

# **County Network Annual General Meeting**

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Autumn 2012



## **DES Update – Teacher Allocations**



- Review meeting of the Education partners with DES took place on September 25<sup>th</sup> – Further information will be posted on [ipn.ie](http://ipn.ie)
- IPPN has provided the DES with key areas of concern in relation to the operation of the panel



## **Areas for discussion**

- Examination of merging Subsidiary & Supplementary Panels
- Probable fixed deadline for panel to clear
- Appointment of panel officer with guidelines &/or criteria known to everyone
- Update of Panel Booklet

## Provisional Approval of Teaching Post



- Schools that were sanctioned a temp post to the 26<sup>th</sup> Oct will be contacted in Oct by DES if that post is required for a panel appointment
- If school not contacted by DES, then can fill the permanent post
- Sanction for these posts only to be given extra time until **December 4<sup>th</sup>** to be filled.

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

## DES update – NCSE Resource Hours



- Network of base schools for permanent resource posts
- Over 2,500 full-time resource posts based in 1,680 schools allocated in February 2012
- NCSE notified schools in June 2012 of their resource hours
- 86% of NCSE allocation was to schools with base resource posts.
- NCSE allocated equivalent of over 2,700 resource posts – more to be allocated after 2nd round application process in October
- Temporary part-time posts allocated where no surplus capacity in the network of permanent resource posts

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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.

## DES update – Redeployment Panels



- Redeployment panels published in April 2012. About 70% redeployed by end May 2012.

**Problems with some teachers not replying promptly to interview offers**



**Problems with some schools not declaring and filling posts from Panel**

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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.

## **NEWB – New for 2012/2013**



- Same reporting dates as last year
- New integrated streamlined service to be rolled out this year - 'One Child, One Team, One Plan'
- This will now include:
  1. Home School Community Liaison
  2. School Completion Programme
  3. Educational Welfare Service

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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.



## **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



## NEWB - Prior to Referral



- Before making a referral the school should examine it's own interventions:
  1. Follow it's own attendance policy and/or strategy
  2. Discussed issue with pupil
  3. Meet parents and agree strategies
  4. Home visits if school has HSCL
  5. Implementation of any in-school measures

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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.

## **DES Inspectorate Update - Inspection Procedures - WSE**



- WSE notification period: 5 weeks
  - Four curriculum areas will be evaluated
  - Teacher inspection
  - Account taken of school's planning and self-evaluation processes
  - Parent and pupil questionnaires administered
  - Feedback meetings

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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.

## **DES Inspectorate Update - Incidental Inspection**



A short evaluation report given under the normal conditions of a regular school day (no advance notice)

- Focus: the quality of education experienced by the learner
- Typically involves evaluation of aspects of:
  - Teaching
  - Learning
  - Pupil achievement
  - Supports for pupils

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- 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.

## **DES Inspectorate Update - Incidental Inspection Cont.**



- Some typical procedural features....
  - Short initial meeting with Principal
  - Teaching and learning inspected in up to three classrooms/ learning settings
  - Visit to classroom/learning setting

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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.

## **DES Inspectorate Update - Probation**



- Circular 0029/2012 August 2012 replaces Circular 0047/2011
- Evaluation
- Feedback – it is recommended that the Principal or other teacher nominated by Principal be present

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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].

## DES Inspectorate Update – Probation



- Rating applied to a teacher's work
- Minimum service requirement:
  - Service requirement for 2012 – 2013:  
Set out in Circular 0029/2012 (see [www.ippn.ie](http://www.ippn.ie))
- This is last year in which the Inspectorate will be carrying out probation. Teaching Council to determine a formula for future years

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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

## DES Update – School Self Evaluation



- A collaborative, reflective process for school improvement and development
- Assist us to provide the best quality of education for our students
- An integral part of the Literacy and Numeracy Strategy
- Circular and Guidelines to be issued and seminars being provided by PDST
- IPPN Planning Prompts to assist pacing

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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

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**SEN Categories** | **Supports** | **Professional Development** | **Resources** | **Documents and Publications** | **Links**

## Welcome to the SESS Website

The role of the Special Education Support Service (SESS) is to enhance the quality of learning and teaching in relation to special educational provision. [Read more about our role.](#)

### SESS POSITIONS AS ASSOCIATES

Associate positions are currently available within the Special Education Support Service. Applications are invited from teachers working with students with special educational needs in mainstream primary and post-primary, special schools and special classes. It is proposed to establish panels from which future vacancies will be filled. Closing date for receipt of applications is 5pm on September 27th 2012.

Please select the options below for further details:

[Associate Application Form](#)

[Associate General Notes](#)

[Cambridge ST CoE Form 1 \(updates\)](#)

[Cambridge ST CoE-Notal \(updates\)](#)

### APPLY TO SESS FOR SUPPORT

[Click here for details of our Supports Scheme and to apply for appropriate support](#)

### Updates

#### **'Assessment and Individual Planning for Students with Special Educational Needs (Primary)'**

This course examines the rationale for individualised planning and explain the steps involved in the process for pupils with special educational needs. It outlines the information contained in an IEP and participants will be introduced to both formal and informal assessment procedures to enable them to utilise assessment to establish a baseline, identify needs, plan, and identify areas for improvement, track and monitor progress. The course is available in 22 centres during October and November.

[Click here for details on the October Calendar of Events](#)

#### **'Teaching Young Children with ASD (3-6 years): A Social Developmental Approach'**

SESS is providing this one-day seminar in six venues from October to April. The workshop is especially relevant to teachers of young children with ASD in special classes, resource teaching and mainstream classes.

[Click here for details on the October Calendar of Events](#)

#### **'Transition from Primary to Post-Primary for Pupils with Special Educational Needs'**

This evening seminar explores the issues surrounding pupils' transition from Primary to Post-Primary school and examines strategies which may ease anxieties associated with this. It is available in 21

**Calendar of Events** | **SESS eLearning** | **Book Borrowing**

### Book Upcoming Events

(in order of close of application date)

- Deafness: An Introduction for Mainstream Class Teachers and Resource / Learning Support Teachers**  
Blackrock Education Centre, Dublin  
**Booking Deadline: 26/09/2012**  
Event Date: 26/09/2012
- Deafness: An Introduction for Mainstream Class Teachers and Resource / Learning Support Teachers**  
Lous Fitzgeralds Hotel, Dublin  
**Booking Deadline: 12/09/2012**  
Event Date: 27/09/2012
- Teaching Exceptionally Able and Dual Exceptional Pupils Inclusively: An Introduction for Primary Schools**  
Waterford Teachers' Centre  
**Booking Deadline: 14/09/2012**  
Event Date: 24/09/2012 - 25/09/2012
- Deafness: An Introduction for Mainstream Class Teachers and Resource / Learning Support Teachers**  
Oakleigh's Hotel, Letterkenny, Co. Donegal  
**Booking Deadline: 14/09/2012**  
Event Date: 26/09/2012
- Teaching Exceptionally Able and Dual Exceptional Pupils Inclusively: An Introduction for Primary Schools**  
Limerick Education Centre  
**Booking Deadline: 17/09/2012**  
Event Date: 01/10/2012 - 02/10/2012  
**Fully Booked**
- Using Computer-free Software to develop Reading Ability in Students with Specific Learning Difficulties**  
Dumcinda Education Centre





## SESS Services



- [www.sess.ie](http://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

## **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.



**Carecall**

*Mental Wellbeing at Work*

For free, confidential and  
immediate support call

**1800 411 057**

Free Session available to all Principals,  
Teachers, SNAs and their families

**It helps to talk.**

Carecallwellbeing.ie



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.



## Relevant Contract Tax

- This is the responsibility of the BOM, in particular that of the Treasurer.
- If unable to handle it then engage services of local accountancy firm
- Principals should **NOT TOUCH** RCT. This is not your job

### **Principals – Leaders of Learning or Office Administrators?**

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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.

## IPPN Supports & Services



- **Principal Advice Callback Service:** A one-to-one confidential advisory service
- **www.ippn.ie:** Your first port of call – for resources and frequently asked questions and upcoming event details
- **E-scéal:** IPPN’s regular emails to members
- **networking@ippn.ie and other Mailing Lists :**  
[networking@ippn.ie](mailto:networking@ippn.ie), [advice@ippn.ie](mailto:advice@ippn.ie), [county]@ippn.ie
- **Leadership<sup>+</sup> :** full archive available on ippn.ie

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**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!

## IPPN Supports & Services



education  
**posts.ie** 

texta  
**sub** 

texta  
**parent.ie** 

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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.



## Local Support Groups

- “Ar scáth a chéile a mhairimid”
- *Share the wisdom,*
- *Share the support*
- *Share the experience*



Join a local support group

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



## IPPN Preferred Supplier Status



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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.

## **Your local committee 2012/2013**



- **Chairperson** – coordinating activities locally
- **CPD Coordinator** – Organise CPD events locally
- **Support Group Organiser** – assistance is available from the support office when rejuvenating or setting up a new group
- **Mentor Organiser** – arranging mentoring partnerships
- **National Committee Representatives x 2** – links between the local network and the National Executive in developing IPPN policy

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