

**Action Plan Reporting Template**  
**Education Sector**  
**March 2023**

Action	Outcome	Timeframe	Measure	Owner (Dept./Body/Section)	Progress report update and achievements end March 2023
<p>1.1. 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>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 and the Department of Education is engaging on an ongoing basis with education stakeholders on the issues raised about the difficulty accessing substitutes for teacher absences at this time. In order to assist with the Teacher Supply issue currently affecting some schools, the Teacher Education Section funded Support Service, the PDST, have reviewed their CPD offerings and in certain situations, for example where substitution is required, CPD for the period 23<sup>rd</sup> January 2023 to 31<sup>st</sup> March 2023 is being deferred. Therefore, while some CPD has been deferred from this period, some CPD involving teacher/class contact time as well as CPD that does not involve substitution cover, for example CPD that involves planned closure days, is proceeding. This decision to defer CPD is not dissimilar to previous measures put in place to assist with Teacher Supply.</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>

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1.2 Explore the concept of school principals completing a leadership course	Improved leadership skills for the role	Q3 2023	Engagement by Unions on exploring the concept	Education	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.
1.3 Examine potential for post holders to provide professional support as part of POR duties: <ul style="list-style-type: none"> <li>○ to Newly Qualified Teachers during the Droichead induction process and</li> <li>○ to student teachers on school placement.</li> </ul>	Improved consistency and quality of support to NQT/student teachers	Q3 2023	Engagement between Unions and Department in exploring the potential of these actions	Education	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. TES is currently engaged with Unions and the Teaching Council regard to the Cluster Meeting provision for NQTs engaging in Droichead.
2.1 Co-operation with Covid-19 related emergency measures	Ongoing operations during pandemic	During Pandemic	Measures in place and co-operated with as required	Education	Much of the focus remains on working with the unions and other education stakeholders in addressing any remaining challenges posed by COVID-19 and this engagement has been productive. Despite levels of respiratory and viral illness in the community at present, schools are operating and very limited public health measures remain in place (hand hygiene, cleaning etc). Having education operate as normally as possible is important to society generally.  Schools have been provided with funding and guidance to support the ongoing implementation of infection prevention and control measures in line with the CMO's guidance.

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<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>The Minister for Education announced an ambitious programme of work for a reimagined Senior Cycle of education in late Spring 2022. The Department continues to engage with a range of stakeholders and parties on this issue. Significant work is underway in regard to the development of new and revised subjects intended for introduction to network schools, principally, from September 2024 for students entering 5th year at that time. It is expected that schools will be able to express interest in becoming Network Schools by mid-year 2023 following engagement with school communities and in particular school leaders, teachers and students.</p> <p>The NCCA has commissioned research into the weighting and composition of teacher-based assessment components whilst the SEC has commissioned research into teacher based externally moderated processes in other jurisdictions. The SEC has commenced work to prepare for the holding of Paper 1 in Irish and English at the end of the fifth year commencing for students entering fifth year in September 2023. There will be ongoing consultation with stakeholders, including teacher unions, on this matter.</p> <p>Teacher Education Section is engaging with CAP in relation to Primary and Senior Cycle Reform outlined below. PDST are currently engaged in</p>

the Design and Development of CPD according to the Design & QA Protocols. They are also continuing implementation of CPD in relation previous curriculum related development such as LCCS, LCPE, SCPE etc. PDST are also Updating CPD and Resources in relation to Child Protection and Anti Bullying.

**Primary Curricular Reform**

STAGES 1 AND 2 (JUNIOR INFANTS - 2ND CLASS)

1. Language (Irish & English)
2. Mathematics, Science & Technology Education
3. Wellbeing,
4. Arts Education
5. Social & Environmental Education

STAGES 3 AND 4 (3RD - 6TH CLASS)

1. Irish English Modern Foreign Languages
2. Mathematics Science & Technology
3. Physical & Health Education
4. Social, Personal & Values Education
5. Visual Arts Music Drama
6. History
7. Geography
8. Religious/ Ethical/ Multi-Belief Education

**Senior Cycle Reform**

1. Climate Action & Sustainable Development
2. Drama, Film & Theatre Studies
3. Business
4. Biology
5. Chemistry
6. Physics
7. Arabic
8. Ancient Greek
9. Latin

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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)	There is continuing engagement and consultation with teacher unions and other stakeholders 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	Q3 2023	Engagement with review process	Education	This is being progressed through the ODII process and through the development of a policy document by the Circular Subgroup of the ETB IR Forum
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	PDST and NIPT are continuing to deliver elements of CPD outside teaching hours and online where practicable  JCT continue to deliver elements of CPD outside teaching hours and online where practicable
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 2023	Engagement by Unions on exploring the concept proposed	Education	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>The 2023 oral language examinations will be held over the first week of the Easter holidays. This is on the basis of conducting a full review of the timing of these examinations, including the impact in availability of oral examiners, in an environment not affected by Covid.</p> <p>Recruitment and retention of teachers as examiners is whole of system issue at second level.</p> <p>Significantly improved examiner rates have continued for 2023. In an effort to identify and address the factors which impact on contract staff supply the SEC is undertaking a major review of this critical strategic issue. The review consists of a number of interconnected internal and external strands including a stakeholder working group (representatives of management bodies and teacher unions) with the aim of encouraging more teachers to take on these roles. To improve the examiner experience, and for reasons of organisational efficiency, online marking is being further rolled out at Junior Cycle in 2023.</p> <p>The SEC continues to expand the digital services available to schools and candidates through the Candidate Self-Service portal and the Schools Examinations portal.</p> <p>As the Senior Cycle redevelopment programme advances it has as a central feature the delivery of significantly revised assessment arrangements</p>

					with the first such changes involving the holding of Paper 1 in Irish and English at the end of the fifth year commencing for students entering fifth year in September 2023.
2.8 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.	Maintaining teaching time	Ongoing	Implementation in all schools	Education	The Department continues to engage with the teacher unions to seek to resolve this matter.
2.9 Co-operation with upskilling as a result of technology and/or changes in business/operational practices	Improved efficiencies	Throughout agreement	Engagement with any upskilling proposals	Education/FET (DFHERIS)	No issues to date



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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>Focus remains on maintaining school operations, with an emphasis on equity in and quality of educational provision, in pandemic period.</p> <p>During this time schools 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>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 due to be available to schools and teachers early in 2023</p> <p>A working group (including union representation) has been established and 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, chaired by the Teaching Council, which will review its recommendations with regard to a</p>

					proposed school placement system. The first meeting of the School Placement Implementation Group took place in Q4 2022. It is anticipated that the Implementation Group will complete its work and make recommendations by the end of Q2 2023.	
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)	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.
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3.1	Co-operate with review of SNA redundancy scheme	Implementation of reforms	In line with Contract Review	Co-operation and engagement in the review process	Education	A SNA Workforce Development Unit has recently been established which will undertake a more holistic and strategic approach to examination of future SNA policy including the SNA redundancy scheme.
3.2	Engagement on new SNA allocation model	Implementation of reforms	Ongoing	Level of engagement with the Department on the new model	Education	The Department will engage with all stakeholders again in advance of rollout
3.3	Co-operate with the introduction of new	Implementation of reforms	Throughout agreement	Co-operation over period	Education/FET (DFHERIS)	Proposals being developed

technology and/or changes in business/operational practices associated with the development and implementation of shared services					
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)	No further issues
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4.1 Engagement in the (SNA Contract) process	Improved operation of role	Process to be concluded as soon as possible but for 2023/2024 school year at latest	Level of Engagement Review undertaken	Education	Engagement on the SNA Contract process has commenced and is ongoing.