

School Development Planning

GUIDELINES FOR POST-PRIMARY SCHOOLS

DRAFT

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.

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Notes

Unit 1: Introducing School Development Planning

On the three overlapping phases of the innovation process, see David Hargreaves and David Hopkins, "School Effectiveness, School Improvement and Development Planning", in *Managing the Effective School*, ed. Margaret Preedy at the Open University, London: Paul Chapman Publishing, 1993.

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 Eilís 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

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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
6. John Yates, IDC School Development Planning Facilitators' Training Programme, March 1999
7. The published works listed in the Bibliography, especially Una. M. Collins, *Developing a School Plan: A Step by Step Approach*; Brent Davies and Linda Ellison, *Strategic Direction and Development of the School*; Patrick Diggins, Eileen Doyle and Don Herron, *Whole School Development*; Drumcondra Education Centre, *School Plan: A Process and a Product*; John Macbeath, Denis Meuret and Michael Schratz, *Evaluating Quality in School Education: A European pilot project—A Practical Guide to Self-Evaluation*, European Commission, 1997; Rick Rogers, *How to Write a School Development Plan*; and David Tuohy, *School Leadership and Strategic Planning*

Unit 4: Approaches To Design

1. The section on Action Planning was influenced by: the presentation on Action Planning to the Working Party by Dan Condren and Mary Slattery of Mol an Óige, June 1999; John Yates' presentations at the IDC Facilitators' Training Programme, March 1999; and Education Commission, Conference of Religious of Ireland, "Guidelines for Trustees: School Development Planning", in *The Trusteeship of Catholic Secondary Schools: A handbook for the leaders of religious congregations*
2. The section on Policy-Writing owes much to materials provided by Sr. Patricia Kelly, Mercy Education Office, Tuam

Unit 5: Approaches to Evaluation

The following works proved particularly helpful during the preparation of this Unit: HM Inspectors of Schools (Scottish Office) (1996): *How good is our school? : Self-evaluation using performance indicators*; Caldwell B. J. & Spinks J. M. (1988): *The Self-Managing School*; Clarke Jane (1996): *A Guide to Self-Evaluation*; Department of Education & Science (1999): *Whole School Evaluation – Report on the 1998/1999 Pilot Project*; Department of Education & Science (2000): *Evaluating Quality in School Education at Second Level-The Irish Experience*; Kavanagh Aengus (1993): *Secondary Education in Ireland*; MacBeath John (1999): *Schools Must Speak for Themselves*; MacBeath John, Meuret Denis, & Schratz Michael (1999): *A practical guide to self-evaluation*; MacGilchrist Barbara (2000): “Improving Self-Improvement”; Street Hilary (2000): “School Self-Evaluation – A Presentation to the DES Inspectorate.”

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

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Unit 7: Structures And Skills

1. Section I, **Staff Structures: General Framework**, draws on the ideas of David Tuohy
Section I, **Staff Structures: Specific Structures**, draws on the work of Sr. Una Collins
2. Section II, **Structures for Involving Other Stakeholders**, was influenced by the ideas of Sr. Una Collins
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Communication: In-Career Development Unit, Department of Education and Science, *School Development Planning: A Resource-Pack for Facilitators*

Teams and Teamwork: Deirdre Mathews, “Evaluation in the School Development Process: The Contribution of Internal Teams in Primary Schools”, M. Ed. Thesis, University College, Dublin, 1997; In-Career Development Unit, Department of Education and Science, *School Development Planning: A Resource-Pack for Facilitators*; K. B. Everard and Geoffrey Morris, *Effective School Management*, London: Paul Chapman Publishing, 1990, 1996

Meetings: Materials prepared by the Leaving Certificate Applied and Leaving Certificate Vocational Programme Support Teams; K.B. Everard and Geoffrey Morris, *Effective School Management*

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

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Unit 10: Addressing Educational Disadvantage

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