

Introduction To Leadership



Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust

1

1

Learning Outcomes

Looking at the big picture- beyond the classroom

Leadership and Management

LAOS

Exploring our Charter

Developing skills through action

2

2



7:00 – Reflection-
has anything
changed?



7:10 – Slides



7:20 –Breakout &
Feedback



7:40 –Slides



8:10 – Break



8:20 – Slides



8.30 – Breakout



9:00 – Finish

3

3

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

Domain 2

Managing the Organisation

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Managing the Organisation

4

4

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manage the school's human, physical and financial resources so as to create and maintain a learning organisation



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Managing the Organisation

5

5

**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

Domain 3

Leading School Development

**Leading
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Leading School Development

6

6

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Leading School Development

7

7

Tonight's Agenda



Positive School
Climate



Code of Behaviour
& Anti-Bullying



Communications



Communicating
the Guiding Vision



Team

8

8

Positive School Climate

WSE Inspections referred to:

- Everyone feels valued, cared for and respected
- Effective communications and democratic processes
- Health-promoting physical environment
- Student and Parent Voice
- Classroom practices – AfL, differentiation, assessment practices
- Consistent and fair implementation of agreed policies
- Child Safeguarding – aware of roles and responsibilities
- Environmental Awareness/ Reflective Space

What about?



Cliques - do I belong to one?

Looking Out Your window –
Social Justice Initiatives

Charter elements – what
comes to mind?

Managing the Organisation

9

9

What School Policies support a Positive School Climate?

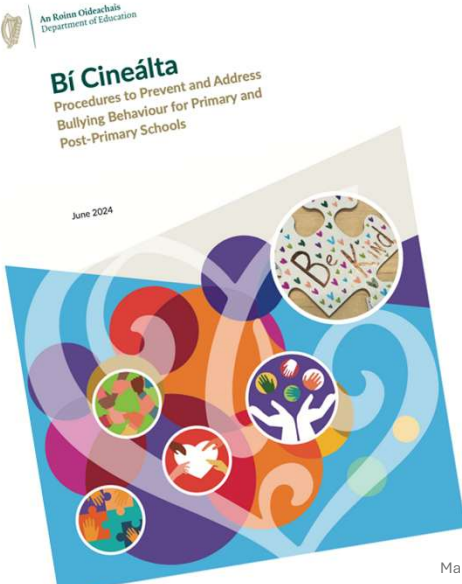
- Code of Behaviour
- Anti-Bullying – Bí Cinneálta*
- ~~Dignity in the Workplace~~
Replace by (a)Anti-Bullying and (b)Harassment and Sexual Harassment Policies
- Pastoral Care
- Leave – Career Break, Secondment, Job-Share
- CPD Support
- Communications/ Partnerships with Parents and Local Community
- SEN Policy, Policies that support inclusion
- Health and Safety

The Bí Cinneálta Policy implemented from Sept 2025

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10

10



Managing the Organisation

An Roinn Oideachais
Department of Education

Circular Number 0055/2024

To: The Managerial Authorities of Recognised Primary, Secondary, Community, and Comprehensive Schools and the Chief Executives of Education and Training Boards

Publication of *Bí Cineálta* Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

1. Purpose of this Circular

The purpose of this circular is to advise school management authorities that following consultations between the Department of Education and the education partners, the *Anti-Bullying Procedures for Primary and Post-Primary Schools* 2013 have been replaced by the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

2. General and Date Effective

2.1 These *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* have resulted from a review of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* 2013 and the implementation of *Cineálta: Action Plan on Bullying* which was published in December 2022.

2.2 These procedures apply to all recognised primary and post-primary schools and to centres for education, as defined in the Education Act 1998, which are attended by students under the age of 18 years.

2.3 School authorities and school personnel are required to adhere to these procedures.

2.4 It should be noted that the requirements of the procedures **come into effect from the start of the 2025/2026 school year**.

2.5 These procedures should be brought to the attention of all school staff and board of management members.

2.6 The board of management must develop its *Bí Cineálta* policy during the 2024/2025 school year. The *Bí Cineálta* policy and these procedures should

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11

11

Is there a project you could lead that would help to improve school climate?

WSE Inspections Comments

Everyone feels values, cared for and respected

Effective communications and democratic processes

Health-promoting physical environment

Student and Parent Voice

Classroom practices – AfL, differentiation, assessment practices

Consistent and fair implementation of agreed policies

Child Safeguarding – aware of roles and responsibilities

Environmental Awareness/ Reflective Space

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12

12

Breakout Room – Consider this Scenario

A 5th Year student hasn't done his homework and tells the teacher he forgot to do it. The teacher tells him he will have to do it, plus an additional question, for tomorrow. The student says, 'For f--- sake, I'm sick of this, I'm not doing it'.

- What does the group consider to be the best way of dealing with this? As potential leaders what decision has the group made?
- Was there unanimity in the group or were there differing views?
- If the student was in 5th class in primary, would a different approach be considered?

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13

13

Addressing & Managing Challenging Behaviour

PREVENTION

- Clearly communicated Code of Behaviour with consistent implementation by teachers and management
- Role of students and parents in developing the Code

ADDRESSING/MANAGING

- Why? What is being communicated?
- De-escalation strategies – remaining calm etc
- Teacher and student reflection
- Whole-school Approach (The positive school climate)
- Sanctions v Restorative Practices
- Student Supports

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14

14



Circular 0081/2024

To: Managerial Authorities, Principals and Teachers of Recognised Primary, Post-Primary, Community and Comprehensive Schools and The Chief Executives of Education and Training Boards.

Understanding Behaviours of Concern and Responding to Crisis Situations Guidelines for Schools in Supporting Students

1. Introduction and Purpose

The purpose of this Circular is to inform schools of the publication of ["Understanding Behaviours of Concern and Responding to Crisis Situations" Guidelines for Schools](#) and in particular the process of recording and reporting of physical restraint in schools.

2. Background

The Guidelines are designed to develop and enhance schools' understanding of behaviours of concern and to assist them in managing crisis situations.

The Guidelines focus on the prevention, early intervention, and de-escalation measures which schools should adopt. Additionally, the Guidelines detail how schools should respond in crisis situations where behaviours pose imminent danger of serious physical harm to self or others within the school environment.

The Guidelines also address uncertainty for staff on how to respond when facing crisis situations where there are concerns regarding physical safety. The Guidelines make clear that physical intervention may be employed only as the last part of a comprehensive, positive, and planned approach by the school.

3. Recording and Reporting Process

Where a physical restraint has been used in a school, the incident must be reported to the school principal and, subsequently, to the chairperson of the Board of Management. Templates for recording, reporting and reflecting on such occurrences are provided in the 'Resources' section of the Guidelines.

From **September 2025**, schools are also required to report instances of physical restraint to the National Council for Special Education (NCSE). However, it is open to a school to report such instances prior to that date once they have engaged with the Guidelines. A reporting template (Resource 4) is provided in the 'Resources' section of the Guidelines.

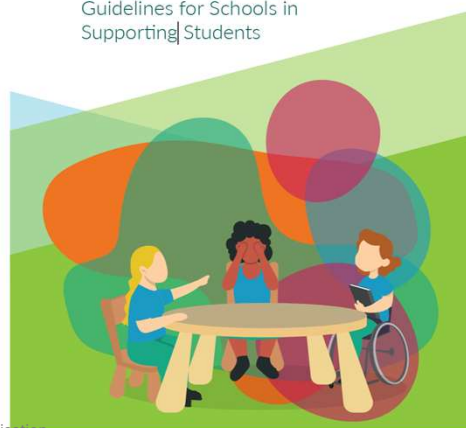
The purpose of reporting of such instances to the NCSE is to allow for:

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15

Understanding Behaviours of Concern and Responding to Crisis Situations

Guidelines for Schools in Supporting Students



15

Consider

• Is student behaviour challenging in your school?

- Code of Behaviour Review
- Explore Restorative Practices:
"Understanding Behaviour of Concerns"
- Teachers reporting misbehaviour – opportunity for changing this?
- Roles of Year Head and Class Tutor

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16

16

Effective Communications in School

- LAOS promotes student and parent voice but 'voice' often rates poorly in WSE questionnaires to both stakeholders
- SSE and policy development need student and parent input
- How representative are Student & Parent Councils?
- Feedback to students in the classroom & reporting to parents
- Use of emails, newsletters, Admin Software package, Teams/Google
- BOM agreed reports, Staff Meetings, AP meetings
- Procedures for parents to meet teachers and/or management
- How will you and your team communicate what you are undertaking to colleagues?

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17

17

Consider

- Is there a leadership opportunity in your school to improve communications?
 - Staff online newsletter?
 - Parent Council Liaison
 - Work with a committee of students, parents and teachers to review Code of Behaviour

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18

18



19

School Leaders:



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20

20

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

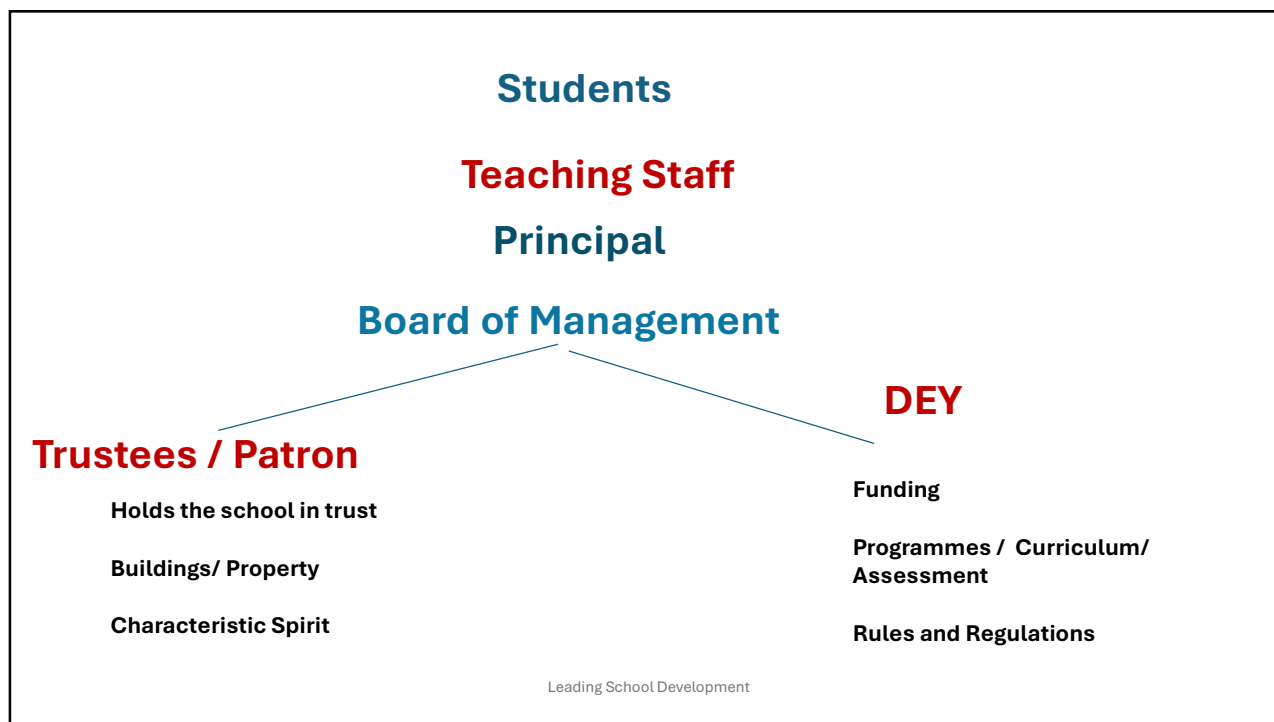
S. 15(2b) –Education Act 1998

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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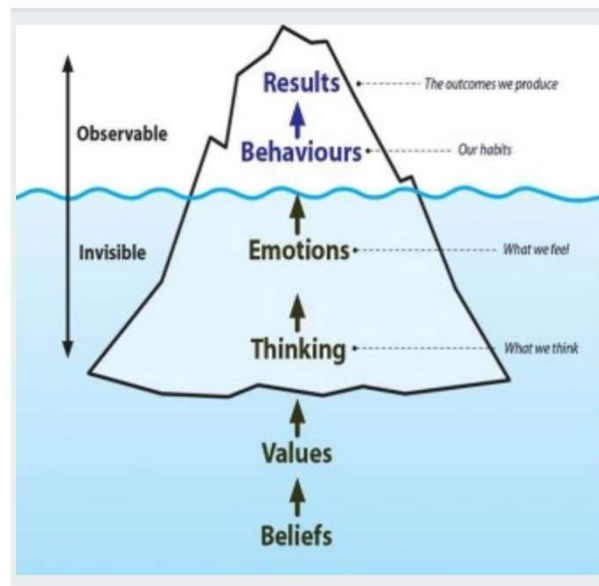
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21



22

Ethos: Values, beliefs, results and behaviours



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23

23

Breakout Room



If you were visiting a school, how would you know it was an Edmund Rice School?



What benefits, if any, does an Edmund Rice Ethos bring? Is it effective?

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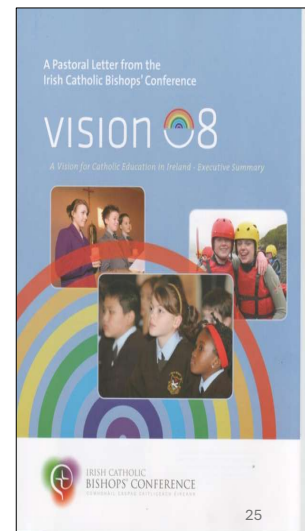
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“Catholic schools seek to reflect
a distinctive vision of life and a
corresponding philosophy of
education”

Vision ‘08

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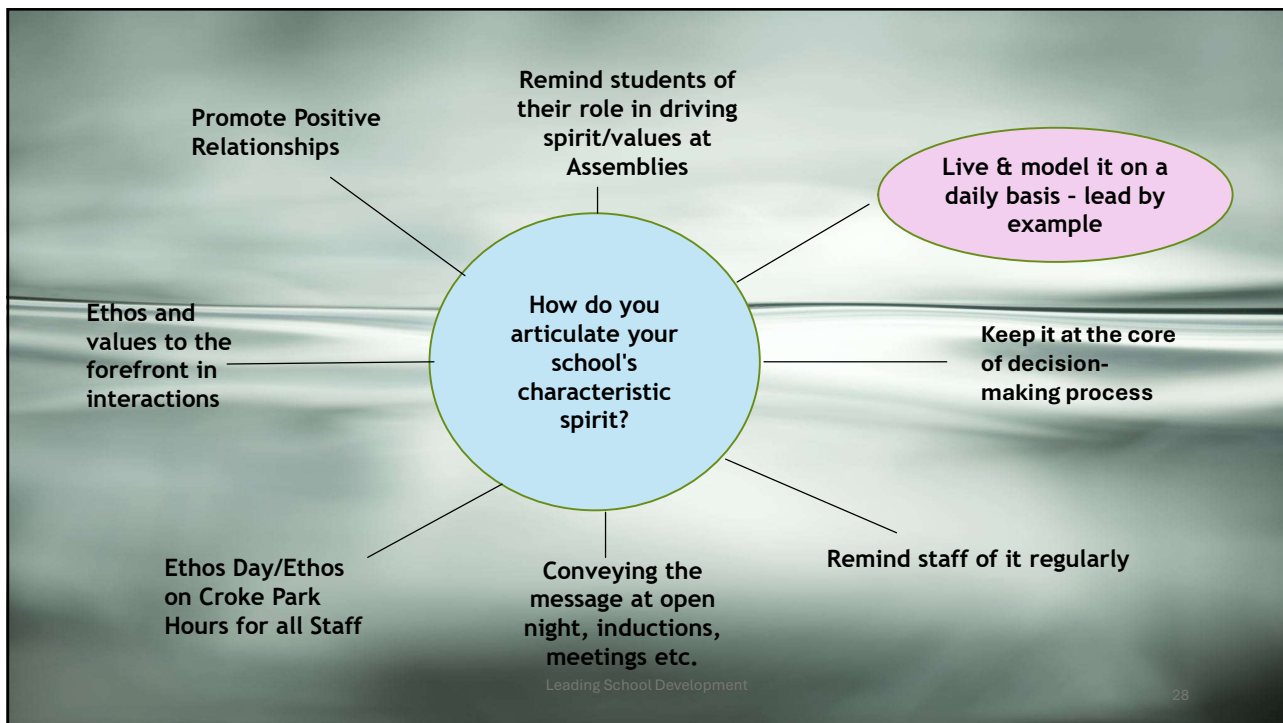
25



26



27



28

Initiatives/events/practices that help you cater for students/staff from a multi faith background

A Cultural Gallery Staircase

Social Justice Committee

Graduation Ceremony reflecting diversity

Supportive Messaging within the school

Staff training on anti-bias and racism

Diverse PMEs with new Irish & Traveller Heritage

Links with Teacher Migrant Programme

Morning assemblies with input from other religions

Translatable school website

Visits to mosque, synagogue.

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29

29

Initiatives/events/practices that help you cater for students/staff from a multi faith background

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Interdenominational Graduation Ceremony

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How can a School balance inclusivity without losing the Catholic tradition?



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30

30

How can our Schools take time for prayer?

times of bereavement
 Prayers in Journal
 prayer cards in rooms
 school anniversaries
 school ceremonies
 school masses
 start of class
 memory tree
 lunchtime in chapel
 show gratitude
 memorial area in garden
 pilgrimage
 other religions
 graduations
 catholic schools week
 notice boards
 email communication
 sacred space
 beginning of meetings
 newsletters
 tutor class
 assemblies
 intercom
 mindfulness
 re class

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31

31

Student Ethos/Faith Leadership Team

PREPARE & LEAD PRAYER SERVICES	INTERCULTURAL WEEK	GRADUATION MASS
Wellbeing	Lunch time activities	Remembrance Table
Whole school presentations for Founder's Day, create & maintain founder links	Meet with staff to plan and audit of visibility of ethos, protect & promote ethos	Supporting students with the transition into secondary school
Friendship Week	Lenten/Advent Reflections	Sacred spaces
Present to BOM	Random Acts of Kindness	Cycle Against Suicide
Leaders at open evening	Activities for Catholic School's Week	Faith Development Targets

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32

32

Teaching Council Code of Professional Conduct

.....promotes a professional approach to teaching that acknowledges the educational leadership role played by all teachers.

It clearly states that their role extends beyond their own classroom to working collaboratively with colleagues, management, parents and external agencies to contribute towards a high quality education system.

Managing the Organisation

33

33

Domain 3: Leading school development

Standards	Statements of effective practice	Statements of highly effective practice
Communicate the guiding vision for the school and lead its realisation	The patron / trustees, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.	The patron / trustees, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.
	The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, supported by the patron / trustees and board of management.	The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, and does so very effectively, working with the patron / trustees and board of management.
	The principal, the deputy principal and other leaders in the school communicate the guiding vision to teachers in a way that encourages them to see their responsibilities towards its realisation.	The principal, the deputy principal and other leaders in the school clearly communicate the guiding vision to teachers, parents and pupils in a way that empowers the whole school community to translate the vision into action .
	The principal, the deputy principal and other leaders in the school take positive steps to support and motivate staff, and to set high expectations for learners.	The principal, the deputy principal and other leaders in the school inspire and motivate pupils, staff and the whole school community. They set high expectations for every learner.

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34

34



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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35

35

The Edmund Rice School

Our Tradition and our Inheritance



**Edmund and
the early
Brothers**

1802 - 1844

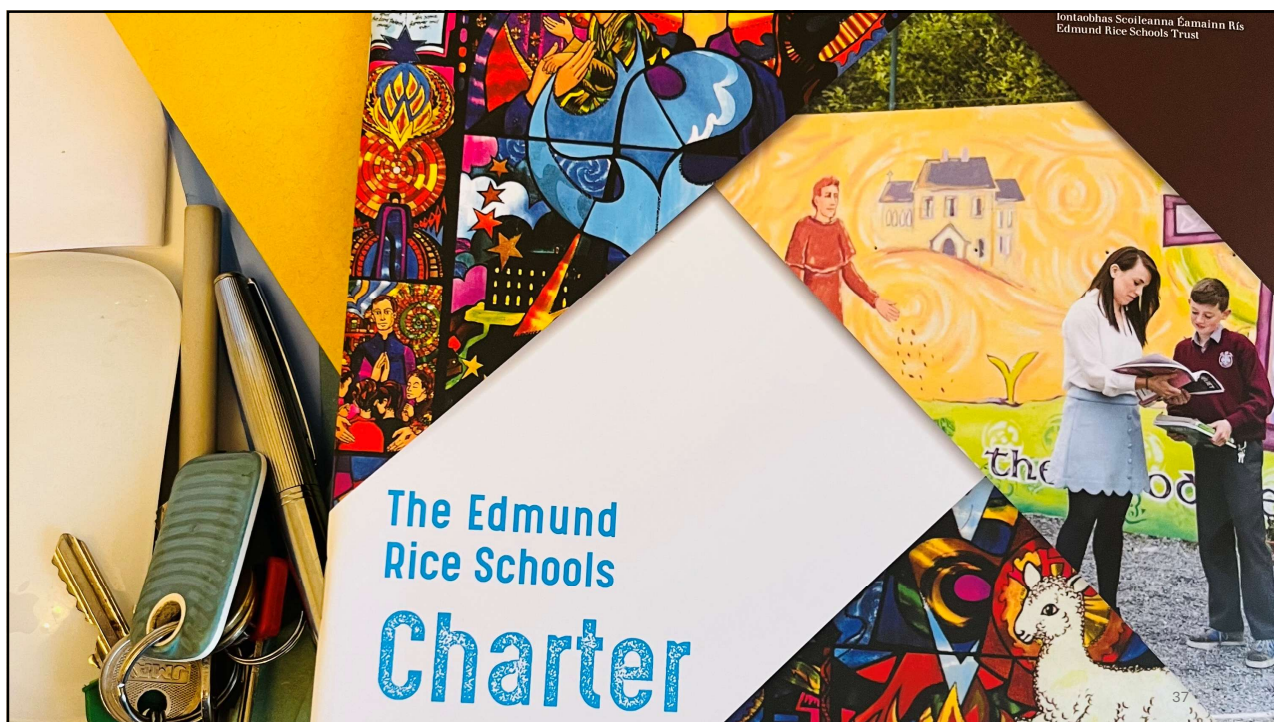
The Christian Brother Tradition

1802 - 2008

**The Edmund Rice
Schools Trust**
2008 →

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36



37

Charter- Our 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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38

38



39

39

TEAM

- We like this definition: “We can define a team as a group of people who come together under shared leadership, mutual responsibility, and conscious authority to achieve agreed-upon goals in a mutually effective fashion.” (From “Games That Teach Teams: 21 Activities to Super-Charge Your Group,” by Steve Sugar and George Takacs)
- If you broke down this definition into its words and phrases, could you justify each one?
- Group
- Who comes together
- Shared leadership
- Mutual responsibility
- Agreed-upon goals
- Mutually effective

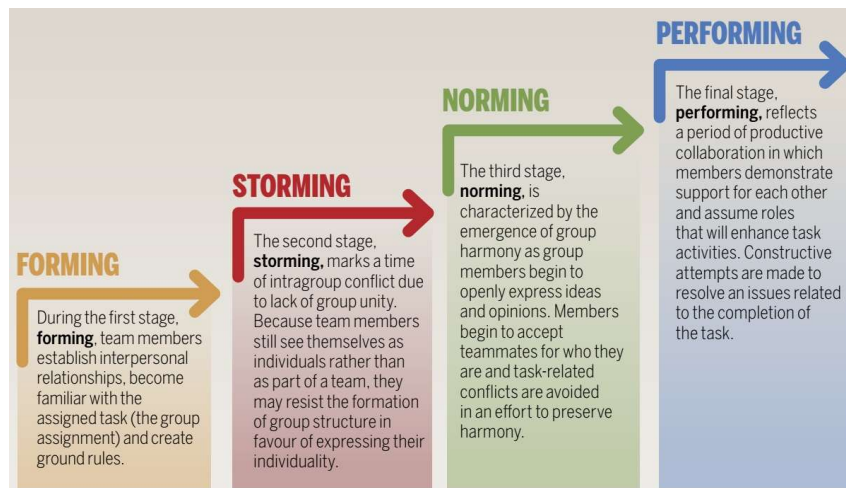


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40

40

Group Dynamics- Bruce Tuckman



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41

41

Consider



How will you get it off the ground, how will it develop? is it a strategic decision? How will you identify key people to get it off the ground?



Who will maintain this initiative? Who are the key stakeholders or subcommittee?

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42

42

<https://youtu.be/sL2WlXdbjH0?si=7O0l0mvMsrzeE6wg>

A Small Change

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43