



# Report on Professional Learning and Development (Sept 2020-June 2021)

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## Overview

In August/September 2020 many of CDETБ's Further Education and Training (FET) centres and services spheres began to reopen for face to face delivery after over 6 months of emergency remote teaching, learning and assessment.

However, due to a rise in cases of COVID 19 in Dublin city, government advice given in September meant that CDETБ FET centres were limited to no more than 5% of its learners entering the building at any one time. In January this reduced completely with all teaching, learning and assessment (TLA) taking place on line and learners returning to centres (5% capacity) again in April 2021.

Due to these unprecedented restrictions the primary focus of professional learning and development in 2020/2021 continued to be on supporting and maintaining the quality of TLA in the remote environment, delivering on CDETБ's commitments to inclusive education and on fulfilling commitments made in the CDETБ's statement of strategy particularly those in Pillar 2 People and Pillar 3 Pedagogy.

For Professional Learning and Development this involved

1. Online direct/synchronous delivery of Professional learning and development (PLD) opportunities for both CDETБ staff and staff employed in community providers delivering CDETБ programmes.
2. The development of self-directed PLD opportunities for staff including digital badges provided on CDU Moodle site
3. Communities of practice and professional learning networks
4. Access to externally provided courses in areas of strategic importance to CDETБ
5. Working in partnership with others to develop accredited PLD courses and PLD upskilling opportunities
6. Centre and service sphere specific PLD opportunities

This report provides detail on the PLD opportunities provided, who they were targeted at, who availed of them and the key themes focused on over the course of the academic year 2020-2021.

## PL&D – courses provided in 2020-2021 by CDETБ to staff

From September 2020 to May 2021 the CDETБ provided [86 individual sessions](#) to 1,218 participants in a variety of areas. These were primarily provided in Zoom with staff registering for them in advance. The presentation /main room aspects of each workshop were recorded and uploaded to the CDU Moodle site for staff to revisit in their own time.

[Table one](#) outlines the areas of provision, the numbers of participants, the course provider(s), the target group and the duration of the course.

[Table two](#) outlines when they were delivered

[Table three](#) focus on the key themes and workshop titles

In addition to the live/synchronous delivery of PLD staff could avail of these sessions in their own time. See [here](#) for data on staff access to the PLD materials hosted on the Curriculum Development Unit’s (CDU) Moodle site activity.

### PLD provision in 2020-2021

From September 2020 until June 2021 1,218 staff attended PLD sessions offered by the CDETБ. The table below outlines the areas of provision, the numbers of participants, the course provider, the target group and the duration of the course offered.

Title	Numbers	Provider	Details	Participant details	Duration
<b>Workshops in TEL (Including Moodle and TEL Tools) Jan 2021- May 2021 at 3-4 per week</b>	840	TEL Working Group teachers/ PLD Coordinator	Workshops	Open to all staff	1 hour sessions
<b>Evening Sessions delivered through CDU (Sept</b>	230				

<b>20 - May 21)</b>					
<b>Middle Leader Training</b>	31	Harry Freeman	Online Workshop	AP1 and AP2 holders	3 x ½ days
<b>Introduction to Office 365</b>	117	Trainers sourced locally by PLD coordinator	Training in basics of Outlook, Word Excel, Forms and one drive	Admin staff only (from all areas of organisation incl AEGS)	13 weeks x 1 hour per week

Table 1: Summary of PD sessions offered from September 2020 until May 2021

Professional development sessions hosted through CDU (June – May 2020/21):

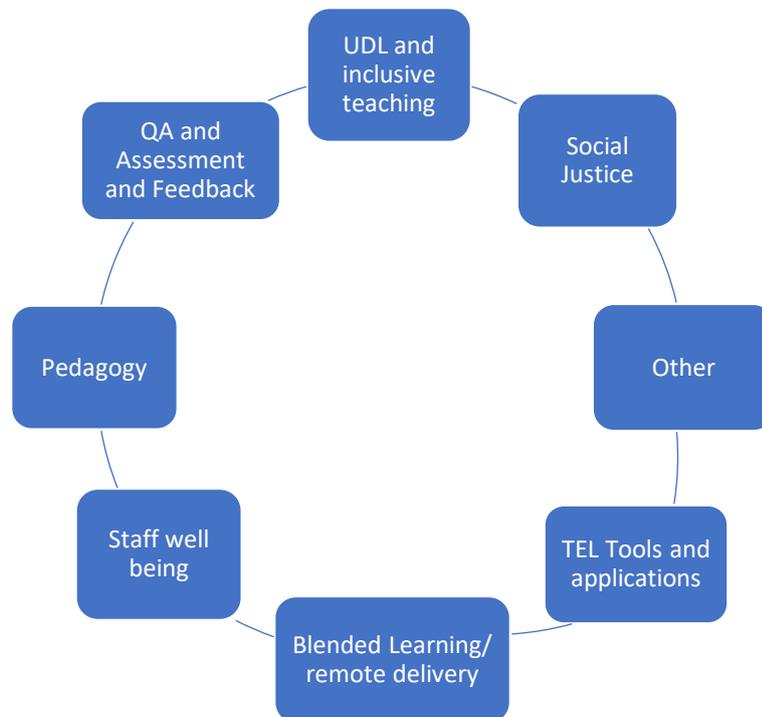
Table 2 outlines when the 86 Professional Learning and Development sessions in table 1 were offered across the year.

<b>Month</b>	<b>Total No of Sessions hosted</b>
<i>September 2020</i>	4
<i>October 2020</i>	5
<i>November 2020</i>	5
<i>December 2020</i>	2
<i>January 2021</i>	12
<i>February 2021</i>	19
<i>March 2021</i>	21
<i>April 2021</i>	8
<i>May 2021</i>	10
<i>Total no sessions hosted Sept-June 2021</i>	86

Table 2: No. of PLD sessions provided each month

Themes addressed in Professional Learning and Development sessions 2020/2021:

Professional learning and development opportunities provided in 2020/2021 were informed by the commitments made in the CDET B statement of strategy and the PLD needs arising because of COVID 19 restrictions and the move to emergency remote teaching and learning. Table 3 outlines the key themes of PLD during this period and the titles of the workshops provided.



Theme	Workshop Titles
<b>UDL and inclusive teaching</b>	<ul style="list-style-type: none"> <li>• Workshop with Dyslexia Ireland</li> <li>• Embedding UDL Practices into your courses</li> <li>• Using Immersive Reader and the Dictate functions in Microsoft Office</li> <li>• Using the PowerPoint Presenter Coach and subtitling to empower learners</li> <li>• UDL and TEL Showcases</li> </ul>
<b>Blended Learning/remote delivery</b>	<ul style="list-style-type: none"> <li>• Engaging Learners online</li> <li>• Blended learning and learning design</li> <li>• Blended learning and Universal Design for learning</li> </ul>
<b>Social Justice</b>	<ul style="list-style-type: none"> <li>• Developing Your Capacity as an Agent of Social Justice in Education</li> <li>• Irish Refugee Council- supporting learners seeking asylum/living in Direct Provision</li> <li>• Promoting the visibility of LGBTQIA+ learners and staff in CDET B</li> <li>• Irish National Organisation of the Unemployed Registered Office: Presentation on payments and benefits available for learners</li> </ul>
<b>Staff well being</b>	<ul style="list-style-type: none"> <li>• Workspace wellness and posture</li> <li>• Zoomergisers</li> <li>• Working Well @ Home</li> <li>• Weekly mindfulness drop in sessions</li> </ul>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Mindmapping</li> </ul>

	<ul style="list-style-type: none"> <li>• Creative Thinking: Vision boards and visual mapping techniques</li> <li>• Active learning and teaching methodologies 'Looking back so the view going forward is clearer'</li> <li>• Classroom Management</li> </ul>
<p><b>QA and Assessment and Feedback</b></p>	<ul style="list-style-type: none"> <li>• Exploring what is meant by 'essential' learning outcomes when devising alternative assessments during the COVID 19 crisis</li> <li>• Addressing assessment approaches in FET in CDET B</li> <li>• An Introduction to Local Assessment for New Assessors in FET</li> <li>• Moodle- Uploading and receiving learner evidence</li> <li>• Moodle- Feedback, Feedforward and using Discussion Forums</li> <li>• Moodle- Grading in Moodle</li> <li>• Moodle- Academic Integrity and using URKUND in Moodle</li> <li>• Using Microsoft Forms for Formative and Summative Assessment.</li> <li>• Developing and using Rubrics for assessment</li> <li>• Microsoft Forms and Quiz's (formative and summative assessment methods)</li> <li>• How to set up a Microsoft Excel and upload to Moodle</li> <li>• How to set up a sample QQI QA Assessment folder in Moodle - sample ideas and layout</li> <li>• Setting up your Moodle Gradebook to match QQI learner marking sheet</li> <li>• Uploading assignments, giving feedback and grading in Moodle</li> <li>• Creating and developing rubrics for assessments</li> <li>• Assessment feedback in Moodle with annotations, comments, and grades</li> <li>• Uploading and managing individual QQI marking sheets in Moodle</li> </ul>
<p><b>TEL Tools and applications</b></p>	<ul style="list-style-type: none"> <li>• 2X 8 week Beginners Guide to Moodle</li> <li>• 6 X 13 week courses on Introduction to Office 365 for Admin staff</li> <li>• Using Moodle Quizzes -</li> <li>• Using Nearpod for Engagement and Assessment</li> <li>• An Introduction to H5P in Moodle</li> <li>• Advanced H5P in Moodle</li> <li>• How to use Wordpress and Blogs:</li> </ul>

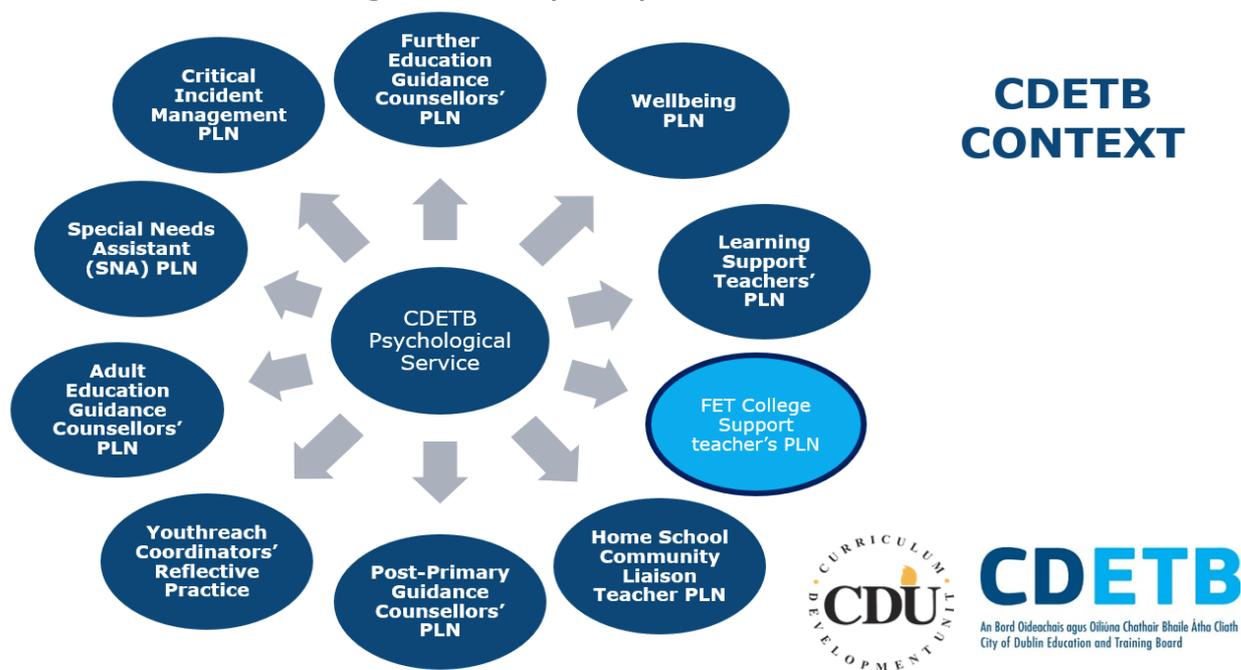
	<ul style="list-style-type: none"> <li>• How to use Kahoot and Thinglink and benefits of TEL with learners</li> <li>• More TEL Tools- Exploring the use of Padlet and Wakelet</li> <li>• Using PowerPoint Live and recording your PowerPoint Presentations</li> <li>• Using Microsoft Sway</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• CDETB Research Sharing and Think Tank</li> <li>• Building Communities of Practice</li> </ul>

Table three: themes and titles of workshops provided

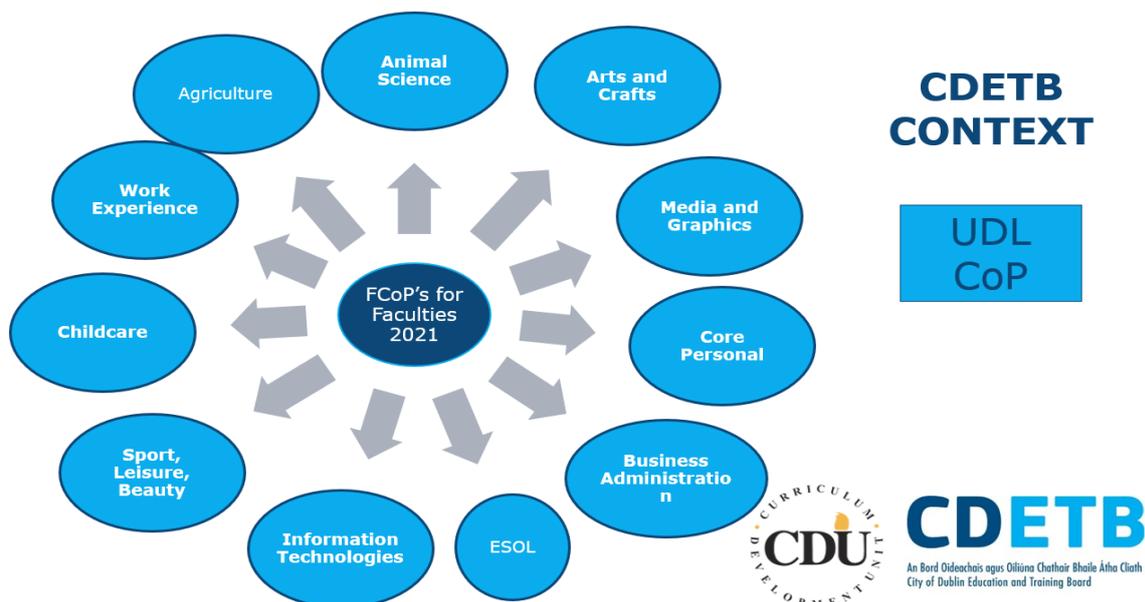
Other Professional Learning and Development provided by CDU and Winstead staff:

In addition to specific workshops and short courses a number of centrally supported PLD initiatives operated in 2020/2021 these included: -

- The CDU Librarian publishes “[Appy Friday](#)” weekly, detailing new apps for education.
- The Psychological Service hosted monthly meetings for each of their 11 Professional Learning Networks (PLN’s).



- The FET development unit established and supported 11 Faculty Communities of Practice (FCoP’s) in the following areas:



## Centre or service sphere specific CPD

In addition to the centrally provided PLD, each centre and service sphere offer specific PLD opportunities for their staff for example the Adult Education Services(AES) provided the following training in 2020/21

Title	Numbers	Provider	Details	Participant details	Duration
<b>Adult Literacy Awareness</b>	23	Gwen Redmond/Fionnuala Carted (AES)	Online Course	AES only	10 weeks
<b>Anti Racism Awareness Training</b>	15	Caoimhe Kerins/ Amel Acef (AES)	Online Course	AONTAS staff and Community Ed staff	8 week course
<b>Prison Service</b>		Education Service to Prisons (various contributors)	Weeklong calendar of events with 26 sessions provided	CDETБ ESP staff and National ESP staff	

Table 4: Specific training provide by AES in 2020/2021

## PLD developed and delivered in partnership in 2020 / 2021

To maximise the benefit for staff and learners CDETB worked in partnership with other organisations to both develop and deliver PLD opportunities to staff in 2020/21. The two main developments in this period were FETFest in collaboration with KWETB and PLD coordinators nationally, offered in June, and the development of a level 9 postgraduate certificate in diversity and inclusion for FET in collaboration with TCD.

### FET Fest June 2021:

In collaboration with KWETB and PLD Coordinators nationally, CDETB hosted FETFest, a festival of professional learning and development specifically for the FET Sector.

- 21 live events over 5 days with 2,500 log ons and 1000 on demand views for the live sessions
- 40 on demand sessions on the FETFest Player on YouTube with 1,600 views
- Total of 3,500+ views on FETFest YouTube Channel

CDETB had 2 KeyNote speakers at the event:

1. Visibility and inclusion of LGBT+ staff and students in FET
2. Collective Efficacy
3. We had 5 pieces of on demand content produced by CDETB staff
4. 1 participant on Roundtable discussion in the Live sessions re TEL4FET with NCI

### Design and Development of Level 9 Postgraduate Certificate (30ECTS) in Diversity and Inclusion with Trinity College Dublin

This new course has been designed to respond to the Professional Learning and Development needs of educators in the Further Educator and Training (FET) Sector, specifically in CDETB. Within the development and consultation for CDETB's Statement of Strategy 2021- 2025, there were target areas identified by staff as being strategic priorities for the organisation. These include People and Pedagogy as two key components. Within these categories, staff development, focus on teaching, learning, and assessment in addition to the provision of consistent student supports were identified as key themes. Nationally, of the 13,098 learners nationally that reported at least one disability, 2,237 (17%) were enrolled in the City of Dublin ETB. This course was designed by Anne Costello (Head Teacher Mountjoy ESP) and Carrie Archer (PLD Coordinator) in collaboration with Joanne Banks and Michael Shevlin in TCD to respond to both internal and external factors pressing on the FET sector in

Ireland. It was developed between October 2020 and March 2021 and got approval by TCD on 7<sup>th</sup> June 2021 to begin in September 2021. CDETБ will nominate and sponsor 35 candidates annually to participate on this course. The course is designed to ensure that all ETБ staff can participate, not just educators, building systemic and organisational understanding, awareness, and capacity in the area of diversity and inclusion. CDETБ also have three staff members delivering on the course to ensure the knowledge-practice gap between FET and HE is lessened. The agreement in the Memorandum of Understanding with TCD is that this course will be opened and made available Nationally.

## Externally provided Professional learning and development

From September 2020 to May 2021 the CDETB financially supported 120 staff places on nationally developed course for FET and on courses relating to key target areas identified in CDETB's FET strategy. We supported 48 TEL mentor places and 74 staff took on to complete the UDL Badge with AHEAD.

[Table five](#) outlines where financial assistance was provided for CDETB staff places on nationally developed courses, the titles of the course, the numbers that attended, the provider, the participant details and duration of the course.

[Table six](#) outlines the 35 staff PLD places in strategically significant areas that were supported by CDETB in 2020/21, the titles of the course, the numbers that attended, the provider, the participant details and duration of the course.

[Table seven](#) outlines the number of TELMS mentors, apprentice mentors and mentees by services sphere

### Nationally Developed Courses for FET

In line with pillar 2 and 3 of CDETB's statement of strategy CDETB provided financial support for 85 places on nationally developed courses for FET. Table 5 outlines the titles of the courses attended, the numbers supported, the provider, the participant details and duration of the course.

Title	Numbers	Provider	Details	Participant details	Duration
<b>QQI L 6 Cert in Learning Technologies</b>	36	NCI	Fully Online Course	Staff across all FET service spheres	3 iterations of 12 week modules
<b>QQI L7 Cert in Technology Enhanced Learning</b>	13	NCI	Fully online Course	Staff across all FET service spheres	36 weeks (3 modules)
<b>L8 Diploma in TEL and Blended Learning</b>	14	NUIG	Fully online Course	Staff across all FET service spheres	36 weeks (3 modules)

<b>L8 Diploma in Change Management</b>	13	NUIG	Fully online Course	Staff across all FET service spheres	36 weeks (3 modules)
<b>PGD in Special Education, Inclusive Education and Learner Support</b>	4	DCU	60ECTS Credit	3 x CFE 1x Youthreach	1 academic year
<b>L9 PGC in Programme Validation and Design</b>	5	NUIM/FESS	30 ECTS	Staff across all FET service spheres	1 academic year

Table 5: staff places on nationally developed FET courses

#### Other Professional Learning and Development Courses supported

In line with pillar 2 and 3 of CDET B's statement of strategy CDET B provided financial support for 35 staff places on strategically significant courses. Table six outlines the titles of the courses attended, the numbers supported, the provider, the participant details and duration of the course.

<b>Title</b>	<b>Numbers</b>	<b>Provider</b>	<b>Details</b>	<b>Participant details</b>	<b>Duration</b>
<b>Dyslexia Assessment of needs</b>	12	Dyslexia Ireland	Training for staff to assess for indicators of Dyslexia in the Adult Learner	Support Teachers in FET Colleges	4x half day training sessions
<b>Professional Diploma in Project Management</b>	1	IPA		FET Colleges	1 year
<b>Diploma in Law</b>	1	IPA		SLT	1 year

<b>Diploma in Social Media and Marketing</b>	5	UCD	Diploma	FET Colleges	12 weeks
<b>Diploma in Change Management</b>	1	UCD	Diploma	FET Colleges	12 weeks
<b>Certificate in Facilitation Skills</b>	12	ICA	Certificate	Members of FET Development Unit	2 days
<b>Professional certificate in RPL</b>	3	MTU	Level 9 certificate	FET Development Unit and Adult Education services	1 semester

Table 6: PLD course places supported in 2020/2021

#### Universal Design for Learning (UDL) badge

In December 2020, **74 CDETБ staff were awarded the UDL Badge with AHEAD** and UCD. **36 of those went on to complete the Facilitators Badge.** 3 CDETБ staff were facilitators on the main, National roll out of the Badge with AHEAD (800 staff in total took the Badge and our facilitators had responsibility for 50 Badge participants each). Review sessions have been done with all staff who completed the Badge and a Community of Practice (CoP) was set up.

There have been 3 CoP meetings with this group and there is a Teams platform for the group. There will be another roll out Nationally for FET with AHEAD and the National Forum and many of our trained facilitators will work on this Badge.

#### Technology Enhanced Learning Mentoring Support

This pan-European project called Technology Enhanced Learning Mentoring Support (TELMС), aims to address the need for Technology Enhanced Learning (TEL) as part of FET education provision. It also recognises that teaching staff need to be supported in their efforts to embed technology into classroom practice. The model began with 2 Mentors in 2017/2018.

The 12-step mentoring model goes beyond the mere functionality of education technology; it offers thorough pedagogical support and upskilling so that staff can fully realise the instructional potential of the technology to benefit learning and teaching.

A full report of TELMS including Mentor and Mentee testimonials has been compiled and will be available. Reports are available for the past 3 years on the project.

Since its development, CDETB’s Master Mentors have provided many workshops through FESS on how to embed the model in other ETB’s and variations of our model have been introduced and developed Nationally.

TELMS Breakdown per Service Sphere:

Table seven outlines the number of mentors, apprentice mentors and mentees by services sphere

<b>Service Sphere</b>	<b>**Mentors (incl *Master Mentors)</b>	<b>***Apprentice Mentors</b>	<b>No of ****mentees mentored/being mentored as of June 2021</b>
<b>FET Colleges</b>	17	17	43
<b>Youthreach</b>	3	4	11
<b>Training Centres</b>	1	2	3
<b>AES (pilot programme only- paused in some centres)</b>	0	4	11
<b>Education Service to Prisons</b>	0	0	0
<b>Total</b>	21 Fully qualified mentors	27 trained apprentice mentors 2020/2021	68 mentees

Table 7 – TELMS mentors, apprentice mentors and mentees by service sphere

Key:

\*Master Mentors: Carrie Archer and Suzanne Yarker who were part of the Erasmus Plus.

\*\*Mentors: Everyone who has been through the TELMS training model, completed their 5-hour TELMS Mentor training and who had mentored 1 person in advance of the 20/21 academic year. These mentors have been allocated hours by management to mentor others.

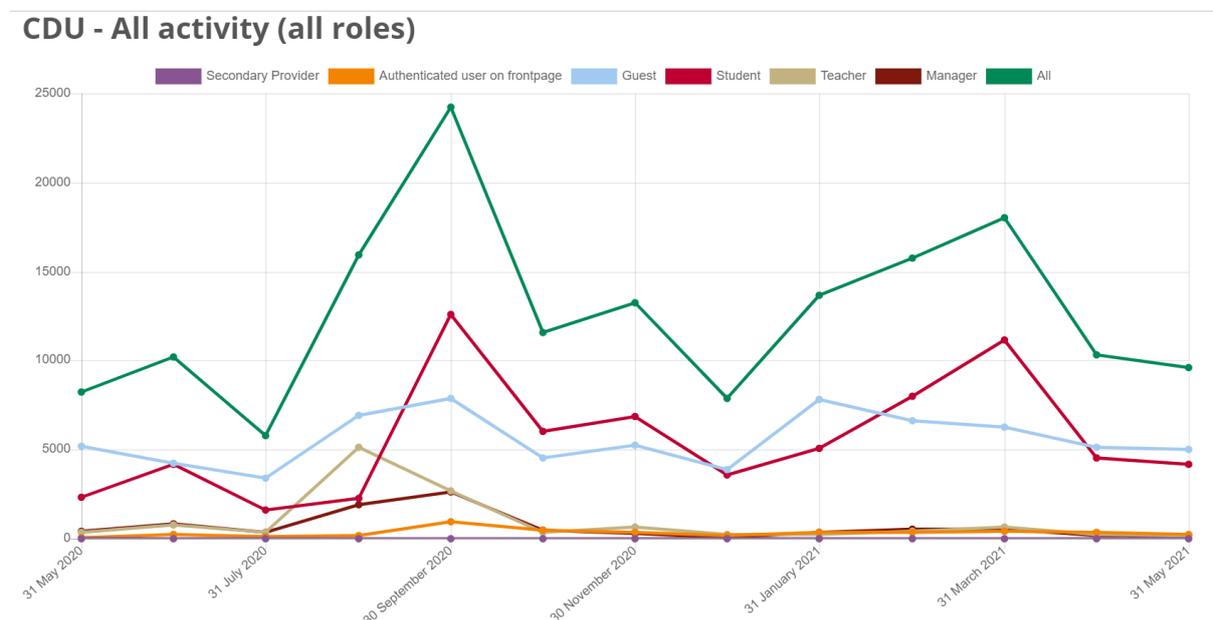
\*\*\*Apprentice Mentors: Have been through the TELMS mentoring model as a mentee; have completed the 5-hour TELMS mentor training and are in the process of working with their first mentee as the final stages of their training before being considered for Mentoring hours in the 21/22 academic year  
 \*\*\*\*Mentees: People who have gone through the mentoring model and who may/may not go on to be apprentice mentors.

## CDU Moodle Site

Over the course of the academic year, significant work has been done on the CDU Moodle site with collaboration with members of CDETb Tel Working Group and many other contributors from across the organisation. All sessions delivered as part of the main CDU PLD calendar were recorded and put onto the CDU Moodle site.

Individual sessions were made available at the beginning of the academic year to assist each service sphere in navigating the Moodle Site and to highlight the areas most relevant to them.

We have **1,402 site users** in total. The highest number of log ins were in September 2020 and at the end of March 2021, which is in keeping with the periods in the academic calendar, where staff would need additional support. A full site map has been developed to support staff in navigating the site for September 2020. A series of short videos will be created to accompany this. The TEL coordinator and TEL Working group are compiling Stream videos to support content on Moodle site and once one sign on integration is set up, this will be promoted.



## CDU - Logins

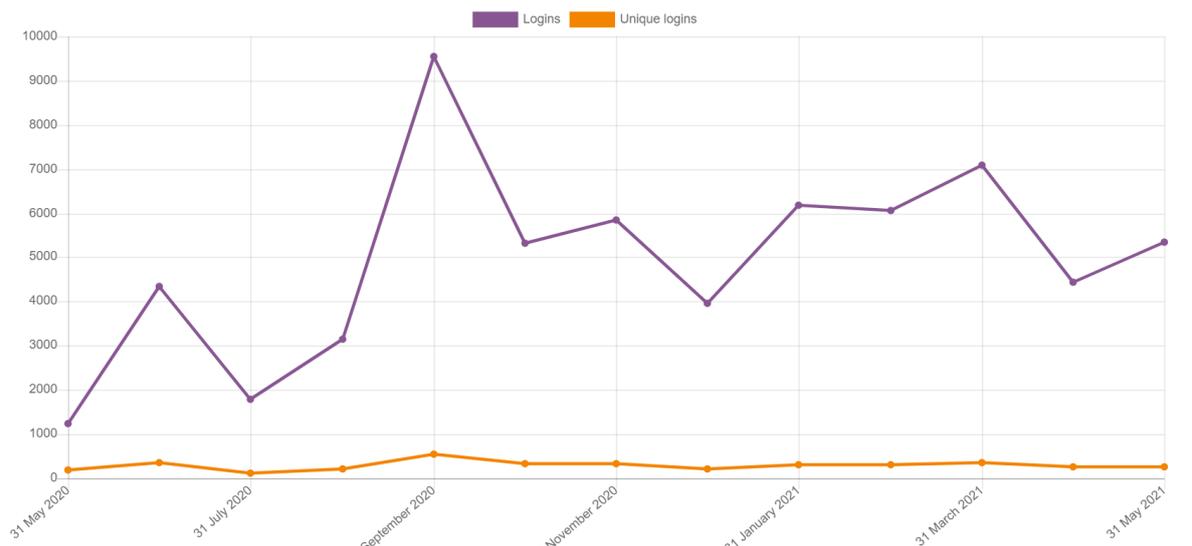


Chart 1: CDU Moodle site activity by role

Chart 2: CDU moodle logins in 2020 /2021

## Staff feedback on CPD provided in 2020/2021

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'.

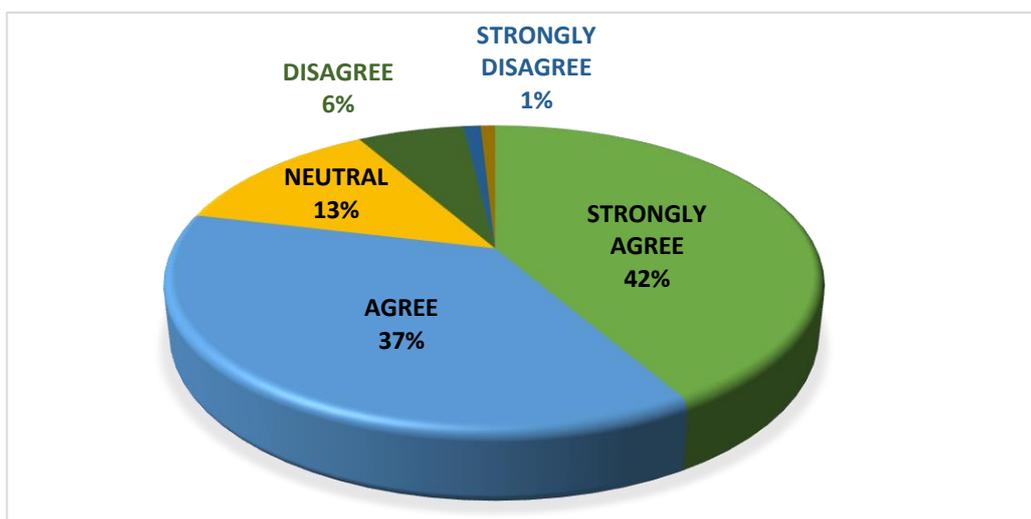
Improving '**IT knowhow**' and '**understanding of how to teach remotely /pedagogy**' were priority development areas identified by staff in the CDETb 2019/2020 review of teaching and learning. In response to COVID, between April and July 2020 CDETb had over 3,800 staff participants attend 23 online CDU held Professional Learning and Development (PLD) sessions, focused primarily on upskilling in the use of TEL for teaching and learning. Each of these sessions were also uploaded to the CDU Moodle site for staff to access in their own time (1,402 site users in 2020/21). There were many other sessions delivered for specific cohorts in response to identified and immediate areas of need within that time frame in the different service spheres/centres as requested.

Other PLD opportunities established in the 2020/2021 academic year included the development of 11 new communities of practice (CoP) in subject (Faculty) specific areas for example childcare, business and work experience. These were developed in response to requests from staff for additional support in converting courses for online delivery, designing alternative assessments and alternatives to external work experience.

Staff who attended PLD sessions were given an opportunity to evaluate the sessions they attended and suggest other areas for support and development. This feedback directly informed the sessions offered to staff throughout the year.

As part of the end of year survey on teaching, learning and assessment administered in April and May 2021 educators were surveyed about their access to appropriate PLD opportunities with 585 educators responding to this survey from the following service spheres

- Adult Education – 77
- Colleges of Further Education – 332
- Education to Prisons -90
- Training Centres -37
- Youthreach -49



**79% of CDETБ educators agreed or strongly agreed that appropriate professional learning and development opportunities were provided to support them with online delivery with only 7% of educators disagreeing with the statement.**

This feedback was supported by feedback from learners from across the services spheres who highlighted that they saw an **improvement** in both the **use of technology** and the **online delivery capabilities** of most teachers/instructors, with many learners complementing the dedication and commitment of staff.

Education staff were also given an opportunity to comment on the **impact of PLD on their role** with the majority of respondents reporting a positive and transformative impact on their teaching.

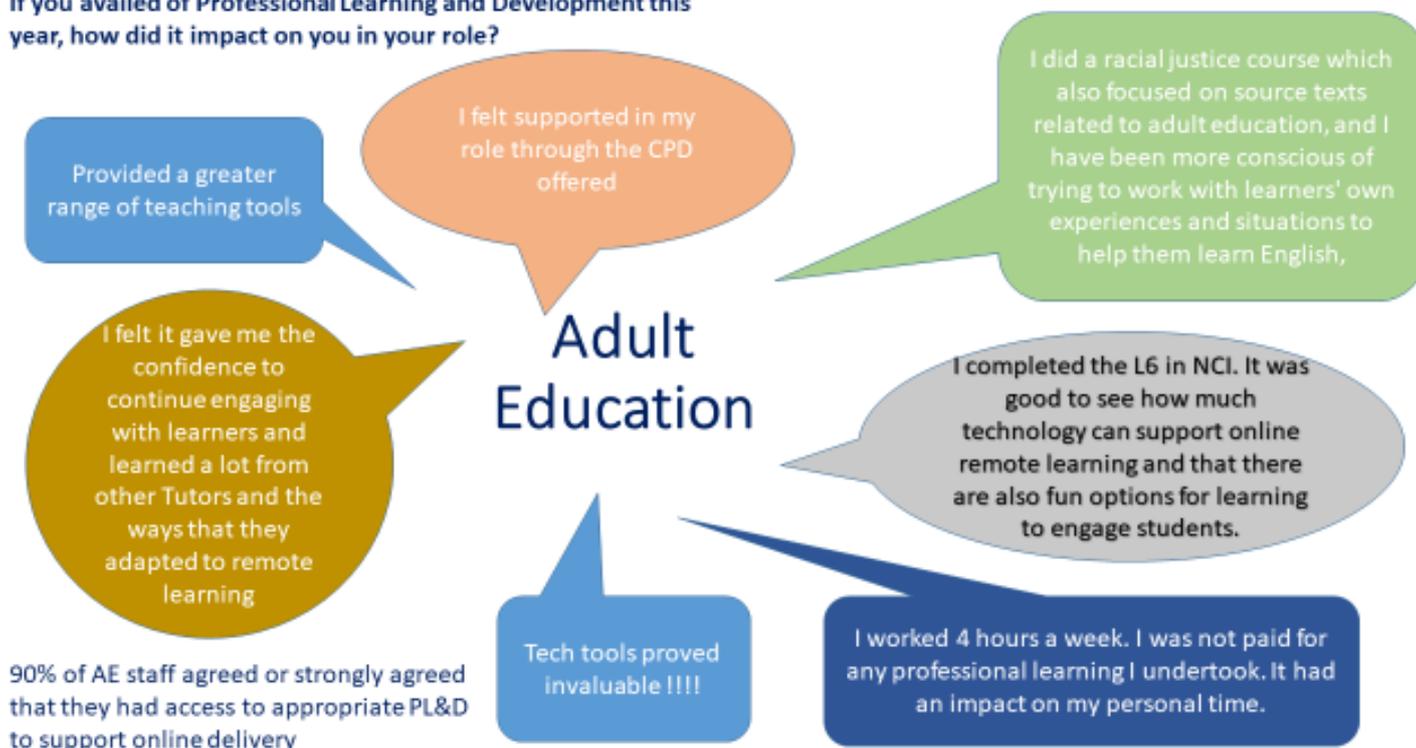
Key themes emerging included;

- 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

With the scale of unexpected change occurring, a number of staff also reported feeling overwhelmed by the volume and variety of 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 with low digital literacy skills. This feedback will be utilised in the planning of PL&D for 2021/2022 as well as in planning for the use of TEL at centre level and across the CDET. It will also be used to identify targeted supports through the allocation of TELMS mentoring hours and support.

The following slides capture some of the responses given by staff from the different service spheres on the impact of PLD on their role this year.

**If you availed of Professional Learning and Development this year, how did it impact on you in your role?**



If you availed of Professional Learning and Development this year, how did it impact on you in your role?

Very positive, excellent content, felt part of a team

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

Vital, necessary, motivational-used all the methods taught to varying degrees of success, like all practical tools, the more you use them the better you get

## Colleges of Further Education

Game changer!

the use of TEL tools such as Nearpod, Padlet and Screencasting increased the level of student engagement.

Greatly benefitted me, I now use TEL in my online classes all the time, I have received positive feedback from students who have all said they loved how my class was so interactive and engaging. I think my style of teaching actually suited online teaching

I used a lot of PLD during the summer and it gave me a lot of confidence in the challenges to come. Once teaching started there just wasn't time to do any more.

I availed of some online courses early in the year, which was useful (UDL). This gave a different perspective on providing information in more than one form.

76% of CFE staff agreed or strongly agreed that they had access to appropriate PL&D to support online delivery

If you availed of Professional Learning and Development this year, how did it impact on you in your role?

I completed a diploma course in training and education in NUIG. This is hugely beneficial to my roll and improves my skills and competencies.

Positively, meaning I learned about new tools to make learning more fun

## Training Centres

Huge impact on my role, so many TEL resources incorporated into my work, not just from a classroom perspective but also from a working perspective with other colleagues.

I found sessions provided by Carrie and the team in CDU to be very relevant when the platforms were available to my learners.

It helped with making information interesting for the learners

I was lost from the outset and became swamped in some IT terms I don't understand

I have done so and lots of Resources were available, and useful to me in terms of how to deliver remotely, I have used some of the tools I have received training on. However I would say the volume of PD available was overwhelming (though I appreciate that this was inevitable under the circumstances

73% of TC staff agreed or strongly agreed that they had access to appropriate PL&D to support online delivery

**If you availed of Professional Learning and Development this year, how did it impact on you in your role?**

the CDU moodle site and constant communication from there was a great resource and sense of being connected. Being provided with training for all online resources and being able to access recorded sessions in your own time was invaluable.

The short instructional videos posted on Teams were helpful. I also enjoyed the CPD week which was organised for us

We did staff learning and development throughout and this definitely helped regarding what works and does not work and why...for us and students

## Education to Prisons

The psychological CPD items - such as emotional intelligence, understanding conflict, co-regulation would have impacted positively on my role

Some courses were extremely useful in terms of upskilling and delivering materials, others were somewhat confusing as they could not be applied remotely with our students

Like Moses, they led us out of the technical wilderness that was 2020-2021. An excellent job

90% of EtP staff agreed or strongly agreed that they had access to appropriate PL&D to support online delivery

**If you availed of Professional Learning and Development this year, how did it impact on you in your role?**

I completed the CLTECH course with NCI with the generous support of the CDETB. It was a brilliant course and informed the way that I am now curating resources for teaching in Youthreach.

Yes UDL and TELMS, it helped my educator progression greatly from diversity and online/offline requirements

The many PD sessions held throughout the year were very useful and the fact that they are accessible on CDU Moodle is very helpful for when timetabling didn't allow me to attend live

## Youthreach

This had a huge impact on my role as a resource teacher. It gave me the tools and support to keep going, in this continuously changing environment. I became a much better teacher in the way I delivered the programmes to suit each of students needs.

It prepared me very well to tackle the implementation of Moodle which has been an amazing resource.

I attended a lot of the PD sessions and found it quite overwhelming. I used very little of it.

88% of Youthreach staff agreed or strongly agreed that they had access to appropriate PL&D to support online delivery