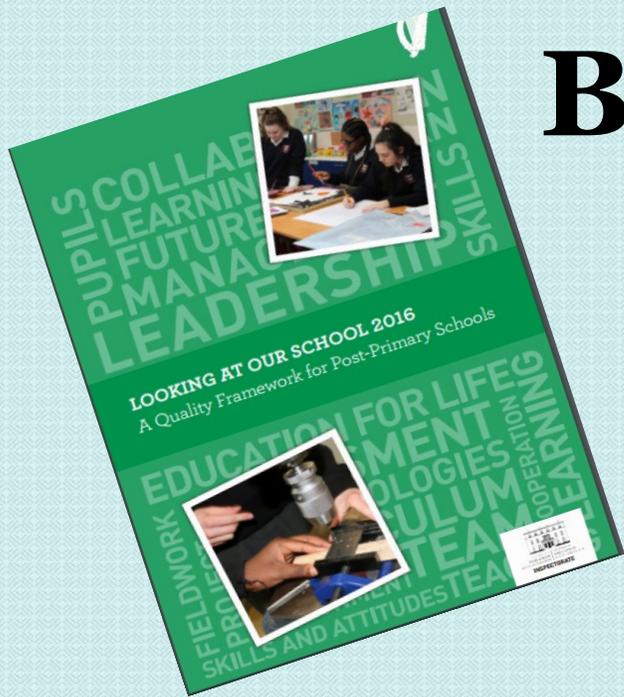
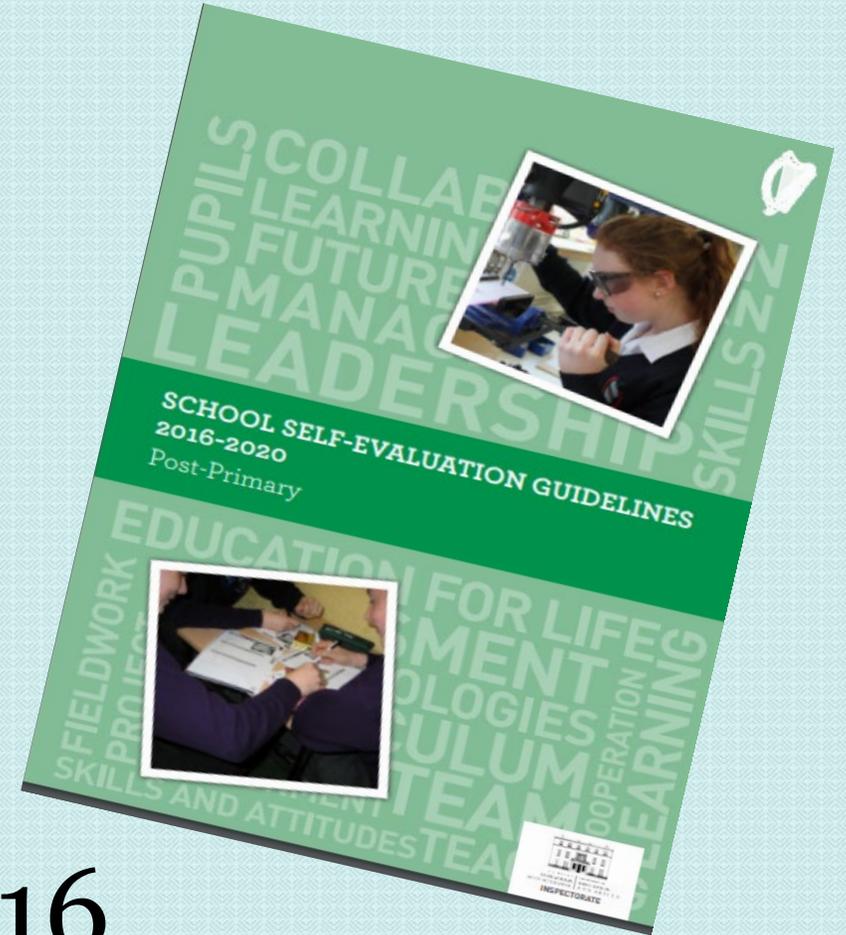
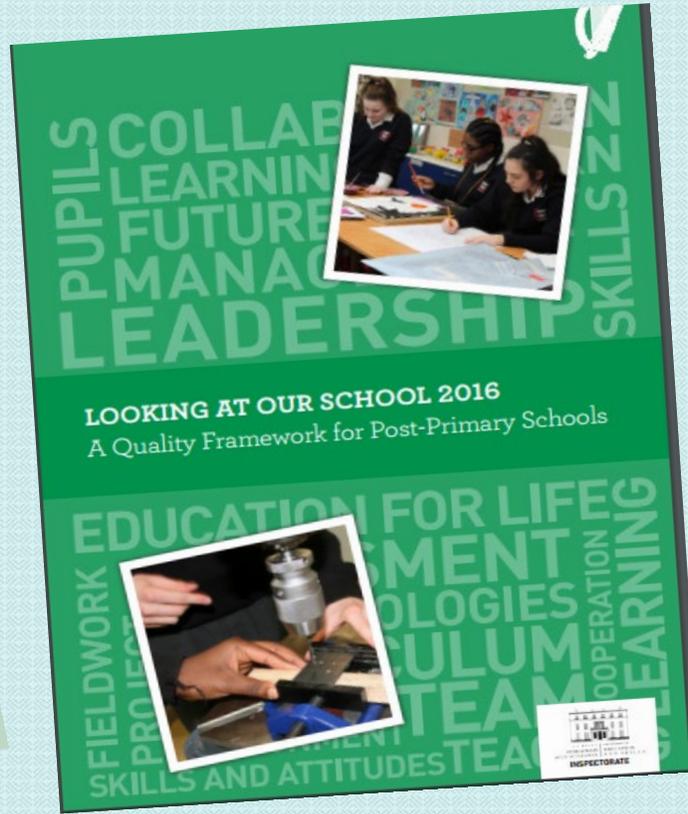
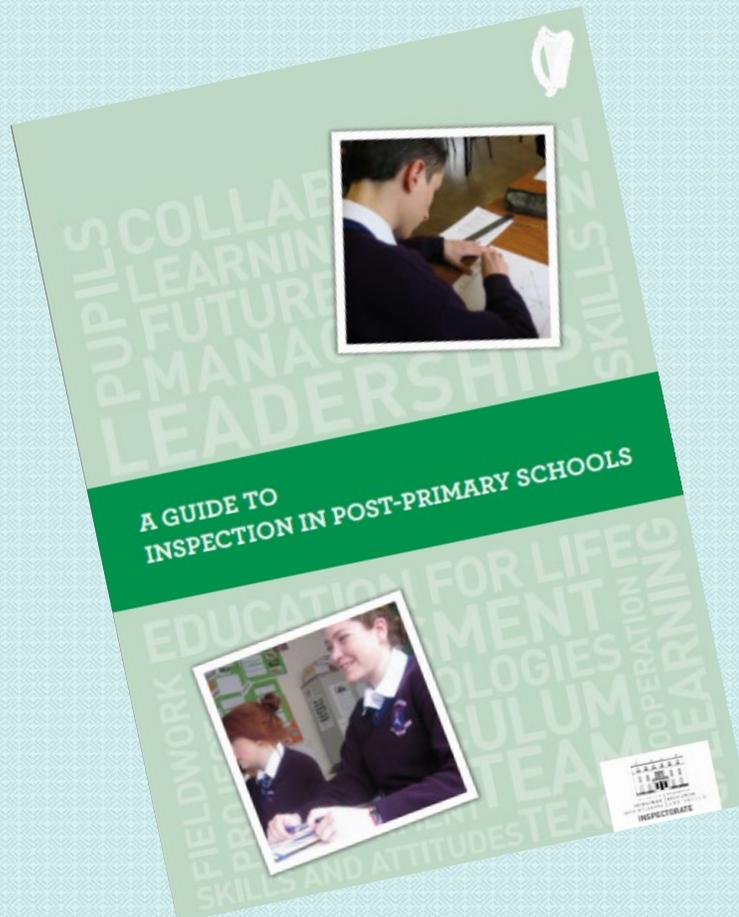


Boards Self Reflection through the lens of LAOS

A Practical Approach
Jacqui Dillon





Looking at Our School 2016

A Quality Framework for Post-Primary Schools

A tool to support reflection, self-review and evaluation

Developing a quality framework for schools



What is in *Looking at Our School 2016*?

A quality **framework** for schools

- A basic conceptual structure

- A set of clear, definable standards in two dimensions:
 - teaching and learning
 - ***leadership and management***

Teaching &
Learning

Leadership &
Management

Developing a quality framework for schools

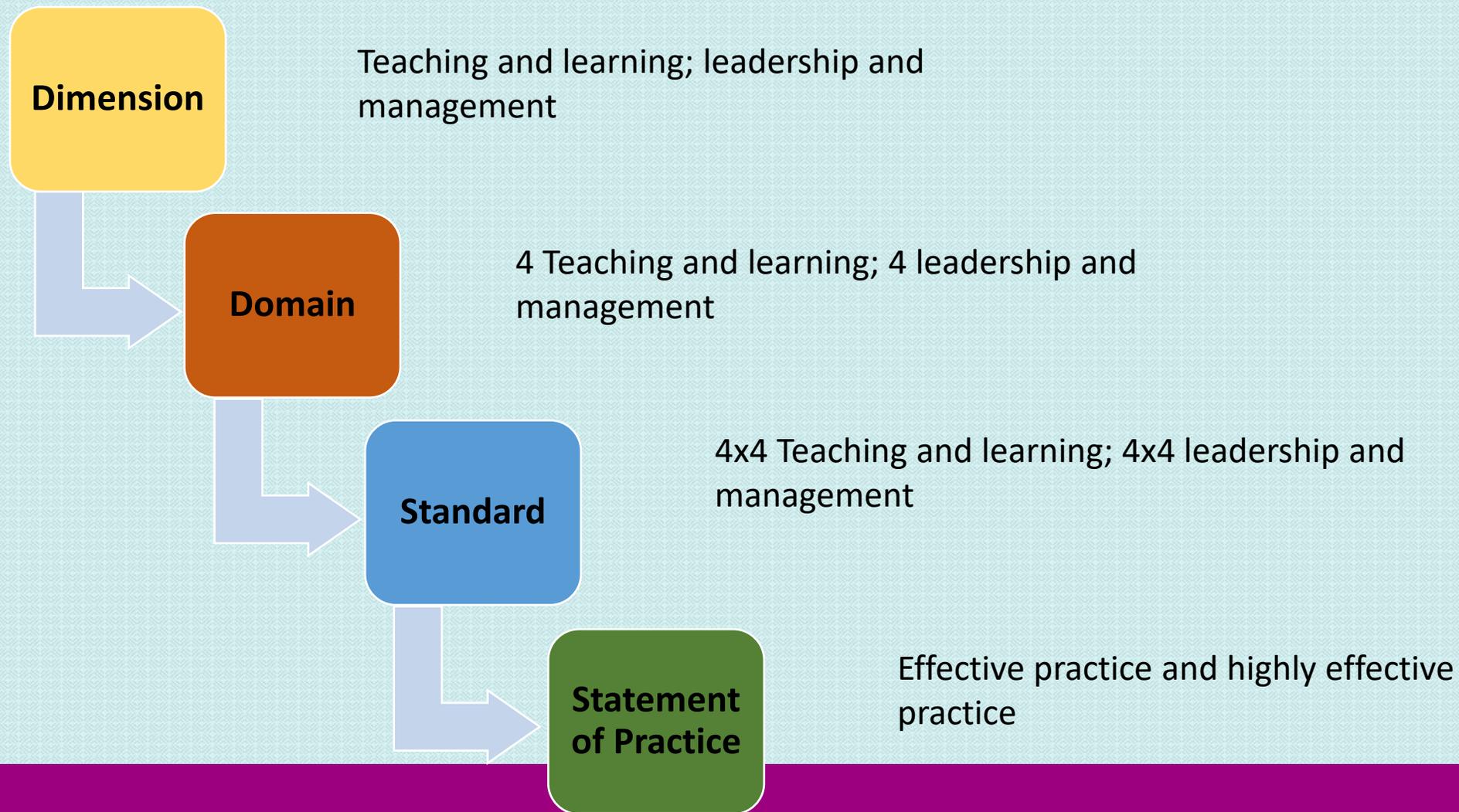


Why?

One set of standards for a range of functions

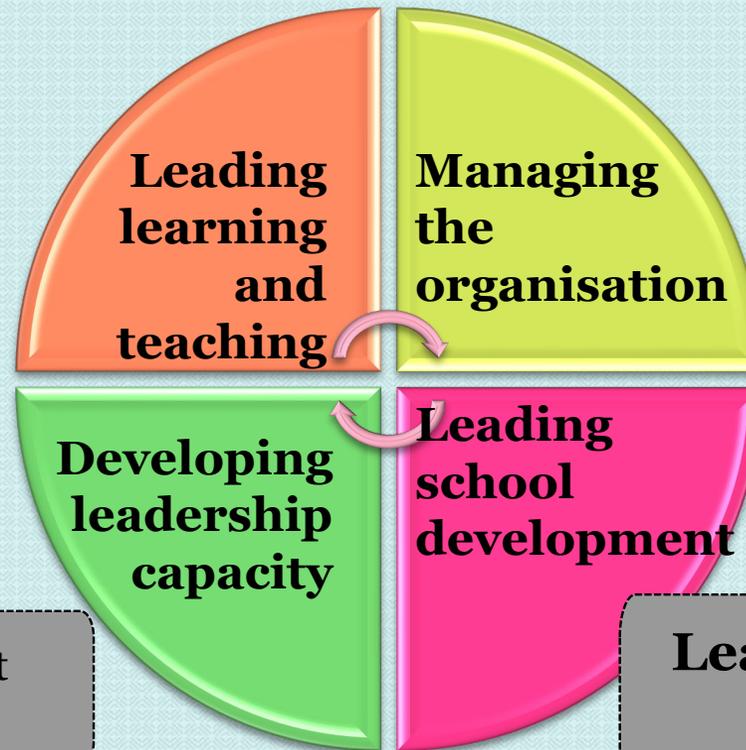
- To bring consistency – shared understanding of what effective teaching, learning, leadership and management practices look like
- Common language
- To avoid duplication – for teachers, school leaders, management, patrons, inspectors, providers of ITE and CPD
- To inform SSE and external evaluation
- To be used selectively by professionals - **not** an inflexible checklist

LAOS



What's involved in leading and managing a school?

Four domains, each with four standards



Establish an orderly, secure and healthy learning environment and maintain it through effective communication

Empower staff to take on and carry out leadership roles

Lead the school's engagement in a continuous process of self-evaluation



It is a healthy sign of an organisation if it can engage in an honest analysis and review of its effectiveness in the achievement of its aims and objectives

Kavanagh et al

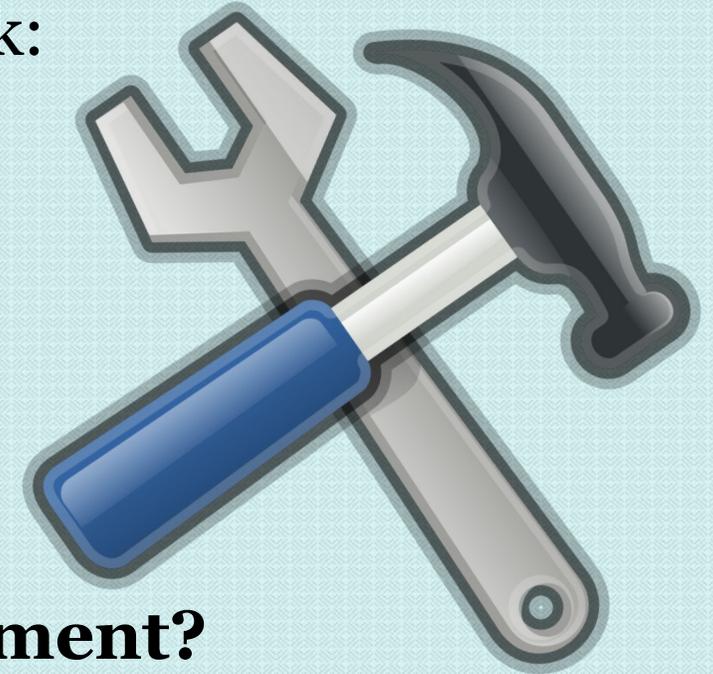
Many boards of management have chosen to place School Self-Evaluation as a standing agenda item at all board meetings

Chief Inspectors Report

- engaging in reflective enquiry on the work of the Board

A Boards self evaluation process should address the following key questions with regard to an aspect or aspects of its work:

- **How well are we doing?**
- **How do we know?**
- **How can we find out more?**
- **What are our strengths?**
- **What are our areas for improvement?**
- **How can we improve?**



A task for discussion...



Think about

- your own school and the objectives for enhancing the role of the Board

Reflect on:

- What elements of the framework refer directly to the Board?
- How might you begin to introduce the Quality Framework?

The statements of practice – leadership and management

DOMAIN 1: LEADING LEARNING AND TEACHING

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>The board of management and principal ensure the provision of a broad curriculum and a variety of learning opportunities.</p> <p>Those with leadership and management roles promote an inclusive school community.</p> <p>Those with leadership and management roles are committed to ensuring that all relevant school policies are inclusive, and are implemented accordingly.</p> <p>Those with leadership and management roles adhere to principles of inclusion and social justice to promote equality of opportunity for students. They strive to ensure that all members of staff support this ethos.</p>	<p>The board of management and principal foster students' holistic development by providing a very broad range of curricular, co-curricular and extracurricular learning opportunities.</p> <p>Those with leadership and management roles promote an inclusive school community which demonstrably values diversity and challenges discrimination.</p> <p>Those with leadership and management roles ensure that all relevant school policies are inclusive and are implemented accordingly.</p> <p>Those with leadership and management roles establish clear principles of inclusion and social justice to deliver equality of opportunity for students throughout all aspects of school life. They do so in collaboration with all staff.</p>

DOMAIN 2: MANAGING THE ORGANISATION

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The board of management and the principal are aware of their statutory obligations, and work to ensure that all legislative and policy requirements are met.</p>	<p>The board of management and the principal are fully aware of their statutory obligations, and ensure timely compliance with all legislative and policy requirements.</p>
	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all students and staff.</p>	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They develop and implement clear policies to ensure the safety and well-being of all students and staff.</p>
	<p>The board of management and the principal understand the school's responsibilities for child protection and health and safety matters and communicate these effectively. They liaise appropriately with the relevant statutory bodies.</p>	<p>The board of management and the principal fully understand the school's responsibilities for child protection and health and safety matters and communicate these very effectively to the whole school community. They work constructively with the relevant statutory bodies.</p>
	<p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information.</p>	<p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement systems of communication that enable all members of the school community to play their part.</p>

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p>	<p>The board of management and the principal ensure that school policies are based on principles of justice and fairness.</p>	<p>The board of management and the principal ensure that the values of the school enshrine equality, fairness and justice for all students and staff, and are clearly enunciated in policies.</p>
	<p>The principal and deputy principal display mutual trust and respect. They foster a positive school climate and encourage respectful interactions at all levels within the school community.</p>	<p>The principal and deputy principal model and develop a strong culture of mutual trust, respect and shared accountability. They foster a very positive school climate and encourage respectful interactions at all levels within the school community.</p>
	<p>When required, the board of management and the principal are prepared to challenge actions, behaviours and practices that do not accord with the school's ethical standards.</p>	<p>The board of management and the principal challenge actions, behaviours and practices that do not accord with the school's ethical standards.</p>
	<p>The board of management and the principal recognise challenging situations when they arise, and sometimes anticipate them. They look for solutions and generally resolve matters satisfactorily.</p>	<p>The board of management and the principal are alert to potentially challenging situations. They work pre-emptively and effectively to manage them, and adopt a solution-focused approach.</p>
	<p>They establish procedures for dealing with conflict and, for the most part, are able to follow them through successfully.</p>	<p>They establish and communicate very clearly the procedures for dealing with conflict and follow them as necessary. They successfully implement and monitor agreed solutions.</p>

DOMAIN 3: LEADING SCHOOL DEVELOPMENT

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Communicate the guiding vision for the school and lead its realisation</p>	<p>The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.</p> <p>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.</p> <p>The principal communicates the guiding vision to teachers in a way that encourages them to see their responsibilities as fulfilling it.</p> <p>The principal takes positive steps to support and motivate staff, and to set high expectations for learners.</p>	<p>The patron, board of management and principal are proactive in establishing and maintaining a guiding vision for the school.</p> <p>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.</p> <p>The principal clearly communicates the guiding vision to teachers, parents and students in a way that empowers the whole school community to translate the vision into action.</p> <p>The principal inspires and motivates students, staff and the whole school community. He/she sets high expectations for every learner.</p>

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Build and maintain relationships with parents, with other schools, and with the wider community</p>	<p>The principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain good relationships with parents.</p> <p>The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role.</p>	<p>The principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain very constructive relationships with parents.</p> <p>The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role, and to operate as an inclusive forum, supporting the involvement of all parents.</p>

		Agree Strongly	Area for Improvement
1	Do I attend all meetings?		
2	I always read in advance Minutes and all other documents		
3	Meetings start on time and follow a set agenda		
4	I contribute to each meeting in a meaningful way		
5	We work effectively as a Board		
6	I am clear as to my role on the Board		
7	The Secretary carries out her/his duties in an effective manner		
8	The Chair carries out his/her duties in an effective manner		
9	Each nominee carries fulfils his/her role through effective engagement		
10	I understand and have engaged in the schools SSE process		

**Board of Management
Self Review Toolkit**

11	I am aware of and understand the schools mission statement		
12	The Board is aware of the short and long term plans for the school		
13	I have availed of Board of Management training		
14	The Board reviews the annual state exam results		
15	Open discussion is allowed and encouraged		
16	I contribute to discussions and the decision making process of the Board		
17	I am aware of the school plan and its objectives/targets		
18	The Board has met with the Student Council		
19	The Board has met with the staff		
20	The Board has met with the Parents Association		
21	The needs of the students are regularly reviewed		
22	Supporting and development of the current curriculum is pivotal to the Boards business		



23	Staff receive an Agreed Report after each Board meeting		
24	Parents receive an Agreed Report after each meeting		
25	I am aware of and familiarise myself with current education legislation & DES Circulars		
26	I am aware of the schools targets in relation to the national Literacy & Numeracy Initiative		
27	I am familiar with the new Junior Cycle and its implications for teaching & learning		
28	I have read and familiarised myself with the 'Brief Guide' for ETB Board members		
29	I have a copy of and am familiar with the 'Knowing my School' booklet		
30	I am an effective Board member who works towards the betterment of the school/college/centre		
31	I have attended Child Protection training for Boards		
32	I am familiar with those policy that are a statutory requirement for schools		

Three key areas for development in the year ahead:

- _____
- _____
- _____

Self Reflection: Board Member

Have a look at your responses which impact board efficacy.

Take a look at your lowest three scores:

What could you do to improve this score?

Number _____

Number _____

Number _____

Board of Management Self Review Action Planning

Priority:

Target: What do we want to achieve?

Tasks (What needs to be done?)	When? (Timeframe)	Who?	What Resources?	Desired Outcomes? (Success Criteria)
Agreed Monitoring Procedures:		Agreed Evaluation Procedures		

Board of Management Self Review Action Planning



Steps	Our Plan
What's our priority?	
What have we to do to achieve this? (List tasks and activities)	1. 2. 3.
Who will do what?	
When will each task be done? What timeframe have we?	
What resources do we need?	
How will we know if our plan has worked?	



Board of Management

Self Evaluation Action Plan 2018 - 2019

Priority: Board Self Evaluation Academic Year 2018 - 2019

	Task	When	Who	Resources	Success Criteria
1.	BoM Checklist	Prior to next board meeting	<ul style="list-style-type: none"> Board Members individually (in advance) Facilitated by Chair/Secretary/Other 	Checklist	<ul style="list-style-type: none"> Completed and priority(ies) established 2/3 priorities agreed and made SMART
2.	LAOS: Review Leadership Management Domain (TPS) identify priorities	Designated board meeting (Oct' 2018)	<ul style="list-style-type: none"> Board Members 	<ul style="list-style-type: none"> LAOS: copies of Domain 1-4 (pages 29) Facilitated TPS Flipchart 	<ul style="list-style-type: none"> Consensus agreed going forward for year ahead Two targeted priorities achieved (SMART)
3.	Priority One e.g. Child Protection	Board Meeting (specific date)	<ul style="list-style-type: none"> Board Members CP Facilitator 	<ul style="list-style-type: none"> Children First Guidelines C. 81/17 	Board members are familiar with: <ul style="list-style-type: none"> Key roles; Board/DLP CPOR TUSLA role
4.	Priority Two e.g. SSE Checklist - priority(ies) as identified Example # 1 school plan: short/medium/long term	Board Meeting (specific date)	<ul style="list-style-type: none"> Board Members individually (in advance) Facilitated by Chair/Secretary/Other 	<ul style="list-style-type: none"> SSE Checklist ETBI Brief Guide 	<ul style="list-style-type: none"> SSE Checklist updated and reviewed (May 2019)

SSE The 6-step Process

1. Identify Priority
2. Evidence – the why
3. Action plan – the what
4. Set target(s)
5. Record all (SIP)
6. Review/evaluate progress (SSE)



Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Post-Primary)

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.



Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year (minimum of 167 days for all year groups) - Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0009/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures for submission of data returns to the Department	Circular 0038/2014 DTR returns procedures information, updated annually on education.ie Pod and PPOD	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Repeating a year – conditions to be met	M2/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to Tusla on attendance, suspension and exclusion	Section 21 Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 0043/2014 Circular 0045/2016, points 21-25	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 0040/2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars 10,11,12/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy and numeracy strategy	Circular 26/2012, Circular 42/2016, Interim Review and New Targets (2017, DES)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for the implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 0015/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Part V Education Act 1998, Circular 0004/98, Circular M29/02, Circular 0022/2009, Circular 0004/2014	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Approved allocation of teaching posts for 2017/18	Circulars 0010, 0011, 0012/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Leadership and management posts	Circular 0003/2018	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in	Circular M27/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
education			
Grant Scheme for ICT Infrastructure – 2016/17 School Year	Circular 0001/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board Child Protection Oversight Report presented at each board meeting <input type="checkbox"/> Yes <input type="checkbox"/> No Number of reports submitted by the DLP to Tusla and reported to the board Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017: Statutory Requirements for Retrospective Vetting Child Protection Procedures 2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year Number of formal parental complaints received Number of formal complaints processed Number of formal complaints not fully processed by the end of this school year	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Expulsion of students	Section 29 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		
	Number of section 29 cases taken against the school		
	Number of cases processed at informal stage		
	Number of cases heard		
	Number of appeals upheld		
	Number of appeals dismissed		

Appendix to School Self-Evaluation report: policy checklist (Post-Primary)

Policy	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011 Circular M51/93	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ¹	Circular M51/93 Section 22, Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour, including anti-bullying policy ² Dignity in the Workplace Charter	Circular M33/91 NEWB guidelines <i>Developing a Code of Behaviour: Guidelines for Schools</i> Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Procedures and Child Safeguarding Statement	Circular 0081/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual attendance report to Tusa and Parents' Association	Section 21, Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Critical Incident Management policy	Responding to Critical Incidents: Guidelines and Resource Materials, NEPS 2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment) Act 2003 (DATA Legislation)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs / Inclusion policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ⁴ (2004) Disability Act (2005)) Circular 0014/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, 0027/08	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 (www.webwise.ie)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
For DEIS schools only: DEIS Action Plan	DEIS Plan 2017 Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)	<input type="checkbox"/> Yes <input type="checkbox"/> No	