

Communication Note 12.04.23

The Board of Management (The Board) met on 21st of March 2024 solely to consider all correspondence received via email, and in a letter sent with 228 parent¹ names. Following the meeting, it was agreed to provide information on the Board of Management, our remit, the context and conditions that led to the decision as well as the various approaches the school engages in to communicate with parents and live the Educate Together ethos. The Board collaborated on the communication over Easter, and met again on 9th of April 2024 to finalise its contents. The Board met finally on the 11th of April approving the dissemination of this communication note in response to the emails and letter, as well as for the wider school community's information. The Board wishes to communicate that there is no material change to the conditions that led to the decision communicated on March 11th relating to the unsuccessful process to procure after-school care services for the parents of our school, and affirms this decision still stands. In short, the overarching consideration and conditions that led to the decision was the Boards core responsibility of educational provision and how any use of school space must be considered in this context. This communication will endeavour to expand on these considerations and conditions. The Board has no reason to withhold information or act in bad faith. However, the Board acknowledges it cannot address all the information to the levels of specificity requested due to the confidentiality of the process but will seek to respond broadly to the main issues raised and endeavours to substantially meet the threshold of honesty and transparency. The Board was guided and informed at all times by the Governance Manual for Primary Schools 2023 - 2027² with due consideration for Department of Education Guidelines³ on the use of school buildings. The Board wishes to acknowledge the worry the decision created and that clearer and ongoing communication related to the changing conditions that led to the unsuccessful outcome to procure after-school care services was required directly from the Board. The Board acknowledges that care services are important for parents, however, the priority of the Board is to ensure the mainstream educational provision for pupils which is reiterated in the Governance Manual as the Board's core responsibility. The Board confirms that the decision was made collectively and the Board was fully engaged and briefed on all aspects of the process. Finally the Board wishes to acknowledge the time and service First Steps has provided to our school over the last number of years.

¹ When we refer to parents in this communication we mean any parent, guardian or adult who has caregiving responsibilities for children

² Governance Manual for Primary Schools 2023 - 2027 available here [gov - School Boards of Management \(www.gov.ie\)](http://www.gov.ie)

³ Guidelines on the use of School Buildings outside of School Hours available here [ca5b1787db1b47f98de31f57e977dad0.pdf \(assets.gov.ie\)](https://assets.gov.ie/ca5b1787db1b47f98de31f57e977dad0.pdf)

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The Constitution of a Board of Management

Boards of management of primary schools are appointed for a four year term. The term of office for new boards of management is from 1 December 2023 to 30 November 2027. The Board of Management is made up of nominee's from different partners in education but do not represent these partners, rather they bring their perspective. The nominees are:

- Two direct nominees of the patron.
- Two parents elected from parents of children who are enrolled and have commenced attendance at the school (one being a mother, the other a father, elected by the general body of parents of children who are enrolled and have commenced attendance at the school).
- The principal (or acting principal) of the school.
- One other serving teacher on the staff of the school, elected by vote of the teaching staff which includes the principal.
- Two extra members proposed by those nominees, acting in accordance with the process set out at Appendix C⁴ ; these two members are known as the community nominees.
- The patron, community, and parent nominee positions are all voluntary. The current members are available to view in **Appendix 1 at the end of this communication**

The Role of the Board of Management

The Board manages the school on behalf of the patron (Educate Together) and is accountable to the patron and the Minister for Education. The Board must ensure that the running of the school is child-centred and true to the Educate Together ethos. The Board is responsible for supporting provision of education, school finances, recruiting staff, and developing, implementing and reviewing school policies such as the Enrolment Policy, the Child Safeguarding Statement, Code of Behaviour, Anti-Bullying Policy, Complaints Procedures, School Attendance Strategy, and the Health and Safety statement. The principal is responsible for the day-to-day management of the school, including guidance and direction of the teachers and other staff of the school, and is accountable for that management.

All boards of management of primary schools assuming office from 1 December 2023 onwards are required to adhere to the provisions of the Governance Manual for Primary Schools 2023 – 2027. The Governance Manual States that:

⁴ Governance Manual for Primary Schools 2023 - 2027 available here [gov - School Boards of Management \(www.gov.ie\)](http://www.gov.ie)

- Each board is a separate legal entity and must manage its own school in accordance with the duties and functions of a board of management as set out in the Education Act 1998 and in accordance with the provisions of this manual
- Individual members of the board are required to keep the matters discussed at meetings including all documents drafted and disseminated to board members confidential unless otherwise agreed by the board
- Board members are not delegates of their electorates. They have no obligation to either report back to their electors or to take instruction from them on how to vote at board meetings. Such reporting may be a breach of confidentiality requirements. It is a matter for each board to decide what may be reported and by whom and, in this respect, it is essential that personnel, financial and personal matters are dealt in line with relevant confidentiality requirements.

Decisions and Communication

Decisions arrived at by consensus or by vote, are decisions of the Board of Management. Individual members of the Board are obliged to keep the matters discussed at meetings confidential, unless otherwise agreed by the board and where so agreed, members must not publicly criticise or make any negative public comment about decisions, irrespective of their own personal views on the matter. The requirements for confidentiality, stipulated in the Governance Manual, mean that detailed minutes of Board meetings are for the use of members of the Board as part of their roles only. Section 9.3 of the Governance Manual provides for Boards to put in place an agreed report to support good communications to parents, staff and the school community. The agreed report shall not include details of any issues which must remain confidential to Board members.

The Board of Management at the closure of each board meeting shall determine the information to be conveyed to parents, school staff and the school community, and the manner and terms in which it should be conveyed and by whom. An agreed report should be drawn up for this purpose. The *agreed report* shall not include details of any issues which must remain confidential to Board members. Such issues should be clearly identified and members must be notified of their obligations in respect of the confidentiality requirements under section 8.

The *agreed report* is published, after every Board of Management meeting, on the school website here: www.graceparketns.com/board-members This report is shared with the PTA (Parent Teacher Association), and is shared at the PTA meetings. This report has incrementally been improved to ensure the information reported is accessible based on feedback from parents.

Individual parents can correspond with the Board of Management through the chairperson. The relationship with the parent community is facilitated between the Parent Teacher Association and the Board. The Board endeavours to maintain good communication with the PTA. Every parent in the school is deemed to be a member of the PTA. PTA committee meetings remain open to all interested parents, and every meeting is minuted and the minutes are distributed to the entire parent body for the benefit of parents who cannot attend meetings in person. The chairperson of the Board of Management attends every PTA AGM and gives an account of the year and a presentation about the Board of Management and its members. The treasurer of the PTA and that of the Board engage in contact related to fundraising on a regular basis, as well as support the PTA in completion of their annual budget. The Board of Management last year sought to fund the PTA, rather than fundraising to be used, to indicate its appreciation of all the fundraising efforts of parents and so that all these funds go directly on resources and not administration. The following outlines recent engagement between the Board of Management and the PTA.

2021 - 2022: Two PTA meetings were addressed by a member of the last Board of Management. There were numerous meetings and communications between the Board of Management and PTA related to fundraising and PTA budgeting.

2022 - 2023: Two PTA meetings were attended by the treasurer to the Board of Management to assist with fundraising planning

September 2023: The Board of Management gave two presentations to the PTA AGM, one by the chairperson and another by the treasurer

October 2023: The Board of Management managed the nomination process for two parent nominees to the Board of Management. The Board of Management also attended the subsequent PTA meeting.

Ongoing: After each Board of Management meeting, the agreed report is shared with the PTA. Any fundraising reports are shared from the PTA. The PTA and Board engage on the PTA's yearly budget, as well as developing the fundraising plan.

Background to how the Board of Management Manages Rental of Space

The school building is leased to Educate Together and managed on behalf of the patron by the Board of Management. This lease covers the school building and the yard. All the surrounding lands, including the access road to the school, and the flower beds abutting the school walls, are owned and managed by Dublin City University. The Department of Education encourages the use of school buildings outside of school time however The Board has due consideration for Department Guidance that states “the priority use of school property is for primary or post-primary educational provision”⁵. The Board understands the value of prioritising available school space for rental to after-school care, but Department Guidelines prioritise using school space for core educational purposes and requires the Board to ensure any rental of school space does not risk compromising the quality of education for all our children.

Background to After-Care Service Provided through the Rental of School Space in our School

An after-school care service has rented spare classroom space in our school since 2019 and has continued as there was always a surplus of free, unused rooms available. The Board has invested a lot of time in supporting an after school care service over a number of years, adapting to the changing classroom spaces that are available in the school and through this engagement it was apparent that the range of space would eventually no longer be available when the school reached capacity. This information was discussed over the years at PTA meetings. Many new-build schools have gone through the same journey of having to withdraw certain classroom spaces as their capacity has grown whereby all classroom and multi-purpose space is used for provision of mainstream education for pupils. In our school, the availability of space in the school has diminished significantly since the opening of the new school building in 2020 as classrooms began to be occupied by the increasing number of classes as the school developed. In 2022 the Board identified the need to look again at the after school care services provided in the school due to the changing availability of classroom space, and the prolonged period of rental without a re-tendering process. However, from the beginning of the school year 2023, there were no longer available classrooms to rent but out of due consideration for a

⁵ Guidelines on the use of School Buildings outside of School Hours available here [ca5b1787db1b47f98de31f57e977dad0.pdf \(assets.gov.ie\)](https://assets.gov.ie/ca5b1787db1b47f98de31f57e977dad0.pdf) page 7.

tender process and review of options the Board sanctioned the use of classroom space to avoid an immediate removal of after-school care service while trying to come up with a more permanent solution. The Board was significantly flexible in this regard given the guidance specifically states that when school space is required back, that the service should be terminated. It was at all times understood and known, including with the current commercial provider over the past number of years, that the available free classroom space was diminishing each year and that any future prospects for any rental of school premises would need to account for this.

The Board of Management wishes to clarify that no agreement existed beyond August 2024 for rental of school space and thereafter, any service offered is a matter addressed under their contracts or commitments made with the commercial provider. The Board wishes to confirm that the space is available to the current provider until the end of their current agreement and the Board has not amended or changed the status quo under that agreement that expires in August 2024. The Board wishes to share its disappointment that parents were offered spaces in a service that had not been approved in the context of any agreement with the Board for rental of space in the school from September 2024 onwards and where the highest ranked tender was engaging in a confidential process of negotiation, pending Board review and approval of any agreement.

Procurement Information

The Procurement Process

The engagement in the procurement process which included a substantial investment of time by the Board was to procure the services, for parents, of an after school service. This investment of time was due to the importance the Board placed in seeking to establish through the process what it could achieve for parents vis-à-vis prioritising school space outside school hours for an after school care service. This remained the intention and expectation until more recently when it became apparent that an agreement could not be reached due to the inability of the Board to act contrary to Department Guidance in the rental of the school building.

The Board initiated a tendering process both because it was required in order to comply with Department Guidance on the use of school buildings outside school hours and as a matter of good governance. It was apparent that in doing so there would be some restructuring and limitations, including requirements for a service for no more than 11 months (rather than 12 months) and consideration for a solution to 1.10 - 2.10 pm in the context of Department

Guidance. However, those matters could only be addressed in discussions around finalising an agreement with the highest ranked tenderer, once identified. These negotiations are confidential to the procurement process. However, the Board can confirm that the school hall was made available from 2.10 pm onwards, and that the provision of school space from 1.10 - 2.10 pm was not possible due to the reasons outlined below. The Board can confirm that no agreement could be reached with the highest ranked provider without the Board providing space in the school building from 1.10 -2.10 pm.

The Timeline of Process

The following timeline of steps were undertaken to illustrate the scope and time spent engaging to seek a service, which the Board of Management engaged with. This was done so at all times in good faith and following best practice.

October 2023: Preparation of tender

November 2023: Review and approval of tender

December - January 2024; Invitation to Tender - undertaken by Board of Management

February 2024: Ranking of tenders - undertaken by members of the Board of Management, PTA and external independent assessor

February - March 2024 Engagement with highest ranked tender by members of Board of Management

March 2024 Deliberation on the requirements to provide a service was completed by all Board Members and a decision that it could not meet sufficient requirements to facilitate a service

March 2024 Communication of decision

Engagement and Various Issues

Significant engagement was evidenced by those Board of Management members tasked with the engagement, with many issues resolved related to the Boards parameters in terms of its facilitation of space in the context of minimising the impact of education provision. However, the lack of space during school hours from 1.10pm-2.10pm meant that no agreement could be finalised.

Other Considerations

This selection and negotiating process are confidential. Good practice was adhered to, and the Board of Management is satisfied that it undertook the process in this manner. The Board understands that information related to the process was shared, however is unable to confirm or counter this information, as it is bound by this confidentiality.

Considerations Relating to School Space

Use of School Space from 1.10 - 2.10 pm

The Board of Management no longer had available or unused school space not currently used by school staff for the provision of education to rent during this time. Current provision of classroom and library space from 1.10 - 2.10 for rental did not adhere with the guidance set in the Department.

Use of Classrooms from 1.10 - 2.10 pm

Classrooms are utilised by school staff during the school day, for teaching, learning and preparation.

Use of School Hall

The Board agreed to make the school hall available from 2.10 pm onwards for an after school care service through rental. The Board was willing to prioritise the school hall for the after school service above other commercial renting such as ECAs, Ballet and Karate. The Board was not in a position to offer the hall from 1.10-2.10pm during school time as it is required by staff for provision of education e.g. Physical Education

The Use of the Library

The Board considered the use of the library from 1.10-2.10pm, as is an aspect of the current arrangement, but it emerged that the library will be required for support teachers as currently there are not enough support teaching rooms and two teachers work on the corridor. The school was granted 2 additional support teachers under an exceptional review. This now requires the library to timetable both class visits and support teachers teaching. This will mean it must be used by the teaching staff and children of the school during school hours and is no longer available space.

Installation of an Outdoor Room

The Board considered the installation of an outdoor room, similar to the one in use in Glasnevin ETNS. The Board explored the possibility of installing an outdoor room. However, due to space constraints on the yard and the significant cost that wouldn't be covered by Department grants, this option wasn't deemed feasible. The current space pressures on the yard already necessitate the use of the school hall during yard time.

Further Considerations

Re-tendering and Seeking a Service that Would Provide 1.10pm - 2.10pm in a Third Party Premises

The Board considered re-tendering for a service on the basis of providing the available hall space from 2.10pm onwards with the provision for a service to provide care and sibling hours from 1.10 - 2.10pm off site. However, the Board deemed it beyond its remit to procure services beyond what it could provide in the school building it has responsibility for.

Rental of Spare School Space Moving Forward

The Board approves each year firstly, that there is school space to be made available to rent, this is based on the considerations of the renting's impact on the provision of education, and the resources required to administer and manage rental of premises. The Board approves all long-term renting agreements on and for a yearly basis only. The running of ECA's and camps are approved in this context if requested by staff. These approvals are only sought on the basis of demand from parents. The Board prioritises long term renting of available school space given the lesser burden on administration required, as well as the good relationship that can accrue from a long term arrangement. This includes the rental for after-school care. All groups, individuals or businesses who seek to rent space do so at the same rates, with exemptions considered by the Board of Management for voluntary groups with no income.

Finance

Financial Considerations

The Board of Management appreciates the concerns in relation to the financial aspects to the decision. The Board is aware that it is known through representations from patron bodies⁶, that schools are not adequately funded by the Department of Education. This necessitates important fundraising that parents engage in to ensure that the school is resourced to meet the needs of the children. The Board wishes to reiterate that it made a decision to use capitation funding to support the administration of the PTA to acknowledge and ensure all fundraising goes directly on resources for children. We value and acknowledge the tremendous fundraising that our parents undertake, and this will always be for school resourcing. The Board will continue to provide transparency with fundraising reports in each agreed report.

Renting's Financial Contribution to School

The main context for any rental decision of available space is to support the running of the school. This was a significant requirement for our large school building that was not funded on the basis of its size but instead for the pupils in the school. The costs associated with insurance, light, heat, security and maintenance were based on the school building size and not the amount of pupils in the school at the time. This was significant in 2020, when the school received a capitation grant on the basis of 240 children. This rental income made up the shortfall to run our building. However, the school is now fully developed and will receive a capitation grant on the basis of 423 children which substantially covers the associated running costs. However, the continuation of renting of available school space outside school hours will continue to be required to cover the smaller shortfall.

Impact on Finances

The Board acknowledges that by being open about the challenges related to school financing concerns of financial viability are understood. The Board fully complies with its responsibilities set out in the Governance Manual. The school accounts are managed by accountants, and certified as required by the Financial Supports Services Unit (FSSU) by the Department of Education each year. The Board considered the impact of the reduction in rental income based

⁶ [Primary managers call for increase in school funding - Educate Together](#)

on the decision and wishes to confirm that our school is sufficiently funded to meet its obligations this year.

Ethos

Educate Together Ethos

Educate Together schools provide a unique, inclusive and equality-based school ethos, as set out in the Educate Together Charter. The Charter describes schools that guarantee equality of access and esteem to children irrespective of their social, cultural or religious background, are learner centred in their approach to education and are run as participatory democracies, with respectful partnership between parents, pupils and staff. This aspect of respectful partnership behoves upon us as a Board to communicate in a respectful and transparent manner with all members of the school community. It is also a reasonable expectation on our part that members of the school community communicate in a similarly respectful manner with us.

Our Core Values

The core values of how we communicate are embedded in our school's values. These are:

- Be safe
- Be respectful
- Be kind
- Be ready to learn
- Belong

These values are regularly modelled and discussed in class and at assemblies. They reflect the friendly and inclusive nature of our school both in the classrooms and on the yard.

Ethos in the Context of Board Decision Making

As an Educate Together school that develops and changes rapidly in 7 years from 29 children to over 423 pupils and 46 staff, the manner in which we all engage with what the ethos looks like changes. Aspects that embodied the ethos when the school was small cannot always follow on as a school becomes so much larger. Ethos is something that is constantly reacting to the context and environment, which is ever changing, and the Board is always cognisant of the ethos in all decisions.

Welfare of the Children

The Board acknowledges the disruption and change for children that will be required due to there no longer being an after-school service in classrooms in our school. The Board will continue to support staff as they support all children with their wellbeing going forward. As a Board we will seek to ensure that the school continues to support all children with matters relating to their wellbeing including coping and adapting to change in any care settings. We would encourage staff to be available to meet with parents should any significant challenges arise for any pupils and to seek our support in helping to address same

The Ethos in Action in our School

Berry Street

Our school has been engaging the use of Berry Street for a number of years. Berry Street is a whole school approach that equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. Our education model enables schools to support students' self-regulation, relationships, and wellbeing to increase student engagement and significantly improve academic achievement. The Board has significantly invested in training and support the development of this programme across the school. The programme has significantly shaped our child-centred approach to teaching, learning, and management of behaviour and relationships.

Nurture Programme

Our school has a nurture programme and facilitates this approach to support children feel safe and connected to school. The concept of nurture in education recognises that students' wellbeing is as important as their academic achievements. Schools applying a nurture approach address the social, emotional and learning needs of individual students by providing help to remove barriers to learning. There is a strong emphasis on emotional literacy, language development, relationships, and communication. When the barriers to learning have been addressed and children feel connected to school life, then engagement in learning follows.

Learn Together

In Educate Together schools, the Learn Together Ethical Education curriculum is taught. It includes learning about values and ethical perspectives; equality and justice; belief systems and an ethical approach to the environment. Learn Together teaches students about different belief

systems as well as atheism, agnosticism and humanism, without promoting any one worldview over another.

Communication

Varied Communication and Engagement Approaches to Meet Varied Needs

The school sets out a number of ways to engage with and communicate with the parent body. These methods of communication have changed and evolved as the school grew and with feedback from parents. As the school becomes more established the methods of communication will likely continue to evolve. Currently, as we are still developing, there are still frequent changes, protocols and procedures being put in place, and new initiatives to communicate. Over the years parents let the school know that there were too many communications across too many channels. This has been very useful and The Board appreciates the efforts of parents' input on this subject.

Aladdin Connect

Accordingly, as a result of collaboration with parents, the school now exclusively uses Aladdin Connect for communicating with parents via a noticeboard. Parents can view whole school notices, directly message the class teacher, schedule parent teacher meetings and give permissions for outings via Aladdin. In order to condense important information into as few communications as possible, as per parents' requests, there is a weekly newsletter created by Liana in Padlet, and uploaded to Aladdin. Important upcoming dates to note are at the top of every newsletter, followed by information that relates to the whole school, and finally some news and photos from individual classes. Parents who are only interested in critical information can read the important dates (early closures, dress up days, festivals etc.), and parents who want more information can read the whole newsletter.

Acquaintance Meetings

The school has also introduced acquaintance meetings. These meetings are held at the beginning of the school year to allow the teachers to meet and greet the parents of their new class. It is a great opportunity for parents to see what the teacher has in store for their child each year. In the second term there are parent-teacher meetings. Over the last two years there have also been open nights or open mornings. This gives the parents opportunities to come in

and see their child's classroom, and engage with school staff, and the school enjoys and benefits from these interactions with the parent body.

Parent Teacher Association

In our school we have a very active and involved PTA. The Board would like to acknowledge and thank the extremely hard working parents who have given up their time to sit on the PTA committee and act as class representatives. A number of parents have represented their classes numerous times. Their hard work is very much appreciated. Among other things, the PTA committee has organised a park and stride arrangement with Ierne which has been invaluable to the school community, introduced the Parents' Pact, and carried out huge amounts of fundraising; financing our library and our school yard. The PTA have also provided some thoroughly enjoyable social events, which also helped fundraise, including bake sales, bike and breakfast mornings, Camino Hikes, table quizzes, and recently the hugely successful movie night. This interaction, engagement and cooperation between the parent body and the school is an important part of our Educate Together ethos.

Community Practices Related to Communications

The Board understands that decisions at both school and Board level can at times create strong views and opinions. There are agreed lines of communication and a complaints procedure available to parents. The Board encourages all parents to engage firstly with the classroom teacher in this regard. While we understand that WhatsApp groups provide an ease and immediacy for communication related to the school, it is important to be aware that these groups set up to communicate about or for school, are a public forum. Often, in these groups there are parents who are also staff in the school. The Board supports engagement in these groups to mirror the core values of our school.

The Board acknowledges the level of worry that parents have felt in relation to the unsuccessful process to procure after-school care services for our school. In considering all correspondence received from parents on this matter the Board appreciates earnest opinions expressed and questions posed by many parents. However, some of the correspondence did not align with our schools core values and were less than respectful. In this regard, the Board encourages all communications with and within the school to have consideration to being kind and respectful.

The Board wishes to be as helpful as possible and has compiled a list of local care providers with contact details. This list is supplied in Appendix 1.

The Board wishes to thank you for your time in reading and taking into consideration all points raised within this communication note. The Board invested a significant amount of time in meeting, considering and responding to the questions, clarification and queries. They have done so because it was necessary to respond comprehensively to support people's understanding of the context and conditions that led an unsuccessful process to procure after-school care services for our school. The Board will continue to work diligently on behalf of all children, parents and staff of the school, in the context of its obligations set out in the Governance Manual, and as an Educate Together school.

Appendix 1: Board Members

Chairperson (Patron Nominee)	Kevin O'Neill is the Chairperson of the Board of Management since December 2023. Kevin is a senior public servant, working for many years in the courts and judicial areas. He has particular experience in governance and management. Kevin lives in Whitehall.
Treasurer (Patron Nominee)	Paul Knox is Treasurer of the Board of Management and currently works in the Institute of Education in DCU. He has worked in Educate Together since 2011, as a teacher in Castaheany ETNS in Dublin15 and as principal in North Bay ETNS in Dublin 5.
Secretary (Principal)	Niamh Cullen is Secretary to the Board of Management since she became Principal in August 2021. Niamh is a qualified primary teacher and post-primary teacher. She has been teaching since 1995 and spent the last 18 years working in Educate Together. She was the founding principal of Harcourt Terrace ETNS, before joining Grace Park ETNS. She is currently a member of Educate Togethers Board of Directors.
Teacher Nominee	Simone Townsend is from Dublin and lives in Drumcondra. She has been teaching for almost 10 years. Simone joined Grace Park ETNS in 2022 and is currently teaching 3rd Class. She is also a qualified yoga teacher and has a special interest in wellbeing which she strives to foster in her classroom.
Parent Nominee	Caitriona McLean is from Dublin and currently lives in Marino. She has a background in research science. She gave up work following the birth of her first child. She spent a year as secretary of the PTA, followed by two years as chair of the PTA before election to the Board of Management. She is also involved with Embrace Autism D9, and the Drumcondra Autism Friendly Village campaign.
Parent Nominee	Mark Cockerill is originally from London and Wexford and has lived in Dublin for 25 years. Mark heads a global corporate and international development team, as well as leads the Irish office, for a US

	<p>multinational. He is also a qualified solicitor and previously lectured in company and contract law for over 15 years.</p>
<p>Community nominee</p>	<p>Tomás Hickey is the former principal (retired) of Skerries ETNS. He has a special interest in ET ethos, Special Education provision- particularly for children with Autism, and leadership for staff, teaching and supporting in schools. He lives in Phibsborough.</p>
<p>Community nominee</p>	<p>Mary Regan has worked for Public Jobs for over 30 years who are the centralised provider of recruitment, assessment and selection services across the Irish and Public Service. She has been a player and coach in St Vincent's GAA club and coached in Whitehall Colmcille GAA club. She coaches goalkeepers at all levels and currently coaching goalkeepers in both clubs.</p>

Appendix 2: Local Care Providers

Provider Name	Address	Website	Contact email	Phone number
The Learning Tree	Childvision, Grace Park Road, Drumcondra, Dublin	https://thelearningtree.ie	info@thelearningtree.ie	(01) 8576578
Little Learners	The Arts and Business Campus, 40 Drumcondra Road Lower, Co.Dublin	www.littlelearners.ie	Via form on website	085 1449610
Lullabys Afterschool	St. Josephs CBS, Marino Park Avenue, Dublin 3, D03PF72	lullabyschildcare.com	lullabysmontessori@gmail.com	083 0199187
Little Rainbows	The Grove, Griffith Woods, Griffith Avenue, Dublin, D09A25C			087 1896601
Meadows Montessori	14 Grace Park Meadows, Grace Park, Dublin 9, D09A4X8	Facebook	meadowsmontessori8@gmail.com	086 0744303
Kids Inc After School Care	St. Vincent's GAA Club, Malahide Road, Dublin	fairviewmarino.ie/kids-inc-after-school	jennifer@kidsinc.ie	083 4855058/ 01 6208952
Fairview Creche and Montessori	22 Addison Road, Fairview, Co. Dublin	www.childcare.ie/county-dublin/fairview/creche-montessori/fairview-creche-montessori		01 8364393