

The Journey From Personal To Team Coaching.

Clare Catterson

Synge St CBS

SYNGE ST

- DEIS
- 264 Students
- 26 teaching staff
- 4 AP1
- 5 AP11



2017-Why coaching?



Difficult conversations where
needed



New Initiatives



Exhaustion

Coaches don't provide answers.
They ask great questions.



Questions

- Why?
- What else?
- Look like
- Feel like
- Hear



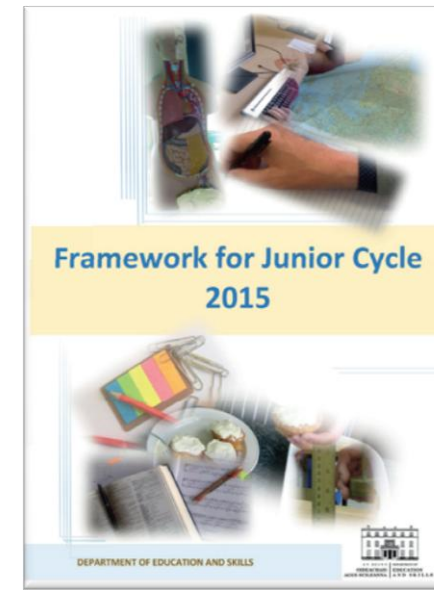
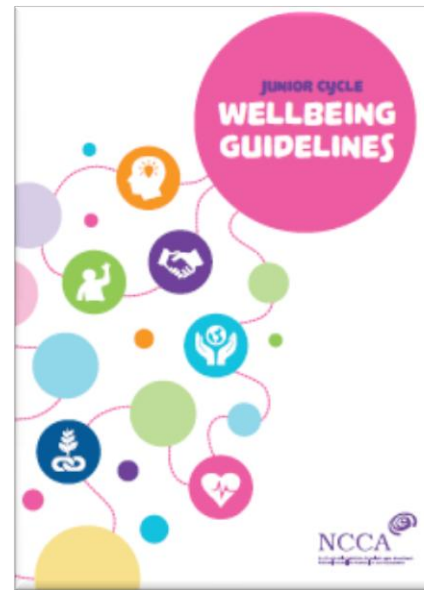
As Eanna Óláiníoch
Aine Scianáin
Dúirtseoraí
Eolaíochta agus SGE

To: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs
Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2018/20

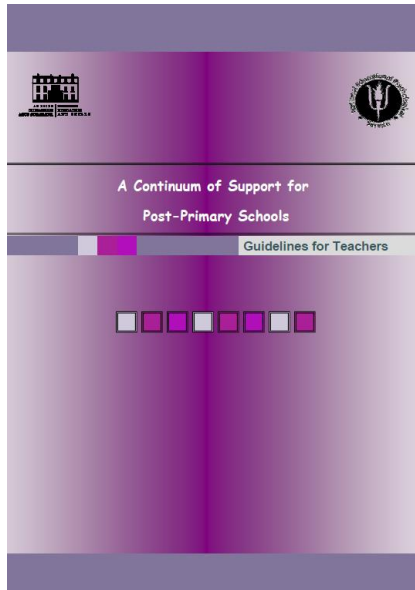
Circular Letter 0055/2018

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Digital Framework/Junior Cycle/Wellbeing



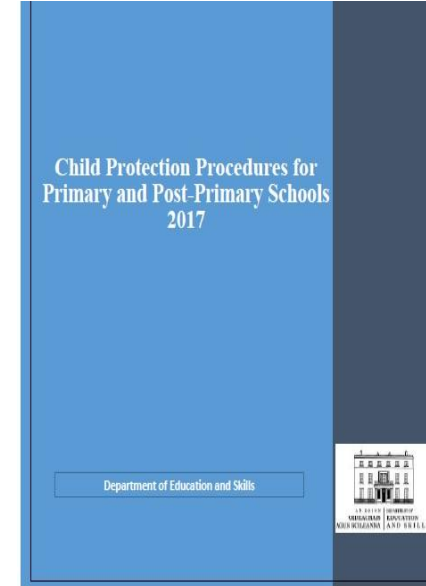
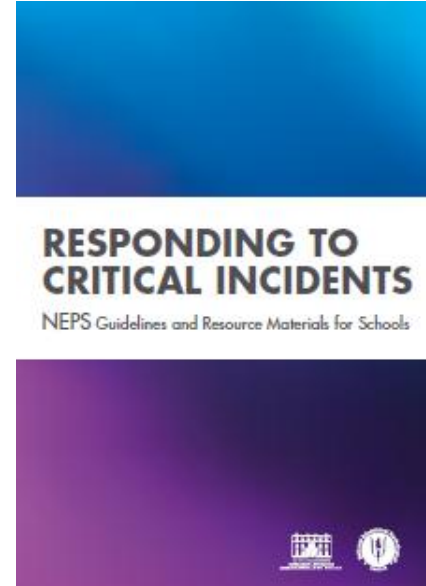
Insert school logo here

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.



SEN/Child Protection



Student Support Teams/Attendance Strategy/Code of Behaviour/Student Voice



SSE/LAOS/DEIS



Circular Letter 0003/2018

**To: The Managerial Authorities
of
Recognised Secondary, Community and Comprehensive Schools
and
The Chief Executives of Education and Training Boards**

LEADERSHIP AND MANAGEMENT IN POST-PRIMARY SCHOOLS

High quality leadership is crucial in establishing a shared purpose and vision for a school and to the achievement of high quality educational outcomes for students. The primary purpose of school leadership and management is to create and sustain an environment that underpins high quality in student care, learning and teaching.

This circular, in the context of commencement of the restoration of posts, sets out a leadership and management framework for posts in recognised post-primary schools. This circular supersedes all previous circulars, memoranda, rules and regulations in relation to posts of responsibility at Assistant Principal level (including Special Duties Teachers) and Programme Co-ordinator posts and is to be implemented by each employer with immediate effect.

Posts of responsibility in relation to Self-Financing Part-Time Adult Education programmes are provided in accordance with Circulars 46/00 and 16/05.

Please ensure that copies of this circular are provided to all members of the Board of Management/ Education and Training Board and brought to the attention of all teachers in your employment including those on approved paid or unpaid leave of absence or on secondment.

This Circular can be accessed on the Department's website under www.education.ie

All queries should initially be brought to the attention of the school management who may wish to consult with their representative organisation/ ETB. Queries in relation to the allocation of posts should be raised with the Teacher Allocations Section of the Department: allocations@education.gov.ie Any further queries may be directed to the following email address: teachersna@education.gov.ie

Alfie Barrett
Teacher/SNA Terms and Conditions Division
16 January 2018

Paraic Joyce
Allocations Section
16 January 2018

01

The Assistant Principal will support best practice as set out in *Looking at Our Schools 2016*, the leadership and management structure in the school and those charged with its implementation and the principle of flexibility in the assignment of roles and responsibilities.

02

The Assistant Principal will support and promote the school ethos, high quality in student care, learning and teaching and the development of student voice, participation and leadership.

03

The Assistant Principal will collaborate with colleagues in ongoing review and critique of school policies in line with SSE principles and in promoting a culture of professional responsibility and accountability.

Statement of Roles and Responsibility

Team Coaching



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



Building Leadership Capacity in School Leadership Teams

CSL Team Coaching for School Leadership Teams

What is the CSL Coaching Service?

The Centre for School Leadership introduced one to one coaching in 2017 as a leadership tool to support school principals in Ireland. This support has now been further expanded to include other leaders in school communities so that the school leadership team can increase their ability to prioritise and enhance their capacity to work in a changing environment. This service will provide time and space for the senior and middle leadership team to reflect on their roles in a collaborative manner.

Team Coaching is a professional, coaching-based developmental approach which will enable school leadership teams to start their journey towards an empowered and team-led leadership model envisioned by the DES in Domain 4 of "Looking at our School 2016".

Team Coaching is available to School Leadership Teams in Primary and Post-Primary Schools where the Principal has already completed a minimum of four sessions of one-to-one coaching through the current CSL School Principal Coaching Programme.

The CSL and the Department will be made aware of individual schools availing of Team Coaching.

Confidentiality will apply to all discussions/communications between a team coach and school leadership team participants, and to any materials/instruments used in the context of the team coaching.

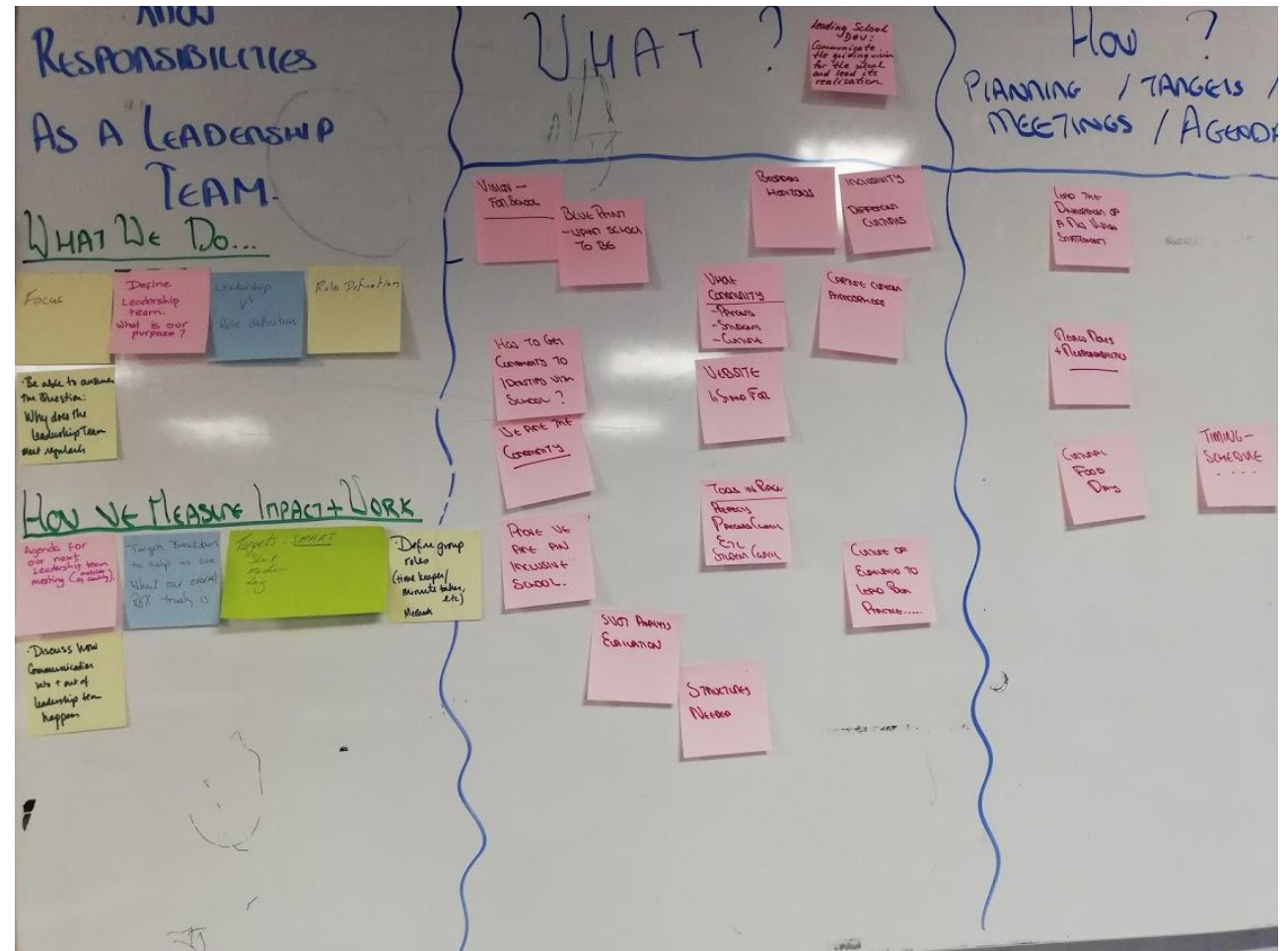
School Principals should contact their individual coach for further information.

Accessing CSL Team Coaching for School Leadership Teams

- The Principal and their individual coach, during their own coaching discussions, can explore team coaching and its relevance and appropriateness to the school.
- Principals who have received a minimum of four individual coaching sessions through the current CSL School Principal Programme can immediately avail of Team Coaching in their School.
- On confirmation of interest the Principal and their coach either work together on Team Coaching or work with an agreed nominated Team Coach from that Coaching provider's CSL coaching panel.
- The Team Coach will facilitate a detailed exploration of the interest and priorities for Team Coaching with the School Principal and School Leadership Team. Team Coaching content will be customised to individual schools to best deliver on the identified priorities and support the building of the School Leadership Team capability.
- 4 x 2-hour Team Coaching sessions are available per school with a maximum of 6 participants from the School Leadership Team including the School Principal.
- It is anticipated that Team Coaching will be conducted over a maximum of 9 months.
- It is the responsibility of the individual school to provide a venue and any related costs must be borne by the school.

Goals

1. Build confidence individually and as part of a leadership team. Be able to influence/engage/ work with school staff in role as a member of the school leadership team
2. Understand the difference between the allocated responsibilities of the role of Post Holder and the responsibilities as a member of the school leadership team.
3. Prioritise the wider school issues that the school leadership team is working towards. For example. leading Teaching and Learning. promotion of school as the school of choice in the area.



Using Looking at Our School to reflect

Table 1: Quality Framework for Post-Primary Schools-Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and the students' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers' and students' learning experiences
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a safe and effective learning environment manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement systems to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation engage the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of student voice, student participation, and student leadership build professional networks with other school leaders

Domain 3 Leading School Development

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Communicate the guiding vision for the school and lead its realisation	<p>The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.</p> <p>The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, supported by the patron/ trustees and board of management.</p> <p>The principal communicates the guiding vision to teachers in a way that encourages them to see their responsibilities as fulfilling it.</p> <p>The principal takes positive steps to support and motivate staff, and to set high expectations for learners.</p>	<p>The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.</p> <p>The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, and does so very effectively, working with the patron/ trustees and board of management.</p> <p>The principal clearly communicates the guiding vision to teachers, parents and students in a way that empowers the whole school community to translate the vision into action.</p> <p>The principal inspires and motivates students, staff and the whole school community. He/she sets high expectations for every learner.</p>

DEIS Planning: Plan to promote Attendance

Summary Plan to promote ATTENDANCE

Target(s):

State in specific terms how ATTENDANCE should improve as a result of measures in the school's DEIS plan (*number the targets*)

Actions:

State proposed measures (both existing and new) to improve ATTENDANCE. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?

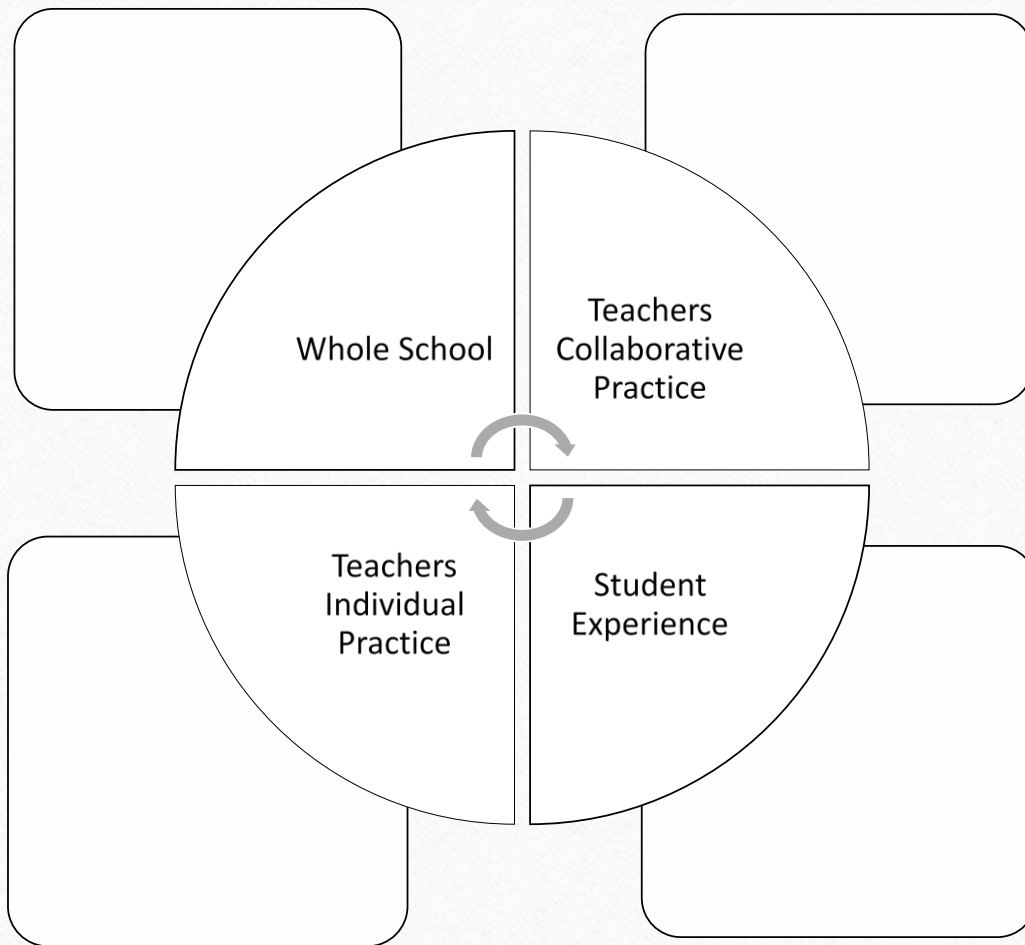
Monitoring:

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

Evaluation:

State how impact of actions on ATTENDANCE will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide

* It is possible that a measure may address a number of targets



TOPIC -

Targets:

Inputs:

Parental Input:

Evidence:

Final Thoughts



Choose time wisely, allow yourself the time, no phones.



Trust the process, the initial discomfort is worth it.



Power of collaborative practise to move us from discussion to action.



Let your team shine.