

ACCS

Newsletter Nuachtiris

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

No. 5 2012/2013

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"Changing Education" ACCS Convention 2013



L-R: Mr. Martin Haney, Assistant Secretary General, Department of Education and Skills, Mr. Ciarán Fynn, General Secretary, ACCS, Mr. Ciarán Cannon, Minister of State at the Department of Education and Skills, Mr. Malachy Molloy, President, ACCS and Professor Philip Nolan, President, NUI, Maynooth.

We are happy to report that the 31st ACCS Annual Convention in the Slieve Russell Hotel Golf and Country Club from March 7th-9th on the theme of "Changing Education" received high praise from all attendees. At the end of another challenging year for our schools, Principals and other Board of Management members were given an opportunity to take stock and review the pertinent issues and recharge the batteries for the year ahead. Consideration was given at a number of levels to the changing face of education, with a particular emphasis on what ACCS and its constituent boards can do to influence positive change for the benefit of our students.

Delegates were heavily involved in the business of the Association, the election of the 2013 Executive, considering motions to influence ACCS policy and hearing reports from the Secretariat and the Executive on their work since the previous Convention in 2012. Mr. Malachy Molloy was re-elected as President of ACCS for another year having received a high number of nominations for the position.

ACCS welcomed Mr. Ciarán Cannon, T.D., Minister of State for the Department of Education and Skills who addressed the conference in the absence of Minister Quinn who was leading a mission to China. He acknowledged the difficulties being experienced by schools and these were reflected clearly in the number and the nature of the motions being debated. In his speech he thanked our school leaders for their support for the many positive educational initiatives being undertaken, but was also reminded by the General Secretary, Ciarán Flynn, that without the attendant resources for Principals and teachers progress in these areas would be difficult. The Minister acknowledged new breaking ground for the community school sector

with the opening of Ballymakenny College, with joint patronage between Educate Together and Co. Louth VEC in September 2014. Controversially, for the future of other new Greenfield Community Schools he stated that: "In future the proposed Catholic or Protestant patron of a new Community School must be a single patronage body for that church, as distinct from any one religious order, trust or Bishop."

The feedback from delegates was very affirming for other aspects of Convention and in particular the nature of the presentations and the quality of the speakers was positively commented upon by many. The presentations covered a number of diverse areas which all looked at various aspects of the changes that are happening in education and explored ways in which we can effect positive change. These ranged from quality assurance, to possible linkages between second and third level, the teacher as a professional as well as more immediate issues such as dealing with cyberbullying and blending technology into the curriculum. We were delighted to welcome our presenters, Dr. Harold Hislop, Chief Inspector, Professor Philip Nolan, President of NUIM and Tomás Ó Ruairc, Director of the Teaching Council.

Our delegates and guests at the Convention Banquet were treated to a wonderful performance by over 50 students from St. Aidan's Comprehensive School in Cootehill and another 50 students from Bailieborough Community School who provided after-dinner entertainment.

Our time spent in Cavan was busy and productive and ACCS would like to thank all those who supported us in our endeavours, including our advertisers and exhibitors but especially our main sponsors Cornmarket, Mason Hayes and Curran, PCI and Unique Publishing.

ACCS Presidential Address Convention 2013

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Mr. Malachy Molloy, President, ACCS, presents a token of appreciation to Minister Cannon. Antoinette Nic Gearailt and Mr. James Duignan in the foreground.

This was the third time that Mr. Malachy Molloy addressed Convention as ACCS President. In keeping with the theme of change, the President asked two members of the Executive Committee, Ms. Antoinette Nic Gearailt and Mr. James Duignan to contribute to his address by giving their view from the 'coalface' of the school in their role as Principals.

Mr. Molloy warmly welcomed Mr. Ciarán Cannon, T.D. and emphasised that as leaders of ACCS schools we do not shrink from our responsibility to provide the best education possible to the students entrusted to our care. ACCS has welcomed and continues to support in every way possible the initiatives and changes designed to enhance educational provision, but the pace at which the changes are being introduced and overlapped must be slowed dramatically. The President stated that "while every change has its own intrinsic value and worthiness, the cumulative effect of so much change simultaneously serves only to nullify that value."

Mr. James Duignan started his contribution to the address by quoting lines from Yeats' 'The Second Coming' as follows:
*Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;*

This very starkly emphasised the overload that School Management is experiencing. Principals are under pressure. They want to lead learning. The new initiatives are very challenging in their own right and require high levels of energy. James went on to detail the effects of the cuts over the past number of years resulting in less teachers, less posts of responsibility holders, less administrative and caretaking staff, less counselling and less money. Much of the fallout is

arriving at the desk of the Principal, allowing for little or no time to get involved in leading learning and implementing initiatives.

"In terms of management and administration we need a realistic review of middle management and staffing in this area, and we need it urgently. In particular we need certainty as to the road ahead so that by understanding the bottom line in this respect we can be very clear about what we can do, and perhaps even more importantly, what we can't do!"

Ms. Antoinette Nic Gearailt spoke about Special Needs provision in our schools. While she commended the DES on their willingness to take on board many of the practical recommendations of the MRG (Management Representative Group) that have resulted in greater certainty in SEN allocation to schools earlier in the school year, Antoinette warned that serious issues remain around provision. In the strongest possible terms she stated that the GAM (General Allocation Model) is not suitable at post-primary level. "Enrolment at post-primary level is not based on geographical location, as is mainly the case at primary level. Two post-primary schools, very close in geographical location, may have two very different student cohorts. Whatever system emerges must reflect the real need of a school."

Antoinette went on to explain OCOTOP (One Child, One Team, One Plan) to the delegates. OCOTOP proposes to integrate the services of the NEWB, SCP (School Completion Programme) and HSCL (Home School Community Liaison) in a new agency, The Child and Family Support Agency under the auspices of the Department of Children and Youth Affairs. It proposes fundamental changes in the management of schools attendance, involving school personnel in a much more central role in the process and transferring many of the responsibilities currently under the remit of the NEWB to the school. The new proposals raise a number of serious concerns around capacity of schools, additions to the workload of school personnel and the non-existence of a social care model involving multi-agency interaction. "Whatever the plan for school attendance is to be, it must be grounded in reality – in the reality of the capacity of schools and other agencies to respond."

The President described how the personnel in ACCS was focussing on ways of enhancing the education provision, support, and services to its school community. ACCS are very conscious of the additional workload on Principals and Senior Management and will assist in every way possible to lighten the load.

The President concluded his address by calling on Minister Cannon and the DES to set up a forum to discuss a Vision of Education in Ireland in the light of the current economic crisis.



Members of the ACCS Executive 2012-2013.

Inspection and quality assurance in schools

Reforms and Future Trends

Presentation by Dr. Harold Hislop, *Príomh Chigire*.

Our Chief Inspector, Harold Hislop, made a very engaging presentation to our delegates on the Thursday evening of the Convention.

Harold referred to the international scene regarding evaluation and assessment, and while recognising that both are important in order to bring about educational improvement, sometimes the emphasis on accountability is to the detriment of improvement. “Measuring the pig doesn’t make the pig any fatter!” The purpose and potential of evaluation and assessment is to improve students’ learning and teachers’ teaching. “A key challenge is to find the right balance between the accountability and the improvement functions of evaluation and assessment”.

Our system needs an integrated, balanced framework that includes:

- Looking at student assessment, both formative and summative. The learner is at the centre of the process.
- Appraising teachers. Most international systems regularly monitor teachers, but this is not the case in Ireland. This should be balanced with the provision of professional development opportunities.
- School evaluation. This should be a mix of both external inspections and school self-evaluation.
- Appraising school leaders. This happens in some countries, not in Ireland. Again, this should be balanced with the provision of professional development opportunities.
- Evaluation of our education system. This means looking at how we measure up through international tests such as PISA, PIRLS, TIMSS. This should be balanced with qualitative information about observed practice on the ground. “Don’t be driven mad by international surveys!”

Harold believes that Michael Fullan’s *Choosing the Wrong Drivers for Whole-System Reform* should be required reading for all. Fullan states that improvement won’t happen if the motivation of teachers and students isn’t fostered. He advocates teamwork and has no time for the “blatant accountability” of league tables.

The audience was brought through a brief history of School Inspection:

2000 – 2009: The development and roll-out of external inspection models.

This was a transformation in the way the Inspectorate dealt with schools. It was a remarkable change in a short period, but a hugely complex model of WSE developed as each of the stakeholders wanted their concerns to be addressed. The result was “a forest of paper that sometimes lost the plot”. Too few schools were being visited (10 – 11 year cycle of WSEs was developing), there was too much emphasis on recording plans rather than teaching and learning, there was a lack of follow-up by the Inspectorate where weaknesses were identified, and there was a weak culture of self-evaluation in schools.

2010 – 2013: The Inspectorate commenced strategic reform leading to more effective inspection and robust self-evaluation.

- As a first priority the Inspectorate has set about getting its own house in order by reforming the external evaluation models. The models have become more efficient with less documentation and of shorter duration, a much greater range of inspection models has been



Mr. Malachy Molloy, President, ACCS, Dr. Harold Hislop, *Príomh Chigire*, Department of Education and Skills, Ms. Eileen Salmon, Assistant General Secretary, ACCS and Mr. Ciarán Fynn, General Secretary, ACCS.

introduced including WSE-MLL and Incidental Inspections, and the focus is placed firmly on teaching and learning and leadership.

- The second priority is to have effective self-evaluation in schools. Self-evaluation that is evidence based, focused on teaching and learning, that articulates clear standards and makes clear statements of best practice for schools.
- The third priority is to support national priorities in literacy and numeracy by underpinning the use of assessment data and reporting to parents.

The Inspectorate no longer inspects on a cyclical basis. One third of inspections are based on schools believed to be at risk. The Inspectorate wants to be seen in the role of “critical external friend”. Like everyone else, the Inspectorate is doing more with less. Between the years 2011 and 2012, 93% of all post-primary schools had some type of inspection. As Harold said “Contact with the system is a better way to deploy labour”.

As part of the reformed inspection process, parents and students are surveyed on different issues by the inspectors. Harold presented some very interesting findings from these surveys of nearly 13,000 students and 8,600 parents from 78 schools:

Parents are very positive about many aspects of the work of post-primary schools:

- Discipline is good in the school: 90% of parents agree.
- The school is well run: 90% of parents agree.
- Overall, I am happy with the school: 91% of parents agree.
- Teaching is good in the school: 86% of parents agree.
- My child is doing well in school: 93% of parents agree.
- My child enjoys school: 88% of parents agree.
- My child feels safe and looked after in school: 92% of parents agree.

However, some responses will prompt schools to question their policies and practices and methods of effective communication:

- I am satisfied with the way bullying is dealt with by the school: 67% agree, 9% don’t agree, but 24% say they don’t know.
- I am aware of the detail of the Relationships and Sexuality Education policy of the school: 62% agree, 12% don’t agree, but 26% say they don’t know.
- I received helpful advice from the school when my child was choosing subjects: 59% agree, 31% don’t agree, 10% don’t know.

Students are also positive about many aspects of their experience in school (though not as positive as their parents). Again, some responses will prompt schools to

Inspection and quality assurance in schools *cont'd*

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question themselves:

- There is a good atmosphere in the school: 83% agree.
- I feel safe and cared for in the school: 81% agree, 6% don't agree, but 13% don't know.
- The school deals well with bullying: 70% agree, 11% don't agree, 20% don't know.
- My classes are interesting: 69% agree, 17% don't agree, 14% don't know.
- I am getting on well in my school work: 82% agree, 7% don't agree, 11% don't know.
- The teachers explain things clearly for me in my classes: 73% agree, 13% don't agree, 14% don't know.

Following a Likert Scale questionnaire to inspectors from 193 WSE – MLL Inspections in Post-Primary Schools from 2010 – 2012, the Inspectorate came up with the following results:

Management: Significant strengths & Strengths outweigh weaknesses between 88% and 91% of schools inspected.

Teaching: Significant strengths & Strengths outweigh weaknesses between 85% and 89% of schools inspected.

Learning: Significant strengths & Strengths outweigh weaknesses between 81% and 87% of schools inspected.

The vast bulk of our post-primary schools are doing a good job, but a percentage of schools need to improve. The Inspectorate concentrated with follow-through (FT) inspections initially on schools with most serious weaknesses, but is now implementing FT for other schools to evaluate the impact of previous inspections on school improvement and to determine the extent to which recommendations have been implemented. The model of FT that is currently in use is:

- Announced one-day inspection (phone call day-or-so in advance)
- Check progress made on recommendations

- Provide oral feedback to School/Board of Management
- Record summary of findings for internal purposes (Principal and Chair), including planning of further inspections if necessary

The aim in the future is to publish follow-up reports but this requires consultation with partners.

The School Improvement Group (SIG) works with schools who present with serious weaknesses. There are approximately 60 schools, both primary and post-primary, who have been involved with this process.

Harold went on to discuss School Self-Evaluation (SSE). "SSE is SDP (School Development Planning) with an edge!" The focus of SSE is on school improvement and ultimately on accountability among Principal, Teachers and Boards of Management. This requires a considerable culture change in schools. We all have to look at our own practice! The Inspectorate is adamant that SSE is not about paper. "Successful SSE changes the way teachers talk about their work". SSE is being implemented in a reasonable, limited way over these four years. The emphasis is on getting the conversation right in the school. The Inspectorate has been visiting schools to advise them about getting started with SSE. Over 300 post-primary schools have been visited by inspectors to date.

The National Economic and Social Council (NESC) reported on school inspection in 2012 as follows:

".....from a very low base, Ireland has been moving in the right direction in the past decade or so. This is evident in the increasing emphasis of the Inspectorate on the need for schools to identify performance objectives, undertake regular self-evaluation, involve parents and pupils in the monitoring processes, and the requests by visiting inspectors to see evidence of these practices, as well as the recent design of materials to support these activities."

Future linkages between secondary and tertiary education



Professor Philip Nolan, President, NUI Maynooth speaks to delegates at Convention 2013.

Professor Philip Nolan addressed delegates at the 31st ACCS Convention in the Slieve Russell Hotel on the topic of future linkages between secondary and tertiary education. We were happy to note that his own children who had attended Mount Temple Comprehensive School held happy memories of their time there.

He looked closely at the purposes of education, the perceived 'chasm' between second and third level and what we might usefully do about it. He takes a very long-term view of education and holds that it should not be fettered by a narrow economic or instrumental view. Indeed he emphasised the futility of such a policy by quoting the former US Secretary of Education Richard Riley speaking in 2010: "We are currently preparing students for jobs that don't yet exist... using technologies that haven't yet been

invented... in order to solve problems we don't even know are problems yet."

He sees the purpose of education as the cultivation of the intellect and the development of the person leading to a rich and fulfilling life. This will give autonomy and resilience to our young people leading to creativity, innovation, economic growth, social cohesion, engaged citizenry, cultural vibrancy, democracy and civilisation. In considering the purpose of an education for an unknown future he revisited Cardinal Newman's "Idea of a University" to emphasise the relevance of his thinking for us today. "...and the man who has learned to think and to reason and to compare and to discriminate and to analyse.. will be placed in that state of intellect in which he can take up any one of the sciences or callings.. with an ease, a grace, a versatility, and a success, to which another is a stranger."

Philip referred to statistics in relation to the preparedness of second level students for entry to third level. His message was a heartening one in that it showed that, while the high level of emphasis on standardised examinations was an issue, that in all other areas, such as rigour in the curriculum, the focus on analytical thinking, critical thinking and research, writing skills, motivation and maturity, our students were quite well prepared for the challenges of third level. The perceived preparedness chasm is not the problem it is sometimes portrayed as, educational standards are not falling at second level, there is not a problem with the core curriculum and there is not a requirement for 'de-

programming' at third level.

He used enrolment statistics at all levels to show that while primary and secondary numbers have risen consistently since the mid-sixties, that the same is not true for tertiary education. The more recent rise in numbers attending tertiary education in the past twenty years has posed a significant challenge for third level, with a growing and diverse student body with very varied prior learning. Primary and second levels have experienced this increased participation and accompanying challenges much earlier and have coped with it for longer. He would say that first year university curricula and pedagogy have not changed sufficiently to meet this challenge yet. There is a challenge in the transition from second to third level as university selection alters learning and assessment behaviours and the senior cycle assessment does not test the full range of

knowledge, skills and attributes. The challenge of collaborative enhancement and alignment of curriculum and assessment needs to be faced by both sectors and committees of all the partners are considering responses to this challenge at a number of fora.

In bridging the chasm, and taking into account that geographical location is also an important element in third level participation, he espouses a partnership approach. The positive move in this direction with the development of regional third level hubs is a good example of such partnership. The opportunities for dialogue and work towards a common purpose must be continued. We in ACCS are pleased to note that Professor Nolan has a deep and developed understanding of the issues as they affect second level and are happy that he is in a pivotal position to meet the challenges.

The teaching professional of the future

Tomás Ó Ruairc, Director of the Teaching Council, gave a very thoughtful and thought-provoking presentation to ACCS Convention on "The Teaching Professional of the Future." He asserted that Teachers were leaders in their communities for generations at a time when there was a clear vision for the kind of society for which teachers were expected to prepare pupils.

Education professionals agree that the present is a time of shifting roles and blurring boundaries. He noted that for these reasons the teaching professional of the future is unknowable, but that this is, in fact, a reassuring paradox. He believes that this is precisely how it should be, for to prescribe otherwise in a top down way would be to tie the hands of future generations in ways that would do unknowable harm.

He strongly argues that in each generation professionalism will be realised, enacted and nurtured for the next generation of teachers to come through shared professional responsibility and collective professional confidence, all in communities of learning, and that is how it should be. He is very clear that we want our children to learn, and be taught to learn so that they will come up with entirely new questions of their own. Teachers are the key to the realisation of this vision.

Among the examples he gave of the development of teacher professionalism happening now is the interaction between mentor teachers and co-operating teachers. These are roles that were implicit for years in the profession, now we are making these relationships much more explicit. This provides a forum within which a real professional dialogue can take place between two professionals, creating the teaching professional of the future now. The Teaching Council has a leading role in ensuring that this work is formalised and given more structure through the NIPT (National Induction Programme for Teachers).

He went on to emphasise that the hope and aim of the Teaching Council is that teachers will be in the driving seat of their own change processes, in tandem with other stakeholders, all within a framework of policy consistency led by the Council. This will happen through the Policy on the Continuum of Teacher Education, the Criteria and Guidelines for Programmes of Initial Teacher Education, and especially through the Code of Professional Conduct. This process will ensure that the landscape in which it is built will change over time, but the scaffolding, the core values, should remain the same, rebuilt again and again by the teacher, according to the needs of their learners and their community.

He went on to link the role of the Council with the continuing development of the teaching professional across a number of strands from entry to the profession, initial teacher education and continuous professional development. He noted that the Council has consistently held that subject or curricular knowledge is only one key element of the complex skill set required to be a teacher. But that the



L-R: Mr. Malachy Molloy, President, ACCS, Tomás Ó Ruairc, Director (CEO) of the Teaching Council, Ms. Mary O'Sullivan, Principal, Beara C.S. and Mr. Ciarán Flynn, General Secretary, ACCS.

ultimate solution to the question of entry criteria, if it is to be sustainable, will have to take cognisance of this through the continuing review and accreditation of all initial teacher education programmes in the State.

The expectation of the Council is that through the induction/probation process the most innovative of teacher education practices will emerge and thrive, which will give a reassuring scaffolding and language for teachers and teacher educators in all that they do. This will require a careful blend or mix between support for the NQT during this time on the one hand – mentor, induction workshops – and verification or oversight on the other. The Council holds that ongoing research will be provided to teachers in the most accessible manner possible, and that it will be frequently accessed and assessed by the teaching professionals, exercising their professional judgement.

He posed the question as to how should we best prepare those whom we trust to tell the story (the teachers), so as to enable our children, young people and adult learners to write their own story, lead their own lives. He sees that the Teaching Council has a responsibility to promote the profession, and to ensure that the highest calibre of individual continues to be attracted to it. He believes that whole system reform can only be achieved by enabling and empowering teachers to work with and for each other to help themselves and others to unlock learning.

"The Teaching Council is about enhancing the quality of teaching and learning for all learners, we are about ensuring a common, basic standard of excellence across the board in all teachers. They will be working in an education context where teaching continues to be a profession that is governed by the principles of professionally-led regulation, collective professional responsibility and shared professional confidence." His message to us in ACCS and future generations of teachers is very reassuring and positive.

Resolutions carried at Convention 2013

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- That ACCS urge the Department of Education & Skills to restore the allocation of hours for SEN students to 100%.
- That ACCS request the DES and the SIU to review the DEIS scheme, referred to in the document "DEIS Identification Process – Review Arrangements". In this document it was stated that the review was due to take place in 2009/2010. We urge the importance and urgency of such a review and a subsequent revision of the criteria for gaining access to the DEIS scheme. We would ask that the outcomes of such a review would be published by the DES.
- That ACCS endeavour to seek that the NCSE policy of automatically removing SNA provision (except where medical needs have been established) for a student when they transfer from Primary school to Secondary school or between schools be changed, so that where a student has SNA provision in 6th class that this provision should continue into the 2nd level school unless the care needs of the student change.
- That ACCS lobby the Department of Education and Skills to provide an ex-quota guidance provision in post-primary schools proportionate to the level that applied in the school year 2011/12.
- That ACCS instruct Boards of Management on strategies to protect senior Management from work overload associated with cuts in
 - Posts of Responsibility
 - Pupil teacher ratio
 - New developments (SSE, Literacy and Numeracy)
 - Cuts in Secretarial/Caretakers
 - Cuts in Finance
 - Cuts in Career Guidance Counselling
 - New procedures to deal with RCT and Sick Leave
 - Croke Park hours
 Senior Management are trying their best to keep everything in place but the work load is unsustainable and strategies are urgently required.
- That ACCS consult with the Department of Education and Skills to have common agreement towards Continuous Professional Development (CPD) in relation to Croke Park hours.
- That ACCS insist that the Department of Education and Skills properly supports the implementation of Junior Cycle reform, school self-evaluation together with the rollout of the literacy and numeracy strategy.
- This Conference calls on ACCS to impress on the DES the need to adequately resource Schools in both teaching time and funding to enable them to cope with the diverse needs of pupils from refugee centres.
- That ACCS proactively seeks information on upcoming circular letters from the Department of Education and Skills which will have an impact on the manner in which Boards of Management conduct their business and seek to influence the process of drafting such circulars so that the unique voluntary nature of Boards of Management be taken into account when extra regulatory measures are being imposed on schools.
- That the Association of Community and Comprehensive Schools lobby the Department of Education and Skills, the Department of Transport, the Minister for Children and the Director of the Road Safety Authority to seek to regulate the hiring of private bus services by groups of children under 18 years of age in second level education without a named and responsible adult acting as organiser and travelling supervisor of the journey.
- This Conference calls on ACCS to convey to the DES and the Oireachtas its extreme concern for the wellbeing of the administration and management staff in our schools. These staff are being required to take on an increasing number of duties and roles being devolved from the DES, Revenue and the Inspectorate at a time when resources are being reduced and management structures eliminated amid an accelerated pace of change in areas of curriculum and accountability notwithstanding that Schools are trying to cope with the enormous financial and emotional impact of the recession on the students, their parents and the School.

Executive 2013 – 2014

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Comprehensives:
Mr. Derek Lowry
Mr. Máirtín Ó Conghaile

Co-opted members:
Mr. Pat O'Connor
Ms. Antoinette Nic Gearailt

Convention Banquet

The Convention Banquet took place in the Slieve Russell Hotel on Friday, March 8 and was attended by the full complement of delegates and guests representing all of the partners in education. Mr. Seán Ó Foghlú thanked ACCS on behalf of the guests. After a lovely meal our delegates and guests were treated to a magnificent exhibition of music,



Contrasting forms of dance entertain delegates from the students of Bailieborough Community School.



Choir from St. Aidan's Comprehensive School, Cootehill, under the baton of musical director Ms. Catherine Ruddin.

percussion, song and dance by students from St. Aidan's Comprehensive School in Cootehill and Bailieborough Community School under the batons of their respective musical directors, Siobhán Maguire and Catherine Ruddin. Catherine is a former student of Siobhán's and so continues a fine musical tradition in the Cavan area.



St. Aidan's Comprehensive School students on the drums



L-R: Musical Director Ms. Catherine Ruddin with Principal Marianne Smith from Cootehill and Principal Martha Lievens with Musical Director Ms. Siobhán Maguire from Bailieborough Community School accepting bouquets for providing wonderful entertainment at Convention 2013.

Workshop on Cyberbullying

Eileen Salmon and Anne Marie Dillon from ACCS presented a workshop on 'Cyberbullying – can schools and Boards deal with it effectively?' on the Friday of Convention. The serious nature of the problem of cyberbullying in our schools was obvious by the large number of delegates who attended this workshop. The presentation was very practical and delegates were provided with various documents to help them deal with the issue. ACCS would like to acknowledge the great support they received from Pat O' Mahony of the IVEA in preparing documentation for this workshop. The following documents are available on the ACCS website:

www.accs.ie :

- Advice Note on Cyberbullying
- Teacher Best Practice on Internet Usage
- Advice for Students
- List of useful websites
- Template for recording incidents
- Serious Incident Protocol



Ms. Anne Marie Dillon, HR Manager, ACCS and Ms. Eileen Salmon, Assistant General Secretary ACCS who conducted the workshop on cyberbullying at ACCS Convention.

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- The Teaching Council, Maynooth, Co. Kildare.
- Trinity College, Dublin 2.
- Trojan Complete IT Solutions, Co. Roscommon.
- Typetec, Dublin 12.
- VSware, Dublin 3.



Mr. Ronan Fennessy and Mr. Joe McLaughlin from Cornmarket present Kindle reader to Ms. Jean Ryan, Blakestown C.S.



Mr. Brendan Carroll asks Mr. Ciarán Flynn, General Secretary, ACCS to pick the winning ticket for a colour photo-copier as first prize in the PCI draw.



Ms. Sharon Haverly at the Unique Publishing stand.



Golf Presentation



L-R: Mr. Malachy Molloy, President, ACCS, Mr. Brendan Carroll from PCI who sponsored the golf competition, Séamus Ó Ceallacháin, winner of the golf competition, Mr. Ciarán Flynn, General Secretary, ACCS and Mr. Gay McManus who organised the golf competition.



L-R: Mr. Malachy Molloy, President, ACCS, and Mrs. Noreen McHugh receiving her golf prize from Mr. Gay McManus, ACCS golf organiser.