

Action Plan Reporting Template
Education Sector
September 2022

PRIORITY 1

Action	Outcome	Timeframe	Measure	Owner (Dept./Body/Section)	Previously anticipated achievement by end September 2022	Progress report update and achievements end September 2022
<p>1.1.</p> <p>Co-operation on measures to improve the effectiveness of leadership in schools</p>	<p>Improved school leadership and more efficient operations</p>	<p>Ongoing</p>	<p>Engagement with any proposals</p>	<p>Education</p>	<p>Ongoing co-operation</p>	<p>The Professional Development Service for Teachers (PDST) are continuing to implement Continuing Professional Development (CPD) for school leaders to improve the effectiveness of leadership in schools.</p> <p>A School Leadership Working Group has been established under the oversight of the Department’s Management Board School Leadership Group. Proposals to support and develop school leadership are progressing across a number of areas including supporting boards of management in leading teaching and learning, and supporting inclusive school leadership.</p>
<p>1.2</p> <p>Explore the concept of school principals completing a leadership course</p>	<p>Improved leadership skills for the role</p>	<p>Q2 2022</p>	<p>Engagement by Unions on exploring the concept</p>	<p>Education</p>	<p>Engagement with any proposals</p>	<p>Development work on a preparatory pre-appointment course for both those considering applying for principal positions or those appointed but not yet serving is underway.</p>
<p>1.3</p> <p>Examine potential for post holders to provide professional support as part of POR duties:</p> <ul style="list-style-type: none"> ○ to Newly Qualified Teachers during the Droichead induction process and ○ to student teachers on school placement. 	<p>Improved consistency and quality of support to NQT/student teachers</p>	<p>Q3 2022</p>	<p>Engagement between Unions and Department in exploring the potential of these actions</p>	<p>Education</p>	<p>Engagement with Department on development of proposals</p>	<p>TES is continuing to work closely with a range of stakeholders (including unions) to develop professional learning supports for Treoraí, the teachers who guide and support student teachers on placement.</p>

PRIORITY 2

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<p>2.1 Co-operation with Covid-19 related emergency measures</p>	<p>Ongoing operations during pandemic</p>	<p>During Pandemic</p>	<p>Measures in place and co-operated with as required</p>	<p>Education</p>	<p>Anticipated compliance in supporting operations and particularly in relation to preparing for new school year</p>	<p>Much of the focus remained working with the unions and other education stakeholders in addressing the immediate challenges posed by COVID-19 and this engagement has been productive.</p> <p>Having education operate as normally as possible is important to society generally. Measures delivered during periods of closure include remote teaching, a dual system of Accredited Grades and a Leaving Certificate and special arrangements for students at Very High Risk from COVID-19 and was achieved through the support and engagement of teaching and ancillary staff.</p>
<p>2.2 Co-operation with primary and post primary curriculum reform</p>	<p>Implementation of reforms</p>	<p>Throughout agreement</p>	<p>Engagement Reforms implemented on time</p>	<p>Education</p>	<p>Engagement with any reforms proposed</p>	<p>The Department continues to engage with the ongoing review and redevelopment of the primary curriculum, led by the National Council for Curriculum and Assessment (NCCA).</p> <p>On 29 March the Minister announced an ambitious programme of work for a reimagined Senior Cycle of education. The Department continues to engage on this issue. PDST are continuing implementation of CPD in relation to primary and post primary curriculum reform.</p>

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2.3 Co-operation with reforms in the further education sector	Implementation of reforms	Throughout agreement	Engagement Reforms implemented on time	Education/FET (DFHERIS)	Engagement with any reforms proposed	There is continuing engagement and consultation on reforms in the further education and training sector under the strategic pillars of the national FET strategy
2.4 Co-operate with review of arrangements for recruitment in ETBs (Circular 08/2017 refers)	More efficient operations	Q2 2022	Engagement with review process	Education	Co-operation with review	Engagement is under way with the intention of finalising a recruitment policy in early 2023.
2.5 Explore the potential of providing some elements of CPD outside teaching hours and online.	Increased continuity	Throughout agreement	Engagement by Unions in exploring the potential of this concept	Education	Engagement with any consultation	PDST and National Induction Programme for Teachers (NIPT) are continuing to deliver elements of CPD outside teaching hours and online
2.6 Explore the concept of Primary teachers to be allowed to be employed in post-primary schools at the qualified rate in special education settings as part of sequencing process	Additional supply source	Q3 2021	Engagement by Unions on exploring the concept proposed	Education	Engagement in discussions with Department proposals	Department developing proposals

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<p>2.7</p> <p>Explore measures which consider efficient operations of State Examinations such as Orals and Practical elements taking place outside school time and an increase in the number of teachers acting as correctors, superintendents and examiners.</p>	<p>Efficiency in operation of state exams</p>	<p>Q2 2022</p>	<p>Engagement by Unions in exploring the potential of these measures</p>	<p>Education/SEC</p>	<p>Engagement on any proposals</p>	<p>Agreement was reached with teacher unions that 2022 Leaving Certificate oral languages examinations and music practicals will take place outside of school time over the first week of the Easter holidays. This was agreed for 2022 based on the lack of availability of teachers for substitution and the aim to minimise disruption for schools and students.</p> <p>State Examinations Commission (SEC) circular was issued to schools in December 2021. This measure will reduce disruption to tuition time and is hoped will provide the required numbers of teachers to act as examiners.</p> <p>More generally, the SEC continued with the resulting process in advance of the issue of the results of the Leaving Certificate and Leaving Certificate Applied examinations. It also advanced preparations for the post results processes of viewing marked scripts and the appeals process.</p> <p>The Department of Education is continuing to engage with the education partners on all matters concerning the Leaving Certificate examinations, including through the advisory Group on State Examinations.</p>

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<p>2.8</p> <p>Co-operation with continued implementation of the Framework for Junior Cycle, including engaging in supporting professional and collaborative activities. This will incorporate Subject Learning and Assessment Review (SLAR) meetings taking place at a time which does not impinge on a teacher's contact time with students nor necessitate additional expenditure to the allocation already provided for Professional Time for teachers.</p>	<p>Maintaining teaching time</p>	<p>Q3 2021</p>	<p>Implementation in all schools</p>	<p>Education</p>	<p>Engagement with any reforms proposed</p>	<p>The Department continues to engage with the teacher unions to seek to resolve this matter.</p>
<p>2.9</p> <p>Co-operation with upskilling as a result of technology and/or changes in business/operational practices</p>	<p>Improved efficiencies</p>	<p>Throughout agreement</p>	<p>Engagement with any upskilling proposals</p>	<p>Education/FET (DFHERIS)</p>	<p>Ongoing as arises</p>	<p>No issues to date</p>

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<p>2.10</p> <p>Work with Department to support the use of technology to the greatest extent possible to maintain teaching and supports to children in unexpected closures (weather etc.) on a remote basis</p>	<p>Continuity of learning</p>	<p>Throughout agreement</p>	<p>Positive engagement by staff in supporting the concept</p>	<p>Education</p>	<p>Ongoing engagement</p>	<p>Focus remains on maintaining school operations, with an emphasis on equity in and quality of educational provision, in pandemic period. During this time school staff have adapted to new methodologies to deliver education services in response to the pandemic challenges.</p> <p>PDST are continuing to provide supports in the use of technology to schools which allows for online provision due to unexpected closures.</p>
<p>2.11</p> <p>Commitment to maximise the use of IT solutions for various school operations (e.g. recruitment portal, school placement portal etc.)</p>	<p>More efficient operations</p>	<p>Throughout agreement</p>	<p>Rate of adoption of new solutions</p>	<p>Education</p>	<p>Engagement with any reforms proposed</p>	<p>The IPPN in conjunction with NAPD developed a portal for recruitment of substitute teachers. This is in place and provides a central source of substitute teachers for schools. The IPPN is also developing a portal for long term teacher vacancies and this is at an advanced stage of development.</p> <p>A working group (including union representation) has been established and has met on a number of occasions to progress a recommendation from the Report of the School Placement Working Group (published in 2021) for the creation of a national central school placement system and integrated online portal.</p> <p>The Placement System Working Group, chaired by TES, issued its Report in June 2022 to the School Placement Implementation Group, which will review its recommendations with regard to a proposed school placement system.</p>

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2.12 Re-assignment of staff to new roles as a result of new technology and/or changes in business/operational practices	Change and reform implementation	Throughout agreement	Engagement with any proposals	Education/FET (DFHERIS)	Ongoing as arises	This is being actively managed and no issues have been notified as a result of staffing re-assignments associated with the delivery of shared services.
PRIORITY 3						
Action	Outcome	Timeframe	Measure	Owner (Dept./Body/Section)	Previously anticipated achievement by end September 2022	Progress report update and achievements end September 2022
3.1 Co-operate with review of SNA redundancy scheme	Implementation of reforms	Q2 2022	Co-operation and engagement in the review process	Education	Engagement with Department on review	Initial engagement has begun on some reforms. Department developing proposals on other reforms at present.
3.2 Engagement on new SNA allocation model	Implementation of reforms	Ongoing	Level of engagement with the Department on the new model	Education	Engagement with Department on new model	The Department will engage with all stakeholders again in advance of rollout

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3.3 Co-operate with the introduction of new technology and/or changes in business/operational practices associated with the development and implementation of shared services	Implementation of reforms	Throughout agreement	Co-operation over period	Education/FET (DFHERIS)	Ongoing as need arises	Proposals being developed
3.4 Co-operation with moves to standardise pay frequencies when an organisation is moving and/or has moved to a Shared Service platform.	Implementation of reforms	Throughout agreement	Co-operation over period	Education/FET (DFHERIS)	Ongoing as need arises	No further issues
PRIORITY 4						
4.1 Engagement in the (SNA Contract) process	Improved operation of role	Process to be concluded as soon as possible but for 2022/2023 school year at latest	Level of Engagement Review undertaken	Education	Engagement with the Department on review process	Initial correspondence from Union being considered at present. Engagement to begin shortly.