of SEN Coordinator (SENCO) in every

school. Principals' feedback has emphatically asserted 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. There is no clarity or advice on the proportion of hours which should be dedicated for SENCO activities
4. SENCOs continually express their sense of being overwhelmed by the demands of the role
5. Principals report being unable to keep a SENCO in the role for any extended length of time, due to the role expansion, administration overload and lack of time
6. Schools are given no time for duties in their posts of responsibility
7. Principals agree that SENCO time should be given as a flexible but adequate quantum of hours each year

The current practice of taking resource hours away from students for in-school coordination

is flawed, insufficient and widely seen as unethical. JMB has been demanding that the Department provides for SENCO functions as a post of responsibility, with time for duties or as a separate, pro-rata allocation of hours to each school.

The commitment to ‘make further progress towards a needs-based, responsive set of State supports for students with special educational needs’ is welcome. The first phase of this new full-service support model based on the NCSE policy advice of 2017, *‘Delivering for Students with Additional Care Needs: The Right Support at the Right Time in Schools’*, was postponed at the beginning of the first lockdown. As the then proposal was to implement solely the profile model of SNA allocation to schools without proper trialling, JMB welcomed the pause. The capacity of school management to both identify additional, often complex, care needs and make resource allocation decisions (a) is already exceeded in terms of an oppressive workload, (b) has never been fully resourced or supported in terms of training and external advice, and, (c) leaves principals exposed to immediate and post hoc challenges relating to their deployment decisions and their consequences. Indeed, schools with significant SNA allocations will need a dedicated person to manage this resource. The administration alone virtually constitutes a senior management role in itself, and the current proposals presume that the principal will undertake everything from recruitment, to identification and re-identification of ever-changing care-needs to deployment, to HR and IR operations, to training and CPD, to conflict resolution, to professional accountability etc. etc. It is the position of JMB that the proposed implementation of this model of SNA allocation and deployment be paused until the professional development needs of school leaders, SENCOs, SETs and SNAs have been met; sufficient

coordination and administration capacity has been provided to operate the model effectively; the industrial relations parameters relating to current SNA terms and conditions have been fully resolved, and the voices of families have been heard and comprehended, particularly in relation to the devaluing of clinical judgements and their consequences.

Meanwhile, the recognition of the need for timely and consistent access to occupational, speech and language and behavioural therapeutic services represents both an opportunity and a challenge for the Department. It is the view of JMB that the Minister should consider the establishment of a nationwide team of therapists fully within the Department of Education and not outsourced from other Departments such as Health or Children, Equality, Disability, Integration and Youth. Education requires to be ring-fenced from both capital and current expenditure overruns in other Departments as this full-service model will require (a) to be developed as a long-term, indeed permanent, model of addressing additional care needs and (b) will demand education-specific professional expertise from its growing team of therapists and psychologists.

Activities

- Ongoing communication with NCSE and the Department across the three PP sectors, via the Management Representative Group
- Engagement between our JMB National SEN Advisory Group and a range of policymakers
- Close involvement and advocacy on policy relating to a new SNA allocation model
- Liaison with SEC on developments relating to RACE supports

GOAL 3

Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector

School Leadership

From the Statement of Strategy: We will support school communities through and post Covid-19 to enable continuity of education and assessment, and to help alleviate the impact of Covid-19 especially for those students at risk of educational disadvantage.

‘For school leaders working in these demanding and chaotic circumstances, the pressure is relentless, the options are limited, the sleepless nights are frequent. Meanwhile, they are caught in the unfavourable position of being the pinch-point in the system. They are reliant on guidance about COVID-19 responses, processes, procedures, and protocols from above. These can change, almost overnight, depending on how the virus develops. Simultaneously, school leaders are dealing with fluid and changing staffing situations meaning they are having to do much more with less. The social distancing of staff and students means extra work and extra pressure on those staff who can return to work. Every expectation either from above or below asks more of school leaders professionally and personally. This is a perfect storm with imperfect leadership responses, and no one can predict what might be the best solutions, the best actions, the side effects of any actions taken in this crisis. School leaders are walking a tightrope without a safety net. There are no precedents and no guides to leading schools in a pandemic.’⁴

Since March 2020, as the literature base is now confirming, our voluntary secondary principals have consistently put their own wellbeing on the line and consequently transformed what could

have been a catastrophic fracturing of their school communities into creative, life-affirming, at times dispersed families of adults and young people caring for and about each other.

What is less certain, however, is that our principals are well supported and resourced to carry out their legislatively determined roles. JMB acknowledges and welcomes the provision of additional deputy principals in larger schools in recent times, which represents a cost-effective model of enhancing the leadership base in our schools. We have relied on a single person at the neck of a responsibility hourglass for far too long. Schools need a unitary apex leader, but to exercise the type of transformational leadership demanded of them, fit-for-purpose second and third tiers are essential. JMB is in no doubt but that many of our principals have been running on empty. Witness the term ‘*the school will ...*’ repeated time and again in each and every policy document issued by the Department during this crisis. For ‘*the school will ...*’ or ‘*schools will ...*’, read ‘*the principal will ...*’. Meanwhile, the teaching and learning mission of the school, and its associated administrative workloads, continue apace.

In light of these demands, long-standing and new, it is essential that the Department commits to the elimination of the practice of allocating a fraction of a deputy principal to any school, regardless of enrolment. Incredibly, schools with enrolments near 400 students do not have a full deputy

⁴ Alma Harris & Michelle Jones (2020) COVID 19 – school leadership in disruptive times, *School Leadership & Management*, 40:4, 243-247,

principal post. In schools with a fraction of a deputy post, savings could be made by prioritising such senior leadership roles over other elements of a school's allocation and we are happy to explore this possibility further, but we strongly urge the Department to begin with a commitment to end this unacceptable model of allocation.

The Government, on behalf of the people, continues to face many choices. One of these, if their rhetoric that schools '*will play a key role in our recovery after Covid-19*' is to be believed, must be to enable their school leaders to lead and manage sustainably. In simple terms, the additional staffing resources provided as a result of the pandemic will be required in every school for the foreseeable future.

Boarding schools may require an additional range of specific supports in terms of accommodation configuration, social distancing and Covid-related health and safety provision.

JMB has very much welcomed the decision by the Inspectorate to reduce its programme of in-school evaluations since 2020. In line with such a reasoned approach, and also the government's commitment 'that schools be given the time to implement required changes', JMB strongly recommends that the Department allows at least

two academic years to lapse before initiating any further policy agendas impacting on the workload of principals.

Activities

- Advocacy for a policy-pause across the range of demand areas impacting on schools
- Continuing communication with the Department and others on the workload of principals in contemporary voluntary secondary schools
- Roll-out of peer support ('Balint') groups across the network of voluntary secondary school principals
- Provision of a weekly programme of Mindfulness training for school leaders
- Ongoing advice and support for middle-management systems in schools
- Engagement with JCT relating to leadership-for-learning amongst principals
- Engagement with CSL on the benefits of prioritising deputy principal allocations to post-primary schools
- Leadership training and development opportunities (e.g. newly appointed principals and BOMs)

The Pupil-Teacher Ratio

From the Statement of Strategy: A key priority will be to reduce pupil teacher ratios and to increase capitation grants so that every school has the staff and resources they need to deliver for all of their students. School leaders and staff must be able to benefit from regular and fit-for-purpose Continuing Professional Development (CPD), and we will seek to increase access to support services for schools from the National Council for Special Education and the National Educational Psychological Service.

If the pandemic-related school closures have proved anything, it is the centrality of the teacher-student relationship that makes all the difference in the enterprise of the school. Even the most engaged, resourced and supported student

cannot form an educative relationship with a screen.

Successive Ministers appear to have forgotten the impact on schools and students of our seriously eroded staffing schedules. Ireland

already has a higher ratio of students to teaching staff at secondary level than the European average, higher compulsory instruction time per student per year as well as a significantly higher number of hours teaching time per year per teacher. Ireland nonetheless has one of the highest secondary school completion rates in the world at 89%, while the average school completion rate for OECD countries is 83%.

It should not be forgotten that the increase of the PTR to 19:1 coupled with the reduction in guidance counselling, EAL and Traveller support hours from schools (an effective PTR increase), have had a very severe impact on the educational experience being offered in schools. The perception that increasing the PTR in any school by a point means an additional student in a classroom is completely wrong – it means subject and specialist teachers are lost to the school.

Education for Enterprise

While everyone has to make a living, it is a serious mistake to view the educational enterprise as a vehicle for the production of entrepreneurs, artists, scientists, technologists or any other profile the state currently views as a contemporary priority. These priorities change all the time. The mission at the heart of education must be to create lovers of learning – lifelong, multifaceted, agile, and life-enhancing. The curriculum must therefore be relevant, coherent, engaging, and professionally mediated by enthusiastic teachers. We identify some characteristics of such provision as:

- Coherent and with clear continuity between its various phases
- A preparation for the challenges of life
- A preparation for further and higher education
- A preparation for the world of work
- A preparation for citizenship

The Programme for Government indicates that the State will ‘seek to make further progress in reducing pupil teacher ratios in primary schools’. While such investment at primary level is long overdue, the stark absence of any reference to equivalent treatment at post-primary level is hugely concerning.

Meanwhile, the Irish State recognises and supports the right of parents to send their children to the school of their choice [Education Act 1998 Section 6 (e)]. The fee-charging school Pupil-Teacher Ratio has been increased three times in recent years. Fee-charging schools are a long-standing and successful example of Public-Private Partnership and are a net contributor to the economy. There is no such thing as ‘free’ education – either the State pays, or parents pay. Schools in the fee-charging sector, where parents pay much more, save the State money.

- Authentically holistic, which includes an awareness, understanding and experience of the sacred in human experience

Individuals and society benefit from the provision of a broadly-based, yet rigorous, education and the current curriculum provides scope for the majority of students to engage in areas of core learning and subjects of their choosing as well as achieving to academically challenging standards generally aligning with their capacity. In terms of improvement, JMB identifies the following as priorities:

- Curriculum specifications should be updated and revised regularly in light of developments in subject areas
- The Leaving Certificate Applied Programme as a whole is due for revision, not simply its modules on a piecemeal basis
- RSE should be better supported and

integrated into a revised and updated Senior Cycle SPHE framework

- The backwash on senior cycle from third-level entry demands is no longer appropriate or acceptable. At the very least, work on broadening entry routes to higher education should be recommenced, as this development appears to have stalled
- The Senior Cycle review is providing evidence of a need for re-imagined purposes and reconfigured pathways to accommodate the needs of diverse students with multiple life possibilities. JMB sees the review outcomes as demanding evolution, rather than revolution, at upper secondary level, which is not to argue for conservatism but for a level of responsible and courageous innovation

Civic discourse on education and schooling is, at times, limited, reactive and often focused on peripheral developments. Small-scale add-ons or short-lived adjustments to the current 'factory model' of schooling in Ireland are just tinkering.

Adult & Further Education

JMB and ACCS FE-providing schools have been working closely together to establish sound working relationships with DE, FESS, SOLAS and QQI and, in a major step forward, JMB and ACCS have set up a Further Education Support Unit to carry out the following functions:

- Establish arrangements with FE-providing 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
- Provide a communication channel facilitating

What is really needed is a national conversation on post-primary education in general. This will need to propose courageous steps to address the mismatch between the knowledge, skills, aptitudes, and attitudes young people need to live a rich and full adult life in the 21st century and the educational structures which are currently in place to prepare them. This process could begin and be underpinned by a permanent Forum on Second-Level Education.

Activities

- High level collaboration with NCCA on the Senior Cycle review: Council, Board for Senior Cycle, consultation events
- Major JMB submission on Senior Cycle, developed collaboratively with members
- Supporting developments at LCVF to reduce, or eliminate, the ring-fencing of Vocational Subject Group (VSG) requirements
- Working with SOLAS to reframe vocation-related pathways in schools

the exchange of information between our schools, ETBs, ETBI, SOLAS, QQI and other relevant stakeholders

- Support JMB and ACCS FE-providing 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 JMB/ACCS schools
- Collaborate to develop and share FET mechanisms to support and encourage cohesive, integrated local planning and delivery

JMB is anxious about the Department's proposed changes to the funding model of further education in mixed-provision settings such as our schools. We insist that JMB and our colleagues at ACCS be afforded the recognition our providers deserve at policy level and that we be included in all decisions impacting on such provision within our schools.

Activities

- Establishment of a joint JMB-ACCS Further Education Support Unit
- Meetings with QQI to explore pathways for school-based providers in meeting compliance demands and costs
- Continuing engagement with SOLAS on developing both FE and adult education in our sector
- Developing relationships with a range of ETBs and with ETBI to achieve maximum coherence and avoid work duplication in areas such as programme development and external authentication

Other Developments

Submissions 2021-22

1. JMB Submission to the Department of Education on the Review of the School Transport Scheme 2022
2. JMB Submission to the Joint Oireachtas Committee on Education, Further and Higher Education, Research, Innovation and Science, on Pre-Legislative Scrutiny on the Education (Admissions to School) Bill 2020
3. JMB Submission to the Joint Oireachtas Committee on Education, Further and Higher Education, Research, Innovation and Science, on Pre-Legislative Scrutiny on the Education (Admissions to School) Bill 2020
4. JMB Submission to the Joint Committee on Education, Further and Higher Education, Research, Innovation and Science, on the topic 'School Bullying and The Impact on Mental Health'
5. JMB Submission to the Joint Oireachtas Committee on Education, Further and Higher Education, Research, Innovation and Science, on the topic 'Reform of Senior Cycle'
6. JMB Submission on Relationships and Sexuality Education to the NCCA
7. JMB Submission to the Joint Oireachtas Committee on the Review of Senior Cycle
8. JMB Pre-Budget Submission 2022
9. JMB Submission to the Inspectorate on Evaluation of Remote Teaching and Learning (ERTAL)
10. JMB Submission on a New Digital Strategy for Schools 2021
11. JMB Submission to Data Protection Commission on Children's Data Fundamentals
12. JMB Submission on Bullying and Mental Health to the Joint Committee on Education
13. JMB Submission on the Draft Framework for a new Primary Curriculum
14. JMB Submission - Covid-19 / Coronavirus & Reopening Schools
15. JMB Submission Example of a risk assessment exercise for schools planning opening

16. JMB Submission Example of operational issues for schools opening
17. JMB Submission on the Safe Re-opening of Schools
18. JMB Submissions Health and Safety Considerations
19. JMB Submission to NCCA on the Review of Senior Cycle
20. JMB Submission on Textbook Rental and Educational Technologies
21. JMB Submission on the Draft Guidelines on the Use of Reduced Timetables in Schools
22. JMB Submission on Harmful Online Content
23. JMB Submission to the NCSE Consultation on Special Schools and Classes
24. JMB Submission on Supporting the DEIS Programme in Voluntary Secondary Schools
25. JMB Submission to NCSE on a Customer Charter and Customer Service Action Plan
26. JMB Submission to DE on a New Statement of Strategy
27. JMB Submission on the School Building Programme and Related Matters

Date for your Diary!

This year, our JMB Education Conference is themed:

Digital Technologies in Education: Policy - Practice - Possibilities

and will take place on
Wednesday 5th October 2022
at the Croke Park Conference Centre.

We look forward to seeing you there!

Michael Redmond

Catherine Moynihan

JMB Research & Development Unit



HR/IR & Legal Services Report

HR/IR & Legal Services Report

AMCSS/JMB 35th Annual Conference 2022

The HR/IR and Legal Services Unit provides support to school management on a wide range of employment matters concerning teachers, SNAs and ancillary staff. Although much of the business of the unit is conducted by phone and email, we also use remote meetings with school management when dealing with some of the more complex matters that present in our schools.

Activities 2020/2021

The impact of Covid-19 continued to be felt across our schools, presenting significant challenges for principals and school management in relation to staffing, managing absences due to Covid-19 and health and safety issues. In addition to dealing with many issues that were directly linked to Covid-19, school management had to deal with all the usual day-to-day issues that arise.

Responding to queries

Over the course of the 2020/21 school year, we dealt with many queries in the following areas:

- Covid-19 employee-related queries concerning Department-paid and privately paid employees
- Referrals of employees for occupational health assessments
- Applications for early retirement on grounds of ill health and critical illness applications
- Recruitment of staff, including advertising, drafting and reviewing contracts of employment for teachers, SNAs and ancillary staff
- Negotiation of changes in terms and conditions of employment of ancillary staff
- Termination of employment by agreement and on grounds of redundancy, incapacity and misconduct
- CID entitlements of teachers and assisting school management in the adjudication process, including drafting submissions and attending at hearings
- Probation and performance management
- Managing interpersonal difficulties with employees
- Complaints of bullying and harassment
- Requests to work beyond the age of retirement
- Workplace grievances and complaints from teachers, SNAs and ancillary staff

Liaising with other organisations

Secretaries' pay claim

We continued to attend the Workplace Relations Commission in relation to FÓRSA's pay claim on behalf of school secretaries. On 24th February 2022, the Department of Education put a proposed package of measures to FÓRSA. The main elements of the package included the proposed introduction of an incremental salary scale aligned with the Clerical Officer Grade III pay scale and the introduction of standardised terms and conditions in respect of annual leave, maternity benefit and sick pay. Additional increments will be provided to secretaries in such cases in order to cover the amounts that would have been claimed during the lay-off period.

The date of implementation will be 1st September 2021. Secretaries will have the option of retaining their existing terms and conditions or being assimilated to the new scale. The agreement includes a commitment by the Department of Education to move the payment of secretaries to a centralised payroll. The Department of Education will oversee the assimilation process, which will be a complex and time-consuming task in view of the varying terms and conditions of secretaries across all schools.

SNA HR/IR Forum

We attended at quarterly meetings of the SNA HR/IR Forum with members of the Department of Education, representatives from FÓRSA and representatives from the other management bodies.

Teaching Conciliation Council Sub-Committees

We attended at meetings of the TCC Payroll Subcommittee, the TCC Incremental Credit Group and the Incremental Credit Appeals Committee.

Workplace Relations Commission

We advised school management in relation to employment claims before the WRC and attended at mediation, conciliation and adjudication hearings.

Training

In view of Covid-19, we were unable to deliver training in person during the year. The following webinars were recorded and are available on the website with additional resources: Fixed-term Contracts and CIDs, Contracts of Employment for Non-teaching Staff and Dignity in the Workplace.


Changes to the Unit

Bernadette Kinsella, Assistant General Secretary, retired in December 2021, having given many years of service to JMB. Throughout her time with JMB, Bernadette provided a high level of support to principals and chairpersons of boards of management, focusing on practical and effective solutions to problems. I am sure that I speak for all in extending good wishes to Bernadette on her retirement. In January 2022, I took up the position of Assistant General Secretary, School Management Advisory. In keeping with the Strategic Plan, the Human Resources and Industrial Relations Unit will be brought within the School Management Advisory section.

Christine West

Assistant General Secretary, School Management Advisory

April 2022



School Management Advisory Report



School Management Advisory Report

AMCSS/JMB 35th Annual Conference 2022

The Team

The Management Advisory Team 2021/22 comprises Director, Gerry McCaul and School Management Advisors Siobhán Corry and Bríd de Brún.

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
- 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 DE e.g., child protection

COVID 19 Emergency Measures

The summer term of 2020/21 concluded with extensive engagement from the school management advisory unit with schools in implementing accredited grades for Leaving Certificate students and a resumption of written examinations for some students.

In September 2021 we returned to school for the new year not expecting to be ruled by COVID- 19 considerations for the third successive school year. Throughout this last academic year, the dedication of principals in keeping schools open and ensuring that teaching and learning continued in as near normal circumstances as possible was nothing short of remarkable given the variants of the virus that impacted on staff and students. Principals worked tirelessly with their teams under very difficult circumstances for the benefit of the students whose education had been greatly interrupted by the pandemic.

The advisory team was fully occupied with advising schools on the reopening and the many issues arising, including return to work protocols, the safety plan, ventilation, CO2 monitors, air filtration, resistance to mask wearing and measures concerning staff at risk of infection, to name but a few. Throughout this academic year, student and staff absences have presented schools with very great challenges, which have impacted on teaching and learning. Often schools found it impossible to source qualified substitute teachers and teachers to deliver the class hours allocation. The decisions by the Department in relation to the availability and easement of the '5 Day Rule' for trainee teachers went some way to alleviating these difficulties. We have endeavoured to support school management through representation and by providing briefings and seminars, together with support materials hosted on the JMB website.

While engagement with these activities has been very demanding timewise, we have always tried 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 Posts

The School Management Advisory team devoted a lot of time to providing guidance to schools as they engaged in a significant number of interviews and appointments. Our experience has been that it is very important that interview panels appointed by boards of management are comprised of interviewers who have attended JMB training and are fully conversant with circular 0003/2018. In this way, the possibility of procedural errors in the interview process is minimised.

Twelve appeals have been lodged in this school year to date, with five appeals being upheld. The number of appeals upheld in this year alone is more than the total number over the previous three school years. One of the cases upheld was for a breach of the advertising rules and the other was because the criteria for appointment were varied from that laid down in the circular. An appeal involves a considerable amount of time and expense, so school management is encouraged to contact us in advance if there are any uncertainties about the appointment procedures.

In Bulletin 69 we outlined actions that can be taken to address these appeal outcomes. We are asking school management:

1. To ensure that the full list of identified leadership and management needs and priorities, as determined by the review process, is posted on the staff notice board(s) and updated, as necessary. (Paragraph 4.4)

2. To ensure that a list of the post holders, the level of their post and a summary of their roles and responsibilities is posted on the staff notice board(s). This list must be updated as new post holders are appointed and when roles and responsibilities of any postholder are changed. (Paragraph 6.6)
3. If there is no appeal or if an appeal is not upheld, staff should be informed immediately of the identity of the appointed candidate(s).
4. Ensure that these mandatory lists are maintained **permanently** on the staff notice board(s). Removal from the noticeboard(s) without management permission is not a defence in the case of an appeal. Keep a record of when the lists have been posted up and check that they are always on the noticeboard(s), especially at the time of advertising a vacancy.
5. When initiating the process for a new post appointment, use the checklists on the JMB website. **Joint Managerial Body > Members Area > School Leadership & Management > Middle Leadership & Management (jmb.ie)**

Principal and Deputy Principal Appointments

Revised Circular 62/2021 sets out an appeal system for permanent principal and deputy principal appointments. There are six appeal grounds and an increased role for the chairperson/secretary of the board of management in the appointment process.

Since its publication we have highlighted in bulletins 36 and 40 how the circular will impact on the appointment process for permanent posts. In addition, we have engaged in briefing seminars with the patrons of our schools through the good offices of APTCS and Dr Eils Humphries.

Allocation of Teaching Posts

The issuing of the allocation schedules to schools was expected before the Easter break but they did not issue until Holy Week, which is a regrettable delay. The ending of the Covid-19 temporary teacher allocation is a major disappointment and will cause severe difficulties to schools as they seek to timetable for the coming year. JMB had consistently and vigorously campaigned for its retention.

To ensure that all schools have the very latest information and to explain the intricacies of the allocations, information sessions are scheduled for Wednesday 27 April in Hotel Europe and in the Athlone Springs Hotel on 3 May. We are very grateful to Gabriel Martin, Assistant Principal Officer in the Teacher Allocations Section, Athlone, for his very worthwhile engagement with principals and school representatives at the sessions and for the guidance and assistance to schools always. We would also like to acknowledge the support of all the team in the Allocations Section who, despite the constraints of COVID, were always willing to engage with us and with principals who had queries. We take this opportunity to send get well greetings to Geraldine Kennedy whose advice and support we missed greatly during this school year.

Student numbers at second level continue to grow and will peak at over 400,000 by 2024. Many schools, particularly those newly established, are experiencing rapid growth in student 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 student numbers.

In addition, we continue to campaign for full deputy principal posts in smaller schools and for additional deputy posts in larger schools.

We await the outcome of the CSL study on the impact on teaching and learning in schools with more than one deputy principal. We confidently expect the findings to support the case for additional deputy posts.

Redeployment

Since 2011 over 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 current year. Redeployment has delivered a very significant financial saving of more than €36m euro to the exchequer.

It is anticipated that the number of teachers compulsorily redeployed in the current year will be about 12, comprehending the surplus teacher scheme and Ward redeployments.

The pilot Voluntary Redeployment Scheme 2022 is available to permanent/CID teachers who are employed in a post-primary school:

- in counties Clare, Cork and Mayo and who wish to be considered for redeployment to a school in any location.
- outside of Dublin and who wish to be considered for redeployment to a school in Dublin.

Redeployment Statistics 2021

	Primary	Secondary	C&C	ETB	Total
Review		1			1
Surplus Voluntary		4			4
Surplus Compulsory	1	3			4
Ward Voluntary		2			2
Ward Compulsory		3	2		5
Pilot accepted		12	4	2	18
Total Redeployed	1	25	6	2	34

From	To Secondary	To C&C	To ETB	Total
Primary			1	1
Secondary	14	6	5	25
C&C	2	1	3	6
ETB	1		1	2
Total	17	7	10	34

PILOT Scheme 2021	Accepted	Not accepted	No offer	Total
To Dublin	4	6	2	12
Wicklow	2	3	22	27
Galway	10	1	44	55
Roscommon	2	1	11	14
Total	18	11	79	108

School Management Advisory Report

Child Protection

Following the closure of schools in March 2020, the Department advised schools that the requirement to provide a Child Protection Oversight Report (CPOR) would not apply to board meetings held remotely. This was because it was not possible in the context of such meetings to meet the requirement to provide the board with the specified documentation in the secure and confidential manner required by the procedures.

With the relaxation of emergency measures, schools have returned to in-person board of management meetings. The Child Protection Oversight Report should be presented for review at each of these meetings, together with supporting documentation. The CPOR and the documentation must be treated in the strictest confidence. Board members shall be cognisant that they are to be reviewed solely for the purposes of oversight of the reporting requirements set out in these procedures. Under no circumstances shall the board members enter into any discussion or investigation in relation to the identity of the children or other parties in question or in relation to the substance or credibility or otherwise of the concern or report in question when undertaking this oversight role. The purpose of this review is solely to review whether, based on the information available to the DLP and any Tusla advice available, the relevant reporting requirements were followed.

Education Law Day

The ninth Essential Education Law Day, presented by Mason Hayes and Curran, took the form of a half day webinar format this year, on December 6. We had a very full interactive morning. The feedback was extremely positive, and the participants took away many nuggets of practical advice. Our thanks go to Ian O'Herlihy, Liam Riordan, Catherine Kelly, Paul Rochford, Edel Kennedy and David Ruddy for once again sharing their expertise with us. We plan to hold a similar day in early December 2022 so watch the events calendar!

Principal & Deputy Principal Professional Development

The school management advisory team played a significant role in training for new principals and deputy principals. Once again, the training for newly appointed principals and deputies in June took place on Zoom. We were delighted to hold the second day of training for new principals in-person in November, but due to Covid cases rising the remaining training sessions reverted to Zoom. 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. However, we all missed the person-to-person interaction that normally takes place, with participants usually making connections and friendships which will support them in the years ahead. A reception for principals appointed in 2020 and 2021 year will be held before the first session of Annual Conference in Killarney and we look forward to a resumption of face-to-face training in June 2022.

Board of Management Training

This training took place remotely in November 2021. These training sessions were delivered by the school management advisory team to more than 350 participants.

Building Positive Working Relationships Seminars

The need to effectively deal with conflict as an individual and within a team is a critical skill for every principal. To support principals, a series of three online seminars were presented by Mary Rafferty. The sessions focused on building confidence by improving personal skills needed for difficult conversations and when addressing difficulties in working relationships among colleagues. Participants were provided with strategies and tips that will enhance the skills of fostering positive and collaborative working relationships in leadership teams and the whole school community.

Assistant General Secretary

The team welcomes the appointment of Christine West as Assistant General Secretary with overall responsibility for the School Management Advisory Service. Thankfully, to facilitate the transition, our outgoing Director, Gerry McCaul is still with us and we continue to avail of his enormous experience, wise counsel, and invaluable expertise in so many areas.

Ready to help and advise.

In conclusion may I stress that the School Management Advisory Team is there to help and advise school management. No matter how small the query may be, please do lift the phone or send us an email. You are not 'bothering us', we welcome and enjoy engaging with you.

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

April 2022



Financial Services Support Unit (FSSU) Report

Financial Services Support Unit (FSSU) Report

AMCSS/JMB 35th Annual Conference 2022

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 reach 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:

- Public Holidays 2022
- VAT Compensation Scheme 2022
- VSS School Grants 2022/2023
- Covid-19 Funding for Term 2 2021/2022
- Exceptional Minor Works Grant Funding
- Additional Superannuation Contribution (ASC)
- Charities Regulator Requirements for Schools
- Selection Committee Member Payments-VSS
- Travel and Subsistence Expenses – VSS
- Government Budget Summary 2022
- VSS School Grants 2021/2022
- Supervision & Substitution Scheme 21/22
- Repeat of Leaving Cert Course Fees
- Covid-19 Funding for Term 1 2021/2022
- Annual VAT RTD 2021
- External Accountants Guideline 2021
- Financial Year-End 2020/2021
- Important Dates for 2021/2022
- Update to FSSU Chart of Accounts 2021
- Return of Unspent Covid-19 Funding

1.2 A Financial Update and School Budget 2022/2023 webinar was held in February 2022 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. These templates are consistently revised to enhance effectiveness.

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 financial obligations of the board to the Central Statistics Office and the requirements of the Charities Regulator.

4. Carrying out such audits as may be required

A number of requests have been received from the DE 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

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

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

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

- A.** Financial Internal Controls Review
- B.** Telephone and online support from the unit 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
March 2022



Schools Procurement Unit (SPU) Report



Schools Procurement Unit (SPU) Report

AMCSS/JMB 35th Annual Conference 2022

Annual Report on operational activities in 2021

Introduction

2021 presented operational, logistical, technological and personnel demands for the SPU team, and it is a tribute to the commitment and endeavours of the individual SPU team members that the year-on-year progress across all areas of activity, as reported annually, has been continued again in 2021. For this I wish to acknowledge the considerable effort of the team and thank them for these increases in service delivery to our client schools.

Background Summary

The Schools Procurement Unit delivers a free a professional advice and practical support service to almost 3800 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. The stated ambition is to change the behaviour at school level from sourcing to ordering their requirements. What remains clear is that a considerable 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 timescales 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 not resident within the school itself.

To help schools make the 'self-procure' processes easier to conduct, a significant amount of the SPU's operational time is invested in providing practical support to schools in supporting the drafting of heavily detailed procurement documents and in providing guidance on how schools navigate their tender evaluation and contract award processes in a legally compliant manner. Minimum expenditure thresholds apply across several of the OGP frameworks, and this also remains a barrier to schools in gaining access to using them. In essence, it means that schools, because of low relative demand, cannot avail of the goods and services across a range of frameworks.

SPU 2021 Statistics

Table 1 - All recorded SPU activities

SPU all Activities	Q1	Q2	Q3	Q4	2021 Total
SPU Internal/External/Tasks	143	249	226	305	923
Incoming Calls	118	100	61	51	330
Outgoing Calls	105	75	62	57	299
Other Incoming & Outgoing Calls	15	7	7	8	37
Incoming Emails	3,350	1,645	1,271	1,815	8,081
Outgoing Emails	3,423	1,657	1,237	1,806	8,123
Bulk Emails/Newsletter/Survey/Electricity & Gas	863	4,164	154	3,985	9,166
Twitter	3,492	1,650	766	5,638	11,546
SPU website	9,559	12,315	8,575	11,163	41,612
Total SPU Website Analytics 2020 per Quarter	21,068	21,862	12,359	24,828	80,117

Stats highlighted in yellow recorded in the CRM

Highlights:

- 26,959 activities are recorded in the Customer Relationship Management System (CRM).
- Across 192 different categories

Table 2 - Summary of Top 8 Activities by (combined) Category

Categorisation of Activity	No of Activities
Advice & Clarification Procurement Guide, Draft, Registration +	4792
Utilities Electricity/Natural Gas/Bulk Fuels	2909
eTenders/DE/OGP/EPS/Education Centres	1938
General Correspondence	1345
ICT (All sub-categories)	1839
T4/Post Primary Subjects	543
Catering Concession/School Meals/School Lunch	487
Furniture (All sub-categories)	433
Miscellaneous Others	3507
Total	17793

Schools Procurement Unit (SPU) Report

Tables 1 & 2 demonstrate strong ongoing interest in the core services that SPU provides, and highlights categories of procurement projects which have been particularly active within schools in 2021

- ICT – Hardware/Consumables/Professional Services
- Equipping of new rooms/labs or the replacement of equipment for the T4 Technology Subjects
- Catering Concession/School Meals/School Lunches
- Furniture – Classroom and Loose Furniture

Table 3 - Request for Tenders(€25k) / Request for Quotations (<€25k) in 2021

Category	No. of RFT's for 2021	Category	No. RFQ's for 2021
		Art & Craft	7
		Astro-turf	1
		Athletics	1
Audit	1		
Catering	18		
Cleaning	12		
		Counselling Service	1
		Dust Extraction	1
Furniture	21	Furniture	21
		Gymnastics	1
Home Economics	1	Home Economics	9
ICT IFP	9	ICT IFP	10
		ICT Wifi	6
		ICT Support & Maintenance	1
		MPS	2
		Music	3
		Notice boards	1
		Painting	2
PE	3	PE	4
		Phone	6
		Research	1
Science	9	Science	3
		Stationery	1
T4 - Applied Technology	15		
T4 - Construction	22		
		T4 - DCG	1
T4 - Engineering	9		
		Graphic Design	16
		Laser Cutter	1
	120		100

Commentary

Table 3 above represents SPU core business activities, projects which have already had considerable consultation input from SPU personnel, from the provision of document templates, advice provision, document review and assistance with tenders to providing guidance with the evaluation process. Many of these projects, depending on contract value and category of procurement activity have a high level of complexity which necessitates commensurate high levels of SPU resource commitment. Even after SPU involvement, the progress path is not always smooth, with some schools pausing projects and others disengaging entirely for whatever reasons. The majority, however, reflected in the totals above, result in good procurement outcomes. The total figure of 220 projects is a 175% increase on the 2020 figure, reflecting SPU's busiest year yet.

Conclusion

In spite of the continuing Covid restrictions, remote working and resourcing challenges, 2021 has proven to be another highly effective year for the SPU. With metrics up across all areas of business and support activities, the SPU continues to grow its client support base, becoming of greater relevance to schools. These successes could not be achieved without the dedication of the SPU Team and I take this opportunity once again to thank them for their outstanding efforts.

With the SPU now into its 8th year of operation, and with ongoing resource challenges to be met, a fundamental review of the function and role of the SPU is now underway. The ambition must remain for the Unit to be properly constituted to best serve its schools and the Education Centre clients into the future.

Ronan Farrell

Director

Schools Procurement Unit

April 2022



Data Protection Report

Data Protection Report

AMCSS/JMB 35th Annual Conference 2022

JMB support to schools is provided through the services of a Data Protection Advisor. Advice on data protection issues is primarily accessible through telephone and email. In addition JMB issues policy templates and bulletins to schools.

Issues arising

A wide range of data protection queries have been referred to JMB by schools over the past year. The management of Data Subjects Access Requests (DSARs) and the reporting of personal data breaches are probably the most frequent reasons for schools to contact JMB. However this year has also seen a significant number of referrals arising from the misuse of social media. Other referral issues include:

- CCTV (Access, Sharing, Policy)
- Appropriate retention periods and erasure of personal data
- Use of school Management Information Systems (MIS)
- Sharing data with Parents' and Past Pupils' Associations
- Rights of students at various ages (including 18+)
- Dealing with data sharing requests from law enforcement bodies
- Data sharing with other controllers (other schools, colleges, DES, etc)
- Data export outside the EEA
- Third Party Contracts
- Guidance on processing of Special Category Data (counselling, health data, SEN etc)
- Processing of personal data for school events (school reunions etc)
- Technical and Organisational Measures for data security

Data Protection Training

The JMB's Data Protection Advisor is available to deliver GDPR training to schools. This training most frequently takes the form of a one hour presentation highlighting data protection issues that are relevant to the staff body as a whole, emphasizing particularly the principles of data security, data retention and data minimisation, as well as how to recognise and deal with Data Subject Access Requests and Personal Data Breaches. Other training provided on request to schools during the past year has addressed the specific GDPR needs of particular school groups such as Boards of Management, school administration staff, senior management teams, supervising staff in Boarding schools, etc.

Other engagements

JMB continues to engage with other stakeholders where it believes that this will be of benefit to member schools. For example, JMB's communication of the high level of concerns, contributed to the provision of a channel for relaying school take-down requests to social media companies and the expedited removal of online content. Separately, a JMB submission to the Data Protection Commission has called for implementation of a statutory Code of Conduct or Code of Practice to govern the processing of children's data by technology companies.

Cyril Drury

JMB Data Protection Advisor

April 2022



School Buildings Projects Advisory Report

School Building Projects Advisory Report

AMCSS/JMB 35th Annual Conference 2022

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.

A great number of schools have accessed the service over the past eight years, many of them on multiple occasions.

Due to Covid restrictions, visits to schools continued to be curtailed during 2022 but online meetings became much more common.

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 identify the physical needs of the school, often in the context of a review of its curricular provision.

2. Assisting with and reviewing applications for:

- Emergency Works
- Additional Accommodation
- Summer Works

3. The appointment of Design Teams and the negotiation of Service Level Agreements

- Tendering – including advertising on e-Tenders
- Assessment of tenders
- Formal appointment of consultants
- During the past year, JMB, at the request of the Department of Education, has been actively assisting the boards of management of over 20 secondary schools and 25 primary schools with the appointment of full design teams for Additional Accommodation projects valued at between €1m and €10m. This assistance to schools now forms a significant part of the service's work.

- In 2021 JMB was centrally involved with the appointment of a full design team for two major capital projects. In both cases, JMB has agreed a Service Level Agreement with the Department of Education and is acting as Project Executive for both projects. The Service Level Agreement has been drawn up following extensive consultation between the Department and JMB and with legal advice. It is hoped that this SLA will become a standard SLA for projects in all our secondary schools.
- In addition, JMB continues to assist many schools that have been approved for additional accommodation or 'small works' of values less than €1 million.
- Since 2018/2019, JMB has supported over 150 schools with the appointment of Design Teams.

4. Summer Works Scheme 2019 - 2020

A new multi-annual Summer Works Scheme was announced in March 2019. Applications for this scheme closed in June 2019 and the first set of projects were approved in December 2019. A second set of projects for the refurbishment of toilets was announced in December 2020 and a further set of 93 projects was announced in January 2022. Window replacement projects and roof repairs were the main categories covered in this round.

5. Emergency Works Scheme

The Emergency Works Scheme continues to deal with emergency situations in schools. The scheme also caters for the needs of students and staff with physical disabilities.

6. PE Halls

Two years ago, JMB welcomed 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-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, to the great disappointment of many of our school communities.

7. Collaboration with the Building Unit & expansion of the service

- During 2021, the Department of Education agreed to fund an expansion of the School Building Projects Service and agreed to support JMB in the recruitment of two School Building Officers. A recruitment process has concluded and Mr Tom Shannon and Mr Michael Cregan will join the service in April 2022.
- Meetings with senior officials continued during the year
- Ongoing representations also continued to be made to the Building Unit on behalf of schools.

8. Finally

It has been a pleasure to assist so many of our schools over the past year. The commitment and dedication of school management to modernise their school buildings for the benefit of their students and staff is to be highly commended. I also wish to acknowledge the continued support of the General Secretary, the JMB Council, the Board of the Secretariat and the staff of Emmet House for the service.

Noel Merrick,
April 2022



Vetting Report

Vetting Report

AMCSS/JMB 35th Annual Conference 2022

Vetting of non-teaching staff

2021 saw a big increase in the number of vetting applications submitted by schools to JMB. This is largely due to the return of transition year and LCA work experience programmes, which had effectively ceased while schools struggled with the Covid pandemic. In a further sign of a return to near normal in schools, there were applications from a number of schools which were reviving school exchanges.

There continued to be a significant number of application forms which had to be returned unprocessed to have errors corrected. This year many of these were as a result of the requirement that roles for which vetting was requested had to be much more detailed. No longer was it possible to submit applications for unspecified work experience, for example. It is necessary to specify where the student will be working and what work is entailed. Other errors are applications from under 18s who do not supply a parent's or guardian's email address or which are 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 result in applications expiring after 30 days, in which cases applicants have to start the process afresh, with significant resultant delays. 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.

Identification documentation

The National Vetting Bureau requires that schools continue to obtain proofs of identification sufficient to satisfy the 100 point system from all vetting applicants, other than students currently enrolled in the school, and are required to retain the identification documents for as long as the vetting subject remains in the school. (See below for more details).

Webinar

The JMB website has a webinar which provides detailed advice to schools on all aspects of vetting for all school personnel, teaching and non-teaching. The webinar is especially useful for newly appointed principals and deputy principals and is used as part of the training programme for them each September. The webinar, and the accompanying slides, are available on the Child Protection and Vetting section of www.jmb.ie. While principals are encouraged to consult the slides as necessary, support continues to be readily available by telephone or by email to jackcleary@jmb.ie

Retention of documentation

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

Bulletin 17 of 2019 includes the following summary of advice to schools on the management of vetting documentation:

- The processing of vetting documentation is undertaken on a statutory basis and needs to be controlled at school level by very strict protocols around the storage and sharing of relevant personal data, particularly the handling of any “non-nil” disclosures.
- Vetting application documentation (i.e. copies of NVB1 and NVB 3 forms, identification documentation and cover letters) should be retained for as long as a vetting subject remains with the school. The documentation can be destroyed when the vetting subject is no longer associated with the school.
- For unsuccessful employment applications, the disposal of all vetting-related documentation should be aligned with the retention period applicable to the relevant recruitment records. JMB’s standard advice is that secure disposal of the recruitment records of unsuccessful candidates should take place after 18 months (12 months from close of competition plus 6 months for the Workplace Relations Commission to inform the school that a claim is being taken).
- With regard to employees (and volunteers, contractors etc.), the school may choose to permanently delete/securely shred vetting disclosures within 12 months of receipt. However before doing so, schools should

retain evidence of the vetting disclosure (showing the vetting reference TEC2022... in the case of Teaching Council processed disclosures; JMB2022...in the case of JMB processed disclosures and showing the date on which the disclosure was issued). Evidence of a vetting disclosure for this category of data subjects should be retained indefinitely and JMB suggests that the best format is through retention of a copy of the top half of the disclosure. (See bulletin 17/2021).

- Information communicated to data subjects, via relevant Privacy Notices and a school’s Data Protection Policy, should reflect the retention criteria set out above. A school’s processing of personal data for vetting purposes (as referenced in these notices and/or policy) has a statutory basis deriving from the *National Vetting Bureau (Children and Vulnerable Persons) Act 2012-2016*.

Re-vetting of registered teachers

The Teaching Council re-vets teachers every three years. The process is managed by the Teaching Council and school management does not have to initiate the process to have registered teachers re-vetted.

Re-vetting of non-teaching personnel

It is expected that the DES may this year initiate the re-vetting of non-teaching staff in our schools. Initially, this will involve requiring all school personnel who were vetted by the Garda Central Vetting Unit prior to the establishment of the National Vetting Bureau in April 2016 to be vetted again, this time by the NVB. This will impose a significant burden on school management and on JMB staff.

The National Vetting Bureau

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.

Applicants should be alerted to the existence of a Quit and Start Again button when uploading their data. It is apparent that vetting applicants are accidentally cancelling applications by clicking the Cancel Application button, which permanently cancels the application and does not allow them to restart. A new Quit and Start Again button at the bottom of every page of the vetting application has been added, which will allow the applicant to cancel the application and start their application again at a later time within the 30 day limit.

Schools are also reminded that all disclosures sent to schools should be downloaded within 30 days, a printed copy should be securely retained on the vetting applicant's school file and a printed copy should be given to the applicant. Schools are advised not to supply electronic copies of disclosures.

We are greatly obliged to Cathy Glavey, our Office Manager, and to her staff for the support provided for the vetting process. Our thanks in particular go to Jennifer McManus and Teresa Madden, whose great efforts have resulted in the substantial majority of properly completed applications being processed promptly in Emmet House. 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 advisor

April 2022



JMB Training & Events Report

JMB Training & Events 2021/22 Report

AMCSS/JMB 35th Annual Conference 2022

Most of JMB training and both the Annual Conference and the Education Conference were held online in 2021. Our programme of virtual learning continues to develop and 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 range of training and blended learning programmes organised by the JMB 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. The range of training is ever increasing in response to the growing complexity involved in running a secondary school.

Training/Event	Dates
Crisis Management Webinar In partnership with Mason Hayes & Curran , and its team of leading lawyers, JMB hosted a half-day webinar on crisis management for its members. Speakers included Eoghan McDermott, Managing Director, The Communications Clinic, Ian O’Herlihy and the MHC team who have extensive experience in this area.	3 January 2021 Online
FSSU School Budgeting 2021/2022 and Annual Finance Update Webinar The FSSU delivered a practical hands-on workshop to assist the principal and school accounts personnel in preparing the school’s annual budget.	24 February 2021 Online
JMB DEIS Seminar Key school personnel engaged in the delivery of DEIS Plan objectives are brought together for structured input, sharing best practice and networking.	10 March 2021 Online
Allocations This Webinar addressed the principles underpinning the allocation of teaching resources to enable school management to correctly interpret the schedules. Presentations by representatives of Department of Education Teacher Allocation Section and the JMB staff.	12 April 2021 Online
JMB Accredited Grades Webinar JMB Accredited Grades process for Leaving Certificate 2021 Webinar – Presentation	13 April 2021 Online Webinar

Training/Event	Dates
Fixed-term contracts and CIDs Webinar Bernadette Kinsella & Christine West	16 April 2021 Online Webinar
AMCSS/JMB 34th Annual Conference ‘Hope for Recovery’ This online conference was presented in 3 Sessions The Minister for Education, Norma Foley joined AMCSS/JMB, President, Deirdre Matthews in conversation, followed by a response from General Secretary, John Curtis. In Session 1. Session 2 welcomed Prof Anne Looney, DCU & Dr. Mark Fennell in discussion on Senior Cycle. Session 3 included the General Secretary’s Report and a Q&A. In the afternoon delegates had the opportunity of attending 2 Workshops from a selection of 6 presented by MHC.	29 April 2021 Online
Data Protection Breach Webinar This JMB webinar identified the primary causes of data breaches in schools and clarified the practical actions that schools can take to minimise the possibility and impact of any data breach. It advised on the steps that management must take in the event of a personal data breach and included guidance on navigating the mandatory data breach notification regime. The webinar made reference to the JMB’s Procedure for Handling a Personal Data Breach, a key document for any school that is faced with managing a data breach event.	11 May 2021 Online Webinar
Newly Appointed Deputy Principals Training – Phase 1 Training programme <ul style="list-style-type: none"> • Introduction to Deputy Principalship Circular 4/98 • Education Issues • Standardised School Year, Parent Teacher Meetings, Staff Meetings & Croke Park Hours • SPU • Complaints and Grievance Procedures • EAS • Managing the S&S Scheme & Enhanced S&S • The Deputy Principal & the Code of Behaviour • Suspension & Dismissal of Teachers/Principals • Child Protection DDLP Role & Vetting • Middle Leadership & Management • OLCS 	16/17 June 2021 Phase 1 Online

JMB Training & Events Report

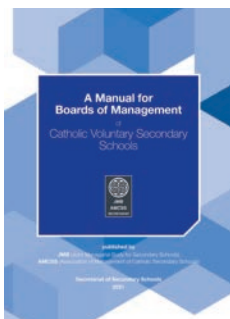
Training/Event	Dates
Newly Appointed Principals Training – Phase 1 Training programme <ul style="list-style-type: none"> • Introduction to Principalship • Principals and Boards of Management • Administrative Year & the New Principal • Child Protection Procedures • Education Matters • HR/IR Overview • Code of Behaviour, Suspension & Expulsion Procedures • Middle Leadership & Management • Standardised School Year, Parent Teacher Meetings, Staff Meetings, Croke Park Hours • Supervision & Substitution Scheme • Complaints & Grievance Procedures • SPU • OLCS 	23/24 June 2021 Online
FSSU School Admin. Personnel Training Webinar for Voluntary Secondary Schools Trainees benefitted from practical advice and assistance on RCT/VAT, Data Protection and Record Keeping together with Effective Communications and Mindfulness.	16 June 2021
The Appointment Process for MLM Posts This webinar focused on ensuring that everyone responsible for the appointment is fully aware of the correct procedure, from advertising to appointment, and to minimise the possibility of errors being made at any stage of the process. This webinar covered the interview itself, the pre-interview and post-interview procedures.	23 August 2021 Online
Late Appointees Newly Appointed Principals Training – Phase 1 Training programme presented in June for phase 1 of training for newly appointed principals and deputy principals repeated for those appointed over the summer period.	8/9 September 2021 Online
Late Appointees Newly Appointed Deputy Principals Training – Phase 1 Training programme presented in June for phase 1 of training for newly appointed deputy principals and deputy principals repeated for those appointed over the summer period.	15/16 September 2021 Online

Training/Event	Dates
<p>JMB Education Conference 2021 from 'The Studio' Croke Park</p> <p>A Senior Cycle for All:</p> <p>Pathway Possibilities • Progression for All • Pandemic Learnings</p> <p>The Minister for Education, Norma Foley joined Deirdre Matthews, President of AMCSS/JMB and General Secretary, John Curtis in opening this year's Education Conference.</p> <p>Keynote Interview: 'Progression for All'</p> <p>Simon Harris TD, Minister for Further and Higher Education, Research, Innovation and Science was in conversation with Michael Redmond, JMB Director, Research and Development.</p> <p>Discussion: 'Pathway Possibilities'</p> <p>Fionnghuala King, Principal, Senior Cycle School Phase was in discussion with Barry Slattery, Deputy CEO Post-Primary, NCCA.</p> <p>Facilitated by Patricia Gordon, Principal,</p> <p>Discussion: 'Pandemic Learnings: Assessment'</p> <p>Andrea Feeney, CEO, State Examinations Commission, and Dalton Tattan, Department of Education Assistant Secretary for Curriculum and Assessment. Facilitated by Patricia Higgins, Principal, and Vice President AMCSS/JMB</p>	<p>4th November 2021</p>
<p>Board of Management Online Training</p> <p>The Board of Management in-service training programme provides board members with a clear insight into their roles and responsibilities as board members and the relationship between the board and the trustees. In looking at the role and functions of the board, particular reference was made to the Articles of Management, government guidelines and relevant legislation. 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.</p>	<p>11/13/22 November 2021</p> <p>Online</p>
<p>Newly Appointed Principals Training – Phase 2</p> <p>Training programme</p> <ul style="list-style-type: none"> • Current Education Issues • Practical Guidelines on the use of SEN Resources • Recurring Matters and Challenges • Medmark • Leading Learning • Timetabling Pre-Planning • The Dynamics of Change Management • Professional Behaviour for all staff • Teaching Council Code of Professional Conduct 	<p>17/18 November 2021</p> <p>In-person</p>

JMB Training & Events Report

Training/Event	Dates
Newly Appointed Deputy Principals Training – Phase 2 Training programme <ul style="list-style-type: none"> • Current Education Issues • Deputy Principal in Action • Leading Learning • The Dynamics of Change Management • Managing Complaints • Professional Behaviour for all staff • Timetabling Pre-Planning • Teaching Council Code of Professional Conduct 	1/2 December 2021 Online
Education Law Day Webinar In partnership with Mason Hayes & Curran, and its team of leading lawyers in education, JMB hosted a half-day webinar on legal matters that impact daily on schools. This is an opportunity not to be missed in ensuring that you have the latest advice and updates. 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.	6 December 2021 Online
Dignity in the Workplace Recorded Webinar Presented by Bernadette Kinsella	6 January 2022 Recorded Webinar
Contracts of Employment for Non-teaching Staff Recorded Webinar Presented by Bernadette Kinsella & Christine West	6 January 2022 Recorded Webinar
Building Positive Working Relationships - JMB Seminars Presented by Mary Rafferty Seminar 1: Transform 'Difficult' Conversations to Win-Win	2 February 2022 Online
FSSU School Budget Preparation Webinar	16 February 2022
Building Positive Working Relationships – JMB Seminars Presented by Mary Rafferty Seminar 2: Introduction to Mediation Skills	31 March 2022 Online

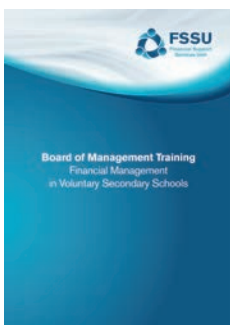
Resources – Training Manuals & Booklets



Board of Management Manual
(updated November 2021)
<https://www.jmb.ie/Site-Search/resource/1757>



Educate Together - 2021
VSS Articles of Management Template
<https://www.jmb.ie/Site-Search/resource/2411>



Financial Management Booklet - BOM Training
<https://www.jmb.ie/Site-Search/resource/247>



Guidelines on the Inclusion of Students of Other
Faiths in Catholic Secondary Schools (2019)
<https://www.jmb.ie/Site-Search/resource/2008>



JMB School Building Projects Advisory Service
<https://www.jmb.ie/LinkClick.aspx?fileticket=hYvyhScVQBo%3d&portalid=0×tamp>

Resources – Training Videos



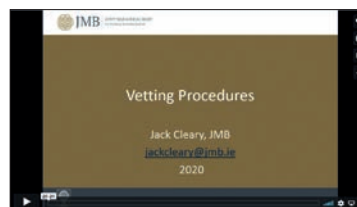
Best Practice on How to Conduct a Board of Management Meeting
<https://www.jmb.ie/Training-events/Videos#cbp=mediaid50>



FSSU Training video for Boards of Management
<https://register.gotowebinar.com/recording/3448864922782563073>



JMB Webinar: Procedure for Handling a Personal Data Breach in School
<https://vimeo.com/433986075>



Vetting Procedures
Jack Cleary, JMB
<https://vimeo.com/469687823>



Procurement Support for Schools
Ronan Farrell, SPU
<https://vimeo.com/474592832>



Dignity in the Workplace - JMB Webinar
Bernadette Kinsella, JMB
<https://www.jmb.ie/Training-events/Videos/JMB-Training-Videos#cbp=mediaid1867>



Contracts of Employment for Non-Teaching Staff - JMB Webinar
Bernadette Kinsella, JMB & Christine West, JMB
<https://www.jmb.ie/Training-events/Videos/JMB-Training-Videos#cbp=mediaid1866>



Fixed-term Contracts and CIDs - JMB Webinar
Bernadette Kinsella, JMB & Christine West, JMB
<https://www.jmb.ie/Training-events/Videos/JMB-Training-Videos#cbp=mediaid1798>

Elizabeth O'Connor

Training & Events, JMB
April 2022



Communications Report

Communications Report

AMCSS/JMB 35th Annual Conference 2022

JMB Bulletins 2021– 2022

Bulletin 01	COVID-19: Updated Guidance for Very High Risk and Pregnant Employees
Bulletin 02	New Circular Letters in relation to SNAs
Bulletin 03	Covid-19: Updated Guidance for Very High Risk and Pregnant Teachers and SNAs
Bulletin 04	Letter to Schools from Department of Education
Bulletin 05	Principal and Deputy Principal Mental Health Seminars
Bulletin 06	Composite <ol style="list-style-type: none">1. Covid-19 Response Plan for the safe and sustainable operation of Post Primary Schools2. Curriculum and Assessment Arrangements 2021/223. Guidance for Parents
Bulletin 07	Composite <ol style="list-style-type: none">1. JMB Pre-Budget Submission 20222. Updated Guidance Note for School Placement 2021/20223. Provision for Guidance Counselling
Bulletin 08	Leaving Certificate 2021 – Important Information in Advance of the Issue of the Provisional Results
Bulletin 09	Composite <ol style="list-style-type: none">1. Updated Department Guidance on TY, LCA and Wellbeing for Re-opening in 2021/222. Guidance on ventilation and use of CO2 monitors in schools3. Vetting
Bulletin 10	Strategic Planning and the Secretariat
Bulletin 11	Composite <ol style="list-style-type: none">1. JMB/AMCSS Assistant General Secretary Job Vacancy2. JMB/AMCSS School Buildings Officer Job Vacancy (two posts)
Bulletin 12	Composite <ol style="list-style-type: none">1. HSE letter to schools 30th Aug 20212. Government announcement on next phase of response to Covid-19 pandemic

- Bulletin 13** **Composite**
1. Applying to NCSE for a Review of SET Allocation
 2. News release from Fórsa – School Secretaries to strike
- Bulletin 14** **Composite**
1. The Leaving Certificate Vocational Programme: Assessment Arrangements 2021/22
 2. Revised Arrangements for the Completion of Classroom Based Assessments - Updated, August 2021
 3. Applying to NCSE for a Review of SET Allocation
- Bulletin 15** **Additional Measures to Support Schools to Mitigate the Impact of Covid-19 Disruption**
- Bulletin 16** **Industrial action on 15 September by grant-funded secretaries and caretakers who are members of FÓRSA**
- Bulletin 17** **Retention of documentation relating to a vetting application**
- Bulletin 18** **Boards of Management**
- Bulletin 19** **Composite**
1. CO2 Monitors
 2. FAQs COVID 19
 3. Department of Education Website
- Bulletin 20** **Circular and Guidelines on Reduced School Days**
- Bulletin 21** **Composite**
1. Covid-19 Capitation Grant
 2. HPV Vaccinations
 3. Climate change and 'Care For Our Common Home'
 4. Webinar on SPHE/RSE Developments
- Bulletin 22** **Composite**
1. Junior Cycle Written Examinations for Adult Learners and Early School Leavers
 2. Spectrum.Life Final Seminar for Principals and Deputy Principals Mental Health
 3. Invitation to take part in the Amazon Web Services (AWS) GetIT Programme
 4. Vetting of Transition Year or LCA students for work experience
- Bulletin 23** **Department Survey of Unmet Demand in Teacher Supply**
- Bulletin 24** **Composite**
1. School Activities
 2. COVID Learning and Support Scheme
 3. Monitoring the Implementation of Anti-Bullying Procedures in Schools
- Bulletin 25** **Composite**
1. Education Measures in Budget 2022
 2. PDST Technology in Education's Autumn Online Courses

Communications Report

Bulletin 26	REMINDER: Department Survey of Unmet Demand in Teacher Supply
Bulletin 27	Catholic Education Partnership (CEP) - Resources for use in School
Bulletin 28	Update on Teacher Supply – For Information
Bulletin 29	School Activities and School Tours Abroad
Bulletin 30	COVID 19 CLOSE CONTACTS
Bulletin 31	Child Safeguarding Statement and Risk Assessment
Bulletin 32	Inappropriate Social Media
Bulletin 33	Revised Inspection Arrangements from 25th November 2021
Bulletin 34	Measures to increase the availability of substitutes for 2021/2022 Information Note SD 0002/2021
Bulletin 35	Circular 0059/2021: Implementation of the Framework for Junior Cycle
Bulletin 36	Appeal System for Permanent Principal and Deputy Principal Appointments Circular 0062/2021
Bulletin 37	Teacher Registration Renewals
Bulletin 38	Circular 0060/2021: Grant Scheme for EU Funding to Address the Digital Divide and Learners at Risk of Educational Disadvantage
Bulletin 39	Weather Warning
Bulletin 40	Composite <ul style="list-style-type: none">1. JMB /AMCSS Appointments2. Appreciation to Bernadette Kinsella, Assistant General Secretary
Bulletin 41	Exceptional Minor Works Grant Funding - CL 0065/2021
Bulletin 42	Composite <ul style="list-style-type: none">1. Circular Announcing Oral Language and Music Practical Test Arrangements for Leaving Certificate 20222. Allianz - Getting Winter Ready3. Christmas Arrangements for the Secretariat of Secondary Schools
Bulletin 43	COVID-19: Information Note SD 0002/2022 Updated Arrangements for all recognised Post Primary January 2022
Bulletin 44	Appeal System for Permanent Principal and Deputy Principal Appointments - Circular 0062/2021
Bulletin 45	Composite <ul style="list-style-type: none">1. Face Coverings - Updated advice regarding face coverings for staff2. Growing Up in Ireland Survey

- Bulletin 46** **Composite**
1. Job-Sharing
 2. Career Breaks
 3. Secondments
- Bulletin 47** **Composite**
1. Enhanced Ventilation in Schools
 2. NCSE Resourcing Guidelines for Schools 2022/2023
- Bulletin 48** **Composite**
1. Catholic Schools Week 2022
 2. Catholic Education Partnership Chief Executive Officer (CEO)
- Bulletin 49** **Composite**
1. FÓRSA issues Directive to SNAs to carry out 72 hours remotely and not on school premises
 2. Information Note TC 0001/2022: Updated Working and Leave Arrangements from January 2022 for Teachers and Special Needs Assistants employed in recognised Primary and Post-Primary Schools
- Bulletin 50** **JMB/AMCSS Job Vacancy: Assistant General Secretary (Corporate Services)**
- Bulletin 51** **Summer Works Scheme**
- Bulletin 52** **Composite**
1. Catholic Schools Week 2022
 2. Outcomes of the Genesis Study, 2019
- Bulletin 53** **Changes to the Written Leaving Certificate Examinations 2022**
- Bulletin 54** **Composite**
1. Child Safeguarding Statement Annual Review 2022
 2. Changes to COVID-19 Special Leave with Pay for Teachers and SNAs from 7th February 2022
 3. Principal and Deputy Principal Permanent Appointments Only
- Bulletin 55** **Schools Portal for the Submission of Coursework**
- Bulletin 56** **Seniority List for Redeployment Purposes**
- Bulletin 57** **Update on Further Adjustments to the Written Examinations - Leaving Certificate 2022**
- Bulletin 58** **Leaving Certificate Candidate Self Service Portal**
- Bulletin 59** **Weather Warning**
- Bulletin 60** **Composite**
1. State Examinations Appeal for Examiners
 2. School Leadership Through the Catholic Lens

Bulletin 61

Composite

1. Government advice on removing restrictions
2. Temporary Lifting of the 5-Day Rule for Certain Student Teachers

Bulletin 62

Composite

1. Parental Leave Scheme
2. New Public Bank Holiday
3. Bulletin Reference Guide

Bulletin 63

Composite

1. Leaving Certificate Oral Examinations in Irish and the Modern Foreign Languages, and the Music Practical Examination – In-School Arrangements and Rates of Pay for Examiners
2. Visiting Spanish Teacher Scheme

Bulletin 64

Major Expansion of the DEIS Prog

Bulletin 65

Humanitarian response to welcome people fleeing the war in Ukraine

Bulletin 66

Composite

1. Oral Language Examiners – SEC Recruitment Concerns
2. A Manual for Boards of Management of Catholic Secondary Schools (2021 Edition)
3. Review of a Redeployment

Bulletin 67

Composite

1. Employment of 3rd and 4th Year Undergraduate Student Teachers and application of the “5 Day Rule”
2. JMB /AMCSS Appointments

Bulletin 68

Minister’s Announcement on Senior Cycle Reform

Bulletin 69

Appeals. Leadership and Management Posts

Bulletin 70

Appeal Procedure in Relation to the Expansion of the DEIS Programme

Bulletin 71

Supports for Ukrainian Students for the Remainder of the 2021/22 School Year

JMB Submissions 2021-2022

- Submission 01 JMB Submission to the Department of Education on the Review of the School Transport Scheme 2022
- Submission 02 JMB Submission to the Joint Oireachtas Committee on Education, Further and Higher Education, Research, Innovation and Science, on Pre-Legislative Scrutiny on the Education (Admissions to School) Bill 2020
- Submission 03 JMB Submission to the Joint Committee on Education, Further and Higher Education, Research, Innovation and Science, on the topic “School Bullying and The Impact on Mental Health”
- Submission 04 JMB Submission to the Joint Oireachtas Committee on Education, Further and Higher Education, Research, Innovation and Science, on the topic ‘Reform of Senior Cycle’
- Submission 05 JMB Submission on Relationships and Sexuality Education to the NCCA
- Submission 06 JMB Submission to the Joint Oireachtas Committee on the Review of Senior Cycle
- Submission 07 JMB Pre-Budget Submission 2022
- Submission 08 JMB Submission to the Inspectorate on Evaluation of Remote Teaching and Learning (ERTAL)
- Submission 09 JMB Submission on a New Digital Strategy for Schools 2021
- Submission 10 JMB Submission to Data Protection Commission on Children’s Data Fundamentals
- Submission 11 JMB Submission on Bullying and Mental Health to the Joint Committee on Education
- Submission 12 JMB Submission on the Draft Framework for a new Primary Curriculum
- Submission 13 JMB Submission - Covid-19 / Coronavirus & Reopening Schools
- Submission 14 JMB Submission Example of a risk assessment exercise for schools planning opening
- Submission 15 JMB Submission Example of operational issues for schools opening
- Submission 16 JMB Submission on the Safe Re-opening of Schools
- Submission 17 JMB Submissions Health and Safety Considerations
- Submission 18 JMB Submission to NCCA on the Review of Senior Cycle
- Submission 19 JMB Submission on Textbook Rental and Educational Technologies
- Submission 20 JMB Submission on the Draft Guidelines on the Use of Reduced Timetables in Schools

Communications Report

- Submission 21 The Joint Managerial Body Submission on Harmful Online Content
- Submission 22 JMB Submission to the NCSE Consultation on Special Schools and Classes
- Submission 23 JMB Submission on Supporting the DEIS Programme in Voluntary Secondary Schools
- Submission 24 JMB Submission to NCSE on a Customer Charter and Customer Service Action Plan
- Submission 25 JMB Submission to DES on a New Statement of Strategy
- Submission 26 JMB Submission on the School Building Programme and related matters

FSSU Guidelines 2021-2022

Financial Guideline 01	Reminder: Return of Unspent Covid Capitation funding supports for the 2020/2021 school year
Financial Guideline 02	Update to FSSU Chart of Accounts (Revised Version August 2021)
Financial Guideline 03	Important Dates for the School Year 2021/2022
Financial Guideline 04	Financial Year-End 2020/2021
Financial Guideline 06	External Accountants/Auditors Guideline for preparation and submission of annual school accounts for the year end 31st August 2021
Financial Guideline 07	Annual VAT Return of Trading Details (RTD)
Financial Guideline 08	Covid-19 Capitation Grant Funding for Term 1 2021/2022
Financial Guideline 09	Repeat of Leaving Certificate Course Fees
Financial Guideline 10	Supervision and Substitution Scheme - School Year 2021/2022
Financial Guideline 11	Grants payable to Non-Fee Paying Voluntary Secondary Schools School Year 2021/2022
Financial Guideline 13	Government Budget Summary 2022
Financial Guideline 14	Travel and Subsistence Expenses for Members of Board of Management, School Principal and other School Personnel
Financial Guideline 15	Payments to Members of Selection Committees
Financial Guideline 18	Charities Regulator Requirements for Schools
Financial Guideline 19	Additional Superannuation Contribution (ASC)
Financial Guideline 20	Exceptional Minor Works Grant Funding with a particular focus on supporting enhanced ventilation – (Circular 65/2021)
Financial Guideline 21	Covid-19 Capitation Grant Funding for Term 2 2021/2022
Financial Guideline 23	Grants payable to Non-Fee Paying Voluntary Secondary Schools School year 2022/2023
Financial Guideline 24	VAT Compensation Scheme for Charities
Financial Guideline 26	Public Holidays 2022