

Planning Prompts

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Every week of the school year brings its own tasks and demands on your time and energy, but none more so than the month of September. This month sets the pattern of your daily schedule for the rest of the year. Very often, having brought in a lunch with you it remains unopened never having been eaten. You plan and prioritise everything. Setting aside time each day to have lunch needs to be a priority. Others look to the school leader as a role model. Looking after your own wellbeing is a means to model good behaviour and practises. After all, you will be encouraging others in the school community to look to their own wellbeing. There is no better way than to model the behaviour.

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Leadership Support Team

Timetables/Staff Meetings/School Calendar

- Delegate responsibility where possible for compiling various timetables for shared areas/hall times/yard supervision rotas to staff members willing to take on this task? Secretary might also compile some of these timetables and distribute for approval and/or amendments
- Decide dates/times for staff meetings/Croke Park hours. Add to calendar of school closures for the year. The IPPN Féilire might be helpful in this regard. Display in staffroom
- Remember that the Board needs to approve the calendar for the year
- All school closures must be added to OLCS and may also be posted on school website.

Attendance records

- Remind staff of the importance of daily roll call and accurate records of pupil absences.
- Communicate the procedures for electronic recording of attendance to new teachers. Attendance records should be meticulously kept to be made available to inspectorate and EWO on request.
- Registration numbers for pupils must be accurately recorded and changes of address should be noted.

REMEMBER that the enrolment recorded on Sept.30th dictates staffing for the next school year so it is imperative that class numbers are accurately recorded.

OLCS

- All teacher/SNA absences must be recorded on the OLCS
- Ensure that all medical certs are retained and numbered as appropriate
- It is good practice to nominate a day each week (Friday possibly being the most appropriate day) to record absences including EPV days. This ensures that substitute teachers are paid on a regular basis and that patterns of absences are accurately recorded and accounted for to BOM
- Remember that you, as principal, must inform the Chairperson if you are to be absent from school and the purpose of the absence

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- Provide staff with a regular print off of their absences. The timing of this can be decided in discussions with staff.

Teacher Planning

- Have you established a system for collecting /storing monthly reports? It is advisable to have a date /time each month when you expect teachers to furnish you with copies of the Cúntas Míósúil. Try not deviate from this arrangement
- Are teachers happy to continue with the present format for recording? If not, what suggestions do they have for improvement?
- Agree on format to be adopted as soon as possible
- DP or member of staff could be asked to correlate suggested improvements to current template if such recommendations have been discussed by staff
- In the case of recently appointed teachers provide support and recommendations as to what content and format is required.
- Is there an agreed format for teacher's long and short term planning?

New Staff Appointment Details

- Have all new teaching staff submitted appropriate professional details and signed appropriate contracts?
- Have they been given copies of their contracts? Ensure that all new employees are very clear in relation to the purpose and duration of their employment
- Have substitute teachers/SNAs given the secretary their details for inclusion on OLCS?
- Have all ancillary staff signed contracts? Copies of relevant contracts may be found on IPPN and CPSMA websites.
- Ensure that these contracts are recorded in the minutes of BoM meetings and signed by the Chairperson.

Facilitate SET/CT meetings to draft IEPs

- Have arrangements been put in place to enable the class teachers collaborate with the SEN teacher(s) to formulate IEPs?
- Have parents been consulted and asked for their feedback?
- Have arrangements been put in place to provide a copy of the IEP to the relevant staff working with children and the parents of the child?

Time to Think

a top priority for all school leaders

"We do not learn from experience. We learn from reflecting on experience."

John Dewey

Tip: Dedicate a little time this week to reflect on what has happened. What will I keep doing? What will I not do? What might I do differently?