

Teacher Allocation 2017

Mullingar Park Hotel

9 March 2017

Agenda

- Examining Allocation Schedule
- Special Education Needs
- Guidance Provision
- Junior Cycle Reform Provision
- Revisiting CL 59/2016
- Curricular Concessions
- Redeployment
- Appeals

Allocation of Teaching Posts

- **A - Deputy Principal ex quota allocation:**

- 1 – 150 students 0.25
- 151 – 300 students 0.50
- 301 – 400 students 0.75
- 401 – 699 students 1.00
- 700 – 899 students 2.00
- 901 + students 3.00

- **B – Additional Allocation**

- LCA 0.50
- Resource legacy only
- JCSP 0.25 \leq 45 st; 0.50 \leq 90; 0.75 \leq 135.
- HSCL 1.00 for DEIS schools (new DEIS not yet)
- Chaplain 1.00 for schools with religious patron

Changes to B – Additional Allocation

- B – Additional Allocation continued:
- SPECIAL EDUCATION NEEDS: 50% of allocation here
- GUIDANCE PROVISION: to be explained
- JUNIOR CYCLE REFORM provision: to be explained
- LEARNING / LANGUAGE SUPPORT: GONE

SEN Allocation

- Learning / Language Support gone
- 50% of allocation under B: Additional Allocation
- 50% of allocation under D: Concessions
- Additional allocation given to schools with **high concentration** of EAL
- Allocation of SEN on **school's educational profile**
- This allocation set for 2 years. Review for Sept. 2019
- No school will have less SEN than 2016/2017
- Rounding: units of 2.5 hours in order to simplify allocations



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System for allocation of SEN

- DES CL 70/ 2014: Low Incidence allocation GONE
- DES CL 10/ 2012: High Incidence allocation GONE
- DES CL 14/ 2017: NEW SEN Allocation Circular
- New allocation process for September 2017
- Greater certainty regarding resources
- Greater autonomy for schools to deploy support, based on individual learning needs of students.



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Reasons for new model of SEN Allocation

- ‘Potential inequitable’ aspects to current model (NCSE 2013 advice)
- Delays in accessing assessments
- General allocation for Learning Support not equitable – based on school numbers rather than needs
- Diagnosis in order to access allocation
- Spectrums of ability in each category of need



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New allocation model for SEN

- Baseline component:
 - 20% of SEN available from DES is allocated this way
 - Based on enrolment numbers
- Educational profile:
 - 60% based on number of students with Complex Needs. This is Low Incidence for now.
 - 12% based on standardised test results. (2013, 2014 & 2015 results in JC in English and Maths being used for the moment for numeracy & literacy levels)
 - 7+% based on social context of school:
 - 4.6% disadvantage (waiver of exam fees)
 - 2.4% gender (boys a bigger allocation)

Notes on new SEN model

- All students who currently receive support can continue to receive it.
- School will still have to fill in a '**school leavers form**' though unsure if this will be after the initial two years or each year...
- Where students are refused enrolment on basis of their SEN, the DES reserves right to review allocations of SEN support to school.
- **Single Allocation** – no distinction between Learning Support Posts and Special Needs Resource Teaching from September 2017. Now a SPECIAL EDUCATION TEACHING POST.
- Can't use these resources for mainstream class teaching or to reduce the P/T ratio in mainstream classes

Teachers of SEN

- Qualifications of SE (Teaching / Support) Posts:
 - Fully recognised & registered PP teacher
 - Acquired professional development & expertise
- CORE TEAM for SEN
- Planning Role:
 - Accessed Professional Development
 - Recognised qualification in SEN
 - Co-ordination time recognised

Guidance Provision

- Appears under B: Additional Allocation
- **Calculated as follows:**
 - Total in all programmes @ 18.6:1 minus 19:1
- **For DEIS:**
 - Total in all programmes @ 17.85:1 minus 19:1

Guidance enhancement for DEIS:

- Total in all programmes @ 17.85:1 minus 18.6:1

Guidance Provision

- Guidance is now given as an additional allocation to schools as opposed to part of the schools general allocation
- The hours provided are ring-fenced for guidance provision
 - Individual one to one counselling
 - Group Guidance, ie scheduled period as part of the guidance programme/plan



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- The Guidance Plan should “include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team



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Framework for Considering Provision of Guidance in Post Primary Schools

September 2012

Table 1

Year Group	Number of Students per Year Group	Time in minutes on Guidance Counsellor's Timetable for one-to-one guidance counselling per student per school-year	Time in hours on Guidance Counsellor's Timetable for one-to-one guidance counselling per Year Group per school-year
1 st Year	90	30	45
2 nd Year	90	20	30
3 rd Year	90	40	60
4 th Year	90	20	30
5 th Year	90	30	45
6 th Year	90	60	90
Total hours for one-to-one & small group guidance counselling per year			300
Total hours for one-to-one & small group guidance counselling per week			8.98¹³

Junior Cycle Reform

- New Circular for 2017/18 and 2018/19 due.
- Professional Time 40 mins per WTE and pro-rata.
- Available to: Teachers involved in the delivery of the junior cycle in the school are, on foot of a **declaration** to this effect to the Principal **implementing fully** the arrangements for **teaching, learning and assessment** described in the ***Framework for Junior cycle 2015*** and the associated specifications designed by the NCCA and approved by the Minister.



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Junior Cycle Reform Allocation

- Total in all programmes @ 18.5:1 minus 19:1
- Reduce each relevant full-time teacher's timetable from 33 teaching periods to 32 teaching periods.
- All classes at least 40 mins duration.
- Equivalent to 22 hrs per annum per WTE.
- Pro-rata: e.g. job-sharing 11 hrs per week, entitled to 17 periods off per annum.



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Use of Professional Time

- A range of professional and collaborative activities:
 - Whole-school professional activities to support the junior cycle
 - Individual teacher and subject department professional activities, including activities related to formative assessment, feedback, reporting and inputs being compiled for the JCPA
 - Attendance at SLAR meetings
 - Preparation for, and overseeing the outcomes of SLAR meetings



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Use of Professional Time contd.

- “is available to teachers on the understanding that they will use the allocated time flexibly.
- This includes bundling time periods and carrying forward time to facilitate professional collaboration, particularly SLAR meetings.
- Teachers may also use the time periods for individual planning, feedback or reporting activities relating to JC.
- Since professional collaboration meetings can only be held when the relevant subject teachers can be present, a limited number of meetings may need to draw on teachers’ bundled time to run beyond normal school tuition hours for some of the duration of the meeting.



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Use of Professional Time contd.

- This flexibility will be required for, and will generally be restricted to, the organisation of SLAR meetings.
- SLAR meetings should take place in one two-hour session.
- The deployment of all professional time is a matter for the management of the school. All time periods provided to support implementation of the JC must be used for this purpose under the overall direction of the school's management”.



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Professional Time for Teachers

Implications for Timetabling

- 9.2, One Junior Cycle professional period of 40 minutes for each of the 33 weeks of the year (based on a school timetable of 40 minute periods). This time allocation equates to 22 hours of professional time within timetable for each full-time teacher each year
- 9.3, Teachers of Junior Cycle classes who are fulfilling a maximum 22 hour class contact contract will have the class contact time reduced to a maximum of 21 hours 20 minutes
- 9.4, Part-time teachers will be facilitated to avail of professional time to support implementation of the Junior Cycle on a pro-rata basis which will incorporate a minimum level of time provision.



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Professional Time for Teachers

Implications for Timetabling

Full time teachers

- Relatively easy to implement on a 40 minute timetable
- Potential difficulty for schools operating a one hour timetable

Part time teachers

- Pro rata allowance for professional time
- 9.5, The additional professional time periods may be facilitated through increasing the part-time teacher's contracted hours by the additional periods or through paid substitution, as appropriate



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Other Timetabling Considerations

2017/18

September 2017 Introduction of

- Irish
- Modern Languages
- Visual Arts

to first year students

New programmes minimum 200 hours

English and Maths 240 hours

2017/18 Wellbeing 300 hours

Need to balance new and existing requirements



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Allocation of Teaching Posts

- **C: Enrolment Based Allocation:**
- Total in All Programmes less PLC @ 19:1
- **D: Concessions:**
 - Programme Co-ordinator (CL18/02):
 - 0.27 > 140 students in programme 6 hrs per week
 - 0.18 100 – 139 students 4 hrs per week
 - 0.14 60 – 99 students 3 hrs per week
 - 0.09 1 – 59 students 2 hrs per week
 - SEN: 50% of allocation
 - Adult Education: as per CL 46/00
 - Special Class: 1.5 wte per base class
 - Substitution: 0.21 hrs per student ?



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Real Supernumerary Posts

- F: Existing Permanent Appointments
- Total Authorised Allocation (A+B+C+D)
- Once Total Authorised Allocation is greater than F then you are not really supernumerary.



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Revised sequence for filling available hours. CL 59/16.

- **Permanent Posts:** (<95% of initial allocation (A+B+C))
- Offer a CID to a teacher who qualifies (> 2 yrs if TUI; > 4 yrs if not)
- Offer an enhanced CID (> 1 yr if TUI; > 4 yrs if not)
- Submit to redeployment
- Unassigned hours to longest serving part-time CID (curricular needs)



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CL 59/2016 contd.

- **Fixed-term Hours:**
- Unassigned fixed-term hours to part-time CID (curricular needs) Longest serving CID first
- Then existing part-time fixed term teacher who is longest serving (CN)
- NB: “curricular needs” relate to subject requirements, the qualifications required for the post and timetable constraints.
- NNB: teachers who get initial CID or **enhanced** CID on basis of CL24/15 will be subject to redeployment.



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