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COURSE OUTLINE			
	Module	Charter Element	Interview Competency
Night 1	Leadership/ Management/Motivation	Inspiring Transformational Leadership	Self Awareness and Self Management
Night 2	Managing the School Year	Promoting Partnership	Management & Administration including Managing the Organisation
Night 3	Leading Learning	Excellence in Teaching and Learning	Strategic Management including school development Promotion of a holistic development culture including Leading Teaching and Learning
Night 4	Promoting a Caring School	Creating a Caring School Community	Interpersonal Relationships including Developing Leadership Capacity
Night 5	Leading School Ethos	Nurturing Faith and Gospel based Values	Leadership in a Faith school

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**In this session we will explore:**

- Why Catholic Schools?
- The Irish context
- Legislation
- The Role and Function of Trustees
- The Edmund Rice School
- Edmund Rice Education Beyond Borders
- Charter: Nurturing Faith, Christian Spirituality and Gospel based Values
- Competency: Leadership in a Faith School

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The Edmund Rice Schools Charter

# What is Ethos?

Breakout Room for 10 minutes

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## Characteristic Spirit

**(a) How would you describe the characteristic spirit of your school?**

**(b) How do you see your role in leading your school ethos?**

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Ethos: Values, beliefs, results and behaviours

Observable

Invisible

Results - The outcomes we produce

Behaviours - Our habits

Emotions - What we feel

Thinking - What we think

Values

Beliefs

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### Why ethos matters? What it needs to matter more

Numerous educationalists have linked the ethos of a school with school effectiveness (Rutter, Hargreaves, Hopkins).

(A well-defined and well-lived out) ethos is strongly associated with positive outcomes for students (Putnam 2001). (Deborah Skelly, "Catholic School Ethos – Ag Seo Ár gCúram", 2012)

A shared culture can help to create meaning and inspire commitment and productivity within the school. (SCOTENS, 2012).

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### What is the purpose of Education?

<p>Prepares one for:</p> <ul style="list-style-type: none"> <li><b>Society</b></li> <li><b>Culture</b></li> <li><b>Home</b></li> <li><b>Career</b></li> <li><b>Leisure</b></li> <li><b>Aesthetic Appreciation</b></li> <li><b>Living in a changing world</b></li> </ul>	<p>Involves development of:</p> <ul style="list-style-type: none"> <li><b>Physical</b></li> <li><b>Artistic</b></li> <li><b>Religious</b></li> <li><b>Spiritual</b></li> <li><b>Intellectual</b></li> <li><b>Moral</b></li> </ul>	
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### Why Faith based Schools ?

“Education is what remains after one has forgotten what one has learned in school”

Einstein




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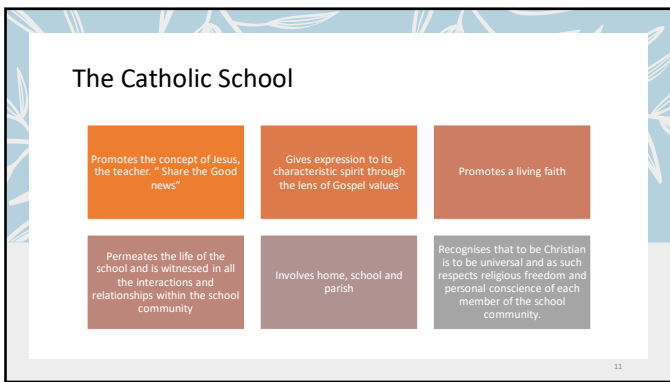
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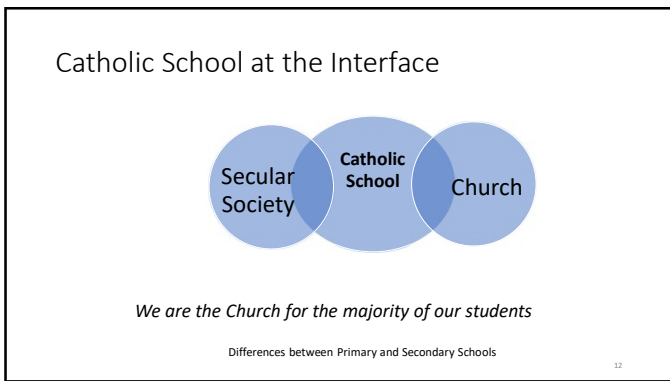
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What do you see as the most important qualities of the leader in a Catholic School?



Answers in CHAT

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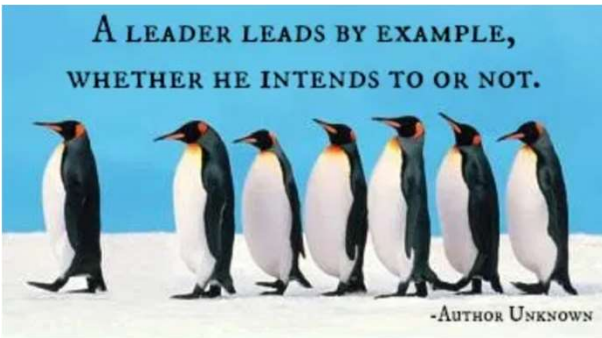
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A LEADER LEADS BY EXAMPLE,  
WHETHER HE INTENDS TO OR NOT.



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If you were visiting a school,  
how would you know it is a  
Catholic School?

Put your answers in CHAT

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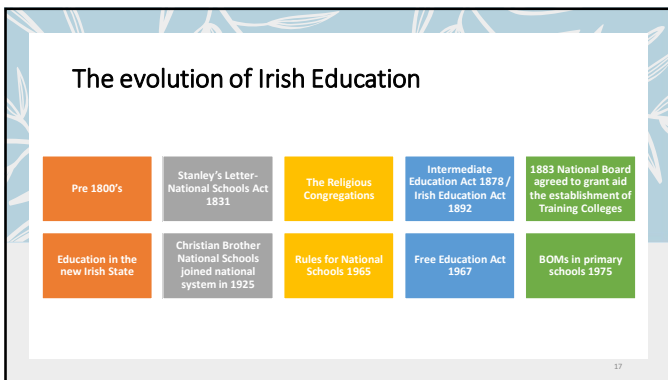
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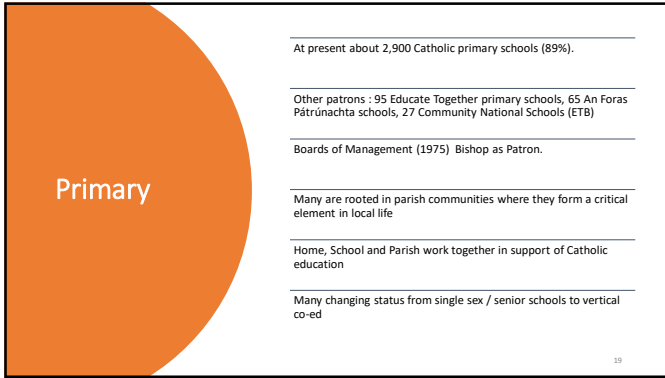
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**Primary**

At present about 2,900 Catholic primary schools (89%).

Other patrons : 95 Educate Together primary schools, 65 An Foras Pátrúnachta schools, 27 Community National Schools (ETB)

Boards of Management (1975) Bishop as Patron.

Many are rooted in parish communities where they form a critical element in local life

Home, School and Parish work together in support of Catholic education

Many changing status from single sex / senior schools to vertical co-ed

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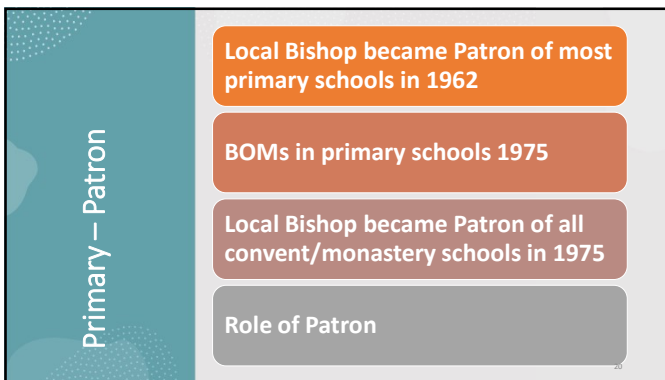
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**Primary – Patron**

Local Bishop became Patron of most primary schools in 1962

BOMs in primary schools 1975

Local Bishop became Patron of all convent/monastery schools in 1975

Role of Patron

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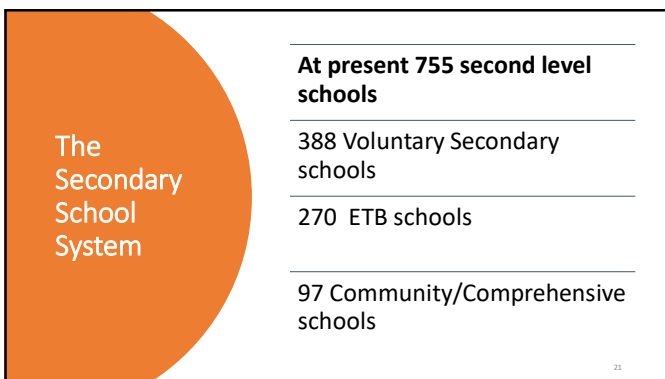
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**The Secondary School System**

**At present 755 second level schools**

388 Voluntary Secondary schools

270 ETB schools

97 Community/Comprehensive schools

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**Voluntary Secondary Schools 388**

- **Faith**
  - Catholic 341
  - Protestant 20
  - Jewish 1
- **Multi denominational / Non denominational 21** ( Educate Together)
- **An Foras Patrúnachta 5** ( GaelCholaisti)

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**Funding Differences in various sectors**

- Primary Capitation Grant
- Voluntary – capitation grant
- ETB – central block grant
- Community / Comprehensive – negotiate their own budget

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**Voluntary Secondary Schools**

- Inspired by Characteristic Spirit/Ethos/Founding Intention



Subject to Government  
 Guidelines, Legislation, Articles of Management for Catholic Secondary Schools  
 Local Context for each School

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### Voluntary Secondary Schools



Publicly funded  
(in varying degrees)  
Voluntary

Privately Owned :  
Educational Enterprise  
Founding Intention



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### Education Law

- The Education Act 1998
- The Education Welfare Act 2000
- The Employment Equality Act 2004
- EPSEN Act 2004
- Safety, Health and Welfare in the Workplace Act 2005
- Health and Safety at Work Act 2015
- Children First Act 2015
- GDPR 2018
- Admissions to School Act 2018

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### School Ownership held in TRUST

Trusts	Religious Congregations
Privately Owned	Dioceses Catholic and Church of Ireland
An Foras Pátrúnachta	Educate Together

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### Trustees and the Board

S.15(i) – Education Act 1998.

“It shall be the duty of a Board

- to manage the school on behalf of the Patron/Trustees
- for the benefit of the students and their parents
- to provide or cause to be provided an appropriate education for each student at the school for which that Board has responsibility.”

**Also**

S. 15(2b) – Education Act 1998

The Board of Management “...shall uphold and be accountable to the patron for so upholding the characteristic spirit of the school.”

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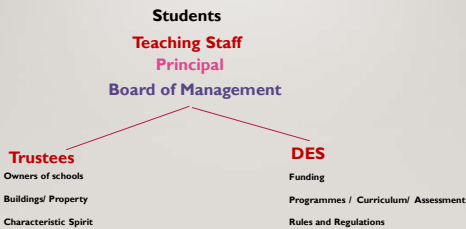
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### THE VOLUNTARY SECONDARY SCHOOL



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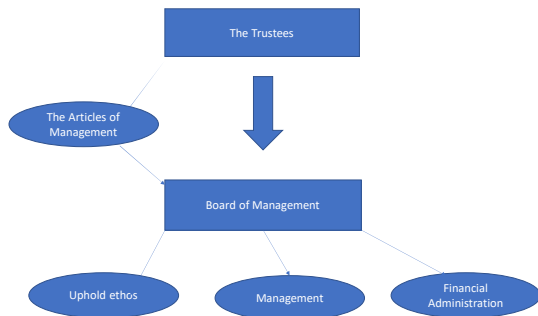
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**The Trustees determine:**

- The ethos of the school
- Decisions on free or fee paying/ single sex or co ed./ boarding or day schools.
- Issues around property, buildings, amalgamations, closure etc.
- Admissions Policy
- The Characteristic Spirit – The Mission Statement

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**The Edmund Rice School**

- “.....the Christian Brothers ....decided to hand on the responsibility for their schools to a group of lay people. The Edmund Rice Schools Trust was established to hold the schools in trust so that they may continue to provide Catholic education into the future for the people of Ireland.”  
(The ERST Charter)

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**ERST Vision and Mission**

**Vision**

- Promoting full personal and social development in caring Christian communities of learning and teaching

**Mission**

- To provide Catholic education in the Edmund Rice Tradition

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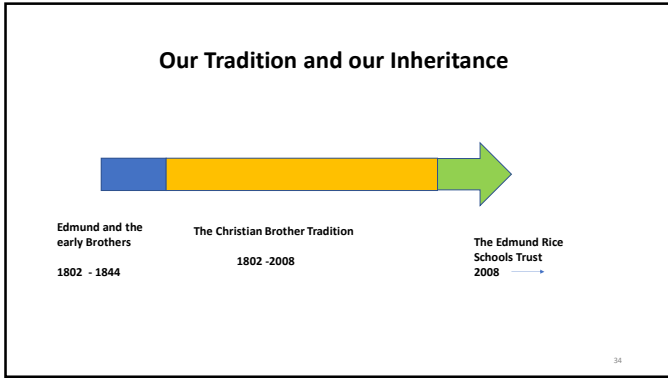
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### The Story of Edmund

The collage features three main images: a portrait of an elderly man in a dark coat, a white thatched-roof cottage, and a colorful mosaic of faces. Below the images is a list of topics.

- The story of Edmund
- The Christian Brothers Tradition
- Handing on the Flame – ERST 2008
- Edmund Rice Education Beyond Borders

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What did Edmund stand for...?

- The right to dignity
- Care for those who are disadvantaged
- Opposition to poverty
- Importance of Education
- Commitment to Jesus Christ

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Describe the Characteristic Spirit of an Edmund Rice school (aside from a Catholic School)

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**PRIORITIES OF AN EDMUND RICE EDUCATION**

WELCOME INTERCONNECTEDNESS

LEADERSHIP ADVOCACY

NETWORK FAITH

CONCERN FOR MARGINALISED QUALITY EDUCATION

Institiúid Scoilríona Éamain Rís  
Edmund Rice Schools Trust

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**ERST**

**5 Key Elements**

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

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**Edmund Rice Schools - Positions**

- RE on the curriculum
- Admissions Policies
- Climate Change and Care for the Planet
- Advocating for Social Justice
- Direct Provision
- League Tables showing progression to 3<sup>rd</sup> Level
- History as a core subject
- Student Mental Health & Wellbeing

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**The Edmund Rice Schools Trust**

- A limited company
- Members and Directors
- An Executive Office
- Provides a variety of services to schools – Boards, Principals, Deputy Principals, Staffs
- Mainly concerned with Ethos, Governance and Finance
- Schools Support Services

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The work of the Trustees

- 
- To support the Principal and teaching staff
- 
- To assist Board in appointment of Principal and Deputy Principal
- 
- 4 nominees on Board of Management ( Secondary School)
- 
- 2 nominees of the Patron in Primary schools
- 
- Appoint and train members of the Board of Management
- 
- Approve policies – Admissions, Code of Behaviour
- 
- Approve school plan
- 
- Property and Building issues
- 
- Support and encourage initiatives relating to promotion of ethos

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The Global Family

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**Edmund Rice Education Beyond Borders**

Ireland	96	Zambia	12
N Ireland	9	W Africa	4
England	12	E Africa	5
N America	18	S Africa	9
S America	5		
Australia	78		
New Zealand	5		
India	22		

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Edmund Rice Education Beyond Borders

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“Never tire of working for a more just world marked by greater solidarity”

**Pope Francis**

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**EREBB** – A new movement that aims to connect schools around the world and promote a transformational education for justice and liberation.

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**Ideas:** Global education platforms, Supporting advocacy campaigns, Developing joint curriculum projects, Commit to being a Global School, Immersion and host visits, Educator dialogues and skype.

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**Preamble**  
In May 2014, leaders representing Edmund Rice Education across the globe gathered in Nairobi, Kenya to establish an ever-evolving culture of shared educational commitment, founded on the accumulated wisdom of this journey. Edmund Rice Education Beyond Borders seeks to develop current expressions of the Vision of Edmund Rice in these educational communities for the world.

**Vision**  
Inspired by the teachings of Jesus, Gospel values and the spirit of Edmund Rice, we commit ourselves to global solidarity in transformative education for justice and liberation.

**Shared Commitment**  
In this spirit of global solidarity, we are committed to:  
1. Supporting each other in developing an identity that reflects our shared ethos and Catholic character while recognizing our diversity.  
2. Working in partnership through the world to support quality and transformational education.  
3. Being educational communities that are immersed in each other's realities, striving to make justice, peace and human rights a global reality.  
4. Using available technologies, to connect, gather and journey together.

**Priorities and Actions**

- DEVELOPING OUR IDENTITY**
  - Identify Values
  - Forming of Identity Builders
  - What Matters to Us
- TRANSFORMATIONAL EDUCATION**
  - Supporting Educational Development
  - Class Learning
  - Teacher and Exchange Programs
  - Collaborative Problem Solving Projects
- ONE VOICE FOR JUSTICE**
  - Global Human Rights Campaign
  - Classroom Justice and Human Rights
  - Advocacy and the World Church
- EFFECTIVE COMMUNICATION**
  - Global Network
  - Global Network
  - Regional Networks
- FORMATION FOR MISSION**
  - Global Network Program
  - Global Communication
  - Development of Local Sites

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**Global Classroom Partnership**

**Stages in the EREBB Global Classroom Partnership**

- Introductions**: Meet each other and get to know each other.
- Educator Zoom**: Engage with all participants who share in their own and others' experiences.
- Student Lessons**: Engage students and prepare for future projects.
- Outreach in Your Local Community**: Engage with your local community and share your experiences.
- Zoom # 2**: Engage with all participants who share in their own and others' experiences.
- Zoom # 1**: Engage with all participants who share in their own and others' experiences.
- Sharing and Celebrating the Partnership with your School**: Share your experience with your school community.
- Developing the Global Partnership**: Engage with all participants who share in their own and others' experiences.

**Edmund Rice Education Beyond Borders**  
TRANSFORMATIONAL EDUCATION FOR JUSTICE AND LIBERATION

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**From the Charter**

**Nurturing Faith, Christian Spirituality and Gospel based Values**

**An Edmund Rice School is**

- Faithful to the life of Jesus Christ
- Develops the whole person
- Promotes a distinctive spirituality
- Celebrates diversity and values difference
- Fosters a living faith through working for social and ecological justice
- Celebrates Mary as a model of faithfulness
- Prioritises resources

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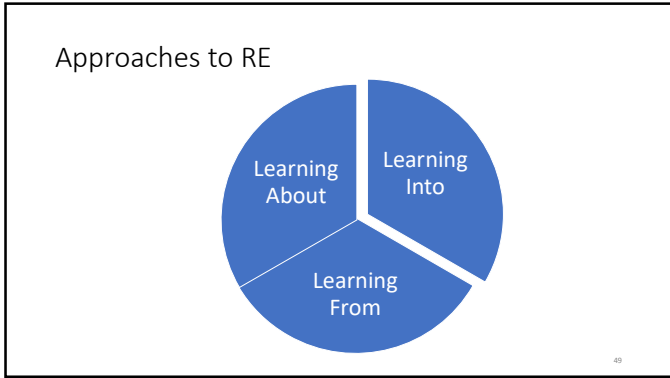
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**A Catholic School**

*"God is a lot bigger than Christianity"*

"It is not just about bringing other faiths into the Christian tradition. It is about how our tradition is going to be enlarged and enriched by allowing interaction between the different faiths".

**Br. Philip Pinto**

**Richness in Diversity**

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**Celebrates diversity and values difference**

"The Edmund Rice school welcomes students of different Christian denominations and of other religious faiths. It encourages them to grow in their own faith and religious practice while at the same time respecting the distinctive catholic ethos of the school. It celebrates the richness and diversity of the school community."

How does your school put the above into practice?  
How are different religious beliefs and practices honoured and celebrated?  
What challenges does this aspect of the Charter pose for schools?

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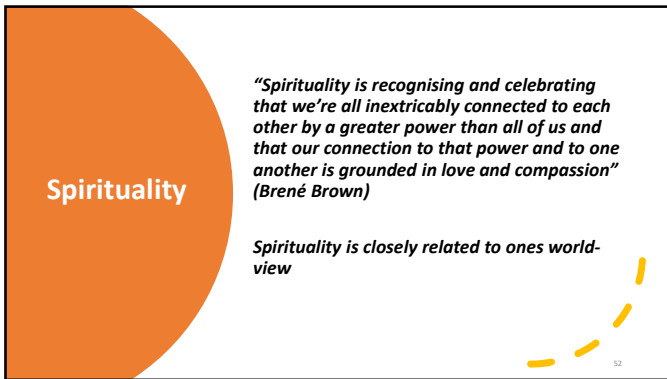
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**Spirituality**

*“Spirituality is recognising and celebrating that we’re all inextricably connected to each other by a greater power than all of us and that our connection to that power and to one another is grounded in love and compassion” (Brené Brown)*

*Spirituality is closely related to ones world-view*



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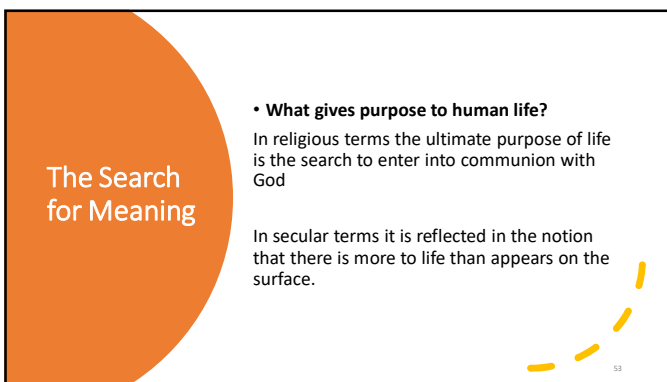
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**The Search for Meaning**

- **What gives purpose to human life?**  
In religious terms the ultimate purpose of life is the search to enter into communion with God
- In secular terms it is reflected in the notion that there is more to life than appears on the surface.



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**Questions for Reflection**

- How comfortable are you as a faith leader in your school?
- As a School Leader, what would you do to foster the Catholic ethos?



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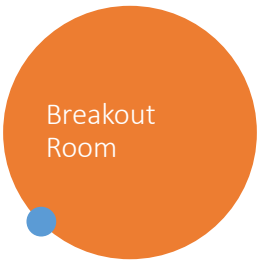
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Breakout Room

How can we address the faith formation needs of Catholics while actively including and encouraging other beliefs in our schools?

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### Leadership in a Faith School

*The Principal promotes the building of the school community in its religious tradition and in accordance with the values of the school's mission statement and the Edmund Rice Schools Trust Charter. The successful candidate will be called upon to **understand, protect and promote the stated characteristic spirit of the school.** He/she will operate in accordance with the quality of action, function and presence laid down by the Board of Management on behalf of the Trustees, as necessary for the carrying out of this role.*

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What have you done to date to promote the Characteristic spirit of your school?

Have you demonstrated capacity to be a motivational leader of staff in relation to the schools characteristic spirit?

How have you contributed towards inclusion, equality of opportunity and the holistic development of each student?

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Included within this competency is the expectation that the successful candidate would:

- Be a reflective practitioner in regard to faith development and to show commitment to the integration and transmission of Gospel values through the curriculum;
- Demonstrate the capacity to be a motivational leader of staff in relation to characteristic spirit and is committed to reflective practice, the ongoing professional development of staff and to the leadership role of others in this regard.
- Demonstrate an ability to foster a commitment to inclusion, equality of opportunity and the holistic development of each student. (Domain 1)
- Contribute to the shaping and implementation of a vision based on high expectations, for the all-round development, including appropriate academic success, for each student who is seen as a unique child of God.
- Demonstrate an ability to clearly communicate the guiding vision for the school to all key partners and lead its realisation. (Domain 3)
- Demonstrate a resolve that is tempered with moderation, flexibility and compassion around the issues and conflicts that faith gives rise to in an increasingly diverse and secular society.

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