

Chapter 4

The Consultation Process:

- A. Identification of Leadership and Management Needs and Priorities of the School in the context of the Leadership Framework.**

- B. Assignment of Roles and Responsibilities in the context of the Leadership Framework.**

4.1 Identification of Leadership and Management Needs and Priorities of the School in the context of the Leadership Framework and CL 0003/2018 Leadership and Management in Post-Primary Schools

A review process shall occur at least once every two years or when the Board of Management, as appropriate, determines that a significant restructuring is required. Following initiation of a review process by the Board of Management, as appropriate, a consultation process between the Principal, Deputy Principal(s) and the teaching staff shall occur. The required consultation process should be completed within 6 to 8 weeks and will inform:

- (i) the leadership and management needs and priorities of the school and*
- (ii) the roles and responsibilities which need to be performed for the effective leadership and management of the school.*

CL 0003/2018

4.1.1 The Review Process

The review of 'needs and priorities' must be:

- Conducted every two years, at minimum. (If the school has already conducted a 'review' within the previous academic year, we advise that the review is revisited through the lens of the Domains in Dimension 2 of **Looking at Our School, 2016**) See Appendix 4(a).
- Initiated by the BOM and led by the principal.
- Conducted in a consultative manner with all members of the management team and the teaching staff and where possible, reach a consensus. If a consensus cannot be reached, the final decision rests with the BOM.
- Considered in the context of The Leadership and Management Dimension of **Looking at Our School, 2016**.
- Completed within a 6/8-week timeframe.
- At the end of the review process the list of identified leadership and management needs and priorities, as determined by this process, shall be posted on the staff notice board and be updated as necessary. This is the list that informs the roles and responsibilities assigned to each post holder.

At the end of the assignment/re-assignment process and following consultation with principal and individual post holders a list of the post-holders, the level of their post and a summary of their roles and responsibilities shall be posted on the school's notice board. This list shall also be updated as necessary.

4.1.2 Conducting the Review – Suggested Process

Note due to COVID-19 restrictions:

Consultation in September 2021 – Apply caution with regard to face-to-face meetings – consider online options, break out rooms and use of emails and surveys. Maximise ways of establishing an effective and a robust process which seeks to include all voices.

A. The Board of Management

In the context of the review that needs to take place at this time, a Board of Management meeting should be held in a timely fashion at which the following should be considered and discussed by the Board:

- Circular 0003/2018: *Leadership and Management in Post-Primary Schools*.
- Looking at Our School 2016: A Quality Framework - The Leadership Dimension
- The significant changes contained in the circular and how this will impact on the processes concerning appointment, assignment, review and appeal.

Initiate the ‘Review’ (The review as set out in CL 0003/18 is the process of identifying the needs and priorities of the school)

Following Board discussion:

- I. The Board initiates a review of:
 - The Leadership and Management priorities of the school (Ref: CL 0003/2018 Section 4)
 - The roles and responsibilities which need to be performed for the effective Leadership and Management of the school. (Ref: CL 0003/2018 Section 6)
- II. The BOM delegates the responsibility for the review of leadership and management needs and priorities and the assignment and reassignment of roles and responsibilities to the principal. **A record of this delegation should be recorded in the minutes of the meeting.**

B. The Principal

Organise a staff meeting to commence the review process. The Principal should notify the teaching staff that a meeting will take place to consult on the leadership and management needs and priorities of the school in accordance with **CL 0003/18**. To ensure the review has a successful outcome the staff need to understand the reason for the review. The process should be explained/discussed with staff and an estimated timeframe for the commencement and the completion of the review should be given. As stated above, the timeframe should be no more than 6 to 8 weeks.

Depending on context, schools may decide to set a full staff meeting aside to commence the review process. Some schools commencing the process for the first time or who have not conducted a review in a few years may choose to set aside several meetings to work through the review process.

It is vital that the review process is open and transparent. Consultation is a process of meaningful engagement whereby the views of the parties are sought and considered in reaching an outcome. It is important to bear in mind that consultation does not necessarily mean agreement. Engagement in consultation should always be respectful and it is important to strive for agreement wherever possible. It does not require that all parties agree, nor does it require that the majority view is the determined view.

Facilitate an overview of the [CL 0003/2018](#) and [LAOS 2016](#) for the staff. This overview can be conducted at the staff meeting or issued in advance to staff.

Preparation:

- I. Publish the single item agenda, [CL 0003/2018](#) and the requirements set out therein; a review of the leadership and management needs and priorities of the school.
- II. Give notice to staff.
- III. Request the staff to familiarise themselves with LAOS, 2016 and CL 0003/2018 to enable them to engage in the review process.
- IV. The Principal and Deputy Principal(s), who comprise the senior management team in the school, *may choose to prepare a discussion document for the staff meeting which outlines the current management needs of the school including executive functions. The document may be informed by any, some or all the following:*
 - the school's Mission Statement and its aims and objectives
 - the student profile of the school
 - the curricular profile of the school
 - requirements of DES & its agencies
 - WSE recommendations
 - MML recommendations
 - subject inspection recommendations
 - the school improvement plan
 - school self-evaluation
 - roles being carried out by current post holders and contractual responsibilities being undertaken by other members of staff.

Particular emphasis should be given to those needs and priorities which have been identified under the school's self-evaluation processes and are underpinned by evidence such as stakeholder feedback, assessment outcomes, empirical data such as attendance, progression etc.

The discussion document, along with links to the documents listed below could be forwarded to staff for consideration in advance of a staff meeting. At a minimum the teaching staff should be

advised to consider the two documents below in preparation for discussion at the staff meeting.

- **Circular 0003/2018**
- **LOOKING AT OUR SCHOOL 2016 – a Quality Framework for Post-Primary Schools**

C. The Staff Meeting

The purpose of the staff meeting is to explore the current leadership and management needs and priorities of the school. In identifying leadership and management needs and priorities account should be taken of both broader issues and the context in which the school operates.

The identified leadership and management needs and priorities will derive from the school's own unique situation, encompassing many facets of school life which will also be reflected through the Mission Statement and the expression of the aims and objectives of the school.

Account should be taken of the many tasks carried out under the current management structure but, also, account should be taken of responsibilities and work done by all members of staff, including support staff, who do not hold formal posts of responsibility.

Further, cognisance should be taken of the skills and aptitudes of existing post holders, but this should not limit the exercise as leadership and management requires all staff to upskill with the support of management.

The Quality Framework for Leadership and Management in Irish schools, set out in **LOOKING AT OUR SCHOOL**, provides a common understanding and language around the organisation and practice of leadership and management roles in Irish second-level schools. It identifies the key leadership and management areas in a school (domains), and these are then further divided into various content standards for each domain.

It should be noted that the list that will emerge has to be finite and the emphasis should be on what the priorities are for the school at this time. Staff might be asked to consider the areas specifically referenced in the circular as a frame for their deliberations. These areas are:

- curriculum and learning
- student support and wellbeing
- school improvement
- leadership/management and development of staff teams

Staff Meeting:

1. Decide on the most appropriate approach which will depend on the school's context.

Approaches may include:

- Facilitating a presentation of an overview of LAOS, 2016 and CL 0003/2018. See Appendix 4(b).
- Conducting a SCOT Analysis (group work or whole staff basis). See Appendix 4(c).
- Conducting a brain storming exercise (individual or group work basis).

See Appendix 4(d).

- Facilitating Q & A session with staff.

Where group work is used it is important that there is a mix of experience and gender, if possible, in the groups. Everyone needs to be given a voice. These groups will report back to the full staff at the meeting and this may generate discussion and/a Q & A session. It is important that a record is kept of all these reports and any ensuing discussion in order to inform work that will need to take place subsequent to the meeting.

Create a composite report and agree the best approach to facilitate feedback after meeting.

D. The Task Group

A school *may* decide to establish a Task Group at the staff meeting, to assimilate the views gathered at the staff meeting and to further develop the process of consultation and the development of an agreed list of needs and priorities after the staff meeting. This group should be representative of all the staff and, for this reason, it is suggested that Senior Management, Assistant Principal I, Assistant Principal II and non-post holders are represented. Five or six members would be a recommended number for the group.

The tasks of this group may include:

- To consider the outcome of the whole staff meeting on leadership and management needs and priorities.
- To collate and review the information to date.
- Analyse the feedback and create a list of the leadership and management needs and priorities of the school which will inform the roles and responsibilities which need to be performed for the effective leadership and management of the school.

Meeting of the Task Group:

- The Task Group should meet as soon as practical after the full staff meeting and meet as often as necessary to complete the Draft Document on Needs and Priorities within ten school days.

Terms of Reference:

- Having considered the staff feedback sheets/composite report draft a proposal of the needs and priorities for the school for the coming 2 years as required under **Section 4 of CL 0003/2018**. See Appendix 4(e).
- Place the Draft List of Needs and Priorities on the staff notice board and invite staff comment or create an online document to garner observations from staff. This consultation **can take place via the staff notice board or electronically or at another staff meeting** but is imperative that all staff are given an opportunity to respond.

- Reconvene to consider the comments from staff and finalise the Draft List of Needs and Priorities for sign off by the principal, before being presented to the BOM.

E. The Principal and the Board of Management

- Submit the Draft List of Needs and Priorities to the BOM for approval. The BOM has the final determination. The final ratified list should be documented in the Board minutes of the meeting.
- Publish the Final List of Needs and Priorities, as approved by the BOM, in the staff room. This list will inform the roles and responsibilities which need to be performed for the effective leadership and management of the school, according to the school's entitlement to posts and commensurate with the level of the post (AP I or AP II) See Appendix 4(f).

The determination of the leadership and management needs and priorities of the school should, in so far as possible, be achieved by consensus between the Board of Management and the teaching staff. However, if, following consultation, consensus is not possible, final decisions in the matter rest with the Board of Management. The full list of identified leadership and management needs and priorities, as determined by this process, shall also be posted on the staff notice board and this shall be updated as necessary.

CL 0003/2018

4.2 Assignment of Roles and Responsibilities in the context of the Leadership Framework and CL 0003/2018 Leadership and Management in Post-Primary Schools

Having followed the process set out in Section 4 of this Circular, it is a matter for the Board of Management, as employer, to prioritise and re-organise the appropriate roles and responsibilities for post of responsibility holders to meet the changing leadership and management needs and priorities of the school.

CL 0003/2018

All post holders are subject to assignment/re-assignment in accordance with this Circular.

- Post holders who are being paid an allowance in a school must undertake roles and responsibilities assigned or re-assigned to them.
- Post holders who hold post of responsibility allowances on a personal basis must undertake post of responsibility roles and responsibilities at AP I or AP II level, as appropriate.
- Principals and Deputy Principals, who hold allowances on a personal basis, must undertake post of responsibility roles and responsibilities at a minimum level of API.

4.2.1 Assignment/re-assignment of Roles and Responsibilities

Assignment/re-assignment of roles and responsibilities to Assistant Principals is delegated by the Board of Management, as appropriate, to the Principal. In assigning roles and responsibilities to teachers newly appointed to Assistant Principal I or Assistant Principal II

posts, or in re-assigning roles and responsibilities (to and among existing post holders), the Principal will consult with the appointee or post holder and will have regard to the current needs and priorities of the school as determined by the process set out in Section 4 of this Circular.

4.2.2 Guidance on the Consultation with new and existing Post Holders on assigning or reassigning Roles and Responsibilities

The Principal commences the assignment/reassignment process by consulting with current/existing post holders in the context of the identified needs and priorities. Following this, the Principal will assign roles and responsibilities from the remaining list of identified needs and priorities to the newly appointed post holders.

The roles, responsibilities and objectives associated with the post should be discussed during the consultation with each post holder. These may be linked to school self-evaluation and some strategies used in school self-evaluation may be applicable. It is critical that the assigned roles and responsibilities continue to be relevant to the school's needs and priorities. It is recommended that the Principal spend time preparing for these meetings/discussions with the individual post holders.

During the discussion:

- Consult and discuss the assigned role, responsibilities and objectives with each post holder.
- Refer to school self-evaluation and **LOOKING AT OUR SCHOOL, 2016** during the discussion and discuss how the role could be developed to meet the needs and priorities of the school and the evidence that may be required to identify reaching that need.
- Consider the strengths and interests of each post holder.
- Consider the professional development opportunities for the post holder.
- The roles and responsibilities must be commensurate with the level of the post, AP I or AP II.

Set out the roles and responsibilities of each post holder in a ***Statement of Roles and Responsibilities***. The statement shall be completed on initial assignment or subsequent re-assignment of the post holder. (See Template in Appendix 2 of CL 0003/2018)
See Appendix 4(g).

The list of Post Holders:

A list of the post holders, the level of their post and a summary of their roles and responsibilities shall be posted on the staff notice board and this list shall be updated as necessary. See Appendix 4(h).

4.3 Reporting and Review in the context of the Leadership Framework and CL 0003/2018 Leadership and Management in Post-Primary Schools

All post holders are accountable to the Board of Management as appropriate, for the fulfilment of their roles and responsibilities and how their work contributes to the pedagogic and organisational advancement of the school.

4.3.1 Annual Report

Each post holder will provide an annual report to the Principal/Deputy Principal, as appropriate, with reference to the objectives set for the post holder in relation to his/her assignment/re-assignment to specific roles and responsibilities. This report will inform a discussion with the Principal/Deputy Principal (Appendix 3 of CL 0003/18).

These reports will form part of the Principal's annual report on leadership and management in the school to the Board of Management.

There are two sections to be completed in the annual report to inform the review between the Principal/Deputy Principal and the Post Holder.

- Outline of Roles, Responsibilities and Objectives fulfilled for the period..... to..... (with reference to the objectives set for the post holder in relation to his/her assignment /re-assignment to specific roles and responsibilities)
- Self-review of progress in regard to these areas

See Appendix 4(i) for guidance notes on completing the report.

4.3.2 Annual Review

Note: due to COVID-19 restriction measures as per Information Note TC 0022/2021: The Annual Review at section 12.3 of circular letter 0003/2018 may be conducted online using the template in Appendix 3 of circular 0003/2018.

A post holder is required to undertake an annual review with the Principal/Deputy Principal.

This review will be informed by the post holder's annual report (see Appendix 3 of CL 0003/18).

The review will include:

- (i) review of progress in the areas of responsibility;
- (ii) review of the role in the context of the changing needs of the school;
- (iii) review of professional development of the post holder.

As the needs and priorities of the school continuously evolve, this review may result in

re-assignment of the post holder’s role and responsibilities within the leadership and management team.

Leadership in a school context, creates a vision for development leading **to improvements in outcomes for learners**, and is based on **shared values** and **robust evaluation of evidence of current practice and outcomes**. In this way, leadership is distributed throughout the school as **a key support for student learning**.

Flexibility in identifying and prioritising the evolving leadership and management needs of the school and in assigning and reassigning post holders to specific roles and responsibilities to meet the evolving needs of a school, is **an essential feature** of this school leadership model.

Cognisance should also be taken of **the importance of providing opportunities for post holders to build on and develop leadership skills and capacities within a number of leadership roles**. This is seen as an important element of their own professional development.

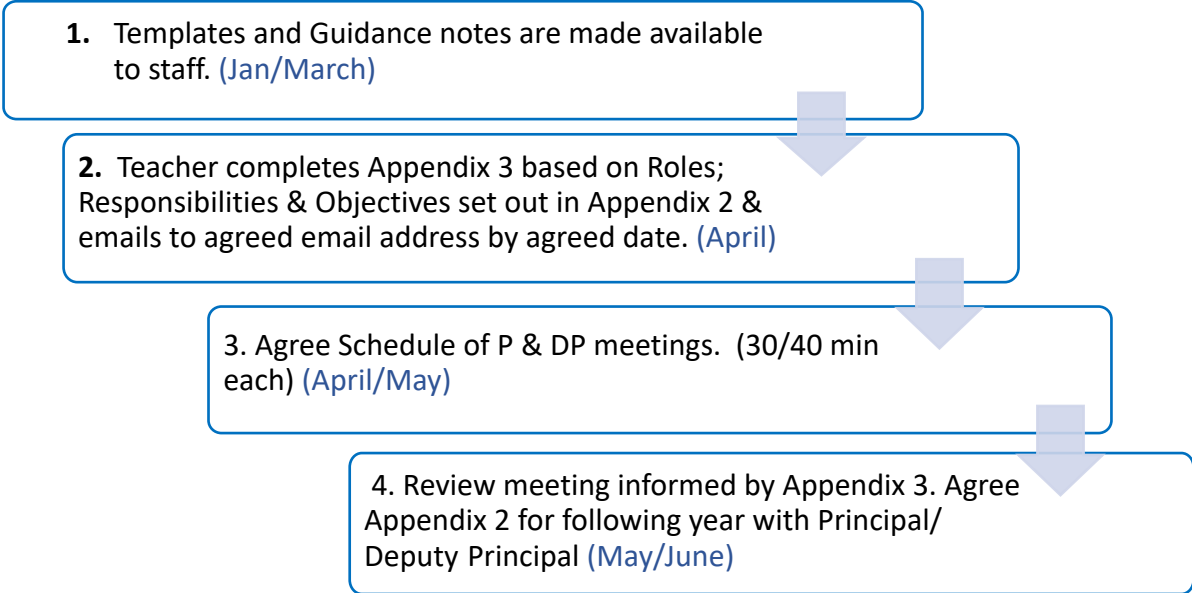
This is an opportunity for **a professional conversation** where the school leaders spend time discussing leadership and management and teaching and learning in the school. The focus at this meeting typically should be on reviewing the objectives agreed at the start of the year, discussing the successes to date and considering the area for improvement in the following year.


See Appendix 4(j) for guidance notes on completing the report.

4.3.3. The Principal’s Annual Report on Leadership and Management to the Board of Management

See Appendix 4(k): Guidance notes on completing the Principal’s Annual Report on Leadership and Management to the Board of Management Report.

4.3.4. Sample Timelines for reports and reviews:





5. Teachers' Appendix 3 Reports form part of
Principal's Annual Report on L&M to BOM (June)