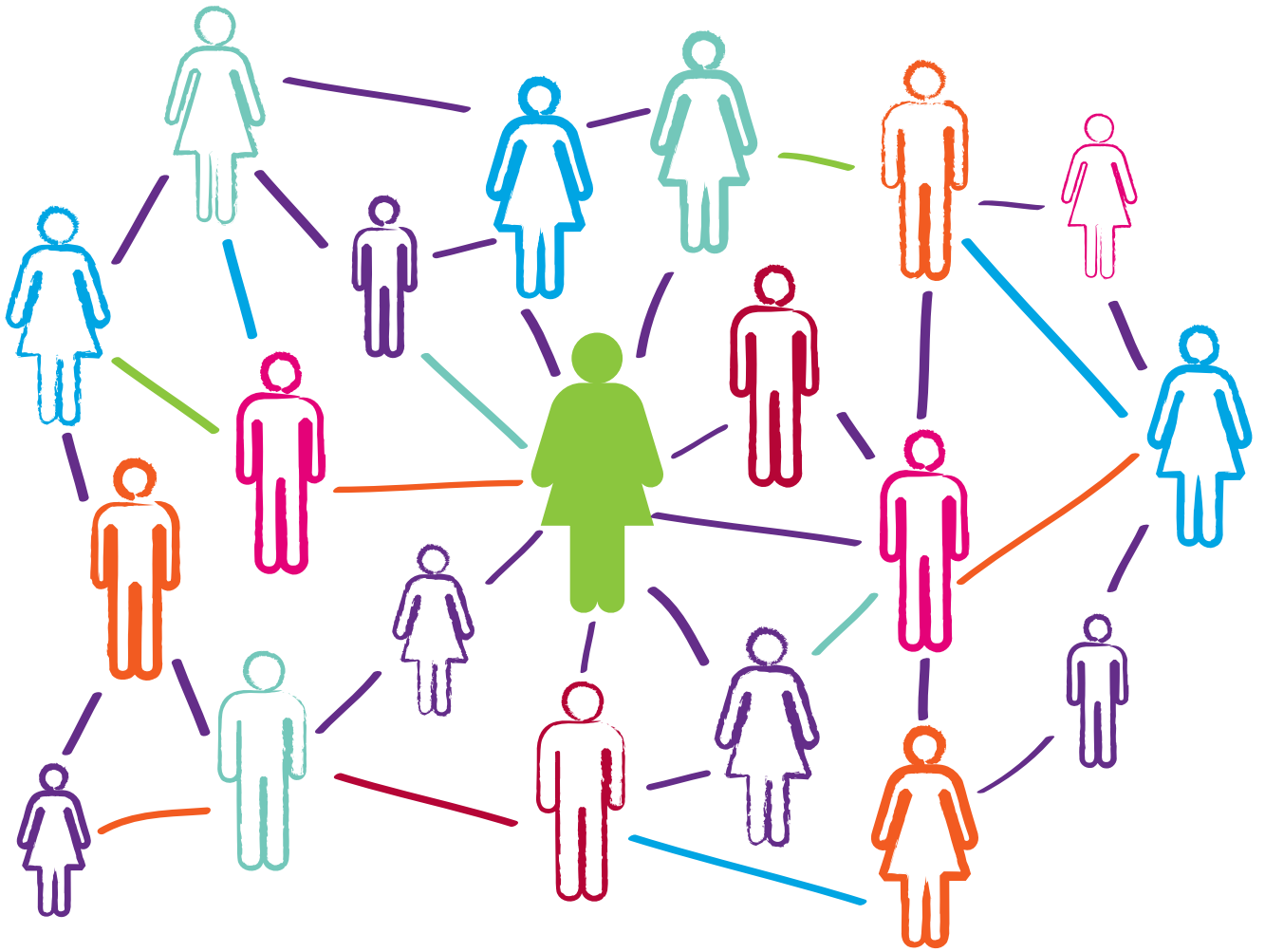
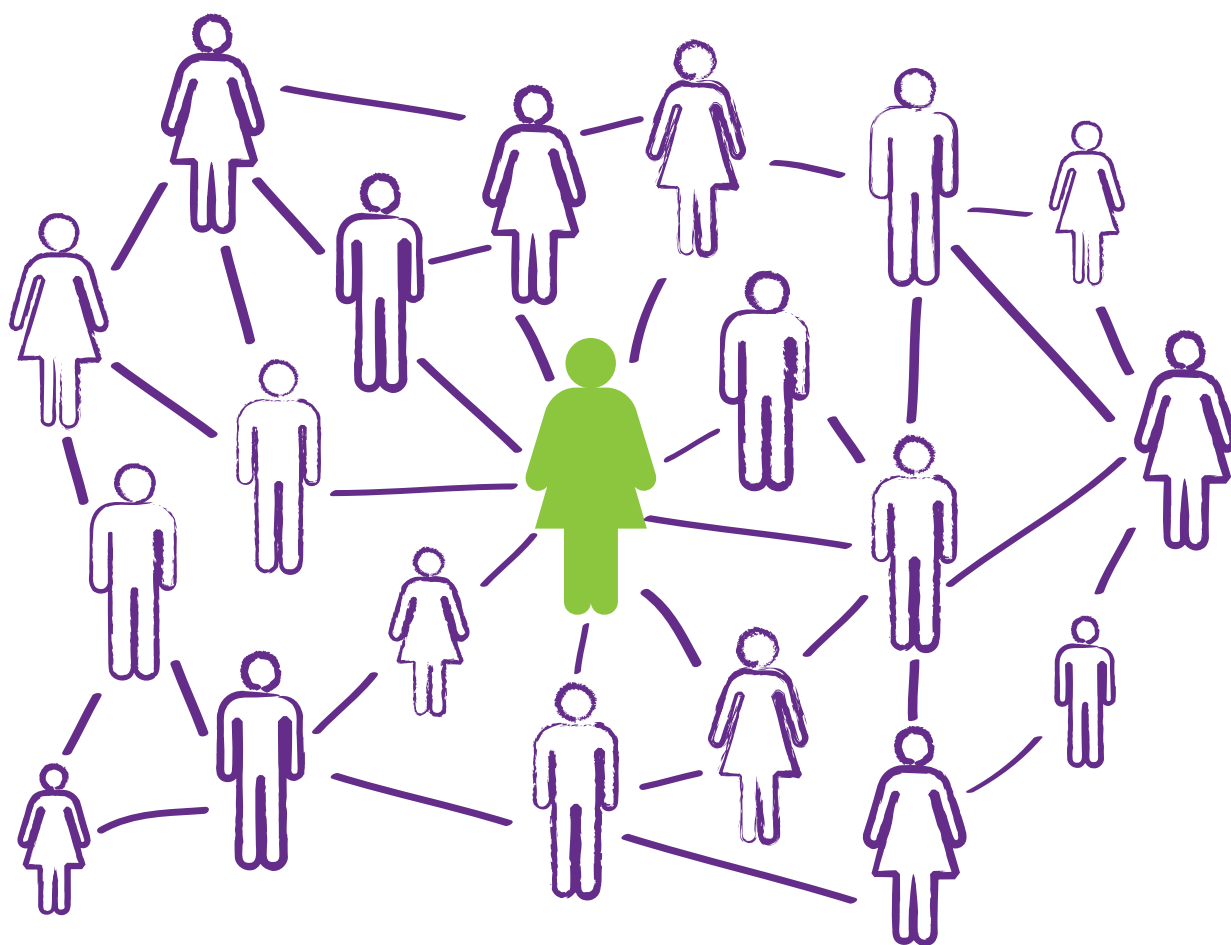


Priorities for Principal Teachers – In Clear Focus



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- DES Inspectorate
- DES Professional Development Service for Teachers
- National Parents Council - Primary.

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Foreword

Societal change and requirements of schools arising from multiple acts of legislation from the mid-1990s onwards together have significantly changed the role of principal. Consultation with parents in policy formation require principals to interact with the community. Parents have high expectations of schools and principals are often challenged to manage these expectations.

In 21st century education, it is critically important that principals can focus on doing the right thing – leading and managing the quality of learning in their school. An overloaded principal runs the risk of losing that focus. For this reason, I welcome this document from the Irish Primary Principals' Network. Few publications are as timely. Much has been spoken about the overall role of the principal and my department is conscious of this matter. Significant improvements in data management are being planned by the statistics division which will make a difference, particularly in removing duplication in form-filling.

IPPN's publication *Priorities for Principal Teachers – In Clear Focus* is a valuable tool for principals and their school communities to examine where a school's time and energy is expended. Central to this premise are the conflicting views of what is important and what is priority. Most of the work in a school is important. The challenge is how to prioritise those important activities that make schools so busy. My department and I welcome this publication and look forward to using it as a useful aid to school self evaluation and school improvement plans.

A handwritten signature in blue ink that reads "Ruairí Quinn". The signature is fluid and cursive.

RUAIRÍ QUINN T.D.

Minister for Education and Skills

‘The leadership aspect of the role – leading the teaching and learning within the school - is the same regardless of the size of the school or the resources available’

‘From a principal’s perspective, the most important of these is probably whether or not they have full-time teaching duties’

‘Delegation as described in this document is about sharing or distributing leadership responsibility among the staff in the school.’

‘The key question to ask is “what are our stated priorities?”’



1 Introduction

Education has, in many respects, been re-shaped in recent years in response to evolving societal expectations. Change, innovation and transformation now challenge stability and predictability as the cornerstones of our education system at primary level. All this has occurred in a challenging economic environment. This changed context for the successful promotion of the quality of learning has been acknowledged by Dr. Harold Hislop in The Chief Inspector's Report 2010-2012. Dr. Hislop acknowledges the good work done in schools in terms of the quality leadership, management and general educational standards, all of which have taken place despite reductions in school funding, increased enrolment thresholds for teacher appointments, reductions in middle management posts in schools and an increased turnover of principals retiring due to public service pay and pension changes. All of these contextual factors impact on school principals, many of whom have, even in this time of challenge and relentless change, continued to play a critical role within the Irish primary education system. Indeed, it may even be argued that the coping skills of principals are what have kept the educational ship on course thus far.

Because research has identified a strong link between positive school leadership and organisational effectiveness, the renewed focus on school leadership as the essential catalyst in implementing a school improvement agenda at local level by the wider educational community is also

understandable. For all of these reasons, and more, the role also has the capacity to overwhelm and school leaders need, as a matter of urgency, to find the correct balance between higher order tasks designed to improve staff, pupil and school performance (leadership), routine maintenance of present operations (management) and administrative duties which may be delegated.

Others can be empowered to take responsibility for specific tasks and in this document an attempt will be made to begin a dialogue around identifying school priorities in the context of leadership and management. This intention sits comfortably with the recent Departmental initiative around school self-evaluation (SSE) which seeks to enable schools to determine key priorities in critical areas and set a course of action to achieve specific targets within an appropriate timeframe. Like the SSE initiative the purpose of the document is to begin a process which may enable the principal to align the capacity of the school with school priorities at any given point in time. In order to do this, flexibility will have to be built in to any model and no model can be considered tailor-made to fit the individual needs of every school. In that respect, the model proposed is not intended to be definitive, prescriptive or finite.

If a principal is to really lead learning in their school, and if they are to prevent personal burn-out, it is clear that there is a need to re-focus on priorities either by means of delegation or by de-prioritisation.

1.1 Aims and Purpose

The aims and purpose of this document are to provide:

- Support to the very many principals who are struggling to manage their workload and are unsure what aspects of their role they can and should delegate or deprioritise
- A fresh perspective on the most effective manner in which the wider educational community might be used as a support mechanism given the range of their talents
- A starting point and a means of defining the priorities for the leadership role of principal.

Principals will learn from this document that it is possible to say 'no' sometimes or to delegate or postpone less urgent issues.

It is proposed to do this by looking at the myriad of tasks and responsibilities that have grown from the expansion of the leadership role of the principal in recent decades and by categorising them, under three distinct headings, as follows:

- Critical duties that should always be the direct responsibility of the principal
- Duties which the principal could fulfil personally but, alternatively, could delegate to or share with other members of staff, the BoM or other relevant stakeholders
- Duties that the school may collectively agree to de-prioritise for a time, as well as duties which the principal should not need to personally undertake.

important - adjective

- of great significance or value: *the speech had passion and, more important, compassion*
- (of a person) having high rank or status: *an important senator*
- (of an artist or artistic work) significantly original and influential: *writers as important as Hopkins*

Origin:

late Middle English: from medieval Latin *important* - 'being of consequence', from the verb *importare* (see *import*)

In the absence of formal training opportunities for the role, most principals, on appointment, 'learn by doing'. How principals go about the role also varies depending on the context in which they work and the resulting challenges are many and varied. These are dealt with in other IPPN publications, cf *New Horizons for Smaller Schools & Teaching Principalship in Ireland* and *Primary School Governance – Challenges and Opportunities*.

Ultimately, the leadership aspect of the role – leading the teaching and learning within the school - is the same regardless of the size of the school or the resources available. Our approach to prioritisation attempts to take into account the needs of both teaching and administrative principals. That said, this document should be of particular use to teaching principals who, because of their full-time teaching duties, need even more to share the load.

Schools need to build distributed models of leadership and develop and make effective use of the administrative, technical and practical skills available within the school community. Critically, if the leadership potential of principals is to be utilised to the optimum, they need to be able to concentrate on leading learning. The balance between leadership and management needs to be re-aligned as a critical priority and this document attempts to put initial steps in place to enable that process to occur in a wide variety of school contexts.

OXFORD ENGLISH DICTIONARY DEFINITION

1.2 The Principal Teacher – A Historical Perspective

There has been much development in the role of the principal over time and present day principals are heirs to a distinguished tradition of professional dedication and service and are generally held in high regard by their communities. Though the role has evolved in line with societal expectations, good principals have always had a strong influence in their communities and many have had a deserved reputation for making things happen. Many have been people of high social standing and this has been the case through the three different historical phases. Before 1971 the role of the principal was mainly bureaucratic. This was the era of small school, clerical managers and the political forces that controlled education were intent on the restoration of our national heritage. Children were seen and not heard and the autonomy of the teacher was sacrosanct. Performance was measured by the primary certificate and standards were frequently maintained by strict disciplinary measures.

In phase two, which followed the introduction of the new curriculum and heralded a new political agenda which placed the child at the heart of the educational system, schools became more democratic. Boards of Management (BoMs) were set up and from the early 1980s parents began to get involved. All of this expanded the day to day managerial remit of the principal and resulted in the creation of middle management structures in schools, in response to the increased workload of the principal.

Since the 1990s there has been a growing emphasis on leadership and this has, in its evolution, resulted in an explosion of related administrative and managerial tasks without any real change in the resource capacity of schools. In many instances, for example in relation to middle management posts, the opposite has occurred. In addition, the lack of clarity in relation to the functions of the principal and of the board of management leads to ambiguity and a potential for conflict. Nonetheless, schools are expected to play a key role in maintaining the knowledge society and be a critical element in the achievement of national goals.

Ultimately, the leadership aspect of the role – leading the teaching and learning within the school - is the same regardless of the size of the school or the resources available.

Because of these changes and the unprecedented pace of change since the 1990s there is an urgent need to find some practical solutions to the emerging problem of principal burn-out. The legislative framework which defines the role of the principal is not current and that needs to be addressed by the relevant authorities in due course but, in the meantime, documents such as this are intended to begin dialogue on these critical matters.

priority - adjective (plural priorities)

- the fact or condition of being regarded or treated as more important than others: *the safety of the country **takes priority over any other matter***
- [count noun] a thing that is regarded as more important than others: *housework didn't figure high on her list of priorities*
- the right to proceed before other traffic: *priority is given to traffic already on the roundabout*

Origin:

late Middle English (denoting precedence in time or rank): from Old French *priorite*, from medieval Latin *prioritas*, from Latin *prior* 'former' (see [prior](#))

1.3 Evolution of the Role of Principal

Over the years, the role of the principal has been defined in various ways– in legislation, circulars, research papers and in IPPN's best practice guidelines, including the following:

- *Rules for National Schools*, last printed in 1965
- DES Circular 16/1973 and countless other circulars which mention the principal's role in driving or implementing change within schools
- The Green Paper in Education, 1993
- The White Paper in Education, 1995
- Education Act, 1998

- *Report of the Working Group on Role of the Primary School Principal* - DES, 1999
- *The Role of the Primary School Principal in Ireland* - HayGroup, 2002
- *Quality Leadership ⇔ Quality Learning* – Professor Michael Fullan, 2006
- *The Value of Leadership* - IPPN, 2004.

It is interesting that DES Circular 16/1973 is the only document in the Irish context that actually attempts to list the duties of principal:

“Subject to the authority of the Manager, the **principal teacher is responsible** (in addition to teaching duties which may vary according to the size of the school - and which may be determined by the Minister either generally or in relation to any particular school (but from which the teacher can, in no case, be completely relieved) **for the discipline of the school generally, the control of other members of the teaching staff, including the co-ordination and effective supervision of their work**, the organisation of the school, the keeping of the records of attendance, the promotion of pupils, the time-table arrangements and their observance, the books used by the pupils, the arrangements in connection with the Free Books Scheme for necessitous children, and all other matters connected with the school arrangements in each division. (Rule 123 (4)).

The authority of the principal teacher for the organisation and conduct of the school derives from the authority of the Manager. **Subject to the authority of the Manager, the over-all responsibility for the day-to-day activities of the school devolves on the principal teacher.** The duties set out at Sections B' and C hereunder arise out of such responsibility.”

This circular also lists the duties which may be delegated, although many of these are now obsolete.

urgent - adjective

- requiring immediate action or attention: *an urgent demand for more state funding*
- (of an action or event) done or arranged in response to an urgent situation: *she needs urgent treatment*
- (of a person or their manner) earnest and persistent: *an urgent whisper*

Origin:

late 15th century: from Old French, from Latin *urgere* - 'pressing, driving', from the verb *urgere* (see [urge](#))

OXFORD ENGLISH DICTIONARY DEFINITION

The Education Act 1998 Section 23 (2) Part V states that:

The Principal and Teachers

The Principal of a recognised school and the teachers in a recognised school, under the direction of the Principal, shall have responsibility, in accordance with this Act, for the instruction provided to students in the school and shall contribute, generally, to the education and personal development of students in that school.

(2) [...] the Principal and teachers shall—

- (a) encourage and foster learning in students,
- (b) regularly evaluate students and periodically report the results of the evaluation to the students and their parents,
- (c) collectively promote co-operation between the school and the community which it serves, and
- (d) [...] carry out those duties that—
 - (i) in the case of teachers, are assigned to them by or at the direction of the Principal, and
 - (i) in the case of the Principal, are assigned to him or her by the board.

A board shall, in accordance with procedures agreed from time to time between the Minister, the patron, recognised school management organisations and any recognised trade union or staff association representing teachers, appoint to the school in a whole-time capacity a person to be Principal of that school subject to such terms and conditions as may be determined from time to time by the Minister with the consent of the Minister for Finance.

In addition to the functions of a Principal provided for in section 22, [...] *the Principal shall – be responsible for the day-to-day management of the school, including guidance and direction of the Teachers and other staff in the school, and be accountable to the board for that management, provide leadership to the Teachers and other staff and the students of the school*”

the Principal and teachers shall... carry out those duties that:

- (i) *in the case of teachers, are assigned to them by or at the direction of the Principal, and*
- (ii) *in the case of the Principal, are assigned to him or her by the board.*

1.4 The Principal Teacher – The Current Reality

The circumstances of each school are different, depending on size and location, among other factors. From a principal's perspective, the most important of these is probably whether or not they have full-time teaching duties. Furthermore, many schools have found it difficult to attract suitable people onto their Boards of Management, particularly those with financial, HR, legal, construction and engineering skills. This ultimately means that a principal's ability to delegate or share responsibility for certain tasks is curtailed.

The key question to ask is 'what are our stated priorities?' and ensure resources are put in place to align with those priorities.

While the principal is responsible for leading learning in the school, curricular and organisational planning are not his or her responsibility *alone*. There needs to be some level of sharing of the workload. Delegation as described in this document is about sharing or distributing leadership responsibility among the staff in the school, as well as members of the board of management, and allowing each of them to be a leader in their own right and to contribute to the agreed goals of the school. Needless to say, the principal has the ultimate responsibility and accountability for tasks undertaken in the school.

Currently, school principals are hampered by many realities which include, among others, the following:

- The structure of our schools – two thirds of our principals are teaching principals with a maximum of 22 days administrative leave

- Historical perceptions around the role, primarily the 'first amongst equals concept', which often promotes the notion of teacher autonomy and assigns the principal to the role of a teacher with additional responsibilities
- Lack of leadership training – teachers are promoted without adequate preparation for the role
- Limited availability of training in the initial years, owing to budgetary limitations
- Poor management structures – voluntary boards
- Poor administrative supports
- Poor use of middle management structures, where they still exist.

This list is not exhaustive but is a snapshot of where we are at the moment.

Certain activities within the school may be considered 'sacrosanct' by the principal, the BoM, by staff and/or by parents or there may be a high level of expectation about some things. In the context of an ever-increasing workload for all staff and the pressure and morale issues this brings, it may be an opportune time to consider, as a staff, which activities are not fully in line with the school plan and which could, for a time at least, be pushed down the priority list or removed from it altogether. The key question to ask is 'what are our stated priorities?' and ensure resources are put in place to align with those priorities.

This simple philosophy change gives principals an opportunity, over time, to harness the talents, skills and enthusiasm of the wider school community. It also encourages the current cohort of principals to search locally for solutions and to avoid getting caught in the 'if-only' trap which often results in poor morale and inaction.



1.5 The Principal Teacher – An International Perspective

We can also learn from our international counterparts as school leadership models can be quite different, depending on governance models.

In **Northern Ireland**, Teaching Principals have one non-teaching day per week for administration and communication. In the Republic, Teaching Principals have between 14 and 22 days per year for the same purpose, depending on the number of mainstream class teachers in the school. Principals in the smallest schools have the least administrative support yet they also have the fewest release days.

In **the UK** it is almost unheard of for a teacher to become a principal without having served as deputy principal for a period of time. Typically this deputy leadership experience will have been in a different school. Similarly, it is rare to be appointed as principal without having completed one of the recognised educational leadership programmes for aspiring principals. These two factors also feature in several other countries.

In **Ontario, Canada**, principals are employed by the school board/district and not by the school. They are assigned to a particular school within that district. Principals have a seven-year contract and are typically reassigned within the district every five to seven years. This is seen as a good way to professionally benefit both principals and schools. In contrast, a principal appointment in Ireland is an indefinite contract which makes movement between schools less likely. In Ontario, a principal may serve in four to six schools during their career. In a situation where a principal is struggling, the school district provides a range of significant supports to help the principal get back on track. Where this support is unsuccessful, a principal's contract may not be renewed. In some situations, the principal may be reassigned to a non-leadership role. Both scenarios are very rare.

Another feature of principalship in Ontario is the priority given to post-graduate qualifications in school leadership as a selection criterion. One of the more progressive ideas relating to the professional and personal development of school leaders is the

practice of sabbaticals. This is a common feature throughout most Canadian provinces and Australian states. A principal can choose to have a percentage of their salary retained which subsequently pays for a sabbatical on full pay. The period of time can range from three months to one year. The principal can choose to travel, study or simply to take time out.

In **New Zealand** in the early 1990s the education system was transformed from a highly-centralised and controlled bureaucracy to what was known as 'tomorrow's self-managing schools'. This seismic change led to devolved responsibility to principals and their school's board of trustees (governors). The Ministry for Education provides education law, general education policy and curriculum, salaries and operational funding. Other than that, each school is autonomous. This 'Principal as CEO' model is quite challenging for some but embraced by many as a progressive approach to school leadership where principals are empowered to make most decisions for their schools. While Irish schools are not quite as autonomous, there are similarities with the New Zealand model. One key difference is that there is no patronage role in most schools – the vast majority of schools are community-based schools.

Looking at leadership development across the globe, a small but significant number of countries are pursuing the 'holy grail' – a framework for leadership which is designed to identify leadership potential and train, support and develop school leaders as a continuum. This involves giving opportunity to teachers who demonstrate leadership characteristics within their school to undertake formal coaching, job-shadowing and ultimately to formally study educational leadership. These opportunities are budgeted for and structured so as to create a 'leadership pipeline'. On appointment, principals are given the opportunity to further job-shadow experienced principals and undertake further leadership studies. Again, this is budgeted for and seen as an investment rather than as an overhead. No one jurisdiction has all of this in place but several countries have various elements underway.

Considering the relatively small number of principals involved, there is a real imperative for our Department to put a plan in place for school leadership development in Ireland.



2 How to use this Document

This document focuses on the interactions with each of the groups with which the school and the principal interact and devotes a chapter to each:

- Children
- Staff
- Parents/Parent Association
- Board of Management/Patron
- External Agencies.

Each chapter categorises a small number of tasks under the following headings:

- **Key Priorities for the Principal – Must Do:**
Critical duties which should always be the direct responsibility of the principal
- **Other Priorities – Could Delegate or Share:**
These are priorities which the principal could fulfil personally but, alternatively, could delegate to or share with other members of staff, the BoM or other relevant qualified stakeholders.
- **Other Tasks:** These are tasks that the school may collectively agree to de-prioritise for a time, as well as duties which the principal should not need to personally undertake.

At the end of each chapter is an un-prioritised list of additional activities schools are typically involved in, in relation to the relevant group (children, board, parents etc). The context of the particular school will determine the priority into which each of the activities should be assigned. We therefore invite schools to categorise

these tasks and activities for themselves, depending on their own priorities and school context. We envisage that this process would be carried out with the staff and the board of management over a period of time to refine and clarify the priorities of the school for all stakeholders.

It is advisable that principals consult with and gain the buy-in of the Board of Management and the staff to change how work is prioritised and allocated throughout the school.

It is advisable that principals consult with and gain the buy-in of the Board of Management and the staff to change how work is prioritised and allocated throughout the school.

The sample school and role priority matrices in Appendix 2 may be helpful as a tool to discuss, document and communicate the agreed priorities for the school for a given school year. The idea is that each item listed is allocated a priority level to indicate which items must be done and which could be pushed back, should circumstances indicate that all priorities cannot be accommodated.

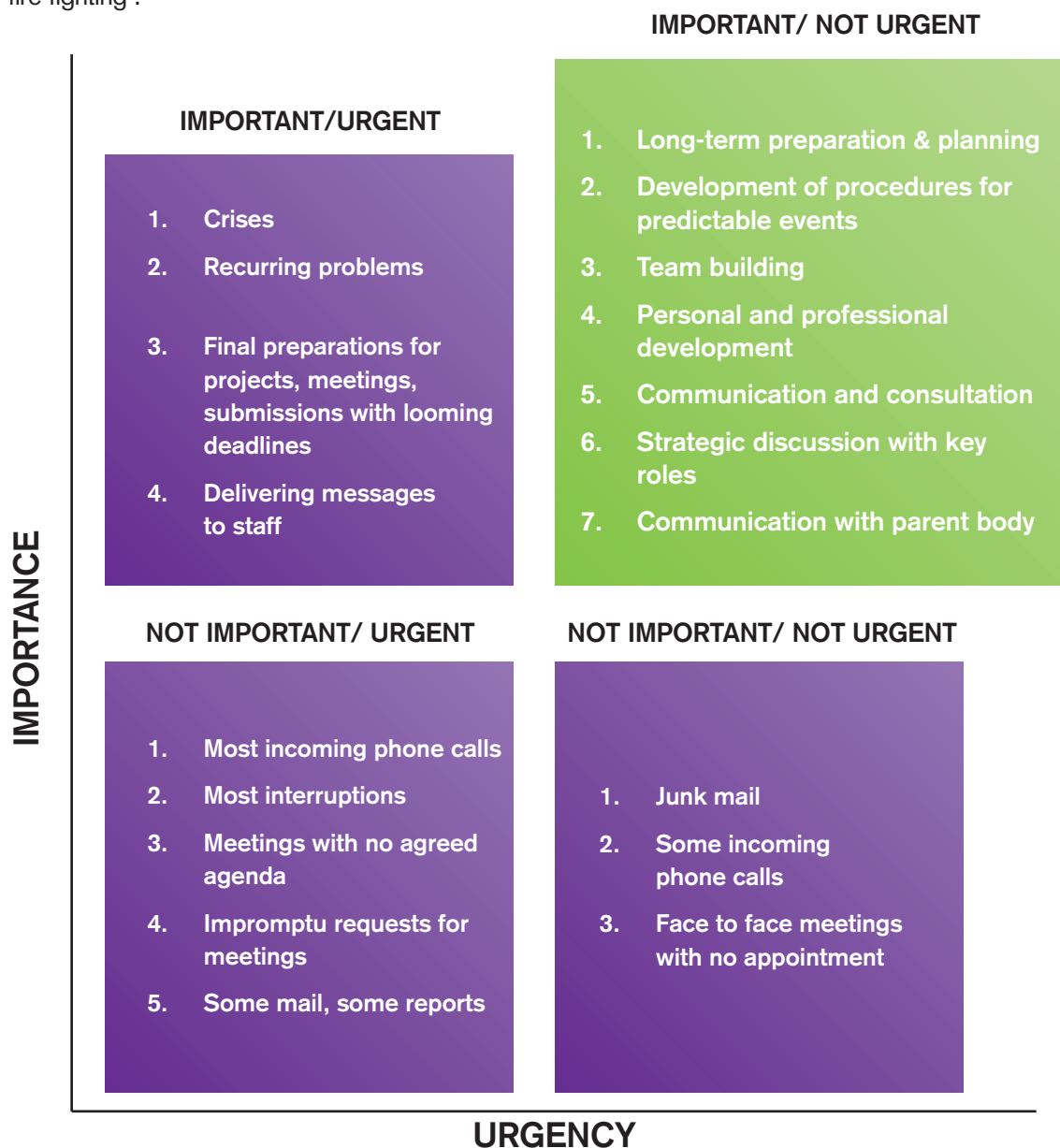
The following (which are provided in the appendices) may also be useful in helping to put a structure on the prioritisation process within individual schools:

- Appendix 3 - Teaching Principals – A possible approach to timetabling
- Appendix 4 - Administrative Principals - A possible approach to timetabling
- Appendix 5 - Teaching Principals – Ciall Ceannaithe
- Appendix 6- *Primary School Governance – Challenges & Opportunities* - Executive Summary
- Appendix 7 - *Giorraíonn Beirt Bóthar - A Vision for Shared Leadership: Creating Deputy Capacity* – Excerpt.

Another publication that is very useful in relation to parents is *Supporting Each Other – a guide to best practice for the effective partnership between Principals and Parent Associations* (NPC and IPPN). It is available to view and download from www.ippn.ie and www.npc.ie.

Time Management Matrix

Busy people don't manage time, they manage how they use time. Stephen Covey, in his book *Seven Habits of Effective People*, uses a simple matrix to illustrate the difference between tasks that are important and tasks that are urgent. The following matrix, which has been adapted for schools, may be useful for you and your staff in prioritising between a long list of tasks of varying degrees of importance and urgency. Principals should aim to spend most of their time on tasks that are important but not urgent. This will minimise time spent in reacting to events and 'fire-fighting'.





3 Children

Children are what your school is all about. Their education and welfare must always come first. Time spent getting to know the children and building a positive relationship with them is never time badly spent.

Key Priorities for the Principal – Must Do: Critical duties which should always be the direct responsibility of the principal

Other Priorities – Could Delegate or Share: These are priorities which the principal could fulfil personally but, alternatively, could delegate to or share with other members of staff, the BoM or other relevant qualified stakeholders.

Other Tasks: These are tasks that the school may collectively agree to de-prioritise for a time, as well as duties which the principal should not need to personally undertake.

Key Priorities for the Principal – Must Do	Other Priorities – Could Delegate or Share	Other Tasks – Deprioritise / Principal should not need to personally undertake
<ul style="list-style-type: none"> ● Ensure that there is a culture and environment within which children are well cared for, safe and respected ● Lead the teaching and learning within the school ● Implement the school's child protection and anti-bullying policies ● Act as Designated Liaison Person (while the principal does not have to do this, it is strongly recommended) 	<ul style="list-style-type: none"> ● Ensure adequate supervision procedures are in place for pupils during school hours e.g. teacher absences, break times and at times when pupils are outside the school premises ● In consultation with teaching staff, monitor pupil performance and achievement, including regular assessment of pupils' progress, feedback to pupils and reporting to parents 	<ul style="list-style-type: none"> ● Ensure there is sufficient work for pupils whose teacher is absent ● Arrange for tours and visits to places of educational interest, in consultation with the staff and having obtained the approval of the BoM ● Promote saving ● Answer phone - Teaching principals should not answer the phone during class contact time. Answering machine!

Key Priorities	Other Priorities	Other Tasks
<ul style="list-style-type: none"> ● Create an environment which maximises the learning potential and the holistic development of all pupils ● Visit classrooms regularly to get to know, encourage and affirm pupils ● Involve children as appropriate in key policies and procedures e.g. Code of Conduct and Anti-bullying policies ● Ensure that school policies are regularly reviewed (in consultation with all stakeholders). 	<ul style="list-style-type: none"> ● Co-ordinate Learning Support provision ● Deal promptly with any allegations of bullying in accordance with the school's anti-bullying policy ● Apply for and manage resources for children with special educational needs ● Identify students who are at risk of developing school attendance problems ● Introduce new initiatives to enhance the quality of pupils' education (shared with individual staff members) ● Be conscious of families who may be experiencing financial difficulties and support where possible. 	<ul style="list-style-type: none"> ● Organise displays of pupils' work around the school ● Manage Lost Property ● Arrange transport for extra-curricular activities.

OTHER CHILDREN-RELATED ACTIVITIES

The following is an un-prioritised list of additional activities schools are typically involved in, in relation to children. **NB** *The context of the particular school will determine the priority into which each of these activities should be assigned.*

- Supervise the general behaviour of pupils during school hours
- Examine English proficiency of newcomer children using EAL assessment toolkit
- Ensure that school reports comply with requirements
- Ensure ongoing assessment of pupils to determine SEN, Learning Support, EAL resource needs
- Liaise with staff, parents and external agencies re. Learning Support provision
- Allocate pupils to classes, complying where possible with maximum class size guidelines
- Maintain accurate school records in accordance with relevant rules and procedures - registers, roll books, pupil progress reports, pupil transfer information, consent forms, Necessitous Books Scheme and other official records
- Maintain an effective system of recording and updating contact information for pupils and parents/guardians
- Maintain an up to date file on all preschool children enrolled for future attendance, to facilitate planning, building etc.
- Organise annual school enrolment
- Monitor new pupils to help them to settle into the school

- Facilitate the transition of pupils into and out of the school
- Arrange the transition of pupils to special schools when necessary - discuss the issue with parents, psychologists, learning support teachers, class teachers as necessary
- Facilitate the formation of a Student Council and assist with the development of its role and agenda
- Inform educational welfare officer where a student is suspended for more than 6 days, where a student has been expelled or is not attending school regularly
- Ensure attendance returns submitted to NEWB
- Reward students who have good school attendance records
- Communicate with pupils the importance of regular attendance
- Communicate with class groups at times of special events, such as special assemblies, religious ceremonies, extra-curricular achievements, tours, awards ceremonies etc.
- Review and sign-off IEPs for pupils with SEN
- Ensure that additional support is available for gifted pupils to make the fullest use of their abilities
- Ensure school uniform policy is adhered to
- Encourage and actively promote the use of Gaeilge sa scoil
- Ensure First Aid policy is implemented, including the supply of First Aid requisites
- Ensure that an adequate stock of books and other requisites is made available
- Organise assembly
- Help children to prepare for transition to post primary school
- Co-ordinate transition of sixth class pupils to second level, including the provision of written reports
- Plan the sixth class graduation/end of year celebration
- Consider participation in art, writing, sporting and other competitions and events
- Organise Book Week.

...Children are what your school is all about...



Welcome back



4 Staff

A school's staff is the most critically important resource within any school. Once responsibilities have been assigned among staff, the principal's role is to support, encourage and review progress rather than micro-manage. How well the staff collaborate with each other and work effectively with the principal is the key determining factor in a school's success.

Key Priorities for the Principal – Must Do: Critical duties which should always be the direct responsibility of the principal

Other Priorities – Could Delegate or Share: These are priorities which the principal could fulfil personally but, alternatively, could delegate to or share with other members of staff, the BoM or other relevant qualified stakeholders.

Other Tasks: These are tasks that the school may collectively agree to de-prioritise for a time, as well as duties which the principal should not need to personally undertake.

Key Priorities for the Principal – Must Do	Other Priorities – Could Delegate or Share	Other Tasks – Deprioritise / Principal should not need to personally undertake
<ul style="list-style-type: none"> ● Lead the teaching and learning in the school ● Affirm, support, motivate, counsel and empower the staff, encouraging best practice, creativity and innovation ● Be conscious of the health and well-being of all staff ● Facilitate a culture of instructional leadership with staff and pupils in relation to organisational, curricular and pastoral matters in the school 	<ul style="list-style-type: none"> ● Ensure Children First Guidelines are implemented ● Assist staff who are experiencing professional difficulties ● Attend relevant Continuous Professional Development (CPD) workshops, seminars, meetings and conferences to develop distributed leadership among staff ● Act as Safety Representative 	<ul style="list-style-type: none"> ● Ensure the care and storage of school requisites, equipment and teaching-aids ● Maintain school website ● Conduct and manage an inventory of teaching and learning resources ● Manage routine class discipline & behaviour (primary responsibility rests with the class teacher)

Key Priorities	Other Priorities	Other Tasks
<ul style="list-style-type: none"> ● Ensure that staff carry out their duties in accordance with the requirements of the Rules for National Schools, other statutory obligations and those mandated by ministerial circular ● Allocate teachers to classes and other roles based on pupil requirements, teacher talents/preference and in line with school policy ● Provide constructive feedback to teachers in relation to their work ● Ensure that BoM decisions are implemented by the staff. 	<ul style="list-style-type: none"> ● Attend meetings re. school activities which involve staff members, parents, BoM members ● Conduct standardised testing and communicate results to parents ● Review/revise selection of textbooks for book lists (as required) ● Monitor school and pupil performance according to School Self-Evaluation guidelines. 	<ul style="list-style-type: none"> ● Attend one on one parent/teacher meetings (unless requested by teacher or it is the class of the teaching principal) ● Handling any tasks or queries relating to salary, taxation, PRSI, Teaching Council status, holiday and other entitlements etc. (staff should get advice directly from the relevant authority).

OTHER STAFF-RELATED ACTIVITIES

The following is an un-prioritised list of additional activities schools are typically involved in, in relation to staff. **NB** *The context of the particular school will determine the priority into which each of these activities should be assigned.*

- Appoint and manage staff - in conjunction with the BoM
- Allocate teaching duties to yourself (teaching principal) e.g. Learning support, resource or classroom teaching
- Consult and communicate with staff collectively and individually as appropriate
- Visit classrooms to encourage staff and ensure satisfactory teaching standards
- Ensure adherence to the Teaching Council Code of Professional Conduct
- Ensure compliance with the Grievance Procedure.
- Ensure a staff member is assigned the role of Deputy Designated Liaison Person
- Ensure an effective communication system within the school, keeping staff informed of issues that may affect them e.g. staffing, procedural and organisational changes, DES circulars, BoM meetings, complaints, events etc
- Encourage effective professional relationships between all members of the staff
- Promote the professional development of all staff, arranging for in-service training as required, in consultation with the BoM
- Arrange for basic First Aid training for all staff ('refresher' training after an agreed period)
- Facilitate meetings of staff to co-ordinate work e.g. between class teachers and SEN staff; Home School Community Liaison coordinator and also between teachers as pupils move class levels



- Review and update school policies from time to time
- Arrange staff meetings, including gathering of inputs for the agenda, circulation of agenda and sign-off of minutes
- Maintain and communicate staff seniority list
- Circulate the Agreed Report of the BoM to staff and parents
- Manage induction of staff including mentoring partnerships
- Develop and distribute a welcome/induction pack for new and substitute teachers
- Meet with SNAs to discuss progress and any relevant actions and issues
- Arrange annual meetings of class teachers and parents in class groupings
- Return completed Redeployment Panel forms to the DES on time (if your school has surplus teachers on the staffing schedule)
- Advertise available and required GAM clustering hours (use the SEN Clustering Noticeboard on EducationPosts.ie)
- Ensure appropriate substitute cover for teacher / SNA absences where available
- Develop organisational policies, where required, to clarify procedures and processes with staff, pupils, parents and others
- Revise the School Plan, taking SSE guidelines into account and in consultation with staff
- Ensure that long and short-term plans of work (and monthly progress reports) are in line with the school plan
- Update OLCS with all absences
- Establish strategies to manage change, including curriculum change
- Encourage individual staff members with particular talents/specialist knowledge to share their expertise with staff and pupils alike
- Agree schedule of planning hours for the term/year and circulate
- Communicate what days you plan to take as 'release/admin' days
- Manage EPV days as sanctioned by the BoM (it is recommended that an EPV Days policy be drawn up and communicated to ensure clarity of criteria, procedures and number of staff allowed to take EPV days at the same time)
- Draw up and circulate book lists to parents
- Manage required administration relating to supervision, staff absences, secondments, job sharing and career breaks

...The principal's role is to support, encourage and review progress rather than micro-manage...

- Organise sacramental preparations, meetings, presentations and ceremonies
- Co-ordinate overall arrangements for religious instruction as part of the school ethos, including assemblies, preparation for sacramental occasions, meetings with parents, church practices, choir provision etc. (in co-operation with parents, clergy and staff)
- Promote pupils in accordance with available guidelines (re. repeating and skipping a class level as well as minimum and maximum age to start and finish primary school) - in consultation with staff and parents
- Agree timescale for standardised testing
- Purchase necessary classroom resources/equipment within the school budget
- Co-ordinate the middle management team in the school, where it still exists, including regular meetings with post holders and a regular review of the priorities of the school, agreeing work with post-holders according to revised priorities
- Promote the development of sub-committees to oversee the implementation of specific initiatives
- Delegate work to secretary, caretaker, deputy principal, post-holders and other staff as appropriate
- Organise school cleaning (could be allocated to BoM Maintenance Officer)
- Manage school building maintenance (could be allocated to BoM Maintenance Officer)
- Organise extra-curricular activities e.g. School Musical/Dramatic/Artistic/ Sporting activities
- Arrange social activities for staff occasionally
- Draw up and maintain a suitable time-table for use of school facilities (e.g. rooms, equipment)
- Organise school and/or class libraries
- Review the effectiveness and safety of school tours and excursions occasionally
- Organise events to mark occasions of importance to the school
- Liaise with post primary schools with regard to their assessment tests (it is not a function of the school to prepare children for assessment tests in second-level schools)
- Organise book rental scheme (with Parent Association support if possible)
- Write references for staff (verbal rather than written references are recommended).

Appendix 7 - *Giorraíonn Beirt Bóthar - A Vision for Shared Leadership: Creating Deputy Capacity* - may be useful in helping to put a structure on the prioritisation process within individual schools. See also sample school policies and templates on www.ipn.ie.





5 Parents/ Parent Association

Parents rightly want the best for their children, as do teachers for their pupils. Where effective partnership exists between home and school, the benefits are clear. Children learn more, behave better and are happier in school.

Teachers are more effective when they are supported by parents. In addition, where there is an effective Parent Association in the school, parents can enjoy the support of other parents and they are enabled to meaningfully support the aims of the school.

Key Priorities for the Principal – Must Do: Critical duties which should always be the direct responsibility of the principal

Other Priorities – Could Delegate or Share: These are priorities which the principal could fulfil personally but, alternatively, could delegate to or share with other members of staff, the BoM or other relevant qualified stakeholders.

Other Tasks: These are tasks that the school may collectively agree to de-prioritise for a time, as well as duties which the principal should not need to personally undertake.

Key Priorities for the Principal – Must Do	Other Priorities – Could Delegate or Share	Other Tasks – Deprioritise / Principal should not need to personally undertake
<ul style="list-style-type: none"> ● Develop a positive relationship with parents and encourage involvement in their children's education (along with all staff) ● Be aware that the parent is the primary educator of the child and that the school supports that role 	<ul style="list-style-type: none"> ● Provide professional advice on children's learning and welfare (led by teachers with support from the principal where needed) ● Consult and communicate with parents ● Seek notification of the reasons for a child's absence upon return to school 	<ul style="list-style-type: none"> ● Make school policies available on request (secretary/school website) ● Arrange for the distribution and collection of forms requiring parental consent, including photography, school outings, medical and dental appointments, transfer of pupil information to post primary schools

Key Priorities	Other Priorities	Other Tasks
<ul style="list-style-type: none"> ● Establish procedures for consulting and communicating with parents, ensuring that they are made fully aware of key school policies e.g. Enrolment, Code of Behaviour, Complaints Procedures, Anti-bullying, School Uniform etc ● Ensure parents are aware of the optimal time to communicate with the principal and with teachers ● Meet with parents and be available to discuss their concerns - by appointment (except in emergency) ● Support the setting up of a Parent Association, if none is already set up in the school, should parents desire it. 	<ul style="list-style-type: none"> ● Ensure adherence to Parental Complaints Procedure ● Attend meetings with parents and other professionals/ agencies involved with pupils in the school e.g. NEPS/EWO/ Child Protection Service/ HSE etc. ● Ensure consultation with parents on IEPs (resource teachers and classroom teachers should consult with parents; principal signs off the IEP) ● Organise formal parent/teacher meetings annually ● Support school events organised with parents. 	<ul style="list-style-type: none"> ● Write letters on behalf of parents e.g. custody and access issues (not recommended) ● 'Help' parents to find places in second level schools. (It is not the function of the principal to appraise and compare secondary schools, nor to put pressure on them to accept pupils).

OTHER PARENT AND PARENT ASSOCIATION-RELATED ACTIVITIES

The following is an un-prioritised list of additional activities schools are typically involved in, in relation to parents and parent associations. **NB** *The context of the particular school will determine the priority into which each of these activities should be assigned.*

- Arrange introductory meeting for new parents annually
- Arrange annual meetings of class teachers and parents in class groupings
- Co-ordinate general meetings of parents, including meetings relating to enrolment, promotion & retention of pupils, transition to post-primary and relevant aspects of the curriculum
- Communicate school enrolment policy and code of behaviour to prospective parents, including relevant procedures and forms
- Arrange to meet with parents of pupils with poor attendance to work out a strategy to improve attendance
- Circulate the Agreed Report of the BoM to parents
- Encourage the Parent Association to develop and implement a written Constitution
- Implement the guidelines for effective Parent Associations (See *Supporting Each Other* publication – described below)
- Have regard to the views of the Parent Association (regular two-way communication is important)
- Ensure that the Parent Association is appropriately thanked each year for their contribution to school life and for their continued support
- Attend Parent Association meetings (if their Constitution allows)

- Provide access to assessment data
- Arrange for the provision of progress reports on pupils' performance, both oral and written, to parents
- Draw up a school calendar / diary of events and notify parents of closures
- Organise book sales day (sale of school books and requisites to parents), with Parent Association support if possible
- Organise collection of spare items of uniform for use in case of spills/accidents
- Keep parents informed through regular newsletters or other forms of communication
- Attend social functions organised by parents
- Organise Homework Club
- Organise after school supervision.

See also the joint publication by IPPN and the National Parents Council – Primary: *Supporting Each Other - a guide to best practice for the effective partnership between Principals and Parent Associations* which is available on the IPPN website.

...Where effective partnership exists between home and school, the benefits are clear. Children learn more, behave better and are happier in school...





6 Board of Management/Patron

The Board of Management (BoM) has been the governance structure underpinning Irish primary education for four decades. The leadership potential for governance is immense, given that there are approximately as many people directly (and voluntarily) involved in school governance as there are teachers teaching in schools. Board members should be commended for the support and commitment given to schools over the years.

The lack of clarity in relation to the role and responsibilities of the members of the Board of Management and that of the principal can lead to a significant challenge for school leaders. The Board is a 'body corporate' which arrives at decisions collectively. When a Board is being formed, it is important to ensure a wide skill-set among the Board members. In the interest of good practice, all decisions should be noted in the official minutes. Regular communication with the chairperson of the BoM between meetings is to be encouraged. Remember that the authority of the principal derives from the BoM.

The principal generally acts as Secretary to the BoM. The role of Recording Secretary (which involves note taking at the BoM meeting) may be delegated to another member of the BoM to enable the principal to fully participate in meetings.

See Appendix 6 re. the role of chairperson and the role of principal – an excerpt from the IPPN report *Primary School Governance – Challenges & Opportunities*.

Key Priorities for the Principal – Must Do: Critical duties which should always be the direct responsibility of the principal

Other Priorities – Could Delegate or Share: These are priorities which the principal could fulfil personally but, alternatively, could delegate to or share with other members of staff, the BoM or other relevant qualified stakeholders.

Other Tasks: These are tasks that the school may collectively agree to de-prioritise for a time, as well as duties which the principal should not need to personally undertake.

...The lack of clarity in relation to the role and responsibilities of the members of the Board of Management and that of the principal can lead to a significant challenge for school leaders...

Key Priorities for the Principal – Must Do	Other Priorities – Could Delegate or Share	Other Tasks – Deprioritise / Principal should not need to personally undertake
<ul style="list-style-type: none"> ● Manage the school on a day-to-day basis, on behalf of the BoM ● Comply with the Rules for National schools/ DES Circulars/ other relevant legislation ● Ensure the school has a comprehensive Child Protection Policy and implements and reviews it annually ● Report to the BoM any child protection referrals to the HSE ● Report instances of bullying at each meeting of the BoM ● Act as secretary to the BoM * See note at end of chapter ● Prepare for and attend BoM meetings ● Provide a Principal's Report to the BoM at each meeting ● Actively participate in staff appointments as a member of the interview board. 	<ul style="list-style-type: none"> ● Ensure that fire drills/evacuations are carried out regularly and equipment serviced ● Ensure school records are maintained in accordance with relevant rules and procedures ● Ensure the requirements of Equality and Employment Law are met in relation to staffing (BoM to seek legal advice where required) ● File and secure BoM documents safely ● Provide a School Financial Report ratified by the BoM to the Patron Body (Treasurer) ● Maintain accurate financial records - invoices, purchasing etc (Treasurer) ● Ensure that all contractors engaged to do work in the school have submitted relevant health & safety and insurance documentation (Health & safety officer) ● Ensure accident/incident forms are completed in accordance with the Health & Safety Statement (Health & safety officer) ● Facilitate use of the school premises for use as a polling station, if required. (Mandated by the Electoral Returning Officer, not optional for the school). 	<ul style="list-style-type: none"> ● Act as Treasurer of the BoM. (The principal must not act as treasurer - Constitution of Boards and Rules of Procedure) ● Act as Recording Secretary at BoM meetings * See note at end of chapter ● Act as Health and Safety Officer ● Act as Maintenance Officer ● Act as 'Out of hours' Key Holder ● Act as Fire and Security Alarms contact.

OTHER BoM/PATRON-RELATED ACTIVITIES

The following is an un-prioritised list of additional activities schools are typically involved in, in relation to board of management and the patron. **NB** *The context of the particular school will determine the priority into which each of these activities should be assigned.*

- Follow best practice guidelines in relation to child protection
- Liaise with Chairperson between meetings
- Collate information for Principal's Report to BoM
- Circulate agenda of BoM meetings
- Ensure that BoM minutes are kept confidential (IPPN recommends that minutes be read out at the start of the next meeting rather than circulated)
- Facilitate meetings between the BoM and staff (to enable them to get to know each other as well as to provide an opportunity to thank staff for their work and commitment)
- Be a member of any and every committee appointed by the BoM (Principal is entitled to be a member of all BoM committees but does not have to be)
- Inform the BoM of new initiatives emerging within the educational sector
- Respond to outbreak of infectious disease in school
- Ensure the care and storage of school records and official forms as required by data protection and data retention legislation
- Ensure school has comprehensive policies for Enrolment, Health & Safety, Child Protection, Behaviour, Anti-bullying and Substance Misuse and that they are implemented and communicated to relevant parties
- Prepare correspondence on behalf of the BoM as required
- Ensure compliance with Relevant Contract Tax/ Revenue Commissioners' requirements in relation to building and other relevant works
- Prepare and monitor annual budget
- Monitor bank accounts, incoming payments and cash flow
- Ensure that appropriate protocols and procedures for the handling, counting and banking of money are in place and observed
- Ensure that all fundraising undertaken in the name of the school is approved by the BoM
- Alert the BoM to the need for capital expenditure
- Apply for emergency funding to conduct repairs where necessary
- Authorise school purchasing (per agreed budget)
- Arrange annual audit/certification of school accounts
- Advise the BoM, when vacancies arise, of the requirements of the new post and assist the chairperson with regard to advertising of the vacancy and arrangements for interviews etc.
- Arrange, along with chairperson, for sanction to be sought for new appointments (permanent and temporary) due to rising enrolment, retirement, career break, job sharing, secondment, unpaid leave etc.
- Ensure that staff vacancies are filled in accordance with relevant procedures
- Manage the logistical arrangements for staff appointments
- Ensure that health and safety regulations are implemented, including the preparation and implementation of a Health and Safety statement and making sure that its contents are made known to staff, pupils and visitors to the school
- Review staff applications for EPV days and advise staff of decisions (adhering to the school's EPV Days policy if there is one)
- Notify the BoM of any hazards that may need attention
- Notify the BoM of issues directly relating to Insurance matters, Health and Safety Regulations, implications of DES circulars
- Review and maintain comprehensive insurance cover for the school, including property damage, loss of school money, employers' liability, public

liability, professional indemnity insurance for employees and the BoM, including legal expenses

- Inform insurance company of work being done in the school during school closures
- Maintain a list of caretaking and maintenance tasks to be completed. (Consider appointing a BoM member to the role of maintenance officer)
- Monitor the work of the caretaker/cleaner/contractors
- Ensure that standards of heating, cleaning, care and general appearance of school and school grounds are maintained
- Represent the school at out-of-school functions (shared with post-holders and chairperson where relevant)
- Manage the hire of school facilities (including ensuring that insurance, keyholding, cleaning and collection of rent are agreed in advance and

responsibilities assigned; also that permission is granted by the Patron)

- Support fundraising activities.

Appendix 6 - *Primary School Governance – Challenges & Opportunities (excerpt)* - may be useful in helping to put a structure on the prioritisation process within individual schools.

Note re. Secretary to Board of Management:

Acting as secretary to the BoM implies dealing with correspondence as decided by the BoM and ensuring that the decisions reached by the BoM are carried out on a day-to-day basis. The taking of minutes at the actual meetings (the role of 'recording secretary') can be delegated to another member so as to leave the principal free to deal with queries and issues raised at the meeting. The principal subsequently checks the minutes and satisfies him/herself that they are accurate.





7 External Agencies

There are many external agencies which interact very positively with schools for the benefit of pupils and whose support is vital to effective teaching and learning. Schools are also very much part of their local community and as such will often have positive interactions with local organisations which can enhance the quality of the pupils' education.

While the interaction with such organisations is usually positive, it is important that principals manage it carefully so as to ensure it does not impinge unduly on their workload.

Key Priorities for the Principal – Must Do: Critical duties which should always be the direct responsibility of the principal

Other Priorities – Could Delegate or Share: These are priorities which the principal could fulfil personally but, alternatively, could delegate to or share with other members of staff, the BoM or other relevant qualified stakeholders.

Other Tasks: These are tasks that the school may collectively agree to de-prioritise for a time, as well as duties which the principal should not need to personally undertake.

Key Priorities for the Principal – Must Do	Other Priorities – Could Delegate or Share	Other Tasks – Deprioritise / Principal should not need to personally undertake
<ul style="list-style-type: none"> ● Report to the Health Service Executive (HSE) where child abuse or neglect is suspected (Designated Liaison Person) ● Cooperate with DES Inspectorate as required 	<ul style="list-style-type: none"> ● Deal with requests for work experience, teaching practice and research ● Facilitate the distribution of HSE consent forms and appointments for medical and dental screening ● Provide statistical data as required by DES 	<ul style="list-style-type: none"> ● Disseminate commercial advertising materials ● Participate in commercial voucher/coupon collection schemes for school supplies ● Carry out administrative functions for the HSE, such as sorting out returned dental or medical forms or scheduling medical appointments

Key Priorities	Other Priorities	Other Tasks
<ul style="list-style-type: none"> ● Ensure compliance with legislation and with DES, the Child & Family Agency, National Council for Special Education (NCSE) and Teaching Council regulations ● Maintain effective relationships within the school community ● Support visits by those promoting the ethos of the school. 	<ul style="list-style-type: none"> ● Facilitate educational visits by fire service, local Gardaí, Juvenile Liaison Officer, community groups and others ● Organise visits from 'role models' from Sports, the Arts. 	<ul style="list-style-type: none"> ● Accommodate salespeople, other than by appointment ● Sort mail.

OTHER EXTERNAL AGENCY-RELATED ACTIVITIES

The following is an un-prioritised list of additional activities schools are typically involved in, in relation to external agencies. **NB** *The context of the particular school will determine the priority into which each of these activities should be assigned.*

- Liaise with local schools
- Liaise/communicate with local Education Centre
- Liaise/communicate with psychologists/ speech therapists with regard to pupil assessment
- Notify DES local inspector of school closures
- Avail of the services of the DES Support Agencies
- Consult with the educational welfare officer/special educational needs officer/ psychologist/occupational therapist/HSE etc. and attend meetings convened
- Facilitate the work of contractors engaged by the BoM
- Communicate with the school's Insurer to keep them informed of any potential risk of litigation
- Meet scheduled callers to the school
- Encourage local sporting clubs to provide coaching
- Facilitate visits from staff of local post primary schools to inform pupils and parents of available options
- Liaise with school transport authorities, including ordering and distribution of bus passes for eligible pupils, informing the bus company of pupils leaving the school etc.
- Provide entertainment for community events
- Organise the school milk scheme
- Collect for charities (In accordance with BoM policy on charities and child protection guidelines).

...While the interaction with such organisations is usually positive, it is important that principals manage it carefully so as to ensure it does not impinge unduly on their workload...



8 Strategic Leadership

Because the mark of an effective principal is how they impact on the bottom line of pupil achievement, there are certain responsibilities that are overarching and which impact on or influence all aspects of school life. The principal and the leadership team, along with all staff, have responsibility for making these 'strategic leadership' activities happen. It is important to note that shared leadership cannot be achieved without shared credit for success. This implies the principal seeking the views of others and arriving at collaborative decisions rather than imposing a personal view.

Key Priorities for the Principal – Must Do: Critical duties which should always be the direct responsibility of the principal

Other Priorities – Could Delegate or Share: These are priorities which the principal could fulfil personally but, alternatively, could delegate to or share with other members of staff, the BoM or other relevant qualified stakeholders.

Other Tasks: These are tasks that the school may collectively agree to de-prioritise for a time, as well as duties which the principal should not need to personally undertake.

Key Priorities for the Principal – Must Do	Other Priorities – Could Delegate or Share	Other Tasks – Deprioritise / Principal should not need to personally undertake
<ul style="list-style-type: none"> ● Develop and communicate the vision, direction and objectives for the school and monitor the achievement of same, in consultation with staff and the BoM and encourage a shared vision for the school among all stakeholders 	<ul style="list-style-type: none"> ● Project a positive image of the school ● Endeavour to maintain high standards of professionalism, respect and trust ● Maintain the ethos of the school ● Celebrate success 	<ul style="list-style-type: none"> ● Keep up to date with educational research on leadership ● Encourage pupils to develop their leadership potential ● Ensure that new staff are familiar with the vision and values of the school ● Review the school's mission statement.

Key Priorities	Other Priorities	Other Tasks
<ul style="list-style-type: none"> ● Foster a climate of welcome, warmth, discipline, care, collaboration, mutual support, learning, respect and collegiality throughout the whole school community ● Lead and manage the staff in the school ● Develop distributed leadership throughout the school ● Foster and encourage effective relationships between members of the school community and members of the wider community. 	<ul style="list-style-type: none"> ● Design and issue newsletters to members of the school community ● Organise events to celebrate important milestones or successes. 	

The following appendices may be useful in helping to put a structure on the prioritisation process within individual schools in relation to strategic leadership:

Appendix 6 - *Primary School Governance – Challenges & Opportunities (Excerpt)*

Appendix 7 - *Giorraíonn Beirt Bóthar - A Vision for Shared Leadership: Creating Deputy Capacity.*

...There are certain responsibilities that are overarching and which impact on or influence all aspects of school life...



9 In Conclusion

Priorities for Principal Teachers – In Clear Focus is a framework document to help principals to initiate a transparent process of making their workload more manageable.

While every principal knows almost instinctively the duties they personally must undertake, it is the myriad of additional initiatives which are causing an undue strain. It is hoped that this document can help in the necessary task of prioritising. We hope you will find it a step in the right direction.

For example, the document might be the starting point for discussions between principal and staff, perhaps during planning meetings when setting out the year's programme of work. It could also enhance

planning around SSE, including the development of the School Improvement Plan. Another suggestion would be to use the 'prioritisation categories' with the board of management when planning the programme of work for the year ahead. It could also be the lens through which the school prioritises new activities which are proposed, especially by outside agencies.

IPPN will meanwhile continue to work on your behalf towards achieving for principals some of what is currently best international practice, in the context of managing work overload. Ultimately, children are what our schools are all about and anything we can do to support the vital role of principal in leading their learning is a challenge we positively embrace.

‘While every principal knows almost instinctively the duties they personally must undertake, it is the myriad of additional initiatives which are causing an undue strain.’

‘IPPN will meanwhile continue to work on your behalf towards achieving for principals some of what is currently best international practice, in the context of managing work overload’

Appendix 1: Information Sources

The responsibilities and tasks listed in chapters 3-8 were mainly sourced from the following documents:

- IPPN 'Do, Delegate, Avoid' training materials
- DES Circular 16/1973
- Education Act, 1998
- *Defining the Role of the Primary Principal in Ireland* – HayGroup, 2002
- *The Value of Leadership* – IPPN, 2004
- *Investing in School Leadership* – IPPN, 2006
- *Giorraíonn Beirt Bóthar - Distributing Leadership-Deputy Principals* – IPPN, 2007
- *Quality Leadership <=> Quality Learning – Proof beyond reasonable doubt* – Michael Fullan, 2006
- *Ciall Ceannaithe – Sound Advice and Borrowed Wisdom for Newly Appointed Principals* – IPPN, 2008
- *Supporting Each Other - a guide to best practice for the effective partnership between Principals and Parent Associations* – NPC and IPPN, 2010
- IPPN Planning Prompts
- Constitution of Boards and Rules of Procedure, 2011
- Board of Management Handbook – CPSMA, 2012
- Board of Management Resource Pack – IPPN, 2011
- *Report of the Working Group on Role of the Primary School Principal* – DES, 1999
- DES School Self Evaluation Guidelines
- Personal Effectiveness - see p 18 *Giorraíonn Beirt Bóthar* report
- www.ippn.ie resources.

Appendix 2: School and Role Priority Matrices

School Priority Matrix

The following sample matrix may be helpful as a tool to discuss, document and communicate the agreed priorities for the school for a given school year. Each item is allocated a corresponding priority level to indicate which items must be done and which could be pushed back, should circumstances indicate that all priorities cannot be accommodated.

A School Priority Matrix template is available to download from the Resources/Forms & Templates section of www.ippn.ie. It can then be amended to suit your school's needs.

SCOIL MUIRE, ANYTOWN Priorities 2013/2014

CATEGORY	PRIORITY	DESCRIPTION	DEADLINE	RESPONSIBLE
Children	1	Revise Child Protection Policy and communicate to all staff	November	Principal and Staff
	1	Revise Yard Supervision rota per Haddington Rd agreement	September	Principal and S Morgan
	2	Update dress code re. hair dye	Summer	A Newton to consult all staff
Staff	1	Consult with staff in relation to class allocation	Easter	Principal and all staff
	2	Agree schedule of staff meetings	September	All Staff
	2	Revise Staff ICT Acceptable Use Policy	November	S Morgan
Parents/ Parent Association	1	Discuss priorities for the coming 2 years	February	BoM and PA
	2	Organise details of celebration of school's centenary		PA with M O'Connell and P Munsanje
Board of Management	1	Agree schedule of BoM meetings for 2014	September	All BoM
	1	Appoint accountant to conduct financial audit	November	L Long (Treasurer)
	2	Review and sign-off revised Child Protection Policy	February	BoM and DLP
Strategic Leadership	1	Develop and communicate the school vision statement to all stakeholders	Christmas	Principal and DP
	2	Develop a relationship with local GAA club to establish coaching course for teachers	Easter	J Murphy
	3	Arrange celebration of school's centenary	Summer	M O'Connell and P Munsanje

Role Priority Matrix

Role Priority Matrix

From the above School Priority Matrix, an individualised matrix can be constructed for individual staff members, which might look something like the table below.

A Role Priority Matrix template is available to download from the Resources/Forms & Templates section of www.ippn.ie. It can then be amended to suit your school's needs.

DEPUTY PRINCIPAL – J MURPHY Priorities 2013/2014

CATEGORY	PRIORITY	DESCRIPTION	DEADLINE
Children	1	Revise Child Protection Policy and communicate to all staff	November
	1	<i>Input to S Morgan re. Revise Yard Supervision rota</i>	September
	2	<i>Input to A Newtown re. Update dress code re. hair dye</i>	Easter
Staff	1	<i>Input to principal re. class allocation</i>	Easter
	2	<i>Input re. schedule of staff meetings</i>	September
Parents/ Parent Association		n/a	
Board of Management		n/a	
Strategic Leadership	2	Develop a relationship with local GAA club to establish coaching course for teachers	Easter

Appendix 3: Teaching Principals – A Possible Approach to Timetabling

(Excerpt from Ciall Ceannaithe publication)

The simultaneous demands of teaching principalship make it an extremely challenging role. Blocking time for specific functions minimises interruptions and eliminates the continuous flow of low order questions. Develop a policy of meetings by appointment only and communicate this clearly to parents and external parties.

Send routine information and updates to all staff by email or memo. This will leave formal staff meeting time free for meaningful discussion of more important issues.

Delegate answering the telephone, sorting the post and receiving visitors to the school secretary. If the secretary is unavailable, delegate these functions to another member of staff or senior pupils, with appropriate training.

Teaching principals are entitled to a number of 'release days' to complete administrative tasks, based on the number of mainstream class teachers in the school as follows:

- 1-2 teachers - 14 days
- 3-4 teachers - 18 days
- 5 or more teachers - 22 days.

This excludes ex-quota posts e.g. learning support and resource teachers.

Book a substitute teacher early in the year and plan your administration days for tasks requiring your undivided attention. Advise colleagues of these days so as to avoid interruptions.

It is advised that non-contact planning time be used to engage the staff in whole-school planning activities, both curricular and organisational.

The following suggested timetable is not a blueprint but merely an example to encourage creative thinking on successful time management. It can be customised to suit your own professional needs and practice. Invite your colleagues to assist in designing and reviewing your timetable. This may help them to appreciate the demands on your time and develop a greater understanding of the need to share the workload.

See Overleaf.

Appendix 3: Teaching Principals – A Possible Approach to Timetabling (Continued)

	LUAN	MÁIRT	CÉADAOIN	DÉARDAOIN	AOINE
Before School	Meet Deputy Principal & Secretary <i>Prioritise & Delegate</i>	Meet Deputy Principal & Secretary <i>Prioritise & Teaching</i>	Meet Deputy Principal & Secretary <i>Prioritise & Delegate</i>	Meet Deputy Principal & Secretary <i>Prioritise & Delegate</i>	Meet Deputy Principal & Secretary <i>Prioritise & Delegate</i>
ASSEMBLY					
Block 1	Teaching				
Morning Break	Delegate Yard Supervision <i>Take your break in the staffroom</i>				
Block 2	Teaching				
Lunch	Lunch Break in staffroom <i>No Meetings</i>				Lunch Break <i>Yard Supervision</i>
Block 3	Teaching	Allocate children to other teacher(s) eg: Music, PE Allocate time to visit other classrooms	Teaching	Allocate children to other teacher(s) e.g.: Music, PE Allocate time to visit other classrooms	Teaching
After School	Meet Deputy Principal & ISM Team <i>Discuss, Prioritise & Delegate</i>	<i>Discuss, Prioritise & Delegate</i>	Meet Deputy Principal & ISM Team <i>Discuss, Prioritise & Delegate</i>	Discretionary	Discretionary

Appendix 4: Administrative Principals – A Possible Approach to Timetabling

It is important that principals put some shape on their week's work so that they can deal with the important rather than just the urgent. Making the time to meet with staff on a regular basis will ensure that there are regular opportunities for both the principal and staff to raise and address concerns, whether trivial or more substantial.

The following timetable is for illustrative purposes only. It is neither prescriptive nor comprehensive. However, it is hoped that it will help principals to think differently about how to apportion their time into blocks and also to establish good routines.

	LUAN	MÁIRT	CÉADAOIN	DÉARDAOIN	AOINE
Before School	Meet and greet staff and pupils				
ASSEMBLY					
Block 1	Discuss week's priorities and work plan with secretary Visit classrooms to take roll	Visit NQTs and substitute teachers Visit classrooms to take roll	Visit NQTs and substitute teachers Visit classrooms to take roll	Visit SEN teachers Visit classrooms to take roll	Meet caretaker to plan next week's work Visit classrooms to take roll
Morning Break	Walk yard with pupils				
Block 2	Deal with correspondence Administration	Available to meet parents by appointment Administration			Deal with correspondence Administration
Lunch	Join staff in staffroom				
Block 3	BoM business	School planning			Outside agencies
After School	ISM meeting	Planning (CP) hours	Principals' Support Group	Discretionary	Discretionary

Appendix 5: Teaching Principals – Ciall Ceannaithe

(Excerpt from Ciall Ceannaithe publication)

STANDARD SCHOOL INFORMATION FORM

Download and complete the IPPN Standard School Information Form from www.ippn.ie and, whenever you are asked for data for your school, instead of completing yet another form, simply attach your own.

PIMS

In your role as principal, you need an effective system of managing all information relating to appointments, meetings, planning, memos, events, contacts etc. The Principal's Information Management System (PIMS) does all of this and more. It just requires you to become familiar with its contents and start using it. Ideally, your deputy principal and secretary should work together with you in using PIMS as the key reference point for all school information management.

Remember it is a desk diary (not a filing cabinet) - it should not be taken from the school. If you need to carry a diary to meetings where further meetings will be planned, take a photocopy of the pages that relate to the next four or five weeks and merge the information with your desk diary on return.

TELEPHONE SYSTEM

A lot of time is wasted with cordless telephones being sent around the school when calls are received for members of staff. In all other workplaces, a telephone system with extensions in every room facilitates the transfer of calls without unnecessary time-wasting.

TELEPHONE ANSWERING

The last person who should answer the telephone in the school is the busiest person i.e. you. If you don't have a full-time secretary, ensure your staff, including temporary and part-time staff members, know how to answer the telephone politely and professionally. Use a standardised message recording clipboard so they can record messages accurately and distribute accordingly.

ANSWERING MACHINE

Install a good quality answering machine for times when there is no-one able to answer the telephone or when you cannot be interrupted. Record a message

which contains relevant information regarding school closures, forthcoming events, answering predictable questions coming from parents at different times of the year.

DICTATION

Save time by purchasing a dictation machine which will do away with the need to write out letters and memos by hand. A digital Dictaphone system will enable you to transfer the file on a memory card to a laptop and allow you to email it as an attachment to whomever is contracted for typing your required document. It can be then e-mailed back to you for proof reading.

TIMETABLE/SCHEDULE

Refer to the Suggested Timetable for Teaching Principals in the PIMS desk diary. If you don't take control of your working week, what you do and when you do it, then everybody else will! It's a question of taking a proactive approach to timetabling rather than being constantly in reaction mode to others' needs. If you stand in the corridor long enough, everyone will know they can come by and give you something to do.

PIGEON HOLE

Rather than delivering memos, copies of DES circulars and mail to teachers' classrooms, install a simple 'pigeon hole' system, labelled with each staff member's name, in the staff room into which everything that's relevant can be placed. You then have the advantage of seeing which items have not been collected.

MEMOS

Set up an internal mailing system for memos which each teacher becomes accustomed to. This is a great time-saving facility. A lot of staff meeting time is taken up informing colleagues of things that have happened, things that are going to happen etc. which aren't for discussion or decision-making. This kind of information can be easily disseminated in the form of a written memo and placed in each staff member's 'pigeon hole'.

DELEGATION

Aside from the formal Posts of Responsibility and the duties therein, it is advisable to learn how to delegate work to other members of staff. This informal

delegation doesn't just happen, it requires initiative. Research shows that many teachers are more than willing to help out their principal but they report that they believe their principals are reluctant to 'let go'.

If you meet with your staff on a regular basis, and if you are communicating what you are doing in your role as principal, it should be easier to describe your priorities and consequently the many tasks which you cannot get around to. Develop the habit of simply asking if any of your colleagues would be willing to help by undertaking some of these tasks. Don't underestimate your colleagues' willingness to help out but remember that they are unlikely to do so if you don't ask. Thank people for a job well done and for their support.

STAFF MEETINGS

Notwithstanding the regulation for three staff meetings per annum, further regular staff meetings should be held. Short meetings with one or two key focus points are generally more productive. Try to have at least one point on the agenda that will lead to improved staff satisfaction arising from progress on matters of joint concern. This is a key motivation for staff to contribute time to further staff meetings. If a member of staff wishes to put something on the agenda for a staff meeting, ask them to prepare a document in advance of the meeting on the topic with a focus on the progress/solution they wish to achieve.

NETWORKING/CLUSTERING

Get to know your local principals. An effective way of doing this is to make contact by telephone and seek advice on something relevant. Try and arrange an invite to visit their school. Take the opportunity to learn from their good practice, access their resources etc. Make sure that you reciprocate and always acknowledge with your own colleagues the benefits your school has gained from such collaboration. If you see value in this, it might be helpful to form informal clusters with your local principals to share experiences, pool resources etc. on an ongoing basis. Refer to the IPPN publication *New Horizons for Smaller Schools and Teaching Principals* (downloadable from www.ippn.ie – Advocacy/Publications) for more information on clustering.

BOARD OF MANAGEMENT

Read the CPSMA *Board of Management Handbook* 2007 and be familiar in particular with the key procedures such as appointing staff, parental complaints, staff grievances etc. Refer also to *Boards of Management – A Framework for Good Practice* and IPPN's *Board of Management Resource Pack* which are downloadable from www.ippn.ie.

CLASS ALLOCATION

Follow the Class and Class Allocation Policy downloadable from www.ippn.ie (Resources/ School Policies). Begin the consultation process in February/March. Make sure your colleagues are clear that it is your responsibility and your prerogative. Demonstrate fairness, due process, stick to your guns.

As a teaching principal, you should try if at all possible not to allocate sixth class or second class to yourself given the additional workload attached to confirmation and first communion (in the case of Catholic schools). The same applies to Junior Infants and sixth class, considering the increased volume of communication with parents in both cases. One of the recommendations of the HayGroup analysis of the role of principal teacher is that teaching principals should allocate themselves a smaller number of children in a more manageable teaching role. In order to achieve this, you must communicate the rationale.

MULTI-GRADE TEACHING

Refer to Multi-grade Teaching – Issues & Strategies downloadable from www.ippn.ie (Resources/ School Policies).

Inform parents in advance of the child entering a multi-grade class and explain the rationale for, and benefits of same.

COMMUNICATING YOUR ROLE

Develop the practice of making other people aware of your role and what you are accountable for. If you fail to make others clear about your role, two things will happen. First, the role needs and pressures experienced by other staff members will become the dominant workload issues. Second, in the absence of clarity about your role, everyone else will define your role based on what they expect from you. You cannot expect colleagues who have never been in your role to understand it unless you communicate it clearly to them.

Appendix 6: Primary School Governance – Challenges & Opportunities

(Excerpt from Primary School Governance publication)

The Board of Management has been the governance structure underpinning Irish primary education for four decades. The leadership potential for governance is immense given that there are approximately as many people directly (and voluntarily) involved in school governance as there are teachers teaching in schools. Board members should be commended for the support and commitment given to schools over the years.

The current 'board of management' model in Irish primary schools emerged almost four decades ago as an extension to the one-person manager that had dominated the national school system. The education system was at that time legislation-light, partnership-free, and almost parent-free. By the time schools were ready to embrace partnerships, parents and policies, and by the time the long-required legislative context was enacted, management structures were well-embedded, with many board members fulfilling duties and functions previously controlled by the school manager.

The initial study underpinning this report was based on the experiences of 500 chairpersons, principals and board of management members who had, in 2007, just completed a term on a school board. In 2010 a follow-up study was conducted with principals to see what changes had occurred since 2007. They were asked to respond to many of the same questions that were in the 2007 survey. This included the composition of boards, practices at board meetings, and the effectiveness of management structures. The responses in 2010 confirmed that many of the issues have remained unchanged in recent years.

EXECUTIVE SUMMARY

Schools in lower socio-economic areas have difficulty recruiting board members with the range of required expertise e.g. financial, legal, human resource and building/maintenance. An expertise deficit is apparent in the parent and community representation on boards. Many newer schools have challenging governance issues arising from the focus groups underpinning the

establishment of such schools. There is a higher ethos focus in membership and governance of these schools.

GOVERNANCE PRACTICES - HOW BOARDS OF MANAGEMENT FUNCTION

- 44% of larger schools and 71% of smaller schools hold between three and six meetings a year. Twelve hours per year represents the average meeting time for most schools.
- Many schools do not circulate an agenda for meetings and most schools do not circulate minutes. 20% of board members said that they never receive an agenda prior to a meeting and 64% said that minutes are never circulated.
- 61% of respondents felt most of the business of the board was conducted by the principal and the chairperson during and between meetings. Most were unhappy with the imbalance in participation and involvement of members.
- Meetings are dominated by issues related to finance, buildings, the provision of resources and discussing and agreeing policies. Boards usually support the work of the principal but don't have much time to discuss education, ethos and vision.
- Boards differ in terms of operational practices, and structures, that ensure that board business is conducted efficiently. Over 40% of boards don't agree a plan of work, form subcommittees, or invite experts, if necessary, to attend meetings.
- The majority of board members are clear about their role and about the functions and duties of the board. 15% stated that the governance work was impinging too much on their personal time.
- Most respondents had positive experiences of board meetings and felt they were well organised, focused and purposeful. 13% had negative experiences and selected terms such as 'haphazard', 'tense' and 'controlling' to describe meetings.

CHAIRPERSONS AND PRINCIPALS – PROFILES, PRACTICES, PERCEPTIONS

- 55% of chairpersons had at least ten years experience of governance. 15% had served as chairperson for at least four terms. Many chairpersons indicated that they did not want to continue in the role.
- 45% of principals felt chairpersons were selected because of their religious vocation. A high proportion of board members were unhappy with the imposition of a chairperson and felt that boards should select the chairperson.
- Principals were unhappy with the extent to which board work fell on them. Board members were also conscious that most work was conducted by principals and chairpersons. Principals wanted a fair distribution of governance tasks.
- 67% of principals and 84% of chairpersons were positive about board meetings. 33% of principals and 16% of chairpersons described feelings of stress, tension, and anxiety when facing or attending a meeting.
- Principals and chairpersons were concerned about ownership and governance responsibilities.
- Almost all members wanted issues around the legal responsibilities of governance and the implications for board members (in particular the role of legal employer) to be clarified.

CONCLUSIONS

1. Primary schools in Ireland are managed rather than governed
2. A new governance structure is required to support a far more complex school system with educational, legislative, financial, human and other resource responsibilities
3. Governance by voluntary representation alone is no longer sustainable
4. Many schools are still operating a low-impact management system with most activity and responsibility retained by, or left to, the chairperson and the principal
5. The external appointment of chairperson weakens the leadership potential within governance

6. The voluntary nature of boards leaves many schools struggling to fill some positions, thus reducing the capacity for good governance
7. Governance impacts heavily on the workload of principals
8. Training is available but many feel that it falls far short of what is required.

RECOMMENDATIONS

1. Primary schools need to be both governed and managed
2. Management should be defined in the context of the day-to-day operation of the school
3. The chairperson should be selected by the board
4. The role of the principal in school governance should be clarified
5. Smaller schools should be encouraged and incentivised to establish shared governance structures
6. Legal, financial, human resource and building/maintenance expertise should be available on a cluster or regional basis to all schools
7. Training should be provided for, and attended by, all board members at the beginning of their four-year term, and as required thereafter
8. Training should be provided for individuals who have specific roles and responsibilities in governance
9. Good governance should be underpinned by effective planning, recording and reporting
10. Adequate, skilled administrative support should be put in place to enable principals to fulfil both their governance and instructional leadership responsibilities
11. Governance roles should be defined and duties and responsibilities delegated
12. Governance should include the formation of sub-committees and co-option to the board, or to sub-committees of the board, when necessary.

Appendix 7: Giorraíonn Beirt Bóthar - A Vision for Shared Leadership: Creating Deputy Capacity

(Excerpt from Giorraíonn Beirt Bóthar publication)

We must become the change we want to see.

(Mahatma Gandhi)

Knowing what makes for leadership excellence, and finding it difficult to respond appropriately in order to provide for what Fullan describes as the 'capacity building' in schools, must leave the leadership unit of principal and deputy principal somewhat disillusioned. It is a tribute to deputy principals that they have identified so many of the key requisites that make for excellence in leadership, although they have had little opportunity to realise the full potential of their own leadership role.

Deputy principals in particular, but also principals, are encouraged to look beyond the horizon and to agree some of what is possible even within the current restraints on the role of deputy principal. Regardless of any resource issues, supports structures, or policy developments, there are improvements that will only be made if deputy principals and principals work together effectively.

It is a tribute to deputy principals that they have identified so many of the key requisites that make for excellence in leadership, although they have had little opportunity to realise the full potential of their own leadership role.

What follows as leadership prompts for deputy principals and their principals are not drawn down as challenges, but are a compilation of some of the aspirations voiced by deputy principals.

LEADERSHIP IS NOT SOMETHING YOU DO 'TO' PEOPLE – IT IS SOMETHING YOU DO 'WITH' PEOPLE

The management culture in most workplaces has moved from being one of individual responsibility to shared responsibilities. The role of deputy principal can only be effective when the principal and deputy principal begin to work and plan together. Shared leadership requires openness on the part of principals, and willingness on the part of deputy principals, to co-lead and to distribute leadership responsibility in a manner that encourages and supports partnership.

SHARED LEADERSHIP REQUIRES A SHARED VISION

Principals and deputy principals need to have an agreed shared vision not only for the school, but for their co-leadership role. There is a responsibility on both deputy principals and principals to establish a shared understanding of what they are about and how they intend to get there. Without a clear vision for the school, and for the leadership of the school, everybody's position becomes less clear and more challenging.

EFFECTIVE LEADERSHIP CANNOT BE REALISED IN THE ABSENCE OF GOOD COMMUNICATION

Deputy principals have expressed their concern about lack of clarity on their own role, and an absence of effective communication with them as significant partners in leading and managing the school. Principals and deputy principals need to become more aware of the information-gaps that only they can fill. Communication to, from and between principal, deputy principal, staff and management is an essential prerequisite for providing good leadership and well-managed schools.

LEADERSHIP POSITIONS IN ESSENCE ARE ABOUT LEADING

Deputy principals have a responsibility – regardless of any lack of clarity that may exist in relation to their role – to respond to the leadership position to which

they have been appointed and to become active agents in co-leading and managing the school. This assumes all of the above – a shared vision, good communication, and a partnership with the principal. Principals also need to share the leadership role, to agree leadership responsibilities with the deputy principal and then to support, rather than supervise, the deputy principal in fulfilling the role.

LEADERSHIP INVOLVES MANAGEMENT AND MORE

Effective leadership is at the heart of good management. An effective leadership role for deputy principals presumes that they are well-informed on policies and practices, and that they have the competence and confidence to manage the organisational/operational issues that are required for the day-to-day management of the school. This knowledge and confidence is a two-way process. Deputy principals need to have knowledge and to seek knowledge. Principals and management need to include deputy principals in the knowledge loop. Principals and deputy principals need to look to the 'added value' that sharing knowledge can bring to effectiveness in the management process.

LEADERSHIP REQUIRES A TEAM

The school team is a 'leadership +' issue. This includes all members of staff, including the appointed in-school management team. The effectiveness of principal and/or deputy principal can best be realised when each member of staff is valued and supported not only as a teacher but as a leader, and is encouraged to exercise a leadership role within the school. Schools need to develop a leadership culture which is inclusive of all staff. The leadership-relationship of principal and deputy principal will impact on the leadership culture of the entire school.

EFFECTIVE LEADERSHIP INVOLVES ROLE REVIEW, APPRAISAL, AFFIRMATION

Deputy principals and principals can begin to support each other through dialogue, discussion and review of the role of deputy principal in particular, but also of principal. Peer appraisal is a valuable way for both principals and deputy principals to explore, develop, challenge and enrich each other's contribution to leadership. This will require some professional development support, but regular informal communication between both parties will provide an informal base for role-review and appraisal. Principals and deputy principals have referred to their feeling of isolation in their posts. Deputy principals have clearly indicated their need to be affirmed in their posts. Principals also need affirmation. Affirmation can have a very positive impact on self-confidence and self-esteem.

LEADERSHIP ASSUMES RELATIONSHIP

Leadership requires others to be there – to co-lead, team-lead, or to follow. The leadership role in any situation requires a relationship with every member of the team / staff / community. The role of deputy principal assumes a relationship with the principal. This does not always happen. The concept of leadership between deputy principals and principals is becoming less dependent on power and position and more dependent on the interpersonal relationship between deputy and principal. Both leaders have a responsibility to develop the leadership-relationship between themselves, and between the leadership duo and the wider staff and school community. Leadership involves what Daniel Goleman refers to as 'excelling in the art of relationship'.

Tacaíocht, Misneach & Spreagadh
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