

ACCS

Newsletter Nuachtiris

Cumann na Scoileanna Pobail is Cuimsitheacha Association of Community and Comprehensive Schools

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ACCS: 10H Centrepoint Business Park,
Oak Drive, Dublin 12.
Tel: 01 460 1150 Fax: 01 460 1203
E-mail: office@accs.ie
Website: www.accs.ie

Convention 2015

'A Confident Education System for a Confident Ireland'

We were delighted to welcome delegates to our Thirty Third Annual Convention which took place from 19th to 21st March in the Galway Bay Hotel, Salthill, Galway. We were blessed with beautiful weather which presented the capital of the West of Ireland in its best light. This very much reflected the positive theme for this year's Convention, 'A Confident Education System for a Confident Ireland'. The theme emanated from a paper delivered earlier this year by our keynote speaker, Dr. Harold Hislop, Chief Inspector, Department of Education and Skills. This theme resonates well with the ACCS promotion of a vision for education post austerity. In his presidential address Mr. Malachy Molloy referenced Minister for Education and Skills, Ms. Jan O'Sullivan T.D., when she stated in her Budget 2015 speech,

'It is my intention that the improving economic situation will pay a very real dividend to education – an investment that has enormous economic and social benefits'.

ACCS strongly supports this sentiment and looks forward to its practical implementation with the increased resourcing and funding required to meet the future needs of students in our schools.

The rich variety of speakers added greatly to the experience of delegates at Convention 2015.

Dr. Harold Hislop's paper addressed 'Advancing Learning, Assessment and Evaluation in Irish Second-Level Schools'.

It was important for our delegates to understand what is envisaged in the revised Junior Cycle Framework as well as why it is absolutely essential to move towards this revision in order to provide the education system that will meet the needs of our young people. The Chief Inspector's explanation of the need for fundamental changes to teaching and his belief in the capacity of our teachers to deliver these changes supported by professional development was very clear. He also developed the argument for the need to change assessment in a very logical and convincing way.

Harold's presentation set the tone for our Convention as a reflective and engaging and educational space.

On Friday morning Dr. Mark Fennell spoke about Assessment and Learning and explained the rationale for changing assessment. His argument, expressed with great conviction, was very convincing. It was the ideal follow-on from Harold's presentation on Thursday evening. It was also very informative to set the record straight on the reliability, validity and dependability of our present forms of assessment.

President of ACCS, Mr. Malachy Molloy, presented his Annual Address which focused on the challenges faced by schools over the last number of years and the need for a clear vision for the future education system we need to develop to meet the needs of 21st century students. While challenging the



Mr. Kevin McCarthy, DES, Mr. Martin Haney, DES, Mr. Ciarán Flynn, former General Secretary ACCS, Mr. Malachy Molloy, President ACCS, Ms. Eileen Salmon, General Secretary ACCS, Mr. Seán Ó Foghlú, Secretary General DES, Ms. Antoinette Nic Gearailt, incoming President ACCS.

Department to address these needs he also emphasised the positive working relationship between ACCS and the DES and committed ACCS to continued partnership with the DES.

Mr. Seán Ó Foghlú, Secretary General of the Department of Education and Skills, addressed the current issues being prioritised by the DES. He was joined by his colleagues, Mr. Kevin McCarthy and Mr. Martin Haney who participated in an open forum with delegates who raised key concerns they face on a daily basis leading their schools.

After lunch on Friday Professor Daire Keogh, President of St. Patrick's College, Drumcondra, delivered a paper titled 'All things to all: Teachers for the 21st Century'. Daire's input on the necessity of a committed and highly regarded teaching profession was a very important contribution to the theme of the Convention. While Harold had spoken about his belief in the capacity of our teachers to deliver change supported by professional development, Daire brought in the person of the teacher in a very profound way. The reality of a bruised teaching profession and the dangers inherent in a continuation of the negativity regarding the career of teaching was very well expressed by him.

The final session on Friday focused on celebrating the achievements of students in our schools. Given that the Young Scientist Exhibition celebrated its 50th year in 2015 it was very appropriate that students from two of our schools, Kinsale Community School and Carrick on Shannon Community School reflected on their experience of engagement with the student project driven exhibition. The content and the confidence with which they presented their experiences reflected the value of such opportunities for students in schools.

On Saturday morning General Secretary, Ms. Eileen Salmon, led a presentation on School Governance which was very much appreciated by delegates who are Board members in our schools.

Advancing Learning, Assessment and Evaluation in Irish Second-Level Schools

Dr. Harold Hislop, Chief Inspector

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The keynote address at Convention was delivered by Dr. Harold Hislop, Chief Inspector with the Department of Education and Skills. His thought provoking and insightful presentation focused on the main themes dominating the Irish educational landscape at present. He argued that there is a need for a discussion focused on the “quality and nature of learning”.

Looking at the present system in operation in Ireland he referenced an article featuring a high performing student in the current Leaving Certificate published in the Irish Times. The student stated that the secret to success is “learning the formula for each exam and endless practice”. Dr. Hislop asks “is this the kind of assessment we want and is it aligned with the stated aims of the curriculum?” He continued, “if we know that the learning we offer young people is not as good as it should be ____ then we have a duty to change the current system”. He restated the Minister for Education’s position that the Traver’s proposals offer the opportunity to reform the Junior Cycle and promote the style of learning required to provide students with the skills and competencies needed to meet the demands of the 21st century.

Dr. Hislop stated that changing the system will require:

- A changed curriculum
- A fundamental change in teaching
- Changes to assessment

A changed curriculum

Research shows that curriculum development in the most successfully performing education systems focuses more on the development of key competencies and skills than simply coverage of knowledge. In this regard Dr. Hislop commended the work of the NCCA in the development of the new Junior Cycle Framework which adopts such an approach. He appreciated that there is a need for development of specific guidance in each subject area for teachers and learners as to how these key skills and competencies are developed and noted that NCCA is actively working in this area.

Howard Gardiner stated, “the greatest enemy of understanding is coverage”. With this in mind Dr. Hislop commended the recommendation that Junior Cycle students should study fewer subjects but, “study the concepts and skills of these subjects more thoroughly and be able to transfer and apply these skills to unfamiliar situations”.

A fundamental change in teaching

Dr. Hislop opened this section of his presentation quoting teacher Anne Heelan of AHEAD who said, “the real purpose

of teaching is learning, and if students are not learning then teaching is not working”. He stressed we must “engage the individual in learning and make learning a more active process”. Research indicates that learning is more a social than solo activity and most learning occurs where there is interaction between students. This is why cooperative group work, appropriately organised and structured by a skilled teacher, can be enormously beneficial. He concluded that it is evident that schools require adequate teaching resources to meet these challenges and teachers require access to ongoing professional development.



Dr. Harold Hislop,
Chief Inspector DES.

Changes to assessment

While accepting that well-constructed examinations have their role Dr. Hislop stated that they do not provide information on a considerable range of skills and abilities that we want to encourage in young people. If we continue to assess students through examinations only, teachers and students will continue to focus on the sort of learning that has dominated our educational system for over a century and will not serve young people well into the future. The obvious answer is to carry out some elements of assessment at school level using tasks and projects where students are afforded the opportunity to demonstrate their understanding of concepts and skills. This form of assessment encourages a process of dialogue and feedback between teachers and their students which research again highlights as a key benefit to student learning. Central to this form of assessment is the teacher of the student in their school. Dr. Hislop concluded that, “without this form of assessment, a complete picture of the student’s achievement is simply not possible”.

School based moderation of students’ work will be required to ensure consistency. This will require the provision of time and support for teachers. Indeed Dr. Hislop states, “it is self-evident that other resources, including leadership capacity, will be needed to implement the sort of learning and assessment that students need and which the Junior Cycle Framework offers. I am glad to see that the management authorities including the ACCS, will be engaging with the DES on this issue”.

The full text of Dr. Hislop’s presentation can be accessed on the ACCS website www.accs.ie

Prioritising Assessment Capacity

Dr. Mark Fennell, Education Consultant and Facilitator

Dr. Mark Fennell, one of the leading authorities on Assessment in Irish education opened his presentation on ‘Assessment and learning’ with the question; “why are we talking so much about assessment today?” he proceeded to investigate this question and propose a system of assessment which is fit to meet the challenges of a 21st century education system. He stressed that the assessment methods employed must match the learning aims of the curriculum.

So why are we so fixated with assessment at present? Dr. Fennell argues that all forms of assessment influence teaching, learning and the learner’s attitude. He continues that some types of learning are much harder to assess and it is long held

that written examinations “made well nigh imperative the use of mechanical and rote methods of teaching” (White 1888).

Dr. Fennell believes that the current topical debate, which has tended to polarize thinking about teaching and learning, between the ‘traditional’ versus the ‘progressive’ is unhelpful. He advocates an eclectic,



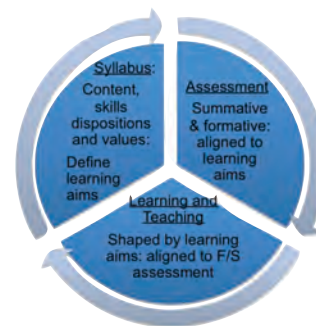
Dr. Mark Fennell, Education
Consultant and Facilitator

balanced approach which recognizes interdependence and is appropriate to learning aims. The model he promotes is an integrated model of a reformed curriculum, illustrated in the graphic below, which aligns assessment, the syllabus and learning and teaching.

Dr. Fennell believes that there is a need to develop an understanding of the language of assessment. We must start with an understanding of the various purposes of assessment and align formative and summative aims as far as possible. We need to define the terms, validity, reliability and dependability in relation to assessment. Validity – are means of assessment aligned to curricular aims, i.e. simply ‘teaching to the test’ or do

we capture “learning that is difficult to assess through standard methods such as creativity, social skills, problems solving-- “. Reliability – marker variability, inadequate sampling, situational impact i.e. ‘a bad day’. Dependability – assessment that is both valid and reliable.

Dr. Fennell concluded his presentation by looking at an integrated approach for schools. The presentation slides are available on the ACCS website www.accs.ie.



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Presidential Address by Mr. Malachy Molloy, President ACCS



Mr. Malachy Molloy,
President ACCS.

The address by President, Mr. Malachy Molloy, very much focused on the theme of Conference, ‘A Confident Education System for a Confident Ireland’. His opening remarks congratulated Minister Jan O’Sullivan on her appointment since our last Conference and he warmly welcomed Mr. Seán Ó Foghlú, Secretary General of the

Department of Education and Skills, and his officials and acknowledged the very positive and constructive engagement that exists between ACCS and the Department.

Regrettably the Minister was unavailable to attend Conference as she was heading a trade mission to Brazil as part of the St. Patrick’s weekend festivities. Malachy quoted from the Minister’s Budget Speech of 2015 where she stated, “It is my intention that the improving economic situation will pay a very real dividend to education – an investment that has enormous economic and social benefits”. He stated this is a sentiment with which ACCS agrees and looks forward to further engagement with the Minister and her officials in planning a confident education system to meet the needs of future generations of students. While acknowledging the investment in ICT for Design and Communications Graphics, the establishment of the Centre for School Leadership and increased spending on Education in the last Budget Malachy highlighted these increases simply reflected growing numbers in schools. He stressed the under financing of education over the last number of years needs to be addressed if we are serious in our endeavours to meet the ever changing needs of students in schools.

With regard to Junior Cycle Reform Malachy stated ACCS welcomed and support the proposals initially envisaged by the National Council for Curriculum and Assessment. He continued, ACCS are acutely aware of the impasse in the negotiations reached between the DES and the Unions under the chairmanship of Dr. Pauric Travers. ACCS support Dr. Traver’s opinion that the way forward suggested in the proposals, “is by no means an ideal solution but it provides the basis for an honourable settlement”. He concluded the reforms envisaged provide an approach to curriculum and assessment that will improve the learning experiences of the students and ACCS seeks immediate engagement with the Department of Education and Skills and education partners to ensure the resources, necessary for implementation of the proposals, are made available to schools.

Malachy turned his attention to senior management teams in our schools and emphasised they want to focus on their core function, namely learning and teaching. He noted the moratorium on recruitment and promotions, notwithstanding subsequent limited alleviation measures, has reduced the school

capacity to deal with important functions and resulted in Principals and Deputy Principals being totally over burdened with additional responsibilities. “The issue is not the myriad of tasks – it is the support in the form of personnel and time that is absolutely essential”. He highlighted the middle management proposals submitted by the management bodies which identify and address the ongoing needs of schools by:

- Having personnel, with required skills and time, responsible for significant leadership and management functions.
- Ensuring accountability for the satisfactory discharge of duties and responsibilities.

“This distributive leadership model will ease the excessive burden that currently exists and provide a career path, including leadership and management experience, for teachers aspiring to school leadership”. He noted, discussions with the DES have been positive and constructive and it is essential that the phasing in of proposals should begin from September 2015.

ACCS believes that Community and Comprehensive schools deliver a model of the school of the future as they continue to pioneer educational innovation and best practice in a just, caring and responsive environment, led by local autonomous Boards. Malachy stressed the Deed of Trust review initiated a number of years ago needs to be concluded and the sector must be allowed expand in areas where demand for a Community and Comprehensive school is demonstrated. The emergence of a single national Catholic patronage body and a similar arrangement for Protestant patrons is required by the DES if they are to be co-patrons of a Community school. Following discussions with patron bodies ACCS believes this may emerge in the longer term. He indicated that ACCS considers that the most appropriate course of action at this point in time is that Trust Bodies should be included in the persons or bodies entitled to fulfil the role of Joint Trustee in Community and Comprehensive schools. Enabling Trust Bodies fulfil the role of Joint Trustee under the Deed of Trust as an interim solution facilitates progress from all sides as it reduces the overall number of Trustees while enabling the establishment of new Community schools.

Inclusion is a core principle of Community and Comprehensive schools. However inclusion must allow for meaningful engagement which requires the provision of adequate resources. Malachy stressed that the cut of 15% to the resource allocation for students with special education needs must be reversed. He continues, “ACCS cautiously welcomes the new model for allocating teaching resources for students with special education needs, ‘Delivery for Students with SEN – a Better and More Equitable Way’”. He noted this new model of allocation coupled with CL 70/2014 highlight the requirement for a fully qualified SEN Co-ordinator in schools to meet the needs of students.

The President concluded by thanking all those involved in the ACCS Head Office under the leadership of General Secretary Ms. Eileen Salmon for their support and dedicated service.

Address by Mr. Seán Ó Foghlú, Secretary General of the Department of Education and Skills

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Address by Mr. Seán Ó Foghlú, Secretary General of the Department of Education and Skills.

Opening his address Mr. Ó Foghlú indicated that he would like to continue the format we have developed over the last number of years where he would speak but also like to allow time for interaction and discussion with delegates in an open forum. In this regard he was delighted to be joined by his colleagues from the Department, Mr. Kevin McCarthy and Mr. Martin Hanevy. He also conveyed the apologies of the Minister for her absence due to government business in Brazil.

The address was divided into two main sections:

- Learning for Life
- Improving Quality

Learning for Life

Mr. Ó Foghlú initially focused on the current Literacy and Numeracy Strategy which was showing very positive results at primary level with all targets reached and showing the first significant improvement since the 1980s. In post primary he recognised School Self Evaluation has focused on literacy and numeracy and contributed significantly to the strategy and there has been significant engagement by teachers in continuous professional development.

With regard to the Junior Cycle Mr. Ó Foghlú outlined the Department position which is acceptance of the Traver's proposals. The Minister has now moved to implement these recommendations. He outlined the significant concessions accepted by the Minister in this process and acknowledged the support of ACCS for Junior Cycle reform. He acknowledged that additional resources in schools are required to support the implementation of the revised programme and will now engage directly with management bodies, including ACCS, to address this issue.

With regard to Senior Cycle Mr. Ó Foghlú noted the NCCA are developing new specifications for Leaving Certificate Economics, Applied Maths and Agricultural Science while they have submitted revised specifications for Chemistry, Physics and Biology to the Department who intended trialling these programmes during 2015. He confirmed the long sought change to the assessment arrangements for Leaving Certificate Art will be in place for students beginning Senior Cycle in 2016. The investment in software, desktops and laptops for DCG (Design and Communications Graphics) will be finalised

and the grant monies transferred to schools by the end of April 2015. There is also a commitment to support a strategy promoting better transition for students between second and third level.

Improving Quality

Mr. Ó Foghlú acknowledged that the moratorium on filling middle management posts of responsibility has presented challenges for school management. However, there was now an opportunity to review the middle management structures in schools and in this light he welcomed the management bodies submission on middle management. He stressed, "together we must work to ensure we develop a system that promotes distributive leadership which builds opportunities for teachers and allow the Principal address their key task of leading teaching and learning".

Mr. Ó Foghlú turned his attention to the new Admissions Bill which will promote inclusion and diversity in all schools. The Department are also developing a new method of allocation of resources to schools for students with special education needs. This system will aim to distribute the resources to match need. He continued "there has been and continues to be significant investment in capital programmes through new builds and the summer works scheme". In 2015, 70 major school projects are planned to proceed to construction. The Department also acknowledges the difficulties that the moratorium on filling of non-teaching posts has caused, particularly in Community and Comprehensive schools. As the economic position improves it is hoped to see increased investment in education but he cautioned that all issues cannot be addressed at once and there is a need to prioritise investment.

To conclude Mr. Ó Foghlú stated it would be remiss of him not to acknowledge the contribution of outgoing ACCS President Mr. Malachy Molloy stating, "Malachy, it has been a real pleasure to work with you and get to know you over this time".

The session concluded with an open forum. Delegates highlighted two particular areas of concern, that of middle management and the moratorium on appointment of clerical officers and caretakers. Schools provided examples of the difficulties under which management are trying to provide a quality education for their students.

"All things to all: Teachers for the 21st Century" Professor Daire Keogh, President St. Patrick's College

Professor Keogh challenged all present to reflect on the education system they wished to see develop following this period of economic recession. He described the Irish as "great performers but not very reflective". The present is the time to reflect on the purpose and nature of education and create the vision for an education system we desire. This can only be achieved when we harness the potential by merging the disciplines of STEM (Science, Technology, Engineering and Maths) with the liberal arts resulting in the emergence of creative learning environments.

The teacher is the critical element in this. The consensus is there is no education system better than its teachers therefore we must value teachers. Professor Keogh noted, the 2012 OECD finds the highest achieving education systems exist in countries that paid their teachers most and where teaching was highly valued. Teachers must be supported but also challenged. Supported in their role as



Professor Daire Keogh, President St. Patrick's College speaking at the ACCS Convention

educators but also challenged to constantly improve. Professor Keogh cited the example of Shanghai where the expectation is that teachers will continually improve. He

dismissed the notion that good teachers are born. Good teachers work hard and continue to improve and create the capacity to adapt to changing circumstances through a commitment to continuous professional development. This continuous professional development must be supported in a real way and he welcomes the work of the Teaching Council in this area and looks forward to their report.

Teachers are now asked to be all things to all. The expectations are enormous, meeting the requirements of diverse cultural and learning needs in an inclusive setting. They are asked to prepare children for a world and occupations not yet imagined. He noted that the Community and Comprehensive sector has a noble tradition of 'all things to all' with the centrality of community in its vision.

It is important that as a society we continue to value the teaching profession. There are great dangers in 'teacher bashing' or the 'teacher wars' as witnessed in other countries where retention of teachers has become a major issue. This has resulted in the lowering of the bar of teacher entry levels. In Ireland there is still a tradition where teachers are drawn from the top 15% of academic performers. It is important this is maintained and once in the profession there

is an environment of support for teachers. Management are challenged by research that shows that the performance of students is influenced not only by the quality of the teacher but also the environment in which they work. Management must strive to develop creative learning environments.

Professor Keogh believes the Traver's proposal offers a realistic basis for a transitional agreement on Junior Cycle Reform and should be at least given an opportunity. He does however note that Dr. Traver's identified that teachers felt 'isolated and alienated'. This is a cause for some concern and needs to be addressed. He also sees that methods of assessment are really underdeveloped in the Irish system and in an attempt to address this in DCU they have developed the new position of Chair of Assessment. Education Colleges must ensure the language of education is appropriate. It is not a business where we obsess about production, education is the profession of hope.

The challenge is to develop communities that can respond to change and feel valued for their contribution. We look to teachers who will allow the child to flourish and the challenge for management is to ensure the teacher can flourish.

Building a Confident School Culture

Kinsale Community School and Carrick on Shannon Community School

The final session on Friday featured presentations that celebrated the achievements of students in Community and Comprehensive schools. It was introduced with a video which showed a selection of achievements from right across ACCS schools and followed by presentations by two schools, Kinsale Community School and Carrick on Shannon Community School. Both school presentations were introduced by their respective Principals, Mr. Fergal McCarthy and Mr. Adrian Jackson. They stressed the importance of providing opportunities and celebrating student endeavour in the building of a confident school culture. Both schools have a tradition of participation and success in the BT Young Scientist Exhibition which celebrated its fiftieth year in 2015. The exhibition is recognised as a celebration of all that is positive and encourages the independent learning skills we so value. It promotes excellence, teamwork, communication skills with self-directed learning.

Eve Casey and Cathy Hynes, second year students in Kinsale Community School, have secured major awards at the last two exhibitions. They described the culture of support on a whole school level for students developing

projects. The value placed by the school on the Exhibition motivated them to become involved. They described both projects. Their project, 'Too old to work, too young to retire?' secured the overall group prize in 2014. You can view their description of this project on TEDX Talks. They followed that by winning the Science Foundation Award in 2015 for 'Sugar on Trial', a comparative study to assess the relative sweetness of beet and cane sugar and the resultant potential for sugar reduction.

Patrick Sweeney and Chloe Daniels of Carrick on Shannon Community School opened their presentation with a selection of Irish music, the inspiration for their project, 'Birdsong and music: Connections between Irish and African music and development of a new music genre based on the Galapagos Island's birdsong'. The detail of this unique project, which secured over-all runner up this year as well as the Irish Research Council Special Award, can be accessed by googling 'how music has wings wix'. Both presentations were excellently delivered and received standing ovations from the very appreciative delegates present. We will watch the future careers of these young people with interest.



Mr. Malachy Molloy, President, ACCS, Mr. Fergal McCarthy, Principal Kinsale Community School, Mr. John Irwin, Assistant General Secretary, ACCS, Ms. Eileen Salmon, General Secretary, ACCS with Eve Casey and Cathy Hynes, Kinsale Community School.



Mr. Adrian Jackson, Principal, Carrick on Shannon Community School, Mr. Malachy Molloy, President, ACCS, Mr. Patrick Sweeney, Carrick on Shannon Community School, Mr. John Irwin, Assistant General Secretary, ACCS, Chloe Daniels, Carrick on Shannon Community School, Ms. Eileen Salmon, General Secretary, ACCS.

ACCS Executive 2015/2016

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Vice-President:	Mr. Paul Fiorentini
Hon. Secretary:	Mr. Pat McKenna
Hon. Treasurer:	Mr. Séamus Ó Ceallacháin
General Secretary:	Ms. Eileen Salmon
Executive Committee:	
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Connacht	Mr. Gay McManus Mr. Michael Brett
Ulster	Ms. Noirín Fitzgerald Mr. Paul Fiorentini
Comprehensives	Mr. Derek Lowry An t-Úas. Máirtín S. Ó Conghaile
Co-opted:	Mr. James Duignan Mr. Pat O'Connor

The following motions were carried at the ACCS Convention 2015:

1. That ACCS seeks an urgent review of the funding provided to Community and Comprehensive Schools by the Department of Education and Skills in light of the serious financial difficulties that most schools are now experiencing. In particular we request the restoration of the full level of funding equal to that which pertained before the recent budget cuts.
2. That ACCS seeks an urgent review of the agreed Code of Practice for Processing Complaints made by Parents/Guardians or Students (18yrs or older) against a Teacher with the various bodies involved.
3. That ACCS seeks from the Department of Education & Skills an urgent review of the provision of clerical, cleaning and caretaking allocations to our schools.
4. That ACCS calls on the Department of Education & Skills to restore ex-quota Guidance Counselling Posts in light of the increasing issues, including mental health issues, which young people are presenting with in schools.
5. ACCS seeks the immediate introduction of meaningful supports for school management and a re-evaluation by the Department of Education and Skills of the implementation of all current school initiatives in the context of essential supports for Principals to enable them to administer and manage our schools, to lead teaching and learning and to sustain their wellbeing:
 - (a) ACCS audits the 'Initiatives', tasks and responsibilities devolved to schools and the level of implementation possible of these initiatives within existing resources.
 - (b) ACCS researches the impact on the wellbeing of Principals of continuous initiatives by the Department of Education & Skills without adequate management resources and advise the relevant bodies.

Recent DES Circulars Since Our Last Newsletter

0015/2015	Revised Payment Mechanism for Casual and Non-Casual Teachers with effect from the Commencement of the 2015/16 School Year - Cessation of "Rolled-up Holiday Pay"	0024/2015	Implementation of the Recommendations of the Expert Group on Fixed-Term and Part-Time Employment in Primary and Second Level Education in Ireland (Post Primary)
0016/2015	Prescribed Material for the Junior Certificate Examination in 2017 and Leaving Certificate Examination 2017	0026/2015	Advance preparation for the commencement of statutory requirements for Garda vetting under the National Vetting Bureau (Children and Vulnerable Persons) Act 2012

Convention Banquet

The Convention Banquet took place on Friday, March 20th, in the Galway Bay Hotel. The delegates were joined by guests who represented all the partners in education. On this occasion we were joined by members of the families of Mr. Malachy Molloy, outgoing President ACCS, and Mr. Ciarán Flynn, former General Secretary as special guests. Mr. Kevin McCarthy thanked ACCS on behalf of the guests.

The beautiful meal was followed by a DVD presentation that outlined Ciarán Flynn's contribution not only to ACCS but to the Irish educational landscape. Presentations were

made by the outgoing President, Mr. Malachy Molloy to both Ciarán and his wife Julie to mark this occasion.

The evening concluded with students from Scoil Phobail Mhic Dara, Carna, and Scoil Chuimsitheach Chiaráin, Cheathrú Rua treating delegates and guests to a feast of Irish music and dance. Students from both schools performed with great confidence and brought great credit to themselves and their schools. We wish to express our sincere thanks to them, their teachers and Principals for adding so much to our celebration at Convention.



Mr. Ciarán Flynn, former General Secretary, receives a presentation marking his retirement from ACCS.



Ms. Julie Flynn receives a bouquet of flowers from Ms. Antoinette Nic Gearailt, incoming ACCS President.



Students from Scoil Phobail Mhic Dara, Carna.



Students from Scoil Chuimsitheach Chiaráin, An Cheathrú Rua.

Mr. Malachy Molloy, ACCS President 2010 – 2015

Incoming President Ms. Antoinette Nic Gearailt and former General Secretary Mr. Ciarán Flynn delivered a presentation on Malachy's immense contribution as President of ACCS over the last five years. With Malachy's family present Mr. Ciarán Flynn described ACCS as Malachy's second family and while many retire and indulge their hobbies Malachy's hobby is work and ACCS has been the beneficiary of this. Antoinette noted that in ACCS we

could always 'call a friend' where Malachy is the recognised expert on timetabling and scheduling, finances and the DES go-to-man with regard to all things technical and administrative. Malachy received a heartfelt standing ovation from a very appreciative audience of delegates and Department Officials. It was a most unusual sight to witness Malachy speechless following a moving presentation.

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Mr. Malachy Molloy, President ACCS, congratulates incoming President Ms. Antoinette Nic Gearailt on her election.



Mr. Malachy Molloy, outgoing President ACCS with family members, Roisín, Grainne, his wife Mary and Clairín.

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- The Teaching Council, Maynooth, Co. Kildare.
- Total Import Solutions, Cork.
- Trinity College, Dublin 2.
- Way2Pay, Dublin 8.
- Wriggle, Dublin 12.
- VSware, Dublin 8.



Mr. Gay McManus receives the Bishop Hegarty Memorial Trophy from Mr. Malachy Molloy, President ACCS and Mr. Brendan Carroll, PCI, sponsor of the Golf Competition.



News & Events from the Community & Comprehensive School Sector

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Glenamaddy Community School wins Classic All-Ireland A Final in Kinnitty

TESCO Homegrown PPS All-Ireland Senior A Final
Glenamaddy Community School 4-5 Coláiste Dún Iascaigh Cahir 3-7

They will talk about this game for years to come. Two committed teams playing outstanding football on a beautiful day with the result going in favour of a Glenamaddy team who earned this title the hard way. This win will go down in history as a first All-Ireland PPS A title for the Galway School but there was so much more than that. In the last three years Glenamaddy CS have won the All-Ireland Junior A, Senior B and now Senior A titles. Something that must certainly be unprecedented and not since 2009 when Sean Boland led Convent of Mercy to the same crown, had the cup even crossed the Shannon.



Aisling Morrissey, Glenamaddy Community School leads an attack during the All Ireland Final.
Picture credit: Matt Browne/SPORTSFILE



The Glenamaddy team that won the All Ireland Ladies Senior A Football title. Picture credit: Matt Browne/SPORTSFILE

Masita Hogan Cup Final: Pobalscoil Chorca Dhuibhne 1-12 Roscommon CBS 2-5



Corn Uí Ógain, Aibreán 11, 2015

Pobalscoil Chorca Dhuibhne retained the Hogan Cup on Saturday 11th April in Croke Park, with a flurry of late points seeing off the challenge of a spirited Roscommon CBS. The Connacht side looked to be heading for victory when a goal from Conor Shanagher, his second of the game, put them a point ahead with eight minutes left.

However, Cathal Ó Bambaíre levelled up the sides before points from Seamus Ó Muircheartaigh (2), Gearóid Hicí Ó Brosnacháin and Conor Ó Géibheannaigh saw Pobalscoil Chorca Dhuibhne to victory.

The Dingle Peninsula-based side won the title for the first time in their short history last year, and in retaining their title, have established themselves as one of the new powers of the schools'----- game.



Foireann Chorn Uí Ógain, Aibreán 11, 2015.