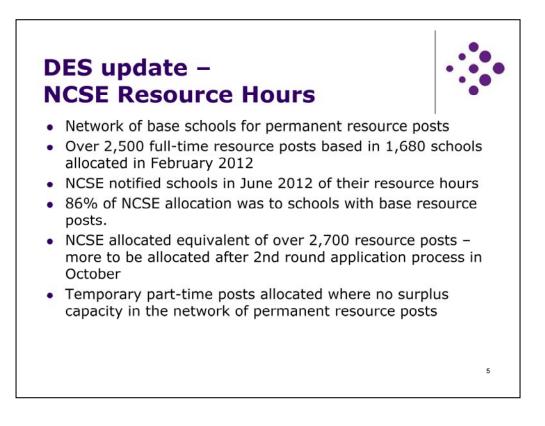




If schools in any doubt, then schools can email primaryallocations@education.gov.ie Also schools can view these arrangements on IPPN website or DES.



DES are looking at the allocation of base school resource posts to ensure that all of these posts are filled before sanctioning new cluster arrangements at local level.

Where a school with developing school status has gone through the recruitment process in appointing a resource post in a temporary capacity, and this post becomes permanent on October 26<sup>th</sup> - they may retain this teacher. **Only if they have used the recruitment procedures.** If you have not gone through the recruitment procedure you must re-advertise.



If you have a position in the school, you need to **check that the post is warranted** by contacting Primary Allocations and secondly contacting your local diocesan office or panel operator to ensure that the panel is clear and that you are free to advertise.



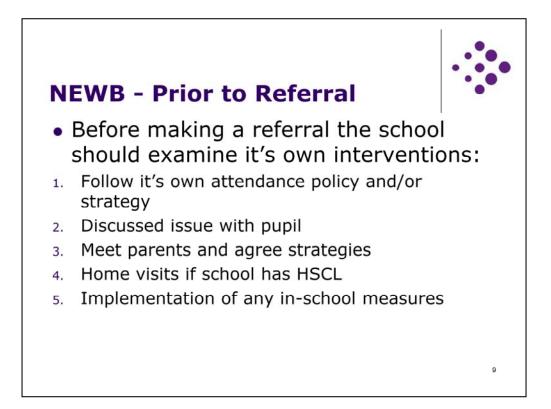
Although all three services (HSCL,SCP & NEWB) have their own specialist differentiated focus & approach, they will be working as part of a unified service of delivery especially for better educational outcomes in the area of attendance, participation & retention.



8

# **NEWB - Referrals**

- New referral forms
  - Starts formal process for supports, interventions and measurable outcomes
  - Referrals in non-DEIS areas always sent to EWS – (DEIS can also use SCP or HSCL)
  - All schools will be given the name and contact number of a Senior Educational Welfare Officer



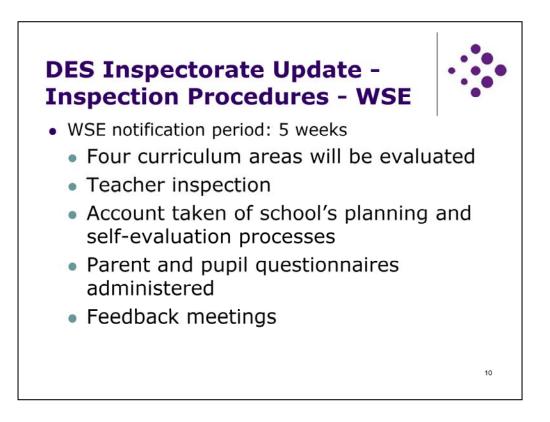
The draft proposed referral form has possibly 3 sections:

**Part A:** Used for all interventions - 2 pages looking for pupil details, family composition, school details and reason for referral.

**Part B:** Used for targeted or intensive intervention (again 2 pages) – very straightforward - looking to see what has happened to date.

**Part C:** Re-referral checklist for schools (1 page) – very straightforward as well – looking to see if the school has followed items on the slide above.

It will take approx 2 to 3 minutes to fill out any of these forms.

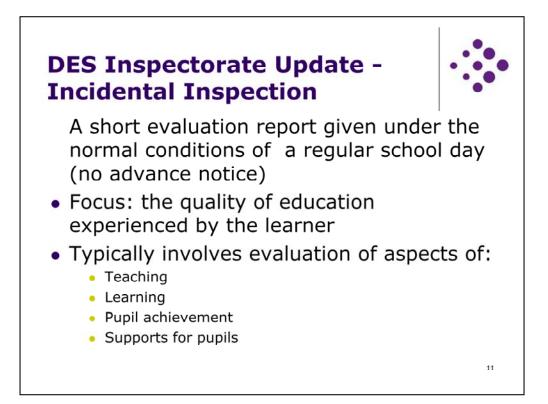


Four curriculum areas evaluated: English, Gaeilge, Mathematics and another subject. Schools may request a fifth subject.

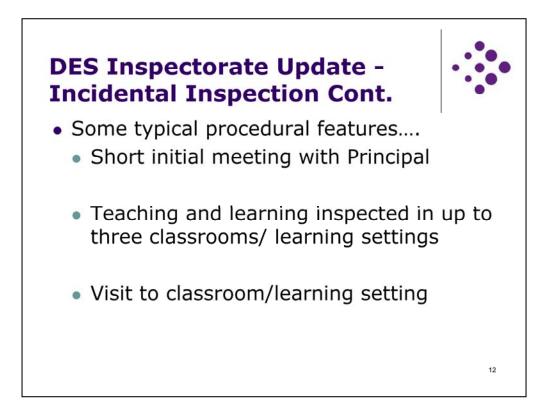
All teachers or a sample of teachers inspected (depending on school size).

Parent and pupil questionnaires administered - these were introduced in September 2010 and updated January 2012

Feedback meetings: Patron's representative and Chairperson of Parents' Association invited to attend feedback meeting with board members.



- Not a whole-school inspection
- An important part of Inspectorate's advisory and support function
- Contemporaneous evaluative oral feedback and advice
- Co-professional dialogue regarding aspects of the work of the school
- Supports school self-evaluation.



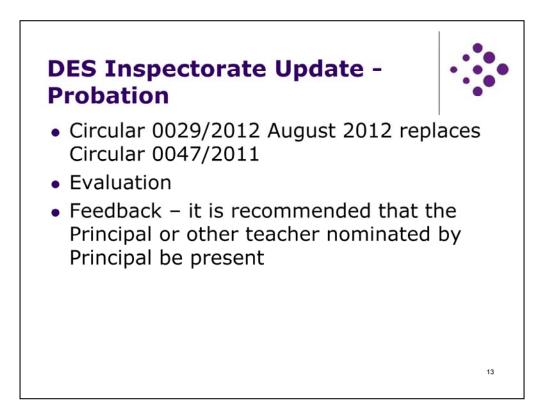
Example areas for visit to classroom/learning setting:

- Brief introduction and discussion with teacher
- Observation of teaching and learning
- Interaction with pupils
- Review of pupils work
- Recording of observations
- Concluding discussion with teacher.

Feedback to:

- Each teacher observed
- Principal at end of school day.

Focus of advice/recommendations on aspects for development that will improve the quality of pupil learning.



During this school year, the evaluation of a teacher's professional competence as part of the probationary process will be undertaken by the Inspectorate in the same way as last year.

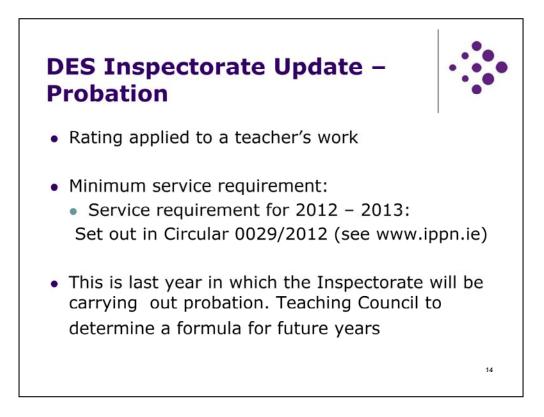
Two inspection visits:

- Unannounced
- At any time of school year
- Each may last up to half a school day

Evaluation of:

- Planning, preparation, recording of progress
- Classroom management and organisation
- Teaching across curriculum areas

• Quality of pupils' learning in curriculum areas advice and oral feedback provided [Desirable for Principal or other teacher nominated by Principal to be present].



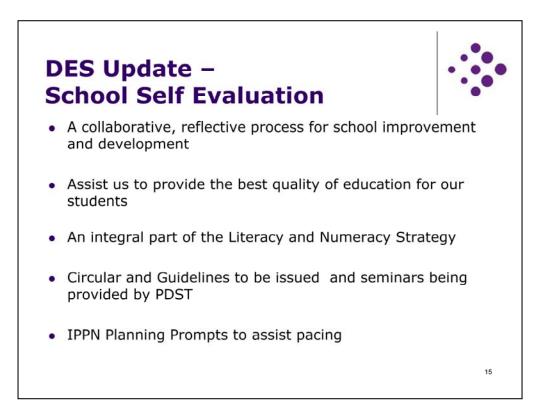
After the two inspection visits:

- Written report (findings and advice) provided to teacher
- Written confirmation (via email) provided by Inspectorate to teacher
- Communication will be by e-mail no hard copies furnished.

Possible ratings:

- has demonstrated satisfactory professional competence in a mainstream setting or
- has demonstrated satisfactory professional competence in a restricted setting or
- requires a further period to develop and demonstrate professional competence or
- has not demonstrated satisfactory professional competence

Circular 0029/2012

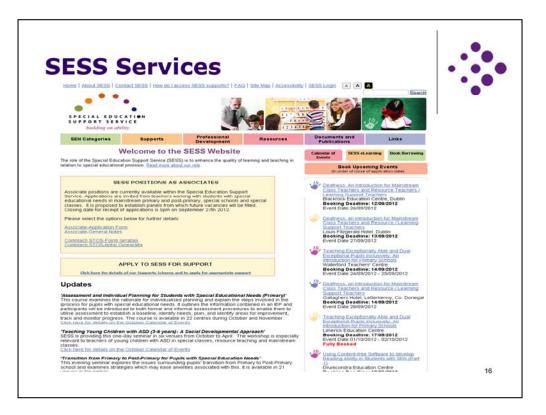


School self-evaluation is a collaborative, reflective process for school improvement and development. It aims to assist us in providing the best quality of education for the students in our care. It is not an additional initiative as it follows on from school development planning and is an integral part of the National Literacy and Numeracy Strategy.

The DES will issue the relevant Circular and Guidelines shortly. The PDST are providing seminars. In 2012/2013, schools choose either literacy or numeracy to produce a school improvement plan. A very short report on this will be presented to the school community. This process is to be approached one step at a time. The DES has slowed down its implementation. It is also essential that schools realise they are doing a lot of what is expected of them in these guidelines already. The good news is that the paperwork involved is at a minimum.

School Self-Evaluation - A collaborative, reflective process for school improvement and development. It will assist us in providing the best quality of education for our students. Not an additional initiative - Follows on from SDP. It is an integral part of the Literacy and Numeracy Strategy. Circular and Guidelines to be issued and seminars being provided by PDST.

One area to be chosen this year, either literacy or numeracy to produce an improvement plan in this area by the end of this school year and provide a one page report to the school community. Process to be approached one step at a time. Schools are already doing many of the recommended steps. Relatively small amount of paperwork involved. Further assistance from IPPN to help principals and teachers upon issue of the circular. IPPN will develop a simple plan of action for principals to follow to coincide with the arrival of the circular and the guidelines.



## **SESS Services**

- www.sess.ie
- Newsletter: Cabhair
- Publications
- DVDs



- CPD & Support
  - Supports Scheme
  - SESS Core Programme
  - Liaison and Contact with Third-Level Institutions
  - Teachers/Schools identify their own professional needs
  - Consideration
    - Support
    - Funding

17

## MEDMARK When is a Medical Assessment Required?



- On appointment as a teacher or return to teaching following an absence in excess of 2 years.
- During and/or following sickness absence.
- Where health problems become otherwise evident during employment.
- Where ill-health-retirement is being considered.

#### Criteria for Medical Assessment



## Non-discretionary

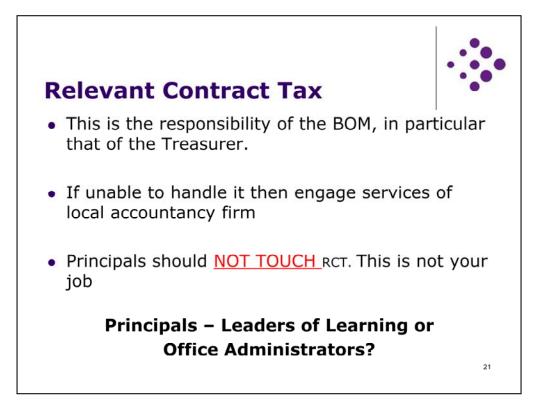
Teachers who have been absent as a result of illness for 12 or more weeks cumulatively or continuously in a 12 month period

## • Discretionary

Teachers about whom the employer has concerns relating to their medical fitness for work.



At this time of the year, it is more important than ever to pace yourself and to build into your planning process an element of self care. If you don't look after yourself – it is unlikely that anyone else will.



You must inform you BoM that this is not your skill set. Your role is that of leader of learning. The BoM must make arrangements for the work to be carried out by the treasurer or engage the services of an accountant/book keeper. A number of information sessions have been arranged regionally, **we suggest** that you as principal do not attend, but that the relevant personnel of the BoM or their representatives attend. Would an accountant be expected to lead the school's learning?

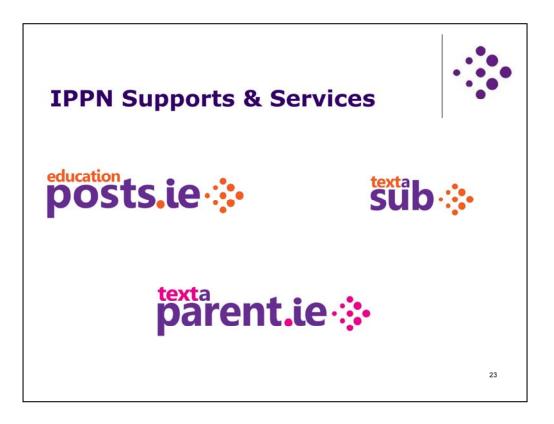
Refer to your Rules and Procedures for Boards of Management.



**Principal Advice Service:** IPPN is here to support and assist you in a time of crisis – If you feel you are experiencing a confidence slump - please call us. A one-to-one confidential advisory service that offers Principals a listening ear from someone who understands your situation. The Principal Advice service provides collegial support and guidance of a non-directive nature from a team of skilled serving Principals.

Call 1890 21 22 23 to avail of this service.

If you are in need of this service, you must make yourself available for the return call on a preferred number!



Educationposts.ie – saved schools 2.4 million euro in advertising costs from June 2010 – September 2011

TextaParent.ie – now even more user friendly. Revenue from this services subsidises IPPN's CPD Programmes

TextaSub – the most reliable service for alerting available teachers to your short-term vacancies.



If you have not joined a support group or one does not exist in your area, please contact the support office – info@ippn.ie giving your roll number and preferred venue area.



This status is awarded to companies who strategically and financially support IPPN, our values, programmes and members.

Please inform your National Support Office if other companies present themselves as being an IPPN partner/sponsors or being endorsed by your network in any way - 1890 21 22 23.

