

NOVEMBER 2008

## Education Estimates in the Budget Announcements for 2009

The Minister for Education and Science, Batt O’Keeffe TD, has outlined the detail of the 2009 Budget provision for his Department, saying ‘tough choices’ had to be made in meeting the needs of the sector in difficult economic times.

In reading the main features of the estimates it is important to note that the Minister for Finance has indicated that the budgetary strategy is set within a three year framework and so there is unlikely to be any improvement in the funding for education for several years.

In the primary sector Capitation increases to €200 per pupil but the ancillary grant, to pay secretaries’ and caretakers’ wages, increases by 2.3% which in the light of the increase on the minimum wage is an effective cut. There is no mention of the minor capital works grant which has already been delayed until 2009 which means schools will be without funding for basic repairs and painting for 12 months.

The biggest impact on primary education is the increase in the pupil teacher ratio (PTR) from 27:1 to 28:1. This will lead to significant numbers going onto the redeployment panel and an increase in the average class size. The likely staffing schedule, to be issued in March, will closely resemble the former circular 23/06 to be found on [www.education.ie](http://www.education.ie).

The Government and particularly the previous Minister had made much play of the supports for the disadvantaged and the special needs area. The resource and equipment grants for SEN teachers are axed and grants to schools in disadvantaged schemes such as *Breaking the Cycle* will no longer receive additional funding. Most importantly the further implementation of EPSEN (Education for Persons with Special Education Needs Act) is being deferred. There is some positive news in that the increase in educational psychologists is to go ahead with the aim to provide a service from NEPS (National Educational Psychological Service) to all schools.

Teacher welfare comes under pressure with the immediate cessation of the early retirement scheme and the suspension of substitute cover for uncertified sick leave. The removal of the early retirement scheme when the DE&S is seeking progress on the issue of “non performing” teachers is unfortunate as the scheme had provided an honourable exit in some cases.

There are increases in examination fees and post-primary transport charges while the grant for youth services receives a significant cut. This latter will mean reduction in supports for the Church of Ireland Youth Department and uniformed organisations.

The Capital Allocation for school building is cut though the Minister surmises that a reduction in building costs will allow a substantial number of projects to go ahead. (The editor understands the Minister is positive towards a return to the listed banding systems which allowed schools to assess the status of a building project.)

The Minister will make “some provision” for the Summer Works Scheme in 2009. Only applicants for the abortive 2008 scheme will be considered. The DE&S is still indicating that the Minor Works Grant will be paid in early 2009.

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## Education Estimates in the Budget Announcements for 2009 Cont'd...

Department officials in briefing indicated that there would be no cut in teacher supply. It was also indicated that funding for Board of Management training would be cut.

This Board has contributed to a strong statement on the budget cuts by Primary Management and to a press briefing by all primary partners.

This Board and other bodies would find it helpful to be advised of how these cuts will impact at particular school levels.

A copy of the Minister's press release and of the key features of the education estimates, as provided by the Department of Education & Science, are available in full on [www.education.ie](http://www.education.ie).

## The Primary Professional Development Service – a new support structure for schools

Earlier this year the Department of Education and Science announced that two prominent school support services, the Primary Curriculum Support Programme (PCSP) and the School Development Planning Support - Primary (SDPS), would amalgamate and operate as one service from September 2008. This

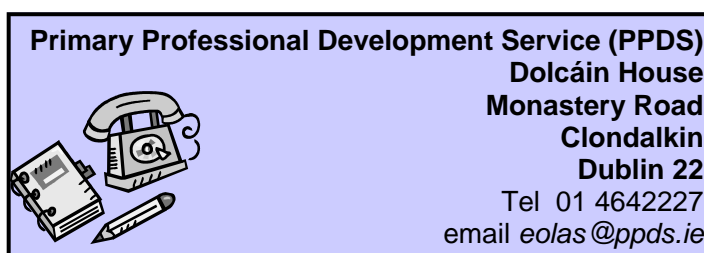
has resulted in the formation of a new organisation, **The Primary Professional Development Service (PPDS)** which, in subsuming the work of both former services, will offer an integrated and streamlined service to schools. The former cuiditheoirí and facilitators have become advisors in the new PPDS, which will be managed by Dublin West Education Centre and Dr Mary McAuliffe has been appointed Director.

The overarching aim of the PPDS is to support the development of schools as learning communities, and enhanced pupil progress and continuous improvement in schools are central aims of the PPDS. To address these aims, the service will respond to the curricular, planning and organisational needs of all primary schools and teachers.

The nature of the work provided by the PPDS will include

- in-class modelling of curriculum methodologies
- practical demonstrations to whole staffs or groups of teachers
- facilitation of staff meetings
- facilitation of the sanctioned school planning day
- specialised support in literacy and numeracy under the DEIS initiative
- support for the development of teachers' own competence in Gaeilge under the Tús Maith initiative
- cultivation of Teacher Professional Communities at regional level
- delivery of a further round of Child Protection seminars
- delivery of two days of training to all Language Support teachers
- design and delivery of other forms of support such as workshops and courses to address the identified needs of teachers.

The PPDS team are looking forward to engaging and working with teachers and schools, as it endeavours to provide a flexible and dynamic service, which will promote a collaborative approach to on-going professional learning and development in schools. Should you have further queries, please contact the PPDS office.



## Enrolment of Children with Special Education Needs

The following are brief notes from a meeting convened by the DE&S.

The DE&S indicated that some schools were still refusing to enrol pupils until resources were in place. The issue largely resolved around the appointment of Special Needs Assistants. Much of the issue was caused by external assessments of children which specifically recommended the allocation of specific resource hours and/or SNA hours. The DE&S stated that allocation is a matter for the local SENO and that the level of resource required must be in line with the support levels available to the State.

In common with other management bodies when the General Allocation Model was implemented this Board advised schools that all pupils must be enrolled immediately and that schools would have initially to work within the level of available resources until any additional resources necessary were allocated to the school. Schools were in a difficult position when a professional person considered as an expert in the field, such as an educational psychologist, assessed a child as needing specific resources and that school's board of management was obliged through the Education Act to provide appropriate education.

A proposal that materials might be developed for parents of children with special needs explaining how the allocation of resources system worked was welcomed as a positive measure.

Assessments under the Disability Act by the HSE were accepted by the National Council for Special Education and assessed in the same way as an assessment from a NEPS physiologist. The assessments under the Disability Act currently are available for children under 5 years of age.



### Public Libraries Supporting the Primary School

Schools Library Services support children's learning at the primary level through resources which develop children's reading interests, assist with homework research, and extend the choice of teaching aids. These library services are delivered and funded by public library authorities, assisted, in part, by a grant from the Department of Education and Science. Preliminary research, however, indicates significant variation in the range, local emphasis and extent of services provided.

Dublin City Public Libraries announces the commencement of a research project, which aims to establish effective approaches to delivering the service at a national level. It will also examine how public libraries can further support children's engagement with the curriculum relating to local area resources.

Funded through the Public Library Research Programme, this project is managed by Dublin City Public Libraries on the advice of An Chomhairle Leabharlanna. County Librarians from Kerry, Longford, Wexford and Wicklow are providing a perspective on existing local services and future needs. The project operates from May 2008 until June 2009.

Further details from: Deirdre Ellis-King, Dublin City Librarian  
Email: [dublincitypubliclibraries@dublincity.ie](mailto:dublincitypubliclibraries@dublincity.ie)

### School Size

Minister O'Keefe has been critical of the current guideline that a school will be considered for recognition with a minimum enrolment of 17 pupils each year. His comments ignore the reality that such a figure would generate at least a four teacher school and that there appears to be no significant research which suggests that such a unit is educationally ineffective. The Minister's comments referred to developing areas but a stable sponsoring community should be allowed to open schools where there is a reasonable demand.

The Commission on School Accommodation will be undertaking research on the matter at the Minister's request and it is understood that this will commence before Christmas.



## Recent Circulars

*Please refer to the actual circular as the following are necessarily abbreviated.*

*A revised sick leave circular is anticipated as it has been circulated in draft form.*

### **Primary Circular 0076/2008 Holiday Pay for Fixed Term (Temporary) Teachers**

Under the terms of the Terms of Employment Information Act, 1994 & 2001 a Board of Management must provide his/her employee with a written statement of the particulars of the employee's terms of employment. In this context your attention is drawn to the arrangements in respect of holiday pay for fixed term (temporary) teachers. Fixed term (temporary) teachers are employed to cover the absence of a teacher on career break, secondment, carer's leave, to replace job-sharers, pending the appointment of a permanent teacher and for posts sanctioned on a fixed term (temporary) basis.

Please note that the Department will not pay salary for the summer period (July/August) unless the teacher has an entitlement to such payment. Consequently, any payment arising for a teacher due to incorrectly issued contracts will be the responsibility of the Board of Management.

This notice should be brought to the attention of any teacher employed in a fixed term (temporary) capacity in your school when entering into a contract of employment with the teacher. In particular you should note whether the teacher is eligible for pay during the summer holiday period. If the teacher is not eligible for summer pay s/he should be notified of this fact. In order to avoid an assumption of payment of salary to the end of the school year a contract should not have an end date of 31 August unless this date applies for payment purposes.

### **Circular 0083/2008 Application for Part-Time Learning Support/Resource Teacher (LS/RT) and Resource Teacher (RT) Grants 2008/2009**

The Department is currently preparing for the payment of the first moiety of part-time teacher grants to relevant schools' bank accounts in November 2008. This payment will cover the 16 week period between September and December 2008. Further information will issue to schools at a later date in relation to payment arrangements for the remainder of the 2008/09 school year. In this regard please note that you will be advised separately of the arrangements that the Department is putting in place so that part-time teachers will be paid through the payroll operated by the Department rather than the current grant payment system operated by boards of management. In order to ensure that schools receive an accurate grant allocation for the period September to December, 2008, it is essential that Form LSRT 2 (PT), was completed and returned no later than Friday 10<sup>th</sup> October 2008. Failure to have met this deadline may result in a delay in payment.

Please note that a part-time teacher post should only be put in place when any spare capacity on fulltime LS/RT and/or RT posts is fully utilised i.e., where all fulltime caseloads reach the maximum 25 hours.

Please complete a separate form for each part-time teacher employed in your school. If your school is the base for a shared part-time teacher post, please give the names and roll numbers of the other schools involved, together with the exact breakdown of the post between the schools. **Only the base school should complete and return the form in such cases.**

*Completed forms should be returned to: **Part-time LS/RT teachers, Primary Administration 3, Department of Education and Science, Cornamaddy, Athlone, Co Westmeath.***

**Important note:** If the number of hours on the part-time teacher's caseload increases or decreases during the course of the school year, please advise Primary Administration 3 in writing of the revised details. Please attach copy of SENO recommendation for confirmation.

**For information**, the current part-time hourly rates of pay with effect from 1<sup>st</sup> March 2008 are as follows:

Qualified teacher as determined by the Teaching Council of Ireland: €43.25 per hour

Unqualified teacher: €27.55 per hour.

### **Circular 0084/2008 Revised Sequence of Maternity Leave / Adoptive Leave in respect of Teachers and Special Needs Assistants.**

This advises a new sequencing in order to ensure that correct employment contributions are credited for each week that statutory additional unpaid maternity leave is taken (under the terms of the Maternity Protection Act, 1994 as amended by the Maternity Protection, Act 2004) it is necessary to change the sequence currently applying.

The new sequencing arrangement for maternity leave keyed to OLCS on or after 1<sup>st</sup> September 2008 will be;

- Maternity leave (first 26 weeks – statutory leave)
- Additional unpaid maternity leave (maximum 16 weeks – statutory leave)
- Leave in lieu (under approved Maternity Leave scheme ) in respect of first 26 weeks
- Additional leave in lieu in respect of unpaid statutory maternity leave

In the case of teachers only, the existing provision to take non-statutory unpaid maternity leave to the end of the school year will continue. Such leave must be taken once all leave as outlined is taken. With regard to Adoptive Leave, the same arrangements as outlined in relation to Maternity leave will apply.

### **Circular 0088/2008 Payment of part-time teachers in primary schools on the payroll operated by the Department**

Phase 1 – Part-Time Learning Support Resource Teachers and Part-Time Resource Teachers

The Department is putting arrangements in place so that part-time teachers will be paid through the payroll operated by the Department rather than the current grant payment system operated by Boards of Management. This change will help reduce the administrative burden on schools and will also help ensure that the terms of the Protection of Employees (Part-time Work) Act, 2001 are fully implemented for part-time teachers.

The first phase of this project will focus on part-time learning support resource teachers and part-time resource teachers with other categories of part-time teachers to follow in later phases. When implemented, salary payment to part-time teachers will be made fortnightly by electronic funds transfer directly to teachers' bank accounts. The teachers will be paid on the same payday as permanent, fixed term and substitute teachers.

You will be contacted again in advance of this with the proposed start date and for any additional information required from you at that time, e.g., P45.

### ***The Revised Report Card Templates from NCCA***

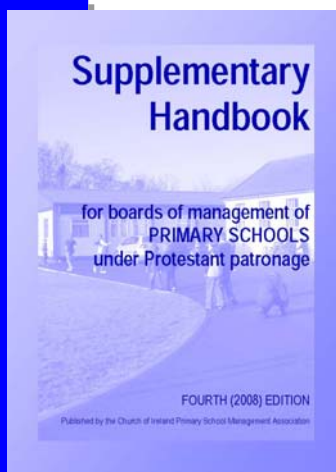
The report card templates are provided to support schools in issuing written reports on children's progress and achievements to parents. There is a leaflet for teachers to assist in making the whole school decision as to the format to be chosen. There is also an explanatory leaflet for parents. All may be downloaded from [www.ncca.ie](http://www.ncca.ie)

Each of the nine revised Report Card Templates (RCTs) includes four key areas for reporting pupil progress and achievement:

- sharing insights gained into the child's learning disposition/s
- reflecting on the child's social and personal development
- reporting on the child's learning across the curriculum
- recognising the key role of parents in supporting the child's learning

As circular letter 0138/2006 advises there are occasions when results should be provided to parents *"With effect from 2007/8, the results of testing should be reported to parents in respect of their own children in accordance with the reporting template..."*

## Supplementary Handbook for Boards of Management of Primary Schools under Protestant Patronage 2008



The Supplementary Handbook has been distributed to schools with a copy for every board member. There is a range of articles and briefings in the handbook; each has been written or revised to reflect current legislation, departmental circulars and agreed practices and procedures. A number of articles have been prefaced with a quote from *Looking at our School* in order to assist schools with their internal evaluation process.

An article on family law addresses the issues of parental rights and has very relevant points where there is marital breakup or where parents are not in a recognised relationship. Ecclesiastical Insurance has provided a template for a school safety statement and the Archbishop of Dublin has permitted the inclusion of his patron's guide to the appointment process. This includes the new requirement regarding the completion of the health check for preferred candidates. An article by Bishop Colton on patronage is reprinted by kind permission of the author and *SEARCH*.

You may find it helpful in future to draw new chairperson's attention to the handbook as there is an article on taking up that role.

This Board is grateful to the Church of Ireland Primary Management Association which has provided this useful aid to support the work of school management. The design, layout and some content has been provided by the staff of the Board of Education.

### And Excuse the Obvious

Every board member should have received one of each of the following books:

Constitution of Boards of Management and Rules of Procedure	DE&S
Information Manual	DE&S
Management Board Member's Handbook 2007	CPSMA
Supplementary Handbook 2008	CIPSMA

A number of calls to this office recently suggest that these books have not been provided to all board members.

Boards have received an invoice to cover the cost of the CPSMA handbook and its distribution. A prompt response would be appreciated. Thank you to those who have remitted so promptly. If the invoice was overlooked please pay now and avoid the issuing of a reminder.

## Dates for the diary...

### Dublin & Glendalough Board of Management Training

**Time: 7.30pm—10pm**

Monday 10 November	St Patrick's National School, Greystones
Tuesday 11 November	Stillorgan Park Hotel
Wednesday 12 November	Clarion Hotel Liffey Valley



Please confirm how many members of your Board will attend, and to which event, to Mrs M Dunne, Dublin & Glendalough Diocesan Board of Education, Southgreen, Kildare, Co Kildare. Email: [mkdunne@eircom.net](mailto:mkdunne@eircom.net)

### PSA Conference

6th / 8th March 2009	Hodson Bay Hotel, Athlone.
Subjects covered	Science, Drama and Music.

## On-Line Claims System

William Stuart, Principal of Taney School, represented the Board at a Primary Change Management Meeting on the On Line Claims System. The OLCS has been fully operational in all primary and post primary schools since 3<sup>rd</sup> March 2008. A number of ongoing enhancements have been added to the OLCS and more are in preparation:

### Enhancements In Place:-

Counter for sick leave during previous 4 years  
 Bank details must be added for substitute teachers  
 Maternity Leave sequence only accepted according to Circular 0084/2008  
 Counter for maternity leave days means only the correct number of days may be entered  
 17 Credit Unions added to list of banks to which money can be transferred  
 Payroll Payment Dates Schedule on landing page  
 Forced Password change every 100 days

### Additional Enhancements from 17<sup>th</sup> September 2008:-

Approver will be able to see all leave of a staff member  
 Minimum age for system to accept new entry, 17 years  
 Further enhancements, currently under discussion, will be advised in due course.

Post 2009 a whole new system will be introduced, the On Line Applications System (OLAS) This will handle appointments, staffing allocations and applications for retirement. It is however only in the development stage.



## Vetting of Preferred Candidates - is the process actually complete?

The appointment procedure for non teaching staff or volunteers who will have access to pupils in the school is completed when a vetting result that is satisfactory to the employer is received. Just putting the form in the post to Church of Ireland House does not complete the process. Please make sure that a response is received: currently this process takes about six weeks. A significant number of forms remain on file, some unprocessed as the presenting school/employer is not identifiable or key information is illegible. Some forms returned to schools unprocessed, due to incomplete or incorrect information, were not subsequently resubmitted in amended form. Please review your records in relation to vetting applications.

It is important to note that The Criminal Justice Act 2006 makes it an indictable offence for any person having authority or control over a child or 'an abuser' to intentionally or recklessly endanger that child. Would an education provider be reckless if they hadn't carried out due diligence on its staff? This brings home the importance of fully investigating references from candidates at interview and carrying out background checks, including Garda Síochána vetting.

Some problems:

- In some cases, copy forms are being submitted rather than originals. Original forms, especially signatures, must be submitted. Filling in a form in pencil is not acceptable.
- Forms are being submitted with an old date against the signature. Such forms will not be processed, as the GCVU will only process information that is accurate, legible and up-to-date.
- Volunteers/staff who have come from abroad. A declaration form is available from Church House that can be used where volunteers or staff have only been resident in this country for a short time. This should be used in addition to vetting.



## Refusal to Enrol and School Transport (Scheme D Grant)

*The following note was issued to Patrons in September by this Board.*

The Transport Section of the Department of Education & Science has advised this Board that it has rejected applications for transport grants from three families who had been refused enrolment by their nearest appropriate school and had enrolled their children in the next nearest appropriate school. The Transport Section refused to sanction any grant as the parents had not taken Section 29 appeals against the initial school whose board of management had judged its school to be at maximum capacity.

This raises several issues for patrons and the boards of management which act on behalf of and with the authority from the appropriate patron.

Firstly, any board which refuses to enrol a child must state the reason for such refusal. It must further indicate if there is an opportunity for local review and, in the event of a refusal being upheld or, if there is no local review process, must inform the parents of the right to lodge an appeal to the Secretary General of the DE&S in accordance with section 29 of the Education Act.

Secondly, the board of management should advise the family receiving a refusal that they will, most likely, be refused transport or a Scheme D grant to the next nearest appropriate school even though the parents consider that school to have an appropriate and acceptable ethos.

Thirdly, patrons should urge schools which appear to be at capacity to consider increasing that capacity where there is a demand from the sponsoring community or the wider community which the school serves.

It is possible that more children may be affected by this policy development as there had been a greater flexibility for such cases in the recent past.

Patrons should consider bringing this matter to the urgent attention of their schools.

### Code of Behaviour — Suspension

All schools should include in their code of behaviour a clause which gives the principal the right to suspend a pupil immediately in the event of gross misbehaviour. This procedure should be in accordance with a formal resolution agreed by the Board of Management and recorded in the minutes. Please refer to chapter 11 on suspension in *Developing a Code of Behaviour* (published by the NEWB and circulated to all schools). The normal period for suspension should not be more than 3 days unless the board itself decides on a longer period.

## Complaints Procedure

It is very important that this agreed procedure (vide the BOM Information Manual p44 Appendix A or CPSMA handbook p 318) is followed exactly. Any attempt by a complainant to ignore the opening stage of the process by contacting the chair or writing to the BOM must not be entertained. The complainant must be referred back to the procedure and directed to commence at stage 1. If the procedure is flawed it becomes extremely difficult to resolve what may be a relatively small issue or misunderstanding.

A number of schools include the complaints procedure in their send outs to all parents and this practice is to be commended.





## After School Clubs

Some queries have been received about the possible operation of after-school clubs. The concept of providing for children is popular and appropriate but requires careful consideration. Factors such as what body is taking responsibility, including the provision of insurance for a club, the vetting of volunteers or paid workers and the provision of appropriate premises must be addressed. There is also a broader issue if payments are being made by parents for the service. Is there appropriate accounting in place and is there compliance with revenue requirements in relation to employees and the business.



Some state aid for such provision in disadvantaged areas was available but this may have been withdrawn as a result of budgetary constraints. This funding for disadvantaged areas was supplied by the Department of Justice.

After school clubs must be distinguished from sporting activities arranged by schools and which take place after school but which are still run by and remain the responsibility of the board of management.



## Payments to Independent Assessors on Selection Boards

The Archbishop of Dublin, in his role as patron has advised boards of management in his dioceses of the following:

*“Assessors serve both on selection boards for the appointment of teachers and for awarding of posts of responsibility (also for the appointment to SNA posts editor). Both of these procedures are subject to precise and exacting procedures and in the case of the appointments require attendance on at least two separate occasions with the time duration extending up to two full days.*

*The independent assessors are appointed by the Patron of a school. The Archbishop requests the payment of a fee of €170 to the independent assessors to cover time and expenses and that appropriate hospitality such as provision of lunch/tea/dinner should be provided.”*

Boards of management in other dioceses should enquire if there is a similar recommendation from their patron.

## School Building

The Minister only included one Protestant school in the brief list of projects announced in his press release of 29 Sept. There is no reference to Newpark Comprehensive School which has been ready to go to tender with a total rebuild and is directly owned by the DE&S itself. It is however encouraging that Springdale NS in Raheny will commence the construction of a new 6 teacher school in early 2009 and that its current premises will be demolished.

*“It is my intention to make a further announcement in the first quarter of 2009 on major primary and post-primary school projects to proceed to construction,”* said Minister O’Keeffe.



## Newsbrief now on the web!



Issues of *Education Newsbrief* going back to December 2007 have been uploaded to: <http://ireland.anglican.org/index.php?do=news&sid=13>.

A search under *Education Newsbrief* from the home page will bring up these editions.

## Uniform Guidelines

The Minister for Education and Science, Batt O'Keeffe T.D. and the Minister for Integration Policy, Conor Lenihan T.D., have jointly agreed recommendations on school uniform policy.

Minister O'Keeffe said that *"the recommendations were drawn up following an extensive consultation process by Minister Lenihan with schools, management bodies, parents' associations and other key stakeholders."* Both Ministers thanked all parties for their contributions to this process. Minister Lenihan said that *"the feedback received from all parties was reasoned and pragmatic."*

The recommendations were formulated on the basis of this feedback and take account of the legal position in Ireland.

Minister O'Keeffe said that the recommendations, which will be formally conveyed to schools shortly, are:

- That the current system, whereby schools decide their uniform policy at a local level, is reasonable, works and should be maintained.
- In this context, no school uniform policy should act in such a way that it, in effect, excludes students of a particular religious background from seeking enrolment or continuing their enrolment in a school. However, this statement does not recommend the wearing of clothing in the classroom which obscures a facial view and creates an artificial barrier between pupil and teacher. Such clothing hinders proper communication.
- Schools, when drawing up uniform policy, should consult widely in the school community.
- Schools should take note of the obligations placed on them by the Equal Status Acts before setting down a school uniform policy. They should also be mindful of the Education Act, 1998. As previously mentioned, this obliges boards of management to take account of 'the principles and requirements of a democratic society and have respect and promote respect for the diversity of values, beliefs, traditions, languages and ways of life in society.

*"It seems clear that, where schools have permitted the wearing of the hijab in a colour similar to the school uniform, no problems have been encountered. The important consideration here is that all parties involved are clearly aware of the position."*



## How does your school measure up?

### Extracts from WSE Reports

The board of management should become more involved in curricular planning, where it is reasonable to do so.

The board organises an annual general meeting for all parents, at which it presents a report on the work of the school and occasionally invites a guest speaker to address the meeting on a chosen topic. This good practice is commended.

## 'Building Blocks' - Children's Ministry Conference

'Building Blocks' is a conference that aims to support and encourage all those working with children in their local parish or school. The conferences are organised by children's ministry leaders from a broad spectrum of Christian Churches. This is the 6<sup>th</sup> year that this day conference has been held and has proved very popular with Sunday Club leaders, clergy and teachers.

The Conferences are held in Belfast and Dublin.

- Belfast - Saturday 22<sup>nd</sup> November in the University of Ulster, Jordanstown (cost £28).
- Dublin - Saturday 29<sup>th</sup> November in St. Patrick's College, Drumcondra (cost €40).

The keynote speaker is Terry Clutterham, Director of Ministry Delivery for SU England & Wales and has edited 'Key Notes', 'One to One' and 'Alive to God'. He has extensive experience in producing Bible based resources to be used with 7-14 year olds, including a number of excellent books, such as 'The Adventure Begins' and 'Absolutely Everything'. He is a great communicator and has valuable insights about how we can better resource children's ministry. His current passion is in helping this non-book generation of kids discover the Bible in new and exciting ways.



There will be a wide variety of seminars on topics such as understanding 'tweenagers', drama, craft, action songs, multi-cultural groups, small numbers wide age range, children's talks and much more. There will also be a wide range of resources and books available.

This is a wonderful opportunity to resourced, encouraged and inspired.

If you would like further information or a brochure please contact Rev Anne Taylor - 01-4905543, at [sundayschoolsociety@ireland.anglican.org](mailto:sundayschoolsociety@ireland.anglican.org) or download a brochure from [www.buildingblocks.ie](http://www.buildingblocks.ie)

## DEVELOPMENT AND INTERCULTURAL EDUCATION IN PRIMARY SCHOOLS: *Teaching for an interdependent world*

There has been a recognition in recent years of the need to equip children with the knowledge and skills that will enable them to live in an increasingly globalised and interdependent world. The challenges of preparing children for this complex and diverse world are many; and these challenges begin for teachers in the multicultural classrooms in which they now find themselves.

In response to these challenges, the Development and Intercultural Education (DICE) project was set up. This project has included the appointment of a DICE lecturer in each of the teacher training colleges in Ireland. My position is DICE lecturer in the Church of Ireland College of Education in Dublin, and my role is to support not only the student teachers currently in the college but also the past students of the college and thus the schools in which they now work.

Development and intercultural education involve increasing awareness of the diversity and interdependence of the world so that children can participate fully as citizens in both the local and global contexts. The world is rapidly changing, and climate change has shown us that we live in a very interdependent world. Children need the understanding and skills to deal with that world: an understanding of our human and environmental rights and responsibilities, but also skills such as learning to work co-operatively, to deal with conflict, to live in a cultural diverse society.

If you would like to find out more about this project, or about any aspect of global or intercultural education, please contact:

Rosalind Duke  
Development and Intercultural Education  
96 Upper Rathmines Road  
Dublin 6.

Tel: 01 4970033 Mob: 086-0882104 Email: [rduke@cice.ie](mailto:rduke@cice.ie)

# In brief...

## Community National Schools

Two community national schools under the patronage of County Dublin VEC are now in place. Legislation has been promised which will give formal effect to patronage by VECs of primary schools.

County Dublin VEC has put in place a religious education reference committee to advise and monitor the development of a religious education curriculum which will address the wishes of parents and faith communities. This may be supplemented by specific faith formation for particular groupings as has been requested by the Roman Catholic Church and the Islamic Community.

## Encryption on School Office Computers

The increasing number of thefts of computer equipment, particularly laptops and flash memory, has raised concern about the safe storage of data. Schools should consider the encryption of data on the school office computer and on any equipment in which data about pupils or staff is stored.

## Copies of recent reports published by the Department of Education and Science issued to schools

Reports with the following titles *Irish in the Primary school*, *Looking at Irish in Junior Cycle*, *Investing effectively in Information and Communications and ICT in Schools* have all been provided to schools by the DE&S. Details of the last two items were provided in September's Newsbrief.

## SEARCH

The autumn issue of this Church of Ireland journal includes an article on *Teaching Biblical Studies*. Copies are available from the RE Resource Centre in Rathmines €7.50.

## Dr Durden's Charity

This charity assists the purchase of bibles. Increasingly its role is in the provision of bibles to those whose mother tongue is not English. Schools may still apply and may receive assistance in the purchase of bibles. Applicants should consider the groups in the school that may be assisted and also consider if funds may firstly be accessed from the local parish or congregation.

The secretary of Dr Durden's Charity is now: Rev Nigel Waugh, The Rectory, Delgany, Co Wicklow.

## Quasi-Medical procedures

Boards will be aware of the advice on and indemnity for the administration of medicines (CPSMA Handbook p303ff). Parents must not expect school staff to undertake quasi medical procedures, on a regular basis, which are properly the responsibility of expert medical staff. This is separate from something which has to be done in an emergency situation.

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