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**Governance in Schools:
Admissions Act 2018
ACCS In-service Programme
2019/2020**

Admissions to Schools

Outcomes:

- Understanding of the current legislation underpinning admissions to schools
- Main provisions of the Education (Admissions to Schools Act) 2018
- Key changes
- Recommended actions by schools



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Current Legislation

Education Act 1998

Equal Status Act
2000

2000

1998

2000

Education
(Welfare) Act 2000



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Education Act 1998



Section 9(m)

...establish and maintain an admission policy which provides for maximum accessibility to the school...



Section 15(2)(d)

...publish the policy of the school concerning admission to & participation in the school
...ensure that the principles of equality & parental choice, are respected, while having regard to the characteristic spirit of the school & the constitutional rights of all person concerned...



Sections 29

Appeals to the Secretary General



Section 33

Ministerial Regulations



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Education Act 1998

Section 15(2)(e)

...have regard to 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...***



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Education (Welfare) Act 2000



Section 19(1)

...board of management shall not refuse to admit a student except where the refusal is in accordance with the admission policy of the school...



Section 23(4)

...can make enrolment of a student conditional on parents' confirmation in writing that the school's code of behaviour is acceptable to them...



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Equal Status Act 2000



Section 3

prohibits
discrimination
on nine
grounds

Exemptions

Section 7(3)(a)

single gender
schools

Section 7(3)(c)

denominational
schools

*Section 7(3) has
been amended
by section 11
of Education
(Admission
to Schools Act)
2018*



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Education (Admissions to Schools) Act 2018

The Act of 1998 is amended by
the insertion of the following
...Part X

Sections commenced

- Section 60, Definitions
- Section 64, Prohibition on charging admission and enrolment fees
- Section 66, Cooperation between Boards of Management



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Education (Admissions to Schools) Act 2018



Amendment



Section 23(2)(a)

...be responsible for the day to day management of the school, including guidance and direction of the teachers and other staff of the school ***and the implementation of the admission policy of the school,*** and be accountable to the board of the school for that management



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Education (Admissions to Schools) Act 2018

Section 61

Requirement to include an 'Admission Statement' that the school shall not discriminate in its admission of a student to a school on –

Nine grounds listed.

Exemptions:

- One gender only
- Religious Denomination, ...proved that refusal is essential to maintain the ethos of the school



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Education (Admissions to Schools) Act 2018

Section 62

Admissions Policy

Subsections (1) – (6)

Address the process and time frames in drafting the Admissions Policy

Subsection (7)

Content of the Admissions Policy

Subsection (8)

A school specified with a specified category or categories of special educational needs

A special class



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Education (Admissions to Schools) Act 2018

Grounds for refusal:

1. Oversubscribed
2. Where parents fail to confirm in writing that the code of behaviour of the school is acceptable to them
3. Where the school admits students of one gender only
4. Denominational school - *it is **proved** that the refusal is essential to maintain the ethos of the school*
5. Where the student does not meet criteria of special school
6. Where the student does not meet criteria of special class



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Education (Admissions to Schools) Act 2018



Subsection (9)

Irish language
Schools



Subsection (10)

Selection criteria –
connection to school
Sibling, parent and
grandparent



Subsection (11)

Waiting lists



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Education (Admissions to Schools) Act 2018



Section 64

Annual Admission Notice

- Information on obtaining Admission Policy & Application Form
- Relevant dates
- Number of Places in intake group
- Number of places available in a special class
- Boarding school, number of residential and day places
- In case of oversubscribed schools: number of applications received and offers made in respect of each of the school's selection criteria



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Education (Admissions to Schools) Act 2018

Section 65

- Regulations

Section 66

- Co-operation between Boards
- Minister may direct Boards to co-operate
 - School Closure
 - Effective and efficient use of resources
- Sharing of Information between Boards



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Education (Admissions to Schools) Act 2018

Section 66(6):

A board may, in order to facilitate the efficient admission of students, provide a patron or another board with a list of the students in relation to whom:

- an application for admission to the school concerned has been received
- an offer of admission to the school concerned has been made, *or*
- an offer of admission to the school concerned has been accepted.



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Education (Admissions to Schools) Act 2018

Section 67	Designation of school by Council or Child and family Agency
Section 68	Direction to Board and appointment of independent person by patron
Section 69	Direction to Board by Minister
Section 70	Request to Patron by Minister



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The Department does not see significant work for schools in amending their Admissions Policies.



Recommendation: Boards review their Admissions Policy consistent with the provisions of the Education (Admissions to Schools Act) 2018



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Governance in Schools

Reviewing Leadership & Management

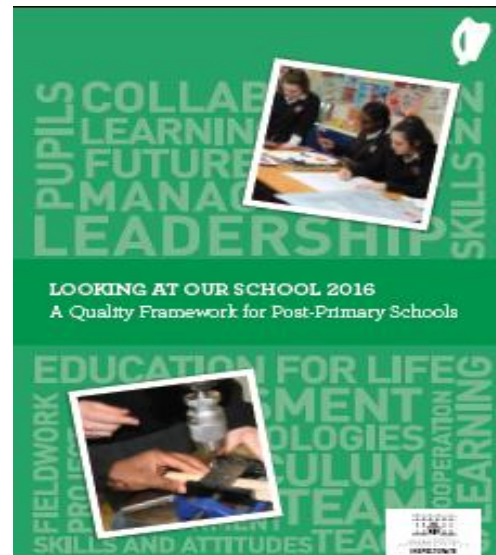
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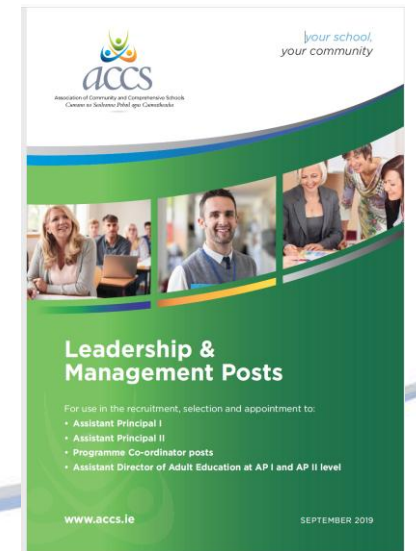
Circular Letter 0003/2018

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.



A new language.... A new approach?

Not just a set of new acronyms

Leadership - responsibility to develop a school wide shared understanding



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Circular 0003/2018 requires:

1. Teacher Annual Report to inform the review (January – April)

2. Review meeting with the Principal/Deputy Principal (May/June)

3. Principal's Annual Report on L&M to BOM – includes the teachers' annual report (June)

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Appendix 2: Template Statement of Roles and Responsibilities (CI 0003/18)

The post of responsibility structure in schools is based on a distributed leadership model, involving the establishment and facilitation of leadership teams with appropriately defined and shared responsibilities. Subject to the overall authority of the Board of Management, the post holder is accountable for the fulfilment of his/her role to the Principal of the school.

Name of Teacher:

Tick level of post: AP I AP II

1. Roles, Responsibilities and Objectives: (Guideline: Forms should be completed in a succinct manner e.g. maximum of 400 words.)

2. In consideration of the Teacher undertaking the roles and responsibilities assigned, the School shall authorise the Department of Education and Skills to pay the appropriate allowance for the level (AP I or AP II) of post from the schedule of salaries and allowances for teachers at the rate agreed from time to time in the Teachers' Conciliation and Arbitration Scheme or such other Scheme as may replace same or be otherwise agreed from time to time, in addition to the Teacher's scale salary.

3. In the event of the Teacher having a dispute with the Principal in relation to any aspect of the roles and responsibilities attached to the post and, if the matter cannot be resolved through discussions between the Principal and the Teacher, the Teacher may appeal the issue to the Board of Management. As an alternative to appealing the issue to the Board of Management, the Teacher may process the matter through a Grievance Procedure.

Date:

Signature:Teacher

Acknowledgement
of Receipt:Principal

Date:

Appendix 3: Annual Report to Inform Review (CI 0003/2018)

Name of Teacher:

Tick level of post: AP I AP II

1. 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.*

Focus on the objectives:

- Which objectives have been achieved? Were all the objectives met?
Any significant accomplishments?

How have you in this post / area of responsibility contributed to:

- teaching and learning in school?
- school improvement?
- leadership /management and development of staff teams?
- other areas? (e.g. student support and wellbeing, student voice etc...)

How does your work in this area align to the needs and priorities of the school? *(A review process shall occur at least once every 2 years & should be completed within 6 to 8 weeks)*



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2. Self-Review of progress in regard to these areas:

Date:

Signature:Teacher

Acknowledgement

of Receipt:Principal

Date:

What has worked well?

- Reflect on the personal achievements in fulfilling the roles, responsibilities and objectives.

What is not working well?

- What challenges/constraints have you experienced in the role?
- What areas did you enjoy working on most?

Professional Development and learning:

- What have you learned while working in this role?
- What will you do differently next year?
- What skills would you like to develop next year? CPD Plans?
- How has the role contributed to your own leadership capacities?

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The professional conversation...

(based on the report)

Setting objectives...

Assistant Principal

- has an opportunity for dialogue
- is affirmed
- has a full understanding of what is expected of them.
- focused on contributing to the leadership and management of the school

- Objectives can be the same as current year
- Setting new objectives or focusing on specific objectives
- Set measurable, attainable objectives within a timeframe (SMART)
- Summarise and record the R&R and objectives
- Agree new statement of R&R

(Reassignment of role– evolving needs, choice, professional development)



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Why have these consultations / conversations?

The conversation *IS* the relationship.....

Our successes and failures occur one conversation at a time.

Scott, S. (2002), 'Fierce Conversations

- To accomplish positive outcomes
- To build relationships with colleagues
- To build an atmosphere of trust
- To reduce personal stress
- To resolve tensions within/between teams
- To reduce frustration and worry (about not having the conversation, others' views etc.)
- To develop flexibility in meeting the needs & priorities
- To build leadership capacity (to encourage collaboration, partnership & participation in L & M in school)

Rock, D., (2006) 'Quiet Leadership, Six steps for Transforming Performance at Work'



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The Principal's report on Leadership and Management to the Board

The following is a suggested layout:

1. Introduction

Allocation doc for current year / (List 1) / (List 2) Highlight new APs and roles./ Identify any current or upcoming vacancies.

2. Main Content

LAOS /SSE and the new structure

3. Summary comments

Recommendations to BOM w.r.t. CPD plan for next year /areas to be addressed /areas working well/ initiating a review of Needs &Priorities

4. Appendices

AP Annual Reports



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