



**JMB** Joint Managerial Body  
**AMCSS** Association of Management of Catholic Secondary Schools  
**Secretariat of Secondary Schools**

**AMCSS/JMB**  
**2020**  
**33RD ANNUAL  
CONFERENCE**

**OUR FAITH SCHOOLS  
IN CONTEMPORARY SOCIETY**

**Reports 2020**

**29 April – 1 May, 2020**  
**Europe Hotel, Killarney**

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# General Secretary's Report

Justice

Diversity

Respect

Equality

Tolerance

# General Secretary's Report

## JMB/AMCSS 33rd Annual Conference 2020

The academic year 2019/20 commenced in the traditional way, and as we progressed through the year as an organisation we attended to the usual array of issues that concern us as school management and issued advice to our member schools accordingly. But, as we all know, in January and February the world changed and threw us into crisis mode as all of us in the education system were compelled to deal with a set of challenges that were truly unprecedented. In this report we give an account of the normal school business conducted in our organisation and an outline of the challenges we faced during the course of the academic year until that time just prior to the May Bank Holiday when, unfortunately, we had to cancel AMCSS/JMB Conference 2020.

### Junior Cycle

We were involved in discussions with the Department prior to and further to the issuing of Circular 55/2019 which set out the arrangements for Junior Cycle. We had advocated for and were pleased with the retention of the management resource hours to assist schools in all aspects of the implementation of the circular, but there were a number of outstanding issues which still concerned us.

The first relates to the scheduling of SLAR meetings, which continues to represent a significant challenge for schools in our sector. There are 27 subjects on the Junior Cycle curriculum and, once rolled-out, even a medium-sized school will offer at least 20 of these. Such provision will require 40 SLAR meetings per year, into the foreseeable future, and the fact that there was still no agreement between the Department and the teacher unions as to how these meetings should proceed was an obvious concern.

Likewise, the inadequacy of the replacement hours to be provided for the 22 hours per year,

pro-rata, professional time for teachers remains a concern. The Department's assertion that 'the quantum of hours provided to replace teacher professional time were never intended to fully compensate for those lost' is not acceptable from the perspective of the management bodies and we have asked that this be reviewed.

Following further unsuccessful attempts to resolve the matter relating to SLARs, in February the Department issued Circular 0017/2020 'Guidance on the Junior Cycle Subject Learning and Assessment Review Process'. This circular required schools to arrange SLAR meetings in accordance with this guidance from the school year 2020/21 onwards.

The circular reiterated the position of the Department of Education and Skills and the management bodies that the principle of teachers drawing on 'bundled' teacher professional time was intended to protect class teaching-time and obviate the need for substitution in respect of SLAR meetings. It specified a number of options, one of which schools had to use to plan for the holding of

SLAR meetings in 2020/21. It was specified in the circular that schools choosing to use Option D to arrange SLAR meetings had to notify the Department of that decision by 16th March 2020.

The arrangements within each of the options involved:

- A.** Schools choosing to maintain or implement a timetable having four long days and one shorter day. This timetable will facilitate SLAR and other meetings relating to Junior Cycle to be held in the period following the conclusion of tuition on the shorter day, or at another time that does not impinge on student tuition time.
- B.** An agreement reached at school level between teachers and management that SLAR meetings will be held at a time suitable to the teachers in the subject groups without impinging on tuition time.
- C.** Utilising 40 minutes of preparation time from within a teacher's professional time, and a collaborative portion of a minimum of 80 minutes' duration, the latter to be held as a single meeting to be held at a time suitable to the teachers in the subject group, without impinging on student tuition time and without the use of any substitution.
- D.** SLAR meetings being held entirely during normal school tuition hours and the teacher allocation for professional time to the school reduced to remove the equivalent of 8 hours of professional time per full-time teacher (and pro-rata amounts for part-time teachers).

The ASTI advised its members 'to vote against all of the options set out in the circular letter' at any staff meeting on the issue, and given that this would mean no consensus reached on any of the options, the circular outlined that the

option would then be determined by the board of management.

It was the unequivocal recommendation of this organisation that schools would implement Options A, B or C but **not** Option D. For the remainder of the 2019/20 year, schools were advised that they should employ scheduling arrangements that protect tuition time. This included, on an interim basis, continuing to draw on the Supervision & Substitution Scheme for one class period of the 2-hour SLAR meeting.

As advised, none of our member schools chose Option D, and the circular has established parameters that will have to be adhered to in the planning of SLAR meetings in the new academic year.

## Education (Admission to Schools) Act 2018

Further sections of the Education (Admission to Schools) Act 2018 have commenced, which will apply to admissions for the 2021/22 school year.

The key sections which became operative are section 61 Admission Statement, section 62 Admission Policy and section 63 Annual Admission Notice. It is intended that new section 29 appeals procedures will be in place in time to deal with appeals against decisions to refuse to enrol for the 2021/22 school year. Templates for an admission policy and annual admission notice are attached at Appendix 1 and Appendix 2.

Section 62(1) of the Act requires boards of management to prepare a draft admission policy, following consultation with the patron, parents of students attending the school and the staff of the school. Boards of management had to prepare a draft admission policy not later than 30 April 2020 and submit the draft to the

patron for approval. The patron is required to approve the draft admission policy or approve the draft policy subject to modifications. Where a patron approves the draft policy subject to modifications, a board of management will have 2 weeks within which to make the specified modifications and return the policy to the patron for approval. The admission policy must be approved by the patron by 15 September 2020 at the latest.

Boards of management are required to publish the school's admission policy on the school website on or after 1 September 2020 and, on written request, make copies available to parents, the Minister or members of the public.

- See Appendix 1 Template Admission Policy

## Meeting between JMB and the State Examinations Commission

A meeting between representatives of JMB and the State Examinations Commission took place on 2nd December 2019. Among the issues discussed were:

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

A particular concern this year related to the sample paper for Junior Cycle Irish that issued to schools. The JMB continued its advocacy for oral examinations to be conducted during the Easter holidays and for extra provision for the Examination Aide, especially in larger schools.

- See Appendix 2 Report of meeting with SEC

## Budget 2020

The 2.5% increase in the capitation grant is, of course, welcome. The increase means an extra €7.72 for every student in your school. However, even taken with last year's increase of 5%, we are still not back to pre-recession levels, the shortfall in general funding is still close to 10%, and this is an area where further remediation will be necessary in future budgets.

A particular anomaly in the funding system that disadvantages voluntary secondary schools is at least being addressed, if not in as expeditious a manner as we would wish. This relates to a deduction from capitation per teacher that amounts to a reduction in capitation of almost €17,000 in a 30-teacher school.

This matter is being dealt with on a phased basis and the deduction will be reduced by 20% in the next academic year.

Further to our long-running advocacy on this matter, this is the communication we received from DES:

*As agreed with the JMB, future improvements in equalisation funding is to be directed in the first instance at the elimination of the School Salary Grant deduction from the capitation payable to voluntary secondary schools. This salary grant deduction amounts to €563 (inclusive of ER PRSI) per teaching post.*

*The Department is pleased to announce the commencement of this process by providing funding to cater for a 20% reduction in the School Salary Grant deduction commencing in the 2020/21 school year.*

*This will bring the deduction down from €563 to €450 per whole-time equivalent teaching post.*

This is a welcome first step for us and we are thankful to the Department for this commitment, but it does not obviate the fact that more progress needs to be made to address the considerable inequity in funding that exists between the different education sectors. We have an inordinate reliance on the generosity of parents to supplement what our schools receive in grant-aid and we will continue to press for further progress on this and other issues relating to the resourcing of, and staffing in, our schools.

## **Middle Leadership and Management**

Revised selection criteria, based on the Leadership Framework in *Looking at Our Schools*, and a revised marking scheme will apply to all Assistant Principal I and Assistant Principal II appointments (including Programme Co-ordinator appointments) from school year 2019/2020 onwards. These are very significant changes, as seniority is no longer a criterion for selection.

The school management advisory team delivered further training on the Middle Leadership and Management structure. Over 500 principals, deputy principals and chairpersons attended the seminars, held in eight locations throughout the country.

The training focused on three areas:

- Conducting the biennial review of needs, priorities, roles and responsibilities
- Conducting the annual review with each middle leadership leader
- The principal's annual report on leadership and management to the board of management

This was the first year that the biennial review laid down in Circular 003/2018 was due to take

place. The presentation included advice on preparing for the review, with all the teaching staff, of needs and priorities, the roles and responsibilities and setting objectives in each role assigned. Principals were encouraged to undertake the review themselves, rather than bringing in someone to undertake the work. In some instances, the dynamics of the school might determine that an outsider is needed. Another aspect of the presentation concentrated on conducting the annual end of year review meeting with each post-holder, and the principal's report to the board of management.

A range of supporting documentation was provided and is available on the JMB website.

## **Guidelines on the Inclusion of Students of Different Beliefs in Catholic Secondary Schools**

During the course of the year, JMB/AMCSS published its revised '*Guidelines on the Inclusion of Students of Different Beliefs in Catholic Secondary Schools*'.

In 2010, JMB/AMCSS produced *Guidelines on the Inclusion of Children of Other Faith in our Schools*. This marked the culmination of a process that had seen consultation on what such guidelines should entail and the document, excellently crafted by Dr Aiveen Mullaly, had become an important source of information and reference point for our schools. It deals in an affirmative and practical manner with our invitation as Catholic schools to embrace children of other faiths in our schools in a manner consistent with the inclusivity that has always characterised our sector.

In the context of the ever-changing needs of society and of our schools, it was felt timely that the guidelines might be reviewed, and we were fortunate that Dr Aiveen was again prepared to

engage with the project and work on producing the updated guidance. In this regard, a core working group was established to liaise with Dr Aiveen on all that the project entailed, consisting of our General Secretary, John Curtis, Dr Michael Redmond and Paul Meany, who has many years of experience in education and as a member of our organisation, and who has contributed regularly over the years to debate and policy on matters relating to Catholic and voluntary education. The need to review and the changing nature of the society in which we engage is in itself reflected in a change of title to *Guidelines on the Inclusion of Students of Different Beliefs in Catholic Secondary Schools* and comprehends the rise in the number of people in Ireland declaring to have no religious faith in census returns.

This group held numerous meetings over a two-year period with representatives of trust boards/trustees and other groups involved in education to determine how the guidelines might be updated, informed as we are by our experiences since they were first published and the lived reality of societal change and the evolving nature of education and schools.

On behalf of all involved in JMB/AMCSS, we would like to thank all of those who engaged in this rich dialogue, not only to determine how the guidelines might be updated and amended, but also as to how they would incorporate that sense of mission and inclusivity and care which is integral to all that we do in our schools. When the guidelines were envisaged prior to their first iteration in 2010 it was to help give effect to a stated aim that *'Catholic schools aspire to create an open, happy, stimulating and mutually respectful community environment'*. Our ambition in this respect has not changed, and also mirrors the recent call of Pope Francis that we *'Strive to ensure that Catholic schools are truly open to all'*.

We trust that these guidelines will serve to enlighten, inform and prompt dialogue and that they will prove helpful to our school communities by:

- (a) Articulating in contemporary terms, our commitment to ethos
- (b) Offering a shared understanding of the new JC Religious Education programme
- (c) Supporting the inclusion of students of different, and no, faith
- (d) Engaging with parents and informing their decision-making on the curriculum

Printed copies for the principal and BOM chairperson were distributed to each school and a pdf version of the guidelines are available from the JMB website.

## Catholic Schools Partnership

Throughout the year, the Catholic Schools Partnership continued to engage with AMCSS and the Association of Trustees of Catholic Schools (ATCS) on the Catholic Education Services Committee (CESC) Strategic Plan for the Future of Catholic Education and work is being undertaken on the constitution of the Catholic Education Partnership (CEP), which will replace CSP. It is hoped that the new Catholic Education Partnership (CEP), once constituted, would become an authoritative voice for Catholic education in the country.

Advice was issued to schools with regard to the Junior Cycle specifications for Religious Education. It was noted that a working group was looking at developing support material for our schools. A submission was made to the NCCA on the proposed guidelines for RSE. JMB also made a submission on revising the existing RSE specifications, which is available

on our website. Work is ongoing on developing a programme and supporting resources for RSE in Catholic schools and it is hoped that these will be ready in September. RETV was set up to support ongoing work in Catholic education and can be accessed on the iCatholic player.

Presentations were given at the DES Symposium on Supporting Small Schools (Primary) on June 26 by the Association of Trustees of Catholic Schools (ATCS), the Episcopal Commission for Catholic Education, the Catholic Schools Partnership (CSP) and the Catholic Primary School Management Association (CPSMA), and it was agreed that the presentations were very successful in giving a coherent view of the difficulties that small schools in the Catholic sector faced.

A process took place during the year, though results have not yet been announced, for the patronage of six new post-primary schools. Le Chéile had expressed an interest in the proposed school in the Enfield, Meath area and Ceist in the school in the Citywest/Rathcoole, Dublin/Wicklow area.

CSP, along with AMCSS and CPSMA, continued to engage with the 'A new positioning for Catholic education in Ireland' project, which is being undertaken with the firm Genesis to look at how Catholic education is viewed and valued in this country.

The theme of Catholic Schools Week 2020 was 'Living in harmony with God's creation' and information was sent to schools in this regard.

Work continued during the year on the Catholic primary schools' ethos project in the dioceses of Killaloe, Dublin, Elphin and Ferns.

## Education Conference 2019

The JMB Education Conference '**Unlocking Potential: Support for All, Some and Few in the Secondary School *Inclusion - Intervention - Innovation***' took place on Thursday 19th September at The Hogan Suite, Croke Park Conference Centre.

The aim of the conference was to leave participants – principals, chairpersons, deputy principals and teachers – with greater clarity around policy, practice and possibilities for inclusive and innovative teaching and learning for all our students.

As well as a series of excellent and relevant workshops, conference participants heard hugely engaging keynote presentations from Professor Tim O'Brien on how schools can bring coherence to new developments in special needs education and also from Dr Johanna Fitzgerald on how we can reconceptualise the role of the SENCO in our schools.

Participant feedback via an online survey is indicating an extremely high degree of satisfaction with the event and its components. Enormous thanks are due to our Director of Research and Development, Dr Michael Redmond, our conference organisers Cathy, Jennifer, Ewa, Laura and Therese and the JMB National SEN Advisory Group, the Steering Committee, Martin Duggan and the other professional and hardworking members of staff of Emmet House.

The conference attracted almost 500 participants. With regard to presentations on the day, keynote videos and PowerPoint presentations are available from the JMB website.

## Covid and our Schools

Prior to our schools closing on March 13, we found that we were dealing with numerous

queries on suspected cases of Covid and, of course, all of the complications that arose with regard to school tours that had been planned, whether they should be cancelled or postponed, the financial implications and so on. The closure itself presented us with enormous challenges as we turned our focus to engaging with our pupils remotely, and throughout the country management, teachers and students in our schools responded in an extraordinary way in adapting to the circumstances in which we found ourselves. We acknowledge that the extra €7 million of grant funding for IT equipment for disadvantaged students in second-level schools that has recently been announced will be of assistance in this regard.

As our schools remain closed, issues pertaining to the State exams have come more and more to the fore and the postponement of the Leaving Certificate and replacement of the Junior Certificate with a school-based assessment model became inevitable. Likewise, it became evident that it would not be possible to conduct oral and practical components of the Leaving Certificate examination and as we move towards May plans are being prepared to hold the written Leaving Certificate examinations in July and August, with teachers in our schools for two weeks prior to that to help prepare the student. All of these plans are, of course, subject to what medical advice will allow and may have to be adapted.

JMB is represented through the General Secretary on the advisory group assisting the Department and government on all issues relating to the exams and this group will continue to convene in the weeks and months ahead.

- See Appendix 3 Article by General Secretary in *The Irish Times* April 14

## JMB Training and Events 2019/20

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

The range of activities is 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 workshops
- Interview competencies training
- Contract and terms and conditions of employment workshops
- 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
- Middle Leadership and Management training

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 2020*. These are:

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

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

## Council

I would like to thank the members of Council for their ongoing contribution to the work of

AMCSS/JMB. The nature of their engagement and their collective experience has, as always, been invaluable in determining how our organisation has dealt with the issues we faced during the year. As a group, they reflect the voice of our regions and direct all of our endeavours. Reports from our regions are an integral component of our Council meetings and afford us the opportunity to listen to and reflect on the views of our members. We value the work and commitment of all of our Council members and the support that they give to all of the staff in Emmet House. Their membership of constituent groups of Council, such as our Strategy and Finance Sub-Committees and the various working groups that are convened, allow us to administer the work of the organisation and to progress our aims in a manner that is effective and reflective of the views of our member schools. We are all aware that the last number of years have been particularly busy for our organisation, given the myriad of often quite difficult and complex issues we have had to deal with, and that was before the set of Covid-related challenges we have now had to face began to emerge. We are especially thankful of the work that Council members have undertaken as we work on updating the constitution and internal regulations of our organisation and their cooperation in adapting to the online engagement that is our new reality.

We are very thankful for the commitment and dedication of our President, Deirdre Matthews, to AMCSS/JMB and for the leadership she provides to this organisation as the term of the present Council is about to come to an end. The amount of time she has afforded us since she became President is testament to her tremendous enthusiasm and, matched with great ability, is something for which we are all very grateful. Deirdre, and our Vice-President, Patricia Higgins, principal, Our Lady's Secondary School,

# General Secretary's Report

Templemore have worked tirelessly in their respective roles and we very much appreciate all that they do for us and the support that they give to all of us in Emmet House. Since they began their tenure, they have been ceaselessly

supportive of and determined to advance the aims and capacity of AMCSS/JMB to serve our members and to be progressive and prepared in looking to our future.

## Council 2018-2020

Deirdre Matthews	Principal	St. Vincent's Secondary School, Dundalk, Co Louth
Patricia Higgins	Principal	Our Lady's Secondary School, Templemore, Co Tipperary
Fr Paul Connell	Principal	St. Finian's College, Mullingar, Co Westmeath
Jimmy Reynolds	Chairperson	O'Connell Secondary School, Nth Richmond St, Dublin 1
John Barry	Principal	St. Michael's Secondary School, Finglas, Dublin 11
Marie-Thérèse Kilmartin	Principal	Colaiste Bride, Clondalkin, Dublin 22
Michael Denny	Chairperson	Loreto Secondary School, Bray, Co Wicklow
Fr Dermot Ryan	Chairperson	St Kieran's College, Kilkenny, Co Kilkenny
Mary Meade	Principal	Our Lady of Mercy Secondary School, Waterford
Helen O'Donnell	Principal	Scoil Christ Ri, Borris Road, Portlaoise, Co Laois
Noel Merrick	Chairperson	St. Paul's Secondary School, Co Kildare
Donal Cronin	Chairperson	Ursuline Secondary School, Blackrock, Co Cork
Regina Butler	Principal	Scoil Mhuire, Wellington Rd, Cork
John O'Donovan	Principal	St. Joseph's Secondary School, Ballybunion, Co Kerry
Jerry Cronin	Chairperson	Laurel Hill Secondary School, Limerick
Br Matthew Hayes	Chairperson	Patrician Presentation Secondary, Fethard, Co Tipperary
Michael Brett	Chairperson	Presentation College, Tuam, Co Galway
Orla Malone	Principal	St. Paul's Secondary School, Oughterard, Co Galway
Leo Golden	Principal	St. Muredach's College, Ballina, Co Mayo
Brendan Forde	Chairperson	Jesus & Mary Secondary School, Crossmolina, Co Mayo
Kevin Wynne	Chairperson	St. Louis Secondary School, Dundalk, Co Louth
Bishop Brendan Kelly	Bishop	Galway Diocese, Co Galway
Sr Eithne Woulfe		Association of Leaders of Missionaries and Religious of Ireland (AMRI)
Brian Moore	Principal	Rathdown School, Shanageary, Co Dublin
Jill Storey	Principal	Villiers School, North Circular Road, Co Limerick
Jonathan Graham	Principal	Dundalk Grammar School, Dundalk, Co Louth

## Region Meetings

The ten AMCSS regions are the foundation of our organisation and the regular meetings that take place at local level are integral to everything we do and inform policy and decision-making. I would like to thank all of our regional officers for the contribution they make in organising and ensuring the smooth running of meetings, and for liaising with all of us in Emmet House at all times. We look forward to attending as many regional meetings as we can, to the vibrant and informative dialogue that always ensues and to the courtesy that we are always extended. Time and capacity constraints can sometimes curtail us in this regard, but it is most beneficial that we can hear of issues at first hand and the engagement is always most beneficial. I would especially like to thank those chairpersons of boards who are able to attend our regional meetings. Their contributions to our meetings are invaluable and their presence is key to the strength of our organisation. Indeed, we are all very conscious of the debt we owe to those willing to take on such challenging, albeit very fulfilling, roles in our schools and we will continue to try to support chairpersons in every way we can. Our regional meetings present an invaluable opportunity for us all to meet, support, discuss and to work collectively to enhance best practice in our schools and to deal with issues as they arise. I would encourage all to attend as many meetings as possible and to be especially conscious of the support they can afford newly appointed principals and, of course, chairpersons.

## Emmet House

Might I take this opportunity to thank all of my colleagues in Emmet House for their continued support and guidance. A wide variety of issues have demanded time and attention as we deal with our core function in assisting our member schools and we always endeavour to do that in a manner commensurate with your needs. I would very much like to thank all of my colleagues for their unremitting commitment in this regard, and to thank them also on your behalf for the courtesy that is always extended to our members, and for the innate professionalism that is very much core to all of their work. We will always try to meet the needs of our members as best we can, and my sincerest thanks to Bernadette, Michael, Gerry, Louise, Ronan, Christine, Cyril, Siobhan, Bríd, Elizabeth, Cathy, Therese, Teresa, Catherine, Jennifer, Robert, Ewa, Laura, Kevin, Kathleen, Anna, Lorraine, James, Joe, Breda, Liz, Fiona, Matthew and Giselle, and to Jack Cleary for his work as our vetting coordinator and Noel Merrick for his invaluable service as our Schools Building Advisor.

**John Curtis**, General Secretary

## Appendix 1

# Template Admission Policy

# Template Admission Policy

## **Admission Policy of [name of school]**

**School Address:**

**Roll number:**

**School Patron/s:**

### **1. Introduction**

This Admission Policy complies with the requirements of the Education Act 1998, the Education (Admission to Schools) Act 2018 and the Equal Status Act 2000. In drafting this policy, the board of management of the school has consulted with school staff, the school patron and with parents of children attending the school.

The policy was approved by the school patron on [date]. It is published on the school's website and will be made available in hardcopy, on request, to any person who requests it.

The relevant dates and timelines for [school name] admission process are set out in the school's annual admission notice which is published annually on the school's website at least one week before the commencement of the admission process for the school year concerned.

This policy must be read in conjunction with the annual admission notice for the school year concerned.

The application form for admission is published on the school's website and will be made available in hardcopy on request to any person who requests it.

## 2. Characteristic spirit and general objectives of the school

[Name of school] is a Catholic [co-educational/all boys/all girls] voluntary secondary school with a Catholic ethos under the trusteeship of [insert Trustees].

“Catholic Ethos” in the context of a Catholic voluntary secondary school means the ethos and characteristic spirit of the Roman Catholic Church, which aims at promoting:

- (a) the full and harmonious development of all aspects of the person of the pupil, including the intellectual, physical, cultural, moral and spiritual aspects; and
- (b) a living relationship with God and with other people; and
- (c) a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus; and
- (d) the formation of the pupils in the Catholic faith,

and which school provides religious education in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference.

In accordance with S.15 (2) (b) of the Education Act, 1998 the Board of Management of [Insert the name of the school] shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.

Insert details here of the Mission Statement and general objectives of the school.

## 3. Admission Statement

[School Name] will not discriminate in its admission of a student to the school on any of the following:

- (a) the gender ground of the student or the applicant in respect of the student concerned,
- (b) the civil status ground of the student or the applicant in respect of the student concerned,
- (c) the family status ground of the student or the applicant in respect of the student concerned,
- (d) the sexual orientation ground of the student or the applicant in respect of the student concerned,
- (e) the religion ground of the student or the applicant in respect of the student concerned,
- (f) the disability ground of the student or the applicant in respect of the student concerned,
- (g) the ground of race of the student or the applicant in respect of the student concerned,
- (h) the Traveller community ground of the student or the applicant in respect of the student concerned, or
- (i) the ground that the student or the applicant in respect of the student concerned has special educational needs

As per section 61(3) of the Education Act 1998, ‘civil status ground’, ‘disability ground’, ‘discriminate’, ‘family status ground’, ‘gender ground’, ‘ground of race’, ‘religion ground’, ‘sexual orientation ground’ and ‘Traveller community ground’ shall be construed in accordance with section 3 of the Equal Status Act 2000.

Schools must retain any of the following statements that apply to them and delete those that do not:

**Single gender schools**

[Name of school] is an all-boys/all-girls (delete as appropriate) school and does not discriminate where it refuses to admit a boy/girl applying for admission to this school.

**Post-primary denominational schools**

[Name of school] is a school whose objective is to provide education in an environment which promotes certain religious values and does not discriminate where it admits a student of (insert details of particular religious denomination concerned) in preference to others.

**All denominational schools**

[Name of school] is a school whose objective is to provide education in an environment which promotes certain religious values and does not discriminate where it refuses to admit as a student a person who is not (insert details of particular religious denomination concerned) and it is proved that the refusal is essential to maintain the ethos of the school.

**Schools with special education class(es)**

[Name of school] is a school which has established a class, with the approval of the Minister for Education and Skills, which provides an education exclusively for students with a category or categories of special educational needs specified by the Minister and may refuse to admit to the class a student who does not have the category of needs specified.

**4. Categories of Special Educational Needs catered for in the school/special class**

[If applicable]

[School Name] with the approval of the Minister for Education and Skills, has established a class to provide an education exclusively for students with (insert details of category or categories of SEN the special class caters for).

## 5. Admission of Students

This school shall admit each student seeking admission except where –

- (a) the school is oversubscribed (please see section 6 below for further details)
- (b) a parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student

Include only the statements that apply to the school:

### **A school that admits students of one gender only**

[School Name] provides education exclusively for boys/girls and may refuse to admit as a student a person who is not of the gender provided for by this school.

### **All denominational schools**

[School Name] is a (specify denomination of school) and may refuse to admit as a student a person who is not of (specify denomination) where it is proved that the refusal is essential to maintain the ethos of the school.

### **School with special education class(es)**

The special class attached to [School Name] provides an education exclusively for students with [specify category or categories of special educational needs] and the school may refuse admission to this class, where the student concerned does not have the specified category of special educational needs provided for in this class.

## 6. Oversubscription (this section must be completed by all schools including schools that do not anticipate being oversubscribed)

In the event that the school is oversubscribed, the school will, when deciding on applications for admission, apply the following selection criteria in the order listed below to those applications that are received within the timeline for receipt of applications as set out in the school's annual admission notice:

**Insert selection criteria here**

In the event that there are two or more students tied for a place or places in any of the selection criteria categories above (the number of applicants exceeds the number of remaining places), the following arrangements will apply:

**Insert details of the school's arrangements here**

## 7. What will not be considered or taken into account

In accordance with section 62(7)(e) of the Education Act, the school will not consider or take into account any of the following in deciding on applications for admission or when placing a student on a waiting list for admission to the school:

**Points (a) to (g) must be included here by all schools. There are limited exceptions to some of these (highlighted in red below) and schools must retain the exceptions that apply to them and delete those that do not:**

- (a) a student's prior attendance at a pre-school or pre-school service, including naíonraí,
- (b) the payment of fees or contributions (howsoever described) to the school;  
 (other than in relation to a fee charging school or a plc or further education and training course run by a school in respect of those courses)
- (c) a student's academic ability, skills or aptitude;  
 (other than in relation to:
  - admission to (a) a special school or (b) a special class insofar as it is necessary in order to ascertain whether or not the student has the category of special educational needs concerned and/or
  - admission to an Irish language school, in accordance with the provisions of section 62(9) of the act
- (d) the occupation, financial status, academic ability, skills or aptitude of a student's parents;
- (e) a requirement that a student, or his or her parents, attend an interview, open day or other meeting as a condition of admission;  
 (other than in the case of admission to the residential element of a boarding school or to a plc or further education and training course run by a school)

(f) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school;

(other than, in the case of the school wishing to include a selection criteria based on (1) siblings of a student attending or having attended the school and/or (2) parents or grandparents of a student having attended the school.

In relation to (2) parents and grandparents having attended, a school may only apply this criteria to a maximum of 25% of the available spaces as set out in the school's annual admission notice).

(g) the date and time on which an application for admission was received by the school,

This is subject to the application being received at any time during the period specified for receiving applications set out in the annual admission notice of the school for the school year concerned.

This is also subject to the school making offers based on existing waiting lists (up until 31st January 2025 only).

## 8. Decisions on applications

All decisions on applications for admission to [school name] will be based on the following:

- Our school's admission policy
- The school's annual admission notice (where applicable)
- The information provided by the applicant in the school's official application form received during the period specified in our annual admission notice for receiving applications

(Please see **section 14** below in relation to applications received outside of the admissions period and **section 15** below in relation to applications for places in years other than the intake group.)

Selection criteria that are not included in our school admission policy will not be used to make a decision on an application for a place in our school.

## 9. Notifying applicants of decisions

Applicants will be informed in writing as to the decision of the school, within the timeline outlined in the annual admissions notice.

If a student is not offered a place in our school, the reasons why they were not offered a place will be communicated in writing to the applicant, including, where applicable, details of the student's ranking against the selection criteria and details of the student's place on the waiting list for the school year concerned.

Applicants will be informed of the right to seek a review/right of appeal of the school's decision (see section 18 below for further details).

## 10. Acceptance of an offer of a place by an applicant

In accepting an offer of admission from [school name], you must indicate—

- (i) whether or not you have accepted an offer of admission for another school or schools. If you have accepted such an offer, you must also provide details of the offer or offers concerned and
- (ii) whether or not you have applied for and awaiting confirmation of an offer of admission from another school or schools, and if so, you must provide details of the other school or schools concerned.

Applicants should be aware that failure to disclose this information on the acceptance of a place may lead to an offer being withdrawn by the school.

## 11. Circumstances in which offers may not be made or may be withdrawn

An offer of admission may not be made or may be withdrawn by [school name] where—

- (i) it is established that information contained in the application is false or misleading.
- (ii) an applicant fails to confirm acceptance of an offer of admission on or before the date set out in the annual admission notice of the school.
- (iii) the parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student; or
- (iv) an applicant has failed to comply with the requirements of 'acceptance of an offer' as set out in section 10 above.

The board of management has a duty of care to ensure as far as practicable the health and safety of the students and staff of the school. In addition, the board of management is required under section 15(1) of the Education Act 1998 to provide, or cause to be provided, an appropriate education for each student at the school for which that board has responsibility.

An application for admission may be refused, therefore, where the admission of the applicant would pose a significant risk to the health and safety of the applicant or students and staff of the school, or risk significantly interfering with the right of other students to an appropriate education.

## 12. Sharing of Data with other schools

Applicants should be aware that section 66(6) of the Education (Admission to Schools) Act 2018 allows for the sharing of data between schools in order to facilitate the efficient admission of students. Section 66(6) allows a school to provide a patron or another board of management with a list of the students in relation to whom—

- (i) an application for admission to the school has been received,
- (ii) an offer of admission to the school has been made, or
- (iii) an offer of admission to the school has been accepted.

The list may include any or all of the following:

- (i) the date on which an application for admission was received by the school;
- (ii) the date on which an offer of admission was made by the school;
- (iii) the date on which an offer of admission was accepted by an applicant;
- (iv) a student's personal details including his or her name, address, date of birth and personal public service number (within the meaning of section 262 of the Social Welfare Consolidation Act 2005 ).

## 13. Waiting list in the event of oversubscription

In the event of there being more applications to the school year concerned than places available, a waiting list of students whose applications for admission to [school name] were unsuccessful due to the school being oversubscribed will be compiled and will remain valid for the school year in which admission is being sought.

Placement on the waiting list of [school name] is in the order of priority assigned to the students' applications after the school has applied the selection criteria in accordance with this admission policy.

Offers of any subsequent places that become available for and during the school year in relation to which admission is being sought will be made to those students on the waiting list, in accordance with the order of priority in relation to which the students have been placed on the list.

## 14. Late Applications

All applications for admission received after the closing date as outlined in the annual admission notice will be considered and decided upon in accordance with our school's admissions policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

Late applicants will be notified of the decision in respect of their application not later than three weeks after the date on which the school received the application. Late applicants will be offered a place if there is a place available. In the event that there is no place available, the name of the applicant will be added to the waiting list.

## 15. Procedures for admission of students to other years and during the school year

**The procedures of the school in relation to the admission of students who are not already admitted to the school to classes or years other than the school's intake group are as follows:**

**The procedures of the school in relation to the admission of students who are not already admitted to the school, after the commencement of the school year in which admission is sought, are as follows:**

The board of management has a duty of care to ensure as far as practicable the health and safety of the students and staff of the school. In addition, the board of management is required under section 15(1) of the Education Act 1998 to provide, or cause to be provided, an appropriate education for each student at the school for which that board has responsibility.

An application for admission may be refused, therefore, where the admission of the applicant would pose a significant risk to the health and safety of the applicant or students and staff of the school, or risk significantly interfering with the right of other students to an appropriate education.

## 16. Declaration in relation to the non-charging of fees

The board of (name of school) or any persons acting on its behalf shall not, except in accordance with section 64 of the Education (Admission to Schools) Act 2018, charge fees for or seek payment or contributions (howsoever described) as a condition of-

- (a) an application for admission of a student to the school, or
- (b) the admission or continued enrolment of a student in the school.

## 17. Arrangements regarding students not attending religious instruction

**A parent of a student, or a student who has reached the age of 18, who wishes to attend [insert school name] without attending religious instruction should make a written request to the Principal. A meeting will be then be arranged with the parent(s) or the student, as the case may be, to discuss how the request may be accommodated by the school.**

## 18. Reviews/appeals

### Review of decisions by the board of Management

The parent of the student, or in the case of a student who has reached the age of 18 years, the student, may request the board to review a decision to refuse admission. Such requests must be made in accordance with Section 29C of the Education Act 1998.

The timeline within which such a review must be requested and the other requirements applicable to such reviews are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.

The board will conduct such reviews in accordance with the requirements of the procedures determined under Section 29B and with section 29C of the Education Act 1998.

**Note:** Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998.

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998.

### Right of appeal

Under Section 29 of the Education Act 1998, the parent of the student, or in the case of a student who has reached the age of 18 years, the student, may appeal a decision of this school to refuse admission.

An appeal may be made under Section 29 (1)(c)(i) of the Education Act 1998 where the refusal to admit was due to the school being oversubscribed.

An appeal may be made under Section 29 (1)(c)(ii) of the Education Act 1998 where the refusal to admit was due a reason other than the school being oversubscribed.

Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the board of management **prior to making an appeal** under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management)

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management)

Appeals under Section 29 of the Education Act 1998 will be considered and determined by an independent appeals committee appointed by the Minister for Education and Skills.

The timeline within which such an appeal must be made and the other requirements applicable to such appeals are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.

## Appendix 2

# Meeting with State Examinations Commission 2 December 2019

# Meeting with State Examinations Commission 2 December 2019

## Reasonable Accommodations

- Working group on RACE improvements: Focussing on technologies in RACE – yet to finalise.
- Reading pens more widely used but pens not funded by NCSE.
- Use of tablet computers in RACE: Students used to them in many schools. Once the device is offline, it is acceptable.
- Special centres: There currently exists no scheme for special centre attendants, but this is under review to establish a standardised approach for 2020.
- Number of special centres falling for the fourth year in a row.
- The issue of supporting special centres for LCVP examinations is under consideration by SEC.
- Hearing impaired examination candidates: there were just 18 signers for 2019 – NCSE advises schools on requirements.
- Schools needing to buy multiple USB sticks for certain RACE students: SEC does not mandate USB sticks - schools can use other media like CDs, and some are still using tapes etc.
- Returning special centre scripts early to the main centre: This was reviewed as there was too much traffic for the main Centre. The student may leave but the supervisor must await the end of the time period to return the script.
- WRAT 5 now required for RACE – is WRAT 4 not still acceptable? The SEC position is that both WRAT 4 and 5 are acceptable

## Junior Cycle Developments

- Issuing the JCPA – update on PPOD developments: The system is ready.
- Assessment Task timeframe for future years: This will be reviewed by the Commission.

## Calendar and Scheduling

- Dates for Orals and Practical Performance Tests: Disruption to tuition time now becoming very serious, not to mention the appeals examiners. Teacher supply problems also a significant issue.
- Returning to the idea of Easter second-component examinations: Savings on substitution costs could pay for increased remuneration. SEC remains concerned that they would lose current correctors and the teacher unions are resisting such a development.

- Dates for the May Practicals: Computer Science - Wednesday 27th May 2020 - agreed this is a good date.
- There is, however, a shortage of examiners for the new LC subjects – P&S, PE and CS.
- Written Examinations Timetable: JC to finish a day earlier again next year.
- MFLs at JC are not now scheduled against their LC equivalent. All mornings. Should help with student movement, AV equipment etc.
- JMB proposal to bring every JC afternoon paper back to 1.30pm: SEC has this development on the draft timetable now, except for one examination, which follows maths. To be considered before finalising.
- S&S scheme hours may be used to supervise students at times when exams do not overlap.
- Trauma/bereavement scheduling – observations: 41 students took this up. Not every bereaved student used it but knowing they could defer was helpful. Review underway.
- Payment to schools for extra one/two LC exam days – requires clarity and review. DES paid these monies and SEC will raise it with DES.
- JC results issuing to be staggered? No.

## Orals and Practicals

- Supply of oral language examiners and other contract staff for 2020: This issue is 'never off the agenda' as some schools never release, and many others are restricting numbers - needs a sustainable solution
- A system wide survey could provide data on this. There is added value to teachers re written exam correction experience via the Cosán framework.
- Erosion of tuition time due to marking conferences – schedule outside school time?: SEC will identify which ones are in and out of school time

## New Appeals Procedures

- Impact of new script-viewing and appeals procedures on schools: There will be more online-corrected subjects next year which should reduce complexity and the Appeals timeframe will be tighter in 2020, in relation to the CAO offer date etc.
- Impact of releasing multiple advising examiners for earlier appeals: SEC made every effort to design a system which would minimise the impact on schools but will continue to develop the procedures.
- Communicating with principals on recruitment of appeals examiners: SEC deals with the teacher directly - teachers informed to tell their principals as soon as they are engaged as appeals examiners.

- The cut off point for appointing a second supervisor at 30 appeals: Will continue as per last year.
- Processing administrative errors: All administrative errors were reported and resolved by the 25th August 2019.
- JC data access requests: 215 candidates sought 1009 scripts, which was fewer than expected.
- Concern around candidates for online-marked papers needing to keep within certain margins: The scripts now include a new ‘hatching’ feature in the margins.
- Concerns that scripts are marked question by question, and by different examiners, rather than the entire paper consistently marked and graded as a whole: ‘Most marking in 2019 was whole script marking’.
- Paying superintendents, centre assistants etc. via OLCS: OLCS isn’t a SEC system. Under revision and SEC are considering their own system so this might be possible down the road.
- Piloting electronic issuing of results to schools: No changes - SEC has had to prioritise other developments.

## **Concerns regarding the sample Irish paper for junior cycle**

- This has led to distress amongst teachers and students, some of whom are now migrating to OL. Teachers report that the papers do not support the acquisition of language in an age appropriate way – overly technical.
- T2 schools welcome the differentiation of courses but the papers didn’t reflect this difference. Knock-on effects for LC HL uptake.
- JMB is seeking a new sample paper.
- ‘SEC worked with drafters, setters, the NCCA and inspectorate and the papers were heavily quality assured and in line with the curriculum specification’.
- ‘English, when it came out first, was also heavily criticised’.
- SEC listening to feedback and will take all measures to ensure candidates will be treated fairly in the examination but will not be producing new sample papers.

## **SEC and child protection issues**

- Timely reporting to schools is required. Discussion around what constitutes CP issues.
- A written protocol is in place for examiners. Most issues arise in the correcting process later on. SEC does report directly to Tulsa on occasion.

## Appendix 3

The Irish Times April 14

Schools will do everything possible  
to support exam students

## The Irish Times April 14

# Schools will do everything possible to support exam students

## Leaving Certificate students need to have a detailed outline of what is planned

Minister for Education Joe McHugh's recent announcement on the rescheduling of the State exams has given us amended timelines and a blueprint for schools that now allows those of us involved in education to plan for the next stage of our engagement with students at this problematic time.

Crucially, it also gives our Leaving Certificate students some certainty and charts a course through the summer and early autumn that allows progression through the exams and into higher education and career areas in as structured and normative a manner as we can manage.

It is understandable that many of our students may have been disappointed with the announcement. Over two years there has been a focus on an end-point to studies in June, and to have that changed at this juncture with the attendant complications of not being in school and not interacting with teachers and classmates in the normal manner is far from ideal.

## Challenges

Nonetheless, and as with all the societal challenges we are faced with at this time, we can do only what we consider to be best in the circumstances. In that context, the thrust of what is envisaged is twofold: to allow the examinations to take place in as similar a manner as possible to that which the students would have anticipated and prepared for; and that an integral fairness in marking and grading, which is seen as such a bulwark of our system, is maintained for this cohort of Leaving Certificate students.

Since our schools effectively closed in mid-March, the partners involved in education have been consistent in determining how to proceed. What is important is that continuity in teaching and learning and connection with the pupils is maintained. Albeit any contingency in this area is difficult because of its remote name and nature, our students and school communities have embraced the challenge they have been presented with in a laudable manner.

We know that what is happening is not perfect. For a variety of reasons, not all of our students have the capacity to manage the digital interaction with school that is necessary at present, and we know that we need to continue to work on strategies for those of our students who are especially disadvantaged or have special education needs.

But at a time when many countries in the world are struggling to do so, we have managed to maintain a productive connection with our students and to help support a societal cohesion that is so important for us all at this time. Our mission in school is not just the academic; we want to help, support and be present for our students in all manner of ways, and that is what we will do as we work through the practicalities of our recalibrated Leaving Certificate examination.

## Refocus

The amended timeline we are now dealing with means that Leaving Certificate students will have to refocus, and will especially need to take breaks in this Easter period and in the early summer. The two weeks engagement with teachers in school before the examinations start will facilitate the completion of course and project work that may be outstanding, and allow for appropriate direction and instruction prior to the start of the written exams.

Of course, there are logistical and other issues that still need to be addressed. There will be challenges for the system as we operate through summer, adopt HSE guidelines, prepare for the new school year, and determine how best to organise the postponed Junior Cycle school- based examination.

Ideally, we would have chapter and verse at this stage on all of these issues, but that is simply not possible, and we are in a position now whereby our Leaving Certificate students especially need, and deserve, to have the outline of what is planned. We will work to clarify matters in the coming weeks, and develop plans and contingencies for all that is to come.

What lies ahead will not be without challenge. But in the same way that our students and teachers and the leaders in our school communities have responded to what has been asked of them in the past number of weeks, we will do everything we can to support our Leaving Certificate students and to maintain the integrity of their examination experience. They deserve nothing less.

*John Curtis is general secretary of the Joint Managerial Body (JMB), which advises and represents the almost 380 voluntary secondary schools in the State.*



# Data Protection Report

# Data Protection Report

## AMCSS/JMB 33rd Annual Conference 2020

JMB support to schools is provided through the services of a full-time Data Protection Advisor based in Emmet House. Advice on data protection issues is primarily accessible through telephone and email. In addition JMB issues policy templates and bulletins to schools. For example, a bulletin and advisory note issued in October 2019 to advise schools in the event of a 'No Deal' Brexit scenario. More recently, a template *Procedure for Handling a Personal Data Breach* is now available to JMB schools.

### Issues arising

A wide range of data protection queries have been referred to JMB by schools over the past year. Issues arising include:

- School Data Protection Policies, Privacy Notices etc
- Management of Data Subjects Access Requests (DSARs)
- Managing and Reporting of Personal Data Breaches
- CCTV (Access, Sharing)
- Appropriate retention periods and erasure of personal data
- Use of school Management Information Systems (MIS)
- Guidance on appropriate Lawful Basis for processing
- 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
- Social media (consent, right of erasure where inappropriately used)
- Guidance on processing of Special Category Data (counselling, health data, SEN etc)
- Processing of personal data for school events (school reunions, school outreach events for primary schools etc)
- Technical and Organisational Measures for data security
- In addition to providing support and advice via telephone/email/web etc.,

Some of these issues were addressed through the publication in April 2019 of the JMB *Template Data Protection Policy*. Significant time was invested in preparing the advisory note and appendices that accompanied the policy template, the objective being that they would provide meaningful guidance to help schools become more confident in their decision-making around data protection issues. This building of capacity and transfer of knowledge to schools is a key objective for the data protection advisory service. This template policy resource is now available in Irish on the JMB website.

## Data Protection Training

During the autumn term (August– December 2019), a half-day data protection workshop was offered to school management. The primary objective was to assist schools with their localisation of the JMB template *Data Protection Policy* (published in April 2019). These workshops also aimed to help schools to build their capacity to demonstrate accountability with regard to the data processing principles, a requirement for all data controllers under GDPR.

The workshop content was particularly relevant to the principal as secretary to the board of management (the body acting as the school's Data Controller), although the sessions were also attended by others holding responsibility for GDPR implementation at school level (e.g. deputy principal/BOM members/administrative personnel etc.). The workshops used the Education Centre network and ran in Cork, Limerick, Athlone, Kilkenny, Monaghan and Dublin (Drumcondra, Blackrock and Emmet House).

The JMB's Data Protection Advisor has also visited schools by invitation in Dublin, Carlow, Galway, Kilkenny, Kerry and Kildare in response to requests for inputs at staff meetings. Typically, a whole-school presentation is used to highlight those data protection issues that are most relevant to the staff body as a whole, emphasizing particularly the principles of data security, data retention and data minimisation, including how to recognise and deal with Data Subject Access Requests and Personal Data Breaches.

An important focus for the second half of this academic year has been on helping schools to assess and minimise risk in response to Personal Data Breaches. A webinar to support the roll-out of a new template *Procedure for Handling a Personal Data Breach* has been developed and is being made available to school management.

## Other engagements

JMB continues to engage with other stakeholders where it believes that this will be of benefit to member schools. This has included engaging with public bodies who are processing personal data sourced through schools. In addition, JMB prepared a formal submission in response to a 2019 national consultation on the processing of children's data. The Data Protection Commission has committed to the publication of specific guidance on this area.

## Looking Forward

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

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

### Cyril Drury

JMB Data Protection Advisor  
 March 2020



# Education Report

# Education Report

## AMCSS/JMB 33rd Annual Conference 2020

### Introduction

This AMCSS/JMB Annual Education Report reflects the current policy agenda of the Department of Education & Skills as framed in 'Cumasú: Empowering through Learning - Action Plan for Education 2019' and points to the Secretariat's ongoing educational, research and development activities on behalf of our members.

Four of the overarching goals are:

#### GOAL 1

We will shape a responsive education and training system that meets the needs and raises the aspirations of all learners.

#### GOAL 2

We will advance the progress of learners at risk of educational disadvantage and learners with special educational needs in order to support them to achieve their potential.

#### GOAL 3

We will equip education and training providers with the skills and support to provide a quality learning experience.

#### GOAL 4

We will intensify the relationships between education and the wider community, society and the economy.

## GOAL 1

We will shape a responsive education and training system that meets the needs and raises the aspirations of all learners.

### Junior Cycle

While the Framework for Junior Cycle continues to be implemented across our schools, several outstanding issues remain to be addressed. The first relates to the scheduling of SLAR meetings, which continues to represent a significant challenge for schools in our sector.

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

If teachers cite the clause ‘... a limited number of meetings may need to draw on teachers’ bundled time to run beyond normal school tuition hours ...’ and seek to have their SLAR meetings begin within tuition time, 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.

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.

JMB has worked closely with DES and the other stakeholders in finding a workable solution that protects tuition time and will continue to support and advise our members as the provisions of Circular 0017/2020 impact on schools.

In an equally serious development, the inadequacy of the replacement hours to be provided for the 22 hours per year, pro-rata, professional time for teachers is completely unacceptable. The missing hours must come from somewhere – reducing curricular options, enlarging class size, cutting special needs time – and the Department’s assertion that ‘the quantum of hours provided to replace TPT was never intended to fully compensate for those lost’ is not acceptable and must be reviewed.

Finally, while JCT has provided high quality professional development and support to both teachers and school leaders, the absence of a coherent communications strategy with parents is emerging as seriously problematic at school level. Parents and guardians are understandably challenged by new concepts around learning outcomes and assessment expectations, not to mention the changing landscape of reporting. It is essential that the Department ensures that a fit-for-purpose communications strategy is put in place to ensure coherence of expectation and language between school and family in this most important of shared national educational enterprises.

#### Activities:

- Regular and frequent meetings with the DES Curriculum and Assessment Policy Unit
- Active participation in the Management Bodies’ Junior Cycle Forum

- Submissions on issues of key importance to implementation
- NCCA liaison at the highest levels – Council, Board for Junior Cycle, Development Groups and consultation events
- Meetings with JCT on roll-out of CPD
- Policy-practice dialogue via the JMB National Curriculum Advisory Group

## Technologies

While JMB welcomes the provision of annualised funding for infrastructure in schools, the emergence in both 2019 and 2020 of a tranche of monies to be competitively sought by over 4000 schools represents a very unwelcome development. Schools are already highly accountable for the resources they receive for digital and all other initiatives. The introduction of yet another resource model based on form-filling, accountability-seeking, compliance-based and competitive access represents the worst of funding equity measures and JMB urges the Department not to continue with, or worse, inflate, such an approach in future.

To-date, a significant number of schools in our sector continue to report utilising their grant as ‘catch-up’ in terms of outdated or dysfunctional equipment and other infrastructural replacement. We must also ‘catch up’ in terms of wi-fi infrastructure, technical support, teacher development in the use of technologies and supports for digital content production by teachers themselves.

While schools are re-developing their ICT policy frameworks, digital integration aspirations cannot be met without a parallel investment in pedagogy. ICT amplifies good teaching – it does not replace it. Our educators must be in a position to critically evaluate what is good in terms of teaching

and learning, and what is ineffective. It is only by having a digitally-skilled teaching force that we can begin to tap into the potential for the appropriate use of technologies in the classroom and this must represent the next focus for policymakers to channel their investment.

Meanwhile, the funding previously provided for school administration packages ended six years ago. Schools now must fund this software from their own resources. On a per-capita basis this can be as high as €11.50 per pupil. The establishment of P-POD has not obviated the need for a school administration suite in every school and the inequitable funding model of voluntary secondary schools means that these costs must come out of a shrinking capitation budget. JMB therefore seeks a refund of the school administration package costs to schools on an invoiced basis.

### Activities:

- Close liaison with PDST Technology in Education on a range of developments
- Feedback to DES on draft policy and circular relating to ITE
- Engagement with DES data section on enhancement to P-POD, ESINET and other platforms
- Advising on technical issues relating to the rollout of the JCPA
- Provision of learning opportunities for ICT Advisory Group and other members on assistive technologies
- Meetings with key IT providers to schools
- Engagement with SEC on technological developments, including online marking and appeals
- Data protection updates relating to IT in schools
- Consultations on curricular developments in digital studies and applications

## Guidance & Counselling

The argument for at least a restoration of G&C provision in our schools to pre-cutbacks levels has been well made by one representative organisation after another and need not be rehearsed here. 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 G&C 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.

Schools nonetheless need additional capacity, particularly in light of the complexity of future work-life and life skills to be coped-with by contemporary young people. In particular, the emergence of a generation of students carrying profound levels of anxiety, not experienced in scope or scale by any previous generation, requires that the school counsellor be professionally developed, up to date, supported and supervised to levels higher than any of their predecessors.

The cohort of young people facing personal challenges and in need of sound career advice is not limited to free-scheme schools. The erosion of guidance counselling provision to fee-charging schools, greater than that of free-scheme schools, is being reported as having a seriously deleterious impact on that sector and JMB urges that allocation of G&C hours in such schools be aligned with those in the other sectors.

JMB has carried out surveys of teacher supply challenges and, for the past two years, has identified that the supply of trained and qualified guidance counsellors is such that recruitment and retention are now serious issues at school level. We urge the Department to support the training of new GCs, 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.

### Activities

- Meetings with both the IGC and NCGE on current developments, policy and best practice
- Advocating for enhanced G&C allocation to schools
- Meeting between national level Guidance & Counselling bodies and our NCAG
- Continued development of guidelines for schools on whole-school guidance provision
- Consulting with NCCA on the role for guidance in Wellbeing
- 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 policy-makers 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 organization Transgender Equality Network Ireland (TENI). TENI is seeking funding to deliver training and create and provide practical tools and resources to schools and staff. JMB urges the Minister to positively consider a forthcoming service-delivery proposal from TENI which has the wholehearted support of the management bodies and teacher unions.

### **Activities**

- Close involvement with NCCA on their review of RSE across all sectors
- Submission on the RSE review and close liaison with Church and Trusts regarding RSE and school ethos
- RSE element of JMB 'Conversations' seminars in March 2020
- RSE workshops at AGM 2019
- Establishment of a Transgender Education Advisory Group with TENI
- Keynote presentation at TENI Conference 2019
- Continuing endorsement and support of 'Stand-Up' week in schools
- Responding to school issues relating to RSE, ethos and LGBTI

## GOAL 2

We will advance the progress of learners at risk of educational disadvantage and learners with special educational needs in order to support them to achieve their potential.

### The DEIS Programme

JMB has made a submission to the Minister and Department with a view to enhancing the efficiency and effectiveness of the DEIS investment in our 49 voluntary secondary schools within the programme. The submission dealt with the following areas:

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

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

In terms of higher-level goals, it must be comprehended that secondary schools' student populations do not map directly onto the local community, which throws up some significant anomalies in terms of the proportion and absolute numbers of those experiencing disadvantage within a particular school. For example, a large non-DEIS secondary school can have significantly more students experiencing social and economic disadvantage than its smaller DEIS neighbour.

This anomaly raises the question of the 'multiplier effect', cited on many occasions by DES as justification for the shape of the DEIS model. JMB does not argue against the principle that students in a school with a high concentration of disadvantaged peers have lower achievement levels than those in schools with a more socially advantaged intake, all else being equal. While the utilisation of CSO census data in the identification of areas of socio-economic deprivation is to be welcomed, the ESRI report proposes a degree of tapering of supports for schools rather than a sharp withdrawal below the specified cut-off. JMB supports such a proposal and seeks to have comprehended those larger schools with high absolute numbers of disadvantaged students, as opposed to proportion. To this end, JMB is currently engaging positively with the DES work on the re-profiling of DEIS schools and looks forward to a better mapping of resourcing against need, even though this will emerge as being more complex than heretofore.

Meanwhile, JMB was particularly gratified to see in the ESRI report an acknowledgement that enhanced resourcing arising from participation in the DEIS programme completely fails to match the overall deficit in funding experienced by disadvantaged schools. Such a deficit must be reflected in any revised policy or budgetary strategy.

Finally, what is usually neglected in consideration of the programme is the workload of the principal in DEIS schools. The impact of policy and initiative overload is but one factor. What is far more concerning is the effect of higher levels of student behavioural challenges due to emotional, social and cognitive-capacity issues, which erode the time and energies of the DEIS school leader, particularly in our under-funded and under-staffed voluntary secondary schools. As an immediate action, we called for the

provision of a second deputy principal in DEIS schools of between 600 and 699 students. With only ten such schools nationally, JMB urges the Minister to implement this equity measure for the forthcoming school year, with an extension of the initiative to all DEIS schools over 500 students subsequently.

## Activities

- Continued development of the JMB National DEIS Advisory Group
- Engagement with key policymakers including TUSLA, DES 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
- Sharing of good practice on social inclusion initiatives amongst JMB schools
- Linking with Trusts on their DEIS school support models
- Research on key support needs of DEIS schools to inform submissions

## Special Educational Needs

### *(a) In-School Coordination*

The introduction of a new school profile-based model of allocating resource hours to schools has been broadly welcomed but its impact will continue to be significantly weakened unless the Department:

- (a) restores the quantum of hours to schools that was lost due to the cutbacks in 2010, and,
- (b) makes distinct provision for an expanded range of SEN coordination responsibilities.

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. New principals (the majority of the national school-leader cohort) find utilising students' hours for coordination problematic
4. There is no clarity or advice on the proportion of hours which should be dedicated for SENCO activities
5. SENCOs continually express their sense of being overwhelmed by the demands of the role
6. Principals report being unable to keep a SENCO in the role for any extended length of time, due to the role expansion, admin overload and lack of time
7. Voluntary secondary schools are given no time for duties in their posts of responsibility
8. 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 demands that the Department immediately 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.

### *(b) Making Provision for Students with Autism*

Although teaching resources exist for supporting educational outcomes for young people with

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

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

While this resource has been funded without state support, the emergence of a significantly increased cohort of young people with autism – currently at primary school level – will have policy and resourcing implications for post-primary now and into the years ahead. JMB urges the Department to expand the post-graduate training provision for teachers which is currently heavily oversubscribed and to investigate the challenges faced by schools under the policy of mainstreaming even the most profoundly affected young people with autism, its co-morbidities and other conditions requiring highly specialist educational interventions.

### ***(c) Towards a New Model of Support***

JMB very much welcomes the trialling of a 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’*. In particular, 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 DCYA. 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.

While we await the scaling-up of such a ‘wrap-around’ service to schools, JMB is extremely anxious that the government’s proposal to implement a single element of the policy advice – profile-based SNA allocation – is seriously flawed and must be properly trialled and evaluated for a year in advance of implementation.

There is no shared understanding across the system (ministry, agencies, schools, clinicians, families) of what is actually comprehended by the term ‘additional care needs’. The NEPS Continuum and NCSE’s problem-solving flow-charts do not reflect the realities of the student-school interface. This is a classic collision of systemsworld with lifeworld and in the headlong, politically magnetic, rush to the New Brunswick model of total pupil population mainstreaming, the child with special educational needs will be lost.

We use the term ‘headlong rush’ advisedly. There is absolutely no need to implement this underdeveloped and ill-advised model of SNA deployment in just three months’ time – the actual time post primary schools have left to plan. There is no need to have a single system for both primary and post primary, as the needs and roles of all concerned are quite distinct. There is no evidence that this new model will

be more effective in terms of its aims (fully meeting student need) than the current model, for now. No published, independent evaluation of the current trialling of an integrated model of supports in certain schools has emerged. There is, as has been pointed out, no alignment of this model with the current IR and HR landscapes underpinning SNA selection, training, employment, terms & conditions, flexibility of function, or areas of responsibility, such as intimate care needs. No capacity-building has been undertaken with school leaders, SENCO, SETs or boards of management.

It is the position of JMB that the proposed implementation of this model of SNA allocation and deployment be paused for one year, during which the professional development needs of school leaders, SENCOs, SETs and SNAs will have been met; sufficient coordination and administration capacity has been provided to operate the model effectively; the industrial relations parameters relating to current SNA Ts&Cs have been fully resolved, and the voice of families has been heard and comprehended, particularly in relation to the devaluing of clinical judgements and their consequences.

## Activities

- Ongoing communication with NCSE and DES 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
- Working with AslAm on a framework for schools to enhance their provision for students with autism
- Communicating with the Inspectorate on the new model of SEN evaluation in schools
- Education Conference 2019 on special educational needs
- Liaison with SEC on developments relating to RACE supports
- Meetings with DES and NEPS on the new circular regulating exemptions in Irish

## GOAL 3

We will equip education and training providers with the skills and support to provide a quality learning experience.

### School Leadership

JMB acknowledges and welcomes the provision of additional deputy principals in larger schools in recent times. This represents a cost-effective model of enhancing the leadership base in our schools and we urge the Minister to expand this provision to medium-sized schools next year.

More broadly, however, what is needed is a fundamental reconstitution of the principal as leader of learning. We are constantly urged to embed policy as ‘whole-school’ enterprises and to create collaborative, professional learning communities of practice. Such re-culturation absolutely aligns with the vocational foundations of the school principal, yet each leader is systematically prevented from even initiating this deep change by an oppressive workload, not directly linked to this goal in the first instance. Meanwhile, addressing the serious issues of role clarity and personal-professional capacity requires three concurrent developments, each within the scope of the Department to initiate immediately:

1. Provide time to allow for the embedding of the raft of initiatives already overwhelming school leaders
2. Restore all posts lost during the recessionary cutbacks and,
3. Provide for a more equitable allocation of Assistant Principal posts across schools of different enrolments

This latter point was illustrated by the JMB President at last year’s Annual Conference:

*‘Our school enrolment is 902, and we have an allocation of 3 deputy principals, 8 assistant*

*principal I posts, including programme coordinator, and 10 assistant principal II posts.*

*Contrast this to a school just down the street whose enrolment is 620 and has an allocation of just 1 deputy principal, 5 assistant principal I posts and 7 assistant principal II posts.*

*These figures illustrate how the schools over 500 pupils have been particularly disadvantaged compared to schools over 700 and 900 students, under circular 03/2018’.*

In terms of middle-management, the implementation of the new model for appointments to posts of responsibility represents a real opportunity to put in place a structure of shared leadership appropriate to contemporary schools. JMB looks forward to continuing its engagement with the Department in the delivery of a restored and fit-for-purpose model of distributed leadership with genuine equity for schools of all sizes.

#### Activities

- Advocacy for a policy-pause across the range of demand areas impacting on schools
- Continuing communication with DES 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
- Ongoing advice and support for middle-management systems in schools
- Engagement with JCT relating to leadership-for-learning amongst principals
- Meetings with CSL on current developments
- Leadership training and development opportunities (e.g. newly appointed principals and BOMs)

## Teacher Supply

Arising from significant reported challenges in the area, the JMB carried out its, by now, annual survey of its member schools in 2019 on the availability of new and/or replacement teachers across the range of subjects and services required by our schools. The findings, in terms of subject availability, speak for themselves:

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

School leaders in our sector recommend that to address this critical issue:

- A long-term planning strategy by DES, based on projected future need, is vital if we are to have a guaranteed qualified cohort of young teachers coming through
- Address the current impasse regarding the inequality of salary for young teachers as current pay policy is leading many graduates to emigrate
- The fractionalisation of secondary teaching posts is having a huge effect
- It is impossible to get a Home Economics replacement teacher. Our single training college needs to take in at least triple the cohort if not quadruple to meet anywhere near the national demand
- A two year part-time post-graduate course in Irish and modern continental languages similar to that provided for out-of-field Maths would help alleviate teacher deficits
- We need a standing connection between PME providers, Second-Level school representatives and the Allocations Section in DES

JMB appreciates the level of seriousness and urgency with which the Department and its associated agencies have been addressing this crisis. We are, however, anxious that approaches relying on self-regulation at initial teacher education provider level, coupled by increasingly onerous recognition pathways for teachers from outside the jurisdiction, are adding to the problem.

### Activities

- Sector-specific data-gathering to inform submissions and engagement with DES on this issue
- Participation in the DES Teacher Supply Data Group
- Consultation events on teacher supply involving both the Department and the Teaching Council
- Annual submission on the recruitment and retention challenges faced by voluntary secondary schools

## GOAL 4

We will intensify the relationships between education and the wider community, society and the economy.

### 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
- 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. 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 LCVP to reduce the ring-fencing of subject requirements
- Working with SOLAS to reframe vocation-related pathways in schools

## Adult & Further Education

JMB and ACCS FE-providing schools have been working closely together under a structure known as JFERG - the Joint Further Education Representative Group. We have established sound working relationships with DES, FESS, SOLAS and QQI and, in a major step forward, JMB and ACCS have secured funding from SOLAS and set up a Further Education Support Unit to carry out the following functions:

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

mechanisms to support and encourage cohesive, integrated local planning and delivery

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

## Supporting the UN Sustainable Development Goals

### *The Joint Global Schoolroom-JMB Initiative*

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

Following discussions between GS and JMB on capacity-building within school leadership, JMB Council approved the undertaking of a

JMB outreach initiative with GS, supporting the development of school leadership interventions and, eventually, programmes.

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

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

To-date, four visits have taken place to eight schools in Sierra Leone and while there are obvious risks to bringing a first-world lens to a third-world landscape, the degree of commonality between the Irish and Sierra Leonean professional educator stories is perhaps more remarkable than the immediate differences. That said, the classic stress-inducing collisions between demands and resources, compliance and capacity, culture and cultivation are all evident in Sierra Leone and are, to a significant degree, amplified and overwhelming.

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

1. Capacity-building in principalship and deputy principalship
2. Senior teacher leadership development and succession
3. School governance

The involvement of JMB in this leadership development project with Global Schoolroom has, to-date, represented an innovative outreach initiative with significant learning on both sides. We have

now established strong working relationships with GS, the trustees and the schools in Sierra Leone and both organisations are now considering how best to move the project forward. JMB appreciates that this initiative falls within the ambit of the Department of Foreign Affairs & Trade, and Irish Aid in particular. In seeking a sustainable funding model for this outreach work, however, we would very much appreciate the advocacy of the Minister for Education & Skills and his officials in support of the establishment of a secure funding-stream for the duration of the project.

### Activities

- Establishment of a Global Schoolroom Education Advisory Group to inform and advise on teacher and leadership development programmes in West Africa
- Research and data analysis on teacher professional development potential in schools in Sierra Leone
- Ongoing communication between JMB and Global Schoolroom on emerging projects in Ghana

## Other Developments

### Submissions 2019-20

1. JMB Submission on the Proposed New Model of Allocating Special Needs Assistants to Mainstream Schools from 2020/21
2. JMB Submission to NCCA on the Review of Senior Cycle
3. JMB Submission on Textbook Rental and Educational Technologies
4. JMB Submission on the DES Draft Guidelines on the Use of Reduced Timetables in Schools
5. JMB Pre-Budget Submission 2020
6. The Joint Managerial Body Submission on Harmful Online Content
7. JMB Submission to the NCSE Consultation on Special Schools and Classes
8. JMB Submission on Supporting the DEIS Programme in Voluntary Secondary Schools
9. JMB Submission to NCSE on a Customer Charter and Customer Service Action Plan
10. JMB Submission to DES on a New Statement of Strategy
11. JMB Submission on the School Building Programme and related matters
12. JMB Submission - Education (Admission to Schools) Act 2018
13. JMB Submission on School Costs and Related Matters
14. JMB Submission on Relationships and Sexuality Education to the NCCA
15. JMB Submission on the Current use of Reduced Timetables
16. JMB Submission on Granting Exemptions from the Study of Irish
17. JMB Commentary on Scheduling SLAR Meetings
18. Findings of a JMB Survey on Teacher Supply
19. JMB Submission on the Review of Career Guidance Provision
20. JMB Submission on Special Classes
21. JMB Response to 'A Professional Learning Continuum for School Leadership in the Irish Context'

## Date for your Diary!

This year, our Conference is themed:

A Senior Cycle for All:  
**Priorities - Pathways - Possibilities**

**and will take place on**  
**Thursday 10th September 2020**

Croke Park Conference Centre

Our two keynote presentations will be from **Dr Beatriz Pont**, programme leader and senior education policy analyst at the OECD, and the **Senior Cycle Development Team** at the National Council for Curriculum and Assessment.

In addition to these two plenary sessions, we are planning a set of eight 'Conversation Workshops' on a range of relevant themes:

1. **What's Next for Transition Year?** Stand-alone or Elements Across a 3-year Cycle?
2. **Accessing Higher Education: Matriculation Possibilities:** The Impact of Flexible Pathways on CAO
3. **FE and Apprenticeships – Toward Parity of Esteem:** Re-Balancing Student Destinations
4. **The Terminal Examination:** Possibilities for Re-Framing the Leaving Cert
5. **Senior Students' Perspectives:** Nothing About Us Without Us!
6. **Equality as a Principle in a Flexible Senior Cycle:** Potential for Inequities in Multiple Pathways
7. **Re-Professionalising Teachers:** The Development Needs of Contemporary 21st Century Educators
8. **Including All: Access and Achievement for Students with SEN:** Progression Pathways and Re-Framing Success

We look forward to seeing you there!

**Dr Michael Redmond,**  
 JMB Director, Research & Development



# FSSU Annual Report

# FSSU Annual Report

## AMCSS/JMB 33rd Annual Conference 2020

### Executive Summary

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

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

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

- National Minimum Wage Increase
- Rolled-up Holiday Pay for Non-Teaching Staff
- School Grants 2019/2020
- Additional Superannuation Contribution (ASC)
- Government Budget 2020
- Revised Salaries from 1st Jan. 2020
- Electronic Banking
- Expense Payments to Volunteers
- VAT Compensation Scheme 2019
- PAYE Modernisation-Changes to myAccount
- Supervision and Substitution Payments for 2019-2020
- Charities Regulator-Registering & Updating BOM Details
- School Credit Card Guidelines
- Adult Education
- Taxation of Part-Time Teachers/Trainers
- Finance Sub-Committee Guidelines
- External Accountants Guidelines 2019/2020
- Travel and Subsistence Rates
- Repeat of Leaving Certificate Course Fees
- Important Dates for 2019/2020
- School Excellence Fund – DEIS
- Annual VAT Return of Trader Details 2019
- Financial Year End 2018/2019
- Revised Salaries from 1 Sept. 2019
- ICT Grant Scheme – Ensuring Compliance
- State Examinations Payments 2019
- School Tours – Ensuring Compliance
- School Books Grant Scheme for Needy Pupils
- eInvoicing
- Preparing for Brexit
- School Grants 2018/2019
- Travel and Subsistence Expenses for VSS
- Transfer of Pension-Related Deductions (PRD)
- VAT Compensation Scheme Update 2019
- VAT on EU Purchases
- Payments to Selection Committee Members
- Replacement of PRD by ASC
- PAYE Modernisation
- Revised Salaries from 1st Jan. 2019
- Appointment of an External Accountant
- Government Budget Summary 2019
- Electronic Banking Guidelines

1.2 Financial Update and School Budget 2020/2021 workshops were held in February 2020 to allow school management to develop a budget, ensuring good financial management.

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

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

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

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

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

## **4. Carrying out such audits as may be required**

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

## **5. Preparation of an annual report for the Department**

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

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

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

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

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

**Louise McNamara, Director,**  
 Financial Support Services Unit

April 2020



# HR/IR & Legal Services Report

# HR/IR & Legal Services Report

## AMCSS/JMB 33rd Annual Conference 2020

### Introduction

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

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

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

### 2020 Executive Report

In this executive report, we provide an outline of the activities, call topics and training engaged in during 2019/2020.

#### 1. Activities

- Engagement with the stakeholders in relation to the recently commenced sections of The Education (Admission to Schools) Act 2018
- Development of the draft Admissions Policy for schools and the Annual Admission Notice
- Engagement with the stakeholders with respect to the proposed new model of allocating SNAs to mainstream schools SNA
- Submission documents to DES/NCSE/Data Protection Commission
- Participation in the newly formed SNA HR/IR Forum led by the DES
- Attendance at the national negotiations in relation to school secretaries pay claim
- Attendance at sub-committees of TCC – example: Bereavement Leave; Occupational Injury; Incremental Credit.
- Advising on mediation process
- Compiling a panel of mediators
- Supporting schools through a mediation process
- Reviewing the Board of Management Manual on Procedures
- Supporting the Data Protection Advisor with GDPR queries relating to employment issues

- Developing effective communication strategies at local level where conflict presents
- Face-to-face meetings with school management.
- Advising and representing the interest of boards of management and school management in employment law matters and before the employment rights bodies.
- Preparing submissions for hearings under the adjudication process provided by DES CL 0024/2015.
- Advising on matters relating to terms and conditions of employment.
- Offering advice on job specifications, advertising positions and the interview process.
- Reviewing contracts of employment.
- Reviewing HR policies
- Developing policies
- Advising on how to manage performance during the probationary period.
- Assistance in handling all types of absence and absence-related matters.
- Advice and assistance in drafting critical communications in relation to parental matters and on the parents complaints procedures
- Representation of school management in negotiations at national and local level
- Engagement with non-teaching unions, e.g. FÓRSA, SIPTU, UNITE
- Engagement with teacher unions, e.g. ASTI, TUI
- Advising and representing school management's interests to the Department of Education & Skills, NCSE, Teaching Council, INSPIRE, IBEC

## 2. Call Topics

- Admission policies and procedures
- CIDs
- Industrial action by school secretaries
- Sick leave and absence notification procedures
- Engagement with the occupational health providers
- Critical Illness Provision
- Managing a return to work following a long-term absence
- Payment and cessation of payment for sick leave absences
- Statutory leave entitlements
- Statutory break entitlements
- Data Protection
- Working time
- Role of SNAs
- Social Media Usage
- Interpersonal difficulties
- Retirement
- Termination of employment
- Dignity in the workplace
- Performance management

## 3. Training/Seminars

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

**Bernadette Kinsella,**  
**Assistant General Secretary JMB**

**Christine West**  
**HR/IR and Employment Law Advisor**

JMB Human Resources/Industrial Relations and Legal Services Unit – April 2020



# School Management Advisory Report

# School Management Advisory Report

## AMCSS/JMB 33rd Annual Conference 2020

### The Team

The Management Advisory Team 2019/20 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 and Skills
- Liaison with other relevant institutions/bodies
- Training, for example, the allocation of teaching resources, middle leadership and management, annual Law Day
- Training for newly appointed principals, deputy principals and boards of management
- Training for national programmes, in cooperation with the DES e.g. Child Protection

## 2019/20

A busy year for the team as we support school management on a wide variety of topics and issues. Despite this we always try very hard to fulfil our commitment to respond to all queries, including emails, on the same day or at the latest within 24 hours. We remind members of the resources available on our website which should assist principals, deputies and chairpersons in their respective management roles.

### Middle Leadership and Management Seminars

In conjunction with the allocation workshops, the school management advisory team delivered further training on the Middle Leadership and Management structure. Over 500 principals, deputy principals and chairpersons attended the seminars, held in eight locations throughout the country.

We focused on three areas:

- Conducting the biennial review of needs, priorities, roles and responsibilities
- Conducting the annual review with each middle leadership leader
- The principal's annual report leadership and management to the board of management

This is the first year that the biennial review laid down in Circular 003 2018 must take place. A detailed presentation included advice on preparing for the review with all the teaching staff of needs and priorities, the roles and responsibilities and setting objectives in each role assigned. Principals were encouraged to undertake the review themselves, rather than bringing in someone to undertake the

work. In some instances, the dynamics of the school might determine that an outsider is needed. A second presentation concentrated on conducting the annual end of year review meeting with each post holder, and the principal's report to the board of management.

A range of supporting documentation was provided and is available on the JMB website.

### Allocations

To ensure that all schools have the very latest information and to explain the intricacies of the allocations, seminars were held in conjunction with the middle leadership and management seminars.

The format of the allocation schedule introduced last year means that schools have greater certainty than before on the amount of teaching resources available for the following school year. This allows for more accurate planning of the following year's curriculum and for the deployment of staff.

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

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

## Redeployment

Redeployment has delivered a very significant financial saving of about €36m euro to the exchequer. Since 2011 approximately 600 teachers have been redeployed in the post-primary sector. This, together with the general increase in pupil numbers, has resulted in the number of schools in surplus being reduced to a very small number, fewer than 10, in recent years. In the current year the number of teachers being compulsorily redeployed will be fewer than 10. There will be about six teachers redeployed under the terms of circular 0024/2015 (Ward Report) and redeployment reviews.

This year the pilot redeployment scheme is available to all teachers in counties outside of Dublin who wish to be considered for redeployment to a post-primary school in Dublin. To date, 24 counties have been comprehended by the pilot scheme. The only counties that have not had voluntary redeployment are Kildare and Wicklow.

## Child Protection

The child protection oversight report is now embedded in our board of management meetings, providing a necessary level of oversight at school level. Where principals are unclear about its requirements we can provide advice on its composition. Schools should only use the oversight report format that is on the DES website.

There is a statutory obligation (Children First Act, 2015) to have in place a Child Safeguarding Statement. The child protection procedures require schools to use the template statement provided by the DES. It is a requirement of the 2015 Act, Section 11(7) that the statement is reviewed annually. March 11 is the date for all

schools, except new schools since 2015, to complete this review. Due to the exceptional circumstances in this school year, some schools may have yet to do this review.

## Education Law Day

The seventh Education Law Day, presented by Mason Hayes and Curran, attracted a full house on December 2 in the Clarion Hotel, Liffey Valley. We had a very full interactive day with a lot of audience participation. The feedback was very positive and the participants went home with lots of practical advice.

This year we focused on three topical issues:

- **Custody and Guardianship Disputes:** Conflict between separated parents/ legal guardians and the implications for schools, including admissions/enrolment disputes, access to school reports/exam results, attendance at meetings etc.; consent; change of name; rights of students, both under and over 18
- **Social Media Issues:** Information on preparing social media policies; circulation of images/bullying/harassment; inappropriate use of social media, including emails by staff/ reputational damage.
- **Suspension and Expulsion:** Getting it right; fair procedures: investigation/questioning pupils/rights of the pupil and parents/guardians, pitfalls to avoid.

Each topic concluded with a question and answer session.

Our thanks go to Ian O'Herlihy, Liam Riordan, Catherine Kelly, Paul Rochford and Edel Kennedy for once again sharing their expertise with us. We plan to hold a similar day on Monday 7 December 2020, so do make a note of the date.

## Principal & Deputy Principal Professional Development

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

## Covid-19 Crisis

Since Friday 13 March JMB staff has been working remotely. With the technology available to us and to schools we have been very busy dealing with the myriad of queries coming in as schools adjust to the new situation. It appears that schools have adapted really well, at very short notice, and teachers generally are very engaged in delivering remote learning to their students. Principals and deputies are occupied with supporting staff, answering calls from parents, keeping in contact with vulnerable students, as well as the usual tasks which have to be done. Hats off to those principals and their staff who have taken on a huge amount of work in providing for the School Meals Programme.

The huge amount of work that is being carried out is remarkable and highlights the dedication of the profession in stepping up to the plate and ensuring that learning and pastoral care for students can continue as near to normal as possible. Let's pray to the good Lord that this crisis will soon pass for all of us in this world.

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



# School Buildings Projects Advisory Report

Like

# School Building Projects Advisory Report

## AMCSS/JMB 33rd Annual Conference 2020

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 six years, many of them on multiple occasions. The service includes the following:

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

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

### 2. Assisting with and reviewing applications for:

- Emergency Works
- Additional Accommodation
- Summer Works

### 3. The appointment of individual consultants and Design Teams

- Tendering – including advertising on e-Tenders
- Assessment of tenders
- Formal appointment of consultants
- During the past year, JMB, at the request of the Department of Education and Skills, has been actively assisting over 20 schools with the appointment of full design teams for Additional Accommodation projects in excess of €1m. JMB has also agreed to support over 25 more projects that have been approved in principle by the DES. This assistance to schools now forms a significant part of the service's work.
- In 2019 JMB assisted with the appointment of a full design team for one major project and has been requested by the DES to assist with three others as soon as the letters of approval have been issued. Two other major projects which were approved in 2018 are now at Stage 2A. In all these cases, the projects have been devolved directly to the respective boards of management.
- In addition, JMB continues to assist many schools that have been approved for additional accommodation or 'small works' of values less than €1 million.

#### 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 in the category Life Safety Systems were approved in December 2019. It is hoped that a further set of projects will be approved in November 2020.

#### 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

JMB has 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 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.

#### 7. Major Projects – Six Year Plan 2016 – 2021

54 voluntary secondary schools are listed on the Major Capital Plan and each of them can look forward to a fine extension and the refurbishment of the existing premises. Progress is slow but most projects have now had technical visits and have been devolved to various project management teams. Design teams are being appointed on an ongoing basis and schedules of accommodation agreed. In a number of cases (as discussed above), the project has been devolved to the respective board of management with JMB assistance.

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

#### 8. Collaboration with the Building Unit

- Meetings with senior officials continued during the year
- Ongoing representations also continued to be made to the Building Unit on behalf of schools

#### 9. Finally

It has been a pleasure to assist so many of our schools over the past year, whether by way of visit, email or telephone. The commitment and dedication of school management to modernise 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 and JMB Council for the service.

Noel Merrick,  
 April 2020



# Schools Procurement Unit (SPU) Report



## Schools Procurement Unit (SPU) Report

### AMCSS/JMB 33rd Annual Conference 2020

The Schools Procurement Unit continues to deliver free professional advice and practical support to schools to help them achieve improvements in their procurement processes, practices and outcomes. Fundamental to the role played by the SPU is improving access for schools to the centralised procurement model. However, some complications remain and the landscape in which schools operate continues to present several structural and cultural challenges.

Central to the remit of the SPU is promoting the significant advantage to schools of availing of centrally devised frameworks and contracts delivered by the Office of Government Procurement. Positive engagement and a clear coordinated message, both from the SPU and the OGP, with the active support of the various school management bodies, the Department and sectoral stakeholder partners, is of crucial importance in terms of advancing this message. It is important to recognise that the SPU has no sourcing role, and so cannot undertake procurement activity on behalf of the schools within its current remit. In addition, the SPU cannot run mini-competitions under OGP frameworks on behalf of individual schools. What is clear is that quite an amount of procurement activity and effort is still taking place at the level of individual schools. Where OGP frameworks exist, frequently the mechanism by which schools access goods and services - through mini-competitions - presents barriers, particularly where small-scale requirements and tight timelines are confronted with prescribed time-scales and high resource commitment on the side of the OGP. In such circumstances, this can mean that mini-competitions are often unfeasible to undertake. Consequently, the direction from the OGP will be to 'self-procure' and this presents a problem for the school as, generally, the knowledge and expertise required to conduct such competitive processes is frequently not resident within the school itself. Minimum expenditure thresholds apply to a number of OGP frameworks and this is also a barrier. It means that schools, because of low relative demand, accordingly cannot avail of these frameworks.

Though the levels of engagement by schools across the broad range of OGP contracts and frameworks remain relatively small, it is worth exploring several of the reasons as to why this perhaps remains the case:

- Schools find the manner for accessing the OGP model to be far from straightforward
- There remains an administrative complexity that some schools cannot invest time in trying to overcome
- Schools typically view the way they have always sourced their goods and services to be the simplest in terms of administration, and they secure outcomes which they consider as satisfactory

- Culturally, there has hitherto been a tradition of schools sourcing locally, and they view their relationship with their local supply-base as being almost symbiotic
- Direct sourcing is not unusual and there are no perceived consequences for awarding contracts without a competitive process
- Most importantly, until the OGP contracts are perceived as the easiest way to source goods and services and demonstrably offering excellent value, the problem of low levels of engagement among the schools will persist

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

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.

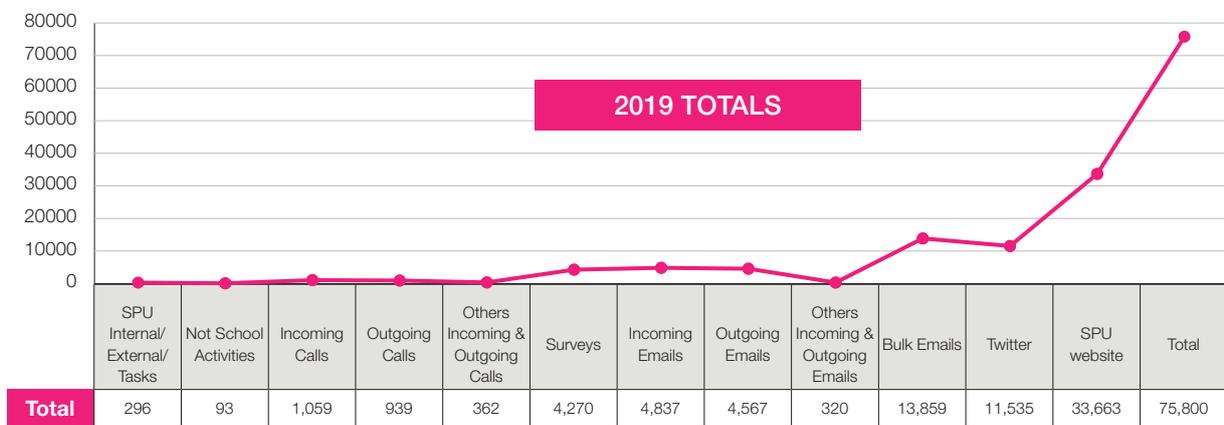
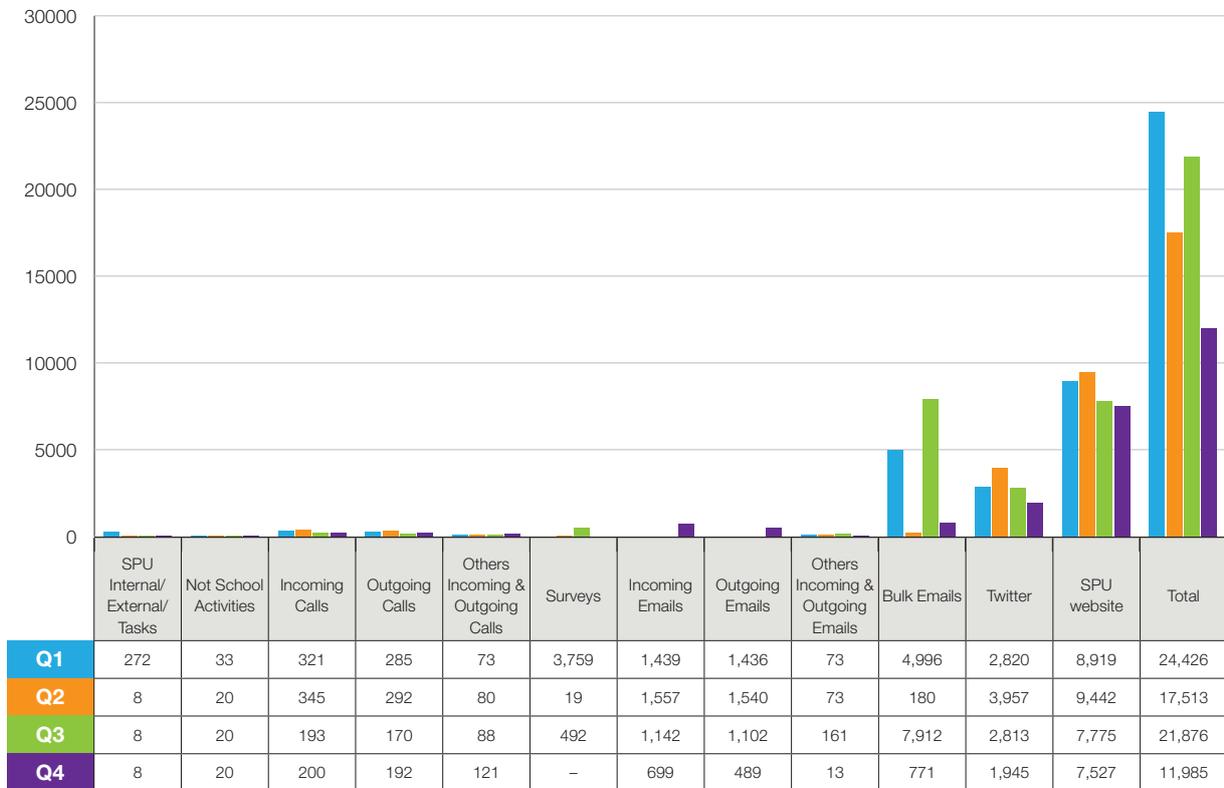
In 2019, the Department of Education and Skills requested that the service provided by the SPU be extended to the national network of Education Centres. The ambition in respect of the Education Centres is to capacity build their procurement capability, and a number of initiatives are already underway in support of that goal.

Cross-sectoral cooperation reached new levels in 2019. SPU and ETBI in tandem with the DES and OGP were able to deliver a school-focused drawdown arrangement for laptops and PCs. Furthermore, after extensive research, an eGuide for Concession Catering for Post-Primary Schools was developed in close collaboration with ETBI. SPU has a central role on the implementation team that works closely with the Department, the EPS, FSSU, ETBI, and the three framework members, to manage the successful delivery of the range of services available under the Department-sponsored school payments framework. By the end of 2019, almost 300 schools had signed-up under the terms of the framework.

The SPU continuously strives to improve both the services it provides, and its further penetration into the school sector and now also across the Education Centres network. Figure 1 (*on next page*) shows the type and volume of business activities engaged in by the SPU across 2019. The overall aggregated figure represents an almost 33% increase on the 2018 figure as the levels of engagement with SPU rise year on year. This success is a testament to the commitment and professionalism of the SPU team.

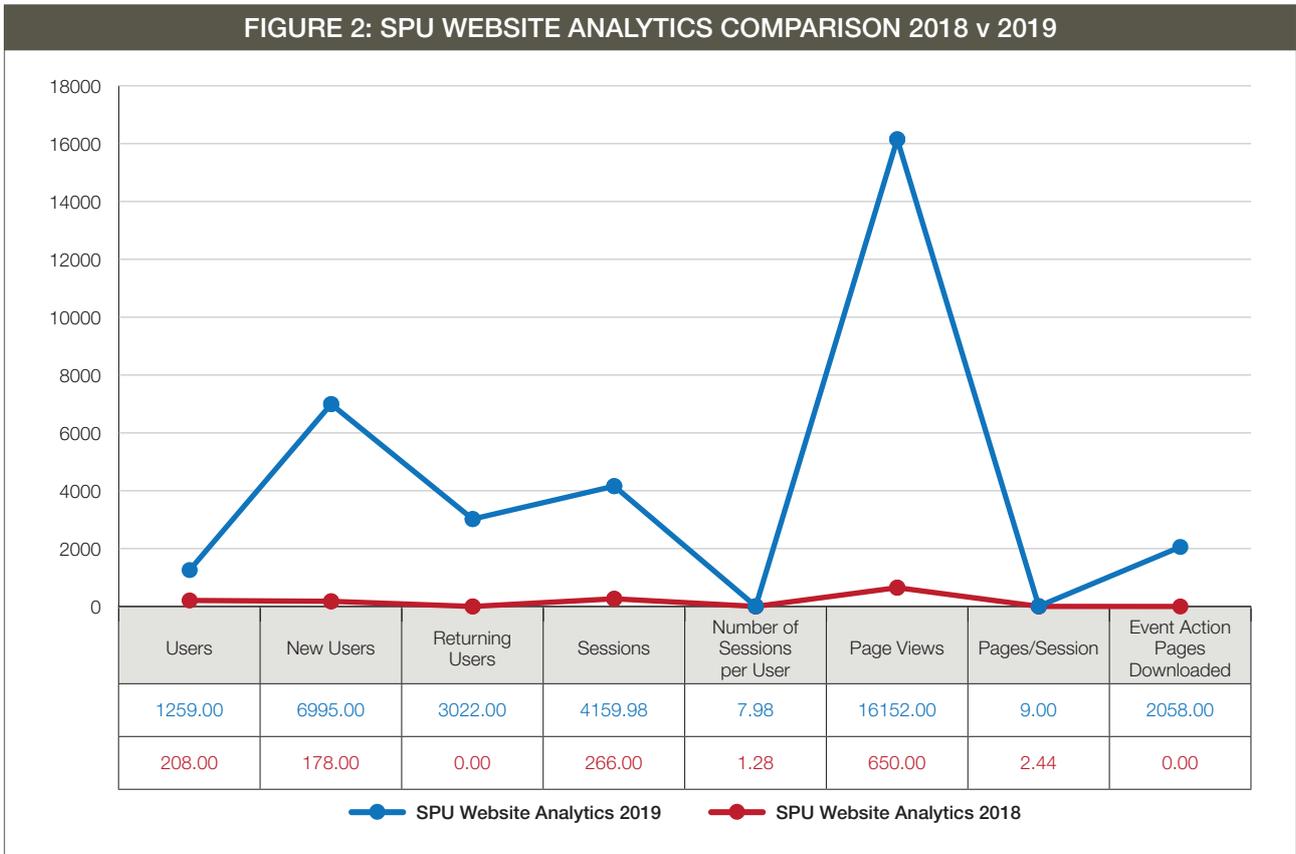
# Schools Procurement Unit (SPU) Report

FIGURE 1: ALL RECORDED SPU ACTIVITIES IN 2019 BY QUARTER



2019, a year on from the launch of the SPU website, and the activity recorded is greatly increased in comparison to 2018, as demonstrated in Figure 2.0 (on next page). Through deployment of web analytics, we can see that the Procurement Newsletter has been the most popular page viewed, with 7240 hits. The Contracts and Frameworks page had the second highest number of hits and was the most popular page in Q3 of 2019. Encouragingly, this might suggest that schools are thinking about procurement a quarter earlier than they did the previous year, which is consistent with the advice being provided by the SPU to the schools. There is no question in the minds of the SPU Team that the advent of the website has been a ‘game-changer’ in respect of generating the greater levels of interaction with the school sector as evidenced in the overall figure shown at Figure 1 above.

**FIGURE 2: SPU WEBSITE ANALYTICS COMPARISON 2018 v 2019**



The strategic decision to increase the social media footprint of the SPU has been extremely beneficial to both the schools and the SPU Team. As each year becomes increasingly busier, the engagement by schools with the website is an important tool in aiding the SPU service delivery. It has freed up the time and resources of the SPU Team, allowing them to play a more active role in supporting schools with procurement projects. However, due to the increase of support required for tender design, evaluation support etc., the SPU service in visiting schools on a one to one basis has suffered and a number have been rescheduled into 2020.

With the SPU well into its 6th year of operation, and with numbers increasing across all metrics, the time for a fundamental review of the function and role of the SPU, in order to best future serve the schools and the Education Centres, may be at hand.

**Ronan Farrell**  
 Manager  
 Schools Procurement Unit  
 April 2020



# Vetting Report

# Vetting Report

## AMCSS/JMB 33rd Annual Conference 2020

### Encryption of vetting disclosures

In 2019 JMB introduced the encryption of all vetting disclosures sent to schools. We are extremely grateful to school principals for their cooperation in the introduction of the process. There were of course some teething problems but these have been largely resolved and it seems that the new system is now well established. Many thanks are owed to our General Secretary John Curtis for introducing encryption, which provides much greater security for schools and vetting subjects alike. Thanks also to ERS IT Solutions which designed the system for JMB.

### Vetting of non-teaching staff

In 2019, JMB processed 15500 applications for vetting on behalf of member schools. Approximately 2000 others had to be returned to schools because of errors. Most were applications from under 18s who did not supply a parent's or guardian's email address. Other common errors were forms which were not accompanied by a cover letter in the format specified in the template provided on the JMB website or a lack of clarity in very many email addresses supplied by applicants. These usually resulted in applications expiring after 30 days, in which cases applicants had to start the process afresh, with significant resultant delays. 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.

### 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

JMB has received the following legal advice:

#### Retaining vetting disclosure:

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

The ODPC notes: *“Personal data must be destroyed when the purpose for which it was sought has expired. This can be problematic in relation to the continued holding of vetting disclosures as the Data Protection Commissioner is concerned that their long-term retention creates the potential for unauthorised access and use. Accordingly, the Office of the Data Protection Commissioner recommends that **vetting disclosures should be routinely deleted one year after they are received except in exceptional circumstances.** In case of future queries or issues in relation to a vetting disclosure, the reference number and date of disclosure may be retained on file and this can be checked with An Garda Síochána. This practice is sufficient for all organisations engaged in vetting, including organisations subject to external statutory inspection of staff vetting practices”.* On this basis, it would appear that the ODPC generally advises that the vetting outcomes should be *“routinely deleted one year after they are received”*. However, it is not clear what is meant by *“except in **exceptional circumstances**”*.

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

the expiry of the 1 year period referred to above.

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

## JMB retaining documents

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

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

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

## Re-vetting of registered teachers

The Teaching Council has completed the re-vetting of teachers whose original vetting had been processed by the Garda Central Vetting Unit (GCVU). A total of 105,316 teachers have now been vetted by the National Vetting Bureau (NVB), as of 8 January 2020. The net result is that all registered teachers in our schools now have vetting disclosures from the NVB. It is expected that re-vetting will henceforth be on a 3 year cycle.

## Re-vetting of non-teaching personnel

It is expected that the DES will 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 GCVU to be vetted again, this time by the NVB. This will impose a significant burden on school management and on JMB staff.

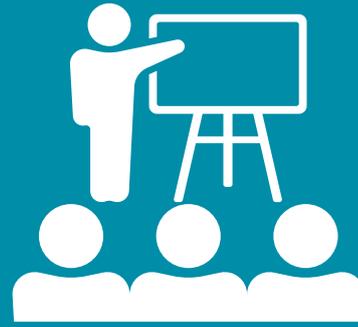
JMB acknowledges the excellent service provided to schools by the National Vetting Bureau. The Bureau is constantly improving its systems to provide better information to organisations such as JMB and to enable us to correct errors such as incorrectly entered data without the necessity to start the process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

We are greatly obliged to Cathy, our Office Manager, and to her staff for the support provided for the vetting process. Our thanks in particular go to Kevin McKean and Laura Doyle 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 Coordinator



# JMB Training & Events Report

## JMB Training & Events 2019 Report

### AMCSS/JMB 33rd Annual Conference 2020

#### Analysis 2019

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

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

Training/Event	Dates
<b>JMB/ACCS Further Education Seminar</b> Key school personnel engaged in delivery of adult and further education came together for structured input, sharing best practice and networking.	<b>January 2019</b>
<b>Interview Competency Training</b> The objective is to support schools in the quest to appoint the best possible candidate for senior leadership posts. The training programme is designed for members of Selection Committees and is open to Principals/Chairpersons/BOM members.	<b>January/February 2019</b> 7 Training Sessions
<b>Allocations Briefing Seminars/ Middle Leadership and Management – Reporting and Review</b> The Allocations seminars addressed the principles underpinning the allocation of teaching resources and thereby enabling school management to correctly interpret the schedules. The Middle Leadership and Management seminars included advice on preparing for the review, conducting the review meeting, setting objectives for the next school year, possible re-assignment, and the principal's report to the board of management.	<b>February 2019</b> 8 Workshops countrywide

Training/Event	Dates
<p><b>Budget Workshops</b></p> <p>The FSSU delivered a practical hands-on workshop to assist the principal and school accounts personnel in preparing the school's annual budget.</p>	<p><b>February 2019</b></p> <p>7 Seminars</p>
<p><b>DEIS Seminar</b></p> <p>Key school personnel engaged in the delivery of DEIS Plan objectives are brought together for structured input, sharing best practice and networking.</p>	<p><b>March 2019</b></p> <p>2 Seminars</p>
<p><b>Annual Conference (Hotel Europe, Killarney, Co. Kerry)</b>  <b>'Care for Our Common Home A Dialogue for School Leaders'</b></p> <p>School principals and chairpersons of boards of management, trust bodies and invited guests come together for an enriching experience with structured input, share best practice and networking.</p> <p>As well as a series of relevant workshops, our keynote speakers were Mr. Pat Cox, former President of the European Parliament and Professor Sharon Todd, Professor of Education and Head of Department at Maynooth University.</p>	<p><b>May 1, 2, 3 2019</b></p>
<p><b>School Admin Training</b></p> <p>Trainees benefitted from practical advice and assistance on RCT/VAT, Data Protection and Record Keeping together with Effective Communications and Mindfulness.</p>	<p><b>June 2019</b></p> <p>2 Training Days</p>
<p><b>Newly Appointed Principals – Phase 1</b></p> <p>Training was presented in 2 modules, Phase 1 in June before the new school year commenced. Topic covered included:</p> <ul style="list-style-type: none"> <li>• Introduction to Principalship</li> <li>• Principals and Boards of Management</li> <li>• Day to Day Management</li> <li>• The dynamics of the principal-deputy principal leadership team</li> <li>• Supervision &amp; Substitution Scheme</li> <li>• Financial Management</li> <li>• Child Protection Guidelines &amp; Vetting</li> <li>• Middle Leadership &amp; Management</li> <li>• Current Education Issues</li> <li>• Introduction to HR and Legal Services</li> <li>• School Procurement</li> <li>• Complaints, Disciplinary &amp; Grievance Procedures</li> <li>• Code of Behaviour, Suspension &amp; Expulsion</li> <li>• Introduction to School Building Advisory Services</li> </ul>	<p><b>June 2019</b></p> <p>3 Training Days</p>

Training/Event	Dates
<p><b>Newly Appointed Deputy Principals – Phase 1</b></p> <p>Training presented in 2 modules, Phase 1 in June before new school year commenced, Topics covered included:</p> <ul style="list-style-type: none"> <li>• Introduction to Deputy Principalship Circular 4/98</li> <li>• Financial Management</li> <li>• Education Issues</li> <li>• Day to Day Management</li> <li>• Supervision &amp; Substitution</li> <li>• Deputy Principal in Action Workshop</li> <li>• Deputy Principals share their experiences</li> <li>• Child Protection Guidelines &amp; Vetting</li> <li>• Middle Leadership &amp; Management</li> <li>• Code of Behaviour</li> </ul>	<p><b>June 2019</b> 3 Training Days</p>
<p><b>Training Workshops - Contracts and Terms &amp; Conditions of Employment</b></p> <p>The JMB hosted a series of practical workshops which addressed the following:</p> <ul style="list-style-type: none"> <li>• Teaching &amp; Non-teaching contracts of employment</li> <li>• Key terms and conditions of employment</li> <li>• Sick leave and annual leave arrangements (non-teaching personnel)</li> <li>• Grievance and disciplinary procedures (non-teaching personnel)</li> <li>• Relevant legal developments</li> </ul>	<p><b>June 2019</b> 3 Training Days</p>
<p><b>GDPR Workshops</b></p> <p>Key areas addressed during this half-day workshop included:</p> <ul style="list-style-type: none"> <li>• Localising the JMB Data Protection Policy</li> <li>• Communicating your school’s transparency information</li> <li>• Planning for Accountability</li> </ul>	<p><b>Aug/Sep/Oct /Nov 2019</b> 7 Training Seminars</p>
<p><b>Education Conference 2019</b></p> <p><b><i>Inclusion Intervention Innovation</i></b></p> <p><b><i>Unlocking potential: support for all, some and few in the secondary school</i></b></p> <p>The aim of Conference was to offer peer and specialist-delivered workshops on emerging developments in special needs education as well as offering opportunities to interact with policy makers, practitioners, specialists, support services and relevant commercial enterprises.</p> <p>We welcomed Professor Tim O’Brien, Senior Visiting Fellow in Psychology and Human Development at UCL Institute of Education and Dr. Johanna Fitzgerald, Lecturer at Mary Immaculate College as our keynote speakers.</p>	<p><b>19 September 2019</b></p>

Training/Event	Dates
<p><b>Newly Appointed Principals and Deputy Principals – Phase 1 – Late Appointees</b></p> <p>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.</p>	<p><b>September 2019</b>            3 Training Days</p>
<p><b>Board of Management Training</b></p> <p>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><b>November 2019</b>            9 Training Seminars</p>
<p><b>Newly Appointed Deputy Principals Training – Phase 2</b></p> <p>Newly Appointed Deputy Principals from Phase 1 of training and those who attended Late Appointees are invited back for Phase 2 of training. Topics covered included:</p> <ul style="list-style-type: none"> <li>• Deputy Principal in Action</li> <li>• Leading Learning</li> <li>• The Dynamics of Change Management</li> <li>• Managing Complaints</li> <li>• Professional Behaviour for all staff</li> <li>• Timetable pre-planning</li> <li>• Teaching Council Code of Professional Conduct</li> </ul>	<p><b>November 2019</b></p>
<p><b>Newly Appointed Principals Training – Phase 2</b></p> <p>Newly Appointed Principals from Phase 1 and those who attended Late Appointees training are invited back for Phase 2 of training. Topics covered includes:</p> <ul style="list-style-type: none"> <li>• Current Education Issues</li> <li>• OLCS - DES</li> <li>• Management scenarios</li> <li>• Leading Learning</li> <li>• Professional Behaviour for all staff</li> <li>• Timetable pre-planning</li> <li>• The dynamics of change management</li> <li>• Teaching Council Code of Professional Conduct</li> <li>• Medmark</li> </ul>	<p><b>November 2019</b></p>

# JMB Training & Events Report

Training/Event	Dates
<p><b>Education Law Day</b></p> <p>The primary objective of the JMB's annual Employment Law Event is to give boards of management and school principals, whose responsibilities require them to understand employment law, to be up to date with case law and practice, to equip them with the skills and competencies necessary to deal confidentially and effectively with queries arising in this area.</p>	<p><b>December 1 2019</b></p> <p>1 Day Training Seminar</p>

**Elizabeth O'Connor**  
Training & Events, JMB  
April 2020



# Communications Report

# Communications Report

## AMCSS/JMB 33rd Annual Conference 2020

### JMB Bulletins 2019– 2020

- Bulletin 01**      **Composite**
1. Middle Leadership and Management Posts
  2. PPOD Developments
- Bulletin 02**      **Composite**
1. SEC Appeal
  2. Senior Cycle Review
  3. RSE Review
  4. Behaviour Support Training
- Bulletin 03**      **Guidelines for the implementation of the Supervision and Substitution Scheme in each school**
- Bulletin 04**      **Boards of Management**
- Bulletin 05**      **Composite**
1. The Droichead Induction Process for Newly Qualified Teachers
  2. Belgian School Visits to Ireland
- Bulletin 06**      **Junior Cycle Provisional Results**
- Bulletin 07**      **School Immunisation Programme**
- Bulletin 08**      **Junior Cycle Implementation Circular 2019/20**
- Bulletin 09**      **Composite**
1. Circular on Exemption from the Study of Irish
  2. Climate Change Protest
- Bulletin 10**      **Industrial Action by Grant funded School Secretaries**
- Bulletin 11**      **Catholic Schools Week**
- Bulletin 12**      **Update on Industrial Action by Grant funded School Secretaries**

- Bulletin 13**      **Composite**
1. Severe Weather
  2. Junior Cycle Results
- Bulletin 14**      **Junior Cycle SEC Examination Result Appeals**
- Bulletin 15**      **Budget 2020**
- Bulletin 16**      **Data Protection Guidance in a ‘No Deal’ Brexit Scenario**
- Bulletin 17**      **Composite**
1. Scheduling Classroom Based Assessments (CBA) and Subject Learning and Assessment Review (SLAR) Meetings
  2. Esinet School Data Collection Survey
- Bulletin 18**      **Publication of New Guidelines**
- Bulletin 19**      **Composite**
1. Changes to the Career Break Scheme for the 2019/20 School Year
  2. Planning for Junior Cycle History
  3. Winter Ready
- Bulletin 20**      **Planning for Wellbeing – NCCA and JCT Provide Answers to FAQs**
- Bulletin 21**      **Summer Works Scheme**
- Bulletin 22**      **Redeployment Seniority List**
- Bulletin 23**      **Composite**
1. Job-Sharing
  2. Career Breaks
  3. Secondments
- Bulletin 24**      **Composite**
1. New Substitute Teacher Recruitment Platform
  2. Christmas arrangements for the Secretariat of Secondary Schools
- Bulletin 25**      **Scheduling Subject Learning and Assessment Review (SLAR) Meetings – ASTI Directive**
- Bulletin 26**      **Composite**
1. Industrial Action by Grant-Funded School Secretaries
  2. JMB Representative to LC Latin & Ancient Greek Development Group
- Bulletin 27**      **Pilot Voluntary Redeployment Scheme 2020**

**Bulletin 28**      **JMB Representatives to an NCCA Post Primary Development Group for Relationships and Sexuality Education**

**Bulletin 29**      **TUI Industrial Action February 4**

**Bulletin 30**      **Composite**

1. Standardisation of the School Year in respect of Primary & Post-Primary Schools for the years 2020/21, 2021/22 and 2022/23.
2. Croke Park Hours and Circular M58/04
3. JMB Representative to Leaving Certificate Arabic Development Group

**Bulletin 31**      **Important changes to admission procedures in schools**

**Bulletin 32**      **Composite**

1. Junior Cycle History – Special Core Status
2. Update on Garda Vetting

**Bulletin 33**      **Information for schools on the Coronavirus**

**Bulletin 34**      **Guidance on the Junior Cycle Subject Learning and Assessment Review Process**

**Bulletin 35**      **Coronavirus**

**Bulletin 36**      **Composite**

1. Covid-19 (Coronavirus) Special Leave/Pay
2. Remote Teaching Possibilities

**Bulletin 37**      **School Closure for Students**

**Bulletin 38**      **Composite**

1. JMB Services and Information
2. Social Distancing – Government Message
3. Arrangements for the payment of salary/pension to staff paid by the Dept. of Education & Skills
4. Vetting Applications during school closures
5. Insurance Assistance
6. Water Conservation during the Social Isolation phase of the Covid-19 (Coronavirus) pandemic
7. For Catholic Schools - Irish Catholic Bishops' Conference Statement on the Covid-19 (Coronavirus)

- Bulletin 39 Composite**
1. AMCSS/JMB Annual Conference 2020
  2. Developments in Education During Coronavirus-Related Closures
  3. Guidance & Counselling
  4. Distance Teaching and Learning
  5. Further Education
  6. Reminder - Arrangements for the payment of salary/pension to staff paid by the Dept. of Education & Skills
  7. HSE and the use of School Buildings
  8. Section 29 Appeals
  9. JMB Website support
- Bulletin 40 Statement from the State Examinations Commission on the State exams**
- Bulletin 41 Composite**
1. President Higgins – Message for our young people
  2. State Examinations Commission
  3. JMB Webpage for Covid-19 Related Updates
  4. HSE Resources in a range of languages
- Bulletin 42 Composite**
1. Covid - 19: Implications for Board of Management Meetings
  2. Biennial Review of Needs and Priorities, Roles and Responsibilities
- Bulletin 43 Composite**
1. Covid - 19: Statement from the Department of Education and Skills
  2. Communication from DES in relation to the teacher allocation process for the 2020/21 school year
  3. DES Survey on Remote Teaching and Learning
  4. Foreign Language Assistants and School Closures
  5. Section 29 Appeals
- Bulletin 44 Letter from Secretary General of Department of Education and Skills to all schools**
- Bulletin 45 COVID-19 pay-related guidance for privately paid personnel**
- Bulletin 46 Composite**
1. Closure of Schools until April 12
  2. The School Meals Programme
  3. Virtual Timetabling – Principals Share Strategies
  4. Coronavirus (COVID-19) Delay Phase: Arrangements for Teachers and Special Needs Assistants employed in recognised primary and post primary schools

- Bulletin 47**      **Composite**
1. COVID-19 - SNAs Temporary Assignment Arrangements
  2. Preparation of Draft Admission Policies
- Bulletin 48**      **Message from the President of JMB/AMCSS**
- Bulletin 49**      **Composite**
1. SNA Allocations Process 2020/21
  2. Catholic Schools - Letter from the Irish Episcopal Conference
- Bulletin 50**      **The closure of USIT and School Tours – claiming a refund**
- Bulletin 51**      **Statement from Minister on Leaving Certificate and Junior Cycle examinations**
- Bulletin 52**      **Postponement of State Examinations**
- Bulletin 53**      **Composite**
1. Reference Resource for Distance Learning
  2. Updates on Developments
  3. DES Guidelines on making school facilities available to State bodies during the COVID-19 pandemic
  4. Equipment for HSE
- Bulletin 54**      **Composite**
1. Assessment of Junior Cycle – Update
  2. Grant Aid to Support Technology Provision to Disadvantaged Students
- Bulletin 55**      **State Examinations Update**
- Bulletin 56**      **Composite**
1. Update re Admissions Policies: Refusal to enrol on health and safety grounds
  2. DES Circular: SNA Allocations Process 2020/21
  3. ICT Grants to Schools
  4. Teacher Allocations & Redeployment
  5. WorldWide Global Schools – Grant Applications 2020
- Bulletin 57**      **Assessment and Reporting on Junior Cycle 2020**

## JMB Submissions 2019-2020

- Submission 01 JMB Submission on the Proposed New Model of Allocating Special Needs Assistants to Mainstream Schools from 2020/21
- Submission 02 JMB Submission to NCCA on the Review of Senior Cycle
- Submission 03 JMB Submission on Textbook Rental and Educational Technologies
- Submission 04 JMB Submission on the DES Draft Guidelines on the Use of Reduced Timetables in Schools
- Submission 05 JMB Pre-Budget Submission 2020
- Submission 06 The Joint Managerial Body Submission on Harmful Online Content
- Submission 07 JMB Submission to the NCSE Consultation on Special Schools and Classes
- Submission 08 JMB Submission on Supporting the DEIS Programme in Voluntary Secondary Schools
- Submission 09 JMB Submission to NCSE on a Customer Charter and Customer Service Action Plan
- Submission 10 JMB Submission to DES on a New Statement of Strategy
- Submission 11 JMB Submission on the School Building Programme and related matters
- Submission 12 JMB Submission - Education (Admissions to School) Act 2018
- Submission 13 JMB Submission on School Costs and Related Matters
- Submission 14 JMB Submission on Relationships and Sexuality Education to the NCCA
- Submission 15 JMB Submission on the Current use of Reduced Timetables
- Submission 16 JMB Submission on Granting Exemptions from the Study of Irish
- Submission 17 JMB Commentary on Scheduling SLAR Meetings
- Submission 18 Findings of a JMB Survey on Teacher Supply
- Submission 19 JMB Submission on the Review of Career Guidance Provision
- Submission 20 JMB Submission on Special Classes
- Submission 21 JMB Response to 'A Professional Learning Continuum for School Leadership in the Irish Context'

## FSSU Guidelines 2019-2020

Financial Guideline 01	Revised salary rates applicable from 1st September 2019 for <ul style="list-style-type: none"><li>• Privately paid School Secretaries &amp; Caretakers</li><li>• Cleaners</li><li>• Other privately paid staff</li></ul>
Financial Guideline 04	Financial Year-End 2018/2019
Financial Guideline 05	Annual VAT Return of Trading Details (RTD)
Financial Guideline 06	School Excellence Fund – DEIS
Financial Guideline 07	Important Dates for the School Year 2019/2020
Financial Guideline 08	Repeat of Leaving Certificate Course Fees
Financial Guideline 09	
Financial Guideline 10	
Financial Guideline 11	Preparation and Submission of Annual School Accounts for the Year 2018/2019
Financial Guideline 13	FSSU Chart of Accounts (Revised version September 2019)
Financial Guideline 15	Taxation of Part Time Teachers/Trainers/Tutors/Lecturers
Financial Guideline 17	Approval and Procedures for Use of a School Credit Card
Financial Guideline 18	Registration with the Charities Regulator and updating Board of Management Members details
Financial Guideline 19	Supervision and Substitution payments to schools during the school year 2019/2020 & hourly rates of pay for Supervision and Substitution duties
Financial Guideline 20	PAYE Modernisation - Changes to myAccount on Revenue website applicable to employees
Financial Guideline 21	VAT Compensation Scheme for Charities
Financial Guideline 22	Expense Payments to Volunteers
Financial Guideline 23	Electronic Banking
Financial Guideline 24	Revised salary rates applicable from 1st January 2020 for <ul style="list-style-type: none"><li>• Privately paid School Secretaries &amp; Caretakers</li><li>• Cleaners</li><li>• Other privately paid staff</li></ul>
Financial Guideline 26	Government Budget Summary 2020
Financial Guideline 27	Additional Superannuation Contribution (ASC)

Financial Guideline 28	Grants payable to Non-Fee Paying Voluntary Secondary Schools School year 2019/2020
Financial Guideline 29	Cessation of “Rolled-up Holiday Pay” - Non-Teaching Staff
Financial Guideline 30	Notice of Increase in the National Minimum Wage
Financial Guideline 34	Payments to Members of Selection Committees
Financial Guideline 35	Employer COVID-19 Refund Scheme
Financial Guideline 36	Update to COVID-19 Payments
Financial Guideline 37	Supporting Remote Working
Financial Guideline 39	Update to Payments to Employees over the Covid period
Financial Guideline 40	Review of Contracts for Service during the COVID-19 period