

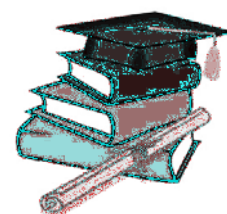


A Checklist for the New School Year

INSIDE:

- **Developing a Code of Behaviour**—page 2
- **Allocation of SNAs**—page 4
- **Circulars**—page 5
- **Community National School Patronage Model**—pages 6-7
- **Minister of Education**—pages 8-9
- **MLPSI**—pages 10-11

- If teaching staff are newly appointed has the appointment procedure been completed, the contract signed and confirmation sent to DE&S?
- In the case of permanent appointments did you advise in writing in relation to “new entrants” that employment terminates when 65 is reached? – see circular 10/04.
- Have you set out the seniority lists for teachers and for SNAs and ensure they are agreed? - Circulars 02/04 (teachers) 0059 & 0058/2006 (SNAs).
- Is there a post of responsibility to be filled? – see circular 07/03.
- Was there a parental complaint outstanding from last year that was suspended because of the vacation? Get it cleared up as quickly as possible following the procedure. Do remember that even if a family who had made a complaint has left the school the complaint must be processed. The complaints procedure is to be found in the DE&S Information Manual Appendix A and see also p 35.
- Do parents have in writing details of the school day and of proposed closures during the year?
- Have the parents of new pupils been asked to provide details of known health issues, learning difficulties, contact numbers in event of emergencies, etc?
- Is there pupil accident insurance in place for all pupils?
- Has the Parents’ Association arranged to hold a meeting with a visiting speaker on a relevant topic? Might this be done in conjunction with other schools in a cluster?
- If a parental representative on the board of management has ceased to be eligible see appendix B options 1&2 (10) and note for replacement protocols.
- If a teacher representative on the board is on career break, secondment or study leave for 6 months or more then appendix A is followed.





Developing a Code of Behaviour

Guidelines for Schools

The National Educational Welfare Board has issued to all schools the booklet “Developing a Code of Behaviour *Guidelines for Schools*.”

Every board of management, at both primary and second level, as can be seen from the extracts below, is required to have in place a Code of Behaviour which accords with these guidelines and which has been approved by the Patron. This is a legal requirement and patrons or patronage bodies are advised that the codes of behaviour in schools for which the patron or patronage body has responsibility are revised in accordance with the guidelines and presented for approval. The creation or revision of any policy is a whole school activity and all parties in the school community should have an input into the revision and local agreement process.

The NEWB has suggested that schools may take until 2010 to have such guidelines prepared but the legal requirement suggests that they should be available much sooner.

A copy of the document may be downloaded from www.newb.ie

Some relevant extracts

The Guidelines have their basis in law.

A code of behaviour shall be prepared in accordance with such guidelines as may, following consultation by the Board with national associations of parents, recognised school management organisations and trade unions and staff associations representing teachers, be issued by the Board. Education (Welfare) Act 2000, section 23(3)

The Guidelines supersede the following Department of Education and Science (DES) Circulars:

- Rule 130 (as amended by Circular 7/88) of the *Rules for National Schools*, insofar as it applies to matters dealt with in these Guidelines
- Circular 20/90: *Guidelines towards a positive policy for school behaviour and discipline, and a suggested code of behaviour and discipline for national schools*
- Circular M33/91: *Guidelines towards a positive policy for school behaviour and discipline: A suggested school code of behaviour and discipline for post-primary schools.*

In order to comply with the *Education (Welfare) Act 2000*, the school should ensure that its code of behaviour is prepared in accordance with these Guidelines. The Guidelines recognise that each school community has its own particular and unique characteristics. Each school should apply the Guidelines in ways that fit with and reflect the ethos of the school and the character of its own community of students, teachers and parents.

The Guidelines should be used for:

- auditing an existing code of behaviour
- regular review and updating of an existing code or developing a code for the first time
- promoting ongoing discussion and reflection about behaviour and learning in the school.

Both the **process** of developing or reviewing the code, and the **content** of behaviour policy should take full account of the good practice set out in the Guidelines. Particular attention should be paid by school authorities to ensuring that legal obligations are met and that school procedures that give effect to relevant legal obligations are in keeping with the Guidelines.

A plan for undertaking the review or development should be prepared, together with timeframes for undertaking this work. This plan should be approved and adopted by the Board of Management.

Under the provisions of the *Education Act 1998*, each school has a Patron who carries out certain functions specified in the Act. In order to comply with these provisions, the Board of Management should submit the code of behaviour to the Patron for approval.

Comments from WSE Reports

How would you measure up?

Consideration should now be given to the production of an annual report to inform parents about on-going progress on all aspects of the school.

It is recommended that:

- All policies are signed and dated on ratification.
- A strategic plan be devised for the systematic review of the implementation and impact of the school plan.
- A review of the special education needs policy is undertaken. This review should include documentation of evolving practice in relation to in-class provision, extension of support for pupils in the area of numeracy, greater parental involvement in the formulation and review of Individual Pupil Learning Profiles (IPLPs) and the involvement of pupils, particularly at senior level, in the development of their own IPLPs.



ICT Reports

Two reports on ICT in Schools have been published.

Investing Effectively in Information and Communications Technology in Schools 2008-2013 is the Report of the Strategy Group appointed to advise on the priorities for investment in ICT in Schools having regard to the critical success factors for successful integration of ICT into learning and teaching.

ICT in Schools reports on the evaluation of the impact of ICT on teaching and learning undertaken by the Department's Inspectorate.

The Reports identify the need for a holistic approach addressing the areas of professional development, appropriate digital content, ICT infrastructure in all classrooms, broadband connectivity and technical support. They also highlight the critical role of the Principal and ICT Co-ordinator in driving the integration of ICT within the school.

Key Role of School ICT Co-ordinator The role of the individual school ICT co-ordinator will now be prioritised. This is in keeping with international best practice where local school based and peer to peer support is identified as the most effective way to further ICT integration in schools. The National Centre for Technology in Education (NCTE) will publish a handbook for principals and ICT co-ordinating teachers *Planning and Implementing e-Learning in your School*. A professional development course for ICT coordinating teachers on the development of e-Learning Plans will be available along with nationwide seminars on e-Learning for principals and ICT coordinating teachers to be run in the Autumn.

ICT Integration Across all Support Service Activities Recognising the need to incorporate ICT into all school support activities, the NCTE will collaborate with the various school support agencies to integrate ICT into the delivery of all support services. New online and blended ICT professional courses will be made available and ICT will be integrated in all curriculum development activities.

The Inspectorate's evaluation recorded limited integration of ICT in the classroom at primary level. The evaluation found that the use of ICT in primary schools is currently focused on developing students' numeracy, reading and writing skills, and that it is also used in the teaching of Social, Environmental and Scientific Education (History, Geography and Science).

The report identifies that the provision and maintenance of hardware within schools and the provision of increased opportunities for teachers to engage in relevant teacher training are strategically important with regard to the development of ICT in schools. It further highlights that improvement in schools' ICT infrastructure is required and that better provision needs to be put in place for ICT technical support and maintenance for schools. It also suggests that schools should have a designated staff member responsible for ICT development and that an ICT plan and an AUP (acceptable use policy) should be put in place in every school. It also suggests that the focus of schools' ICT planning now needs to shift from the current emphasis on infrastructural issues to exploring ways of further integrating ICT into the teaching and learning process.

Allocation of SNAs

The National Council for Special Education (NCSE) is responsible, through its network of local Special Educational Needs Organisers (SENOs), for allocating resource teachers and special needs assistants (SNAs) to schools to support children with special needs.

Applications for SNAs may be considered by the NCSE where a pupil has a significant medical need for such assistance, a significant impairment of physical or sensory function or where their behaviour is such that they are a danger to themselves or to other pupils.

For some pupils, as they mature, their care needs may diminish over time. In such circumstances, the NCSE will review and adjust the overall level of SNA support in the school concerned. This may mean that some pupils who had previously been supported by a full time SNA may have their needs met through the shared support of an SNA or perhaps they may have no need for SNA support. The NCSE operates within the Department's criteria in allocating such support.

The NCSE will undertake to review a decision taken by a SENO on foot of a request from a school or parents/guardians, when accompanied by relevant additional information, which may not have been to hand at the time of the decision. The NCSE has outlined this process in its Circular 01/05.

Reminder:

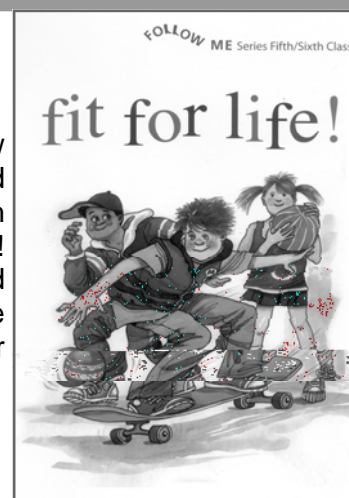
If you have recently appointed an SNA you may need to remind them that no sick pay will be allowed during the first three months' service. See the appendices to SNA 03/03.

Cross-Currents

The DE&S has circulated this book which has an outline of a number of publications that would perhaps be suitable to enhance the intercultural perspective of teaching and learning. Copies were previously distributed by this Board, in September 2005, to both primary and second-level schools with the financial support of the Church Education Society.

Follow Me

Orders received have now been despatched including the new 5th/6th class module, *Fit for Life!* If you haven't ordered your books yet please contact Vicki for an order form.



More Assemblies for Primary Schools

This is the title for a set of 3 books covering the school terms prepared by Margaret Cooling and published by REMP. They are described as containing "broadly Christian" assemblies for use with pupils aged 5-11 in the UK. They draw on the breadth of Christian traditions and use examples which will be appropriate for a multi-cultural pupil intake.

There are useful guidelines provided for teachers. The note on prayer suggests that pupils should only be invited to join in prayers, never forced to respond. It suggests that teacher might say *I am going to say a prayer. If you wish you can join in with the Amen at the end or you can listen quietly. Amen means "I agree"*. It would follow that only pupils who are comfortable with this should be asked to read prayers. These are points that will be helpful as our schools develop an increasing inter-cultural element.

Downloadable illustrations and relevant websites are added as an appendix. These books can be strongly recommended as a valuable resource for teachers and some assemblies would provide a useful extension to topics in *Follow Me*. Copies may be ordered through the RE Resource Centre in Rathmines.

Circular 0067/2008

Revised Rates of Pay in respect of Supervision for the 2007/2008 school year with effect from 1st September 2007 advises:

1(a) The application of a revised rate of pay effective from the 1st September, 2007 for supervision duties carried out by teachers.

1(b) The application of a revised rate of pay effective from the 1st September, 2007 for personnel employed solely as supervisors by Boards of Management.

2. The annual rate payable to teachers for the 2007/2008 school year in respect of 37 hours supervision is €1,789.00.

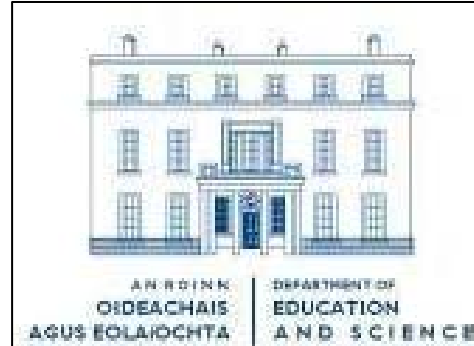
3. The rate payable to teachers for supervision in the 2007/2008 school year from the 1st September 2007 was €47.91 per hour and €49.11 per hour from 1 March 2008.

4. The rate payable to personnel employed solely for the purpose of supervision is €21.35 per hour effective from the 1st September 2007.

5. A grant payment issued to the Boards of Management of eligible schools* in March 2008 to facilitate the payment of supervisors for the 2007/2008 school year.

6. A copy of this Circular should be made available to the members of Boards of Management, teachers and supervisors.

* 1, 2 and 3 teacher schools and schools where a teacher has opted not to undertake supervision duties.

**Circular 0075/2008 - Home Tuition Scheme**

This circular is intended to provide information in relation to the Home Tuition Scheme. In particular it contains information on:

- Purpose of the scheme
- Criteria for eligibility under the terms of the scheme
- Allocation of hours under the terms of the scheme
- Qualifications of tuition providers
- Completion of application form

Home tuition is intended to provide a compensatory educational service to children with a significant medical condition which is likely to cause major disruption to their attendance at school on a continuing basis. Therefore home tuition in this category is to be provided for:

- Pupils who cannot attend school at all or who are absent for a significant proportion of the school year and where the degree of absence is such that without supplemental instruction the pupil is unlikely to be able to perform academically at the level appropriate to his/her level of ability.
- Children with Special Educational Needs awaiting an appropriate educational placement, as an interim measure.
- Children aged 2 ½ - 5 years who have been assessed under the Disability Act by the HSE as having Autistic Spectrum Disorder, requiring early educational intervention.

Home Tuition is for educational intervention only. The provision of therapeutic services such as Speech and Language Therapy, Occupational Therapy, Psychological services etc are a matter for the HSE. Home Tuition funding may not be used for therapeutic supports.

Circular to issue Holiday Pay for Fixed Term (Temporary) employees. This will remind boards to issue all employees with a written statement of terms and conditions. It will clarify the entitlement of fixed term staff to holiday pay and warns that contracts should not have an end date of 31 August unless the qualified teacher is employed for the entire school year or at least from the first working day of October to 30 June. A qualified teacher taking up fixed term employment after the first working day in October will not be paid for July and August.

COMMUNITY NATIONAL SCHOOL PATRONAGE MODEL

Minister Batt O'Keefe held a one day conference about the new model of patronage and the following is the presentation made by Hilary McBain, Principal of Kill O'the Grange National school, on behalf of the boards of education. Details of other presentations may be found on the DE&S website.

This presentation is described as being on behalf of the Church of Ireland Board of Education but has been drafted in conjunction with the Boards of Education of the Methodist and Presbyterian Churches in Ireland. I mention this point because a national school under the patronage of one of the three Churches has never just served members of one Church or denomination. Each such school has always served as part of its enrolment the broad Protestant community. Indeed some of the schools have a Federal or shared patronage which further reflects one element of that service to a broad community.

In this context of service to a community the schools do not provide faith formation or instruction which is seen as a matter both for the family and parish or congregation. Religious education, and not instruction, in a Christian context is seen both as a stand alone subject and as a key aspect of the overall life of the school. Religious instruction and specific religious formation in



the context of church membership and specific church teaching is provided by the Church of Ireland and the two other churches in the parish or congregation setting. It is appreciated that Religious Instruction is a term used in the Rules for National Schools, published c 1965, but Religious Education is the term used in the Primary School Curriculum published 1999. The Church of Ireland, in conjunction with the Methodist and Presbyterian Boards of Education, has put in place a religious education programme *Follow Me* which provides a coherent curriculum with a pupil text for each class and an accompanying teacher resource book. This is designed to provide religious education on a Christian basis but with a recognition of other world faiths. It provides a foundation for the State approved RE curriculum at Junior Certificate level and also complies with the Common Core Curriculum (revised) agreed by the four main Christian Churches in Northern Ireland and, following equality proofing, issued to schools in 2007 by the Minister for Education in that jurisdiction. It

has been advised to the Department of Education and Science that the programme is also utilized as part of the religious education programme in the inter-denominational gaelscoilleanna under the patronage of An Foras Pátrúnachta.

The training of primary teachers in the Colleges of Education has always included religious education as a component subject in terms of content and teaching methods. It is therefore reasonable to expect teachers to undertake such teaching. The *Follow Me* programme does not require nor should it that an individual teacher would compromise his or her own beliefs. It is designed, in accordance with the Education Act, 1998, to cater for the moral, religious and spiritual needs of all pupils. The Department of Education & Science is well aware that schools under Church of Ireland and other Protestant patronage have always had and served a significant multi-denominational enrolment.

These schools have reacted positively to the growing pluralism in the State by being welcoming and open to all and one can see in the recent audit of enrolment policies a substantial number of Church of Ireland schools who have above the average number of pupils for whom English or Irish is not a first language or indeed have an above average number of pupils with special education needs. This sense of pluralism and openness to all is nothing new to us.

The Protestant community while small is now a growing and vibrant element within the Irish population, not least because of the numbers of new Irish who were already members of sister churches in other countries. Census 2006 points to increasing numbers in the community and specifically increasing numbers in terms of the cohorts of children who would be moving into primary education.

The Protestant Community, through the respective boards of education, has already indicated a welcome for this new model of patronage and has acknowledged the expertise of the vocational

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educational committees and their support and encouragement, through their second level schools, for those children from our community who attend such vocational schools and community colleges. We were pleased by the reassurance from your Department that this new model would be equal in independent governance and funding to any other primary school. We would deplore the inequities in funding which exist between primary and secondary education and now require a policy of equalisation in financial funding in order to provide the level playing pitch. We have however wondered about the claim to the title 'Community National Schools' when all schools, and specifically the sector which I represent have always served and will continue to serve the community.

I note that the former Minister in a Parliamentary answer indicated that this conference would consider the long term challenges of organising and developing our system of school governance to accommodate new parental demands and aspirations. There appears to be only anecdotal research if any, on what is meant by new parental demands. Our colleagues in the Roman Catholic sector have on the other hand published research which indicates not merely the acceptance but a positive response to denominational education.

Any parent expects their child to have the very best opportunity of education and to be given the opportunity to develop to their very best potential. This aspiration is clearly something which is shared by all primary schools, their teachers and boards of management. There is however the acknowledgement that there is a growing number of different faith communities some of whom will be members of other world faiths than Christianity and that this is an element which needs to be addressed. In this context I would reiterate that Protestant schools do not provide what might be termed as religious instruction for a particular faith formation during school time. Instead what is provided is a religious education programme which is, yes, Christian in general context. It is a part of a child's education i.e. an opportunity for children to think about, to consider and even at a relatively young age to explore deep questions. It is never a mechanism for children to be told this is how you or your family should believe. Furthermore the religious education programme has an element of looking at other world faiths and this is something which can be developed on a cross-curricular basis to encourage inter-culturalism.

The former Minister in the same Parliamentary answer also indicated that this conference would look at issues of capacity and choice. In representing three Churches which are minority communities and whose dispersion is significant with Census 2006 indicating that those who declared their adherence to the Church of Ireland or Presbyterian religious traditions having the highest rural dispersion of any religious groups in this State the reference to capacity is significant. Our primary schools tend to be small with a majority having four or fewer class teachers. The DE&S has moved to the creation of very large school units with up to a four class entry and the minimum appears to be 16 teacher classrooms. We feel it is essential to highlight that this large school policy appears to be a policy which threatens the distinctiveness of our own ethos and culture. In welcoming this new model as we have done we must also express the real concern that this should not be seen as the only model for the future. As Churches involved in education we do not wish our minority school communities to be subsumed into a majority through sheer force of numbers. It would be regrettable if the Department's reaction to schools seeking extensions was to offer extensions which cause schools to double in size which may reflect local demographic developments but which significantly exceed the needs of the community traditionally served by the school. This may seem a curious comment when economic constraints have virtually halted much of the building programme. It does however point to the need to maintain the variety of patronage types so that parental choice may be a genuine option rather than an aspiration and this is why this model is to be welcomed but not to the exclusion of the development of other existing school types.

Let me finish by asking a question? Is this a genuine investigation of options for future patronage of our schools for our children in a changing society or are the beautiful children that enter the doors of our school each day, who are often overlooked in the decision making process, going to be herded into large schools of at least 16 classrooms because of various constraints.

Go raibh mile maith agaibh.

Hilary with her infant class



Minister speaks



Proposed Cutbacks

Minister O'Keeffe said *"I would like to give some details of the expenditure savings and other measures on foot of the decisions taken in order to deal with the expenditure pressures. In line with the Government's decision, payroll costs in the education sector will have to be reduced. This means restrictions on recruitment will have to commence immediately commensurate with ensuring a reduction of 3% on payroll costs in 2009. This measure will apply to my Department and to all agencies and bodies across the sector, including the higher education institutions. However, the Government has decided that an across the board adjustment of 3% would not apply to front-line staff in primary and post-primary schools and this includes schools in the VEC sector.*

This aspect of the Government's decision exemplifies the prudent and careful approach we are taking in applying restrictions.

We need to ensure resources for schools are efficiently targeted in accordance with the criteria for their allocation. The overall number of teachers and special needs assistants in schools will be agreed by my Department and the Department of Finance. In line with the Government decision that administrative efficiencies must be achieved across the public sector, the education sector must achieve reductions in spending on consultancy services, advertising and PR this year, by at least 50% in 2009."

Promised Increase in Capitation

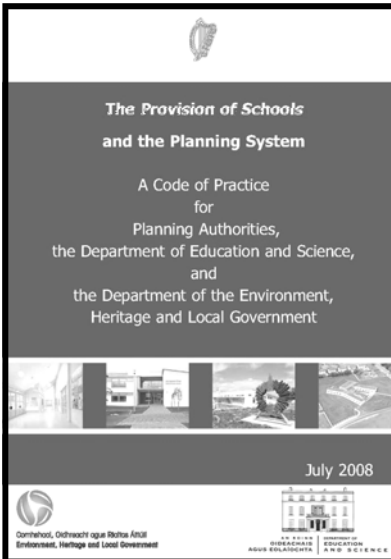
When asked about the progress in regard to the commitment given in the programme for Government to increase day-to-day funding for schools in real terms and double the capitation grant for primary schools the Minister replied *"All Programme for Government commitments to improve public services including those relating to capitation grants are contingent on the economic and budgetary environment and the need for prudent expenditure and fiscal management. The commitment in relation to doubling the capitation grant to primary schools can only be looked at and considered in the context of the overall economic and budgetary position that might prevail in the coming years and the competing priorities for available resources. The need to control public expenditure will present particular challenges in the context of framing the 2009 estimates."*

Waiting for word on your building project?

Minister O'Keeffe has said *"The commencement and progression of all large scale building projects from initial design stage through to construction phase will be considered on an on-going basis in the context of my Department's Multi-Annual School Building and Modernisation Programme. However, in light of current competing demands on the capital budget of the Department, it is not possible to give an indicative timeframe for the progression of those projects at this time. I am currently reviewing with my officials the Department's spending plans for this year. This process is ongoing and I will not be making any decision on any further capital expenditure until it is completed."*

Opposition Spokesman Brian Hayes commented *"As the Minister has admitted, over 900 schools depend upon prefabricated and temporary accommodation and approximately €35 million is wasted every year on the rental of such accommodation. That is another black mark against this Government and the Minister in failing to provide decent accommodation for our children. A total of 25% of all schools in the*

country have building projects before the Department. However, as the Minister informed the Dáil there is not a chance in hell of those projects being advanced because we will see a major drying up of capital resources next year and beyond. This means that some of the worst examples in terms of accommodation will be left hanging on a list with nowhere to go."



Building and Planning for New Schools

The publication of a Code of Practice on the Provision of Schools and the Planning System sets out the roles, responsibilities and specific actions to be taken in relation to forecasting future demand for school places and planning for schools provision through the development plan, local area plan and development management processes. The Code of Practice, which is issued as statutory guidelines under section 28 of the Planning and Development Act 2000, is part of a wider package of initiatives designed to facilitate the provision of schools and schools-related infrastructure within the planning system.

Announcing the new Code of Practice, Minister for Education and Science, Batt O’Keeffe T.D., spoke about the importance of creating clear linkages between the demand for school places, especially in new, fast-growing and developing areas, with the current planning and delivery processes followed by his Department in relation to school accommodation. *"It's principally about ensuring that planning authorities engage at the earliest opportunity and co-ordinate with the*

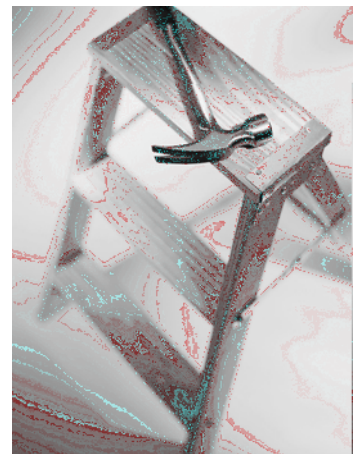
Department of Education and Science in relation to schools requirements and their future provision before land is zoned or re-zoned for substantial residential development."

The Code of Practice is built around three core objectives: firstly, schools provision should be an integral part of the evolution of compact sustainable urban development and the development of sustainable communities; secondly, the provision of any new schools should be driven by and emerge from an integrated approach between the planning functions of planning authorities and the Department of Education and Science; and thirdly, planning authorities will co-operate and co-ordinate with the Department of Education and Science in ensuring the timely delivery of schools.

A feature of the 2008 school building and modernisation programme is the provision of new schools in developing areas under an accelerated programme. To cater for the anticipated increases in the school-going population, the Department has established a Developing Areas Unit to identify areas of rapid population growth, to assess the educational needs in these areas and to plan solutions for the accommodation needs identified. As part of a fast-track programme of construction for September 2008, the Department is building six 16-classroom schools, 20 eight-classroom schools and a number of smaller projects in those areas where school accommodation is under greatest pressure.

Have you a major building emergency?

Emergency works grants are made available to primary and post-primary schools most in need of resources as a result of unforeseen emergencies of a capital nature that may arise during the school year. It is incumbent on the school to provide as much detail as possible to the Department on the nature of the emergency and the need for an emergency works grant to be paid to address the emergency.



Over 460 schools are currently participating in the MLPSI. All schools admitted to the project of late have capacity within their staff to teach their modern language of choice.

There are many reasons for an early start. Learning a language can develop self-esteem and confidence and enhance cultural awareness and younger children are very receptive to new experiences. There is an educational value in that more time spent on a language means improved pronunciation skills and communicative competence in the long-term. It can also promote autonomous learning.

Aims The Initiative aims to foster positive attitudes towards language learning, to encourage communication in the four target languages – French, German, Italian and Spanish – and to promote diversification in the range of languages taught.

Classes All fifth and sixth class children in Initiative schools are involved in the modern language classes. At present the language is taught for one and a half hours per week over a number of sessions. The language is taught within normal school hours. The teachers currently teaching within the Initiative are drawn from across the educational spectrum. In many schools the language is taught by the class teacher or by another staff member. Alternatively the language is taught by a visiting teacher, very often a teacher from secondary

Curriculum Draft Curriculum Guidelines have been developed. These guidelines are currently being used in all schools participating in the Initiative. Further development of the guidelines will be informed by feedback from teachers working within the Initiative and from Project Leaders. Teacher Guidelines have been produced and circulated to all schools involved. Both the Draft Curriculum Guidelines and Teacher Guidelines are available to download from www.ncca.ie and www.mlpsi.ie

MLPSI's model of the European Language Portfolio – “My ELP”

A primary model of the European Language Portfolio developed by the MLPSI has been awarded official accreditation by the Council of Europe. The model has been designed with the revised primary and modern languages curricula in mind. As it is completely bi-lingual and also has elements of the four target languages of the Initiative, it is envisaged that its impact will not only be considerable in the context of primary modern language, but that it will be an essential resource for the teaching and learning of Irish and English as an additional language in our schools.



The former Minister for Education and Science, Mary Hanafin TD, launched the MLPSI model of the European Language Portfolio in the Kildare Education Centre on November 17th 2006.

Schools interested in becoming involved in the Initiative may obtain an application form from:

**Ms. Vivienne O'Loughlin,
Kildare Education Centre,
Friary Rd.
Kildare.
Email mlpsi1@eircom.net**

Additional Information

For more information on the MLPSI, please see our website; www.mlpsi.ie

Training for Board members

The training module dealing with appointment procedures for boards has been updated to include reference to web based advertising for teaching posts and medical checks for teachers prior to the completion of the formal appointment procedure. See references to the circulars in May and June issues of *Newsbrief*.

Training modules have now been prepared on:

- Child Protection
- School Finances and the role of treasurer
- Legal aspects of policies and procedures.

A date will be advised to introduce these modules to those who act as trainers in the dioceses.

These modules will be of interest and assistance to all board members. The module on legal issues follows up the earlier trainings on the board's role and appointment procedures. The module on child protection will be particularly relevant to chairpersons, designated liaison persons and their deputy while that on financial management will be relevant to treasurers, principals and chairpersons. It is suggested that the Child Protection module might be presented on one evening together with part of the module on legal issues. The remaining material on legal issues would require a separate evening.

The first training module is an extensive and helpful introduction to the role of the Board and the second is on appointment procedures for staff.

In brief...

Enrolment Policies

The DE&S has drawn attention to the outcome of a recent section 29 appeal where a boys only vocational school in Cork was forced to enrol a girl. The appeal is relevant to all schools as the appeal was upheld, in part, as the school did not adhere to the terms of its own enrolment policy and the procedures therein and that the enrolment policy lacked clarity. How would your policy and procedure stand up if there was an appeal?



New General Secretary

CPSMA has appointed Ms Eileen Flynn of the School Development Planning Service as General Secretary in succession to Mgr Dan O'Connor who moves to parochial ministry in Dun Laoghaire and Glashule. Florence Cleary who possesses the cheerful voice that greets you when you ring CPSMA is retiring and CPSMA will move on 31 October to St Patrick's College, Maynooth and will in the future become part of the Catholic Education Service.

Primary School Assessment Kit

This is an assessment pack to assist in determining English language proficiency of pupils and has been distributed to primary schools. The pack provides teachers with tests of English language proficiency to be used with pupils for whom English is a second language. The results of these tests will, in the future, be required by Primary Teacher Payments Section, in connection with applications from schools for language support.

Studies is a long established journal and the Summer 2008 issue looks at "Educating Ourselves" with articles by Ferdia Kelly, Mgr Jim Cassin and Noel Coghlan. The latter writes on "Protestant" Schools; other articles include Integration and schools and an analysis of a survey on school choice in Catholic Schools North & South.

Interview Boards

The DE&S has advised that fee for interview board members in the vocational sector will rise to €282 where attendance for a full day is required. This is in addition to appropriate travel and subsistence expenses. The fee is payable only to interview board members who are not in Public Sector employment.

New International Readers Version of the Bible www.wtlbiblepublications.com

One reader comments. "I am impressed with the layout of the pages with the storyline separated from the rest of the text and also by its low degree of reading difficulty. ...Back in 1997 I tested the reading difficulty and found it to be consistently an easier read than the Good News Bible or the Children's New International Version. The shortening of sentences by the addition of full stops, (rather than commas and clauses), greatly help the poor reader."



Contact us

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