

IMPLEMENTATION DECLARATION

JUNIOR CYCLE

The Appendix to the Joint Statement on Principles and Implementation (July 2015) and Circular Letter 0015/2017 both state:

“The 40 minute professional time period provided within timetable is available to teachers on the basis that they will use this time flexibly including bundling time periods and carrying forward time to facilitate professional collaboration. Teachers may also use the time periods for individual planning, feedback or reporting activities relating to Junior Cycle. In particular, time periods will need to be bundled to facilitate SLAR meetings. Since professional collaboration meetings can only be held when the relevant subject teachers can be present, a limited number of meetings may need to draw on teachers’ bundled time to run beyond normal school tuition hours for some of the duration of the meeting”

A further clarification relating to SLAR meetings was provided by the Department of Education and Skills to ASTI in December 2015. It stated as follows:

“The Department confirms that any attempt to impose the organisation of SLAR meetings entirely outside school hours would contravene the agreement. The intention is that SLAR meetings will be scheduled to commence within the timetable, involving the inclusion of a normal timetabled period. However, given the required duration [approximately two hours per meeting], flexibility to run beyond the normal school day for some of the duration of the meeting is required.”

In the context of the above, the ASTI is issuing the following Implementation Declaration:

ASTI Implementation Declaration on SLAR meetings

Subject Learning and Assessment Review meetings should be scheduled within a school’s timetable. A limited number of meetings may run beyond school tuition hours for some of the duration of the meeting.

Moreover, the APPENDIX TO JOINT STATEMENT ON PRINCIPLES AND IMPLEMENTATION also provides as follows:

5.5. It is accepted that there will be timetabling implications for schools arising from the commitment to support professional collaboration among teachers and implications for leadership within schools arising from the significant changes that will be taking place in teaching, learning and assessment at Junior Cycle.

5.6. It is agreed that the reforms will not impose additional workload and time demands on teachers. It is also acknowledged that teachers’ professional practice will adapt and develop significantly as a result of these reforms.