

Introduction To Leadership

  
  
Iontabhus Scoileanna Eamainn Rís  
Edmund Rice Schools Trust

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Learning Outcomes

Looking at the big picture- beyond the classroom

Leadership and Management

LAOS

Exploring our Charter

Developing skills through action

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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

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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

Managing the Organisation

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 create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication

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Managing the Organisation

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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

Leading School Development

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### School Leaders:

 communicate the guiding vision for the school and lead its realisation

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Leading School Development

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### Tonight's Agenda

 Positive School Climate

 Code of Behaviour & Anti-Bullying

 Communications

 Communicating the Guiding Vision

 Team

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### Positive School Climate

What about?



Cliques - do I belong to one?

Looking Out Your window - Social Justice Initiatives

Charter elements - what comes to mind?

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

Managing the Organisation

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## What School Policies support a Positive School Climate?

- Code of Behaviour
- Anti-Bullying – Bi Cineálta\*
- **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 Bi Cineálta Policy implemented from Sept 2025

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**Bi Cineálta**  
Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

June 2024

**Circular Number 009/2024**

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

**Publication of Bi 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 consultation between the Department of Education and the education boards, the Anti-Bullying Procedures for Primary and Post-Primary Schools 2017 have been replaced by the Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

**2. General and Date Effective**

2.1 These Bi 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 2017 and the introduction of Circular, Action Plan on Bullying, which was published in October 2023.

2.2 These procedures apply to all designated primary and post-primary schools and to centres for education, as defined in the Education Act 1998, which are intended for children 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 provisions of the Act 1998, which are intended for children under the age of 18 years, will remain in effect.

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 Bi Cineálta policy during the 2024/2025 school year. The Bi Cineálta policy and these procedures should

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

**WSE Inspections Comments**

- Everyone feels valued, cared for and respected
- Effective communications and democratic processes
- Health-promoting physical environment
- Student and Parent Voice
- Classroom practices – AitL, 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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**Breakout Room – Consider this Scenario**

A 5<sup>th</sup> 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 5<sup>th</sup> class in primary, would a different approach be considered?

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**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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An Buidé Oideacháin  
Department of Education

**Circular 006/2024**

To: Managerial Authorities, Principals and Teachers of Designated 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 in Supporting Students**.

**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 principles, early intervention, and de-escalation measures which schools should adopt. Additionally, the Guidelines detail how schools should respond to crisis situations where there is a grave 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 incident has taken place 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 **Resource** section of the Guidelines.

From **September 2025**, schools are also required to report instances of physical incidents to the Department of Education and the 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 **Resource** section of the Guidelines.

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

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

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**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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**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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**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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**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

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**Trustees and the Board**

*S. 15(f) – 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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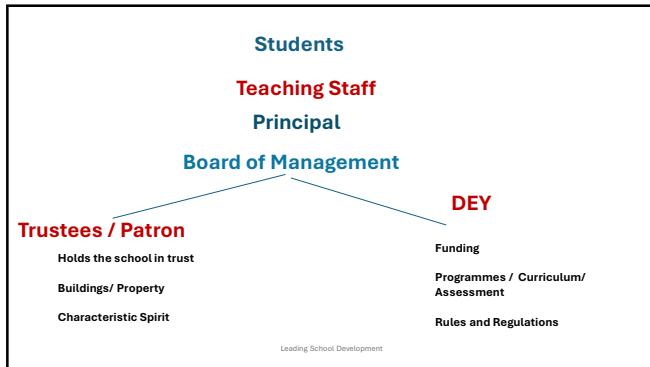
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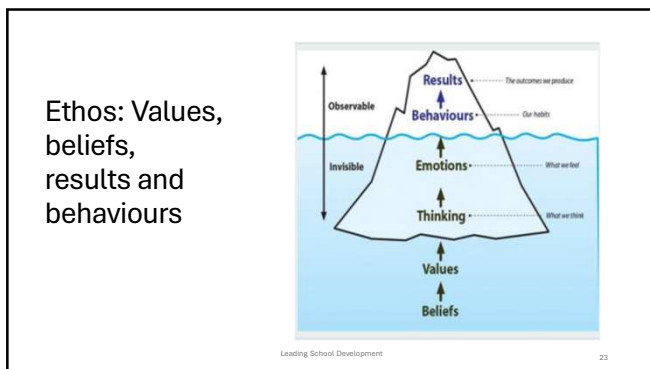
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### Breakout Room



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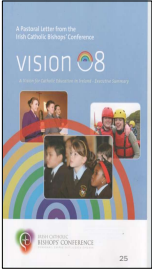
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“Catholic schools seek to reflect a distinctive vision of life and a corresponding philosophy of education”

Vision ‘08

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WELCOME

LEADERSHIP

NETWORK

CONCERN FOR MARGINALISED



INTERCONNECTEDNESS

ADVOCACY

FAITH

QUALITY EDUCATION

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GLOBAL NETWORK OF EDWARD RICE SCHOOLS

SCHOOLS FOR THE WORLD

LEARNING FOR EDUCATION Beyond Borders



EDWARD RICE NETWORK OF SCHOOLS

21 Countries

280+ Schools

20,000+ Staff

190,000+ Students

unesco

GOALS

“Never tire of working for a just world, marked by greater solidarity.” Pope Francis

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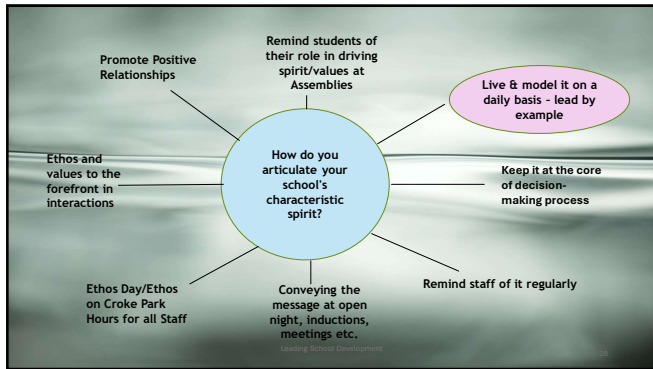
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### Initiatives/events/practices that help you cater for students/staff from a multi faith background

- A Cultural Gallery Staircase
- Social Justice Committee
- Graduation Ceremony reflecting diversity
- Supportive Messaging within the school
- Staff training on anti-bias and racism
- Diverse PME's 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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### Initiatives/events/practices that help you cater for students/staff from a multi faith background

- A Cultural Gallery Staircase
- Social Justice Committee
- Interdenominational Graduation Ceremony
- Supportive Messaging within the school
- Staff training on anti-bias and racism
- Diverse PME's with new Irish & Traveller Heritage
- Links with Teacher Migrant Programme
- Morning assemblies with input from other religions
- Translatable school website
- Visits to mosque, synagogue.

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

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How can our Schools take time for prayer?

times of bereavement

Prayers in Journal

prayer cards in rooms

school anniversaries

start of class

school ceremonies

show gratitude

memory tree

lunchtime in chapel

memorial area in garden

pilgrimage

other religions

graduations

catholic schools week

notice boards

email communication

sacred space

beginning of meetings

newsletters

retreats

tutor class

assemblies

intercom

reception

remembrance

Managing the Organisation

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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                                     |

Managing the Organisation

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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.

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## 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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## 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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## 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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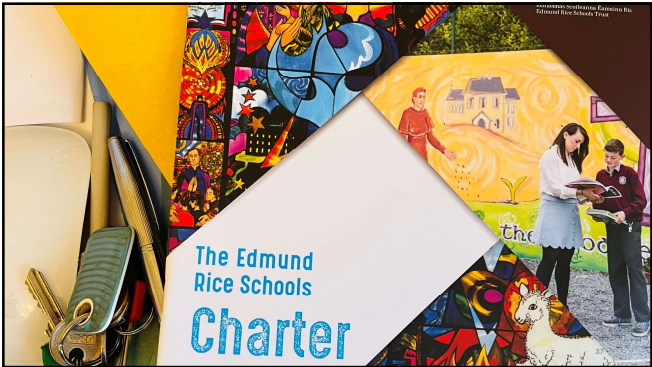
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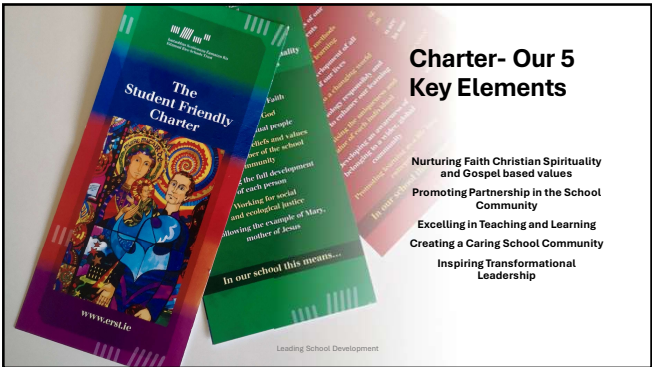
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## TEAM

- 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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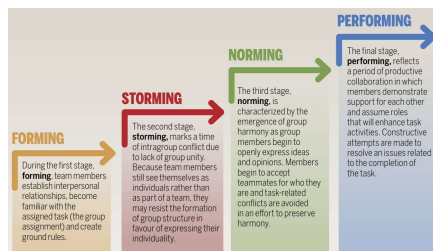
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## Group Dynamics- Bruce Tuckman



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## 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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<https://youtu.be/sL2WIXdbjH0?si=7O0l0mvMsrzeE6wg>

# A Small Change

Leading School Development

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