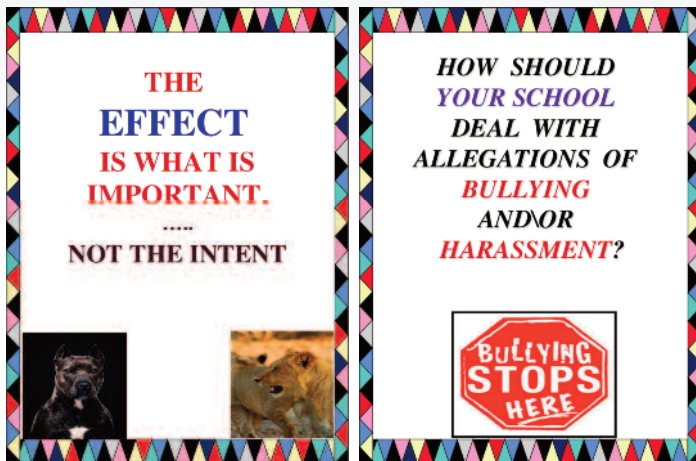


A Busy Start to the 2019/2020 School Year: ACCS CPD Programme

1. Dignity at Work Training

This training took place in three regional venues in late September and early October and was based on the **Dignity at Work Policy** now available to all Community and Comprehensive schools at www.accs.ie. This policy was developed in consultation with the Unions and with input from the Workplace Relations Commission (WRC).

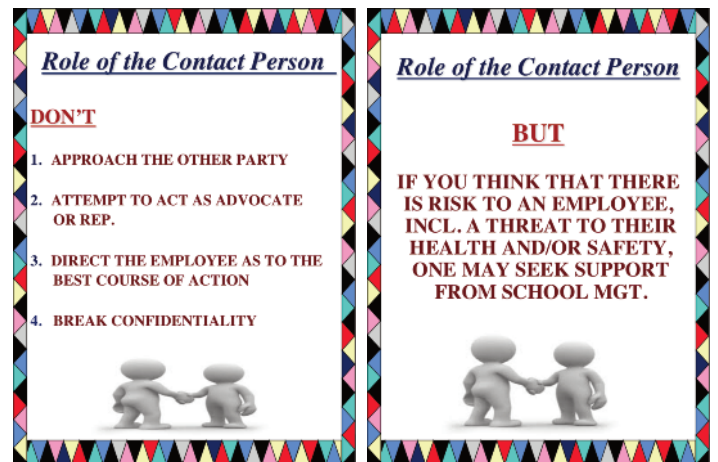


The training was designed to provide nominated Contact Persons and Designated Persons (Deputy Principal(s)) with a clear understanding of their respective roles within the



Policy and the knowledge required to discharge their role in an effective manner. Areas covered during the training included:

- Definition of bullying, harassment and sexual harassment
- An understanding of the behaviours that constitute bullying, harassment and sexual harassment
- An overview of the Dignity at Work Policy & Procedure
- The role and function of the nominated Contact Person(s) and boundaries
- The role of the Designated Person(s) (i.e. Deputy Principal(s)) within the Policy



The training was presented by Dr. Gerard McMahon and facilitated by John Irwin, General Secretary ACCS and Anne Marie Dillon, Human Resources Manager ACCS. We welcomed over 200 delegates, including members of the trade unions to the three venues. Requests for specific training for Designated Persons will be considered over the coming months.

THIS ISSUE

A Busy Start to the 2019/2020 School Year: ACCS CPD Programme **1-5**

GDPR and Retention Schedules **6**

ACCS In-School Management Conference Reminder **6**

School Chaplaincy Today **7**

Reducing ICT infrastructure related 'stress' in schools **8**

ICT CPD **9**

Recent Relevant DES Circular Letters **9**

News and Events in our Schools **10-16**

2. Governance in Schools: Child Protection



Since the commencement of the Children First Act and of the Child Protection Procedures for Primary and Post-Primary Schools 2017, the statutory obligations and the obligations arising from

the CPP 2017 are significantly greater. This is most clearly seen in the oversight obligations on Boards of Management.

This seminar was delivered over three evenings in Dublin, Limerick and Sligo and included a presentation from Moyne Community School sharing the school's experience of a recent Child Protection Inspection. The seminar content included a summary of supports available to schools and an outline of the context of Child Protection and Board of Management Oversight: *The Child Protection Procedures for Primary & Post-Primary Schools 2017*. The context & aims of Child Protection and Safeguarding Inspections (CPSIs) were outlined in the second half of the presentation. Included in this section were, the Inspection Framework, features and procedures of Child Protection and Safeguarding Inspections (CPSIs) and the report format.

100 delegates attended the three venues and there was a rich appreciation for the sharing of school experience by Des Cullen, Principal of Moyne Community School. Des reminded Board of Management members of the need to be prepared for the inspections and highlighted the many ways Boards can do this in advance of an inspection. He guided delegates to the resources available on www.education.ie from where any school can download the relevant appendices which will assist the Board of Management in establishing best practice in this area.

3. Essential Education Law Day



In mid-September, the ACCS hosted a one-day seminar in partnership with Mason Hayes and Curran (MHC) and its

team of leading lawyers in the education sector, on legal matters that impact daily on schools. The event was well attended with over 70 delegates present in the Mullingar Park Hotel on the day.

The key items discussed on the day were Social Media Issues, Section 29 Appeals – Suspension and Expulsions, Workplace Investigations and Child Protection Issues. Tommy Flynn, Chairperson of Section 29 Appeals joined the panel in the morning to speak to delegates about the key learning from Section 29 Appeal decisions. The afternoon concluded with a lively question and answer session with the panel. Schools were invited to submit questions before the event so that these could be included and discussed in this session. The very clear advice from the panel of legal experts on the area of cyber bullying and the impact of social media on school communities was that each school should have a Social Media Policy in place as part of its AUP. See ACCS/Info Bulletin 18/19 for the 'ACCS Guidelines on the Use of Social Media in Schools'.

30 Questions and 30 Answers (Extract from the Panel Discussion)

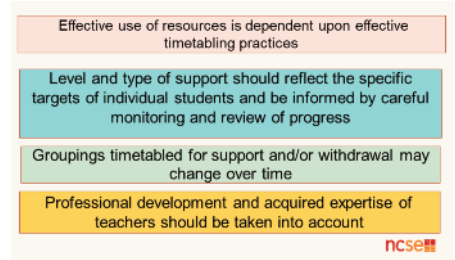


1. In the case of a Data Access Request from a parent/guardian, is the parent/guardian entitled to teachers' notes regarding the student?
2. How should a school manage alleged cyber bullying of students or staff?
3. Should fines be used in a disciplinary context?
4. What should a school do if parents/guardians insist that the Principal/Deputy Principal/Year Head or any other staff member cannot speak with their child unless they are present?
5. How does a school manage students posting or uploading videos of other students and staff?

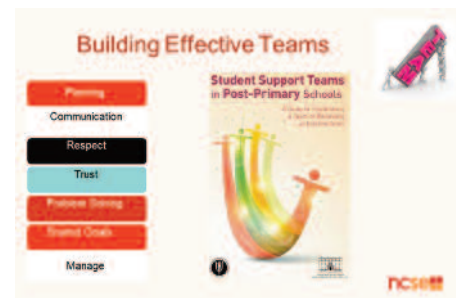
4. ACCS Special Education Needs Seminar

The ACCS Special Education Needs Seminar took place on Wednesday, October 9th in the Mount Wolseley Hotel, Tullow, Co Carlow. The aim of the day was to inform and support schools in providing quality inclusive education for

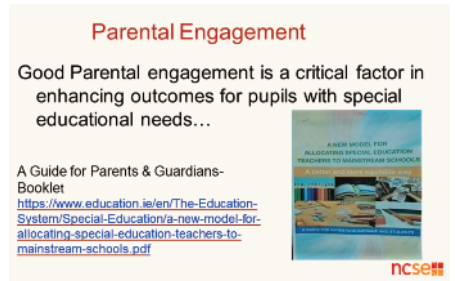
all students in line with new developments and the revised guidelines in the area of Special Education.



New and experienced practitioners were given an opportunity to become better informed around policy, practice, supports and developments in the area of special education provision.

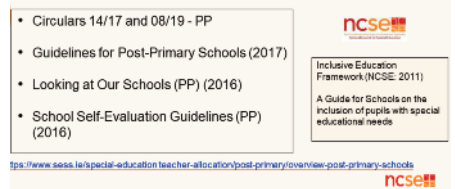


ACCS was delighted to host a number of agencies who presented on the day including the DES Inspectorate, NCSE, NEPS and other experienced personnel in the area of inclusive provision.



Following registration, welcome and introductions by Antoinette Nic Gearailt, Former President, ACCS, delegates were addressed by Mary Byrne and Madeleine Hickey from the NCSE who gave a comprehensive overview of the system and the revised Allocation Model offering NCSE policy advice and guidance on the school education profile, identification of students for support, deployment of teaching resources, educational planning, target setting and evaluation.

Key documents to support leaders in inclusive and effective planning and practice





Dr. Finn Ó Murchú, Head of School, MIC St. Patrick's Campus, Thurles, Dr. Johanna Fitzgerald, Head of Educational Psychology, Inclusive and Special Education, MIC, Antoinette Nic Gearailt, Former President, ACCS and Paul Fiorentini, President ACCS.

This session was followed by three concurrent workshops.

Workshop 1

Presenter: Dr. Finn Ó Murchú, Head of School, MIC St. Patrick's Campus, Thurles

Topic: *Team Teaching: What might it mean now?*



MICHAEL FULLAN
2019 MIC Thurles

The more you collaborate the better you become on your own...

Finn structured the workshop around questions posed by delegates at the beginning of the session. He highlighted clearly what Team Teaching is and what it isn't and advised on how schools might best promote this in classrooms to the benefit of students and teachers alike.

Team teaching 1979-2018

Circular 0014/2017

The range of teaching supports should include team-teaching, small group teaching, and where necessary individual teaching.

Individual learning needs can be addressed in a variety of ways and should not be solely equated with withdrawal from class for one-to-one support or group tuition.

Belling the Cat



Configurations of team teaching have been shown to provide an appropriate model of engaging with individual needs in the collective setting of the classroom (p.18).



Shirley B. Murphy, Post-Primary SEN Inspector and Antoinette Nic Gearailt, Former President, ACCS.

Workshop 2

Presenter: Dr. Christine Chapple, Senior Psychologist, NEPS

Topic: *NEPS Working together with schools: The Continuum of Support and how NEPS can support the SET model.*

During this workshop, Christine outlined how within the context of the NEPS Model of Service, psychologists provide support and guidance to schools in two different ways:

1) Casework: involves the psychologist using a consultative problem-solving framework to help teachers and parents to support students in need. While psychologists engage in casework across the continuum of support, most of their work relates to students with more significant and enduring needs.

2) Support and Development Work: focuses on building capacity, enhancing systems, policies and practices to create environments that are inclusive and responsive to the needs of children and young people. It includes the use of universal and targeted approaches to promote academic and social and emotional competence.

Schools are encouraged to engage with NEPS in the following ways:

- Use the Self-Reflective Questionnaire (Appendices of Guidelines) to highlight current strengths and areas for development
- Access NEPS services locally – for FRIENDS, Get up, Stand Up! Support with Literacy etc.
- Access NEPS on-line resources
- Use NEPS planning meeting to discuss needs
- Casework

Workshop 3

Presenter: Laura Berry, SENO, NCSE

Topic: *The role of the SNA/Supporting Students at Post-Primary*

The Special Needs Assistant (SNA) scheme supports teachers in meeting the care needs of some students with special educational needs, arising from a disability. (Circular 30/2014)

The focus of the scheme is to enable students to participate in all school activities in accordance with their individual ability and to encourage and promote independence. Laura described the work and associated tasks of the SNA at Post Primary level. These include:

Primary Care Needs

- Feeding
- Administration of medicine
- Toileting and general hygiene
- Mobility and orientation, including the requirement to use hoists and equipment
- Additional supervision required in the class, playground and school grounds where robust case made that insufficient existing staff levels available
- Specific medical conditions
- Behavioural care needs warranting withdrawal from the classroom
- Severe communication difficulties – including visual and hearing impairments

Secondary Care Associated Tasks

'Tasks an SNA may carry out... once SNA support has been allocated on the basis of primary care needs... but would not in themselves constitute a reason for the allocation of SNA support'. DES Circular 30/2014.

Examples:

- Preparation and tidying of workspaces
- Assisting students to access therapy or psycho-educational programmes under the direction of qualified personnel
- Assistance to attend or participate in out of school activities
- Assistance with development and implementation of Personal pupil plans

In the afternoon a presentation by Dr. Johanna Fitzgerald, Head of Educational Psychology, Inclusive and Special Education (MIC) on *Provision Mapping to Support a Whole*

School Strategic Approach to Inclusive and Special Education was greeted very positively by delegates.

Johanna explained why the SENCO role is so problematic and challenging. Across jurisdictions there is a discernible absence of role consistency and in the Irish context the SENCO role is not formally recognised in policy. In her own work in MIC, Johanna is supporting schools to develop whole-school systematic, collaborative approaches to inclusive and special education. Using SSE, schools are developing a provision map, reflecting current provision of learners with additional and special educational needs across the continuum of support (NEPS). The provision map is a summary document of provisions and interventions currently available in school to support the needs of ALL learners which allows schools to identify, monitor and evaluate gaps and areas of real strengths and in turn allows them to plan provision, allocate resources and identify staff CPD needs.

The final session of the day on the SEN Inspection/Evaluation Model was presented by Shirley B. Murphy. (DES Inspectorate). This presentation was grounded in Shirley's own practice in school and this was very evident for all delegates. Some key messages include:

The new inspection model addresses the following questions:

- 1a. How good are **the learning outcomes** for students with additional and special educational needs?
- 1b. How good are **the learning experiences** of students with additional and special educational needs?
2. How well is the school **using the resources** it receives for students with additional and special educational needs **to improve learning experiences and learning outcomes**?
3. How effective are **the structures and systems** that the school has in place **in fostering the inclusion, equality of opportunity and holistic development of students with additional and special educational needs**?

Some of the preliminary findings from SEN inspections to date include:

- Learning outcomes and experiences ranging from satisfactory to very good
- Some very good examples of students' engagement with independent tasks, of pair work and of a focus on skill development
- Respectful and affirming interactions between students and teachers
- Good structures in place to promote inclusion

Some of the main recommendations focus on:

- Provision of learning experiences based on identified need
- Correct deployment of additional teaching resources
- Organisation of support for students and target setting

Paul Fiorentini, President ACCS brought the seminar to a close highlighting the increasing diversity of learners in our schools and the challenges that schools face in ensuring that they are fully inclusive places.

ACCS wishes to thank all the presenters for sharing their expertise so willingly, and to acknowledge the contribution and work of Antoinette Nic Gearailt in coordinating the event and bringing all the agencies together for the seminar.

All presentations from this seminar are available on www.accs.ie.

5. Enhancing Learning and Teaching in the Classroom: Promoting Student Voice

The third workshop in the Student Voice series took place on Wednesday 23rd October in the Mullingar Park Hotel. This was facilitated by the NCCA and the ACCS and on the day we were delighted to welcome students from Old Bawn Community School. The Student Voice concept encompasses the right for learners to express their opinions, access people who influence decisions and actively participate in educational decision-making processes. Central to this concept is the notion that working in partnership with students will enable students to become more self-directed learners and active citizens. Following welcome and introductions by Áine O'Sullivan, Assistant General Secretary, ACCS, delegates were guided in a timed peer support activity which focussed on challenges and finding solutions to these

challenges for schools working on promoting Student Voice. This was a lively and engaging session and used a methodology described in the Harvard Business Review which delegates can bring back as a methodology to enhance creativity in their own schools and classrooms.

Following breaktime, delegates engaged in a dotmocracy exercise which explored statements and common questions posed when schools are evaluating their own practices which can promote or exclude student voice.

Questions included the following:

- How do students know that I am listening to their views, ideas and suggestions?
- What are some of the barriers that stop me from listening to students' voices?

Statements included the following:

- There is specific time within the classroom for students to provide feedback on teaching and learning
- Students lead meetings with parents/guardians and teachers about their individual learning
- Students and teachers jointly discuss and decide on classroom rules
- All the voices and views that exist in the classroom are heard
- Students and teachers work together to design lesson plans for the class
- All students are able to suggest changes to what happens in the classroom

At the end of this session, Millstreet Community School presented a video of a student focus group discussion where six Transition Year students explored the Transition Year Programme in their school and how it impacts on their learning and their engagement with school.



Student Voice Focus Group in Action.



Laura McCarthy, Student Voice Coordinator, OBCS, Norman Emerson, NCCA, Saoirse Laird, 6th year student, OBCS, Gerard O'Sullivan, NCCA, Josh Whitney, 6th year student, OBCS, Oisín Cullivan, 3rd year student, OBCS, Sarah Whelan, 3rd year student, OBCS, Kevin Shortall, Deputy Principal, OBCS, Dr. Domnall Fleming, UCC and Sarah Gibbons, Deputy Principal, OBCS.



Norman Emerson, NCCA, Elaine O'Donnell, JTBCS, Ita Browne, Deputy Principal, JTBCS and Gerard O'Sullivan, NCCA.



Norman Emerson, NCCA, Pól Ó Siodhcháin, Principal, Millstreet C.S., Ingrid Fallon, Deputy Principal, HFCS, Gerard O'Sullivan, NCCA, Lauren O'Brien, HFCS, Pádraig Meredith, HFCS and Dr. Domnall Fleming, UCC.

In the afternoon, delegates were given an opportunity to listen to three schools who shared their experiences of promoting Student Voice in their school community.

Holy Family Community School presented an initiative introduced this year which is impacting on the place of Student Voice in their school community. A carefully structured plan for tutor time which is facilitated once a week for all classes and is based on the wellbeing indicators is enhancing students' experiences and engagement with school life in all year groups.

Old Bawn Community School followed this presentation with a focus group discussion between staff and students which explored key questions relating to

Student Voice in their school. The conversation highlighted the importance of positive relationships and effective learning and teaching.

John the Baptist Community School shared their experiences and learning about students' engagement with feedback in the classroom and how this influences learning and teaching across the school. Best practice is evident in this school's commitment to evaluating and improving the learners' experiences and outcomes in their classrooms.

The next event in the Student Voice series will be the ACCS Education Conference in May 2020 where all schools involved in the journey who wish to share their experiences of promoting Student Voice will be afforded the

opportunity to do so on the day.

ACCS wishes to thank all the schools involved in this project for their time and commitment and acknowledges the huge support and assistance of Gerard O'Sullivan and Norman Emerson (NCCA) and that of Dr. Domnall Fleming (UCC). We wish to take this opportunity to congratulate Norman Emerson, Director, Curriculum and Assessment NCCA as he takes up a new position with an EU/EC Team advising Eastern European and other countries on assessment in education. Norman has been a tremendous support to the ACCS in its work on promoting Student Voice and we wish him all the best in his new role.

GDPR and Retention Schedules

ACCS recently rolled out an update to the Data Retention Schedule which relates to the length of time for which you should retain the personal data you hold in your school.

One of the principles of the GDPR is that of "Storage Limitation" – "personal data must not be stored for longer than is necessary." Therefore, over-holding data would be considered a data breach and a breach of the principles of the GDPR.

Many schools are busy responding to Data Subject Access Requests. These are a common way for individuals to discover if you are in breach of the Storage Limitation principle. You are obliged under an access request to provide access to personal data, subject

to certain, limited exceptions. If you have data on file which is outside of its retention period, not only will you be highlighting same in your response to the access request, but it may also make it more onerous on you to gather the data if you are storing it in excessive quantities. The general rule is that the more personal data you hold, the greater your risk.

ACCS would strongly advise schools to put in place good practices around the retention of personal data in compliance with the Data Retention Schedule.

Hilary Treacy, the Data Protection Advisor, is available to visit your school on request. Hilary has already carried out Data Protection Audits on schools in



order to identify the gaps in their compliance. Hilary has then assisted the schools in plugging those gaps. Hilary has also provided staff training on-site after school hours and is available to any school who wishes to avail of her time. Contact Hilary on htrecy@accs.ie or 083 347 4562.



ACCS In-School Management Conference Reminder

The ACCS In-School Management Conference 2019 takes place in Farnham Estate Spa & Golf Resort, Farnham Estate, Cavan on the 28th and 29th November 2019. The theme of this year's Conference is "Being Well, Staying Well".



Please register delegates to attend the Conference by logging on to the ACCS Online School Portal. To access the school portal log on to <https://www.accscloud.net> or through the home page of www.accs.ie. You will require your Username (last 4 digits of the main school phone number), password and a maths captcha to login. If you require assistance with this process or your password please call ACCS Head Office staff on 01 460 1150.

Concurrent Workshops will take place on Thursday the 28th November from 2.40 p.m. – 3.40 p.m. Delegates are asked to choose 1 of the 3 workshops listed below to attend and register for their chosen workshop on the ACCS Online School Portal:

Workshop 1. "Enhancing Wellbeing - Promoting Student Voice in the School Community"
Speaker: Pól Ó Síodhcháin, Principal, Millstreet C.S.

Workshop 2 "Child Protection in Schools Inspection Model (CPSI) - Lessons Learned"
Speakers: Bernie Heffernan and Annelee Casey, Deputy Principals, Pobalscoil na Tríonóide

Workshop 3. "In-School Management – Building Relationships – A Team Approach"
Speakers: John McKennedy, Principal, Aileen Ryan & Karen Philben, Deputy Principals, St. Colmcille's C.S.

School Chaplaincy Today



SCA members Brid Dunne, Kevin Murphy and Tony Nolan (Current Chairperson) at the launch of the Association's newly published members' handbook at their recent conference in Mullingar.

The School Chaplains' Association [SCA] was founded in 1976, when the membership comprised solely of Chaplains from Community and Comprehensive Schools as these were the only schools with whole-time Chaplains at that time. The association was revived in 1990 as by then both Voluntary and ETB sectors were also employing Chaplains. The role was traditionally held by a member of the clergy or a religious sister or brother, but this has changed over the years.

The SCA is a voluntary group which represents all those working in the field of school chaplaincy. It aims to provide mutual support and to promote the cause of Chaplaincy through dialogue with other bodies. It is a self-financing association that organises CPD opportunities for members. The annual two-day conference provides an opportunity for the updating of resources, sharing of knowledge and up-skilling and is supplemented by regional meetings for members throughout the year. A highlight of the most recent conference held in Mullingar was the launch of a newly published handbook. It is hoped that the handbook will be a practical guide for members, compiled to assist them in their roles in various types of schools across Ireland. The handbook was designed by the committee members for information purposes in response to requests for resources and templates for planning. Delegates also had presentations from Keynote Speakers, Ms. Bronagh Starrs, Adolescent Psychologist and Dr. Daniel O'Connell, Religious Education Lecturer

as well as workshops on 'Praying with Young People' and 'Creating a Chaplaincy Work Plan'.

The Chaplain is available for the whole school community, the students, staff and their families. In an ever-changing society, those we encounter are exposed to more pressures than ever before with all traditional beliefs and values being challenged. Today, though technologically connected, many are often disconnected from those around them and experiencing loneliness and mental health difficulties. Self-esteem and dignity are often eroded by social media and our consumer culture. The Chaplain, along with other stakeholders has a key role in maintaining environments which allow students to develop to their full potential and face difficulties with courage. Management and staff are often under time pressure and the Chaplain is in a unique position to be available to meet individual needs. The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff, their families and members of the wider community connected with the school.

The role is a privileged and varied one, accompanying young people and staff on sometimes difficult paths, especially those who have been bereaved and intervening when students are experiencing difficulties. By being a witness to the Christian way of life and responding to the spiritual needs of young people, the Chaplain organises

opportunities for worship throughout the liturgical year. The Chaplain also nurtures links with the local parishes and encourages members of the school community to show respect for all faith traditions and minority groups. The Chaplain is available to meet students to discuss problems they may be experiencing, providing a listening ear, recognising their distress and working out the issue together. When there is a crisis or distress in the community, the Chaplain is there to guide and support, referring to relevant outside agencies when necessary. However, *'there is no blueprint on the who of Chaplaincy. Chaplains, their personalities and their natures are as varied as the personalities and natures of the people to whom they minister'* (The Chaplain: A Faith Presence in the School Community, Monahan & Renehan p. 16). It is a very rewarding role that truly involves 'faith, hope and love' and every day brings new experiences, opportunities for growth and celebration of achievements.

Details of annual membership registration or renewal can be found on our website. As you are all aware, a school is more than bricks and mortar, it is a community of relationships, history, faith, culture and heart. As an association we are very aware of the great work carried out by management and staff in schools across the country every day in creating caring and secure communities, providing the refuge and space for students to flourish.

Finally, on behalf of the National Executive, I wish to acknowledge all the support and advice we have received down through the years from the ACCS Secretariat. If we can be of any assistance in further supporting you or chaplaincy in your school please make contact via our website.

*Elaine O'Sullivan, Vice-Chairperson of School Chaplains' Association
www.schoolchaplaincy.ie*



Reducing ICT infrastructure related 'stress' in schools

When engaging with ACCS schools, Principals, Deputy Principals or ICT coordinating teachers often tell us that they feel a 'lack of control' over certain aspects of ICT infrastructure in their schools. Examples of these issues are illustrated by the following statements and questions which arise in our engagement with schools:

- The yearly technical support contract is due for renewal, but are we getting a good deal?
- We're not sure how much we're paying for printing, so how can we control and reduce our costs?
- Software licencing and charges can be confusing, are we on the correct pricing model?
- How do we know if the school is currently getting good value for money?
- While the school WIFI 'works ok most of the time, there are ongoing complaints from staff'
- Are we using suitable computing devices a) for teachers and b) for students?
- Do we still need our school 'server', or might cloud based 'services' be a better option?
- Where and how do we purchase ICT equipment?
- Different 'experts' give their recommendations, but is 'independent' advice available to ACCS schools?
- Managing these areas is demanding, time consuming and stressful, who can assist us?

Over the last number of years using technology to support effective teaching, learning, assessment and school administration has become critical in the running of ACCS schools. To support these essential activities the underpinning school ICT infrastructure and technical support have also become critical. If the technology works well and is reliable, it becomes much easier to use, and this in-turn improves the teaching and learning experience for staff and students. When this happens, it reduces stress in the school as 'things work more smoothly'.

In an ideal world technology should always work and we shouldn't have to think about it. While issues can't ever be fully eliminated, there are useful strategies to reduce ICT infrastructure related stress and to manage situations more effectively.

Steps to reduce ICT infrastructure related stress

Here are some recommendations which may assist you:

- Form a small team to review the issues, share the load and include different perspectives - working alone is not recommended
- Make a list of the main ICT infrastructure issues in the school
- Try to consolidate these issues into specific areas, eg., networking, wifi and technical support issues may be inter-linked
- Initially select one or two short term 'priority' areas to address



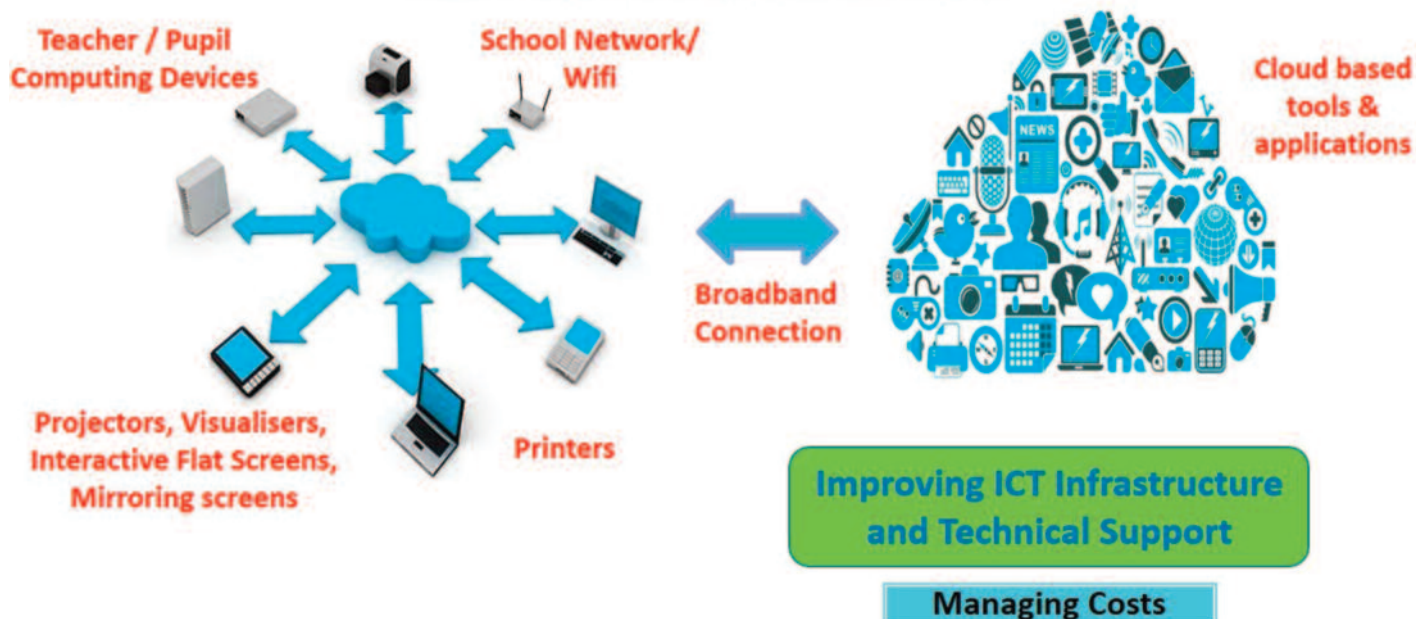
Tom Lonergan, National Coordinator - Technology Integration, PDST Technology in Education

- Set 'SMART' objectives - these are 'Specific, Measurable, Achievable, Realistic, and Time-bound'
- Distribute tasks among team members
- Meet regularly to review and update plans and actions
- If you need assistance, please contact us in PDST Technology in Education

Take the School ICT infrastructure 'stress check-up'

PDST Technology in Education has developed a straightforward school ICT infrastructure 'stress check-up' to assist schools. After you take the check-up, we'll provide your school with advice and specific recommendations. For more details on this please email us at ictadvice@pdst.ie.

Overview - ICT Infrastructure





The PDST Technology in Education 'ICT infrastructure team' focuses on assisting schools in the areas of ICT infrastructure and technical support, and hopefully reducing the amount of time and stress involved in managing these areas in your school. My colleague Deirdre Redmond or myself will be glad to assist you. Our website is

www.pdsttechnologyineducation.ie/Technology or you can email us at ictadvice@pdst.ie. We look forward to hearing from you.

*Tom Lonergan
National Coordinator -
Technology Integration,
PDST Technology in Education*

ICT CPD

This year the CSinc team are running 23 sessions around the country, from complete beginner Microbit to Junior Cycle Coding (Scratch and HTML) up to Leaving Certificate Computer Science sessions. With schools eligible to take on the subject in September 2020, this is a perfect opportunity to come and see what it is all about, even if you have no experience in the topic!!

To view all sessions, and book one, please visit: <http://csinc.ie/Home/TeacherPD>. To book a session, just click on it! The sessions are completely free and open to all levels of experience, even if you just want to sit in and see what it is all about!

This could not happen without the kind support of Microsoft Ireland and Google (under the Educator Grants program), and we invite you to attend any of our PD sessions!

*Keith Quille
Department of Computing
Tallaght Campus*

Recent Relevant DES Circular Letters

CL 61/19	Curriculum-related developments at Senior Cycle with particular reference to school years 2019/20, 2020/21, 2021/22
CL 60/19	Sick Leave Scheme for Special Needs Assistants employed in Recognised Primary and Post Primary Schools
CL 58/19	Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools (Revising CL 35/17)
CL 56/19	Home Tuition Grant Scheme for children without a school place for reasons other than special educational needs and medical grounds.
CL 55/19	Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2019/20
CL 54/19	Leave schemes for registered teachers employed in recognised Primary and Post Primary Schools
CL 53/19	Exemption from the study of Irish - Revising Circular M10/94
CL 51/19	Recruitment and Appointment Procedures for Special Needs Assistants (SNAs)
CL 50/19	Revision of Salaries of all staff paid directly by a recognised school or ETB with effect from 1 September 2019
CL 48/19	Revision of Salaries of School Secretaries and School Maintenance staff in Community and Comprehensive Schools with effect from 1 September 2019
CL 47/19	Revision of Salaries with effect from 1 September 2019 for clerical officers and caretakers employed in national schools under the 1978/79 scheme, and clerical officers employed in post-primary schools under the 1978 scheme
CL 46/19	Revision of Salaries for Special Needs Assistants (SNAs) with effect from 1 September 2019
CL 43/19	Home Tuition Grant Scheme 2019/20

News and Events in our Schools

The Naughton Scholarships

2019 Naughton Scholars



*Eoghan Cleary, Tullow Community School
Civil Engineering, National University of Ireland, Galway*



*Caití Farren, Carndonagh Community School
Biological and Biomedical Sciences, Trinity College Dublin*



*Andrew Coyle, Malahide Community School
Engineering, Trinity College Dublin*



*Ruth Helen Bergin, Heywood Community School,
Data Science & Analytics, University College Cork*



**THE
NAUGHTON
FOUNDATION**

The scholarship programme was established in 2008 to promote the study of engineering science and technology at third level in Ireland. Each year 36 exceptional students are awarded scholarships to study

at undergraduate level at any publicly funded university or third level institution in Ireland. There is at least one winner from each county in the Republic of Ireland.

The scholarship is intended as a reward and encouragement to exceptional students who would like to study in the STEM field. The school of each winning student also receives a prize for the school's science labs. The group of scholars regularly come together for events throughout the year. In this way the Naughton Foundation is building a community of students who will be worldwide leaders in their fields in the future, be it in research or industry. In 2019, five students from Community Schools were awarded scholarships.



*Dónal McKenny, Ardee Community School
Engineering, University College Dublin*

News and Events in our Schools

Carndonagh Community School Soccer success



Donegal's Carndonagh Community School were crowned SAFIB Rod Houston Cup Champions for 2019 in Lilleshall following a 3-1 victory over Welsh outfit Ysgol Glan Clwdy, Saint Asaph, on Friday 4th October 2019. While Ireland was waiting for Storm Lorenzo, the FA Youth Soccer Academy and Centre of Excellence at Lilleshall, England, was experiencing the Carndonagh Hurricane which blew away the Welsh and English champions.

Carndonagh Community School all-Ireland First Year Girls Soccer Champions were invited to represent their country in the prestigious Rod Houston International Tournament and took up the challenge after a hectic round of fundraising by the coaches, parents and community. There was a tremendous response to the appeal with the belief that our girls not only deserved the chance to represent their country but also that this was a team with huge potential having won a highly competitive All-Ireland Championship. Only one other Irish team has ever won the Rod Houston tournament so this was a

massive challenge. With hopes high they set off with Coach Mr. Conor Doherty and teachers Mr. Kevin McCarron and Ms. Danielle Doherty. A number of parents also went in support hoping that history would be made. The girls were involved in three epic battles throughout the competition and it was a real, whole squad effort with every girl starting at least one game and everyone playing in two of the three games.

On Wednesday Carndonagh defeated English National Runners-Up - Cromton School 4-2. On Thursday they demolished Shenfield High School - the English National Champions 4-0.

On Friday the Carndonagh girls accomplished the dream by beating the Welsh National Champions - Ysgol Glan Clwdy 3-1 and were crowned SAFIB Rod Houston Cup Champions for 2019.

They arrived home to a rousing welcome in the school at 1.30a.m. on Saturday morning having done their school, their community and their country proud. What wonderful ambassadors and role models for their fellow pupils!



News and Events in our Schools

Donahies Community School

Taoiseach pays visit to Donahies Community School



Taoiseach, Leo Varadkar TD visited Donahies Community School in September. The visit was a social call where the schedule was student centred. The Taoiseach spent 90 minutes touring the school, popping in and out of classes, met the student council with students, visited the new Science labs, YSI, Green Schools,

Extracurricular, ASD unit and many practical classes where students displayed their abilities with wood, metal, DCG, technology, music, art and cooking. He paid a visit to the staff room and the office also. It truly was a memorable occasion, and one greatly appreciated by all staff and students.

Ashbourne Community School

Causing a Buzz to Save Bees

Congrats to our Climate Ambassadors, Alice McGrath, Faramade Owoade and Jessie Huang, who have won a Meath Youth Garda Group Award. This is awarded to groups of two or more people who have made a positive contribution to their community making it a better place to live. The girls will attend an awards ceremony in the Headford Arms Hotel, Kells on Wednesday evening 6th November 2019. We wish them well and we are proud of all they have achieved. They started their work as Climate Ambassadors in TY and have continued with it into 5th Year. Special mention to our Green Schools Coordinator Ms Hughes for all her work with the girls and our 'green' initiatives in Ashbourne Community School.

#CommunityLinks #ClimateAmbassadors #green #GardaYouthAward #WeAreACS



News and Events in our Schools

Heywood Community School Choir Visits the Eternal City

Heywood Community School has a long and proud musical tradition. The contribution of music both through the formal curriculum and through the extra-curricular programme is highly valued. Whether it be the production of school musicals, the school traditional Irish music group, school talent shows, or the school choir, students are encouraged to get involved. It was decided in 2018/19 to take advantage of Ms. Julianne Woods' connections in Rome and award the efforts of the choir and traditional musicians with a school trip to the Eternal City.

Following months of practice, planning and preparation 46 students from Heywood School Choir and their accompanying teachers



touching down at Aeroporto di Fiumicino, Rome on the 19th of September. The group was transferred to the Pontifical Irish College where they would stay for the next three nights. Fr. Paul Finnerty (Vice Rector) welcomed the group to the College over some light refreshments. Following practice in the college chapel the students had an opportunity to relax. Many of them spent the afternoon enjoying the beautiful weather at the college's swimming pool. That evening after dinner the group had an opportunity to explore some of Rome's best-known attractions on foot, including the Trevi Fountain and the Spanish Steps.

On Friday 20th the students visited the Basilica of St. John Lateran and a number of the students climbed the Holy Stairs on their knees. The choir sang at the 5pm Mass in St. Peter's Basilica. A large congregation of many different nationalities gathered for this celebration at the Altar of the Chair and they showed their appreciation for the choir with a round of applause after mass. After mass the students had dinner at Pizzeria alle Carrette. A leisurely stroll through Piazza Navona including a stop at Giolitti's ice cream parlour brought a most memorable day to a close.

The concert performed by the choir in the chapel of the Irish College on Saturday 21st was the highlight of the trip. You could hear a pin drop in the chapel as those present were treated to a



spiritual performance of sacred music interspersed with some traditional Irish pieces. The repertoire included well known hymns such as Ave Maria, Panis Angelicus and Nella Fantasia. It was a truly moving performance by the choir and they received a lengthy standing ovation at the end.

Following Sunday morning Eucharist in the Irish College (where the choir enriched the liturgy) it was off to the Vatican for the Angelus Prayer led by Pope Francis. The evening was spent relaxing on the shores of Lake Albano and a visit to the Pope's summer residence in Castel Gandolfo. An evening flight from Fiumicino saw the group arrive back in Dublin in the early hours of Monday 23rd September.

It was a truly memorable few days for all those involved, and a special mention must go to Ms. Julianne Woods whose achievement in coaching the choir to such a high level is remarkable. Thanks to Ms. Julianne Woods, Mr. Ger. Dunphy, Mr. Pat Dowling and Mr. Peter Malone for organising the trip and looking after the students who have charmed everyone with their wonderful performances over the last two years.



News and Events in our Schools

Kinsale Community School

Annual Féilte Scoile

'All together in learning - the pivotal role of The Learner Voice'



Kinsale Community School held its annual Féilte Scoile on Wednesday 9th October. The theme celebrated was our school motto **'All together in learning'** and showcased the excellent collaboration that exists in our school between all stakeholders and the pivotal role of The Learner Voice.

Féilte Scoile 2019 featured four workshops on a variety of topics focusing on our students developing their agency on their learning journey.

Workshop 1: Student Voice / Learner Voice

This workshop was facilitated by Mr James Wilson and Aisling O Callaghan. It was delivered by students who described the many facets of the learner voice in the school and how this voice provides agency to the student in respect of their learning. Also in this workshop the participants highlighted the importance of specific and personalised feedback in providing them with a conduit through which the Learner Voice can be heard. The presenters discussed things such as Student Council participation, the role of Prefects in the school, Target Sheets and the Leaving Cert Feedback Day.

Workshop 2: The Integration of Learner Voice into Formative Assessment & Target Setting

This workshop was delivered by Ms Jean Gaffney, Ms Maeve McNamara and Ms Laura Ann Dunne. The workshop focused on the new language of learning and pedagogical practices that are required for the effective delivery of the Junior Cycle. It discussed practical approaches to integrate learner voice into formative assessment practices. It also examined strategies for student target setting and collaborative practice with regards to assessments, CBA's and SLAR meetings.

Workshop 3: A Case Study in Collaborating with External Stakeholders to Enrich the Learner Experience

This workshop was facilitated by Ms Aoife O'Mahony and Ms Aine Cotter along with a number of students and parents. The session described the collaborative approach adopted by Kinsale Community School's Maths Department where they utilised their relationship with local feeder schools and parents. During this presentation Maths teachers from Kinsale Community School described how they had meetings with teachers from the local primary schools and decided upon a common approach for teaching Decimals and Fractions. Following on from this, 4th Year Students went to the primary schools and taught Decimals and Fractions to the primary students and then a booklet was produced to assist in the teaching and learning of Fractions and Decimals at primary level. In conjunction with this initiative parents of 1st Year Students were then offered the opportunity to take Maths classes in the school so as to maximise the opportunity for students to access higher level Maths.

Workshop 4: How Office 365 Can Support Formative Assessment while enhancing collaborative practice

This workshop was delivered by Mr Brian O'Reilly, Ms Eimear Murphy and Ms Mairead Dullea. The focus was on the Digital Champions initiative and how it can be used to enhance Learner Voice in Kinsale Community School with the utilisation of Microsoft Office 365. Practical examples of this practice were shared along with examples of formative feedback delivered through Office 365.

News and Events in our Schools

Malahide Community School

in association with The Government Commemorations Committee and History Ireland magazine, hosts the first Inter-Schools History Hedge School



The topic addressed at this event was; The War of Independence 1919-1921 – 100 Years on, how do we Commemorate it?

Portmarnock Community School, Sutton Park Secondary School, Skerries Community College, St. Fintan's Secondary School Sutton and Malahide Community School participated in the event. The panel of historians included Martin Manseragh, Dr Mary McAuliffe Assistant Professor Gender Studies UCD, Liz Gillis, Donal Fallon and Kevin Manning, history teacher Malahide Community School. The MC for the event was Tommy Graham, editor History Ireland magazine.



The format involved students from the various schools posing questions directly to the panel. The standard of questions posed by the students proved to be extremely good and in some cases, students voiced their disapproval of the answers they received. A number of questions were taken up by the specialist historian in that field, while others resulted in differences of opinion among the panel. 100 years on it seems the divisions among historians still persist.

The event was rounded off by a question from a student from Skerries Community School who asked whether we had changed in any way as a country by the events of 100 years ago. All the panel offered their viewpoint. It was a fitting way to end the first Inter-Schools event of its kind.

The event was recorded for a History Ireland podcast.

Postscript: While I have organised many history Commemorations and events in our school, I think this one was by far the best. That was down to the expertise of the panel and the outstanding students from the various schools. It was also made possible because of a very supportive principal, David Hayes, his management team and an ever willing and helpful staff in Malahide Community School. To put on an event of this significance in such a professional manner, takes a lot of dedicated school staff. The reward for me was listening to the enquiring students and the attention afforded to all the speakers by them.

*Kevin Manning,
history teacher and co-ordinator of the event.*




@ Malahide Community School
2pm Thursday 19 September 2019

A century on—how do we view the War of Independence?

How has recent scholarship changed our view of the War of Independence? What new sources are now available? And has this in turn affected how we commemorate these events? Join *History Ireland* editor, Tommy Graham, for this special Hedge School, geared towards senior cycle history students, with **Donal Fallon** (co-editor of the blog *Come Here To Me*), **Liz Gillis** (author of *25 May: The Burning of the Customs House 1921*), **Martin Mansergh** (government's Expert Advisory Group on Commemorations), **Mary McAuliffe** (Assistant Professor of Gender Studies, UCD), and **Kevin Manning** (history teacher, Malahide Community School).

History Ireland Hedge Schools are lively, unfettered debates and provide a novel and interesting way to bring historical topics to life.

Supported by the
Commemorations Unit of the
Department of Culture,
Heritage and the Gaeltacht



An Roinn Cultúir,
Oidhreacht agus Gaeltachta
Department of Culture,
Heritage and the Gaeltacht



News and Events in our Schools

St. Louis Community School, Kiltimagh

Finalists in the 2019 Aberdeen Angus Schools All Ireland Competition

Ava, John, Nathan and James from St. Louis Community School, Kiltimagh enjoyed telling RTÉ presenter Miriam O'Callaghan about their journey to becoming one of five finalists in the Aberdeen Angus Schools competition. Out of 109 entries, the St. Louis students and their teacher, Mr. Gallagher are extremely proud to have won five Aberdeen Angus calves and to have been given the opportunity to have a stand at the National Ploughing Championships.



Cycle against Suicide Ambassador Awards, 2019

Congratulations to the students and staff of St. Louis Community School, Kiltimagh on being awarded their 6th Cycle against Suicide Ambassador Award.



Results

Congratulations to all the Leaving Certificate and Leaving Certificate Applied students of St. Louis Community School, Kiltimagh on their excellent exam results. The staff of St. Louis Community School are very proud of these young adults and all they have achieved in their young lives.



John Wallace, Amy Irvine and Kyle Mulderrig from St. Louis Community School in Kiltimagh were delighted with their Junior Certificate results.



Finghin Little and Katie Salmon, who both achieved the maximum number of points (625) in their Leaving Certificate are pictured with Principal, Cahil Doherty and Deputy Principals, Finola Lyons and Regina Anderson.