



An Roinn Oideachais
Department of Education

Building Momentum

Education Action Plan

Prepared by the Department of Education
www.education.ie/

‘Building Momentum A new public service agreement, 2021 – 2022’

Action Plan for Department of Education

The Action Plan for Education has been developed in accordance with the requirement in - [‘Building Momentum – A New Public Service Agreement 2021 – 2022’](#) to develop sectoral action plans linked to the reform agenda in the Agreement (section 1.6 of *Building Momentum*). In accordance with the Agreement this plan sets out objectives, deliverables and timelines, and is signed off by the Secretary General of the Department of Education.

The Action Plan is set out as a series of actions relating to primary, post-primary and further education sectors under four priority areas linked back to the reform agenda outlined in *Building Momentum*.

PRIORITY 1

Building Momentum 1.3.5

One of the principles in the agreement is to manage change to ensure high quality public services, including through investment in public servants to increase and expand capacity, capability and leadership skills. It is recognised that effective leadership is vital to the operation of a school and measures will be proposed to support its development.

<u>ITEM</u>	<u>ACTIONS</u>	<u>COHORT OF EMPLOYEES</u>	<u>OUTCOMES</u>	<u>TIMEFRAME</u>	<u>MEASURES</u>
1.1	Co-operation on measures to improve the effectiveness of leadership in schools	Primary and Post-Primary Teachers	Improved school leadership and more efficient operations	Ongoing	Engagement with any proposals
1.2	Explore the concept of school principals completing a leadership course	Primary and Post-Primary Teachers	Improved leadership skills for the role	Q2 2022	Engagement by Unions on exploring the concept
1.3	Examine potential for post holders to provide professional support as part of POR duties: <ul style="list-style-type: none"> o to Newly Qualified Teachers during the Droichead induction process and o to student teachers on school placement. 	Primary and Post-Primary Teachers	Improved consistency and quality of support to NQT/student teachers	Q3 2022	Engagement between Unions and Department in exploring the potential of these actions

PRIORITY 2:**Building Momentum 1.5.2 and 1.5.4**

The parties have recognised the need to build on previous improvements, and to continue to modernise to ensure that work is organised in a manner that best reflects the needs of service users. The Department will propose measures to modernise and support operation of schools and the state exams to best serve learners and their families. The recent experiences of a pandemic have strongly demonstrated that face-to-face in-school tuition is superior to other forms of schooling. High quality online CPD materials for teachers has also been developed during this period.

<u>ITEM</u>	<u>ACTIONS</u>	<u>COHORT OF EMPLOYEES</u>	<u>OUTCOMES</u>	<u>TIMEFRAME</u>	<u>MEASURES</u>
2.1	Co-operation with Covid-19 related emergency measures	All Staff	Ongoing operations during pandemic	During Pandemic	Measures in place and co-operated with as required
2.2	Co-operation with primary and post primary curriculum reform	Primary and Post-Primary Teachers	Implementation of reforms	Throughout agreement	Engagement Reforms implemented on time
2.3	Co-operation with reforms in the further education sector	FET Staff	Implementation of reforms	Throughout agreement	Engagement Reforms implemented on time
2.4	Co-operate with review of arrangements for recruitment in ETBs (Circular 08/2017 refers)	ETB Admin Staff	More efficient operations	Q2 2022	Engagement with review process

<u>ITEM</u>	<u>ACTIONS</u>	<u>COHORT OF EMPLOYEES</u>	<u>OUTCOMES</u>	<u>TIMEFRAME</u>	<u>MEASURES</u>
2.5	Explore the potential of providing some elements of CPD outside teaching hours and online.	Primary and Post-Primary Teachers	Increased continuity	Throughout agreement	Engagement by Unions in exploring the potential of this concept
2.6	Explore the concept of Primary teachers to be allowed to be employed in post-primary schools at the qualified rate in special education settings as part of sequencing process	Primary and Post-Primary Teachers	Additional supply source	Q3 2021	Engagement by Unions on exploring the concept proposed
2.7	Explore measures which consider efficient operations of State Examinations such as Orals and Practical elements taking place outside school time and an increase in the number of teachers acting as correctors, superintendents and examiners.	Post-Primary Teachers	Efficiency in operation of state exams	Q2 2022	Engagement by Unions in exploring the potential of these measures

<u>ITEM</u>	<u>ACTIONS</u>	<u>COHORT OF EMPLOYEES</u>	<u>OUTCOMES</u>	<u>TIMEFRAME</u>	<u>MEASURES</u>
2.8	Co-operation with continued implementation of the Framework for Junior Cycle, including engaging in supporting professional and collaborative activities. This will incorporate Subject Learning and Assessment Review (SLAR) meetings taking place at a time which does not impinge on a teacher's contact time with students nor necessitate additional expenditure to the allocation already provided for Professional Time for teachers.	Post-Primary Teachers	Maintaining teaching time	Q3 2021	Implementation in all schools
2.9	Co-operation with upskilling as a result of technology and/or changes in business/operational practices	ETB and FET staff	Improved efficiencies	Throughout agreement	Engagement with any upskilling proposals

<u>ITEM</u>	<u>ACTIONS</u>	<u>COHORT OF EMPLOYEES</u>	<u>OUTCOMES</u>	<u>TIMEFRAME</u>	<u>MEASURES</u>
2.10	Work with Department to support the use of technology to the greatest extent possible to maintain teaching and supports to children in unexpected closures (weather etc.) on a remote basis	Primary and Post-Primary Teachers; SNAs	Continuity of learning	Throughout agreement	Positive engagement by staff in supporting the concept
2.11	Commitment to maximise the use of IT solutions for various school operations (e.g. recruitment portal, school placement portal etc.)	Primary and Post-Primary Teachers	More efficient operations	Throughout agreement	Rate of adoption of new solutions
2.12	Re-assignment of staff to new roles as a result of new technology and/or changes in business/operational practices	ETB and FET staff	Change and reform implementation	Throughout agreement	Engagement with any proposals

PRIORITY 3:

Building Momentum 1.5.3

As set out in the agreement, the parties will fully support and implement new and revised HR policies and procedures and adhere to principles of simplification of process, increased efficiencies, including standardisation and automation, and adherence to good employment practice and related legislative requirements.

<u>ITEM</u>	<u>ACTIONS</u>	<u>COHORT OF EMPLOYEES</u>	<u>OUTCOMES</u>	<u>TIMEFRAME</u>	<u>MEASURES</u>
3.1	Co-operate with review of SNA redundancy scheme	SNA	Implementation of reforms	Q2 2022	Co-operation and engagement in the review process
3.2	Engagement on new SNA allocation model	SNA	Implementation of reforms	Ongoing	Level of engagement with the Department on the new model
3.3	Co-operate with the introduction of new technology and/or changes in business/operational practices associated with the development and implementation of shared services	Primary and Post-Primary Teachers, SNAs, ETB and FET staff	Implementation of reforms	Throughout agreement	Co-operation over period

<u>ITEM</u>	<u>ACTIONS</u>	<u>COHORT OF EMPLOYEES</u>	<u>OUTCOMES</u>	<u>TIMEFRAME</u>	<u>MEASURES</u>
3.4	Co-operation with moves to standardise pay frequencies when an organisation is moving and/or has moved to a Shared Service platform.	Primary and Post-Primary Teachers, SNAs, ETB and FET staff	Implementation of reforms	Throughout agreement	Co-operation over period

PRIORITY 4:

Building Momentum 1.5.3

As set out in the agreement, the Department, in consultation with Fórsa, will review whether the existing SNA contract, including the appropriate use of the contracted 72 hours, requires updating in the context of ongoing reform in the area of special education in the sector and changes in employment law. Unions will engage on this and related measures for reform of the important role played by SNAs.

<u>ITEM</u>	<u>ACTIONS</u>	<u>COHORT OF EMPLOYEES</u>	<u>OUTCOMES</u>	<u>TIMEFRAME</u>	<u>MEASURES</u>
4.1	Engagement in the process	SNAs	Improved operation of role	Process to be concluded as soon as possible but for 2022/2023 school year at latest	<ul style="list-style-type: none"> • Level of Engagement • Review undertaken