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People can be encouraged to change, but if the structure of the system in which the individuals work does not support them or allow enough flexibility, improvement efforts will fail. Similarly, if the organization's governance, policies, structures, time frames, and resource allocation are changed but the individuals within the organization do not have opportunities to learn how to work within the new system, the improvement effort will fail." - Todnem & Warner (1994) I believe the above quotation is an accurate summary of what is required in order to facilitate professional development but also how professional development enables schools to transition teachers from established current practice to suggested models of best practice. Indeed I believe the education sector is on the precipice of significant change but it is unfortunate that the impetus behind this change is economic one rather than one motivated by the educational values of society. The former British Prime Minister James Callaghan one said that " in today's world higher standards are demanded than were required yesterday and there are simply fewer jobs for those without skill. Therefore we demand more from our schools than did our grandparents". That statement was made in the 1970s when the British Economy was heavily reliant on the industrial sector. In today's modern society we are now competing in a global economy where Ireland is attempting to carve a niche for itself as ' the knowledge economy' To help develop a labour force to meet this

demand the post primary sector must be able to respond to these requirements. The knowledge economy requires graduates who operate in high value sectors of the economy such as research and development and the I. T. sector. Unfortunately it is this author's believe and indeed the government's belief that our education system is not yet ideally placed to deliver graduates to meets these demands. Indeed this view is supported by the PISA international measurements of educational attainment which highlight that our students rate as average in terms of their mathematical and science based competencies. Consequently current practices need to change and the one way of implementing change is through effective professional development. This essay shall firstly focus on description of professional development in an educational context. Secondly, it will analyse the key elements and of CPD policy in an Irish Context and examine the its effectiveness. Thirdly it will look at how CPD can be adapted and implemented in schools and finally examine the structures required to facilitate the introduction of professional development and discuss possible challenges to its effective implementation.

1. 1: What is Continuous Professional Development? Professional Development strives to update, develop and broaden the knowledge teachers. It is a medium for improving the quality of teachers and is an excellent means of retaining them in the teaching service. The arguments for adopting a continuous professional development approach are quite persuasive. Currently there are strong demands for teachers to continuously update their knowledge and skills due to the introduction of new curricula, changes in the learning needs of students, new academic material regarding teaching and learning, and the

increased pressures for accountability of teacher and school performance (OECD 2005). 2. 0: An analysis of the key elements of CPD Teaching is one of the essential professions through which all other professions are made possible. What teachers know and are able to do is of critical importance not only to society but also to the economy. Walsh and Gamage point out that in this context that the task of “ preparing and supporting the career-long developments of teachers’ knowledge and skills is of primary importance” One of the greatest challenges the Department of Education and the key stakeholders of education needed to address for the teaching profession was how satisfy the needs of well educated and talented teachers as they progress through their professional careers. In 1991 the OECD postulated that “ the best returns from further investment in teacher education will come from careful planning and construction of a nationwide induction and in-service system”. In support of this the OECD argued that if Irish schools were retain the country’s excellent teachers they must develop structures which are equipped to provide the scope of provision and access necessary to satisfy the continuous professional learning needs of teachers. The overall views of the OECD report were significant in summary it stated “ that the country was very fortunate to have maintained the quality of its teaching force”. In response to a need analysis conducted by the Paris based OECD in 1991 the Irish Government published a green paper Education for a Changing World in 1992. In this paper the Government through the Department established the In-Career Development Unit which was responsible for the establishment of the co-ordination and direction in relation to in-service education. The green paper also laid the foundations for

establishment of the Teaching Council whose remit would also cover the continuing professional development of teachers. The white paper published in 1995 build on the recommendations established in the green paper by making a clear commitment of investing £40 million for in-service education. This was realised when as the Teacher Education Section was allocated a budget of €67 million. Subsequent legislation most notably the Teaching Council Act 2001 & 2006 and the Education Act 1998 lead to the establishment of the teaching council in 2001 and the formal statutory recognition of locally based education centres. In 2004 partners in education also witnessed the In-Career Development Unit evolve into the Teacher Education Section (TES) with primary responsibility to oversee teacher education policy and practice in Ireland. TES views teacher education as an ongoing process from initial teacher education, to induction and continuing professional development — see below. TES is involved in policy formulation, co-ordination, general direction and management, quality and financial control in supporting the provision of education and continuing support for teachers and school leaders throughout their careers. The main trust of the CPD policy includes support for school leaders and teachers in the following areas: - School development planning - School leadership and management - The introduction of new and revised curriculums - Particular projects and initiatives including those related to priority areas of education provision such as disadvantage and inclusion, education for students with special educational needs, positive behaviour management and language support for newcomer students. In order to deliver effective support to educational personnel the Department of Education of Science established the following

agencies to guide continuous professional development for post primary teachers:

2. 1: Education centres The nationwide network of education centres to organise the local delivery of national programmes of teacher professional development on behalf of the Department of Education and Science. The centres also organise a varied local programme of activities for teachers, school management and parents in response to demand.

2. 2: The Second Level Support Service The Second Level Support Service (SLSS) is a key provider of professional development for teachers and support to schools in the post-primary sector. The service has a dual remit. It provides programme and subject-specific curricular support and general support for teaching and learning in post-primary schools.

2. 3: Training for special educational needs The Special Education Support Service co-ordinates, develops and delivers a range of professional development initiatives and support structures for school personnel working with students with special educational needs in a variety of educational settings. These include mainstream primary and post-primary schools, special schools and special classes attached to mainstream schools.

2. 4: Teacher Professional Network Scheme (TPN scheme) The Department has established a scheme to provide supplementary funding to support the work of teacher professional networks generally, including those focusing on subjects and specific programmes (e.g. Subject Associations).

2. 5: Technology (T4) The Technology Subjects Service (T4) was established in 2006. T4 supports teachers and schools in introducing new and revised syllabuses in the Leaving Certificate suite of technology subjects.

2. 6: National Behaviour Support Service (NBSS) The National Behaviour Support Service (NBSS) was established in 2006 as part

of the Department of Education and Science's response to the publication of the Report of the Task Force on Student Behavior in Second Level Schools: School Matters. The service forms part of an overall coherent national framework of support for schools experiencing difficulty coping with persistent and serious student disruption.

2. 7: Teacher Fee Refund Scheme
The Teacher Fee Refund Scheme is administered by Marino Institute of Education on behalf of the Department of Education and Science. It provides funding towards the cost of course and examination fees incurred by primary and post primary teachers who are doing in-career development courses approved by the Department and school authorities. Approved refunds are payable on successful completion of the approved course.

2. 8: Project Maths
Development Team (PMDT) Project Maths is a new ground-breaking curriculum development initiative in post-primary Mathematics. The project, which is scheduled to run from 2008 to at least 2013, will see the incremental development of revised syllabuses in Junior and Leaving Certificate Mathematics alongside a significant programme of teacher professional development. The project will implement syllabus change in post-primary mathematics on a phased basis, initially in a small group of pilot schools. Syllabus revision will be informed by classroom experience and changes in assessment will be aligned with and underpin changes in syllabuses.

2. 9: Leadership Development for Schools (LDS) LDS is a national Programme established by the DES (Department of Education and Science) to promote school leadership at primary and post-primary levels.

2. 10: Teacher Induction
The National Pilot Project on Teacher Induction (NPPTI) was established in 2002 and is a partnership initiative between the

Department of Education and Science the three teacher Unions, St. Patrick's College (primary strand of the project), UCD (second level strand of the project) and the schools participating in the project. The main objective of the induction programme is to support the professional development of Newly Qualified Teachers (NQTs) by way of a systematic mentoring scheme in their first year of teaching, thus laying the foundations for subsequent professional growth and development. The NPPTI, which now includes additional colleges providing ITE programmes at Primary and Post Primary level colleges, also aims to develop high quality proposals for an effective national programme of induction for NQTs in primary and post-primary schools in Ireland.

2. 11: An Appraisal of CPD Activities in Ireland

2. 11. 1: Areas for Review

In 2007 the Department of Education and Science conducted a Value For Money (VFM) review to assess the effectiveness of the Teacher Education Section's activities. The VFM focused on the following areas which are relevant to CPD:

1. What is the quality of the in-service training and support provided by the TES?
2. Does the in-service training supported by the TES equip teachers with the necessary skills and knowledge to implement new curricula or teaching methodologies?
3. Are teachers implementing revised curricula and/or new teaching methodologies?
4. Does the implementation of revised curricula result in any improvement in learning outcomes for students?
5. What proportion of teachers participate in in-service training and professional development?
6. To what extent does the programme of in-service training and professional development supported by the TES balance system needs, school needs and individual teacher needs?

2. 11. 3: VFM Conclusions

The main conclusion

that emerged from the analysis conducted by the VFM was that the Teacher Education Section is very effective in achieving its objectives in relation to CPD. The evidence collected by the VFM team highlighted that the majority of participants were satisfied with the quality and relevance of the training provided from the support services such as the NBSS and SLSS. The participants also acknowledged that the training provided by the various agencies under the auspices of the TES equipped them with the skills and methodologies required to implement new curricula. Most notably Teachers teaching the new Biology and History Leaving Certificate syllabi were particularly impressed. But perhaps more importantly the VFM identified that the proportion of teachers who were fully implementing revised curricula or subjects and new teaching methodologies acquired them during in-service training received through CPD provided by agencies under the patronage of TES In relation to improving the learning outcome of students and an analysis of student performance in Leaving Certificate biology and history suggests that the introduction of revised curricula in those subjects has had mixed results. There was a general improvement in the grades achieved by students in Leaving Certificate history but the impact of the revised biology syllabus has not coincided with any significant change in student performance. The VFM review also suggested that the TES has succeeded in recent years in redressing the balance between centrally identified in-service priorities and school and teacher needs. The programme of CPD supported by the TES appears to have been, until recent years, weighted in favour of centrally identified priorities at the expense of locally identified needs. They based this on the evidence that there is an imbalance in expenditure on

National Programmes compared to the summer and local courses. However, a number of recent initiatives are impacting positively on addressing ‘local’ needs. The SLSS, and with the assistance of the Education Centre Network are working with teachers on a regional and local basis and are identifying and addressing local teacher and school needs. 2. 11. 3: VFM

Recommendations Some of the key recommendations to improve continuous professional development by the Value for Money review are outlined below:

- Education Centres should conduct regular needs analyses of local teachers in order to identify the personal and professional needs of teachers. This data should be used to inform local and summer course provision. This data should also be transmitted to the TES.
- Scheduling of in-service delivery during the summer months for post primary teachers
- The TES should work with the DES Inspectorate to develop an indicator or indicators that would facilitate a more balanced assessment of the impact of the teacher education programmes supported by the TES on student learning and development.

3. 0: An analysis of the adaption and implementation of CPD in schools A wide variety of professionals, participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, enhance career progression, keep abreast of new technology and practice, or to comply with professional regulatory organizations. However its adaptation and implementation is fraught with challenges regarding its introduction into organisations. Schools like any other professional organisation must also overcome these challenges. This section of the paper will look at forces that are either driving movement towards CPD or blocking movement towards

CPD. 3. 1: Forces which facilitate the adaptation and implementation of CPD in schools Many future focused teachers view CPD as a framework of learning and development activities, which are seen as contributing to one's continued effectiveness as a professional. Indeed this view is supported by the SLSS survey of school principals conducted recently. It identified that the impact of societal change on the classroom experience of students and teachers now make CPD a key priority for school management In order to successfully establish CPD policies and activities it is imperative that school management develop structures which facilitate its smooth introduction. The author will deal with this in the following section. Structures set aside for one moment it has been the experience of this author that in order for policy to be implemented effectively it is necessary for management to create culture among the staff which supports a particular policy. And the best to achieve that is communicate the benefits of CPD effectively.

3. 1. 1 Benefits of CPD to the teacher - It enables the update of knowledge and skills on existing and new areas of practice. - It can lead to an increase in salary as is the case with the Masters allowance and the PHD allowance paid for out of Oireachtas funds. - It will raise one's profile among staff through certification and networking, making yourself more marketable for future promotional opportunities. - It allows one the opportunity to develop new personal skills such as teamwork, leadership and communication. - It demonstrates a commitment to the teaching profession and enables empowerment. - It enables one to become more productive and efficient by reflecting on their learning and highlighting gaps in one's knowledge and experience.

3. 1. 2: Benefits of CPD to the school - It ensures staff, are aware and prepared for

changes in teaching practice. - It improves staff motivation and therefore enables the school to achieve its strategic objectives. - It improves the educational experience of students. - Staff will become more receptive to proposed changes. - It will create team building opportunities from their participation in CPD activities. - It will create the availability of new skills and competencies within the staff room.

3. 2: Forces which hinder the Adaptation and implementation of CPD in schools

Communicating the benefits of CPD is the first step to its successful adoption the critical success factor is overcoming the challenges or preconceptions which may exist in the culture of the staff. The author will highlight possible sources of resistance to the CPD as I have experienced them and suggest ways management and indeed staff may overcome these challenges.

3. 2. 1 Resistance from Staff to CPD -

The risk of learning new methods of teaching practice is seen as greater than the current methods. - Teachers feel connected to other teachers who are still use the ' old ways of doing things'. - Teachers may have no role models for the new activity. - Teachers may feel they no longer are competent to pursue a course of training. - Teachers may be overloaded with their current teaching responsibilities. - Teachers may fear the hidden agenda behind the introduction of CPD.

3. 2. 2 Overcoming resistance of Staff to CPD

To overcome the risk associated learning new methods of practice it is important for the CPD coordinator to communicate the benefits of adopting the new practice. Irish teachers are pragmatists and if they believe new methods will be effective they will embrace the new way of doing things. The best way of communicating the benefits of the latest methods of teaching practice is to support your argument with empirical evidence. Irish post

primary teachers are very comfortable with facts and figures. Teachers generally are social creatures and as a consequence place a lot of weight on the opinions of their colleagues. The best way to overcome this would be to target the peer leaders of a group. If the peer leaders of the staff room have been convinced of the benefits of CPD it should filter throughout the teaching staff. In order to overcome the third source of resistance it is important for managers to set the example by enrolling themselves in professional development courses. It has been the experience of this author that staff resent engaging in whole school development days when the principal is not in attendance. To overcome staff's perceived lack of competence the CPD coordinator must convince apprehensive staff that they have do possess the necessary skills to complete a course of professional development. This may be achieved by communicating how their undeveloped skills match the learning outcomes of a specific course. Overcoming the perception that a teacher is currently overloaded may be overcome by developing support structures facilitate a teacher's participation in a course of training. Examples of this facilitation may include reduced commitment to exam classes or perhaps timetable concession such as a half day on the day the course is scheduled for. It is very difficult to overcome the final possible source of resistance to change as management can be perceived as to having a hidden agenda. The only way of overcoming this attitude is through honest communication with regard to its benefits both for the individual and the school. And been equally honest with the role management hopes that teacher will fulfill after completing the professional development course. An awareness of the driving movement towards CPD or

blocking movement towards CPD is of critical importance to management if they are to successfully implement an effective CPD policy. However the issues that have been discussed are primarily intrinsic motivators it is the contention of this author that the effective introduction of CPD in all schools across the three sectors can be achieved if the government introduced extrinsic motivators. Suggested extrinsic motivators will be outlined in the following section.

3.3: National Support for the adaptation and implementation of CPD

It is widely accepted in EU countries that CPD is a professional responsibility of teachers. However not all countries make CPD a contractual obligation for teachers. Some of the EU countries such as Spain and Luxembourg to name but a few link career advancement and salary increases, Greece and Italy make CPD mandatory for newly qualified teachers (NQTs). Our neighbours in the U. K. require schools to develop a CPD plan for their staff. The biggest challenge for Ireland is to develop structures to support the possible introduction of mandatory CPD outside of school hours. Indeed the department has taken some steps towards CPD through the medium of staff development days conducted as part of post primary contractual 167 days. It is this author's contention that if the department has a genuine interest in making CPD an integral part of a teacher's career we need to follow the example set by the Hungarian Government and link progression on the salary scale to the successful completion of CPD courses. However one appreciates that these measures would need to be supported by the teaching unions and indeed the Department of Education and Science who will be responsible for the administration of such a structure. Although the Department of Education

and Science has taken the initial steps by establishing agencies which support and deliver excellent training programs the department must remain committed to making CPD an integral part of the teaching career. And teachers with a moral professional responsibility as educators must accept that we must embrace CPD.

4. 0: Planning structures or processes which facilitate the introduction of CPD Staff Development and school planning are integral part of the process which enables the school to meet the educational targets set in the school planning documents. As the author stated at the beginning of this essay schools and those they serve are constantly engaged in trying to adapt to the changing environment in which they operate. This therefore motivates teachers to engage in meaningful professional and personal development. The School Development Planning process can assist in developing structures and processes which will inculcate a culture of active participation in CPD. The SDP process illustrated below is an excellent structure for planning staff development. [pic] The basic framework of the SDP process is a useful structure in planning for continuous professional development as it enables the staff and management in a school to do the following in the context of the overall mission statement.

- Reviewing the school's current situation in order to identify the professional development needs of the staff.
- Designing a plan to address those needs.
- Implementing the planned programme of staff development activities
- Evaluating the programme to gauge its effectiveness.

4.1: Support Structures for Staff Development

In the SDPI guidelines unit 8 it points out that research shows that teacher development takes place most effectively in a school where there is a culture of partnership. “ This feeling of being part of a professional

group within the school is important for staff development. Structures must be set up in the school to promote and support effective staff development" (SDPI). Such structures will give teachers the opportunity to engage in reflective practice and share cases of best practice. The SDPI guidelines suggest that schools should take the following steps cater for staff development in the school include:

1. Appoint a staff development convenor
2. Appoint a staff development committee
3. Develop a CPD staff library.
4. Develop in-service education programme in consultation with staff.
5. Compile a list of available in-services.
6. Develop a mentoring system. The national pilot programme on mentoring could provide support here.
7. Invite guest lectures to speak to staff.
8. Invite individual teachers to report to staff on projects or approaches that they have developed, or on key aspects of courses and conferences that they have attended
9. Provide financial aid for staff development.
10. Facilitating staff attendance at relevant in-career development or post-graduate degree courses.

4. 2: CPD Support Structures

Schools may support for continuous professional development by establishing the following specific organisational structures:

4. 2. 1: Convener for staff development

The primary responsibilities of the convener may include the following:

1. Convene, facilitate and support the action group for staff development.
2. Communication of all relevant CPD information to staff.
3. Assist in the staff development needs of staff.
4. Plan and organize for CPD in conjunction with external staff development service providers.
5. Thorough networking schools can establish examples of best practice and benchmark the school against with those standards.
6. Assist in the development of the CPD plan.
7. Liaise with the Principal, in school teams

and groups and external reports to ensure the plan is moving forward. 4. 2. 2: The Action Group This group's primary role and responsibility will be to involve the whole staff in reviewing staff development needs in consultation with the whole staff and to assist in the designing, implementing and evaluating a programme to address those needs. 4. 2. 3: Curriculum and Programme Teams The establishment of these teams within the school will promote the sharing of best practice, transfer of teaching skills and create a culture of developing creative solutions to difficult problems, 4. 2. 4: Reflection of Practice Reflection of teaching practice is key component of CPD. It enables teachers to establish the strengths and weaknesses of their current practices. Effective and objective reflection shall enable teachers to build on their strengths and overcome their weaknesses by identifying possible areas of personal or professional development. 4. 2. 5: Support from External Providers External providers are an excellent source of support for providing effective professional development. The staff development convener should collate all information regarding the supports available from the external providers. 4. 3: Planning for Staff Development in Schools The SDPI present an excellent approach to introducing of CPD policy into schools. There are six stages and the author will briefly outline each stage and how each stage facilitates CPD's smooth introduction into schools. 4. 3. 1: Stage 1: Sharing a Rationale for Staff Development In order for staff to adopt a culture of engagement with staff development it is imperative that staff 'buy into' this culture. In order to achieve this 'buy in' it is necessary for staff to understand and embrace the benefits of staff development. This can be achieved through an effective in house facilitation 4. 3. 2: Stage 2:

Identifying Staff Development Needs Having established the shared vision it is now necessary for the staff to identify their staff development needs. This needs analysis should strive to achieve a balance between the needs of the individual and the needs of school. Also it is important to point out that a lack of an effective ‘needs analyses’ may result in CPD activities which do not make any significant contribution to improving teaching practice. The SDPI guidelines point out that identification of CPD needs which has the support of staff tends to result in effective school improvement.

4. 3. 3: Stage 3: Prioritising Staff Development Areas Having established the development needs of staff it is necessary for management and staff in a collaborative way establish what are the priority areas which may require reasonable prompt action. The prioritisation of development needs enables staff to adapt to changes in the educational and societal environment much quicker and therefore enable staff to deliver a more effective educational service.

4. 3. 4: Stage 4: Designing the Overall Staff Development Plan Having established the key priorities of the school the staff development committee will draft a plan based on the recommendations identified in the last two stages. Once this plan is draft in should be presented to management and staff for review. In the spirit of partnership any meaningful contributions made by staff and management should be considered and included in the finalised plan.

4. 3. 5: Stage 5: Implementing and Monitoring Once the plan has been finalised it is imperative that it acted on. Regular review is necessary to monitor its effectiveness and identify possible areas of improvement.

4. 3. 6: Stage 6: Evaluating the Staff Development Plan The critical success factor of any plan is to judge its effectiveness. Objective

evaluation based on evidence from monitoring the plan can lead to more effective staff development activities. It is at this stage that the staff development committee can ascertain if staff motivation has increased as a result of the perceived satisfaction of personal needs. If it has not the committee may need to establish what hindered the plan in achieving its desired outcomes and develop ways of overcoming those obstacles.

4. 4: Challenges regarding the introduction of CPD policies in schools

In 2002 the SPDI commissioned a report which recorded the attitudes of school principals to CPD. The findings were as follows:

- Principals need support and advice in identifying and drawing up self development policies.
- Teaching and learning is a priority area for future professional development. This reflects a concern among principals about the impact of societal on the classroom experience of students and teachers.
- In-school visits are felt to be the most effective mode of in-service followed by regional clusters held in school time. The reservations expressed in relation to regional clusters centred primarily on a lack of suitable substitute teachers at school level.
- Little discrimination takes place when teachers return to school following in-service experiences.
- On average 1% of total teaching time is lost annually through attendance at in career development events. This represents a significant loss of teaching time for pupils in an environment where suitable are hard to find.
- Over 40% of principals felt unable at some point, facilitate the release of teachers for in-career development.
- The preference of principals was for all in-service to place in teachers own time at weekends and during holiday period. Teachers should be compensated for the time devoted to in-career development.

4. 5: Overcoming the Challenges

In response to the challenges

identified in the survey and Teacher Education Section and its support agencies addressed these challenges in the following ways: - The SDPI developed a unit in the guideline documents which deal exclusively with staff development. - Unfortunately the unavailability of substitute teachers to facilitate teachers presence at cluster meeting has only been exasperated by the government in last budget as the availability of casual supervision resources has been reduced significantly. One way of overcoming this challenge is to introduce greater flexibility in teaching contracts to enable co-workers to cover absent teachers. - In order to overcome the challenge regarding the lack of dissemination of knowledge gained the SDPI again pioneered the idea of developing curriculum and programme teams to actively disseminate all knowledge gained. It also supported the idea of internal staff conducting staff training as part of staff development days. - The last three challenges seem to be overcome by the Second Level Support Service gradual transitioning from in-services held during school hours to in-services held in the evening and at weekends. However more needs to be done in ensuring the in-service training does impact on the learning of students. The Value for Money review of the Teacher Education Section suggested that the Teaching Council be an excellent forum to develop an innovative solution to this challenge.

5. 0: Conclusion From the outset of this essay I stated that the post primary sector has a key role in preparing the country's adolescent population to participate fully in the ' knowledge economy'. James Callaghan's view that more is expected of our schools today than was expected in the past is more relevant today than it was in the 1970s. Change therefore, will be a constant companion of teachers as

they progress through their careers and to stay on top of one's career one must continually seek to up skill and embrace new ways of doing things in order to continue to deliver a high quality educational service In conclusion therefore the respectfully submit that teachers can be encouraged to change, but if the structure of the education system in which the teacher's work does not support them or allow enough flexibility, the desired improvements outlined in the governmental strategic policy will fail.

Similarly, if the school's governance, policies, structures, time frames, and resource allocation are changed but the individuals within the organization do not have opportunities to learn how to work within the new system; the improvement effort will also fail. 6. 0: References & Bibliography 1. OECD.

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