

ACCS NEWS

ISSUE 1 • 2021/2022



It's a New Day...

- IN THIS ISSUE** • Welcome to the 2021/2022 School Year
- School Bullying and the Impact on Mental Health
 - Excellence in School Practice • Ransomware & Phishing Attacks



Association of Community and Comprehensive Schools
Cinnann na Scoilanna Pobail agus Cúinsitheacha

It's a New Day...

Thoughts from ACCS President James Duignan

Nina Simone was playing on the radio this morning with the hummable *Feeling Good*.



Birds flying high, you know how I feel
Sun in the sky, you know how I feel
Breeze driftin' on by, you know how I feel
It's a new dawn
It's a new day
It's a new life for me, yeah...



Fish in the sea, you know how I feel
River running free, you know how I feel
Blossom on the tree, you know how I feel
It's a new dawn
It's a new day
It's a new life for me
And I'm feeling good...



Dragonfly out in the sun you know what I mean, don't you know?
Butterflies all havin' fun, you know what I mean
Sleep in peace when day is done, that's what I mean
And this old world, is a new world
And a bold world for me, yeah-yeah...
Stars when you shine, you know how I feel
Scent of the pine, you know how I feel
Oh, freedom is mine
And I know how I feel



It is amazing what a bit of nature, rest and relaxation can do for the body and soul. This Summer I hope you got your Vitamin D and a few freckles. It is good to clear one's head of the myriad of bothers, remind oneself of what it is all about.

In terms of going back to school, I enjoyed the following apocryphal story about being stuck in a bog hole, the value of education, serendipity and how a good deed changed the world.

...An aristocratic family from England holidaying in Scotland in the late 1800s were enjoying a day in the highlands when their young son, became detached from the group. He ended up getting mired in a bog-hole, destined to drown. A local farmer working on his landlord's estate heard the boy's cries for help and ran to the helpless lad's rescue. The farmer hauled him out saving him from a certain slow end.

The next day a grand horse and carriage pulled up to the farmer's cottage. The nobleman stepped out and introduced himself as the boy's father.

'I want to repay you for saving my son's life' he said.

'Not at all. I can't accept payment for what I did,' the poor farmer replied, waving off the offer. At that moment, the farmer's own young son, stood out from behind him.

'Is that your son?' the nobleman asked.

'Yes' the farmer replied, putting his hand on his boy's shoulder.

'I'll make you a deal' said the man. *'Let me fund his education. If the lad is anything like his father, he'll grow into a man you can be proud of.'*

And that he did. In time, the farmer's son graduated from medical school in London, and went on to become known throughout the world as the Nobel Prize Winner for Medicine, Sir Alexander Fleming. Dr. Fleming invented Penicillin and in turn has saved millions of lives. No doubt the discovery of antibiotics has helped you or your family's health at some stage too.

What caught my attention though were the wonderful twists of fate at the end of the story. Remember the boy pulled from the bog-hole? Pneumonia struck him years later and he was saved by, you guessed it, penicillin.

And the name of that drowning boy, was none other than, Winston Churchill, later Prime Minister of England and Nobel Laureate for Literature. What comes around goes around.

A good education is one of the greatest gifts you can give yourself or anyone else.

As you welcome your school community back for a new dawn, a new day, a new year, everyone in ACCS wishes you a safe and sound, happy and harmonious school year.

James Duignan

President, ACCS

Welcome to the 2021/2022 school year

Over the course of the last 18 months, on more than one occasion, we have been faced with challenges that were once unthinkable. Perhaps in a strange way the pandemic has created space for us to view many things differently. Two areas are significant in this sense.

1. Let's not put these tools away until the next time

As we return to the classroom for a new academic year, we are reminded of flexibility and adaptability shown by many in their efforts to sustain teaching and learning for all students during lockdown. Many school communities have transformed their online engagement during the last academic year. The impressive willingness of students, parents, teachers, SNAs, clerical officers and school leaders to upskill and embrace new technologies requires a much more systematic approach to the professional development in this area for all stakeholders. Practices must be developed further and sustained through engagement with others and access to meaningful supports and even greater investment in the technologies.

2. Rethinking our Senior Cycle – purpose and assessment

The experience during pandemic also brought to the fore the real need for ongoing reform of curriculum content and assessment and the urgent requirement to broaden the pathways beyond school for all of our students. It exposed many shortcomings in the current system challenging us to examine our outdated and archaic practices which are neither fair nor fit for purpose. We look forward to advancing Senior Cycle Reform along with the other stakeholders in the coming months.

There is no doubt that the new year will bring many more challenges and opportunities for our school communities as we reflect on learning losses and learning gains of the lockdowns of 2020. It is vital that the wellbeing needs of our young people and staff, including that of school leaders, in our communities are not ignored if these communities are to thrive and become flourishing and healthy places. Honesty and compassion will be key to rebuilding relationships as we move to what we hope will become a post emergency stage of pandemic times and to a time for reconnecting, reinvigorating, and reflecting.

ACCS welcomes the supports offered by the Department of Education for this school year and acknowledges the tremendous effort and the time which has been spent negotiating supports with the management bodies, and the other stakeholders. System leaders and school teams have worked tirelessly to keep schools open and safe and we are struck by the incredible energy, commitment and flexibility that school communities have exhibited in this regard.

For this new academic year, there is a wide range of CPD events scheduled which reflects the extensive support offered by ACCS to its member schools and Boards. For the remainder of 2021, all training including individual Board of Management training will be facilitated online using webinars and online workshops. Every opportunity to make these events as interactive as possible will be utilised as we regret hugely the loss of in-person events which are the bedrock of the ACCS community.

Looking forward to 2022, our aim is to establish a blended approach to training events which will include some face-to-face events if possible and in line with public health guidelines. As ever, we remain committed in our provision of relevant, developmental, and high-quality training for our member Boards and school communities. To this end, we will be working closely with our partner organisations across the system.

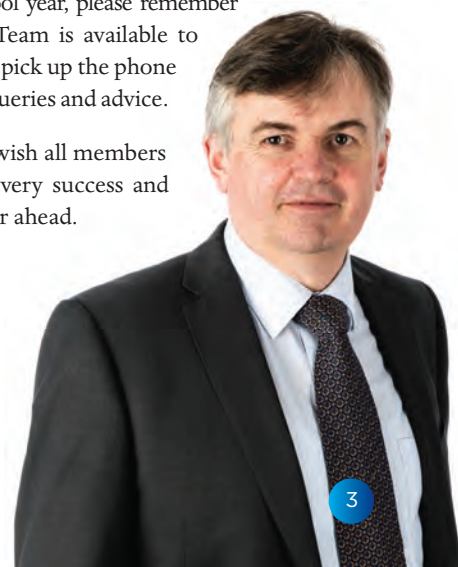
We take this opportunity to congratulate and acknowledge the service of Principals and Deputy Principals who are retiring this year. Their contribution to their schools and wider communities is greatly appreciated and we wish them every happiness in the next chapter of their lives. To the newly appointed Principals and Deputy Principals, we say welcome, and we wish you every success in your new leadership role.

We encourage you to visit our website, www.accs.ie regularly where updates and Information Bulletins outlining the implications of relevant circulars are hosted. We hope that schools will continue to forward news and photographs of events in their schools which we can showcase in the newsletters and on our website. Sharing our stories and celebrating our successes is an important part of community building and one which we do extremely well in our Community and Comprehensive Schools.

As we embark on another school year, please remember that the ACCS Head Office Team is available to support you. Don't hesitate to pick up the phone to call us or send an email for queries and advice.

Finally, on behalf of ACCS, I wish all members of our school communities every success and good health for the school year ahead.

John Irwin
General Secretary, ACCS



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This newsletter is a private and confidential document for circulation only to Boards of Management and Principals. Please circulate to Board Members.

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Plans for SSE and School Inspections for Year 2021-2022

Extract from Message from Chief Inspector to Post-Primary Schools – Plans for the School Year 2021-22 with reference to CI33/2021.

- To extend the second cycle of school self-evaluation (SSE) until June 2022; the third SSE cycle will begin in September 2022.
- To carry out surveys of school leaders, teachers and parents in the September – December term as part of our consultation on the next cycle of SSE.
- SSE and Wellbeing – The Wellbeing Policy Statement and Framework for Practice – use the SSE process to initiate a wellbeing promotion review and development cycle by 2025.
- SSE and DEIS – To extend the three-year DEIS planning cycle by another year. A school's DEIS action plan is its school improvement plan for the purposes of SSE; no additional or separate plan is necessary.
- To continue the phased implementation of the inspection programme – with the emphasis for the first term being on advice and support through the incidental inspection model.
- In addition to the programme of incidental inspection visits, we will also carry out:
 - Child Protection and Safeguarding Inspections (CPSI),
 - Supporting the Safe Provision of Schooling inspection visits (SSPS),
 - Urgent follow-through inspections,
 - Limited numbers of inspections of special educational provision.
- From January 2022, the broader range of inspection activities on a phased basis, including subject inspections, DEIS inspections and whole school evaluations (WSE) will re-commence.
- To continue research and development work; working with school principals/deputy principals in a sample of schools with a view to assisting them to develop their SSE processes.
- To advise on how schools are implementing anti-bullying measures in line with the requirements of the Anti-Bullying Procedures for Primary and Post-primary Schools, (2013).
As the 2021/22 school year progresses, information on the implementation of aspects of anti-bullying measures in schools will be collected during incidental inspections.

Schools can apply for an advisory SSE visit by emailing info@schoolself-evaluation.ie.

Guide for the Evaluation of Remote Teaching and Learning (ERTAL)

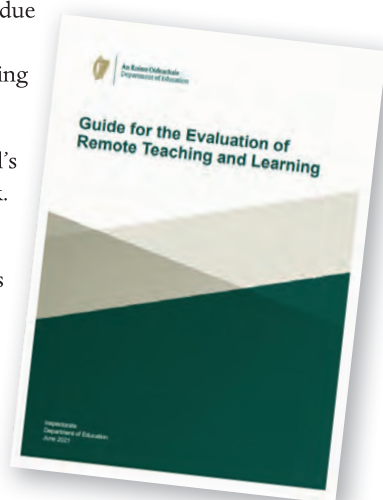
(Evaluates & reports on the provision of remote teaching & learning in three contexts)

- When schools are providing remote teaching and learning for all students when students may not attend school due to health restrictions.
- When schools are providing remote teaching and learning for particular cohorts of students who are unable to attend school in person due to health restrictions.
- When schools are providing remote teaching and learning for other contingency reasons.

The key question to consider: How effective is the school's provision for remote teaching and learning? See Framework.

The aims of this model of evaluation include:

- Support continuity in teaching & learning for students in post-primary schools,
- Promote & maintain public confidence in the education system during periods of full or partial school closure,
- Support positive innovation & change in how the curriculum is mediated in remote contexts.



A Tribute to Brian Cannon,

former Principal of Malahide Community School



On Sunday, 21st March, 2021, we learned of the sad news that our former Principal, Brian Cannon, had passed away. May he Rest in Peace.

Our thoughts and deepest sympathies go out to Brian's wife, Marie, his son Derek, his daughter Jennifer and to their extended families, at this time.

Brian very much shaped the modern ethos and Characteristic Spirit of Malahide Community School, first as Principal,

and then as Chairperson of the Board of Management. He was appointed Principal of Malahide Community School (Pobalscoil Íosa) in 1987 and the school grew from a student cohort of 750 to over 1,200, under his gifted leadership. Brian was a visionary, and, being ahead of his time, he pursued a mixed ability system of teaching and learning which focused on helping every student to achieve their academic and individual potential.

Perhaps the greatest mark of Brian was that he treated everyone with respect and dignity. His moral compass was finely tuned towards inclusive education and he introduced a Special Class for students with Special Educational Needs, while advocating for SEN students to be included in mainstream education, long before other schools at the time.

He also ensured that a vibrant Adult Education programme contributed hugely to the development of our local community, in a unique and inspiring way. Brian unwaveringly pursued the building of the modern three storey school building, which was completed in February 2007. In

retirement, Brian continued to support the school and to share his immense experience in education, in his role as Chairperson of our Board of Management.

He will be truly missed by the entire school community and further afield.

We would like to thank his Family – Marie, Derek (past pupil and colleague) and Jennier (also a past pupil) – for sharing Brian with us, and for allowing him to dedicate so much of his time to our staff and students, for more than 20 years. We also remember his daughter Caroline (also a past pupil) who sadly passed away in 2018.

Brian was always incredibly generous with his time, and we are the richer for knowing him.

Ní bheidh a leithéid arís ann.

Ar dheis lámh Dé go raibh a anam dílis.

Cora Tighe

Deputy Principal,
Malahide Community School

A Tribute to Denis Mackin


Denis Mackin's association with ACCS goes back 25 years to the mid 1990's. He started as a Board member and was then Chair of the Board of Management in Tallaght Community School. He subsequently joined the Board in Old Bawn Community School in 2011 where he served as Chair for 10 years. His passion to ensure communities in Tallaght were served with the best schools possible was evident in how he executed his role. His continuous and unwavering support for the school management and the school community was ever present. He attended all school events to ensure the support of the Board of Management was visible to all and demanded the highest standards for the benefit of the students in the school.

The ACCS convention was always written into Denis's diary in permanent marker. Many of you will remember him with his hearty laugh, versatile banjo and a large bottle of Bulmers. He entertained many a convention well into the early hours and there was never a song that he could not play. His ability to get along with everyone, work the crowd and enjoy the craic was always welcomed by the ACCS delegates. Denis would often say, "How can you be expected to work hard if you don't take time to relax and enjoy yourself?" and that is what Denis did. There is a message there, from Denis, for us all. Denis, your memory and legacy lives on in Tallaght Community School, Old Bawn Community School and ACCS. It is our pleasure to have worked with you and we are in a better place as better people because of you. Thank you and may you rest in peace.

Paul Crone

former Principal Old Bawn Community School and incoming Director of NAPD





Submission to the Joint Committee on Education, Further and Higher Education, Research, Innovation and Science on the topic of

School Bullying and the Impact on Mental Health

Following the ACCS submission on the topic of School Bullying and the Impact on Mental Health John Irwin, was invited to attend a meeting of the Joint Committee on Education, Further and Higher Education, Research, Innovation and Science on 28th May. An informative exchange of views took place and John put forward the concerns ACCS members had on bullying, cyberbullying and the subsequent impact of bullying on our young people. He raised concerns around the challenges faced by parents and schools, and put forward his viewpoints on what does and doesn't work in schools using an example of the experience of two schools.

We would like to thank Karol Sadleir, Pobalscoil Neasáin and Eithne Coyne, St Mark's Community School for their assistance in compiling information used in this submission.

The following is an extract from the submission. The full submission can also be accessed on our website at www.accs.ie and you can view the Dáil presentation on <https://www.oireachtas.ie/en/oireachtas-tv/video-archive/committees/4296> and on the ACCS website.

In line with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB and Circular 0045/2013, all Community and Comprehensive schools have been operating within the Department of Education *Anti-Bullying Procedures for Post Primary Schools* since 2014.

These procedures give direction and guidance to school authorities and school personnel in preventing and tackling school-based bullying behaviour amongst its pupils and in dealing with any negative impact within school of bullying behaviour that occurs elsewhere. The procedures introduced:

- the concept of the “relevant teacher” and the requirement to name these personnel formally in the school’s anti-bullying policy.
- the requirement to agree strategies at school level which would be used by the school in the prevention of bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- the school’s procedures for investigation, follow up and recording of bullying behaviour.
- the school’s programme of support for working with pupils affected by bullying.

The importance of school culture

Circulars, guidelines, and codes do not in themselves create the environment that makes it possible for students to behave well and work together in harmony and in a respectful manner. Good behaviour must be supported and promoted by all in the school and should be reflected and modelled in everyone’s behaviour and in the curriculum being offered in school. School culture must create opportunities which develop an understanding of the impact of negative behaviour on others and provide support for dealing with such unwanted behaviours. In this regard, an inclusive curriculum and positive relationships being modelled in school between all stakeholders which are respectful and acknowledge the importance of student voice are key to a successful whole school approach.

While traditional bullying is still experienced in schools, with the prevalence of mobile phones, access to internet and other ICT devices in young people’s lives much of that experience is now of a cyber or online nature. As such, much of it happens outside of the school day but ends up very often being managed at school level as the impacts of the unwanted behaviour surface when students are together in school.

What is bullying?

Bullying is defined in the *Anti-Bullying Procedures for Primary and Post-Primary Schools* as “unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time”.

Good behaviour must be supported and promoted by all in the school and should be reflected and modelled in everyone’s behaviour...

Bullying has 3 specific criteria that is generally accepted within the literature:

1. There is an intention to harm those targeted by bullies.
2. That it occurs repeatedly over time.
3. That there is a power imbalance between the aggressor(s) and their target(s) (Olweus, 2013).

How is Cyberbullying different?

There are some differences between bullying and cyberbullying that are worth noting. With cyberbullying there is no way for the bully to see the victims’ immediate response to an attack, potentially lessening the impact it has on the bully. Research suggests that the potential for the bully to feel remorse or guilt for their actions is blunted. They spend less time thinking about, or are unaware of, the consequences of their bullying (Renati, Berrone and Zanetti, 2012; Sahin, 2012). Online bullies can remain anonymous. Slonje, Smith and Frisen, 2013 state that anonymity is one of the most disturbing aspects of cyberbullying. It also makes it very difficult for adults investigating the cyberbullying and can limit the responses offered. Cyberbullies have 24/7 access to the victim, it doesn’t stop at the school gates. There is also the potential to have a large audience to the online incidents of bullying (Gleeson, 2014) thus magnifying the impact it has on the victim.

Here is a helpful table to clarify the differences between traditional and cyberbullying.

Criteria	Traditional Bullying	Cyberbullying
Intention	To harm, upset or embarrass.	As perceived by the victim. Impact on victim with or without conscious intention of aggressor.
Repetition	Occurs frequently over time.	Need occur only once but can be viewed by numerous others repeatedly or forwarded to others indefinitely.
Power Imbalance	Victim has less power due to physical or psychological factors or isolation.	Less clear. May be due to higher social status or higher level of proficiency in technology.
Anonymity	Not usually an issue.	Nature of social media that aggressors can often remain anonymous creating a power imbalance for the victim.
Publicity	Public acts of bullying seen as most severe form of traditional bullying.	Acts can involve a large audience - e.g. public forums, video or pictures distributed through social networking.

The table below explains the many different types of cyberbullying.

Behaviour	Description
Flaming	Argumentative, abusive or insulting exchanges between two individuals online.
Harassment	Repetitive posting of threatening or offensive messages sent to or about a target individual.
Denigration	Posting or sharing information about another that is untrue or derogatory.
Impersonation	Gaining access to another person's online account and posing as them to post negative or humiliating information in the guise of that person.
Outing and Trickery	Sharing personal and embarrassing information about another online, can be in the form of pictures or videos.
Exclusion or Ostracism	Actively excluding or 'defriending' another from online social groups.
Happy Slapping	Uploading digital recordings of assaults on targeted individuals for others to see.

Why should we be concerned?

In 2014, the Department of Education commissioned a literature review on cyberbullying. In it they found that most young people involved in cyberbullying also had experience of traditional bullying, and the prevalence rates of cyberbullying were lower than those for traditional bullying (Gleeson, 2014). However, since then, the growing availability of new technologies, the time young people spend online and the Covid-19 lockdown have resulted in a sharp increase in cyberbullying cases.

Irish children experienced one of the highest rates of cyberbullying in Europe during the Covid-19 pandemic (Milosevic, 2021) and there was a 20% increase in "cyberbullying victimisation" during the lockdown. But we would be wrong to assume that this is simply a legacy of lockdown. According to the 2014 EU Net Children Go Mobile Report 12% of the 3,500 children engaged aged 9-16 years old were cyberbullied. In 2016 HBSC survey (WHO, 2016), found that 11% of young people between 11 and 15 years of age, say they had been bullied in the previous two months. The challenge that these findings present for post primary schools does deserve further investigation.

What impact does bullying have on our young people?

Traditional bullying will never go away, but with cyberbullying the goal posts have changed and we need to consider the impact that those changes are having on our students. Students who are cyberbullied show similar negative impacts to those who experience traditional bullying; depression, anxiety, psychosomatic problems, academic problems, poor relationships, self-harm and suicide ideation. Cyberbullies can experience depression, poor empathy, suicide ideation and behavioural issues. Cyberbully-victims (bullies who become the bullied) interestingly are at risk of the most severe emotional, psychological and social problems experienced by either bullies or victims and tend to be rejected by their peers more than the other people affected by bullying (Gleeson, 2014).

Bystanders may also be affected by their action/inaction around bullying. Bystanders are those who witness the bullying and who may or may not intervene. In terms of cyberbullying, they are the ones who receive forwarded messages, posts or pictures. They may visit social media or websites where messages etc. have been posted or they could be with the victim when they receive the messages/posts/pictures etc. Unfortunately, this group tend not to act (Gleeson, 2014). They may not act because they blame the victim for the way they were behaving online (Hopkins, Taylor, Bowen and Wood, 2013). The bullies may be popular and have high levels of social dominance and bystanders do not feel confident to challenge them (Rodkin & Berger, 2008) or they may not perceive it as being of a serious

When students trust each other, they have greater freedom to engage in thinking and learning.



nature and not feel the need to intervene (Mishna, Cook, Gadalla, Daciuk & Solomon, 2010). They may also fear becoming targets themselves or not having the support from the larger peer group (Kowalski, Limber & Agatson, 2010).

What are the challenges for parents and schools?

- Our inability to keep pace with the rapidly changing technologies leaves parents and teachers feeling unable to sufficiently monitor and protect young people (Livingstone and Hadding, 2013).
- Advice given to parents, schools and policy makers dates very quickly and leads to guidelines having to be continuously updated and revised.
- The anonymous nature of social media makes investigation of incidents very difficult and may reduce the likelihood of young people reporting bullying as they feel nothing can be done.
- The time it takes to unravel the nuances of cyberbullying is a major challenge for schools.
- The scope and depth of the damage inflicted on the victim, bully, bystander and the number of students affected in any given incident can be overwhelming for schools.
- Offering the most appropriate support for students affected by bullying/cyberbullying is an ongoing concern. Referral services are overrun and appointments to outside agencies can prove a major problem.
- Upskilling teachers and parents around online safety, new technologies and new platforms is an on-going challenge. Sometimes we are only getting our heads around Instagram when a new site i.e. Discord, pops up and we are back to square one.

What doesn't work in schools?

Research has found the following strategies to be counterproductive; the use of punitive sanctions, restorative conferencing when leaders are not sufficiently trained, and peer mentoring that have poor training or ongoing support services.

The tool is in the telling (Ní Anracháin, 2021) - One School's Experience

Our on the ground experience of managing bullying and cyberbullying situations would suggest that early intervention is key. Putting in the groundwork with students in this area enables them to recognise bullying/cyberbullying, and we have found that they are more likely to report it when they have a full understanding of what it is and how they can report it.

Creating a supportive climate in school where students feel that they can report bullying/cyberbullying and feel that they will be protected and understood. Tools to help them report are very helpful here. Involving students in the whole school approach to bullying/cyberbullying. Having the time and expertise to deal with these situations is vital. We have access to a skilled psychotherapist and counsellor and her knowledge, expertise and guidance in this area is vital. It would be transformative if schools had some level of in-house access to a service/skill set like this.

What works in schools?

What has proven helpful are strategies that include problem focused coping strategies, involving and educating parents, ongoing education and training for the adults and students, positive school climate, clear school policies on how to deal with bullying/

cyberbullying, training for teachers and school staff and; involving students in forming policies and getting student input when deciding sanctions. There is no doubt that when young people have a legitimate and clear expectation of how they will be spoken to and treated especially in challenging situations and are confident that within school processes their dignity will be respected no matter what harm has been done, then these issues can be resolved.

Restorative Practices

Schools which have worked on introducing restorative practices have experienced significant results in managing unwanted behaviours and in promoting positive mental health. Key to this approach favoured by many of our schools is the notion of circles.

The circle is a distinctive kind of space for student voice. Schools use circles to develop trust and build community and for problem solving.

Building a democratic, happy, and safe school - (Coyne 2021) - One school's experience

"Now when conflict happens, we try not to steal it from the students with our rules and suspensions. We remember that the problem is the problem, the person is not the problem. Scaffolded by curious questions rather than bombarded by judgement and frustration those causing harm are helped to be accountable and are empowered to find solutions. After all they usually must continue to live together where the harm happened!

In a restorative meeting all are respected and listened to and make that journey inward. As a community we started to have high expectations of each other. We also continue to provide a strong network of support for each other in order to be the best we can be. We conduct staff business in circles too.

Our key to building a fair, democratic, and happy school lies in the conversations we have and the structures we have in place. We guard this carefully and pay attention when things go wrong providing support for each other so that we are the best we can be. This culture at which we work, creating and recreating every day, underpins our work in promoting "voice". It establishes a safe and inclusive "space" for voices to be heard. The openness and trust evident in everyday interactions and in the relationships between staff and students perfectly positions student voice and enables it to thrive while the circles themselves support what Lundy calls audience and influence. We have circle agreements. The Circle keeper oversees the follow through.

We have seen how this work supports learning and learner voice in our classrooms. It complements and supports the development of many Key Skills in the Junior Cycle classroom. Classes with experience of Circles have a more positive classroom climate, stronger connections with peers, better listening skills and can give and take feedback more easily and effectively-a critical part of 21st century learning and an essential part of developing/enabling student voice in our school. We've had classes ask their tutors for Circles when they felt the atmosphere was not good or when they wanted to solve a class problem because they weren't able to learn! When students trust each other, they have greater freedom to engage in thinking and learning. In circles they have space to test the trust."

ACCS

Continuous Professional Development Programme 2021/2022

Please note that in the current times of Covid-19 and the evolving situation with regard to government restrictions that some dates/times on the CPD Programme may need to be rescheduled closer to the time of the planned event.

DATE & LOCATION	PROGRAMME TITLE	PARTICIPANTS
Webinars 16/08/21 10.30am – 4.00pm 17/08/21 9.15am – 12.30pm Follow-up Webinars 2.00pm – 3.00pm 28/09/21 Teaching & Learning 19/10/21 The Care and Management of Students 24/11/21 Learning from Others – C&C Schools Sharing Best Practice Spring 22 Date TBC Understanding the Allocation Process	Induction of New Principals & Deputy Principals in Community & Comprehensive Schools	All recently appointed Principals & Deputy Principals for an introduction to the sector.
Webinar 23/08/21 10.00am – 11.30am	What we know as we commence a new school year: Lessons from Covid-19 Times. A webinar for Boards of Management and school leaders hosted by ACCS and facilitated by Dr. Joe O’Connell	Principals, Deputy Principals, Secretaries Board of Management, Chairpersons of the Board of Management & Board of Management Members.
Webinars 25/08/21 6.00pm – 8.00pm <i>Information Meeting for representatives from all Regions</i> Follow-up meeting within the Regions: 30/08/21 4.00pm – 4.45pm <i>Ulster</i> 30/08/21 5.00pm – 5.45pm <i>Leinster</i> 01/09/21 4.00pm – 4.45pm <i>Munster</i> 01/09/21 5.00pm – 5.45pm <i>Dublin</i> 02/09/21 4.00pm – 4.45pm <i>Connacht</i>	ACCS Area Information Meetings	Principals, Deputy Principals, Secretaries Board of Management plus 2 Members of the Board of Management.
Webinar 31/08/21 4.00pm – 5.00pm	Leadership & Management Post of Responsibility	Principals, Trustee Nominees on Selection Boards for Leadership and Management posts and Independent Panel Members.
Webinars 06/09/21 7.00pm – 8.30pm <i>The Work of ACCS, The Legislative Framework, GDPR & New Developments in Education (Admissions/P&C Charter)</i> 04/10/21 7.00pm – 8.30pm <i>Health and Safety in Schools & Financial Guidelines</i> 08/11/21 7.00pm – 8.30pm <i>The Employer & HR Issues in School</i> 06/12/21 7.00pm – 8.30pm <i>Curriculum, Planning & Evaluation & Care of Student</i>	Governance in Schools Board of Management Training*	Principals, Secretaries Board of Management, Chairpersons of the Board of Management and Board of Management Members.
Webinar 07/09/21 11.00am – 1.00pm	PLSS Refresher Course	Centre Staff responsible for managing the PLSS system.
Webinar 09/09/21 11.00am – 1.00pm	QQI Re-engagement	Principals, Deputy Principals, PLC Co-ordinators with responsibility for QQI QA Policies and Procedures.
Webinars 09/09/21 9.30am – 11.00am <i>Dublin</i> 22/09/21 9.30am – 11.00am <i>Leinster</i> 07/10/21 9.30am – 11.00am <i>Munster</i> 21/10/21 9.30am – 11.00am <i>Connacht & Ulster</i>	Garda Vetting Training for school staff and participation in the ACCS-VET Online Solution for Schools	Principals, Deputy Principals, Nominated Garda Vetting Officer, Clerical Officer, TY/LCA/LCVP Programme Co-ordinator/ Further Education Directors.
Webinars 09/09/21 4.00pm – 5.00pm 07/10/21 4.00pm – 5.00pm 11/11/21 4.00pm – 5.00pm 09/12/21 4.00pm – 5.00pm	Student Voice Forum Webinars	These will be directed at school leaders, members of the ACCS Student Voice Forum and key personnel leading Student Voice practices in Schools.

DATE & LOCATION	PROGRAMME TITLE	PARTICIPANTS
Webinar 10/09/21 11.00am - 1.00pm	QQI New Tutor Induction	PLC Tutors.
Webinars 14/09/21 9.30am - 11.00am 30/11/21 9.30am - 11.00am 25/01/22 9.30am - 11.00am 26/04/22 9.30am - 11.00am	ACCS DEIS Webinars	DEIS School Principals, Deputy Principals and school personnel leading DEIS planning, co-ordination and implementation at school level.
Webinar 15/09/21 10.00am - 12.00 noon	State Claims Agency Webinar	Principals, Deputy Principals, Board of Management Members, Members of School Health and Safety Committees.
Webinars 16/09/21 9.30am - 11.00am 09/11/21 9.30am - 11.00am 18/01/22 9.30am - 11.00am 05/04/22 9.30am - 11.00am	ACCS Special Education Needs Webinars	Principals, Deputy Principals, and all participants of the ACCS SENCo Forum which is hosted on Microsoft Teams.
Webinars 21/09/21 4.00pm - 5.15pm 18/11/21 4.00pm - 5.15pm 02/02/22 4.00pm - 5.15pm 07/04/22 4.00pm - 5.15pm	ICT Co-ordinator Webinars	Principals, Deputy Principals, and all participants of the ACCS ICT Forum.
Webinar 23/09/21 7.00pm - 9.00pm	The Middle Leadership Team Cohort 1. Reflection on leadership practices – Building Compassionate Leadership Teams in Challenging Times	Cohort 1 (All those who have completed Residential One & Two of the ACCS Middle Leaders' Programme in 2019. API, APII and one member of the senior leadership team in schools.
Webinar 29/09/21 9.30am - 11.00am	"Promoting Our School" Workshop	Principals, Deputy Principals and Board of Management Members.
Webinar 29/09/21 7.00pm - 9.00pm	The Middle Leadership Team Cohort 2. Reflection on leadership practices – Building Compassionate Leadership Teams in Challenging Times	Cohort 2 (All those who have completed Residential One of the ACCS Middle Leaders' Programme on 7th & 8th November 2019) API, APII and one member of the senior leadership team in schools.
Webinar 12/10/21 7.00pm - 8.30pm	The Role and Responsibilities of the Chairperson and Principal	Principals, Secretaries Board of Management and Chairpersons of the Board of Management.
25th & 26th November 2021	In-School Management Conference	Principals & Deputy Principals of Community & Comprehensive Schools.
Webinar 10/02/22 10.00am - 3.00pm	ACCS / JMB Further Education In-Service Day	Principals, Deputy Principals, PLC Co-ordinators.
Webinar 17/02/22 9.30am - 11.00am 11.30am - 12.30pm	Teacher Allocations and Redeployment	Principals, Deputy Principals and Chairpersons of Boards of Management.
15/03/22 Time to be confirmed	Competency Based Recruitment and Selection for Principal and Deputy Principal Appointments	Selection Committee Members, Principals, Chairpersons of Boards of Management. Newly appointed Principals, who have not already attended Competency interview training.
23/03/22 - 25/03/22 <i>Slieve Russell Hotel Golf & Country Club Ballyconnell, Co. Cavan</i>	ACCS 2022 Convention	School Principal plus 2 Members of the Board of Management.
29/03/22 - 30/03/22 Final dates and times to be confirmed in line with Public Health Guidelines.	The Middle Leadership Team Cohort 2. Residential 2 of the Middle Leaders Programme for Cohort Two is scheduled to take place in March 2022	Cohort 2 (All those who have completed Residential One of the ACCS Middle Leaders' Programme on 7th & 8th November 2019) API, APII and one member of the senior leadership team in schools.
04/05/22 9.00am - 4.00pm	Education Conference	Principals, Deputy Principals, School Personnel & Members of Boards of Management.
Webinar 11/05/22 2.00pm - 3.00pm <i>Principals & Deputy Principals</i> 3.00pm - 4.00pm <i>Clerical Officers</i>	Data Protection Workshop	Principals, Deputy Principals and School Secretaries who deal with high volumes of data in schools.

*ACCS continues to offer Boards of Management the opportunity to engage in individual Board of Management training. Note: Clerical Officer In-Service will be organised when it is safe to do a face-to-face session.

Excellence in School Practice

Induction of New Principals and Deputy Principals in Community & Comprehensive Schools

The Induction Programme for newly appointed Principals and Deputy Principals will be facilitated online as a two-day event in August and complemented with four additional webinars scheduled in Term One of the new academic year. This comprehensive programme is designed to support new school leaders in their understanding of topics such as School Governance with particular reference to:

- Understanding, maintaining and developing the key relationship between the joint Patrons, the Board of Management and the school community
- Managing Child Protection
- Admissions: Leading the inclusive school
- Managing Data Protection
- Financial Matters (FSSU)
- Health & Safety, Site and Building Matters
- Leading HR and building positive working relationships with colleagues
- Managing SSE and school policy development
- Developing meaningful, collaborative teaching and learning experiences
- Supporting the care and management of students.

Participants will be given opportunities to network and to work with experienced senior leadership teams from C&C schools throughout the programme. Each participant will receive a reference guide including relevant templates and guidelines.

Who should attend?

All recently appointed Principals and Deputy Principals.

Date: 16/08/2021 **Time:** 10.30am – 4.00pm

Date: 17/08/2021 **Time:** 9.15am – 12.30pm

Follow-up Webinars

Dates: 28/09/21 **Time:** 2.00pm – 3.00pm
Teaching & Learning

19/10/21 **Time:** 2.00pm – 3.00pm
The Care and Management of Students

24/11/21 **Time:** 2.00pm – 3.00pm
Learning from Others – C&C Schools Sharing Best Practice

Spring 2022 Date & Time TBC
Understanding the Allocation Process

The School Leadership Team in Challenging Times

ACCS will explore the challenges and opportunities for school leaders in these webinars. The webinars are an important addition to the work being carried out with school leaders in the ACCS Middle Leadership Programme which is being facilitated currently with Cohort One and Cohort Two Schools. The focus of the webinars will be to reflect on the emotional impact of Covid-19 on our school communities. The approach will also support leaders in planning for the year ahead in this new landscape where many variables remain uncertain.

Webinar One: What we know as we commence a new school year – Lessons from Covid-19 Times

Objectives

The next academic year will see schools continue to operate in line with their Covid-19 response plans as we move out of the emergency phase of the last 18 months. Much remains uncertain in the year ahead. School communities and those who lead in this landscape will require resilience and the capacity for hope and compassion. This webinar will be presented by Dr. Joe O'Connell on the ZOOM platform.

Who should attend?

Chairpersons and Members of Board of Management, School Principals and Deputy Principals.

Date: 23/08/21

Time: 10.00am – 11.30am

Webinar Two: The Middle Leadership Team – Cohort 1

Reflection on leadership practices – Building Compassionate Leadership Teams in Challenging Times

Objectives

This webinar is being hosted by the ACCS Middle Leadership Team and is designed to complement the materials offered in Residential One and Two for the Cohort One Schools involved in this exciting programme. The webinar will be facilitated as an interactive workshop where this group of schools will have an opportunity to establish regional networks and to explore the rich learnings of leadership during challenging times.

Who should attend?

Cohort 1 (All those who have completed Residential One & Two of the ACCS Middle Leaders' Programme in 2019). API, APII and one member of the senior leadership team in schools.

Date: 23/09/21

Time: 7.00pm – 9.00pm

Webinar Three: The Middle Leadership Team – Cohort 2

Reflection on leadership practices – Building Compassionate Leadership Teams in Challenging Times

Objectives

This webinar is being hosted by the ACCS Middle Leadership Team and is designed to complement the materials offered in Residential One for the Cohort Two Schools involved in this exciting programme. As above, the webinar will be facilitated as an interactive workshop where this group of schools will have an opportunity to establish regional networks and to explore the rich learnings of leadership during challenging times.

Who should attend?

Cohort 2 (All those who have already completed Residential One Middle Leaders Programme in 2019) API, APII and one member of the leadership team in schools.

Date: 29/09/21

Time: 7.00pm – 9.00pm

ACCS Area Information Meetings

Objectives

A series of Area Information Meetings are scheduled for late August and early September. These meetings will provide the opportunity for ACCS to discuss the coming year and any changes in policies and procedures with Board of Management Members, Principals and Deputy Principals.

Who should attend?

Principals, Deputy Principals, Secretaries Board of Management plus 2 Members of the Board of Management.

Information Meeting for Representatives from all Regions

Date: 25/08/21 **Time:** 6.00pm – 8.00pm

Follow-up meeting within the Regions

Date: 30/08/21	Time: 4.00pm – 4.45pm	Ulster
30/08/21	5.00pm – 5.45pm	Leinster
01/09/21	4.00pm – 4.45pm	Munster
01/09/21	5.00pm – 5.45pm	Dublin
02/09/21	4.00pm – 4.45pm	Connacht

Leadership and Management Post of Responsibility

Objectives

Circular 0003/18 sets out a leadership and management framework for posts in recognised post-primary schools in line with best practice as set out in 'LAOS 2016 - A Quality Framework for Post-Primary Schools'. It provides detail on the revised processes relating to the appointment of Assistant Principal and Programme Coordinator Posts (API & APII), including reference to posts in Self-Financing Adult Education Programmes.

Schools will have vacancies for API and APII posts in the coming year and it essential that anyone involved in the appointment process is fully aware of the processes to be followed. This In-Service will cover both the consultation and appointment process to a post of responsibility in a school in 2021/2022.

Content includes:

Relevant processes as set out in Circular 0003/18 in line with LAOS 2016 with specific reference to the review of needs and priorities, advertising, interviewing and the appeals procedure.

Who should attend?

Principals, Trustee Nominees on Selection Boards for Leadership and Management posts and Independent Panel Members.

Date: 31/08/2021 **Time:** 4.00pm – 5.00pm

Governance in Schools Board of Management Training Webinars

Objectives

We aim to cover several areas relating to governance in schools for Board of Management Members, one evening every month in 2021.

- The Work of ACCS, The Legislative Framework, GDPR & New Developments in Education (Admissions/P&C Charter)
- Health and Safety in Schools & Financial Guidelines
- The Employer & HR Issues in School
- Curriculum, Planning & Evaluation & Care of Student.

Who should attend?

Principals, Secretaries Board of Management, Chairpersons of the Board of Management and Board of Management Members.

Date: 6/09/21 **Time:** 7.00pm – 8.30pm

The Work of ACCS, The Legislative Framework, GDPR & New Developments in Education (Admissions/P&C Charter)

Date: 4/10/21 **Time:** 7.00pm – 8.30pm

Health and Safety in Schools & Financial Guidelines

Date: 8/11/21 **Time:** 7.00pm – 8.30pm

The Employer & HR Issues in School

Date: 6/12/21 **Time:** 7.00pm – 8.30pm

Curriculum, Planning & Evaluation & Care of Student

PLSS Refresher Course

Objectives

This 2-hour webinar will provide training on the use of PLSS in FET centres. The Programme Learner Support System (PLSS) is a joint project between SOLAS (the National Further Education and Training Authority) and Education and Training Boards Ireland (ETBI). PLSS is a suite of software applications that are designed to provide an integrated approach to the collection and processing of personal data of users of PLSS and FET programmes funded through SOLAS, and the outputs, outcomes and performance of such programmes.

Content includes:

- National Course Calendar
- Scheduling Courses
- Managing Learner Details
- QBS Upload
- Notifications
- Reports.

Who should attend?

Centre Staff responsible for managing the PLSS system.

Date: 07/09/21 **Time:** 11.00am – 1.00pm



QQI Re-engagement

Objectives

Re-engagement describes the process by which education and training providers whose Quality Assurance (QA) was previously agreed with HETAC or FETAC are now required to demonstrate how their governance and QA systems meet with the QQI guidelines.

Content includes:

The re-engagement process will be explained in detail. QA policies in the following 11 areas will be discussed:

1. Governance and Management of Quality
2. Documented Approach to QA
3. Programmes of Education and Training
4. Staff Recruitment, Management and Development
5. Teaching and Learning
6. Assessment of Learners
7. Support for Learners
8. Information and Data Management
9. Public Information and Communication
10. Other Parties involved in Education and Training
11. Self-Evaluation, Monitoring and Review

Who should attend?

Principals, Deputy Principals, PLC Co-ordinators with responsibility for QQI QA Policies and Procedures.

Date: 09/09/21

Time: 11.00am - 1.00pm

Garda Vetting Training for school staff and participation in the ACCS-VET Online Solution for Schools

ACCS-VET Pilot Project:

In February 2020 ACCS introduced a pilot project with six of our schools for a new online vetting solution for schools in collaboration with South Dublin Volunteer Centre. This project was stalled because of Covid-19 and was re-activated with six of our schools in October 2020. A further 15 schools undertook training in May 2021 and are actively using the on-line system.

Objectives

This project was set up to provide an online vetting solution for schools which would allow the nominated Garda Vetting Officer in the school to submit a garda vetting application on behalf of the Garda Vetting Subject. This is done through an on-line form.

Following garda vetting training each school will be provided with its own unique password and link which they will require to submit the on-line form. Following the success of the pilot project ACCS are now rolling out this facility to all of our schools on a regional basis and how to access ACCS-VET will be incorporated as part 2 of the training session on garda vetting. Part 1 of the presentation will cover statutory obligations and compliance procedures for schools.

Content includes:

- Overview of the legislation and its implications
- How to establish relevant work and the mandatory obligations on schools
- Details of how to access ACCS-VET on-line system for schools.

Who should attend?

Principals, Deputy Principals, Nominated Garda Vetting Officer, Clerical Officer, TY/LCA/LCVP Programme Co-ordinator/Further Education Directors.

Dates: 09/09/21	Time: 9.30am - 11.00am	Dublin
22/09/21	9.30am - 11.00am	Leinster
07/10/21	9.30am - 11.00am	Munster
21/10/21	9.30am - 11.00am	Connacht & Ulster

Please call Susan Cunniffe on 087 290 1073 or e-mail scunniffe@accs.ie for further information if required.

Student Voice Forum Webinars

Think of a time when your voice was really heard. What difference did it make? How does your school create opportunities for Student Voice?

Objectives

These webinars are designed to progress the work commenced in this important area in our schools. The September webinar will focus on the schools involved in the ACCS Student Voice Forum and will identify the next steps in developing SV in our schools. In addition to the dates below, a number of themed events will be scheduled to include all ACCS schools during the year.

Who should attend?

These will be directed at school leaders, members of the ACCS Student Voice Forum and key personnel leading Student Voice practices in Schools.

Dates: 09/09/21	Time: 4.00pm - 5.00pm
07/10/21	Time: 4.00pm - 5.00pm
11/11/21	Time: 4.00pm - 5.00pm
09/12/21	Time: 4.00pm - 5.00pm

QQI New Tutor Induction

Objectives

This Webinar aims to support staff who are new to working in further education and training environment.

Content includes:

The following topics will be covered:

- Program Delivery - Ensuring an understanding of the standard associated with levels 1 - 6 of the National Framework of Qualifications (NFQ)
- Assessment - An overview of the assessment process, including key milestones
- Devising local assessment instruments (briefs and examination papers), marking schemes and outline solutions
- Making assessment judgements/decisions
- Internal Verification/External Authentication Process.

Who should attend?

PLC Tutors.

Dates: 10/09/21	Time: 11.00am - 1.00pm
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DEIS Webinars

ACCS will host a series of webinars designed to inform and support school personnel leading DEIS planning and implementation at school level. These workshop style webinars will facilitate expert advice and school sharing of best practices while also assisting in the development of regional networks of DEIS schools.

Who should attend?

DEIS School Principals, Deputy Principals and school personnel leading DEIS planning, coordination and implementation at school level.

Dates: 14/09/21	Time: 9.30am - 11.00am
30/11/21	Time: 9.30am - 11.00am
25/01/22	Time: 9.30am - 11.00am
26/04/22	Time: 9.30am - 11.00am

As part of this series of webinars, in September 2021 ACCS will host a separate webinar designed specifically for the members of Boards of Management of DEIS schools.

Date to be advised.

State Claims Agency Webinar

The National Treasury Management Agency (NTMA) is known as the State Claims Agency (SCA) when managing personal injury and third party property damage claims against the State and Delegated State Authorities (including Community and Comprehensive Schools) and in providing related risk management services.

Community and Comprehensive Schools are statutorily required under the NTMA (Amendment) Act, 2000 to report all incidents to the SCA including those arising from Covid-19. Currently, Community and Comprehensive Schools can fulfil their statutory requirement by reporting incidents promptly to the SCA using the National Incident Report Form (NIRF).

This webinar will focus on the importance of prompt reporting and investigation of incidents and will include:

- A demonstration of how schools will use the National Incident Management System (NIMS) a highly secure web-based risk management tool for online incident reporting
- Incident management and reporting trends across schools.

Who should attend?

Chairpersons and members of Boards of Management, Principals, Deputy Principals and members of School Health and Safety Committees.

Date: 15/09/21 **Time:** 10.00am - 12.00 noon

Special Education Needs Webinars

ACCS will host a series of webinars designed to inform and support SEN Coordinators in their important role in our schools in providing quality inclusive education for all students in line with developments in Special Education. The series of webinars facilitates sharing of best practices and the establishment of a robust regional network of professionals working in this area.

Who should attend?

These webinars are available to Principals, Deputy Principals, and all participants of the ACCS SENCo Forum which is hosted on Microsoft Teams. Invitations to schools to nominate colleagues to participate on the MS Teams forum for the next academic year will be issued by ACCS Head Office in late August.

Dates: 16/09/21 **Time:** 9.30am - 11.00am
 09/11/21 **Time:** 9.30am - 11.00am
 18/01/22 **Time:** 9.30am - 11.00am
 05/04/22 **Time:** 9.30am - 11.00am

ICT Co-ordinator Webinars

Following on from the very successful Blended Learning Forum which was hosted by ACCS in 2020/2021, ACCS will facilitate a series of webinars on ICT in schools. The Blended Learning Forum which was established to support schools during the early stages of Covid-19 has served its purpose and has reached a natural conclusion. The new ICT forum will build on the experiences and expertise of school personnel involved in leading digital planning and ICT coordination at school level.

Who should attend?

These webinars are available to Principals, Deputy Principals, and all participants of the ACCS ICT Forum which will be hosted on Microsoft Teams. Invitations to schools to nominate colleagues to participate on the MS Teams forum for the next academic year will be issued by ACCS Head Office in September following the first webinar.

Dates: 21/09/21 **Time:** 4.00pm - 5.15pm
 18/11/21 **Time:** 4.00pm - 5.15pm
 02/02/22 **Time:** 4.00pm - 5.15pm
 07/04/22 **Time:** 4.00pm - 5.15pm

'Promoting our School' Workshop

Objectives:

This workshop is aimed specifically at schools who are considering how to increase enrolment numbers and who wish to explore how key messages are presented and promoted with stakeholders and in the local community.

Content includes:

- The key message: the importance of leading and managing the narrative
- Sharing strategies to promote schools.

Who should attend?

Principals, Deputy Principals and Board of Management Members.

Dates: 29/09/21 **Time:** 9.30am - 11.00am

The Role and Responsibilities of the Chairperson and Principal

Objectives

School Governance is an onerous responsibility for our Boards of Management. In particular, the understanding of the role of the Chairperson of the Board and the interaction/sharing of responsibilities between the Chairperson, the joint Patrons and the Principal are pivotal for the good governance of the school. This in-service will give participants an opportunity to discuss and learn about best practice in governing a school.

Content includes:

- Joint Patronage - a shared responsibility
- Understanding the three strands of Management
- Role of Chairperson on the Board of Management
- School Governance a collective responsibility obligations & core policies effective communication with stakeholders major recurring tasks
 - a collective responsibility
 - obligations and core policies
 - effective communication with stakeholders
 - major recurring tasks.

Who should attend?

Principals and Chairpersons of the Board of Management.

Date: 12/10/21 **Time:** 7.00pm - 8.30pm

ACCS/JMB Further Education Inservice Training Day

Objectives

This online workshop will support staff who are new to working in a further education and training environment.

Content includes:

This one-day briefing will provide attendees with:

- An update on QA and Programme Validation from Finola Butler of FESS
- A briefing on current developments from SOLAS
- An update on some new aspects of PLSS and FARR
- An update from QQI.

Who should attend?

Principals, Deputy Principals, PLC Co-ordinators.

Date: 10/02/22 **Time:** 10.00am - 3.00pm



Teacher Allocations and Redeployment

Objectives

This in-service is scheduled on an annual basis to coincide with allocations being distributed to schools by the Department of Education. The intention is that schools will be alerted to any changes emanating from the Budget and will be updated on any Department of Education changes to allocations. We will discuss how schools can use their allocation to best effect and how curricular concessions should be sought. Redeployment and the procedure and sequence for filling available teacher posts/hours will also be discussed.

Content includes:

- Current issues affecting allocation
- Initial allocation/final allocation
- Curriculum check list/audit
- Curricular concessions best practice
- Appeals
- Redeployment.

Who should attend?

Principals, Deputy Principals and Chairpersons of Boards of Management.

Date: 17/02/22

Time: 9.30am – 11.00am
11.30am – 12.30pm

Competency Based Recruitment and Selection for Principal and Deputy Principal Appointments

Objectives

This in-service will provide participants with an updated understanding of the competency based approach to the appointment of a Principal or Deputy Principal. It is designed to give participants an understanding of the purpose and structure of a competency based interview. ACCS recommends that members of selection committees involved in appointments for Principal and Deputy Principal positions are trained in competency based interviewing.

Content includes:

The contents will focus on key aspects of the recruitment and selection process including advertising, competencies, shortlisting, questioning at interview, evaluating the evidence and the interview documentation. It will also cover the distinctive roles of the Board of Management and the Selection Committee in the process.

Who should attend?

Selection Committee Members, Principals, Chairpersons of Boards of Management. Newly appointed Principals, who have not already attended Competency interview training.

Date: 15/03/22

Time: To be confirmed

Data Protection Workshop Webinar

Who should attend?

Principals, Deputy Principals and School Secretaries who deal with high volumes of data in schools.

Date: 11/05/22

Time: 2.00pm – 3.00pm *Principals and Deputy Principals*
3.00pm – 4.00pm *Clerical Officers*

UPDATE OF CONTACT INFORMATION FOR ACCS PORTAL FOR THE 2021/2022 SCHOOL YEAR

Schools will receive an email in August from **info@accscloud.net** which will contain a link to the portal and login information to access the ACCS portal. On receipt of this email we would request that schools update their contact information for the 2021/2022 School Year as soon as possible.

We at ACCS like to be efficient and this will greatly assist in ensuring that you and the relevant school staff are receiving ACCS correspondence.

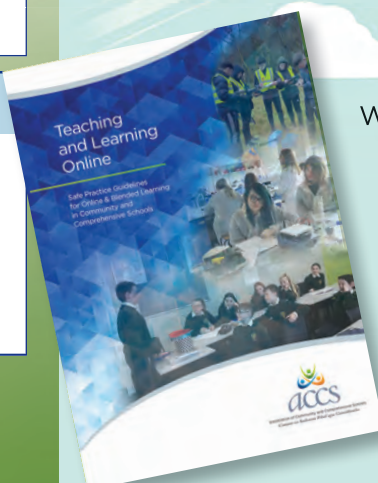
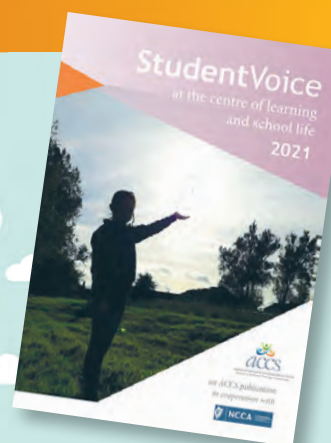
DELEGATE REGISTRATION

An invitation will issue by email to schools in advance of all Webinars. This invitation will contain a link to register for the Webinar. Schools are asked to share this link with relevant participants.



GDPR Advice

The GDPR Data Protection Advisor, Hilary Treacy is available to provide guidance and advice to schools, email **htreacy@accs.ie**. In the event of a time critical emergency, schools should contact Head Office on T: 01 460 1150.



Watch out for the updated edition of the **Teaching and Learning Online** publication and new **Student Voice Journal**.

Both will be available on www.accs.ie.



Ransomware and Phishing Attacks

As you are all no doubt aware, Ransomware and Phishing attacks are currently at a very high level and organisations and companies in Ireland are being targeted by what are reported to be organised criminal gangs. There are a number of steps schools can take to protect against such attacks which are listed below.

But first, what is Ransomware and what is Phishing?

Phishing is the fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

Ransomware is a type of malicious software designed to block access to a computer system until a sum of money is paid. The software is usually introduced into a system using Phishing techniques.

There are a number of factors that might make you the target of a ransomware attack.

- The device used is no longer state-of-the-art
- The device has outdated software
- Browsers and/or operating systems are no longer patched
- No proper backup plan exists
- Insufficient attention has been paid to cybersecurity, and a concrete plan is not in place

How to prevent a Ransomware attack/infection

• Never click on unsafe links:

Avoid clicking on links in spam messages or on unknown websites. If you click on malicious links, an automatic download could be started, which could lead to your computer being infected.

• Avoid disclosing personal information:

If you receive a call, text message, or email from an untrusted source requesting personal information, do not reply. Cybercriminals who are planning a ransomware attack might try to collect personal information in advance, which is then used to tailor phishing messages specifically to you. If in any doubt as to whether the message is legitimate, contact the sender directly.

• Do not open suspicious email attachments:

Ransomware can also find its way to your device through email attachments. Avoid opening any dubious-looking attachments. To make sure the email is trustworthy, pay close attention to the sender and check that the address is correct. Never open attachments that prompt you to run macros to view them. If the attachment is infected, opening it will run a malicious macro that gives malware control of your computer.

• Never use unknown USB sticks:

Never connect USB sticks or other storage media to your computer if you do not know where they came from. Cybercriminals may have infected the storage medium and placed it in a public place to entice somebody into using it.

• Keep your programs and operating system up to date:

Regularly updating programs and operating systems helps to protect you from malware. When performing updates, make sure you benefit from the latest security patches. This makes it harder for cybercriminals to exploit vulnerabilities in your programs.

• Use only known download sources:

To minimize the risk of downloading ransomware, never download software or media files from unknown sites. Rely on verified and trustworthy sites for downloads. Websites of this kind can be recognized by the trust seals. Make sure that the browser address bar of the page you are visiting uses “https” instead of “http”. A shield or lock symbol in the address bar can also indicate that the page is secure. Also exercise caution when downloading anything to your mobile device. You can trust the Google Play Store or the Apple App Store, depending on your device.

• Use VPN services on public Wi-Fi networks:

Conscientious use of public Wi-Fi networks is a sensible protective measure against ransomware. When using a public Wi-Fi network, your computer is more vulnerable to attacks. To stay protected, avoid using public Wi-Fi for sensitive transactions or use a secure VPN service.

• Be aware of your surroundings when in public:

No matter how well you know the place you are in, never leave your devices unattended when in public. Your phone’s lockscreen or laptop’s password present only minor challenges to the determined hacker. If possible utilise biometric protections like fingerprint recognition. If your device is stolen contact the Gardaí and your IT administrator immediately.

• Never leave passwords lying around:

You should never keep passwords written down. However, in the real world, people do, so to minimize the risk of this, lock all passwords away in a lockable drawer when not present in the office. Don’t leave them lying around on desks or on post-it notes stuck to the side of your monitor/tower/phone. But it would be much better to commit them to memory and safely destroy the paper they were written on. A secure way to manage your passwords is through free password manager software such as www.lastpass.com.

Further Education and Training (FET)

Options for All for the Academic Year 2021/2022

Further Education and Training or FET, offers a wide variety of life-long education options to anyone over 16. FET includes apprenticeships, traineeships, Post Leaving Cert (PLC) courses, community and adult education as well as core literacy and numeracy services.

FET courses and programmes are provided throughout the country by ETB's as well as through other local providers (Voluntary Secondary and Community and Comprehensive schools) including online through SOLAS' eCollege.

FET courses are provided at levels one to six on the National Framework of Qualifications (NFQ).

A number of Voluntary Secondary and Community and Comprehensive schools offer a range of FET courses including PLC courses, Back to Education Initiative

(Part-time) courses and Self-financing Adult Education Evening course programmes.

Post Leaving Certificate Programmes

One of the key benefits of PLC courses is the growing number of opportunities to progress onto Higher Education through the Higher Education Links Scheme (HELs) with almost 20% of all CAO applicants now presenting a Level 5 or Level 6 PLC award to access these opportunities.

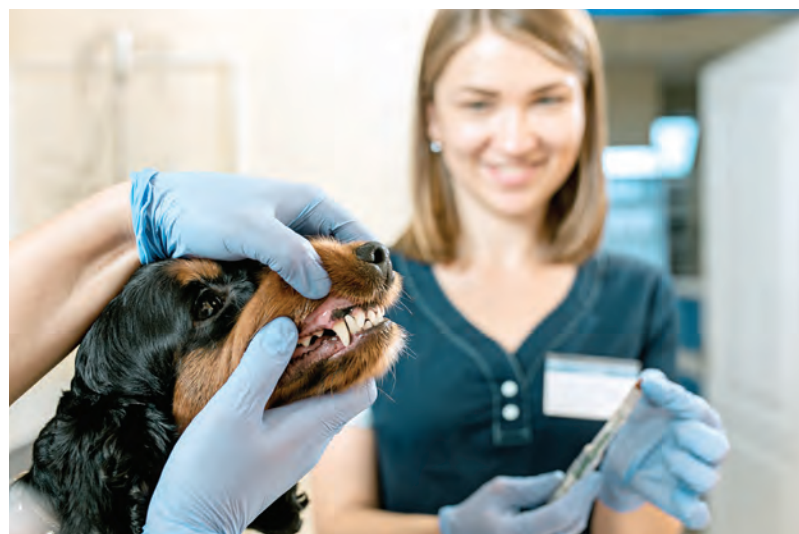
The Higher Education Links Scheme (HELs) is the process by which students can progress from Further Education PLC courses into Higher Education programmes using their Level 5 or Level 6 Major award. There are over 1,800 of these linked PLC courses throughout the country that students can study, across a diverse range of study areas. Some high demand degree courses require applicants to have studied specific PLC

courses closely related to the degree. For example Nursing degrees will typically require Pre-Nursing or Healthcare related PLC courses. However, there are also over 1,500 Higher Education courses that will accept ANY full PLC award for entry. Visit www.cao.ie and click on QQI FET/ FETAC, QQI FET / FETAC Entry Requirements, and search by Institution to view a list of courses available at that institution through the Higher Education Links Scheme (HELs).

For further information contact Catherine O'Sullivan, Director ACCS/JMB Further Education Support Unit.

Catherine O'Sullivan

Director, ACCS/JMB Further Education Support Unit
E: cosullivan@accs.ie
M: 083-3551034



Attention ACCS Google Schools

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Google Workspace

Introducing the Google Workspace for Education editions



Your Employee Assistance Service In The Moment Support

Your EAS is available 24/7, 365 days a year and offers in the moment support to employees. Our team is always there to chat and provide immediate support for multiple concerns and difficulties - in the workplace or at home. EAS support is there for you to process how you are feeling and get advice in the moment, as you need it.



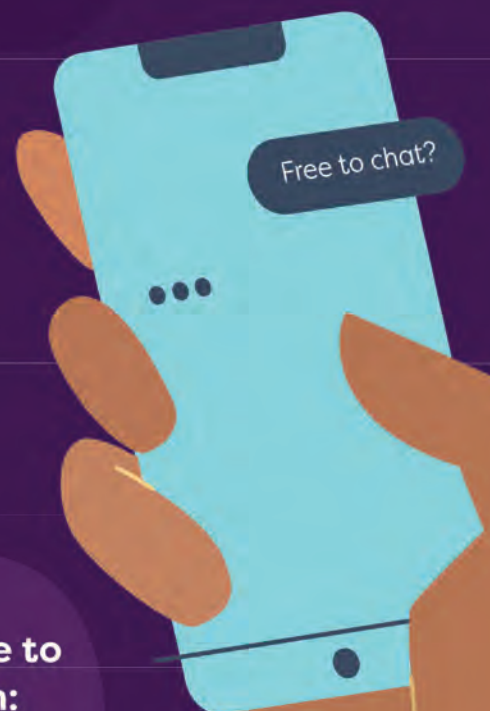
If you are experiencing a crisis or just want someone to talk to urgently, you can access your EAS at any time to speak freely with a Case Manager and they will provide support and guidance.



Calls are not limited in length or frequency. You are free to access this type of support for an unlimited number of times.
(scheduled sessions of counselling may be recommended if there is a recurring issue)



You can also call for advice on supporting another team member or colleague (all calls are confidential).



**You can reach your EAS Service to
speak to a Case Manager on:**

Freephone: 1800 411 057

SMS & WhatsApp:

Text 'Hi' to 087 369 0010

Energy in Education

Stakeholder Communications for members 2021



SEAI Energy Updates, Summer/Autumn 2021

The Energy in Education programme offers a range of supports developed by the Sustainable Energy Authority of Ireland (SEAI) in partnership with the Department of Education designed to help schools to improve energy management practices, reduce school operating costs and protect the environment.

NEW – Register for a free online Energy Management course - take climate action and reduce school energy costs!

This year Autumn courses have moved online and will consist of 3 x 2 hour live workshops with an expert trainer. You will be given access to a range of resources, online tools, expert advice and opportunities to network and share knowledge & experiences with other schools. Schools that complete courses can apply for a site assessment and three-month mentoring with an Energy Advisor, who will assist in identifying and implementing energy saving opportunities. Any member of the Board of Management or staff member that the school selects can attend the course.

If you would like to register your interest in attending an online energy management course in Autumn go to: http://www.energyineducation.ie/Energy_In_Education/Information_for_Schools/Energy_Management_Courses/index.html.

Introducing SEAI's Energy Academy...

Why not register for SEAI's Energy Academy <https://www.seai.ie/energyacademy/> for a free online module on saving energy in school? The module only takes about 20 minutes and will help you identify the main energy consumers in schools and provide tips and advice on energy management. You'll also find free modules on climate change, energy awareness, and lot's more.

Thanks to all those that completed their energy monitoring and reporting (M&R) requirement for 2020!

SEAI is extremely grateful for the high levels of compliance with M&R requirements for 2020, despite the challenges presented by the pandemic - we look forward to continuing to support schools in this regard.

Tracking energy use is a key aspect of taking climate action and the data schools provide will be used to track the public sector's progress towards its 33% energy efficiency target for 2020. The data will be included in the next Annual Report on Public Sector Energy Efficiency Performance (to be published later this year). Schools that have not reported to date can register with SEAI at any time by contacting mandr@seai.ie. For details and supports visit www.seai.ie/schoolsmandr

SEAI Workshops – Online, Outdoor or In class

You can now book a workshop to suit your schools needs. Workshops can be done outdoors, in class or online. Register your interest on <https://www.seai.ie/community-energy/schools/workshops-for-schools/> for the next academic year now and we will be in touch to arrange a workshop for your school.



Sign up to SEAI's schools ezine at www.seai.ie and keep up to date on new resources and supports for teaching energy and sustainability in school.

Kinsale Community School

Congratulations to Sarah Fitzgerald of Kinsale Community School on winning First Prize in the Young Reporters for the Environment Litter Less Campaign National Awards 2021 for her excellent article on *How climate-smart are our smartphones?* We are delighted to include an extract from Sarah's article which hopefully will make us all think – Well done Sarah.

How climate-smart are our smartphones?

As we immerse ourselves in a digital world, more and more people are making the switch to a 'paperless' way of living. But is the alternative as green as it seems? **In 2020 alone, there were 7.7 billion mobile phones in use, with a footprint of roughly 580 million tonnes of CO₂.** That's approximately 1% of all global emissions- just from smartphones. And this figure is set to rise even further. According to researchers from McMaster University in Canada, the carbon emissions associated with smartphone use have gone from 17 megatons of CO₂ per year to 125 megatons- an increase of 730%. From this smartphone footprint, 85-95% is caused by production alone. Perhaps it's time to rethink the processes which we use to develop our electronics- and the impact that these processes can have on our planet. The ticking clock metaphor has long since been associated with the fight for climate action- and it is understandable why. We have been seeing the irreversible effects of the climate crisis for years now, and yet the smartphone and electronics industry has yet to shake off its carbon chains and make the switch to a more sustainable way of existing. And that is not just true for electronics. Most industries and production processes are still far behind in the race to reach sustainability.

During his research, University of East London engineer Rabih Bashroush worked out that the 5 billion streams generated by the video for Despacito by Justin Bieber consumed over 250,000 tonnes of carbon dioxide. This is equivalent to the amount of electricity Chad, Guinea-Bissau, Somalia, Sierra Leone and the Central African Republic consume together in a single year.

Even after a life of use, toxic metals in phones will continue to contaminate water and soil if they end up in landfill sites. Current estimates place smartphone recycling below 15% in developed countries.

But it's not all bad news for technology. In fact, we have seen the incredible ways in which technology *can* be used to ensure climate action and awareness. The biggest of these being social media. Through these platforms and through the technological systems associated with them, activists all around the globe have been able to make their voices heard, appeal to a far greater audience, gather support, share petitions, organise marches and demonstrations – all with the help of smartphones and their countless applications.

So, what can we do to ensure that our smartphone use is as sustainable as possible? How can we continue to fight for our futures and use these means and methods in a positive way?

The first advice is to tackle the problem at its core. Climate-based movements and groups need to continue to target the producers of our electronics and propose sustainable alternatives to the current production systems. On a personal level, you can support these groups, and support other groups like 350.org who strive to cut the fossil-fuel funding right at its source; banks.

You can also be search-smart. Using search engines like Ecosia can help turn your internet browsing into tree-planting! Make the most of your digital electronics and be sure to recycle where possible using responsible recycling services.

Because most of the carbon emissions occur during manufacturing, **the best way to reduce the carbon footprint of your smartphone is by being mindful about the device itself.** Wilson-Powell, editor of sustainable living magazine Pebble also suggests opting for a reconditioned model when you need to change mobile phone. This way, you are getting a new-to-you smartphone without the 80-odd percent of carbon emissions associated with production.

So, next time you pick up your phone – use it as an instrument for good!

Sarah Fitzgerald

Kinsale Community School

Do you have news from your school to share?

Around the Schools News



We'd love to include it in our newsletter.

We are just a tiny bit limited for space so help us out by keeping your articles to around **300 words**. Even better if you could include a photo or two, jpeg is perfect for us.

Just send your article on to emooney@accs.ie.

ACCS

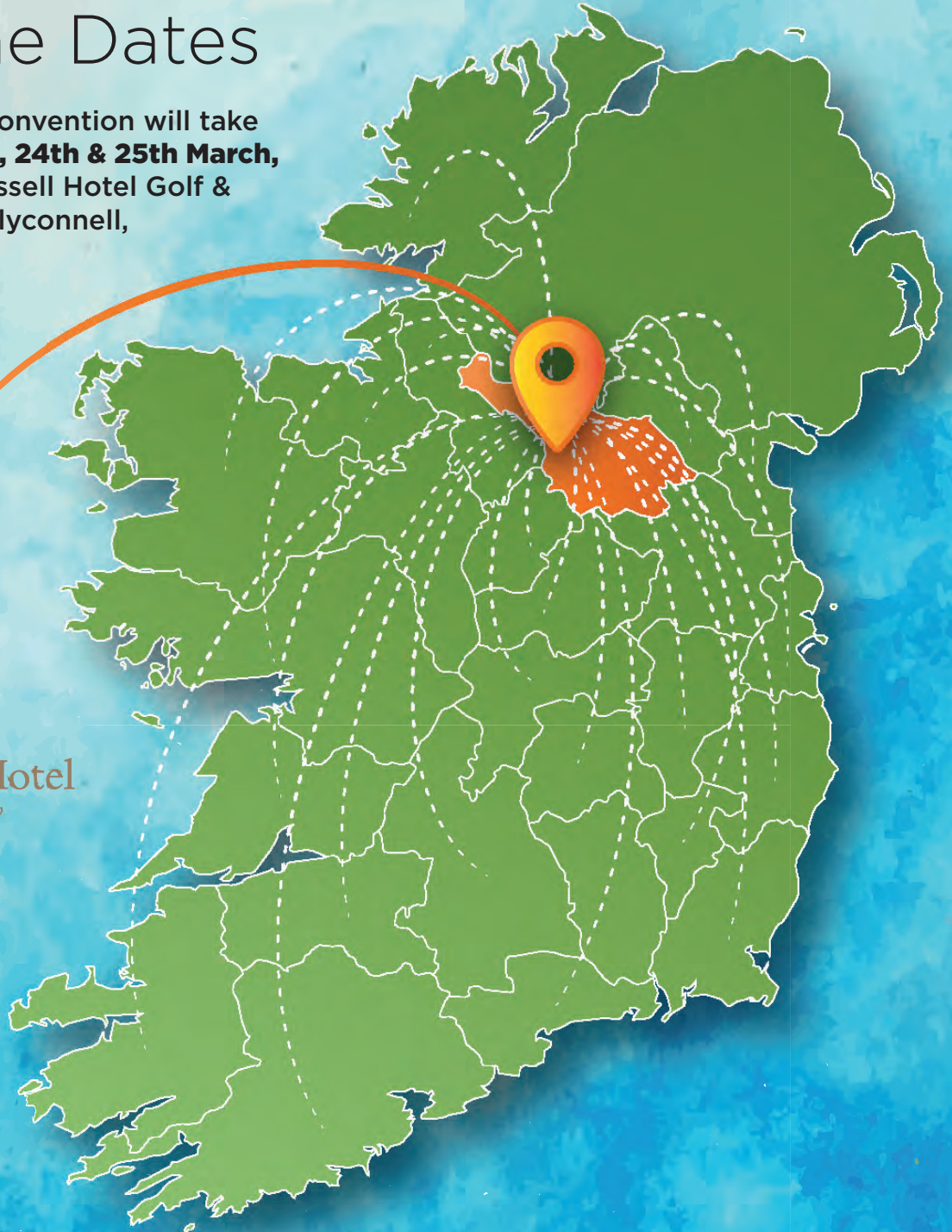
Convention 2022



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

Save the Dates

The 40th ACCS Convention will take place on the **23rd, 24th & 25th March, 2022** in Slieve Russell Hotel Golf & Country Club, Ballyconnell, Co. Cavan.



Slieve Russell Hotel
Golf & Country Club

IMPORTANT DATES TO REMEMBER:



Nominations for Presidency and motions for Convention to be submitted.



Latest date for receipt of amendments to the motions.



Draft agenda of business and nominations for Presidency and motions to be issued to Member Boards and Executive Members. Member Boards will be invited to submit amendments to the motions.



A final agenda will be issued to Member Boards.

Recent ACCS Info Bulletins

CIRCULAR NO.	DATE	SUMMARY
ACCS/Info Bulletin 24/21	07/05/2021	Survey of Secretaries and Caretakers paid by grant funding (SSSF funding in Community & Comprehensive Schools).
ACCS/Info Bulletin 25/21	12/05/2021	Conclusion of the Redeployment Process in Dublin City and County.
ACCS/Info Bulletin 26/21	13/05/2021	Leaving Certificate Graduation Ceremonies.
ACCS/Info Bulletin 27/21	14/05/2021	<ol style="list-style-type: none"> SNA Allocations for the 2021/22 School Year for mainstream classes (CL 0029/2021). Recruitment of Special Needs Assistants Supplementary Assignment Arrangements for the 2021/22 School Year (CL 0026/2021). Payment Arrangements for School Appointed Personnel including Panel of Registered Teachers, Superintendents for the Non-Curricular Language Proficiency Assessment and other additional costs for the running of the Leaving Certificate (Examinations and Accredited Grades) 2021.
ACCS/Info Bulletin 28/21	18/05/2021	Leaving Certificate 2021 Updates.
ACCS/Info Bulletin 29/21	25/05/2021	<ol style="list-style-type: none"> Accredited Grades Data Entry Guide for Data Users and Approvers. Conduct of the Written Leaving Certificate Examinations 2021.
ACCS/Info Bulletin 30/21	26/05/2021	Notice from Directors of Redeployment – post-primary schools can now proceed to fill remaining vacancies.
ACCS/Info Bulletin 31/21	09/06/2021	Ransomware and Phishing Attacks.
ACCS/Info Bulletin 32/21	17/06/2021	Re: 1. Junior Cycle Certificate of Completion. 2. Junior Cycle Management Resource Hours. 3. SSE Update.

Retirees

ACCS offers its thanks and best wishes to those retiring in 2021.

Cabinteely Community School
Deputy Principal: James Moloney

Coláiste Chiaráin
Deputy Principal: Tom Cash
Deputy Principal: Catherine Cotter

Coolmine Community School
Deputy Principal: Richard Carroll

Kildare Town Community School
Deputy Principal: Mary Hackett

Kilrush Community School
Principal: John Brody

Mountrath Community School
Principal: Siobhán McCarthy

Portmarnock Community School
Principal: Eithne Deeney

St. Clare's Comprehensive School
Principal: John Irwin

Trinity Comprehensive School
Deputy Principal: Fiona Gallagher

Recent Relevant DE Circular Letters

CIRCULAR NO.	SUMMARY
CL 30/21	Parent's Leave Scheme For Registered Teachers employed In Recognised Primary and Post Primary Schools
CL 29/21	Special Needs Assistant Allocations for the 2021/22 School Year for Mainstream Classes in Primary and Post Primary Schools
CL 28/21	Cost Limits for Post-Primary School Buildings
CL 26/21	Recruitment of Special Needs Assistants (SNAs) - Supplementary Assignment Arrangements for the 2021/2022 school year
CL 24/21	Revised Payment Mechanism for Hourly-Paid Bus Escorts with effect from the commencement of the 2021/2022 Academic Year Cessation of "Rolled-up Holiday Pay"
CL 21/21	Coronavirus (COVID-19): Arrangements for Teachers and Special Needs Assistants employed in recognised Primary and Post Primary schools
CL 16/21	Prescribed Material for the Junior Cycle Examination in 2023 and Leaving Certificate Examination in 2023