



PRINCIPALS AND DEPUTY PRINCIPALS' ASSOCIATION
CUMANN PRÍOMHOIDÍ AGUS PRÍOMHOIDÍ TÁNAISTEACHA

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Colleagues

Welcome to the latest edition of our newsletter. It is a great privilege for me to communicate with you in my role as President of the Principals and Deputy Principals' Association.

Over the past year, the Association has worked tirelessly to represent the interests of all Principals and Deputy Principals in the sector on many forums. I would also like to take this opportunity to welcome new Principals & Deputy Principals appointed over the last year to the organisation. We trust the PDA will be both a network of support and advice.

Our Annual Conference in November 2017 had the theme 'Sustaining Learning Momentum'. The speakers chosen reflected the current climate for curricular change and the demands on school management. All delegates felt the quality of speakers and the networking potential made the conference most worthwhile and enjoyable.

In 2018 the Annual Conference is being held by Principals and Deputy Principals from Dublin & Dun Laoghaire ETB, again at the Johnstown Estate in Co. Meath from November 14th to 16th. The organising team are in the process of arranging speakers to meet the needs of both Post Primary and Further Education. I urge all Principals & Deputy Principals to take time from your busy schedules to attend conference.

It is essential that all Principals and Deputy Principals make their voices heard. We need constant feedback from our members to ensure our National Executive is well informed in all its discussions with both the TUI and the Department of Education and Skills. PDA national officers have made submissions to the TUI on teacher shortages, CL 03/2018 on posts of responsibility and the most recent circular on religion in ETB schools and the impact it will have on resources.

PDA has a number of support personnel available to members who need advice and support on any issue that may arise. I strongly encourage all members to use this facility.

Stephen Goulding PRESIDENT
Best wishes for the remainder of the school year.



Stephen Goulding - PRESIDENT

Please visit our website for updates and information at www.PDA.ie

Can't find what you're looking for? Simply email your suggestion to one of our PDA Officers.



PDA Support Personnel

Three former Principals who have each served as President of PDA have been selected by the Executive to provide advice and support to members on issues arising from their role as school leaders. They may be contacted directly for advice if required. In addition they attend meetings of the Executive in an advisory role and provide support at local and national level on matters such as the organisation of Annual Conference.

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The Johnstown Estate
 Enfield, Co. Meath.

PDA CONFERENCE 2018 November
 14, 15 & 16



Computer Science Pilot Scheme 2018-2020 Leaving Certificate Computer Science

Marks

Computer Based Assessment for the strands 1-3 below = 70%
Coursework (1 project + report released from the Department of Education in January of 6th year) = 30%

Strand 1: Practices and Principles

- Computational thinking
- Computers and society
- Developing and Designing

Strand 2: Core Concepts

- Abstraction
- Algorithms
- Computer Systems
- ASCII, UNICODE
- Information Systems
- Evaluation/Testing

Strand 3: Computer Science in Practice

4 Projects that each take 6 weeks to complete

1. Interactive Information Systems:
2. Analytics
3. Modelling/Simulation
4. Embedded systems

General points

- Requires 180 hours of class contact.
- Each of the strand 3 projects takes 6 weeks to complete
- Can use any computer language you want for the 3 strands. **Final coursework project must be in Python or JavaScript.**

Digital Learning Framework for Post Primary Schools

The new Digital Learning Framework for Post Primary Schools has now been developed. The purpose of the framework is to provide for teachers in terms of how they can effectively embed digital technologies into their practice. It is also intended as a guide for school leaders in creating a shared vision for how technology can best meet the needs of all learners.

The initial implementation of the framework is currently being trialled in 20 post primary schools across the country and an external evaluation of the implementation of the trial is currently under way. The outcome of the evaluation will inform the national roll out of the Framework in September 2018. The new Digital Learning Framework supports the Digital Strategy for Schools and other Department policies in areas including curriculum reform, skills development, teacher education and learner outcomes.

The Digital Learning Framework for Post Primary Schools supports and complements the SEE process in relation to embedding digital technologies into teaching and learning. Its structure is directly aligned to the domains and standards of Looking at Our Schools 2016 -a Quality Framework for Post Primary Schools and, as a result, articulates effective and highly effective practice for the use of digital technologies in the same two key dimensions Teaching and Learning and Leadership and Management. These two dimensions are divided into the same four domains as contained in Looking at Our Schools 2016.

Full details of the Digital Learning Framework can be accessed via the following link.

<http://www.pdsttechnologyineducation.ie/en/Planning/Digital-Learning-Framework/Digital-Learning-Framework-Post-Primary.pdf>

Subject roll out timeline...

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<u>2014</u> English	<u>2016</u> Science Business Studies	<u>2017</u> Irish Art French Wellbeing	<u>2018</u> Maths Home Ec. Geography Music History	<u>2019</u> Technology Subjects Religion

Why Join PDA

School leadership is frequently challenging and demanding and PDA at regional and national level is there to offer you advice and support if required. We encourage you to attend regional meetings and annual National Conference. In doing so you will build valuable contacts right across the ETB sector and discover that there are common problems and issues. The opportunity to build networks and discuss and share ideas will greatly support your work in school leadership.



Coiste Eagraithe na Comhdhála Conference Organising Committee

Tom Hughes, Mattie Kilroy, Stephen Goulding, Finbarr O'Connor, Ellis Flood, Tom Stack, John Halpin, Roger Geagan, Michael Murphy & Mick Daly

The National Executive is composed of representatives from all ETBs and issues of concern are considered at each Executive meeting. The national officers of PDA hold regular meetings with TUI and with other relevant bodies from time to time. This access allows PDA to bring our policies and concerns to a national stage. Not all issues are easily resolved but we have a track record over time of making considerable progress on matters that impact in a major way on Principals and Deputies throughout our sector.

Our Annual Conference held in mid November each year is the policy making forum and members have the opportunity to contribute to debates on matters of concern submitted as resolutions from each region. The

Conference has a very strong educational and professional development focus with workshops and presentations from speakers with expertise in key areas directly related to teaching, learning and educational leadership.

Exhibitors at the conference include suppliers and agencies ranging from the education support services to providers of initial teacher education. The schedule also includes a social dimension with extensive opportunities for networking.

Attendance at all the professional development sessions at Conference

and the Conference banquet is open to Principals/ Deputy Principals who are not members of PDA.

Some short business sessions are exclusive to PDA members. Further information on attendance at Conference is available from any of the contact numbers in this newsletter.

PDA offers formal and informal support to members and towards this end names and contact details of support officers are included on page 20 of this newsletter. Where necessary a support officer will travel to your region to meet with you to discuss an issue of concern and provide advice and support.

The Computer Science Teachers' Association of Ireland

The CSTAI was established in November 2017 in response to the implementation of Computer Science at Leaving Certificate Level.

The aims of the CSTAI are:

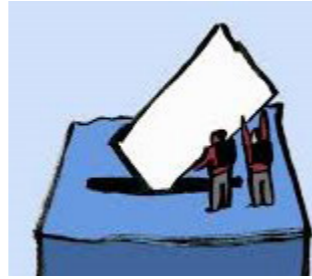
1. To support teachers of the Digital Subjects in Ireland.
2. To provide resources, forums and CPD days to its members.
3. To promote the uptake of the Digital Subjects in schools.
4. To lobby the relevant authorities and bodies charged with curriculum and syllabus development in the Digital Subjects.
5. To promote networking and cooperation between teachers of the Digital Subjects.
6. To develop and maintain links between schools, third-level education and industry in the Digital Subjects.
7. To promote and encourage the use of the Irish Language in the Digital Subjects.

There are over 130 teachers in the CSTAI. We have members in 32 of the 40 pilot schools who will undertake LCCS. We offer resources (Notes, PowerPoints etc. etc.) on a Google Drive which our members can access.

To join the CSTAI, please email Stephen at: president.cstai@gmail.com



Politics and Society is being introduced as a new Leaving Certificate, initially in 41 pilot schools to be examined for the first time in June 2018. Confey College in Leixlip Co. Kildare is one of these schools. The subject aims to develop the learner's capacity to engage in reflective and active citizenship, informed by the insights and skills of social and political sciences. It builds on work from early childhood, understanding fairness and the idea of right and wrong, through Primary School developing the idea of students themselves in relation to other people using "Me and the wider world", and then on in to Junior Cycle, with the CSPE curriculum and statements of learning 7,9 and 10 they begin to value active citizenship, with rights and responsibilities; to understand origins and impacts of social, economic and environmental aspects of the world; development of awareness, knowledge, skills and values in order to live sustainably.



The 4 strands of the senior cycle are, 1. Power and decision making - who has it and how does it exercise itself, 2. Active citizenship - using skills development through coursework to become capable of collaboration for the greater good, becoming proficient at compiling and interpreting both qualitative and quantitative data, 3. Human rights and responsibilities - looking at local, national, European and global dimensions of issues studied, 4. Globalisation and localisation - looking at similarities and differences in social, commercial and political practices around the world.

Teachers Angela Toher and Tom McDonald (Deputy Principal), praised the subject content and skills development as providing students with "invaluable knowledge, attitudes, skills and values as they move through further and higher education and on into the world of work, both in related areas of study and interdisciplinary programmes, that will be of value to them and applicable by them throughout their lives".

Angela Toher & Tom McDonald, Confey College, Leixlip, Co. Kildare.

A message from TUI President Joanne Irwin

Pay discrimination must end



TUI's Annual Congress has again prioritised the burning issue of pay equality. As Principal and Deputy Principal teachers, you will be acutely aware of the severe difficulties in both the recruitment and retention of teachers across a growing range of subjects being experienced as a result of an ongoing system of pay discrimination. Countless new and recent entrants to the profession – and indeed longer-serving members - spoke passionately on this issue throughout our three-day conference. Their message was clear and consistent: this injustice must end now.

Crucially, delegates at all three teacher union conferences have endorsed a joint approach on tackling this issue. Talks between the unions and the Government are due to begin later this month and must conclude by early May 2018. Members will be balloted on the acceptability of any proposals that emerge from these talks. As you are no doubt aware, TUI already has a strong mandate for industrial action, up to and including strike action. If it is required,

every effort will be made to co-ordinate any such industrial action with our sister unions.

Changes to religious instruction won't work without resources

An emergency motion passed at Annual Congress instructed the Executive Committee to assert that schools are not in a position to implement the terms of Circular Letter 13/2018, regarding the provision of alternative options to students in ETB and Community schools who do not wish to partake in religious instruction.

To be clear, this is not an ideological issue; as a Union that believes in an education system that should be non-denominational and we completely respect the rights of students in these schools not to partake in religious instruction. However, the resources required to provide the 'alternative tuition' in the circular letter have not been assessed, let alone supplied, to these schools.

Quite clearly, this provision will require the employment of additional teachers. Members will be instructed not to comply with the terms of the circular letter until such

time that the resources that are required are provided.

Slight improvement in middle-management levels, but much more must be done Circular Letter 3/2018 on Leadership and Management in Post-Primary Schools was recently published. We welcomed it as a slight improvement, but its value is largely symbolic as it does not to any significant degree redress the attrition of the last ten years.

Schools will still be unable to provide the same support network that they did before the introduction of the moratorium on posts of responsibility. Moreover, many schools will accrue absolutely no benefit because they have not yet hit the low threshold set out by the circular. TUI estimates that in excess of a third of all second-level schools will gain no posts under this system. In fact, those schools which have not reached the low threshold level will continue to lose posts under the new provisions. More could and should have been done, and we will continue to campaign for a full restoration of the pre-cutback levels of posts of responsibility.



Introduction

If the government's stated aim to make the country's education system the best in Europe within the next decade

is to be credible, then why has Budget 2018 included so few positive developments for our education system. In many cases additional investment is just barely keeping pace with demographic trends.

- Included increased supports for areas of second level education ie curricular reform,
- the paltry additional 100 career guidance posts,
- Ongoing support for developing school leadership & continued support in implementing the junior cycle reform.
- Increased investment to cover the day-to-day costs of running our secondary schools must be prioritised. School management find it increasingly difficult to balance budgets with year on year increases in core expenditure. The PDA calls on the department to correct this anomaly and we will raise this directly with the department in the coming weeks.
- Budget 2018 did not tackle the issue of pay inequality that exists between those who entered the profession before and after 2011, despite it becoming increasingly difficult for schools to employ teachers in many subject areas when such graduates can secure better paid work in other employments.
- Staff shortages have also been exacerbated this year by the increasing number of secondments of staff to support services and the appointment of an additional 170 deputy principals.

Further and Adult Education Budget 2018

The same "OECD Education At A Glance" indicators showed that Ireland has a considerably higher number of 18-24 year-olds neither in education nor employment (18.2%). This compares with an OECD average of 15.3%.

- It is also deeply disappointing that there was no move towards removing the €200 charge for PLC students that continues to act as an impediment to participation for

many students.

- Furthermore, the VTOS payment of 20 euro which was removed in 2013 has had a negative effect on recruitment. To tackle Youth unemployment, such barriers to participation must be removed.

New junior cycle concerns

- The reduction of in house exams to allow for Classroom Based Assessments is clearly required by the new curricula. Nevertheless, the possibility of having no house exams from Christmas in 2nd year until the mocks in 3rd year to make way for 10% of the assessment of the Junior Cycle Profile of Achievement is all well and good, but we need the support of the DES, and the TUI, in educating parents in relation to the manner in which we will be engaging with formative assessment.

In relation to other issues for the TUI

- to address and resolve through the implementation body we are seeking solutions for issues, such as:
- Assessment in general which is difficult with regular staff turnover – which is becoming commonplace further to Circular Letter 59/2016.
- The expectation that staff have access to the required ICT technology for recording.
- The expectation that staff bring ICT devices to in-service.
- The presumption that the whole school Wifi is enabled.
- The means for storing information electronically
- Procedures for handing over and receiving students work - needs to be agreed as this is effectively examination material and teachers and students need protection from claims of loss.
- Sufficient allocation for the roll out of 40 mins to each teacher of junior cycle subjects – this was not the case this year – it was the responsibility of the implementation committee to address this.
- Certification – This process not clear with regard to administration..
- In-servicing for JCT demands on ETB schools significant Sometimes asking for teacher to be released one day a week for 5 weeks in a row – same day normally.

Well-Being

We can only welcome the place accorded to Wellbeing in the Junior Cycle. It does of course lead to a need to reimagine how we plan for

and deliver significant aspects of the Junior Cycle experience. In doing this we are not without direction and support. We welcome the reminder in the Junior Cycle guidelines that Well-being is a principle of Junior Cycle education in addition to being a curricular area. We commend the work of the JCT in preparing resources and high quality CPD to support Junior Cycle Well-being and we look forward to continuing engagement in this regard. Our schools have well developed structures of pastoral support which can only be further strengthened as we move to implement this key principle of the new Junior Cycle.

Droichead

We note the TUI directive on Droichead and welcome the TUI's efforts to secure appropriate resourcing to run this programme in our schools. We also wish to assure the TUI and our own colleague teachers, that we will ensure that the Droichead programme provides the support required for the professional development of New Entrants. Furthermore the PDA, as a representative body for Principals and Deputy Principals, has no interest in involving ourselves in assessing or evaluating our staff. We are leaders, it is our job to support our staff – and we will continue to undertake that responsibility appropriately.

SSE/ DEIS planning

As 10 hours has now been allocated to staff for Croke Park responsibilities on 'other than a whole-school basis', there is little time left for whole school planning, parent-teacher meetings, open nights etc. This must be addressed urgently. It must also be noted that expectation of inspectorate is high in relation to same without adequate time. Croke Park is seen as the answer for all school endeavours and it simply is not. Increasing the number of hours that may be used on an 'other than a whole-school basis' and allowing such hours to be assigned to groups of teachers would be a step in the right direction. There is no necessity for all teachers to be present at an open night or a Parent Teacher meeting. Agreeing a provision to allow teachers to be assigned to appropriate Croke Park hours, without the requirement for some teachers to sit in meetings that are not relevant to them, would be a start – and the PDA is open to starting this discussion with the TUI with a view to informing discussions on the review of Croke Park hours.

without the requirement for some teachers to sit in meetings that are not relevant to them, would be a start – and the PDA is open to starting this discussion with the TUI with a view to informing discussions on the review of Croke Park hours.

Supports for school leadership

The PDA welcomes the strengthening of the leadership function in the larger schools through the allocation of additional posts at Deputy Principal level. Schools will inevitably benefit from these important extra supports. We must of course be mindful of the fact that many schools will not benefit from additional Deputy Principal positions and mindful too of the fact that these somewhat smaller schools have enormous needs in terms of the demands on existing school leadership structures. In seeking to put in place additional posts at middle and senior leadership level we must also keep in mind the legitimate expectation of teachers to have the opportunity for advancement in their chosen career. Over the past ten years we have seen unprecedented demands made on schools in terms of curricular reform, in terms of increased accountability and in terms of how we approach teaching and learning. Now is the time to move to strengthen the middle leadership tier in our schools to meet current demands and to meet inevitable new demands in the future.

NCSE New Allocation Model

The PDA, through the TUI, promotes inclusion. The emergence of a new model for resource allocation for students with special educational needs in our schools began this September. PDA are very concerned about the workload implications for Principals & Deputy Principals & SEN teachers, in relation to the allocation of SEN hours.

This new allocation model, designed to support the most vulnerable students in our schools places all of us at the centre of the allocation of resources. Such resources must go to students with the greatest need. The challenges this new model will bring on our workload are just emerging. Support for management is essential here.

Computer Science & ICT Grants

It is welcome that Second-level students will finally get an opportunity to do computer

science from September 2018 in the Leaving Certificate. Phase 1 of the implementation process will involve a small cohort of schools who have the capacity to introduce Computer Science as a Leaving Certificate subject. Phase 2 of the implementation process will see the subject being made available as an option to all schools from September 2020. PDA welcomes this initiative with a few reservations. We see real funding & CPD to equip teachers with the knowledge to update their own skills and competencies as critical. PDA welcomes the digital plan, 30 million of which was invested this year. At present, not all secondary schools have high-speed broadband.

Further Education

The PDA is calling for a fit for purpose capital budget to be rolled out to PLC colleges to allow school management to update our buildings. Our colleges should also be able to avail of emergency & summer work schemes. PLC programmes are successful and provide excellent opportunities for learners for progression and employment. In PDA we hope this review will remove the cap on places and enhance growth in this area. The research from third level institutions indicate that those learners who have accessed

PLC are retained in the system and are less likely to drop out. PDA strongly advocates an increase in places on the Links scheme so more learners will progress to Higher education. Post leaving cert education should be advocated as the natural link to Higher Education as this would mean greater student retention. A radical rethink of the transition from post Primary to third level is needed with the involvement of all stakeholders. PDA urges both the TUI & DES to prioritize the role of Public education providers in Further education & training. The role of the Department of Social Protection, in terms of direct referral of learners to private or contracted providers, is a huge concern and, as proud public servants, we in the PDA assert that this practice is an unconscionable breach of the social contract. The number of direct referrals to FE colleges is falling for the past number of years despite local protocol meetings in each ETB. Inflexibility around back to education allowances and other payment criteria means learners must leave courses after registering. This is particularly evident in colleges in rural catchment areas where other education & training options are limited and other barriers such as transport & childcare exist. Each ETB needs to have greater autonomy in terms of programme choice.



Jacinta Kitt

Jacinta gave a very entertaining presentation on Wednesday evening to open our conference. While her delivery style was light hearted, her message was a very serious one. She emphasised the importance of dealing with the day to day issues that cause us stress and meeting them head on. She advised us all not to take ourselves too seriously and not to be afraid to personally reflect on a continuous basis with a view to



Professor Kathleen Lynch

Kathleen spoke to our conference about neo-liberal capitalism and the effect it has on our education. She spoke about how the public service in this country has become a provider of services referring in many cases to the citizens as customers. These expressions filter through all parts of society including schools and there are moral implications. In this environment, equality suffers. Market accountability replaces democratic accountability. When we move down this road, education becomes about ranks, league tables and psychometric testing and the focus on the student and their wellbeing disappears. It undermines cooperation and collegiality. Citizenship is defined by paid work and profit. There is a perception that if we are not doing work that yields tangible profit then there is a question over your worth.



Deputy Chief Inspector

Gary O' Donnchadha

Gary spoke to conference about the work of the inspectorate and how that work translates to a focus on learners. He spoke about the range of services supported by the inspectorate to support teachers' work and the links between all of the different parties involved. He spoke about the challenges of the last number of years, not just in relation to the education cutbacks, but also the educational initiatives that have been introduced to schools. He acknowledges the need to support new and established teachers



establishing values and beliefs in the education system. He went on to emphasise the importance of our students being active learners in school to prepare them for life ahead and to be lifelong learners with a view to instilling a sense of worth in themselves.

Professor Philip Nolan

Professor Nolan spoke to conference about his personal journey and the dangers of growing inequality in education. He spoke about income segregation, geographic segregation and gender inequality in Ireland and the impact that that has on our schools and society as a whole. He spoke of his concerns that these divides are widening. People value themselves when we value everybody's uniqueness. He spoke about the importance of raising our voice as educators to counter the loud voices of politics and big business to help shape national policy.



John West-Burnham

John West-Burnham draws on a wealth of international experience and a wide range of research evidence to support his presentations. At the November Conference John addressed the theme of evidence based collaborative practice. He placed particular emphasis on the importance of teachers gaining an intimate knowledge of each other's practice and referenced the potential to improve student outcomes. This awareness of practice should ideally extend to working with colleagues in other schools. The importance of networking to share and develop practice is recognised not just in the field of education but across a myriad of aspects of human endeavour. Referring directly to school leadership West-Burnham stressed that one of the big challenges for education leaders is to think beyond our own schools and ourselves. Drawing on the work of Hargreaves, A. and Fink, D. he suggested that truly sustainable leadership means caring for all the people our actions and choices affect. A study by Hargreaves A. and Harris A entitled Performance Beyond Expectations NCSL



suggested that leaders who perform beyond expectations practise friendly rivalry, promote co-operation and possess a collaborative edge.

John went on to discuss the evidence to support the value of collaboration. The study by Leithwood et al published in 2010 suggests that schools that sustain improvement tend to be well networked and have a good structure of internal support. West-Burnham went on to suggest practices that would be likely to lead to what he referred to as high impact collaboration: Peer Review, Benchmarking of practice, Shared CPD and JPD (Joint practice development), Collaborative projects, School-School support. In the Irish context he referenced the PDST Forbairt Programme as an example of an initiative that offered the possibility of meeting the above criteria. John concluded by speaking of the significance of integrity, courage and resilience as examples of personal attributes likely to be supportive of what he described as Leadership for Collaboration.

Mary Nihill

PDA was delighted to welcome Mary Nihill to Conference 2017 where she facilitated a panel discussion involving Prof Philip, Prof Kathleen Lynch and Gary O' Donnchadha, a Deputy Chief Inspector at the Dept of Education and Skills. Mary was appointed Principal in St Paul's Secondary School, Oughterard, Galway in 1993. In 2005 she was seconded as Assistant National Coordinator to the Leadership Development for Schools (LDS) team and coordinated programmes such as Misneach-the programme for newly appointed Principals and Forbairt – a development programme for established Principals and Deputy Principals. She is currently seconded as National Director of The Centre for School Leadership from her role as Principal of Calasanctius College, Oranmore, Galway, where she has been Principal since 2010. Mary was elected as President of The National Association of Principals and Deputy Principals in October 2014.



6. Any other comments? (These are a very small few of the many comments returned).

- Extremely difficult in locating/contacting substitute teachers in all subject areas. No applications for many advertised positions.
- Frustrating having students without subject teachers especially exam classes.
- Huge amount of Principal and Deputy Principals time is being taken up with supervision of classes and this is significantly increasing our workload.
- Impossible to get a teacher of Irish, French, & Home Economics.
- Difficulties, shortages across the board - we are a Gaelcholáiste and the problem is compounded.
- There is a severe shortage of substitutes in all subjects. I cannot get substitutes in any subject area. My criteria at the moment is if the teacher has a pulse I will use them to cover any subject area for me. This is neither acceptable nor professional and it's the students who are suffering. The alternative is to leave the class unsupervised which cannot happen. It is becoming extremely stressful for management and is finding substitutes is taking up a large part of my day.
- Pay the teachers a decent salary and they will come back from the Middle East.
- I have been recruiting continuously this year for positions since August. Some positions I have advertised and interviewed up to 3 time. After offering position to people, I then receive a call that they have got a position (often for less hours closer to home. Dublin rents a major problem).
- It's a nightmare.
- Difficulty in acquiring teachers for PLC in new areas as the requirement for Teaching Council registration is a stumbling block.
- Getting impossible for Principals to manage an effective timetable to cater for the needs of a school. Teaching and Learning is being affected. Crisis situation facing schools.
- It is a constant worry that a teacher will become sick because I do not have confidence that I can fill positions.
- There is a very serious shortage in the area of Special Education Needs which is particularly worrying as these are our most vulnerable students.



Martin Flynn, Michael Murphy, John Kileen & Stephen Goulding



Padraig Kirk, Padraig McCardle, Martha Williamson & Gary O'Donnchadha



Aine O' Sullivan, Cathnai O'Muircheartaig, Mary Keane & Mary Nihill



Colm Kelly, Seamus Laharte, Michael Gillespie & Michael Martin



Patricia O'Keefe, Jacqueline Nunan, Mary Hickie, Anna Morris & Bernadette Moore



John Halpin, Tom Stack, Julie Anne Collins & Shane Foley



Stephen Goulding, Mary Doherty & Paddy Flood

PDA website

Please visit our website for updates and information at

www.PDA.ie

Can't find what you're looking for?
Simply email your suggestion to one of our PDA Officers

(Contact details for the officers are on the front page of this newsletter)





Pauline Egan , Padraig O Ceallaigh & Emer Morrissy



Martina Donnellan, Sharon McGrath, Orla Forde, Austin Fennessy & Stephen Goulding.



Padriag Kelly, Mairin Ni Cheilllachair & Denis Healy



Bernie Judge, Mary Cullen & Patricia Logan



Louise Kearns, Damien Cloney & Mary Cullen



Shane Foley, Paddy Carr & Kevin Langton



James Owens & Michael O'Rourke

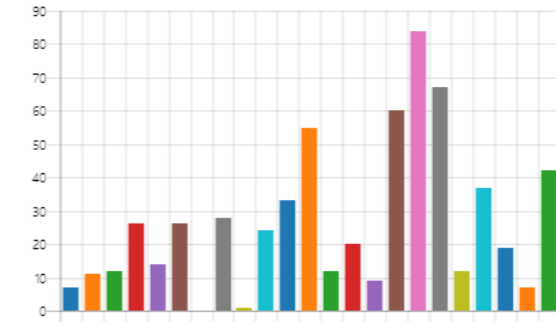


David Ruddy & Noel Kelly

4. If yes, please specify the subject area(s)

More Details

Accounting	7
Agricultural Science	11
Art	12
Biology	26
Business	14
Chemistry	26
Classical Studies	0
Construction Studies / Woodw...	28
Economics	1
Engineering / Metalwork	24
English	33
French	55
Geography	12
German	20
History	9
Home Economics	60
Irish	84
Mathematics	67
Music	12
Physics	37
Technical Graphics / Design & ...	19
Technology	7
Other	42



5. If you are a PLC College of a dual provision school, please specify the subject area you need teacher(s) in. (Selection only)

- Agricultural Science
- All areas within PLC
- Animal Science, Science subjects, nursing, logistics, engineering, electronics
- Beauty Therapy
- Childcare & Business
- Engineering
- Guidance & Sciences
- Maths, Home Economics and Irish
- Nursing
- Provision of new courses restricted to skill-set of existing staff
- Science
- Veterinary, Nursing & Hairdressing

Teacher Shortage Survey Results

The PDA carried out a survey to gauge some of the difficulties Principals are having in recruiting teachers. These are the results from 135 respondents.

1. What region is your school in?

[More Details](#)

● Munster	31
● Connaught	19
● Ulster	11
● Dublin	25
● Rest of Leinster	49



2. Is your school experiencing difficulty recruiting teachers at the moment?

[More Details](#)

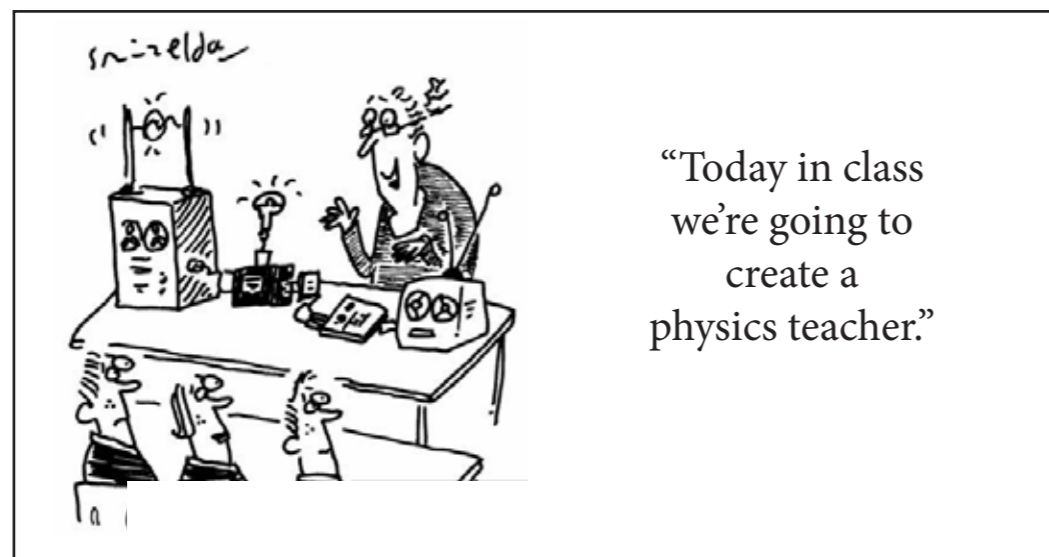
● Yes	129
● No	6



3. If yes, what category of teacher(s) are you in need of?

[More Details](#)

● Casual substitute	118
● Long term sick leave	49
● Maternity leave	69
● Full time	47
● Other	10



Julie Anne Collins, Ailish Flood, Shane Foley, Janice Corrigan & Anne Marie McCarrig



Kathy Jones, Sarah-Jane Willis, Stephen Goulding & Caroline Toole



Jack Flynn, Kevin Langton, Charlie McGeever, Michael O'Connor & Denis Quinn



Alison Ward, Adrian Power, Anne-Marie Egan



Cathal Fitzgerald, Iseult Glynn, Colm Kelly & Stephen Goulding



Adrian Power, Peter Nagle, Sandra O'Toole, Declan O'Toole & James Murphy

Finbarr O' Connor, Principal St. Oliver Post Primary School, Oldcastle

My first evening in Oldcastle was eventful – I had been on Hill 16 in Croke Park in September 1971, to see Offaly beat my native county Galway in the All-Ireland Football Final and drove in the dark to Oldcastle, my first time to drive there in the dark! I got “lost” at the late Major Hess’ house. My first class was Third Year Irish – teaching “Sceal Sheadna” in a pre-fab outside the original Woodwork Room.

Life slipped by quickly – I went home to Galway most weekends to play hurling with my local team – until I met my “Waterloo”!! Life centered around Oldcastle from then on – and still does today. TG. Promotion came – first a “B” Post in 1977 and then an “A” Post in 1985 – and a taste of responsibility! I learned a lot from my mentor and predecessor. Close friendships were formed in those years. I was prepared mentally - when Mr. Collins announced his impending retirement, to apply for the position, despite not having the experience of the role of Vice or Deputy Principal. When the CEO called me to inform me of the decision of the Interview Board, I took a long walk with my “personal advisor” before accepting the position. It was a momentous moment in my time in the Staff Room when the CEO made the announcement, especially when the staff, to a person, pledged their support. That summer was a learning curve, learning where every nut and bolt was – from the sewerage scheme to the bank accounts to the timetable. So when September came I remember being exhausted but excited about making the transition.

I thank my fellow Principals who advised me regularly and remember with fondness all the staff at Meath VEC – their friendship and professionalism. The following thirteen years are a blur of memories, good and bad! Starting off the Parents’ Association, the Student’s Council, the School Prefects, the Management teams among the staff, - the sleepless nights, the pleasure of meeting new First Year groups on first day, the seven days a week worries, the joy of seeing delighted faces when Leaving Cert and Junior Cert, results were opened; the many funerals I attended on behalf of the school as Principal; the satisfaction at the end of a school day when students milled around the front door chatting - at another day over; meeting school teams on their successful return from games/



Mick Daly, Martin Hoye, Tom Hughes, Finbarr O'Connor & Matt Power Retired Members

competitions etc.; “fighting” with the VEC Architect for the retention of the “potato shed”, - our original Gym - exchanging banter with members of the PLC classes in the mornings when being teased over my constant notebook(!); congratulating students on their varied and many successes; Awards Day, BOM meetings, PA meetings, Debs’ nights; the turning of the first sod in July 2000; putting a euro coin under the first block laid (the front wall of the HE room!), “checking” the on-going work on the site – afterall, my late father was a builder! (and annoying the Architect as a result!!); waiting for pre-fabs to arrive so that we could be ready for September re-opening, the trauma of working from pre-fabs + leaky classrooms; watching each step in the building progress with increasing frustration; the patience of our students & teachers with the whole process; hosting guests in the school; Section 29,(shudder) and subsequent meetings with the VEC committee; the co-operation of the PA; the many honours reaped by our students and teachers; great office and caretaking staff, the pleasure of teaching in any class (I loved being in class above all) – the list is endless. The whole “adventure” of July 2000 to November 2001 – building the new school was well chronicled in pictures on the walls of the GPA in the school for years.

I am still in contact with those who were in PDA, then RMA & in NAPDR. My parting comment to Meath VEC on my early retirement was – “I am not leaving education, just taking a break”. Since then I have served on many Interview Boards and attending other functions etc. Such is the life of a school Principal. My time in St. Oliver Post Primary School remains a very precious memory. Part of me will always be there. I have been

invited back for various occasions and have visited the school wearing my Credit Union hat.

I still meet past pupils who greet me – sometimes by first name and often by title! Years ago, at my dying mother’s hospital bedside, a nurse asked me “do you not know me? You taught me in rooms 7 & 8 and always called me Eilis Ni Loinsigh” (from Summerbank) – 40 years flew by at that moment! Or meeting Mary Kearney (St. Brigid’s Tce.) in her hometown of Clane – she had not changed and she reminded of my influence on her as a student and young adult! Or David Gavin, Oldcastle, who reminded me of my football “influence” on him many years ago; or Joey Burns, who took pleasure in introducing his children to me as his former Irish teacher; or being asked by(our children) Adrian, Audrey or Richard for translations into/from Irish for various things in their lives today or the correct grammar in English of a problem they faced in their work!

Finbarr O' Connor



Martha is a Mater Dei graduate, taught for many years in Post Primary education. She was seconded by DES as a national trainer for Relationships and Sexuality Education and was also a facilitator for the Department of Education of the fifty hour training course for teachers and principals on the Substance Abuse Prevention Programme (SAPP). Martha has worked as Regional Manager for the Department of Education’s SPHE Support Service and PDST delivering in-service to teachers, school management and staffs. She has presented at and organised various conferences and represented the Department of Education and SPHE Support Service at conferences nationally

and internationally. She has a post graduate Diploma in Guidance Counselling and has lectured extensively for the University of Limerick and also lectured for St Angela’s College, Sligo and Dublin City University. She has a Masters from NUI Galway in Health Promotion and a Certificate in Addiction Studies from NUI Maynooth. More recently she qualified with distinction as a life and business coach. She was editor of the SPHE Journal and has been involved in the writing of lessons for the Department of Education and Skills. As Drinkaware’s Education Programme Manager, Martha welcomes the opportunity to bring her experience, expertise and skills to a newly reconfigured organisation which aims to create long-term cultural and behavioural change to alcohol consumption in Ireland. Martha is very aware of the important role education will play in this.

Journal Article January 2018

Supporting School-based Alcohol Education Over the past three years Drinkaware, an independent not-for-profit organisation with a vision of an Ireland where alcohol is not misused, has worked in partnership with experts to undertake significant research to establish what works in delivering effective alcohol education in schools. Based on this work, Drinkaware has developed a range of up-to-date educational resources, which aim to delay the age at which young people take their first drink. What role has the school in alcohol education? The Education Act (1998)¹ clearly outlines that a school shall provide health education for students, in consultation with their parents. Alcohol education is a part of this. The new Junior Cycle Framework recognises the importance of Wellbeing and Social Personal and Health Education. Behaviour patterns established during adolescence such as the consumption of alcohol, or lack thereof, can have long lasting positive or negative effects on future mental health and wellbeing. Students who are not engaged with learning and have poor relationships with teachers and peers are at greater risk of using alcohol and drugs, developing anxiety and depression and dropping out of school.² Schools can help prevent problems arising by developing students’ protective skills and characteristics. The Department of Health strategy “Reducing Harm, Supporting Recovery - A Health led response to alcohol and drug use in Ireland 2017-2025” aims to protect the public from threats to health and wellbeing related to substance misuse. It includes measures to prevent early misuse of alcohol among young people, reduce potential misuse of alcohol and minimise harm where it has already started. While recognising that behaviour change is complex, challenging and takes

time the Strategy recognises that prevention is a collaborative effort and future prevention programmes should be evidence based.³ Mark Morgan, Cregan Professor of Education and Psychology at St Patrick’s College was commissioned by Drinkaware (2015)⁴ to undertake research identifying the most effective practices in delivering alcohol education in schools. Professor Morgan found that prevention programmes in a school context can play an important part in preventing the development of problems. Processes and practices are most effective when founded on research and implemented by competent, committed teachers in schools working in partnership with parents and the wider community. The programme should help young people acquire relevant social skills. An interactive style of teaching and learning involving student input and engagement is more effective than passive or didactic approaches. The programme should centre on a positive rather than a punitive or scary approach. A whole school approach where the school community has an involvement and input is essential. The aims of programmes should emphasise harm reduction as opposed to abstinence. The 2016 Drinkaware commissioned research by Behaviours and Attitudes with 200 Junior Cycle Third Year students sought to establish attitudes to the alcohol education they receive in school.⁵ 36% of students ranked secondary school as having taught them very well about alcohol. Of the social topics taught, ‘Alternatives to alcohol’ received the lowest national ratings in terms of ‘taught well.’ 61% of students are very interested in learning more about ‘How to stay safe and alcohol free’. Drinkaware recently developed an Alcohol Education Programme (AEP) for Junior Cycle, which seeks to play an important

part in delaying the age of first drink, impact students’ attitudes and behaviours relating to alcohol if and when they do choose to drink and prevent the development of problems relating to alcohol use. The specific aspects that make prevention programmes more effective were borne in mind when developing Drinkaware’s programme. Young people are our greatest resource. We need to protect and support them to grow to be happy, well-rounded individuals, able to stand on their own two feet, take their place in society and live happy, fulfilled lives. Alcohol education is not a stand-alone area but is influenced by a school’s mission, vision and values alongside support from the principal and management plus the wider school community.

References:

1. Government of Ireland (1998) The Education Act 1998. Dublin: The Stationery Office.
2. Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., et al. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. *J Adolesc Health*, 40(4), 357 e359-318
3. Department of Health (June 2017) “Reducing Harm Supporting Recovery: A Health-led response to drug and alcohol use in Ireland 2017-2025.”
4. Morgan, M. (2016) Prevention Programmes and Alcohol: An overview with recommendations. A Drinkaware commissioned report.
5. Behaviour and Attitudes (2016). Attitudes to Health and Alcohol among Junior Certificate Students. A Drinkaware commissioned report.

Joan Russell
Director for Schools, ETBI

School leadership is the second greatest influence on student learning, second only to teacher effectiveness.

Leithwood & Riehl, 2003

More and more, schools are being challenged to interrogate the quality of the core business of schools; teaching and learning. Frameworks such as 'Looking at Our Schools 2016' and 'Cosán' (Draft 2016-2020) are in place to guide schools and to afford them an opportunity to develop creatively in the interest of all learners.

Instructional Leadership is complex and requires the overt commitment of the senior management team. Obviously, it cannot solely rest with the senior management team, it requires the adoption of a distributive leadership style, facilitating and encouraging the adoption of practice, by all staff, that is creative and diverse, to meet the needs of every student effectively.

.... ability to share authority, ability to facilitate the work of staff and the ability to participate without dominating. Prestine (1993)

Effective Instructional Leadership must also provide for the professional development of teachers. As a principal or deputy principal one needs to provide opportunities for the teaching staff to upskill, to try new approaches in the classroom arising from their learning without the fear of reproach, and share their learning with colleagues, in formal and informal settings.

The principals job is to create an environment where the staff can learn continuously. Senge (1995)

Upcoming Events

Getting the students involved:

- We will be issuing an invitation to schools to participate in a competition to design a poster on Blooms Taxonomy. The winning poster will be distributed to all schools.

Conferences:

- Conference for Principals & Deputy Principals on Monday June 18th.
- Annual National Conference Thursday 11th & Friday 12th October 2018.



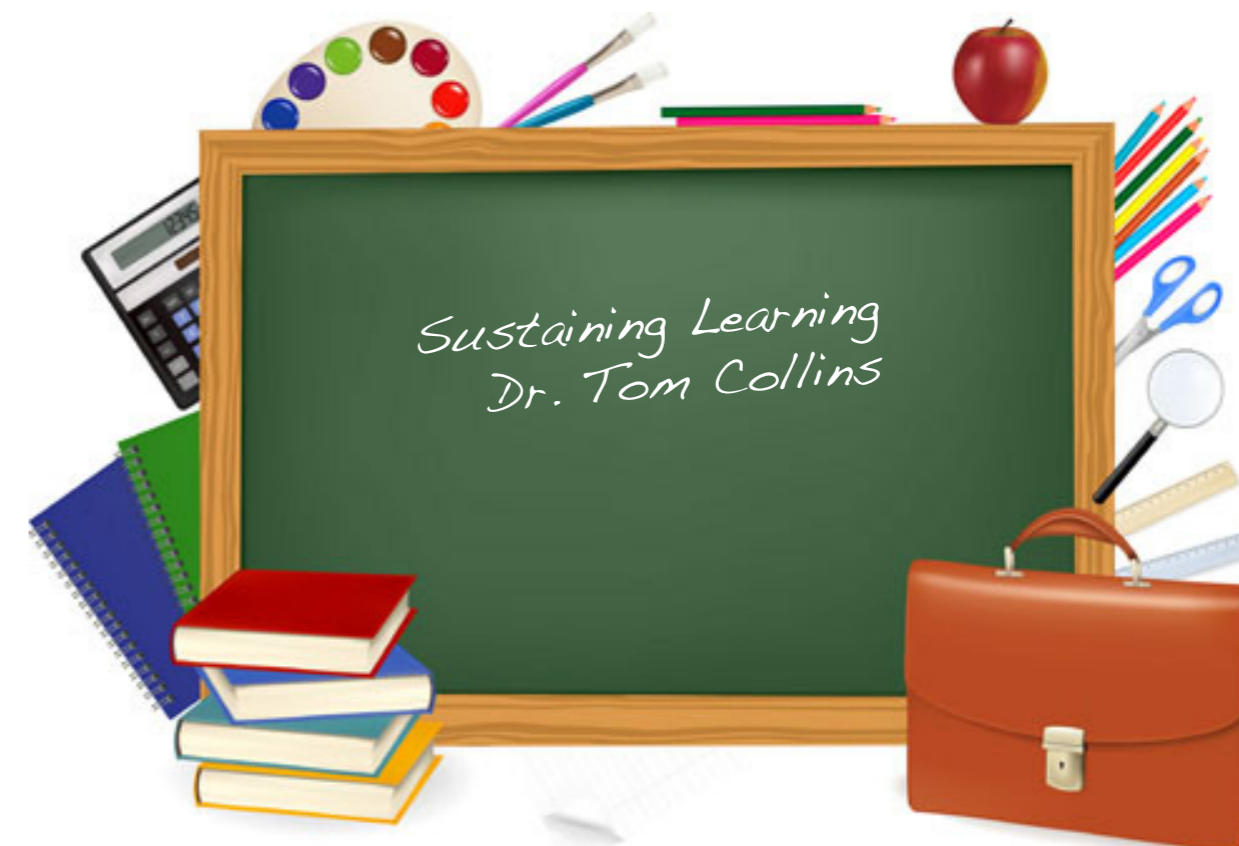
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Sustaining Learning Dr. Tom Collins

The task of sustaining learning may be seen as the first responsibility of a school. There is always the risk that it will conflate this goal with that of sustaining teaching, but it is important that we distinguish between the two. Schools are usually very good at delivering a prescribed teaching load to their student body – something which is easily monitored and easily measured. If the school is approached, however, primarily as a learning site rather than as a teaching site, the focus of the purpose, measurement and monitoring of the school experience changes fundamentally. Such a change potentially impacts on all aspects of the school's programme and even on each element of the school community. Firstly, when viewed as a learning community, the learning challenge of the school is no longer confined to the students. It applies also to the teachers, school management and external stakeholders such as parents and the wider community. Each different constituency within the school community faces a distinct and ongoing learning challenge. One can but speculate as to the kinds of learning priorities which might manifest themselves in such disparate groups. One might, however, focus in a particular way in this context on the theme of trust. Low trust organisations tend to look outside

of themselves for direction and order and to lack the internal mechanisms for coherence, mutual regulation and purposefulness. In such schools students are marshalled, supervised, monitored and, where necessary, disciplined on an ongoing basis during the school day where being out of sight is out of mind and out of mind is dangerous. It is arguable, therefore, that the first requirement of sustaining learning in a school is that of building a high trust culture within the school community and with its immediate social and institutional hinterland. This is firstly a leadership challenge, where the school principal plays a pivotal role. The school principal in a high trust environment will model attributes of personal authenticity, transparency, honesty in professional relationships and personal integrity. Such a principal can set the tone of a school, where teachers feel valued and acknowledged and students are aligned with the teachers in a shared learning journey. A high trust school will likely be a democratic school. For Dewey, democracy and the ultimate point of human development were synonymous. Both, he argued, fostered self-determination and the common good. Like Dewey, Montessori also argued that order would emerge organically and spontaneously in a conducive, non-authoritarian environment and that it was

in such environments the best learning occurred. For both Dewey and Montessori knowledge related to the development of one's capacity to act effectively in the world. This, they considered, was best acquired in a process of experimentation, investigation, interrogation and criticism. In summary, there are many good examples of high trust, democratic based self-generating and self-sustaining learning activities in Irish schooling. This is true even in the sometimes hostile environments of the highly centralised, high stakes and externally driven summative assessment culture of the second level school. Within such classrooms students are encountering learning opportunities that are rich in possibility, are welcoming of their own individual input, are respectful and supportive and which provide a bridge for each student to a future of possibility and excitement.

References:
Hansen, David. T., John Dewey and Educational Prospect. A Critical Engagement with Dewey's Democracy and Education SUNY Press, New York, 2006
NCCA. Commentary on ESRI research into the experiences of students in the second year of junior cycle. Dublin. 2006

YEAR PLANNER 2018



	January	February	March	April	May	June	July	August	September	October	November	December
Wednesday								1				
Thursday		1	1					2			1	
Friday		2	2			1		3			2	
Saturday		3	3			2		4	1		3	1
Sunday		4	4	1		3	1	5	2		4	2
Monday	1	5	5	2		4	2	6	3	1	5	3
Tuesday	2	6	6	3	1	5	3	7	4	2	6	4
Wednesday	3	7	7	4	2	6 JC & LC Exams	4	8	5	3	7	5
Thursday	4	8	8	5	3	7	5	9	6	4	8	6
Friday	5	9	9	6	4	8	6	10	7	5	9	7
Saturday	6	10	10	7	5	9	7	11	8	6	10	8
Sunday	7	11	11	8	6	10	8	12	9	7	11	9
Monday	8	12	12	9	7	11	9	13	10	8	12	10
Tuesday	9	13	13	10	8	12	10	14	11	9	13	11
Wednesday	10	14	14	11	9	13	11	15	12	10	14 Conference	12
Thursday	11	15	15	12	10	14	12	16	13	11	15 Conference	13
Friday	12	16	16	13	11	15	13	17	14	12	16 Conference	14
Saturday	13	17	17	14	12	16	14	18	15	13	17	15
Sunday	14	18	18	15	13	17	15	19	16	14	18	16
Monday	15	19	19	16	14	18	16	20	17	15	19	17
Tuesday	16	20	20	17	15	19	17	21	18	16	20	18
Wednesday	17	21	21	18	16	20	18	22	19	17	21	19
Thursday	18	22	22	19	17	21	19	23	20	18	22	20
Friday	19	23	23	20	18	22	20	24	21	19	23	21
Saturday	20	24	24	21	19	23	21	25	22	20	24	22
Sunday	21	25	25	22	20	24	22	26	23	21	25	23
Monday	22	26	26 aster	23	21	25	23	27	24	22	26	24 Christmas
Tuesday	23	27	27	24	22	26	24	28	25	23	27	25
Wednesday	24	28	28	25	23	27	25	29	26	24	28	26
Thursday	25		29	26	24	28	26	30	27	25	29	27
Friday	26		30	27	25	29	27	31	28	26	30	28
Saturday	27		31	28	26	30	28		29	27		29
Sunday	28			29	27		29		30	28		30
Monday	29			30	28		30			29 Mid Term		31
Tuesday	30				29		31			30		
Wednesday	31				30					31		
Thursday					31							

Useful Numbers: _____

PDA CONFERENCE 2018 November 14, 15 & 16
The Johnstown Estate
 Enfield, Co. Meath. 