



Newsletter

No. 70 October 2022

Message from General Secretary

Dear Member,

Primary and special schools have just come through a tumultuous period, comprising of wave after wave of Covid-19 variants, an unfolding refugee crisis and relentless issues with teacher supply. Indeed all of these concerns are still with us and require continuous management, to a greater or lesser extent, on a daily basis.

While the immediate and urgent are always at the top of the to-do lists, it is also important to take a step back sometimes, to view the system from a distance and plan for the future. To this end, I have two major questions to ask you:

How do we, in CPSMA, improve our services to support you in the best way, with current and future challenges ?

How do we articulate the challenges facing schools as they support children with additional needs and help identify and secure the supports needed to appropriately cater for such children in a sustainable manner?

Over the next few months, we will be consulting with you on these two key questions.

I look forward to working with you on this and in the meantime, wish you all an enjoyable Mid-Term break.

Kind regards,

Seamus Mulcahy



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School Secretaries

Details in relation to the precise operation of the revision of salaries and annual leave arrangements for school secretaries have yet to be issued by the Department of Education. The Department will be engaging with schools requesting further information by way of a survey. In the meantime, CPSMA's advice to schools remains as follows:

- a. Ensure that a copy of [Circular 0036/2022](#) has been given to your school secretary.
- b. Ensure that the school completes Appendix 4 of Circular 0036/2022.
- c. Ensure that the school secretary completes Appendix 5 of Circular 0036/2022.
- d. Keep the completed Appendices 4 and 5 of Circular 0036/2022 on file in the school.

If your school secretary opts in to the scheme

- a. Ensure that as and from 1st September 2022, the secretary is paid at the correct rate as per Appendix 1 of Circular 0036/2022.
- b. If the secretary is normally unpaid for Halloween and Christmas breaks, ensure that the secretary is paid for these breaks and count these days (other than the public holidays) as annual leave.
- c. Sick leave will be payable from 1st January 2023 in accordance with the Sick Leave Act 2022 and will initially amount to three days sick leave per calendar year.
- d. It is not advisable to make changes to current contracts with secretaries at this stage or to create a new contract, if one does not exist, or cannot be located. We will advise further on contracts when more details are available.

If your school secretary does not opt in to the new scheme

- a. Continue to pay the school secretary at their agreed rate.
- b. Continue the existing arrangement for Halloween and Christmas breaks, ensuring that public holidays are paid as appropriate.
- c. Sick leave will be payable from 1st January 2023 in accordance with the Sick Leave Act 2022 and will initially amount to three days sick leave per calendar year.
- d. It is not advisable to make changes to current contracts with secretaries or to create a new contract where one does not exist or cannot be located. We will advise further on contracts when more details are available.

If your school is employing a new school secretary

- a. The new secretary will commence on the first point of the salary scale unless previous experience as a school secretary is to be taken into account.
- b. The new secretary should be paid for the Halloween and Christmas break and the days (other than public holidays) should be counted as annual leave.
- c. The CPSMA contracts for school secretaries may still be used, ensuring that the correct rate of pay is inserted and that in the section dealing with holidays, it is stated that annual leave will be at the rate of 22 days per year on a pro rata basis. In the section on sick leave, it should be noted that the provisions of the Sick Leave Act 2022 will apply. This paid sick leave will initially be three days per calendar year commencing on 1st January 2023.

Relevant Documents

1. [Circular 0036/2022](#)
2. [Info. Note re Secretaries – Sept 2022](#)
3. [FAQ on Circular 0036/2022](#)



Recruitment

a. Required qualifications for teaching posts

[Circular 0044/2019](#) governs recruitment in schools and in particular, Chapter 2 sets out the minimum registration requirements under the Teaching Council (Registration) Regulations 2016 for teachers in different types of settings in primary schools as follows :

Mainstream Primary posts	Registration under Route 1 (Primary)
Special classes and SET posts	Registration under Route 1 (Primary) or Route 4 (other) <i>excluding Route 4(2) Post Primary</i>
Special Schools (Primary)	Registration under Route 1 (Primary) or Route 4 (other) <i>excluding Route 4(2) Post Primary.</i>
Special Schools where a proportion of the pupils attending are of post primary age and where second level programmes are provided	Registration under Route 1 (Primary) or Route 4 (other) or Route 2 (Post Primary).

b. Requirement for a Teaching Council Registration number

A person registered with the Teaching Council may be recruited to fill a vacancy pending recruitment of a suitably qualified teacher. This might be a graduate or a third/fourth year student, but the essential requirement is that they hold a Teaching Council Registration number.

A person without a Teaching Council Registration number, may only be employed in a school for a maximum of **5 consecutive days** at a time, pending recruitment of a qualified teacher. It should be noted that these 5 days include any days worked in another school. This is known as the “5 Day Rule”.

c. Notice requirements for recruitment of teachers and SNAs

From now until 31st December 2022, teaching posts may continue to avail of a shortened advertising time of 7 days (instead of 14) and a shortened notice period for interviews of 5 days (instead of 7).

The usual 14 and 7 day notice periods set out in [Circular 0044/2019](#) apply to the recruitment of SNAs.

d. Qualifications to teach Catholic Religious Education in Catholic Primary Schools

The Irish Episcopal Bishops Conference require applicants for teaching posts in Catholic primary schools to be qualified to teach RE in these schools. This will provide teaching and learning on how to communicate the personal and public significance of the Catholic faith in the lives of school children and the wider school community. This in turn enables teachers and schools to address the many spiritual, social, moral, personal and religious opportunities and challenges facing pupils in contemporary Ireland.

When recruiting, chairpersons and principals should ensure that the successful candidate has an appropriate qualification to teach Religious Education to ensure that the appointment of the selected candidate will obtain the required sanction from the Patron.

e. Filling permanent posts by 7th November 2022

The latest date for appointment of a teacher to a permanent post is the first working day of November (**7th November 2022**). Thereafter a permanent post may be filled only on a fixed term basis, unless the appointee is a surplus permanent/CID holding teacher through the redeployment



arrangements. (See Section 6 (6.3.1) of [Redeployment Arrangements at Primary Level for Surplus Permanent and CID Holding Teachers](#)).

Schools should ensure that completed copies of the [Primary Teachers Appointment and Reappointment Form 2022/2023](#) have been sent to Department in time.

Completed forms can be emailed in pdf format to primaryappointmentforms@education.gov.ie (Please include the school roll number in the subject line of the email).

Alternatively forms can be returned to the following address. (Please include the Roll No. on the outside of the envelope.)

Primary Teachers Payroll Section,
Cornamaddy,
Athlone,
Co. Westmeath,
N37 X659.

Substitution

The following may be of assistance in ascertaining whether or not absences are substitutable.

- Self-certified sick leave is **not** substitutable, (except in circumstances set out in b below).
- The first day of force majeure or family leave is **not** substitutable, unless the teacher is in a two classroom teacher school or if two or more teachers in the same school, are on self-certified sick leave or force majeure leave at the same time. In these circumstances, the first day is substitutable for the second or subsequent teachers.
- Extra Personal Vacation (EPV) days are **not** substitutable.
- Teachers on career break may substitute in schools for an **unlimited** period of time.
- Job-sharing teachers **may** engage in substitute work in their own or other schools. Job-sharing SNAs may **not**.
- See [Circular 0032/2007](#) for other teacher absences and [Circular 0032/2010](#) for SNA absences.

Posts of Responsibility

[Circular 0043/2022](#) has resulted in additional posts of responsibility for many schools. The following are some **Frequently Asked Questions** which have arisen in relation to Posts of Responsibility which are required to be filled in accordance with Chapter 3 of [Circular 0044/2019](#):

Do “authorised posts” include SET positions?

Yes, SET positions where the school is the base school may be counted, but not Principal Release posts.

Do “authorised posts” relate to the 2022/2023 school year?

The authorised posts need to have been in place for the 2021/2022 school year to enable the posts be filled in the 2022/2023 school year.

Are temporary staff eligible to apply for leadership and management posts?

All appropriately qualified permanent and fixed term teachers may apply for these posts. Temporary staff will hold posts till the expiry of their contract, unless employment is continued or the post is no longer warranted.



Who is required to be notified of the vacancies ?

All teachers, including those on approved leave, should be notified in writing of the vacancies by either registered post or email.

Who decides on the duties of the Post ?

A consultation process, such as discussions at a staff meeting, should take place between the Principal, Deputy Principal and teaching staff and after this, the board should determine:

- i. the identified leadership and management needs and priorities of the school,
- ii. the roles and responsibilities which need to be performed for the effective leadership and management of the school taking into account the identified needs and priorities of the school, and
- iii. the distribution of these roles and responsibilities between the available in-school leadership and management posts by reference to the school's own priorities.

Should these duties be very specific?

CPSMA advises that the duties be quite general in nature, facilitating the application by as many staff as possible for these positions. It should be clear that the successful candidate will be part of the leadership and management team and that the duties will be reviewed regularly, in the light of the needs of the school.

Are 15 calendar days or 15 school days required for advertising the post?

The post must be advertised for at least a period of 15 school days on the school notice board.

Can interviews be held for AP1 and AP11 positions on the same day?

It is preferable not to hold interviews for both posts on the same day , given that some candidates may apply for both positions. It makes more sense to hold the AP1 interviews first. It is not permitted to have interviews for both types of positions in the same interview process, but two or more positions at the same level may be filled from the same interview process.

If the successful candidate is not in a position to take up the post immediately, does the second highest ranked candidate become the acting post-holder?

No, the acting postholder must be appointed in accordance with Section 12 of Chapter 3 of [Circular 0044/2019](#).

Additional Resources

- [LM Appointments Checklist April-2020.pdf \(cpsma.ie\)](#)
- [Template-Leadership-and-Management-Contract-2022.docx \(live.com\)](#)
- [Template-Notice-of-Proposed-Offer.docx \(live.com\)](#)
- [Template-Notice-of-Vacancy-2022.docx \(live.com\)](#)
- [Template-Notification-of-Appeal.docx \(live.com\)](#)



Guardianship

CPSMA regularly receives queries regarding the rights of parents to information about their child, in circumstances where there is disharmony between the parents.

The key matter to ascertain is whether the person seeking the information or documentation is the child's **legal guardian**. If so, they are entitled to discuss the child with the teacher, attend parent teacher meetings and receive copies of reports and other documentation relating to their child. If not, they can only do so with the consent of the guardian.

Guardianship means having the right to make decisions regarding the upbringing and welfare of a child, as well as having a duty to ensure that the child is properly maintained and cared for. It is different to **Custody**, which concerns the day to day care and control of the child, and **Access**, which gives a temporary right to visit with a child.

Generally speaking parents who are married are both guardians to their children. When parents are unmarried, the mother is normally a guardian, but the father may in certain circumstances become a guardian.

If a parent seeks information or documentation about a child and the issue of guardianship arises, the school should request a solicitor's letter confirming the guardianship of that parent.

CPSMA does not advise that court orders be sought by the school, as these documents are confidential to the parties named. If a parent is concerned that a court order has implications for school, the parent should ask their solicitor to write to the school explaining any such implications.

Guardianship and family law matters can be difficult and emotive. Please contact us if you need assistance in relation to this area.





Mí na Samhna 2022: Mí na Marbh

Is é téama Sheachtain na Scoileanna Caitliceacha 2023 ná 'Scoileanna Caitliceacha: Ag Siúl go Muiníneach Grámhar le Chéile'. Táimid ag súil le Seachtain na Scoileanna Caitliceacha 2023 a cheiliúradh, agus i rith mhí na Samhna cuimhnímid ar an mhuintir a d'imigh romhainn, iadsan a raibh dóchas san aiséirí go smior iontu. Cabhróidh agus tacóidh an acmhainn seo leis na scoileanna trí cheachtanna agus gníomhaíochtaí a chur ar fáil dóibh, le húsáid i rith Mhí na Marbh. Cuireann tráth na Samhna i gcuimhne dúinn gur ceart aistear na beatha a chur dinn le muinín i nDia againn agus muid ag léiriú grá don duine eile, agus do na daoine a shroich ceann scríbe cheana féin.

Tá an comhrac maith tugtha agam, tá mo rás rite, tá an creideamh coinnithe agam.

(2 Tiom 4:7)


Don Pharóiste

Is féidir an tráth seo a shuiteáil i lár na dtéamaí liotúirgeacha do mhí na Samhna, agus don Aifreann/Liotúirge ar Lá na Marbh, agus muid ag smaoineamh ar an mhuintir mhuirneach atá ar shlí na fírinne. Is fiú guí orthusan nach bhfuil duine ná deoraí le paidir a chur ar a son, chomh maith. Is féidir an tSeirbhís Urnaí a chur ar siúl sa pharóiste le páistí nó le déagóirí.

Acmhainn



- Ábhar oiriúnach ó *Curaclam Réamhscolaíochta agus Bunscolaíochta don Oideachas Reiligiúnach in Éirinn*
- Ceacht Sóisearach (Naíonáin Shóisearacha – Rang 2/P1–P4)
- Ceacht Sinsearach (Rang 3 - 6/P5–P7)
- Seirbhís Chuimhneacháin

Leagan Bearla anseo 



Exemption from Irish

[Circular 0054/2022](#) updates the requirements for obtaining an exemption from the study of Irish in Primary Schools. The following points are worth noting :

- Exemption from the study of Irish does not apply in schools where Irish is the medium of instruction.
- Schools are required to record data on pupils who are exempt from the study of Irish and the reason for that exemption on the Primary Online Database (POD), see section 2.3(c).
- The only circumstances in which consideration may be given to granting an exemption from the study of Irish are set out in subsection 2.2 of [Circular 0054/2022](#).
- Parents must apply to the School Principal for an exemption on an [Application Form for Exemption from the study of Irish](#)
- Appeals against a refusal to grant an exemption must be made on a [Primary Appeal Form](#)
- The following Guidelines are available to schools: [Exemption from the study of Irish- Guidelines for Primary Schools](#)
- The following Guidelines are available to schools in relation to Testing: [Testing Requirements under Circular 0054/2022 \(Primary\) and 0055/2022 \(Post -Primary\)](#)
- The Certificate of Exemption is embedded into the relevant checklist in the Guidelines mentioned at "f" above and cannot be accessed except by using this checklist.

Ukrainian Students

The NCSE are currently contacting schools with ten or more pupils enrolled from Ukraine in relation to the sanction of an extra allocation of SET hours and SNA support.

Extra SET Provision		Extra SNA Provision	
No. of Ukrainian students enrolled	Additional No. of SET hours per week	No. of Ukrainian students enrolled	Additional No. SNAs allocated.
10	5	15-29	0.5
11-20	7.5	30-35	1
21-30	10	36-45	1.5
31-40	12.5	46-54	2
41-50	15	55-64	2.5
51-60	17.5	≥65	3
>60	25	>60	25
The extra teaching hours are allocated on the On-Line Claims System (OLCS) after the letter of sanction has been received. Teachers should be appointed on a specified purpose contract for the provision of SET hours to Ukrainian students for the first term of the 2022/2023 school year.		SNA have to be appointed using the SNA appointment form and submitted to SNA payroll. SNAs should be appointed on a specified purpose contract for the additional SNA allocation for Ukrainians for the first term of 2022/2023 school year.	

Specified purpose contracts for both teachers and SNAs are available at www.cpsma.ie – (Members Documents /Appointments).



Child Protection

General

The [Child Protection Procedures for Primary Schools 2017](#) set out the specific child protection requirements that apply to all schools and boards of management.

Mandatory Template 1

A mandatory [Template 1](#) ([Teimpléad Éigeantach 1](#)) was developed in March 2021 combining the Child Safeguarding Statement and the Risk Assessment in one merged document, where previously there had been two separate documents.

There is a requirement for each board to review its Child Safeguarding Statement (CSS) annually and since January 2022, this template has been required to be used by a board when reviewing its CSS. There are additional examples of policies and practices to address risks of harm, contained in the updated risk assessment section of the Template. These have been included to assist schools and to draw attention to common risks and mitigation measures, but they are not a requirement in each school's risk assessment. Each school should consider its own particular risks and should insert mitigation measures appropriate to those risks, in its Child Protection Statement.

Name of Designated Liaison Person

A common area of concern relates to the requirement to change the name of the Designated Liaison Person (DLP) in the CSS and in school notices in the event that he/she is absent. The Inspectorate has clarified that short term absences of less than a month do not require a change of name. However, a longer term absence, in excess of a month, would require the board to amend the name of the DLP in the CSS and in the notices at the entrance to the school.

Training

It is a requirement that all teachers visited by the Inspectorate have read the Child Safeguarding Statement and are aware of their responsibilities as mandated persons. In this regard, a school must ensure that teachers have completed training in this area. The [PDST Child Protection Training](#) in the Child Protection Section of our website would be appropriate here and teachers could review this each year. It might also be helpful to include child protection as a regular item for discussion at staff meetings.

Teachers should have a copy of the CSS in their classrooms, to which substitute teachers could be referred. Substitute teachers should be reminded that if they have concerns of a child protection nature, they should bring them to the DLP.

CPSMA have prepared [a short Podcast](#) with the above information for members.

Review of Child Safeguarding Statement

Member schools will note the following two questions appearing as questions 35 and 36 of the [Checklist for Review of the Child Safeguarding Statement \(Mandatory Template 2\)](#).

- 35. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?*
- 36. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?*



There are a number of ways that a school can deal with the first question (Q. 35), including requesting feedback or comments from parents by email. However, schools seeking to survey a group of parents, or all parents, may wish to consider asking them some of the following types of questions:

Have you any concerns about the safety of children at our school?

or *Do you think that the children are safe and well protected at school?*

Is there any aspect of the school environment that you feel is unsafe?

or *Do you think that the school is complying with its child safeguarding requirements?*

What steps would you suggest the school takes to ensure the children's safety?

or *Have you any suggestions as to how the school could improve its child protection procedures?*

In relation to the second question (Q.36), schools may deal with this topic during an SPHE lesson with senior classes and/or may consider asking the children some of the following questions and noting their responses or asking them to fill in a questionnaire containing some of the following types of questions. (No children's names should be recorded.)

I feel safe in school.. YES/NO

I feel safe on yard YES/NO

I know who to tell if I don't feel safe in school ... YES/NO

I know who to tell if I don't feel safe on yard ... YES/NO

What makes you feel safe in school ?

How could we help you feel safer in school ?

If you wish to discuss any suggestions you may have relating to these issues or indeed any child protection issues, please contact us on 01-6292462 to talk to one of our advisors.

Admissions

Members are reminded that schools are required to publish their Annual Admission Notice at least one week before applications for admissions for the 2022/2023 school year are received by the school. The following template documents are available to members:

- [Guidance Note on the use of CPSMA template Admission Documents.](#)
- [Template Application Form for Admission to Junior Infants.](#)
- [Template Letter of Offer of Admission to Junior Infants, including a template Acceptance of Offer of Admission to Junior Infants.](#)
- [Template letter of "non-offer" of admission to Junior Infants.](#)
- [Template Application Form for Admission to Classes other than Junior Infants.](#)
- [Template Letter of Offer of Admission to Classes other than Junior Infants, including a template Acceptance of Offer of Admission to Classes other than Junior Infants.](#)
- [Template letter of "non-offer" of admission to Classes other than Junior Infants.](#)

Schools should note that decisions in relation to applications must be communicated to parents no later than three weeks after the closing date for applications. Letters of offer must state the date by which offers must be accepted and should always advise that failure to accept the offer within this period may result in the offer being withdrawn.



Coiste Gaeilge CPSMA

Le tamall anuas, tá obair idir lámha ag Cumann Bainistíochta na Scoileanna Caitliceacha, acmhainní agus tacaíochtaí a sholáthair do scoileanna Ghaeltachta, do ghaelscoileanna agus scoileanna gur mhian leo cuid dá ngnó a dhéanamh trí mheán na Gaeilge. Is féidir anois comhairle a fháil trí Ghaeilge agus tacaíocht ghutháin á lorg ag ár mbaill.

Ina theannta sin, tá aistriúchán déanta ar roinnt acmhainní atá ar shuíomh an chumainn. Tugadh tús áite do na conrathaí fostaíochta. Is féidir teacht orthu siúd ar an suíomh faoi "[Appointments](#)". Tá teimpléad Tacaíochta maidir le Ráiteas Um Chumhdhach Leanaí agus Measúnú Riosca le fáil. Dírimid aird na mBord Bainistíochtaí ar na tacaíochtaí atá ar an suíomh idirlíona, foinse eolais i mbainistíocht ár scoileanna.

School Building Projects

For the past number of years, the Joint Managerial Body (JMB), the management body for voluntary secondary schools has been providing advice and assistance to its schools regarding the practical challenges associated with building projects. At the request of the Department of Education, this assistance was extended to give particular assistance to schools with the appointment of Design Teams where the approved grant exceeds €1m.

In time, this request to assist schools with the appointment of Design Teams was extended to include designated Primary Schools and the JMB has now assisted over 170 Primary Schools with 50 schools being assisted currently.

Up to this year, this service was provided by one Building Officer funded by the JMB but recently, in recognition of the value of the work, the Department has agreed to fund two new Building Officers and their remit includes assisting designated Primary Schools with the appointment of Design Teams for projects with a value of over €1m.

The JMB and CPSMA wish to provide a more comprehensive service which would include assisting all schools with the appointment of Design Teams irrespective of the size of the project and hope that this will be achieved in the near future. In the meantime, if you have received building approval from the Department of Education for a project with a value of over €1m, please ensure to contact Noel Merrick, JMB Building Projects Advisor, in accordance with the letter of approval received from the Department of Education.

If you are having difficulties in relation to a building project, please contact us at CPSMA and we will help you to access the necessary supports and assistance in this regard.

Inspections

[Circular 0057/2022](#) advises that from September 2022, the inspection programme will include the following:

- Incidental inspections that are conducted in the context of the school's normal work and are typically unannounced one-day inspection and engagement visits providing opportunities for professional dialogue between school personnel and inspectors
- Curriculum evaluations that focus on evaluating specific subjects of the Primary School Curriculum (1999) and the Primary Language Curriculum (2019)
- Child protection and safeguarding inspections (CPSI) that monitor the implementation of



the Department's Child Protection Procedures for Primary and Post-Primary Schools 2017 in fulfilment of the Minister's obligations under the Children First Act 2015

- Evaluations of provision for pupils with additional and special educational needs that look in detail at the quality of provision for children with additional and special educational needs
- Follow-through inspections to monitor and support the implementation of recommendations arising from previous inspections
- Priority inspections in a small number of schools as required. The inspection type will depend on the particular context of the school
- The completion of inspections that commenced in the 2021/2022 school year
- Advisory visits and other activities that will include school self-evaluation advisory visits, visits to schools participating in the Gaeltacht School Recognition Scheme and other advisory visits.

From January 2023, all other types of inspection, including whole-school evaluations and evaluations of Delivering Equality of Opportunity in Schools (DEIS) action planning will recommence.

Monitoring of anti-bullying

From September 2022, the Inspectorate will continue to monitor and report on the extent to which schools are implementing the Anti-bullying Procedures for Primary and Post-Primary Schools (2013) in all inspection types. During incidental inspections, curriculum evaluations, evaluations of provision for pupils with special educational needs and follow-through evaluations, the following three aspects of the Anti-Bullying Procedures will be monitored:

- The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) and this policy is reviewed annually.
- The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported since the previous report to the board, by means of the bullying recording template (Appendix 3) provided in the Procedures.
- The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.

An additional two aspects will be monitored during evaluations of special care units and also during whole-school and DEIS evaluations when these recommence in 2023.

- The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.
- All teachers visited report that they have read the school's policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

Updated Inspectorate publications

- *A Guide to Inspection in Primary Schools and Special Schools* provides an overview of the range of inspection activities that are typically carried out during inspections in primary and special schools. The revised version is available [here](#) on www.gov.ie.
- *The Code of Practice for the Department of Education Inspectorate (2022)* sets out the general principles and standards in accordance with which the Inspectorate carries out its work. The revised version is available [here](#) on www.gov.ie.
- *Procedure for the Review of Inspections carried out by the Department of Education Inspectorate under Section 13(9) of the Education Act 1998* sets out the steps that can be taken by a teacher or the board of management of a school or other education and training facility to have an inspection reviewed. The revised version is available [here](#) on www.gov.ie.





November 2022: The Month of the Holy Souls

The theme for Catholic Schools Week 2023 is 'Catholic Schools: Walking Together in Faith and Love'. As we look forward to celebrating Catholic Schools Week 2023, in November we remember those who have gone before us in the hope of the resurrection. This resource aims to assist and support schools with activities and lesson ideas for the Month of the Holy Souls. The November Moment reminds us to journey through life with faith in God and love for others, and to remember all those who have completed that journey.

'I have fought the good fight, I have finished the race, I have kept the faith.'

(2 Tm 4:7)

For Parishes

This moment can be situated within the liturgical themes of November and the Masses/liturgies around the feast of All Souls and remembering our loved ones who have died as well as praying for those who have no one to pray for them. The prayer service could be used in a parish setting with children or young adults.

Resources



- Relevant content from the *Catholic Preschool and Primary Religious Education Curriculum for Ireland*
- Junior Lesson (Junior Infants–Second Class/P1–P4)
- Senior Lesson (Third Class–Sixth Class/P5–P7)
- Prayer Service of Remembrance

Leagan Gaeilge anseo



Board of Management

The following are the Webinars and Podcasts currently available on the [CPSMA website](#). Members will need to log in first before clicking on the links below.

Admissions Policies	
1. Completion of Admission Policy & Annual Admission Notice	Webinar (34 mins)
Appointments	
1. Principal Appointments – Guidance for Chairpersons	Webinar (23 mins)
2. Teacher Appointments – Preparation & Advertising	Webinar (10 mins)
3. Teacher Appointments – Shortlisting	Webinar (11 mins)
4. Teacher Appointments – Interview	Webinar (12 mins)
5. Teacher Appointments – Post Interview Administration	Webinar (07 mins)
Board of Management Supports	
1. Board Functions & Responsibilities	Webinar (12 mins)
2. Board Member Roles & Responsibilities	Webinar (16 mins)
3. Board of Management Meetings	Webinar (14 mins)
4. Board in Action – Effective Board Meetings	Webinar (54 mins)
5. Board in Action – Admissions, Pupil Behaviour, Family Law, Parental Complaints, Anonymous Letters & Employment Law	Webinar (54 mins)
Child Protection	
1. Introduction for Boards of Management	Webinar (12 mins)
2. Child Protection Oversight Report	Webinar (16 mins)
3. Compliance with Child Safeguarding Obligations	Webinar (15 mins)
4. Allegations/ Suspicions of Child Abuse Regarding School Employees	Webinar (18 mins)
5. Child Protection Level One Inspections – School Considerations	Webinar (08 mins)
Covid-19 & Parents	
1. Ventilation & Air Cleaning – Considerations for Schools	Podcast (18 mins)
2. Reconnecting with Parents – School Considerations	Webinar (43 mins)
3. Parental Complaints Procedure – School Case Studies	Podcast (18 mins)
Data Protection	
1. Data Protection Requirements for Schools	Webinar (39 mins)
2. Data Protection School Case Studies	Podcast (18 mins)
Finance and the Role of the Treasurer	
1. Financial Obligations & Role of Treasurer – School Considerations	Webinar (59 mins)
Health and Safety	
1. Introduction to Health & Safety for Boards of Management	Webinar (35 mins)
2. School Health & Safety Risk Assessment & Review	Webinar (22 mins)
Staffing Schedule for 2022-23 School Year	
1. Staffing Schedule Circular 25/2022 – School Considerations	Podcast (24 mins)
2. Understanding Contracts of Indefinite Duration	Podcast (10 mins)
Welcoming Ukrainian Pupils	
1. Welcoming Ukrainian Pupils – School Considerations	Podcast (20 mins)



School Self -Evaluation

[Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools](#) is a framework that provides a shared understanding of what effective learning, teaching, leadership and management practices look like in the Irish school system.

It is designed for teachers and for school leaders to use in implementing 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.

The framework has been updated to reflect recent educational reform, thinking and developments in areas such as child safeguarding, anti-bullying, inclusion, pupil participation, parent participation, creativity, education for sustainable development (ESD), support of pupil transitions, and Cosán, the national framework for teachers' learning.

There are also more references to aspects of learning and teaching that became more significant as schools responded to the needs of their pupils in the context of COVID-19. These aspects include digital competence, approaches to remote learning and teaching, the role of assessment and feedback in supporting progression in learning, and the development of pupils' independent learning skills.

Resources: [Circular 0056/2022](#)

[School Self-evaluation: Next Steps September 2022 – June 2026.](#)

ISSN Climate and Nature Summit 2022

The Irish Schools Sustainability Network (ISSN) provides a forum for schools, teachers and students to work in partnership to prioritise sustainability in their schools. The ISSN Nature Summit will take place each day from the **7th** to the **11th** of **November**, when world leaders meet for COP27 in Egypt.

This will involve a short pre-recorded lesson for each day for junior and senior primary classes (as well as one for second level students) relating to the theme of our native woodlands. One session, which may be of specific interest to Boards of Management, is the creation of a school sustainability action plan. Primary teachers will also have an opportunity to access the videos before the summit begins.

Schools can register for the ISSN Climate and Nature Summit [here](#).

Teachers can also join the ISSN to avail of other professional development, resources and ideas to promote and embed sustainability as part of their teaching and learning [here](#).



Circulars

- [0033/2022](#) Permanent extension of the Employee Assistance Service (EAS) to all school staff employed in recognised primary and post-primary schools
- [0036/2022](#) Revision of Salaries and Annual Leave arrangements for School Secretaries employed in recognised primary and post primary schools
- [0038/2022](#) Coronavirus (COVID-19): Updated Working Arrangements for Teachers and Special Needs Assistants employed in recognised Primary and Post Primary schools
- [0040/2022](#) COVID-19: Working Arrangements for Certain Higher Risk employees of Recognised Primary and Post Primary schools in the Free Education Scheme and of ETBs, Employed Using Grant Funding for the 2022/23 school year
- [0042/2022](#) Building Momentum – A New Public Service Agreement 2021-2022 Implementation of Sectoral Bargaining Fund in the Primary Sector
- [0043/2022](#) Allocation of Assistant Principal Posts 2022/2023
- [0044/2022](#) Revision of Working Hours in Recognised Primary, Voluntary Secondary Schools in the Free Education Scheme Implementation of the Independent Hours Body Recommendations in relation to the Haddington Road Agreement Hours for certain employees in Recognised Primary, Voluntary Secondary Schools in the Free Education Scheme
- [0046/2022](#) Home Tuition Grant Scheme 2022/2023 Special Education Component
- [0048/2022](#) Home Tuition – No School Place
- [0050/2022](#) Parent's Leave Scheme For Registered Teachers employed In Recognised Primary and Post-Primary Schools
- [0051/2022](#) Parent's Leave Scheme for Special Needs Assistants employed in Recognised Primary and Post-Primary Schools
- [0054/2022](#) Exemptions from the study of Irish – primary
- [0056/2022](#) School Self-evaluation: Next Steps September 2022 – June 2026
- [0057/2022](#) Arrangements for Inspectorate engagement with primary and special schools: September to December 2022
- [0063/2022](#) Joint Data Controller Arrangement between Payroll Division, Department of Education and The Managerial Authorities of Recognised Primary, Secondary, Community and Comprehensive Schools and the Chief Executives of Education and Training Boards
- [0064/2022](#) Revision of Teacher Salaries under Building Momentum – A New Public Service Agreement 2021-2022 ("The Agreement")
- [0065/2022](#) Revision of Salaries for Special Needs Assistants (SNAs) under Building Momentum Pay Agreement
- [0067/2022](#) Revision of Salaries of Clerical Officers and Caretakers employed under the 1978/1979 Scheme under Building Momentum Pay Agreement



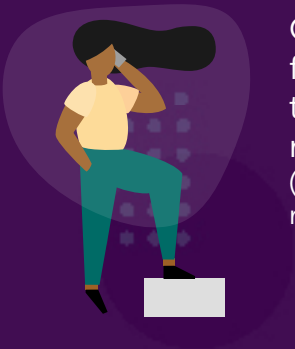


Your Employee Assistance Service In The Moment Support

Your EAS is available 24/7, 365 days a year and offers in the moment support to employees. Our team is always there to chat and provide immediate support for multiple concerns and difficulties - in the workplace or at home. EAS support is there for you to process how you are feeling and get advice in the moment, as you need it.



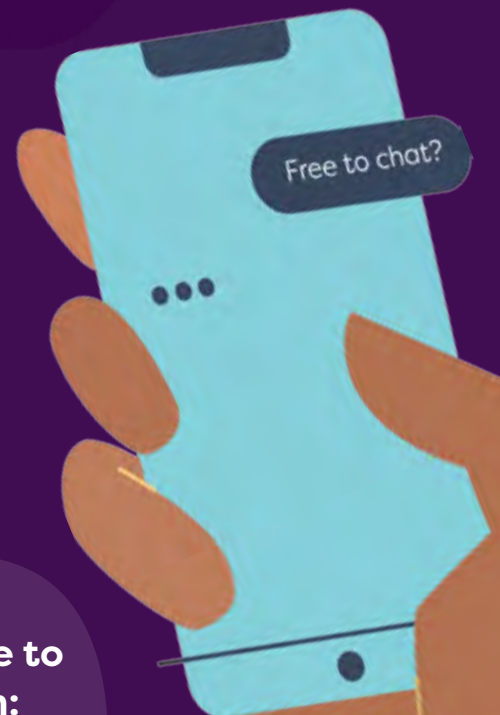
If you are experiencing a crisis or just want someone to talk to urgently, you can access your EAS at any time to speak freely with a Case Manager and they will provide support and guidance.



Calls are not limited in length or frequency. You are free to access this type of support for an unlimited number of times.
(scheduled sessions of counselling may be recommended if there is a recurring issue)



You can also call for advice on supporting another team member or colleague (all calls are confidential).



**You can reach your EAS Service to
speak to a Case Manager on:**

Freephone: 1800 411 057

SMS & WhatsApp:

Text 'Hi' to 087 369 0010