



CDETБ

As part of the Quality Improvement Review (QIR) process, the City of Dublin Education and Training Board

City of Dublin Education and Training Board

Teacher, tutor & instructor survey Colleges of Further Education

The QQI inaugural review has 3 objective areas all of which relate to the CDETБ mission and strategy. These are:-

1. Governance and management of quality
2. Teaching learning and assessment (TLA)
3. Self-evaluation, monitoring and review

The teacher, tutor, and instructor survey gathered feedback on staff's experience of TLA this year with a specific focus on commitments made in the CDETБ statement of strategy relevant to the review process. 585 staff responded to this survey including 332 teachers from CFE (57% of all respondents).

There were **454 CFE academic staff employed 2020** including teachers giving **response rate** of approximately **71% of CFE** teaching staff. This newsletter summarises the feedback received.

Inaugural Review of CDETБ's Quality Systems

In May and June 2021 staff working all across the CDETБ FET centres and support services were invited to give feedback on their experience of working this year, including how they adapted practices to maintain the delivery of quality education in response to the COVID 19 emergency measures.

Many centres incorporated staff feedback opportunities as part of the annual review of courses, examboards and RAP processes. Others held centre or service sphere (Adult ed, Prison ed, Youthreach) staff consultation sessions to allow staff to feed into CDETБ's self-evaluation of quality systems as part of our [inaugural review](#) process with QQI.

The inaugural review looks at how effective CDETБ's quality systems are at supporting the achievement of its organisational mission and the CDETБ [statement of strategy 2021 to 2025](#).

The CDETБ statement of strategy has 4 pillars these are;

1. **Profile** - Identity and Communication
2. **People** - Staff, Students, Learners
3. **Pedagogy** – Teaching, Learning, Assessment (TLA) and Student Support to include Andragogy
4. **Processes** - Administration, Organisation and Support Systems

Our mission is to provide professional high quality education and training services for people in Dublin city that contributes both to the personal development of the individual as well as to the overall social, economic and cultural development of the city

helping you learn,
helping you grow,
helping you develop

Feedback was received from 332 teachers working in 15 Colleges of Further Education who taught 14,381 learners in 2020



332 Teachers



15 CFE



14,381 Learners



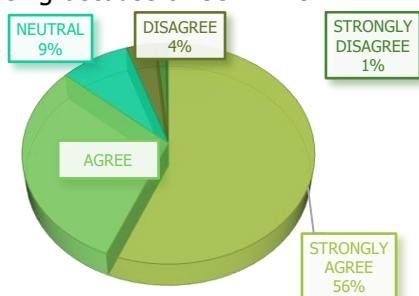
Feedback from Teaching staff in 15 CDETBColleges of Further Education

What CFE teaching staff had to say

In its [statement of strategy 2021 – 2025](#) CDETBC stated its commitment to developing effective consultation and communication processes with staff, learners and stakeholders. 'Effective communication' was named under **Pillar 1 Profile** of that strategy and 'harnessing and embracing the voice of staff in the strategic direction and leadership of CDETBC' named in **Pillar 2 People**.

As part of the review process a number of questions were included in the staff survey that related to **communication, collaboration and harnessing the voice of staff** with the following emerging;-

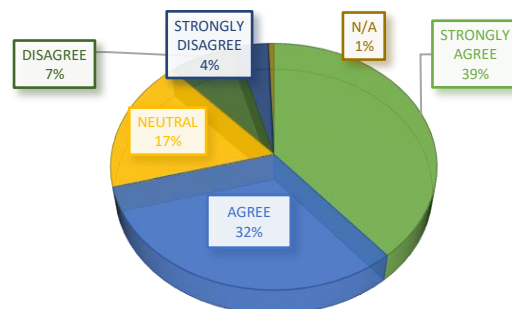
86% of CFE staff agreed or strongly agreed that they were **kept informed** of COVID 19 related changes taking place at centre in a timely manner with **71% of CFE staff agreeing or strongly agreeing** that they were **given an opportunity to input** into solutions to challenges arising because of COVID 19.



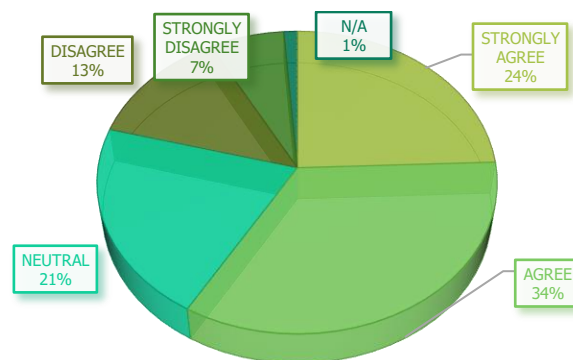
Colleagues were named by just under one third of teaching staff as the main support they relied on in their role this year with many identifying the loss of casual interactions with co-workers as one of the main challenges and things that 'didn't work' this year.

'Not being around colleagues. Although we all supported each other as best we could, there is no substitute for being in the same physical space as each other'

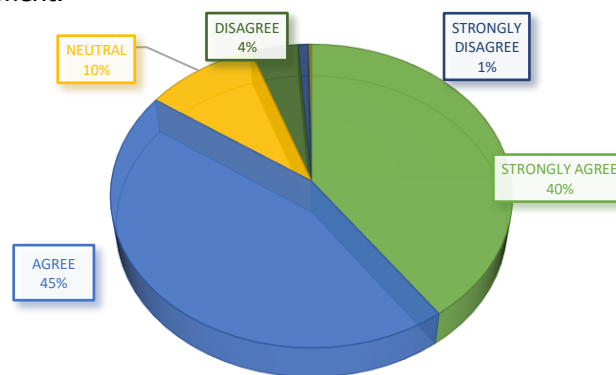
'The teaching staff supported each other like I've never seen before. It was remarkable.' – Teacher



This challenge of remote delivery was highlighted when only **58% of CFE staff agreed or strongly agreed that they had opportunities to positively engage with colleagues** with 20% of CFE teaching staff actively disagreed with the statement.



However this figure improved for positive engagement with students with **85% agreeing or strongly agreeing that they had opportunities to positively engage with students** with only 5% actively disagreeing with the statement.





What CFE teaching staff had to say

Pillar 3 Pedagogy of the CDETb statement of strategy gives a commitment to '*promoting creativity, innovation and diversity of approach in learning, teaching and training, for example using digital tools*', with **Pillar 2 People** committing to '*investing in staff development in order to build professional capacity and foster a positive organisational culture in CDETb*'.

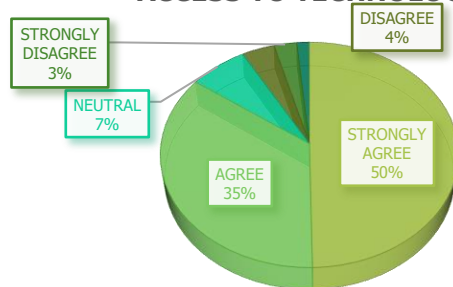
In March 2020 in response to the first COVID 19 lockdown CDETb moved overnight into emergency remote teaching and learning with over 29,000 learners in 78 centres affected including 7,000+ CFE students in 17 CFE.

In the review of the impact of COVID 19 on teaching, learning and assessment (the '[informing the future](#)' report carried out by CDETb in May 2020) CFE staff and centres identified '**access to technology for staff and learners**', '**IT knowhow**' and '**understanding of how to teach remotely / pedagogy**' as key areas to be addressed.

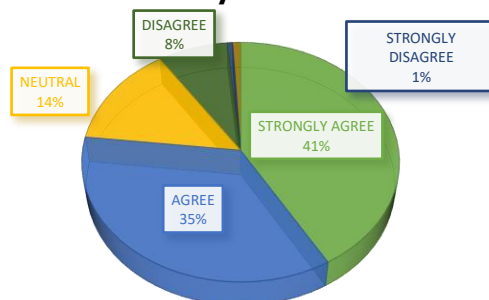
Amid the uncertainty of what would happen next CDETb management, head office staff and support staff set about preparing for a safe reopening of centres and the possibility of ongoing lockdowns. Teaching and instructing staff upskilled themselves and prepared class materials for the possibility of remote delivery with over 3,800 participants at 23 online CPD sessions provided by the CDU as well as their own personally sourced upskill opportunities.

In the CFE teaching staff survey **85% of respondents agreed or strongly agreed** that they had **access to the technology** they needed to **deliver their course remotely** with only 3% strongly disagreeing with the statement.

ACCESS TO TECHNOLOGY



and **76% of CFE staff agreed or strongly agreed** that **appropriate professional learning and development opportunities** were provided to support them with **online delivery**.



Staff were also given an opportunity to comment on the impact of Professional Learning & Development (PLD) on their role with the majority of respondent reporting a positive and transformative impact on their teaching.

Key themes emerging include

- Provided vital skills and tools needed to deliver courses remotely
- Provided opportunities to feel part of a team/meet colleagues from across the ETB
- Enhanced their teaching practice

Yes, it was absolutely essential and an excellent, invaluable support for my role, teaching and learning throughout the whole year.

With the scale of unexpected change occurring, a number of staff also reported feeling overwhelmed by the volume and variety of Professional Learning and Development (PLD) offered to support emergency remote delivery, assessment and quality assurance. This was particularly true for staff in centres using multiple platforms to communicate with and gather assignments from learners and staff who indicated low digital literacy skills.

[Professional Learning and Development]

'Opened up a wider community of expertise for me as well as giving me a support network.' – Teacher



What CFE teaching staff told us

COVID 19 public health restrictions in Dublin city turned out to be even more stringent than expected, with learners restricted from entering CFE from the start of term. From September to December 2020, CFE were limited to a maximum of 20% of their enrolled learners attending at any one time. In January 2021 this became even more restricted with CFE operating fully remotely from January to late March 2021 and only returning to 20% capacity after Easter. For CFE this involved replacing all scheduled physical classes with online classes.

These restrictions impacted on the assessment periods and quality assurance measures as well as teaching and learning. A number of measures were introduced to protect the integrity of the awards and the survey asked staff their opinions on those measures.

To support the development of alternative assessments and alternatives to full work placements in practice awards, CDETb trialled early access to the External Authenticator. Of the **252 CFE respondents** who availed of that early access **48% agreed or strongly agreed that having early access to the External Authenticator (EA) was useful in preparing alternative assessments with 13% actively disagreeing.**

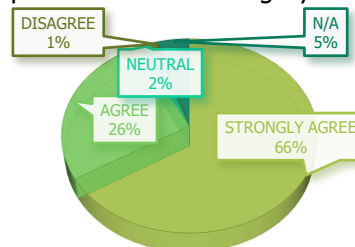
Because of restricted access to centres the CDETb's Internal Verification (IV) and External Authentication (EA) processes had to take place online for most awards. This required QA policy changes, the development of platforms and procedures as well as significant training and support for staff. When asked their opinion on the use of online IV and EA **58% of CFE staff agreed or strongly agreed that the online IV and EA process is better than the paper based version with 16% responding negatively to the question.**

[I relied on]

'My fellow colleagues whom were amazing and the IT support team in the college.' – Teacher

Another concern that was expressed was in relation to the integrity of the alternative assessments and the potential for plagiarism or other forms of malpractice.

To address this both staff and students were asked questions in this area. **92% of CFE staff agreed or strongly agreed that they had prepared their students to complete assessments and exams in line with principles of academic integrity.** This was confirmed by students with only 5% of 938 CFE learners surveyed disagreeing that they were prepared by their teacher to complete assessments and exams in line with principles of academic integrity.



Supporting staff to make the transition

CFE teaching staff were asked about the supports they relied on to support them in their role. 296 staff answered the question, with almost one third (97) of respondents naming **colleagues** as their main support. This included staff in allocated mentoring roles, for example Technology Enhanced Learning (TEL) team, peers on Professional Learning Networks (PLN) & Communities of Practice (COP) and structured TEL supports such as the [TEL tea in Killester CFE](#). Staff also identified

- **Access to technology and tech support staff** including TEL mentors, laptops, platforms,
- **PLD** opportunities offered by the CDU and locally in centres
- **Management supports** with department heads, deputy principals and principals all named
- **Family and friends**

Technology - Laptop support documentation
old laptop time work support of colleagues
close colleagues use free laptop
laptop riser issues management laptop WiFispec of the laptops
informative colleagues colleagues who had expertise
Zoom CDU - excellent

The theme of **'timely support or support/people being available when it was most needed'** was also identified. Some staff also highlighted accessing mental health support including phoning the Samaritans to cope with the demands of the year. Addressing lack of informal access to colleagues was highlighted as an area for improvement if home working were to be continued into next year.



Experience of teaching this year

What it was like to be a CFE teacher during COVID 19

There were 3 open questions included in the surveys to allow staff to give individual feedback into the review process on what went well, what didn't, and what could CDETb learn from that. Staff were also asked their opinion on what changes introduced because of COVID 19 should be kept after the emergency phase of COVID 19 passes.

WHAT WENT WELL

- upgrading and upskilling of the IT skills of staff and learners
- assignments submitted online
- online IV and EA
- staff developed skills that would support a move to blended delivery including identifying what type of modules /subjects or practices are suitable for remote delivery
- learner support through Zoom
- [semesterisation](#) for some modules, including the 'frontloading' of certain subjects or skills
- support from colleagues
- CPD provided through the CDU
- having a [consistent learning platform](#) for whole college – (case study - Rathmines CFE)
- student retention
- smaller class sizes – better supports for learners

WHAT DIDN'T

Many staff used this section as a reflective practice space, reviewing their own practice and identifying their own learning and ways to improve their practice next year.

A number of centre wide or scheme wide themes also emerged;

- Internet access and connections (both learner and staff)
- semesterisation for modules that require a build-up of skills over time
- developing students ability to do exams
- QA guidance on changes required – complicated
- building class relationships
- hybrid classes – different techniques needed for the different modes of delivery
- trying to deliver content in remote environment the same way as in the classroom
- switching off – emails coming in from learners late in evening difficult to ignore
- missed the staff room chats and colleague interactions

WHAT COVID 19 CHANGES SHOULD WE KEEP

- online assignment submission, corrections, IV and EA
- online Green register and move to paperless records
- some level of online learning for most students
- using technology as part of the in classes teaching
- use of Moodle
- recording of materials for learners to review in their own time
- online meetings
- [semesterisation](#) for some modules (case study provided by Rathmines CFE)
- online student supports
- Personal and Professional Development module in place of work experience module for some learners and courses
- access to online CPD including access to recorded materials
- collaboration

This document is a summary of the feedback received from teaching staff in Colleges of Further Education. It will be used to aid the organisational self-evaluation and the development of a quality improvement plan as part of the QQI inaugural review processes.

'Remote working has clarified for us all the importance of liaising with colleagues and the amazing amount of information that is exchanged informally in offices/staffrooms, as well the support and help we get from working with others'. Teacher



Website:
www.cdetsbcdue.ie



Contact:
353 (0)1 498 9500



Email:
fetqa@cdetsbcdue.ie