Tonight's Timetable

7:00 – INTRODUCTIONS AND OUTLINE OF SESSION 1

7:10 – BREAKOUT ROOM TO CONSIDER 2 QUESTIONS

7:20 – FEEDBACK FROM BREAKOUT ROOMS

7:30 –SLIDES

8:10 – BREAK

8:20 – SLIDES

8.30 – BREAKOUT

9:00 – FINISH

Rationale

Our experience

Misunderstanding of leadership and management

Lack of appropriate examples

Lack of reflection- see the bigger picture

Need to go beyond the classroom

Breakout Rooms

- Choose one person to give feedback from room.

- Introduction:
- Name
- School
- What are you hoping to get out of this course?
- Where have you contributed to school life beyond the classroom?

Leadership

School leadership encompasses guiding and influencing a school community. Effective leaders inspire teachers, students, and families, fostering a vision for success. Leadership requires the ability to motivate and maintain a positive school culture.

Management

School management involves organising resources and operations to achieve educational goals. Managers handle budgeting, staff allocation, and administrative tasks, ensuring that the school runs efficiently and effectively.

Leadership and Management

Aspect	Leadership	Management
Focus	Vision and Direction	Organisation and Administration
Aim	Inspire and Empower	Control and Plan
Time Impact	Long-term impact	Short-term objectives
Engagement	People-oriented	Task-oriented

Leadership Characteristics
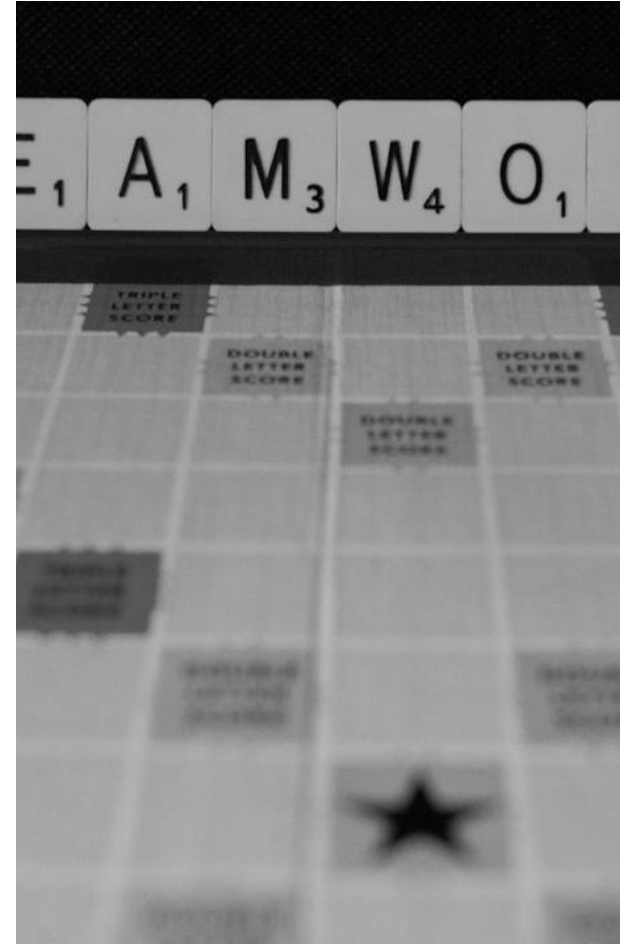
Essential Traits of Leaders

Effective leaders possess vision, the ability to communicate clearly, and emotional intelligence.

They build trust within the community and encourage a collaborative environment.

Impact on School Culture

Good leaders foster an inclusive culture, manage conflict wisely, and adapt to changes.
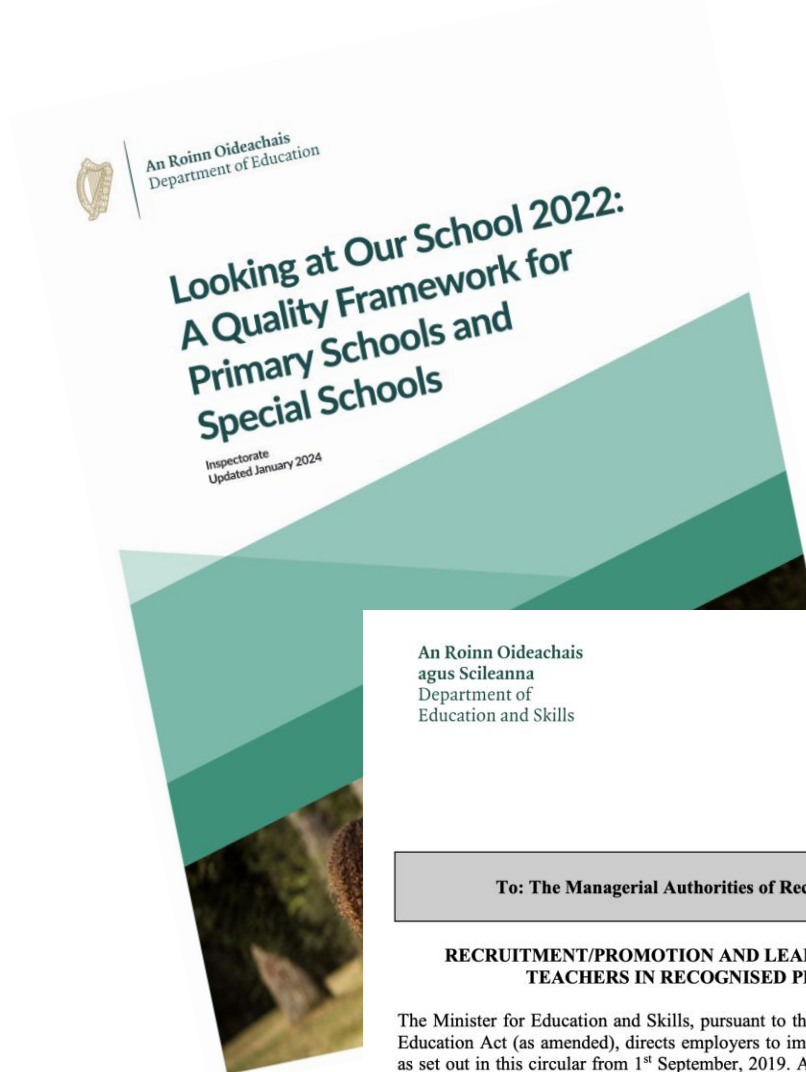
They model behaviours that inspire others, promoting a sense of ownership and commitment among staff and students.

Leadership without relationship is management.

Dr. Brad Johnson

Circulars and LAOS 2022

Introduction

Looking at Our School 2022: A Quality Framework for Post-Primary Schools[1] is a framework that provides a shared understanding of what effective and highly effective learning, teaching, leadership and management practices look like in the Irish school system. It follows on from the 2016 publication of the same name and provides a unified and coherent set of standards for two dimensions of the work of schools:

- Learning and teaching

- Leadership and management

It is designed for teachers and for school leaders to use in implementing the most effective and engaging learning and teaching approaches and in enhancing the quality of leadership and management in their schools. It is intended to be used by schools to support their engagement with the six-step school self-evaluation (SSE) process.

The quality framework will be used to inform the work of inspectors as they monitor and report on quality in schools. Different types of inspection will draw on the elements of the framework that are most relevant to the focus of the inspection. In this way, while the framework will be used flexibly, it will ensure consistency in Inspectorate evaluations.

The framework also informs Circular 0044/2019. This circular on leadership and management in primary schools, which supersedes the previous Circular 0070/2018, sets out the leadership model for primary schools. It emphasises that, in accordance with the principles of distributed leadership, systems of school leadership and management should build on and consolidate existing school leadership and management structures in schools in line with best practice as articulated in the *Looking at Our School* framework.

The framework is also used to facilitate reflective practice and to inform the design of continuing professional learning for teachers and school leaders.

The framework also informs Circular 003/2018. This circular on leadership and management in post-primary schools sets out the leadership model for post-primary schools. It emphasises that, in accordance with the principles of distributed leadership, systems of school leadership and management should build on and consolidate existing school leadership and management structures in schools in line with best practice as articulated in the *Looking at Our School* framework.

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

Ten key principles underpin looking at our schools

Leadership role for all

The importance of leadership and management
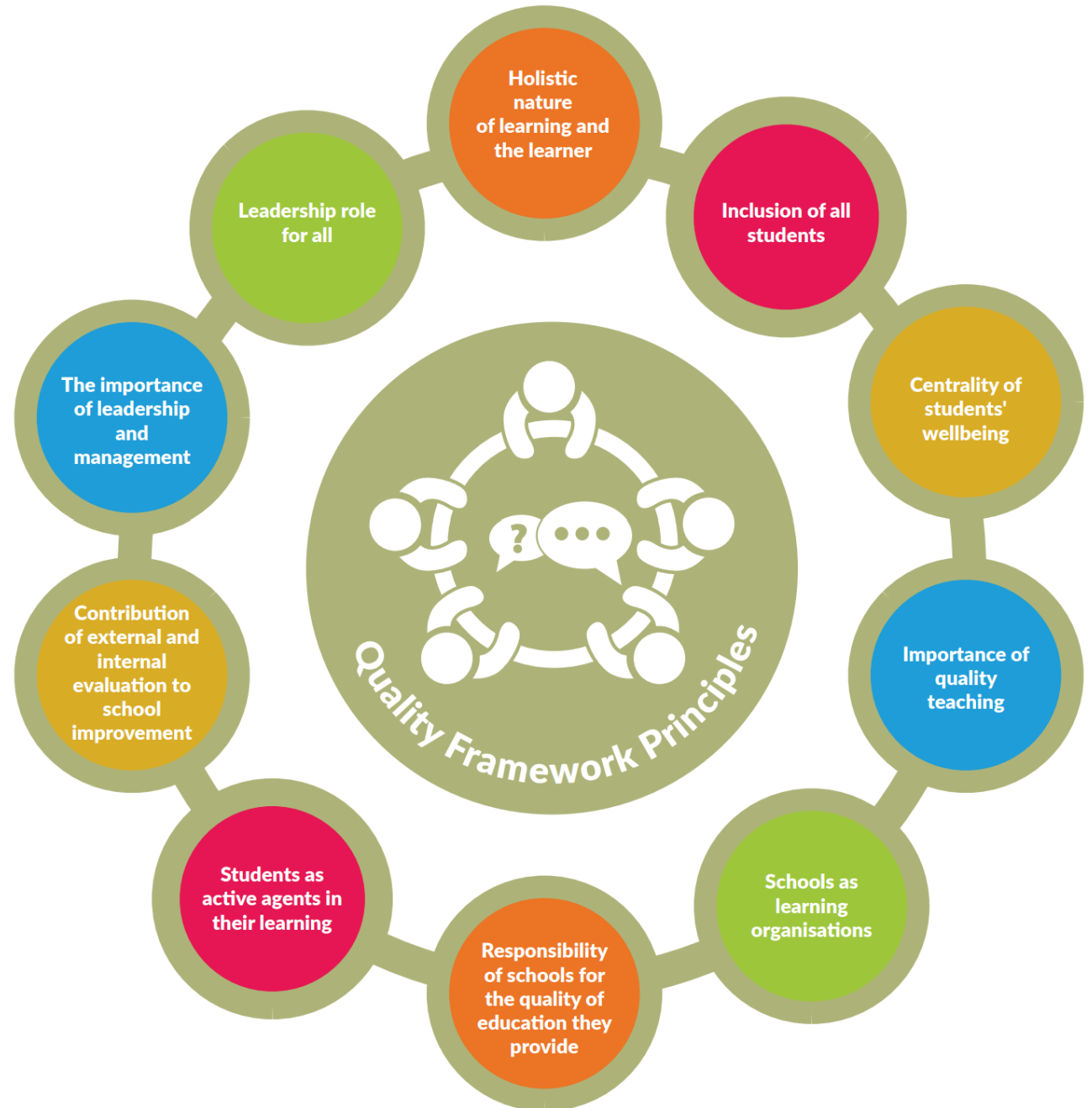
Leadership and management

- **The importance of leadership and management:** The quality framework sees leadership and management as inseparable. It is a fundamental principle of the framework that, for schools to be led effectively, they must be managed effectively. Therefore both leadership and management skillsets are considered at all times as serving the school's core work: learning and teaching. The framework defines school leadership by its impact on learning. It acknowledges that effective leadership is essential for schools to be places where successful learning happens.

Leadership for all

Leadership role for all: The term 'school leaders' as used in the framework typically refers to the formal leadership roles held by school patrons/trustees, boards of management, principals and deputy principals. It also includes teachers with posts of responsibility and those who have undertaken roles related to the school's priorities. The framework also recognises that all teachers play a leadership role within the school and seeks to support teachers in recognising their leadership attributes and qualities. The leadership and management dimension is therefore intended to assist all teachers in gaining a perspective on their own leadership roles in the school and on how they can develop and expand their leadership skills over time.

Dimension:
Leadership and Management

- 4 Domains

Leadership and Management		
	Leading learning and teaching	School leaders:
		promote a culture of reflection, 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 learning that enriches teachers' practice and students' learning
	Managing the organisation	School leaders:
		create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication
		manage the school's human, physical and financial resources so as to create and maintain a learning organisation
		manage challenging and complex situations in a manner that demonstrates equality, fairness and justice
		develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders:
		communicate the guiding vision for the school and lead its realisation
		lead 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 participation, student leadership and parent

Leading teaching and Learning.

	School leaders:
Leading learning and teaching	promote a culture of reflection, 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 learning that enriches teachers' practice and students' learning

School Leaders	promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment (1.1)
My example(s)	
School Leaders	foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil (1.2)
My example(s)	
School Leaders	manage the planning and implementation of the school curriculum (1.3)
My example(s)	
School Leaders	foster teacher professional learning that enriches teachers' and pupils' learning (1.4)
My example(s)	

School Leaders

'School leaders play a key role in improving educational outcomes by creating a positive school climate and environment as well as motivating and empowering educators and learners within their school community'.

(Circulars 0044/2021 and 0003/2018)

What role have you played (are you playing) in creating this positive climate and environment in your school?

Assistant Principals

- Assistant Principals occupy positions of strategic importance in the leadership, management and administration of the school. In line with the principles of distributed leadership, Assistant Principals work in teams in collaboration with the Principal and/or Deputy Principal and have shared responsibility, commensurate with the level of the post (i.e. AP I or AP II), for areas such as:
  - curriculum and learning
  - student support and wellbeing
  - school improvement
  - leadership/management and development of staff teams

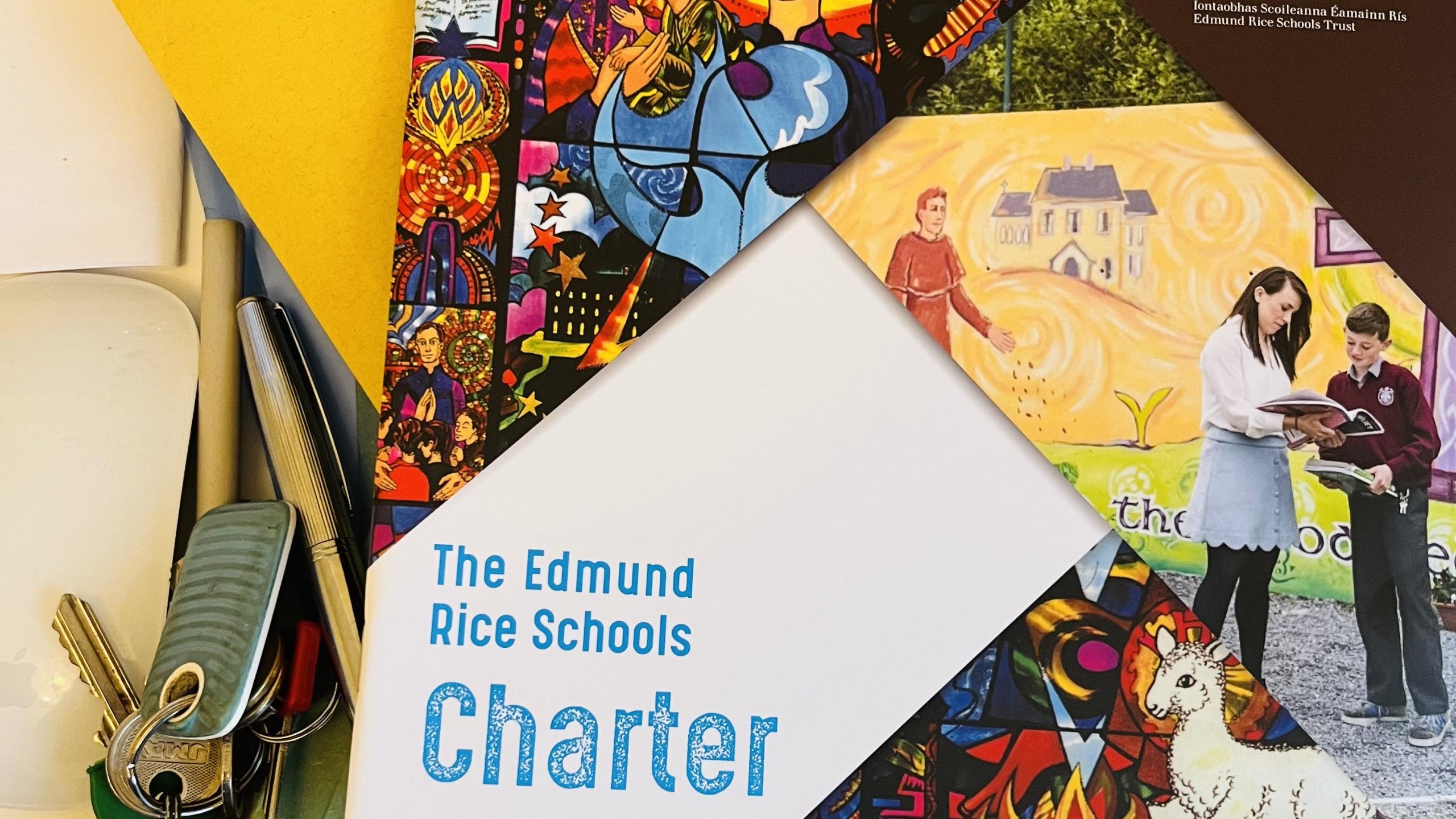# Ethos: Values, beliefs, results and behaviours
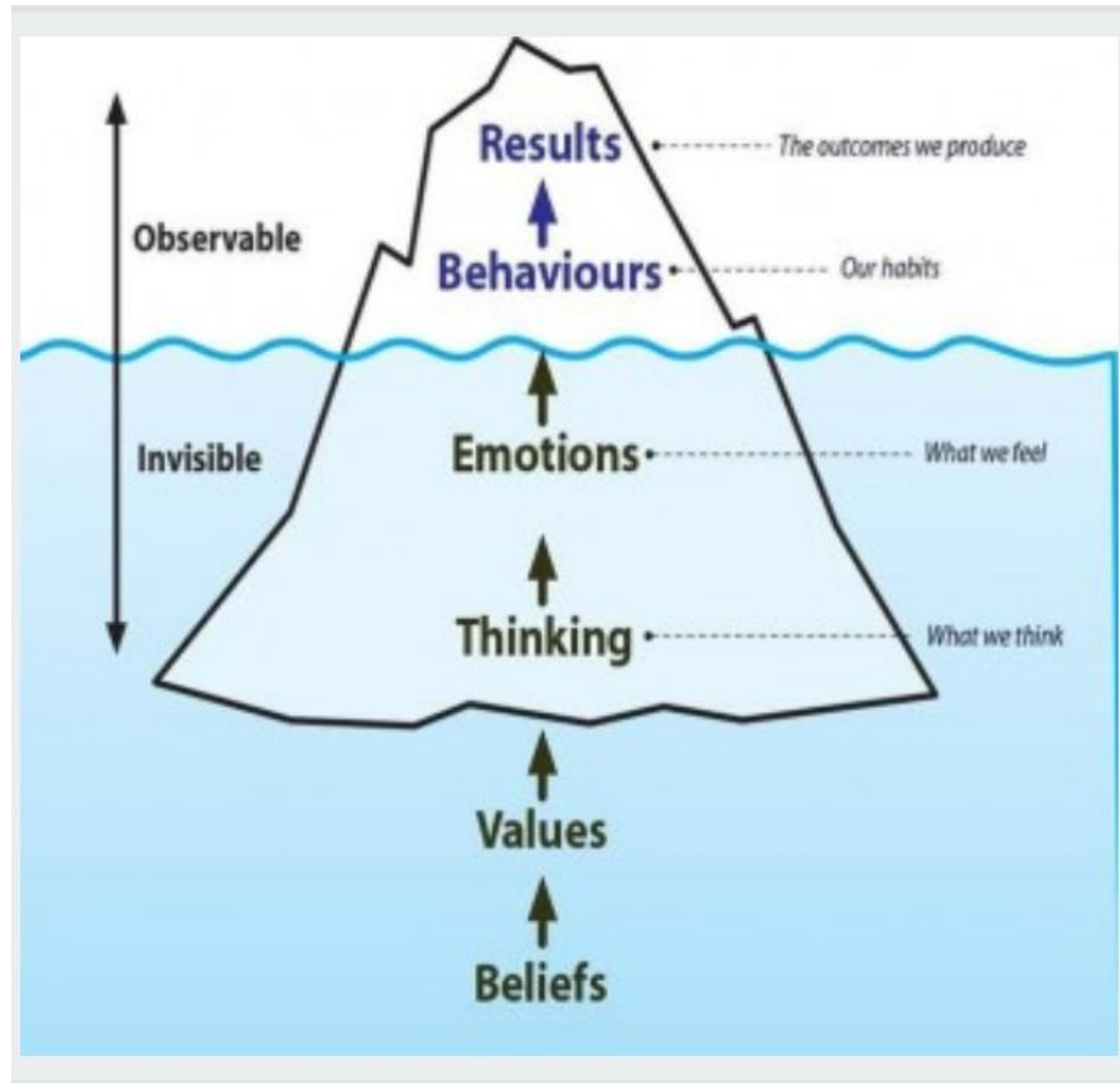
Ethos

- 'I don't believe in any of this I don't believe in Jesus, don't believe in God and I don't care what any of those old books have to say. But later on, I became more interested in rethinking religion as a source of ethics. If I've rejected all those things, where then am I drawing the moral lessons that are so important to me? I think it was just a process of becoming honest with myself and saying they do actually come from Christian teaching; that is the world in which I was raised'

- 'And I think it is a really beautiful, rich and worthwhile spiritual and intellectual tradition of thinking about ethics, about our relationships with people. I forgot to acknowledge its centrality to my ethical life. Not to claim that it's uniquely useful or beautiful tradition for thinking about ethics, but it was the one that I was raised in and that had formed so much of my thought, and I failed to come to terms with that'

Sally Rooney Irish Times Magazine 14/09/24

The Edmund
Rice Schools
Charter

Looking Out My Window

- **While, they share many characteristics with other schools and offering a public service, Catholic schools seek to reflect a distinctive vision of life and the corresponding philosophy of education. This is based on the gospel of Jesus Christ.** Vision 08 (Irish Catholic Bishops Conference)

- **' He came among us so that, in his own words, we might ' have life and have it in all its fullness'** (John 10, 10)
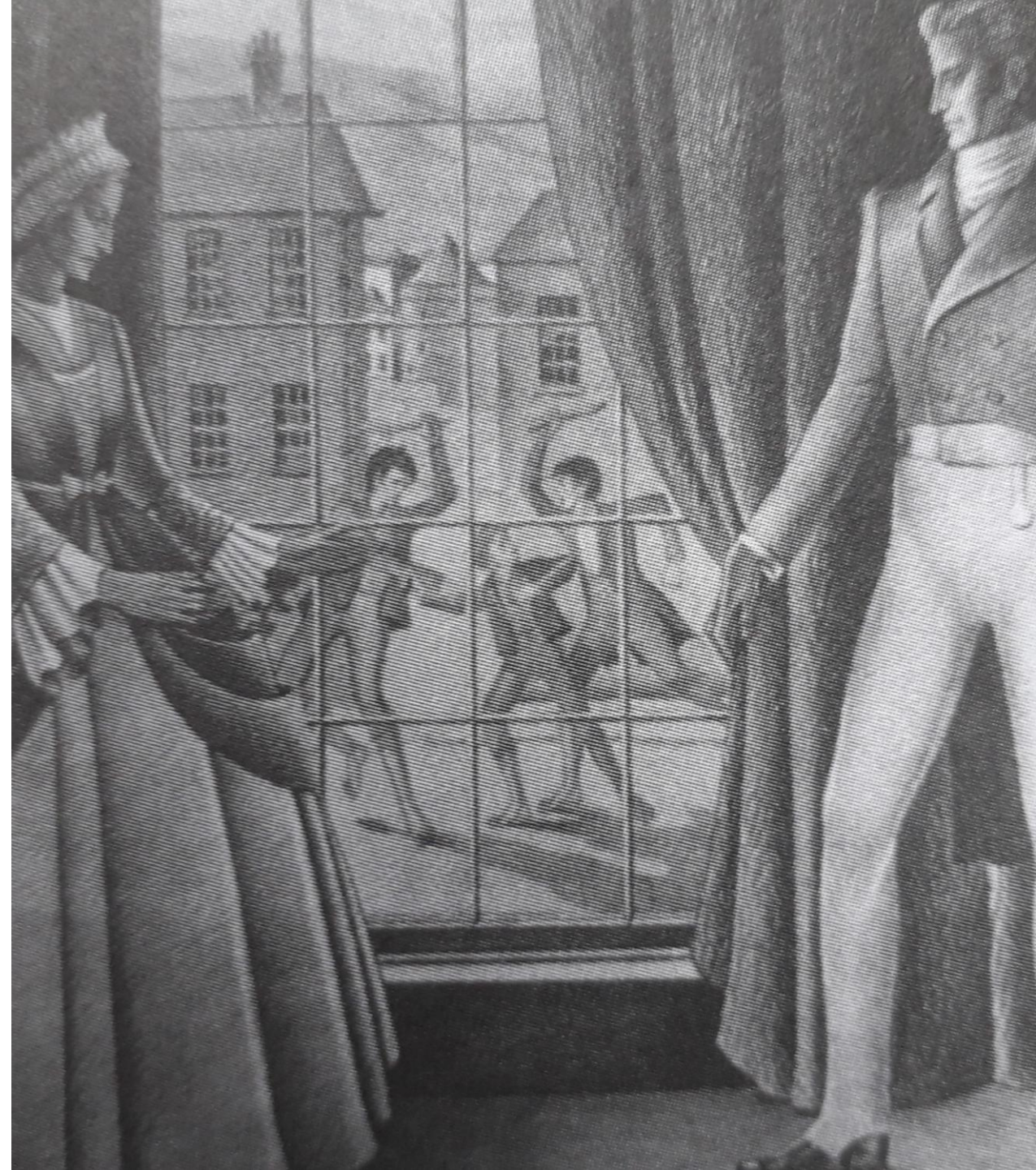
Charter- Our 5 Key Elements

1. Nurturing Faith Christian Spirituality and Gospel based values

2. Promoting Partnership in the School Community

3. Excelling in Teaching and Learning

4. Creating a Caring School Community

5. Inspiring Transformational Leadership

BREAKOUT ROOM
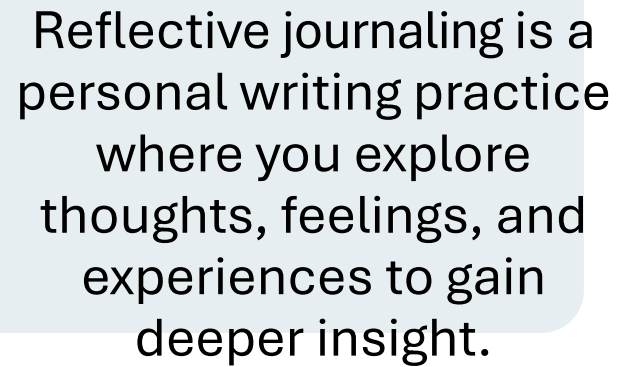# Professional Development Opportunity

- Identifying opportunities to show leadership and your own professional development.

- Choose some aspect of school life that you enjoy and are interested in developing.

- How is your project going to address the domains?

- Has something particularly innovative happened in your school that you would like to share?

- Remember that it is a leadership opportunity involving others – it is not just you doing all the work.
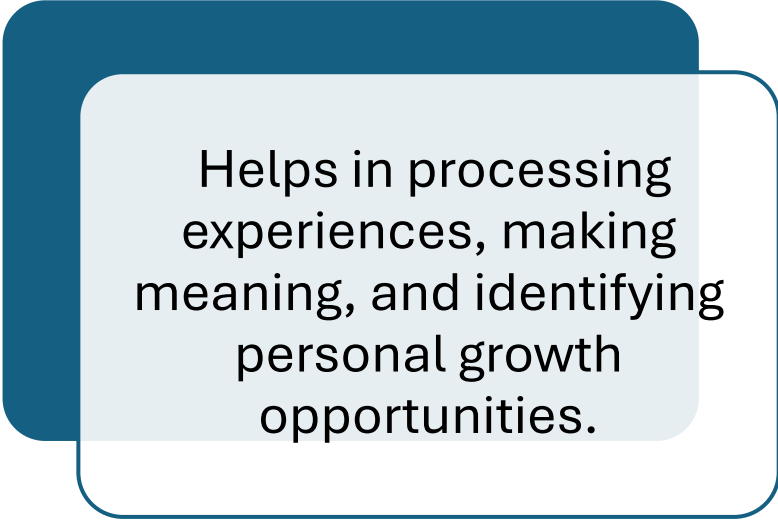
Reflective Journaling

A Tool for Personal Growth and Learning

What is Reflective Journaling?

Reflective journaling is a personal writing practice where you explore thoughts, feelings, and experiences to gain deeper insight.

Helps in processing experiences, making meaning, and identifying personal growth opportunities.

Why Reflective Journaling?

• Self-awareness: Encourages personal reflection and increased awareness of thoughts and emotions.

• Emotional regulation: Helps manage stress, anxiety, and emotional overload.

• Problem-solving: Clarifies thoughts, helping with decision-making and problem-solving.

• Growth mindset: Tracks progress and areas for improvement.

Reflective Journaling Research Findings

Improves both cognitive and emotional outcomes	Allows exploration of different perspectives.
Enhances critical thinking	Provides a space for emotional expression and stress relief
Fosters self-awareness	Reduces anxiety
Promotes and improves emotional well-being	Improved coping mechanisms
Encourages engagement with material more deeply	Better regulating of emotional responses
Greater awareness of your strengths and weaknesses	Leads to higher emotional intelligence
Promotes a better understanding and integration of new knowledge.	Encourages leaders to reflect on their leadership style, decision-making processes, and interactions with team members
Encourages individuals to question assumptions and analyze situations better	Leads to more thoughtful and effective leadership practices

Getting Started

1

1. Choose a format: Physical journal or digital app.

2

2. Set aside time: Establish a routine, e.g., daily or weekly reflection.

3

3. Write freely: Allow thoughts to flow without judgment.

4

4. Ask questions: Use prompts like 'What did I learn today?' or 'How did I feel during this experience?'

Reflection Prompts

Journaling in Professional Development

- Reflect on skills and competencies.

- Analyze successes and setbacks.

- Plan for future goals and improvements.

- Track progress and learning from experiences.

Tips for Success

- Be honest and authentic in your writing.

- Write regularly, even if it's only a few minutes.

- Revisit past entries to reflect on growth.

- Keep your journal private and personal.

Overcoming Common Barriers

- Lack of time: Start with just 5-10 minutes a day.

- Perfectionism: There is no 'right' way to journal—it's for your eyes only.

- Writer's block: Use prompts to jumpstart your thoughts.

Start Your Reflective Journey Today!

Reflective journaling is a powerful tool for self-discovery, growth, and emotional well-being.

Start small and build a regular practice that works for you.

Reflective Exercise

Can you identify opportunites in your school for you to demonstrate your leadership?

What skills will a leader need? What are you currently strong on ?What do you need to develop?

Reflective Leadership Exercise: 5 Mirrors of Leadership

A Self-Reflection Guide for Emerging Leaders

Mirror 2: Strengths and Areas for Growth

What are your greatest strengths as a leader? In what areas do you need development?

Reflection: Recognize your strengths and identify areas for improvement to grow as a leader.

Mirror 3: Leadership Challenges

What leadership challenges have you encountered or anticipate facing? How will you navigate them?

Reflection: Analyze past and future leadership challenges to build resilience and adaptability.

Mirror 4: Impact and Influence

How do you want to influence others as a leader? What impression do you want to leave?

Reflection: Consider the long-term impact and influence you wish to have on others as a leader.

Mirror 1: Personal Values and Vision

What are the core values that drive your decisions and actions? How do these values influence your vision as a leader?

Reflection: Reflect on how your values shape your leadership and guide your decisions.

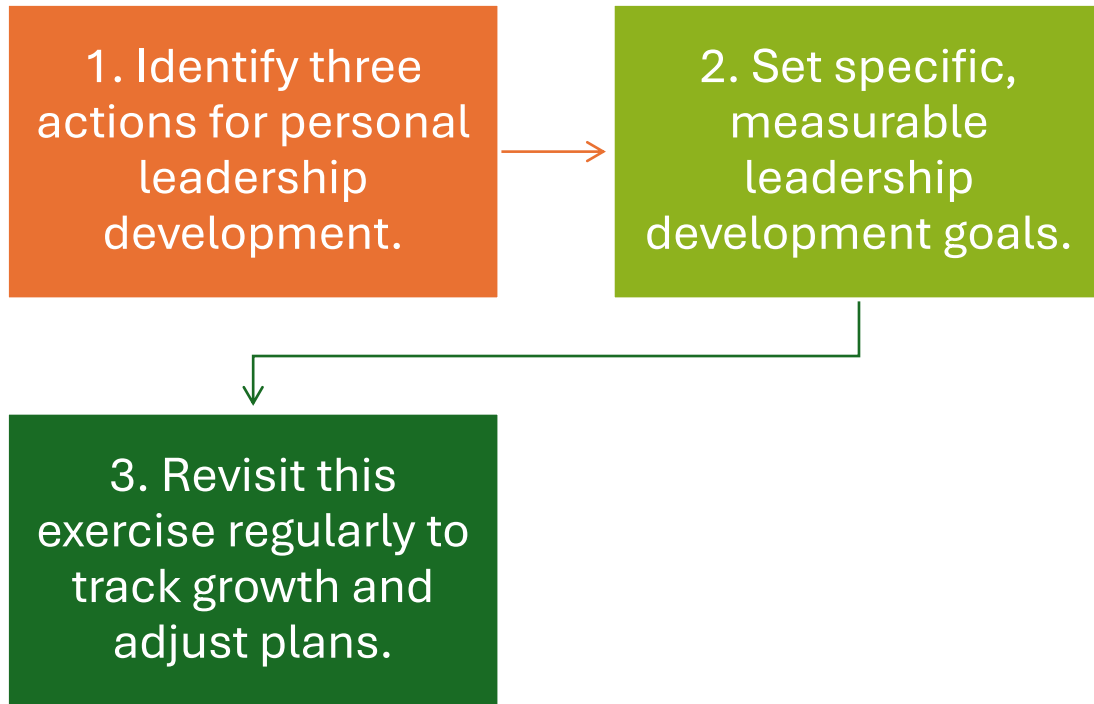# Mirror 5: Emotional Intelligence and Relationships

How well do you manage emotions? How do you connect with others emotionally?

Reflection: Improve emotional intelligence to foster trust and strong relationships with your team.

Your Leadership Action Plan

1. Identify three actions for personal leadership development.

2. Set specific, measurable leadership development goals.

3. Revisit this exercise regularly to track growth and adjust plans.

"Everything rises and falls on leadership, and leadership truly develops from the inside out. If you can become the leader you ought to be on the inside, you will become the leader you want to be on the outside."
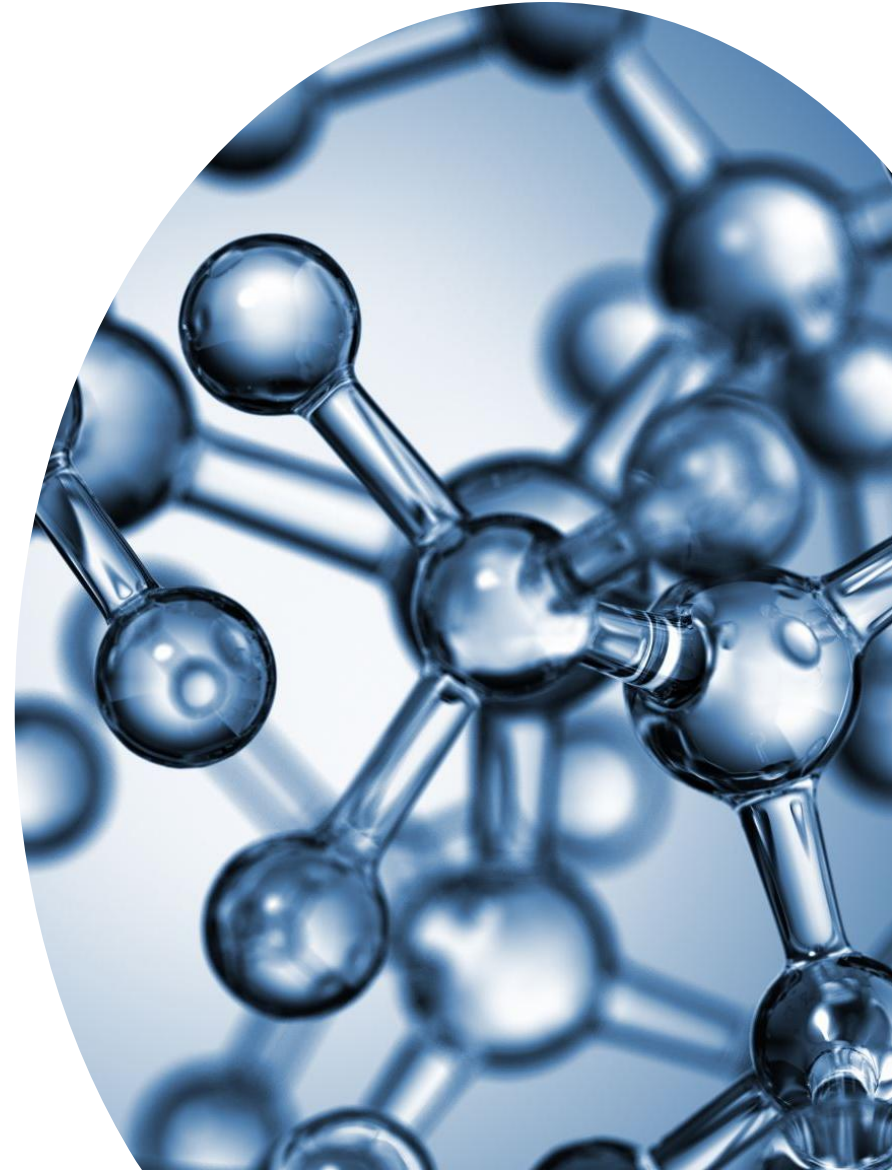
Readings

You might explore leadership reflections based on models like

Daniel Goleman's Emotional Intelligence framework "A milestone of intelligent development: Daniel Goleman's Emotional Intelligence Theory" or

John Maxwell's leadership principles,

which emphasize similar areas of introspection and growth.

"The 21 Indispensable Qualities of a Leader"