



St Catherine's National School
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Continual Professional Development (CPD) Policy

St Catherine's NS believes that all staff should be involved in a continuing process of improvement. We are proud of the high quality of teaching and learning we provide. We are committed to supporting and providing good and successful practice that supports and improves teaching and learning. The school participates in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school. The school is committed to fostering a positive ethos of continuous learning.

Aim

The ultimate aim of this CPD policy is the improvement in the practice of individuals through the creation of a learning community. Its purpose is to:

- Improve the quality of learning and teaching
- Enable the school to meet its curricular aims
- Provide the highest standards of support and guidance to pupils
- Facilitate school improvement and development
- Contribute to professional aspirations and career progression
- Support and challenge strategic decisions to ensure the best outcomes for pupils

Evidence suggests that the best results occur when CPD is central to the school's improvement planning. We will work to integrate school self-evaluation, development and CPD in a coherent cycle of planning, seeking to improve the quality of teaching and learning for all members of our school community.

We believe that staff will benefit most where a wide range of different types of CPD is on offer. Whenever possible, the types of CPD selected will be the most appropriate to the needs of the school and of individuals.

Our CPD plans will strive to strike a good balance between national and school priorities; very often these will overlap.

Objectives

- To enable colleagues to meet their potential and to feel valued
- To enable colleagues to be appropriately informed, skilled and confident
- To improve the quality of teaching and learning
- To improve the quality of leadership at all levels
- To improve the effectiveness of management at all levels
- To enhance job satisfaction and career opportunities
- To gain ownership in response to change
- To support effective school self - evaluation and implementation of the school development plan

CPD in our school

CPD supports the individual's needs and improves professional practice. There are many possible sources of CPD – from within the school, from school networks and partnerships and from other external expertise such as IPPN, PDST, INTO, NCSE. Some forms of CPD may encompass elements from more than one of these sources.

In order to meet the needs of staff and to maximise the impact on teaching and learning, a range of approaches to CPD are used. The school aims to make the best use of all available resources. The CPD approaches include :

- Attendance at a course or conference
- In-school training using the expertise available within the school e.g. team teaching, skills in the classroom observation, sharing existing expertise
- In-service training days
- School based work through accessing and external consultant/adviser or relevant expert such as an advanced skills or lead teacher, model or demonstration lessons
- School visit to observe or participate in good and successful practice e.g. visit to school or subject area with similar circumstances
- Secondments e.g. with a regional or national organisation, an exchange or placement
- Research opportunities
- On-line learning e.g. webinars, training videos
- Practical experience
- Coaching and mentoring
- Team building activities
- TeachMeets
- Partnerships
- Creating an improved learning environment within the school

Induction

All NQTs (Newly Qualified Teachers) can complete their Droichead (Induction) process in St. Catherine's N.S. Our PST (Professional Support Team) includes Karen Jordan, Stephanie deBarra and Hazel O'Connell. All permanent teaching staff who have at least 4 years of teaching experience will have the opportunity to train as PST members. Every new member of staff receives an induction handbook.

Leadership and Management of CPD

The Principal who has responsibility for Learning and Teaching is the CPD leader. In order for staff to maintain and develop their skills and contribute to school development, the CPD leader will ensure that CPD balances the needs of the school and its development priorities, the development needs of certain departments e.g. SEN department and the career aspirations of the individual. The CPD leader will report to the Board of Management regularly regarding staff participation with CPD.

Procedures

Attendance at any CPD course must be agreed in principle with the Principal. The member of staff should discuss dates with the Principal bearing in mind any other leave that has been previously

booked and uploaded to the school calendar. Each member of staff is responsible for booking their place on a CPD course.

The CPD leader will organise substitute cover for the member of staff.

Funding

The Board of Management welcomes and supports the Continual Professional Development of all staff members. We believe that an investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school. There is an annual budget allocated for CPD and substitute cover for it. Payment of courses can be facilitated via credit card payment or invoice.

Before approval is given to CPD training, careful consideration should be given to value for money and the resources available.

Should staff participate on more formal long-term training and courses such as Diplomas, postgraduate courses etc. they may wish to seek additional funding or part payment from the Board of Management. To do so, the staff member should write to or correspond with Board Members via the staff representative.

Success Criteria

The quality and short-term effectiveness of CPD can be evaluated through informal discussion with staff and Board of Management members.

The long-term effectiveness of CPD will be evaluated through:

- Pupil outcomes
- Lesson observations
- Staff wellbeing
- Recruitment, retention and career progression of staff

Ratification and Communication

This policy was circulated to all members of staff for their comments, and then discussed, with proposed amendments, by the board at its meeting on November 15th, 2021. It was ratified by the Board on 15th November 2021 and will run for the next 2 academic years, when it will be reviewed (November 2023).

David Thomas

Chairperson of the Board of Management