

ACCS Continuous Professional Programme 2022/2023

ACCS Briefing for Boards of Management and School
Leaders – Education Updates/Current Issues

September 2022

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Cumann na Scoileanna Pobail agus Cuimsitheacha

LAOS 2022



An Roinn Oideachais
Department of Education

Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Inspectorate
August 2022



	Domains	Standards
Teaching and Learning	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and to students' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional learning and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
Leadership and Management	Leading teaching and learning	School leaders: promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional learning that enriches teachers' practice and students' learning
	Managing the organisation	School leaders: create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of student participation, student leadership and parent participation build professional networks with other school leaders

establish an orderly, secure and healthy learning environment, and maintain it through effective communication

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create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication.

... and parent participation

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...and other school leaders...

The principal, with those leading the process, uses SSE to encourage teaching that is engaging and challenging, to support the inclusion of student and parent participation in policy development around learning and teaching and to increase students' interest in learning.

The principal and other leaders in the school support teachers to use digital technologies in their learning, teaching and assessment practices, and evaluate the effectiveness of the use of these technologies.

The school values and promotes a commitment to sustainable development and implements practices and policies that embed the principles of sustainability in the daily routines of the school.

The principal, the deputy principal(s) and other leaders in the school foster a positive school culture that supports learning and teaching and they encourage respectful interactions at all levels within the school community. They take the actions necessary to safeguard young people and prevent and tackle bullying.

SSE Next Steps 2022-2026

Circular 0056/2022 - 3rd cycle of SSE:



During 2022/23:

- **Identify and reflect** on impact of Covid 19 on students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning.
- **Take stock** of effectiveness of SSE process to date developing and consolidating it as necessary to ensure it is collaborative, inclusive and impactful.

During 2022/25:

- **Initiate** a wellbeing promotion **review** and development cycle (See Circular 0033/2021)

Three year plan = (2023- 2026)

- Context-specific school priorities related to teaching, learning, equity and inclusion
- National wellbeing goals
- National curriculum goals
- Other national strategies, e.g., the Digital Strategy, + ESD Strategy

Inspectorate Engagement with Schools (2022/23)

Circular 58/2022

September:

- Incidental inspections
- Subject inspections
- Child protection and safeguarding inspections (CPSI)
- Evaluations of provision for students with AEN & SEN
- Follow-through inspections
- Priority inspections in a small number of schools as required.
- The completion of inspections that commenced in the 2021/2022 school year
- Advisory visits and other activities that will include SSE advisory visits, visits to schools participating in the Gaeltacht School Recognition Scheme and other advisory visits.

PISA
(8th Cycle)

Oct/Nov 2022
(170 schools)

November: Programme Evaluations

January: WSE – MML & DEIS

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Monitoring of anti-bullying (2013 Procedures)

➔ 2022

Anti-bullying policy (ratified) + annual review + policy published on website

Principal's report to BOM – once per term

“The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the Procedures) since the previous report to the board.”

➔ 2023 (DEIS + WSE-MLL)

The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.

All teachers visited report that they have read the school's policy on antibullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

1. Report on the implementation of aspects of anti-bullying measures in schools

...confirms the extensive work being undertaken by many principals, teachers, other staff, parents, pupils and students to raise awareness of and prevent school bullying...

... schools, in the main, are both mindful of and alert to the breadth of their responsibilities for the social, emotional and behavioural support of children and young people...

...schools are working proactively and conscientiously in this area...

.. evident that schools were working successfully to raise awareness and provide a range of supports to promote and foster wellbeing within the school environment...

86.6% Policy

77% Report

97.1% Website

64.1% Review

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Schools creating a positive culture & climate

- adoption of a whole-school approach to anti-bullying
- effective supervision
- involvement of parents
- promotion of respect for diversity
- the inclusion of the experiences and insights of students
- the use of encouragement and awards
- enhancement of the physical environment, e.g. safe spaces, murals and messages, outdoor areas
- whole-school implementation of SPHE
- engagement of teachers in continuing professional learning.

2. Report on focus groups with students: Actions by schools to prevent and tackle bullying June 2022

Students highlighted two matters in need of attention to support the prevention & tackling of bullying.

- *Need to ensure that schools' codes of behaviour focus on the positive approaches that schools have adopted to prevent and tackle bullying in order to disseminate respectful standards & procedures for the whole school community.*
- *Need for teachers with interest, training and expertise in SPHE to be timetabled to teach the subject in order to develop students' confidence in understanding & dealing with bullying.*

Students highlight the strengths:

- The impact of positive, supportive teacher interactions
- In-person transition supports and co-curricular and extra-curricular activities that strengthened their sense of belonging to their whole-school community
- A visually inclusive school environment
- Access to collaborative learning opportunities
- Whole-school strategies, including topic-specific learning experiences and outcomes across subjects, to help students prevent and tackle bullying

Assessment Arrangements 2023



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Department of Education

Assessment Arrangements

For Junior Cycle and Leaving Certificate
Examinations 2023



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Leaving Certificate Applied 2022-2023



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Department of Education

This is a summary advice note for school management and teachers of LCA 2022/23. It sets out the key curriculum and assessment arrangements for LCA Year 1 and Year 2 students for the academic year 2022/23.

Arrangements for the satisfactory completion of Modules

LCA Year 2 for the academic year 2022/23

- Students should complete a **minimum of two Key Assignments** to achieve the credits available for each module and maintain a minimum of 90% attendance.

LCA Year 1 for the academic year 2022/23

- Students should completed **all four Key Assignments** and a minimum of 90% attendance should be maintained.

For both Year 1 and Year 2 LCA Students

- The learning outcomes for each module should be completed.
- If a student cannot attend the school due to a valid Covid-19 related restriction, the school should be flexible in its approach to monitoring and recording attendance.
- In the event of a localised closure where learning is progressed remotely, schools should ensure that an appropriate system is in place to track students' engagement.
- Credits for the satisfactory completion of modules are submitted to the SEC through the LCA portal, following normal arrangements.



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LCVP

Programme Requirements

Requirements for the two-year Leaving Certificate Vocational Programme from September 2022 are as follows:

LCVP students

- must take a minimum of five Leaving Certificate subjects (at Higher, Ordinary or Foundation Level) including Irish. Students who are exempt from studying Irish, must take additional subject(s) to ensure that they present a minimum of five Leaving Certificate subjects in their Leaving Certificate examination.
- must study the two Link Modules, namely Preparation for the World of Work and Enterprise Education.

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Revised arrangements for the completion of Classroom Based Assessments September 2022



NCCA

An Chomhairle Náisiúnta
Curraim agus Measúnachta
National Council for
Curriculum and Assessment

School Autonomy:

In the exceptional circumstances arising from the impact of the Covid-19 pandemic on teaching and learning, each student must complete a **minimum of one CBA** in each subject and **one CBA** in each short course.

Students from this cohort will not be required to complete **Assessment Tasks**.

See Key dates for 3rd year and second year CBAs.

There will be some exceptions to the choices made by schools:

- to ensure assessment of **oral communications skills**, students must complete :
 - **CBA 1: Oral Communication in Modern Foreign Languages**
 - **CBA 2: Communicative Task in Gaeilge.**
- As they are linked in each case with the final examination in the subject, students studying **Visual Art, Home Economics, Music, Applied Technology, Engineering, Graphics and Wood Technology** must complete **CBA 2**.

Exemptions from the study of Irish (CI55/2022 revising CI53/2019)

An exemption from the study of Irish may be allowed in the following circumstances:

- 2.2.1 A student moving from a different country without previous experience of learning the Irish language
- 2.2.2 A student who experiences significant literacy difficulties which are an obstacle to their learning across the curriculum
- 2.2.3 A student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life
- 2.2.4 A student in a recognised special school or class or who was previously enrolled in a recognised special school or class or who has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school

Budget 2022

- Additional Funding to be allocated to schools to meet increasing energy costs.
- Panels – Schools to apply via SWS
- Continuation of Covid 19 related funding for the remainder of this term.
- Return of Unspent Covid – 19 Capitation related funding – follow protocols

COVID-19 Capitation Grants Term 1 - Rates per pupil – Primary Schools		
Grant Rates	Mainstream	Special Classes/Special School
Combined Cleaning and PPE Grant Rates - Term 1 22/23		
Combined Cleaning and PPE Rate	€41.00	€105.67
Enhanced Cleaning and PPE Grant Rates previously paid for Term 1 21/22		
Enhanced Cleaning	€21.00	€25.67
PPE	€20.00	€80.00
Note: Grants paid to schools with an enrolment of equal to or less than 60 pupils are based on a minimum enrolment of 60 pupils.		

COVID-19 Capitation Grants Term 1 - Rates per pupil – Post-Primary schools		
Grant Rates	Mainstream	Special Classes
Combined Cleaning and PPE Grant Rates - Term 1 22/23		
Combined Cleaning and PPE Rate	€43.00	€141.33
Enhanced Cleaning and PPE Grant Rates previously paid for Term 1 21/22		
Enhanced Cleaning	€11.00	€13.33
PPE	€32.00	€128.00
Note: Grants paid to schools with an enrolment of equal to or less than 200 pupils are based on a minimum enrolment of 200 pupils.		

Section 29 Appeals

- These meetings are returning to in person events from October 2023 and will be held in venues to be agreed around the country.

Risk Assessments

- This high risk worker risk assessment will outline all the current control measures the school have in place for high risk workers (and indeed all workers) in respect of the hazard Covid in the workplace – medical grade masks provided, employee has been made aware of covid symptoms, aware of the covid preventative infection measures, Covid Response plan maintained by school etc.

Schools have no specific legislative requirement to carry out individual medical assessment as part of their risk assessment process. High risk teachers or other employees may of their own choice attend their doctor or other medical professionals to seek medical advice in respect of their vulnerability/health condition.

Appendix 4 Risk Assessment

COVID-19 Risk Template (List identifies COVID-19 as the hazard and outlines infection prevention control measures required to deal with this risk)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H=High M=Medium L=Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
COVID-19	N	Illness	H	School Covid19 Response Plan in place in line with Department of Education guidance and the Work Safely Protocol and public health advice		<p><i>Examples of Actions</i></p> <p>Follow public health guidance from HSE re hygiene and respiratory etiquette</p> <p>Complete School COVID-19 Policy Statement</p> <p>Return to Work Forms received and reviewed</p> <p>Induction Training provided</p> <p>Contact log in place</p> <p>Complete checklists as required: School Management How to deal with a suspected case</p> <p>Other school specific checklist</p>	Name of staff member	

If there is one or more High Risk (H) actions needed, then the risk of injury could be high and immediate action should be taken. Medium Risk (M) actions should be dealt with as soon as possible. Low Risk (L) actions should be dealt with as soon as practicable.

Risk Assessment carried out by: _____ Date: / /

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Standardisation of the School Year 2023-2026

(provisional dates)

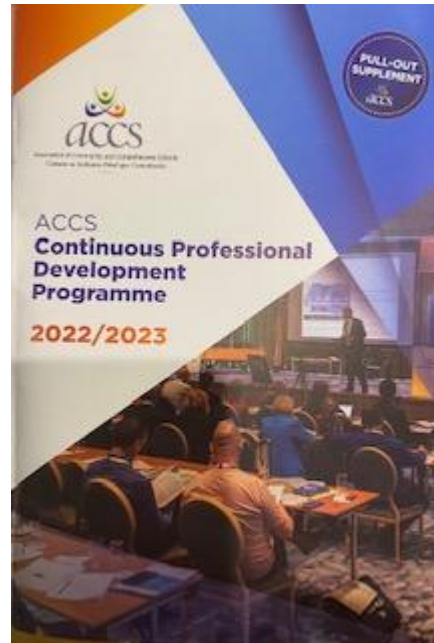
	School Year 2023/24	School Year 2024/25	School Year 2025/26
Oct Mid-Term	Mon 30 th Oct – Fri 3 rd Nov	Mon 28 th Oct – Fri 1 st Nov	Mon 27 th Oct – Fri 31 st Oct
Christmas <i>(from-to)</i>	Fri 22 nd Dec – Mon 8 th Jan	Fri 20 th Dec – Mon 6 th Jan	Fri 19 th Dec – Mon 5 th Jan
Feb Mid-Term	Mon 12 th Feb – Fri 16 th Feb	Mon 17 th Feb – Fri 21 st Feb	Mon 16 th Feb – Fri 20 th Feb
Easter <i>(from-to)</i> <i>*Contingency</i>	Fri 22 nd March* – Mon 8 th April <i>*Wed 27th March</i>	Fri 11 th April* – Mon 28 th April <i>*Wed 16th April</i>	Fri 27 th March* – Mon 13 th April <i>*Wed 1st April</i>

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ACCS: promoting a consistency of approach in governance matters across its member schools



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October:

Governance in Schools BOM Regional Training
(6.30pm – 9pm)

- **Connacht 3rd Oct.** Clayton, Ballybrit, Galway
- **Munster 4th Oct.** Dunraven Arms Hotel
- **Ulster 6th Oct.** Radisson Blu, Letterkenny
- **Dublin 17th Oct.** Clayton, Liffey Valley
- **Leinster 18th Oct.** Midlands Park, Portlaoise

Individual BOM training as requested.

Middle Leadership Cohort 3 - 11th & 12th Oct.
Mullingar Park Hotel



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Dignity at Work: eLearning courses



An eLearning course for all employees in community & comprehensive schools.



The purpose of this course is to raise awareness of bullying and explain the role of a Contact Person in resolving bullying in an organisation.



The purpose of this course is to raise awareness of bullying and explain the role of the Designated Person in resolving bullying in an organisation.

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ACCS Garda Vetting Resources

Visit www.accs.ie



ACCS relevant personnel:

Elaine Mooney, Garda Vetting Liaison Officer emooney@accs.ie

Anne Kelly is assisting Elaine as the GV Clerical Administrator akelly@accs.ie

- ACCS Garda vetting policy template available and training video on website.
- Currently it takes seven to nine days for vetting as per the NVB.
- Parental consent is required between 16 and 18. Student must provide parents' email address. **All applicants to be vetted must be 16 years.** The system will not accept any applicants under 16 years of age. The organisation facilitating the work placement must decide if it will accept applicants under 16 who cannot be vetted.
- Full descriptions are required when filling in “the Role “ when applying for vetting. E.g., TY work experience *in a childcare facility / in a health care facility*
- Qualified teachers are vetted through the TC. ACCS will arrange for vetting of unqualified teachers.
- Applicants' disclosures are returned to the school only.

What's on the desk...



H2Learning Online Course for C&C schools: ACCS is looking for expressions of interest from schools at this time. Please see details and requirements for schools wishing to engage with H2L on this work (email Fri 23rd Sept)

Professor Dylan Wiliam: 'The Role of Leaders in Promoting More Effective Assessment'
Date: October 13th at 2pm
Duration: 60 minutes including Q&A
Sign-up link:
<https://www.eventbrite.com/e/dylan-wiliam-the-role-of-leaders-in-promoting-more-effective-assessment-registration-406733971257?aff=ACCS>
Cost: Free
www.gonurture.com

CALL FOR EVIDENCE FOR AN INITIATIVE (without an impact assessment)	
TITLE OF THE INITIATIVE	Digital education – enabling factors for success
LEAD DG – RESPONSIBLE UNIT	EAC – C4
LIKELY TYPE OF INITIATIVE	Proposal for a Council Recommendation
INDICATIVE TIMING	Q1-2023
ADDITIONAL INFORMATION	https://education.ec.europa.eu/focus-topics/digital

COMPUTER SCIENCE WEEK 2022
Promoting Computer Science Education and Training for ALL
in conjunction with EU Code Week

NATIONAL CONFERENCE
Thursday 13th October 2022
10am to 3.30pm
Athlone Springs Hotel

Anthony Kilcoyne
Deputy Director, PDST
MC for the Event

Lorraine Underwood
Minister for Education
Norma Foley TD
Keynote Speaker
"Save the World with Computer Science"

Panel Discussion
Computer Science: Experiences, Supports & Opportunities

Student & Industry Exhibition

Creative Initiatives:
a showcase of student innovations and industry supports

Student Workshops
Human Centred Artificial Intelligence (CSinc)
Computational Thinking with Drones (IBM)
Getting Creative with Lego SPIKE Essential (PDST)
Fully Booked

Contact: computerscienceweek@pdst.ie
BOOK NOW (FREE): <https://tinyurl.com/13OctCS>

PDST | An Bórd Uilleannach, Department of Education

Chief Inspector's Report 2016-2020

Published March 2022



- Summarises the key findings from inspection, advisory and research work carried out in a range of education contexts.
- Provides evaluative commentary on a range of priority education themes including:
 - Special education
 - Social inclusion
 - Partnership with parents and children and young people
 - **Leadership and management in schools**
 - Implementation of national priorities in primary and post-primary education
- Considers the supports provided for the education system during the pandemic and the main findings arising from research and advisory sessions conducted by the Inspectorate during the school closure period (March-June 2020) and the return to school experience during the early part of the 2020-2021 school year.

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Chief Inspector's Report 2016-2020



Key Messages

- Self-reflection and self-evaluation practices have evolved; **systematic approaches** are not yet fully established or embedded in many schools across all sectors.
- Effective leaders and managers **communicate well** and demonstrate **a strong commitment to improving the quality of provision for learners.**

Looking Forward

- Those in leadership and management positions need to place **a more substantial focus** on the **leadership of teaching and learning.**
- Building on the responsiveness of school leaders and the collaboration across the system to ensure sustained provision of education during the pandemic, there is potential to develop **leadership, collaboration, and self-evaluation within and across schools** further.

Context & developments



- *Child Protection Procedures for Primary and Post-Primary Schools* published in 2017



- Gaeltacht education
 - €13.9m allocated to support the implementation of the *Policy on Gaeltacht Education 2017-2020*, published in October 2016
 - 134 schools participating in the Gaeltacht School Recognition Scheme; Evaluation of programme underway
 - Online e-Hub Pilot Project launched in April 2019; Findings published in March 2021
 - Four-year Irish-medium ITE programme for primary teachers commenced in 2019 and a master's programme on Irish-medium and Gaeltacht education in 2018



- *STEM Education Policy Statement* (and associated implementation plan) published in 2017
- Evaluation of the first phase of implementation conducted by the Inspectorate in 2019



- *Digital Strategy for Schools 2015 - 2020*



- All-of-government focus on creativity through the *Creative Ireland Programme*
- Action plan, developed in 2019 for Inspectorate's engagement with Creativity from 2020 to 2022



- *Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017 - 2026 and Implementation Plan 2017 - 2022* published in 2017
- *Modern Foreign Languages: A Report on the Quality of Practice in Post-Primary Schools* published by the Inspectorate in 2020



- Implementation of *National Strategy on Education for Sustainable Development 2014 - 2020* continued



- *Education for Sustainable Development: A study of opportunities and linkages in early childhood, primary and post-primary curriculum* published by NCCA in 2018



- *Report on the Review of Relationships and Sexuality Education (RSE)* published by the NCCA in 2019



- *Wellbeing Policy Statement and Framework for Practice (2018 - 2023)* published in July 2018



- The COVID-19 pandemic impacted on the implementation of national priorities during 2020

The Department should revise current expectations about the pace and nature of reforms.

Schools should ensure full compliance with record-keeping procedures related to child protection.

The system needs to build upon the progress that schools made during the Covid -19 pandemic, in order to fully harness the potential of digital technologies to enhance teaching, learning and assessment.

A more integrated approach to SPHE from primary through to Senior Cycle should be pursued.

Contact Us...

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Míle buíochas

