GUIDELINES FOR POST-PRIMARY SCHOOLS

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This School Development Planning handbook presents a bank of guideline materials from which schools may draw in accordance with their needs. It is designed to complement the booklet, School Development Planning: An Introduction for Second Level Schools.

The guidelines are constructed on the principle of the a la carte menu: they offer a range of options from which schools may choose.

School Development Planning is an evolving process in the Irish education system. Accordingly, guidelines to assist post-primary schools are being prepared on a developmental basis, in the light of schools’ experiences and emerging needs. This set of materials represents the first phases of development.

ACKNOWLEDGEMENTS

UNIT 1  INTRODUCING SCHOOL DEVELOPMENT PLANNING
UNIT 2  MODELS OF SCHOOL DEVELOPMENT PLANNING
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Acknowledgements

A considerable number of people participated in the preparation of these draft Guidelines between December 1998 and June 2001. In particular, the contribution and dedicated commitment of the following are gratefully acknowledged:

Members of the Consultative Group on School Development Planning

♦ Carl Ó Dálaigh, Deputy Chief Inspector, Department of Education and Science (Chairperson)
♦ Brian Cannon, Association of Community and Comprehensive Schools
♦ Michael Corley, Association of Secondary Teachers, Ireland
♦ Eilís Humphreys, Joint Managerial Body
♦ Michael McCann, National Association of Principals and Deputy Principals
♦ Charles McManus, Irish Vocational Education Association
♦ Dermot Morris, Conference of Religious of Ireland
♦ Pádraigín Úi Riordáin, Teachers’ Union of Ireland
♦ Rose Tully, National Parents’ Council—Post-Primary

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The members of the Working Party and the members of the Coordination Team wish to thank all whose ideas informed the preparation of these draft guidelines, in particular:

Una M. Collins, chf, National University of Ireland, Maynooth; Patrick Diggins, Director, Drumcondra Education Centre; Luke Monaghan, Marino Institute of Education; Seamus McGuinness, University of Dublin, Trinity College; David Tuohy, National University of Ireland, Galway; Maura Grant, Co-ordinator, Breaking the Cycle Urban Phase; Dan Condren and Mary Slattery, Mol an Óige; Deirdre Stuart, Educational Research Centre, Drumcondra; Leaving Certificate Vocational Programme Support Team; Leaving Certificate Applied Support Team; Transition Year Support Team; Aidan Savage and Noreen Walsh, Killinarden Community School; Sean Ashe, Maynooth Post Primary School; Sr. Marie Céline Clegg, Loreto Education Office; Sr. Patricia Kelly, Mercy Education Centre, Tuam; Education Desk, Mercy Provincial Resource Centre, Newry; Ferdia Kelly, Brian Flannery and Helen O’Sullivan, Christian Brothers’ Education Offices; Michael O’Hanlon; Lucy Fallon-Byrne, John Hammond, Frances Leahy and Anne Looney, National Council for Curriculum and Assessment; Kenneth D. Brennan, Brian Fleming, Sr. Mary E. Guinan, Marian McCallagh, Deirdre Mathews, Pat Power, Cathal Travers, and the many principals and teachers whose research and experience informed the preparation of this publication; John Yates; Aengus Kavanagh, F.S.P.; Eilís Humphreys, IDC, and the organisers, presenters and participants in the IDC School Development Planning Facilitators’ Training Programme.
Notes

Unit 1: Introducing School Development Planning


Unit 2: Models Of School Development Planning

1. The **Foundation Model** is based on ideas put forward by Dermot Morris of the Mercy Education Office, member of the Consultative Group, at a presentation to the SDP Working Party, January 1999.

2. The **Early Action-Planning Model** was inspired by conversations with Eilis Humphreys, Education Development Officer at the Secretariat of Secondary Schools, member of the Consultative Group.

3. The **Three-Strand Concurrent Model** is an adaptation of the model proposed by Brent Davies and Linda Ellison in *Strategic Direction and Development of the School*, London and New York: Routledge, 1999. It was inspired by a presentation by Ann Mulcahy to the SDP Consultative Group, December 1998.

Unit 3: Approaches To Review

The following works proved particularly helpful during the preparation of this Unit:

1. The educational management research work of Sr. Mary E. Guinan, Marian McCaughley and Cathal Travers at the University of Dublin, Trinity College

2. The educational research work of Deirdre Matthews at the Education Department, University College Dublin, and of Lucy Fallon-Byrne at the Michael Smurfit Graduate School of Business, University College, Dublin

3. Materials from Education Desk, Mercy Provincial Resource Centre, Newry

4. Materials from Sr. Marie Céline Clegg, Loreto Education Office

5. “School Improvement: The Importance of Purpose, Planning and Partnership in the Enhancement of Pupils Learning”, seminar materials prepared by Brian Sherratt for the Association of Community and Comprehensive Schools


Unit 4: Approaches To Design


2. The section on Policy-Writing owes much to materials provided by Sr. Patricia Kelly, Mercy Education Office, Tuam
Unit 5: Approaches to Evaluation


Unit 6: The Core: Mission, Vision, Fundamental Aims

We are grateful to Aengus Kavanagh, FSP and to the Patrician Brothers Generalate, for their generous permission to reproduce questionnaires from Aengus’s book Secondary Education in Ireland: Aspects of a Changing Paradigm (1993) in this Unit.

Unit 7: Structures And Skills

1. Section I, Staff Structures: General Framework, draws on the ideas of David Tuohy
2. Section II, Structures for Involving Other Stakeholders, was influenced by the ideas of Sr. Una Collins
3. Section III, Skills, owes much to the following sources:
   - Collaboration: Patrick Diggins, Eileen Doyle and Don Herron on “A Culture for Collaborative Planning”
   - Communication: In-Career Development Unit, Department of Education and Science, School Development Planning: A Resource-Pack for Facilitators
   - Conflict:: Thomas-Kilmann Conflict Mode Instrument; K. B. Everard and Geoffrey Morris, Effective School Management
   - Staff Development: Department of Education and Science, Developing a School Plan: Guidelines for Primary Schools, Dublin: Government of Ireland, 1999

Unit 8: Staff Development

We are grateful to Dr. David Tuohy, National University of Ireland, Galway, for his advice on international research findings in relation to the professional development of teachers and for his support in the preparation of this Unit.
Unit 10: Addressing Educational Disadvantage

We are grateful to Brian Fleming, Principal of Collinstown Park Community College, whose thesis “School Attendance and the Disadvantaged Pupil” was a key resource in relation to “Teacher Expectations” and “Parent and Family Involvement” in Section II of this Unit, and to the staff and students of Collinstown Park Community College for their research assistance; to Pat Diggins, Director, Drumcondra Education Centre, for his support in the preparation of this Unit, and for his generous permission to adapt his materials on the Fishbone Cause and Effect Diagram for Activity 14; and to Dr. David Tuohy, for his helpful comments on early drafts of this Unit.
Selected Bibliography

Irish Publications


International Publications


Further bibliographical references are given in the reference sections of Units 5, 6, 8 and 10.