**5.4 Management & Administration including Managing the Organisation**

Displays the capacity and/or experience to manage the design, planning and implementation of the school curriculum (programmes, subjects and activities) which support the achievement of the school’s goals and objectives, in line with DES requirements and arising out of SSE (Domain 1)

***Outline ONE example of how and where you have demonstrated this competency:***

I have a qualification in Positive Behaviour Management with a focus on Leadership and Management. I considered myself a suitable candidate for the school Positive Behaviour Team two years ago when the position became available and I applied for the role. I was successful.

It has been a very busy few years for us as we took on the duty of reviewing, redesigning, rewriting and implementing a new Code of Behaviour. I also redesigned the whole way our behaviour code is presented to students and their families.

This was a large body of work which took over a year to complete. I used a lot of my research from my masters to lead the team in the form of data gathering and data analysis from staff and students. I analysed this information and presented the findings to the team using the data to design the new systems. I designed our whole school behaviour system and I’m very proud of what myself and the team managed to achieve in such a short period of time.

The system was successfully implemented in September 2021. Since then, the number of behaviour reports on students, from teachers, has been dramatically reduced. I did a survey of all the students recently and the results confirm our experiences and observations. I couldn’t have done this on my own and I’m very grateful to the team for their hard work and commitment.

**Second Example**

We had a taster programme in our school where students in First Year studied 4 subjects – Art, Music, MTW and Technical Graphics – for the year and then selected two of these at the end of the year. While this programme was a good idea before New Junior Cycle, it became a problem when Wellbeing became a mandatory area and all subjects began examining the time allocated to each subject area. Clearly, the taster programme meant that the two subjects chosen by students at the end of year 1 were short on time for the remaining two years.

I raised this in my subject department (MTW & TG) and there was unanimous agreement that the 4 subjects in the taster group were being disadvantaged due to insufficient time being allocated over the three years. I suggested that we should look at a solution rather than going to management with a complaint.

The other two subjects didn’t really have a department as there was only one teacher in each area. They agreed that time was a problem in their subject areas and agreed to my suggestion of a committee to look at the problem.

Each one of us went away to consider the problem and to see how other schools manage this. We took two schools each and then we had a further meeting. Based on our findings, we decided that the taster programme could be done up to October mid-term and then students could make their final selections. We were aware that a problem could arise if the four subjects didn’t attract approximately the same number of students but we felt it would be worth trying for a year.

I met the principal to discuss the issue and she was very grateful for the work we had done in trying to devise a solution. She asked me to make a presentation to staff at the next meeting.

Our little committee met to prepare the presentation and each of the three of us presented at the staff meeting. It was a great discussion and raised other issues around curriculum planning that we agreed to explore with teachers, students and parents through an SSE approach.