

Foreword

Jean Claude Colin, founder of the Society of Mary, set a clear and compelling vision for the contribution that Marist schools should offer society. That vision focused on the central importance of the task of educating young people as Christian citizens and the value of every young person as a unique individual. These values have been at the core of our education mission in Ireland since 1861 with the foundation of St. Mary's College, Dundalk, the foundation of CUS in 1867 and the foundation of Chanel College in 1955.

How we delivered that mission has adapted over the years as education thinking changed and evolved. Up to the 1960's, it was the work primarily of the many Marist Fathers who taught in and managed our schools. Over recent decades this has changed. Today our schools are places of increasing partnership between lay staff, pupils, parents and the Marist community,

As religious congregations diminish in numbers we have all been challenged to confront questions about the future of our mission. The Marist Fathers have been fully involved in this process. Because we value our Marist charism and long tradition in education we have chosen to continue our involvement in this ministry but in a new and what we hope is a sustainable way. The Marist Education Authority is the result of our deliberations and is our way of sustaining and continuing our education mission into the future.

The quality of education that we can offer our young people makes a profound difference not just to them as individuals but also to how our society progresses. Our reflections in collaboration with many others on the future suggest that Marist education principles continue to have great value. The MEA will ensure a dedicated team working with each of our schools as they develop new and creative ways of animating the Marist principles of education to meet the needs of our young people. The MEA has specific roles, responsibilities and authority set out here, which are designed to support our schools being the very best they can be in the Marist tradition.

The Marist Fathers are happy to have found a way of continuing to be engaged pro-actively in the ministry of education. When we consulted with the Boards, principals, staffs and the wider Marist community about this way forward we were met with enthusiasm and energy and some further searching questions. We believe that this approach will take us in new directions. Education changes, society changes, and as Marists we hope we have risen to this new challenge, just as our Founders responded to the challenges of their time.

The Marist Fathers' ongoing commitment to St. Mary's College, Dundalk, Catholic University School, Leeson Street, Dublin 2 and Chanel College Coolock, Dublin 5 is to honour the founding intention: that each school be Catholic and Marist in nature and practice.

The role of the Marist Education Authority (MEA) is to ensure that vitality of the founding intention. This is concretely expressed in the enabling conditions, specifying how each school within its own particular context will provide a Catholic Education in accordance with the Marist ethos.

On June 1st 2008 the Marist Fathers province of Europe came into being incorporating the seven former provinces within Europe namely: France, Germany, Netherlands, Spain, Italy, England and Ireland, which are now defined as regions within the Province of Europe. In keeping with the 'European Province protocol on delegated authority', the Regional Superior of Ireland acts on behalf of the Provincial of Europe in matters concerning the Marist Education Authority.

The Regional Superior is the Patron/Trustee of Chanel College and Catholic University School in Dublin, and St Mary's College Dundalk. The MEA acts on his behalf with delegated authority on the issues outlined in this document.

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The Marist Education Authority: Roles, Responsibilities and Authority

1.1 Introduction and Context

The Marist Education Authority was established by the Irish Province of the Society of Mary in 2003 as a body dedicated to proactive education trusteeship. Through its establishment, Marists wish to demonstrate their commitment, as owners of the three Marist schools in Ireland, to the long term future of the schools, and the safeguarding, promotion and development of the Catholic and Marist ethos in them.

The Regional Superior and his Council, as trustees of the schools, recognise that caring for and educating effectively each student within a Catholic and Marist ethos is a core value, and that they have the primary responsibility to create the conditions necessary for this core value to become a reality. This responsibility will be exercised on behalf of the Regional and his Council by the Marist Education Authority working through local management structures.

In exercising this responsibility, the Marist Education Authority will adopt a partnership approach, recognising that the interdependent relationships and interaction between trustees, management, staff, students and parents are necessary for each school to offer the educational services most suited to its individual circumstances. This approach will take into account that each partner will act at a level appropriate to their influence in the governance of each school depending on their specific mandate, competence and authority.

1.2 The Catholic School

While there is a continuing debate about how the purpose of a Catholic school may be articulated, the following definition from Denis McLaughlin would appear to state the key features in concise and comprehensible language:

‘The purpose of the Catholic school is to proclaim the kingdom through an authentic educational enterprise, by developing within it an ethos and structures that aim to reflect the value that Jesus lived. In practical terms this means the aspiring towards right relationships critiqued by justice, charity, peace and liberty. For many, hopefully, this will be through the growth of a personal, sacramental and communal relationship with Christ.’¹

This definition provides the basis for the establishment of the principles and criteria outlined in section 5 of this document.

1.3 The Marists in Education.

Marists believe that the Society of Mary, to which they belong, exists because of the desire of Mary, the mother of mercy, to support the church in every age. Her concern for the church gives them their sense of mission **to gather in mercy and compassion all God’s people**. It calls them moreover to think, judge and act as Mary in all things. This special sense of mission

¹ McLaughlin D, *The Catholic School: paradoxes and challenges*, Australian Catholic Commission for Industrial Relations, 2000.

determines their various ministries, of which education has always been regarded as amongst the most important.

From the very beginning, Jean-Claude Colin, Founder of the Marist fathers, regarded education as “entrusted by Providence to the Society of Mary” From him, Marists have inherited two keynotes of his educational inspiration: the high importance of the educational task, and the personal value of the individual pupil. Education is understood by Marists as a work of “formation of heart, mind, character and virtue, in short, the formation of the whole person, which prepares the young to be not only disciples but citizens as well and to become Christian members of society.

As in other ministries Marists derive a particular style and approach in education from their fundamental conviction that their’s is the work of Mary. In schools they see themselves called to be, in Colin’s words, “instruments of mercy”, reflecting Mary’s maternal concern for all, especially the weak and disadvantaged. From this concern emerges a school community based on the ideal of family spirit where listening, respect, patience and a caring approach guarantee justice and dignity for all.

Contemporary Irish society provides the context of the Marist mission. Society is more secular and pluralist than ever. Traditional values and customs co-exist with new and sometimes opposing values and practices. This constitutes substantial social change involving both positive and negative dimensions. Most importantly it opens up an immense task of evangelisation, providing an urgent sense of purpose and hope in our ministry to Irish youth. In this challenging context, our schools seek to provide a persuasive experience of Christian community.

2.0 General Principles.

2.1 Guiding Principle:

Authority is exercised in accordance with the principle of subsidiarity where decisions are made at the appropriate level. A higher level body will take action only if and insofar as the objectives of the proposed action cannot be sufficiently achieved by a lower level authority.

The Provincial, Provincial Council, Regional, Regional Council, Marist Education Authority, Board of Management, Principal, teachers, parents and pupils will act within the terms of their respective mandates, competence and authority and at a level appropriate to their influence in the governance of each school.

2.2 The Regional and his Council

The Regional and his Council, as the trustees of our three schools:

- a) Have the ultimate responsibility for Marist education matters and for the actions of the persons and bodies working on its behalf;
- b) Will delegate all the functions of trusteeship to the Marist Education Authority except the following:
 - The appointment of the Marist Education Authority Director

- The appointment of the Marist Education Authority members, following consultation with the Director
- Any proposed changes in the status and/or form of trusteeship of any of the schools.
- Deployment of Marist personnel in the schools in accordance with agreed practices approved by the Department of Education & Skills
- Approval of nominees to Boards of Management before appointment by the MEA
- The funding of the Marist Education Authority.
- The Marist Regional Superior will exercise his role of ensuring that child safeguarding procedures within each school are implemented to the highest possible standard through the Director of the MEA and through the Marist Regional Safeguarding Committee. This will be based on compliance with the Department of Education documents and policies and other legislation. In addition, the promotion of the highest standards of care in the schools will be promoted through the Marist Fathers Region of Ireland Safeguarding Policy and the Protocol for the Sharing of Child Safeguarding Information.

3. The Marist Education Authority

Membership of the MEA:

The Marist Education Authority will be composed of five persons: The Executive Director who will prepare the agenda and facilitate the meetings, and four trustee nominees who are appointed by the Regional Superior for a fixed term of three years. The nomination of the Trustee nominees is entirely at the discretion of the Regional Superior who may replace any or all of the Trustee nominees at any time. In certain circumstances the Regional Superior may take on the responsibilities of the Authority for a short period of time or appoint a suitable person to carry out the MEA responsibilities on his behalf.

The roles and functions of the Marist Education Authority

The core functions will be to:

- Work in collaboration with Boards of Management on behalf of the patron.
- Communicate Schedule One and Schedule Two to the schools through the Boards of Management
- Develop ethos policies and enabling conditions in collaboration with the Boards of Management and staff members of each of the schools.
- Approve key policies submitted by Boards of Management relating to enrolment/admission policies and codes of behavior as required by legislation.
- Put forward strategies for the implementation of such policies.
- Propose seminars, staff gatherings, and other educational and social initiatives etc.
- Work in close collaboration with the school principals and boards of management.
- Support any initiative that will ground and deepen the spiritual leadership of the school.

Meetings:

Meetings of the MEA will take place as required but not less than three times a year.

The Director

The Director of the MEA is appointed as a leader with a faith perspective and enabler of the Marist Education Authority function. He will initiate, develop and co-ordinate trustee educational initiatives for our Marist schools thus ensuring the ongoing and active implementation of the work of the Marist Education Authority. He or She will do this by:

- Developing policies and strategies with the active collaboration of the MEA Authority to enable schools to be effective Catholic schools in the Marist tradition.
- Supporting the delivery of school programmes within a collaborative framework.
- Exercising the delegated trustee functions “Roles and Responsibilities” as described in the MEA official policy document.
- Representing the Trustees in specific approved tasks
- Reporting back to the Regional and council.

Creating Links between the MEA, School Principals and the chairpersons’ of the Boards of Management.

In order to ensure an effective relationship the school principals, the MEA, and the chairpersons of the boards of management will meet two or three times a year to discuss elements of interest in the management/trusteeship relationship.

The Marist Education Authority shall

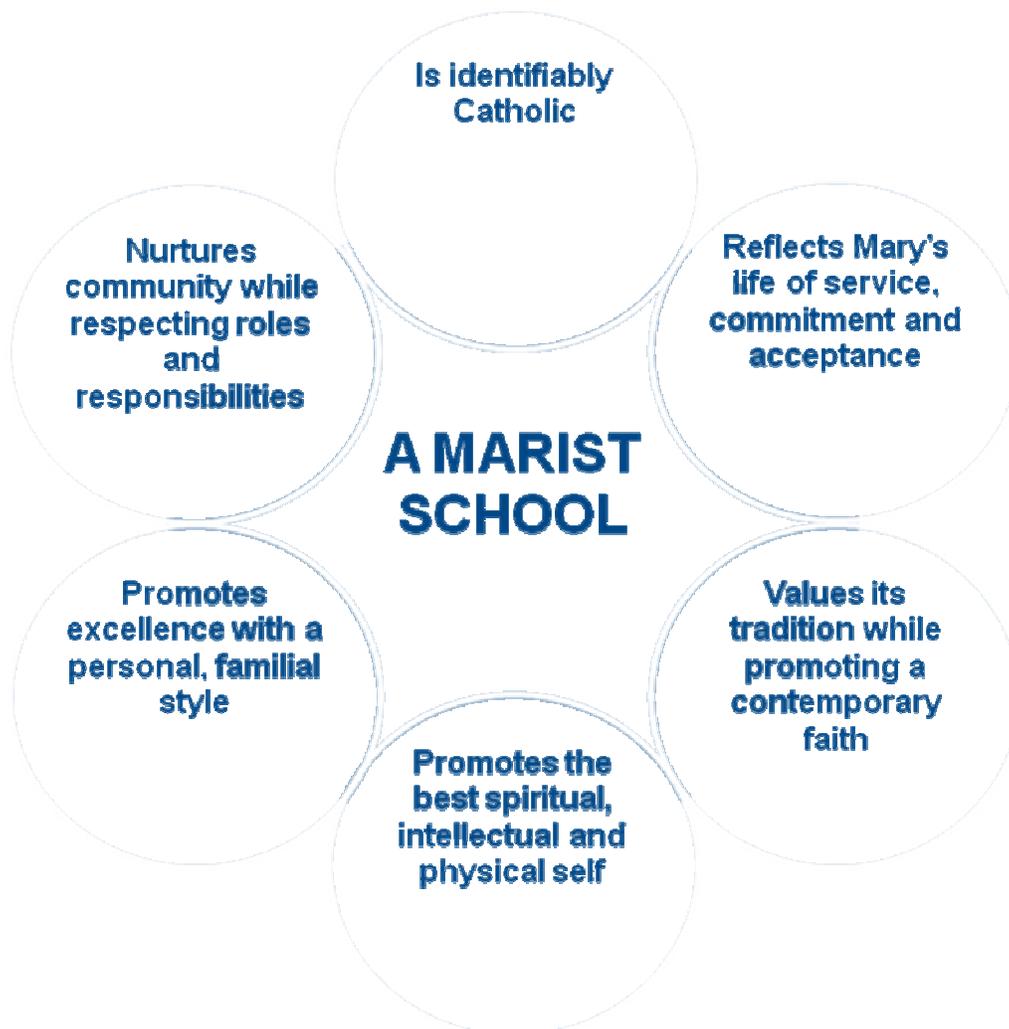
- a) Act with full authority, on behalf of the Regional and his Council, in all trustee matters except for those areas reserved to the Regional and Council.
(see the detailed list of trustee functions in Appendix I)
- b) Safeguard and promote the Catholic and Marist ethos in Marist schools;
- c) Be accountable to the Regional and his Council for its work when it is requested but not less than once a year. This accountability will be exercised through a written and oral report from the Marist Education Authority on the state of the Marist Education Authority and each school. Reports in relation to each school will contain particular references to matters of ethos, pastoral care, RE, catechesis, academic achievement, discipline, finance and financial management, the condition and maintenance of the school plant, school planning and development, staff issues, and partnership;
- d) Act on behalf of the Regional and his Council in Marist education matters, proper to its authority, within Marist schools and with all other bodies involved in education;
- e) Establish principles, criteria and conditions for the existence and development of Marist schools (see section 6 below) and exercise its functions in a proactive manner
- f) Adhere to, in policy and action, the roles and responsibilities of the Trustees of Boards of Management as outlined in the Articles of Management and in the current Manual for Boards of Management of Catholic Secondary Schools (AMCSS, 2003) and the Education Act 1998
- g) Carry out any other appropriate duties delegated to it by the Regional and his Council.
- h) Ensure that each Marist school will apply the child protection procedures and guidelines of the Department of Education and Skills to the highest possible standard.

4. Ethos

Ethos

Ethos refers to how things are done in practice on a daily basis within each school, the day to day norms that determine the atmosphere and spirit of a school. Under the Articles of Management the MEA, on behalf of the patron communicates the educational philosophy of the patron to the school. What we refer to as ‘enabling conditions’ articulates what needs to be done on a daily basis in order for a school’s ethos to be Christian, Catholic and Marist. The following graphic represents the core values of a Marist education in Ireland in the twenty-first century.

4.1 Core Values



A MARIST SCHOOL IS IDENTIFIABLY CATHOLIC.

Marist schools are situated within the mission of the Society of Mary (Marist Fathers) and within the special vocation of the Catholic Church to continue the mission of Jesus Christ in every place and age. As such the Marist School will be clearly identified as Catholic and Marist. Its teachers and attitudes will seek to express the faith of the Church in the contemporary situation. The timetable and curriculum will take into account the need to learn how to pray and worship, appreciate feasts and fasts, give quiet but regular service to the needy. The décor of the school will include elements discreetly recalling the spiritual life, the local and world-wide mission of the Church and the Society of Mary.

A MARIST SCHOOL REFLECTS MARY'S LIFE OF SERVICE, COMMITMENT AND ACCEPTANCE.

As their name suggests, Marists seek to orientate themselves and their activities with particular reference to the person of Mary, to the intuitions of the Marist founders, particularly Venerable Father John-Claude Colin, and to the living tradition of the Society of Mary. The characteristic "Marist spirit", derives from the Gospel, meditation on the presence of Mary with Jesus in Nazareth, on her presence with the apostles as they waited in prayer for the coming of the Spirit, on her hidden presence in the early Church, and on her unique significance for the Church today. Therefore the Marist School community will seek to reflect the service, commitment and acceptance which are evident in Mary's life.

A MARIST SCHOOL VALUES ITS TRADITION WHILE PROMOTING A CONTEMPORARY FAITH.

The tradition to which the Marist school belongs is rooted in the mission of the Church, the spirituality of the Society of Mary and the local environment in which the school is situated. The Marist school will value that tradition: always seeking to express the faith of the Church in the contemporary situation, adapting to the conditions of modern times as the early Marist Fathers did in post revolutionary France in the nineteenth century and aware of the Marist spiritual heritage to which they are party the Marist school will take due care to actively pass on that tradition to the future generations of pupils, staff and parents.

A MARIST SCHOOL PROMOTES THE BEST SPIRITUAL, INTELLECTUAL AND PHYSICAL SELF.

A Marist school will seek to help each student become his/her best self in the context of the Catholic community of faith, and of our world today. In doing this a Marist school will nourish, support and show due concern for the development of all the dimensions of a student's life, inclusive of the spiritual, the intellectual and the physical along with the emotional, moral and social dimensions.

A MARIST SCHOOL PROMOTES EXCELLENCE WITH A PERSONAL, FAMILIAL STYLE.

A Marist school must endeavour to combine a successful pursuit of excellence with the discretion, the simplicity we associate with Mary. The atmosphere and discipline of the school community should be as easy and cheerful as due order permits. The manner in which staff encounter pupils, allow pupils to speak to them, will approach more nearly to the personal, familial style rather than the institutional, again, in so far as the different circumstances allow.

A MARIST SCHOOL NURTURES COMMUNITY WHILE RESPECTING ROLES AND RESPONSIBILITIES.

A Marist school is a consciously nurturing community. It is a community of pupils, staff and families who have a shared endeavour where Mary's way of believing and being present to others is made concrete; where there is agreement on the common task; where there is respect for the different roles within the community; and where there is an acceptance of the equality of dignity for all. By its actions, values and beliefs the school is specifically organised to draw families, teachers and pupils into community and to respect and affirm; the dignity of all, the specific roles and responsibilities of each, and the agreed task of the education of the young.

4.2 Marist Ethos Teams:

Each school will have in place from amongst staff members a Marist Ethos Team. Membership may not necessarily be fixed and may be determined on the basis of need and competence for a particular task. On the ground the team will:-

- Devise ways to concretely express and implement the ethos.
- Organise and co-ordinate events.
- Deliver programmes.
- Call on expertise to facilitate the implementation of the ethos.
- Support others on site.

Further information on Ethos and Core Values is to be found in Appendix I

5. Principles and criteria for the existence and development of Marist Schools

The purpose of this section is to establish some general principles, about the operation and development of Marist schools, which are consistent with Marist thinking on education and on the establishment and functions of a Marist Education Authority, and which can be applied by the Marist Education Authority to each school.

5.1 Developing the principles

The following are suggested as general principles/criteria on which the Marist Education Authority will base its operation in respect of the continued support and development of Marist schools.

That each school is or becomes identifiable as:

- **A Catholic school in the Marist tradition:** reflecting the Marist education and religious philosophy;
- **A purposeful school:** having a firm understanding of its purpose and a vision for its development;
- **An effective school:** using all its resources effectively, together with tools of diagnosis, planning and evaluation to ensure the effectiveness of the educational experience offered to its students;
- **An educational community:** developing and maintaining effective communications and mutual respect between trustees, management, staff, students and parents;
- **A responsive school:** responding to and catering for the particular spiritual, personal, social, academic and vocational needs of its students and potential students.

5.2 Applying the principles

While the principles outlined above are broad in nature, they provide a firm basis for the formulation of a set of criteria for the establishment of enabling and development conditions for each school. The following table demonstrates how schools could evaluate the adherence to the principles in their own circumstances:

A. Principles/criteria	B. How would we know that we have achieved this goal
A Catholic school in the Marist tradition: reflecting the Marist education and religious philosophies	<ul style="list-style-type: none"> • an agreed set of values which drive the education philosophy of the school • its mission statement • the way people relate to each other in the school • its way of making decisions and implementing them • liturgical events • symbols and signs

	<ul style="list-style-type: none"> • its emphasis on spiritual development, RE, fostering mutual respect, pastoral care, links with the home, etc.
<p>A purposeful school: having a firm understanding of its purpose and a vision for its development</p>	<ul style="list-style-type: none"> • a concise, meaningful and effective mission statement which reflects Marist thinking and the realities of the school. • a mechanism for creating a vision for its development and for re-visiting this vision • target-based plans and agreement on how to implement them, especially through the school development planning process
<p>An effective school: using all its resources effectively, together with tools of diagnosis, planning and evaluation to ensure the effectiveness of the educational experience offered to its students.</p>	<ul style="list-style-type: none"> • an explicit commitment to school planning and evaluation as integral elements in the operation of the school • effective staff management and development • effective financial management • a curriculum which reflects the needs of the students in the school
<p>An educational community: developing and maintaining effective communication and mutual respect between trustees, management, staff, students and parents</p>	<ul style="list-style-type: none"> • effective opportunities for education partners to meet and to collaborate to the operation of the school • a clear understanding of the respective roles of the educational partners • clear channels of communication between the educational partners
<p>A responsive school: responding to and catering for the particular spiritual, personal, social, academic and vocational needs of its students and potential students</p>	<ul style="list-style-type: none"> • knowing the needs of its students • organising teaching and learning in such a way as these needs are being met • catering effectively for differing abilities and intelligences • counselling and spiritual accompaniment • a caring atmosphere and a structured pastoral care system • policies and procedures which focus on the needs of the students

5.3 Establishing the enabling and development conditions for each school.

The Marist Education Authority will work with each school to rapidly establish enabling and development conditions based on the above principles. This will be done by working with the Board of Management, the Principal and Deputy Principal, the staff, parent bodies and the other education partners as appropriate to identify issues which need to be addressed. This work will centre around the following question:

What needs to happen in each school in relation to each of the items in column B above, in order for the school to be recognised as a Catholic school in the Marist tradition, a purposeful school, an effective school, an educational community, and a responsive school?

The appendices include a worksheet for action planning and target-setting in Appendix IV

6. Specific interventions to assist schools to meet their agreed targets

Under the sub-heading ‘School Development Planning’, reference is made to agreement between the Marist Education Authority and each school in relation to setting planning targets which will help them to fulfil their enabling and development conditions. It is intended that the Marist Education Authority will initiate a process with the management and staff of each school, designed to identify specific priority areas of development, and to formulate action plans and targets to address them.

The Marist Education Authority will help and support schools to reach these targets in a variety of ways, including:

- Providing specific advice;
- Providing for advice and/or consultancy from independent source(s)
- Providing targeted support(s) such as grant aid and/or training, in response to particular identified and verified needs;
- Rescheduling targets and/or deadlines, if particular circumstances dictate: this re-scheduling would be directed by the Marist Education Authority following consultation with the Board of Management of the school.

It is hoped that these interventions would give each school the best opportunity possible to meet their agreed targets. However, where the Marist Authority believes that all avenues of collaboration and support have been exhausted and have failed to assist an individual school to meet their agreed targets, the MEA will consider the following interventions:

- Verbal and written communication expressing dissatisfaction and possible consequence
- Meeting of the Board of Management with the MEA to discuss the Board’s plans to address the concerns raised
- A formal visitation to the school to evaluate progress on the agreed plan followed by a formal report to the Board

- Withholding of grants and/or other supports
- The dismissal of the Board of Management and the imposition of direct management by the Marist Education Authority, in accordance with the provisions of the Education Act, 1998.
- A recommendation to the Regional and his Council for withdrawal of Marist recognition from the school.
- Closure of the school following a decision by the Provincial and his Council.

7. Property and Finance

The Trustees of the Marist Fathers schools in Ireland have delegated all duties relating to matters of Property and Finance in the schools to the MEA. The MEA processes all information and applications from the schools for the Trustees where necessary. This also applies to any applications to develop, alter, renovate, refurbish or change the use of any part of the school premises for the Trustees approval.

Property

The boards of management of voluntary secondary schools are responsible for the financial management of the schools under the general supervision and control of the trustees. The Marist schools are owned by the Trustees and the Boards of Management have no ownership rights over the schools or any school property.

The Education Act states:

For the avoidance of doubt, nothing in this Act shall confer or be deemed to confer on the board any right over or interest in the land and buildings of the school for which that board is responsible.

Education Act 1998 (3)

The extent of the school property is clearly delineated in the First Schedule to the Articles of Management. The Board is responsible for the upkeep and maintenance of the property and for the insuring the property in the name of the owners. No change of use of the property or buildings can occur without the formal approval of the Trustees. This includes renovations and any capital works. Chapter One of the AMCSS Manual states that decisions relating to extending, altering or renovating the school premises can be made only by the Trustees. This means that Boards of Management must seek the approval of the Trustees in writing for any plans to develop, alter, renovate refurbish or change the use of any part of the school premises. The Trustees have the right to make any changes relating to extending, altering or renovating any of the properties that are licensed to the schools.

Finance

Since the Trustees hold ultimate legal responsibility for any debts incurred by the school, they must exact accountability from the Board of Management for the financial management of the school. The Education Act states that the:

Board shall keep proper and usual accounts and records of all monies received by it or expenditure of such monies incurred by it and ensure that in each year all such accounts are properly audited or certified in accordance with best accounting practice.

Education Act 1998 18 (1)

Each Board of Management of an MEA school is obliged to manage the school finances in accordance with the AMCSS financial management systems. The Board's responsibilities to the Trustees are outlined in the Articles of Management and described in the AMCSS Manual as follows:

- Expenditure in excess of income must be approved by the Trustees
- Hire purchase and loan agreements, or other such contracts which could involve the Trustees in a total liability must be approved in advance by the Trustees
- A forward budget and audited accounts should be sent to the trustees annually
- All school insurance policies should be in the name of the Trustees
- The Board is responsible for a sufficient annual contribution to the Trustees to service any debts relating to interest, capital or licence fee on the school property [Articles of Management 15 (b)] [In exceptional circumstances the Trustees may waive all or part of this commitment in any one year.]
- Decisions which might affect the financial position of the school, such as decisions to join/withdraw from the Free Education Scheme, or to close the boarding section of a school, etc, can be made by the Trustees alone. For Marist schools this means that such decisions will be made by the Regional and council following consultation with the MEA.
- Only the Trustees have the power to make decisions which involve capital expenditure. Therefore, any decisions regarding extension, alteration or renovation of the school can only be taken by the Trustees.

Each board of management should appoint a Finance Committee to assist the board to comply with its obligations and obligations to the Trustees. The Finance Committee should:

- i. Formulate draft budgets
- ii. Monitor income and expenditure including an examination of all bank statements at least once a term
- iii. Establish effective financial management systems and controls that are consistent with best practice as outlined by AMCSS and the FSSU
- iv. Advise on corrective measures to be taken where necessary
- v. Provide a full report on all school accounts detailing income, expenditure, comparison with budgets cash flow and to report to each meeting of the school Board of Management.

Reporting

Each Board of Management will prepare a budget for the forthcoming year prior to the start of the accounting year. This budget is to cover each area of the schools' activities and must be accompanied by an estimate of cash flow. This budget must be submitted to the Marist Education

Authority for approval. Any proposals for special projects or initiatives which will bear a cost must be submitted to the MEA for prior approval. Any proposed capital projects must also be submitted to the MEA for prior approval.

The Trustees must be kept informed about all aspects of the school finances through the MEA and consequently each school board of management must submit a comprehensive report on the school finances at the end of each school term.

Each school must submit to the MEA and to the Regional and his Council a set of audited accounts not later than three months following the close of the accounting year.

Appendix I Ethos

As said in the main text ‘Ethos’ refers to how things are done in practice on a daily basis within each school, the day to day norms that determine the atmosphere and spirit of a school.

The key elements of an evaluation procedure of the Marist ethos in the schools are based on the principles below:

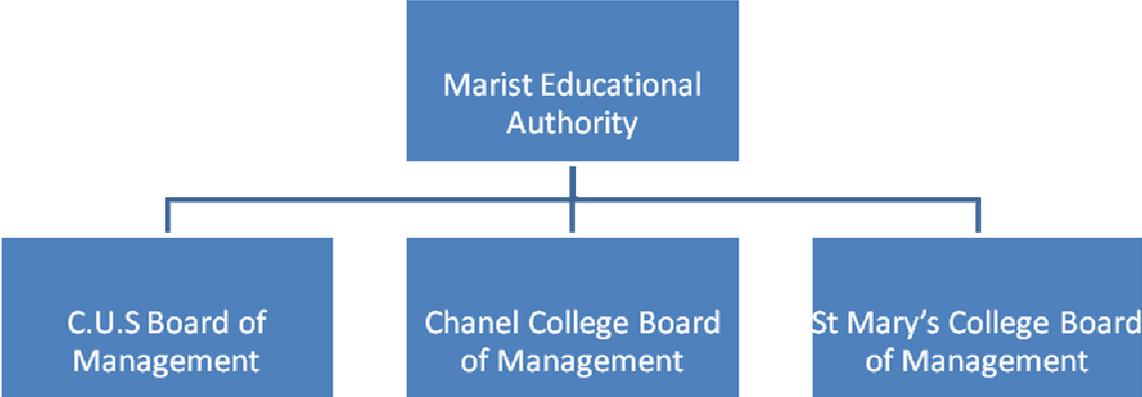
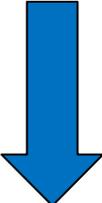
- a) **A Good School:** by any standards strives for excellence in: academic performance, social interaction, effective teaching, learning, psychological wellbeing and social care.
- b) **A Catholic School:** Every school paints a picture of the world and that picture in a Catholic school comes with a faith perspective based on the person and teachings of Christ. Being Catholic is relational: relationship with God, self, others and the planet, characterised by love and justice.
- c) **Pastoral Care:** encapsulates all the elements of an integrated, life enhancing education: physical, social, health, recreational and civic.
- d) **Professionalism** in work practices among management, staff, pupils, and parents - school attendance, participation in meetings, response to needs, accountability to the DES, the BOM, the MEA and the trustees.
- e) **Accountability:** monitoring and evaluation of standards.
- f) **Provision of Support:** for pupils, parents, management and staff.

What would show that the school is Catholic and Marist?

- a) It is a community of faith – demonstrated in quality relationships - inspired by the Marian approach to what being Christian is about.
- b) Religious education is prioritised.
- c) Catechesis is provided for, over and above the formal requirements of religious education programmes.
- d) There is instruction in the sacraments which are readily available to pupils.
- e) Faith practice is concretised through active participation in social awareness, justice and care of the earth programmes.
- f) The Marist dimension of the Christian life is expressed in liturgy and ritual - that honours the liturgical year and sacramental life - and in the daily spiritual life of the school.
- g) The school policies are inclusive and support all members of the school community as indicated in:
 - The admissions policy
 - The code of conduct,
 - The school’s quality of interaction with parents
 - The staff recruitment policy,
 - Best practice procedures.

Appendix II: Diagram of roles and relationships

Regional & Council



Appendix III

Trustee functions performed by the Marist Education Authority (MEA) and the Regional Provincial/Provincial Council (P/PC) All of the following functions are to be delegated to the MEA with the exception of those in bold* print. They are to be carried out jointly by the MEA and the Regional

General Trustee Functions:

1. Safeguarding the Catholic nature and ethos of each school
2. Ensuring that there exists a precise statement of the Marist religious and educational philosophy in a form accessible to its partners and the public
3. Creating a vision based on Marist education philosophy
4. Formulating processes which will enable the Marist Education authority to revisit its vision in a systematic and coherent manner
5. Formulating evaluation procedures to ensure that its policy and plans are guided by its vision and philosophy
6. Evaluating its own effectiveness
7. ***Managing amalgamations/closures of schools run by Marists****
8. Communicating the role of the Marist Education Authority to school Boards of Management and stake-holders at regular intervals
9. Ensuring ongoing communication with the key partners in the school communities regarding school and trustee developments
10. Creating a schedule of regular meetings with key partners in each school in accordance with procedures agreed with the Board of Management
11. Promoting networks between schools owned by the Marists
12. Adjudicating on matters referred to it by Boards
13. Identifying and preparing Trustee nominees for service on Boards of Management
14. Carrying out any functions delegated to it by the Provincial and his Council

In relation to individual schools:

15. Maintaining an operational relationship with each school
16. Having a sound knowledge base about each school
17. It is recognised that the CUS preparatory school is an integral part of CUS, even though its management structures differ from the secondary school. For the purposes of this document, the preparatory school is deemed to come within the remit of the MEA
- 18. *Visiting schools (In addition to regular visits by Marist Education Authority personnel, the Provincial will also be encouraged to visit each school at least once annually, on which visits he may be accompanied by the Marist Education Authority Executive Director)****
19. Being visible and known by key school personnel
20. Developing links with past pupils' bodies with a view to fostering co-operation in appropriate ventures
21. Ensuring that structures are in place to provide liturgical/social/educational events
22. Considering reports from schools (with particular reference to matters of ethos, pastoral care, RE, catechesis, academic achievement, discipline, finance and financial management, the condition and maintenance of the school plant, school planning and development, staff issues, and partnership)
23. Developing a procedure so that the structures are in place to fairly negotiate and resolve areas of dispute between the Marist Education Authority and each school
24. Initiating and supporting school programmes which reflect and promote the priorities of the Marist Fathers.
25. Providing particular supports and opportunities relating to the education of disadvantaged students

In relation to the Board of Management of each school

26. Appointing Trustee nominees to Boards of Management, with the approval of the Provincial and Provincial Council
27. Appointing school Boards of Management

28. Appointing the Chairpersons of the Boards of Management, following approval of the Regional and Council
29. Meeting with and providing training for incoming Boards of Management
30. Providing continuous training and support to members of the Boards of Management
31. Preparing a directory of personnel with relevant expertise who can provide support and advice
32. Establishing a pattern of regular structured meetings (at least once a term) with each Board of Management in order to consider matters, including ethos, pastoral care, RE, catechesis, finance and financial management, the condition and maintenance of the school plant, school planning and development, staff issues, and partnership.
33. Keeping the Boards of Management and partners fully briefed on the operation of the Marist Education Authority
34. Providing feedback to the Board of Management in accordance with procedures to be agreed with each school
35. De-briefing position holders at end of terms of office dissolving a Board of Management under the terms of the Education Act if necessary
36. Managing directly a school whose Board of Management had been dissolved (see The Education Act)

In relation to the Principal/Deputy Principal

37. Developing an effective working relationship with the Principal and Deputy-Principal of each school
38. Holding regular meetings (at least one per term) with the Principal and Deputy Principal of each school with a view to discussing such matters as ethos, pastoral care, RE, catechesis, academic achievement, discipline, finance and financial management, the condition and maintenance of the school plant, school planning and development, staff issues, and partnership
39. Arranging for regular meetings (at least one per term) between the Principals and Deputy Principals of all Marist schools
40. Arranging for each Principal and Deputy Principal to receive the in-service training necessary to carry out his/her functions effectively

41. Working with the Principal and Deputy Principal of each school to establish mechanisms whereby the agreed enabling and developing conditions may be implemented

In relation to school development planning

42. Conducting continuous and in-depth reviews and regular structured evaluations of the progress of each school in its general development, and in meeting particular targets set for the implementation of the agreed enabling and development conditions
43. In collaboration with the school Principal and the chairperson of the Board of Management, ensuring that the Board of management will cover all the business proper to its function within a school year (annual plans and targets etc)
44. Initiating and taking a lead role in the school development planning process in each school, agreeing a timescale of targets to be reached in the overall planning process, particularly in relation to meeting the enabling and development conditions in respect of each school
45. With the Board of Management, the Principal and Deputy Principal of each school, reviewing progress in relation to meeting particular targets set for the implementation of the agreed enabling and development conditions
46. Establishing procedures and protocols for intervention if the Marist Education Authority believes that such targets are not being met (these will be the subject of on-going discussion by the Marist Education authority, but may range from the provision of targeted supports to, in extreme circumstances, a recommendation to the Provincial and Provincial Council for Marist withdrawal from, or closure of, the school [see section 7])
47. Being involved in the formulation and approval of a mission statement for each school
48. Considering and approving the school development plans in each school
49. Influencing and approving school policies on Religious Education and catechetics, pastoral care, special needs education, home school liaison, academic achievement, enrolment/admissions, curriculum, behaviour code etc.
50. Initiating Board of Management reporting procedures
51. Receiving, analysing and responding to minutes and reports from the Board of Management of each school.

In relating to staffing

- 52. In relation to the deployment of Marist personnel in the schools, the Marist Provincial, who has the ultimate authority in these matters, will consult annually with the Marist Education Authority Director and the Principal of each school.***
53. Promoting in-service training of personnel and the induction of new staff in Marist schools in order to assist in their professional and personal development and their familiarity with the Marist ethos and traditions, with the equivalent of at least one day per year on the school calendar being devoted to the latter
54. Advising schools on appropriate procedures and criteria for the recruitment of staff
55. Appointing trustee representatives on selection panels for Principal, Deputy Principal and for other appointments, as appropriate
56. Being acquainted with, and involved in, any proposal to dismiss a teacher, in accordance with any agreed procedures
57. Meeting with staff in each school at least once a year, and at least twice in the first year of the Marist Education Authority's operation

In relation to finance/property

58. Investigating sources of funding for the maintenance and development of the schools
59. Formulating appropriate structures and mechanisms for the financial accountability of each school
60. Establishing protocols for access to, discussion of, and the promotion of transparency in, each school's accounts and other relevant financial information (this will include having access to bank records and the views of any accountant or other finance professional retained by each school.
61. Examining and deciding on proposals relating to excess of expenditure over income
62. Having procedures for dealing with and vetting the current budgets and general financial management systems in each school, having regard for any procedures already in place in the school, which are deemed by both the Marist Education Authority and the Board of Management to be effective
63. Having access to expertise relating to contracts and hire purchase agreements
64. Issuing specific guidelines on insurance

65. Ensuring the maintenance of the property and plant of each school
66. Being aware of all details relating to property held and the contents therein
67. Issuing guidelines on alterations and renovations to property
- 68. Approving procedures for the proper management of the capital expenditure of each school****
69. Approving procedures for the proper management of school debts and issuing specific guidelines on debt service
70. Issuing guidelines on the use of a school by outside groups

Appendix IV
Establishing action plans and targets for each school.

The Marist Education Authority will then work with each school to establish specific action plans and targets in relation to the identified issues. Each action plan will be formulated in such a way as to specify the following:

Purpose	
Desired outcome	
Objective	
Tasks & Targets	
Individual or group responsible for developing plan	
To whom this individual or group is accountable and how	
Individual or group responsible for implementing plan	
To whom this individual or group is accountable and how	
Date by which the development of the plan will be completed	
Date for implementation	
Date for completion, if appropriate	
Date for evaluation	
Methodology for evaluation and reporting	
Individual or group responsible for evaluation	
Support and intervention strategies to be employed if targets are not being met	

Acknowledgements

Many people contributed to the original MEA document – in particular the late Fr. Brian Keenan, Marist Provincial. He gave dedicated and imaginative leadership to the development of the Marist Education authority over his six years in office (1997-2003).

A review of the working of the MEA was carried out by Fr. John Hannan (Provincial 2003 - 2008) with the assistance of a focus group from June 2006 to August 2007. On the basis of the review and the work of the current MEA board and advisors from 2007 – 2010, this revised and updated edition of the Marist Education Authority: Roles, Responsibilities and Authority booklet has been produced.

28th April 2011
Feast of St Peter Chanel sm

The membership of the Marist Education Authority.

Kevin Jennings [Director]

Bernie Deery

Frank Dowling

Fiona Gallagher

Tony Malone sm

Diarmaid Ó Murchú. *Consultant to the Director and advisor to the MEA Board*

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