

PROFESSIONAL DEVELOPMENT SERVICE FOR TEACHERS

CPD Programme of Work 2019 2020

PRIMARY

This document outlines the PDST's CPD Provision 2019 2020 for Primary Schools. It comprises a suite of CPD models with tailored in –school support featuring strongly in the context of embedding practice in schools and classrooms. The contents of this plan were informed by key developments in Curriculum and Policy Reform including

- Digital Strategy for Schools 2015 – 2020
- Action Plan for Education 2018
- STEM Education Implementation Plan 2017 – 2019
- DEIS Plan 2017
- Literacy and Numeracy Strategy 2011- 2020
- Polasaí don Oideachas Gaeltachta 2017 - 2022
Chief Inspectors Report
- Relevant Circulars

The plan is also responsive to the self-identified needs of schools who articulate these to the PDST during the course of our work. These needs inform both national provision and contextualised forms of support at local level.

Please note: An alternative version of this plan is distributed to schools which provides practical descriptors in the context of teachers as our target reader audience. This version was produced for the purpose of our colleagues at policy level and so contains information as appropriate.

School Support across all Primary Curricular Areas

The PDST will offer customised school support on application across all priority areas. This will include a model of sustained support for schools who will be selected according to completion of an online application making a case for such support according to identified needs and plans for improvement. Sustained support will involve various forms of deeper transformational modes of teacher professional learning aimed at building internal capacity and enabling schools to drive and embed change as independent communities of learners. Such modes will include coaching, lesson study, in-school professional learning communities and the development of middle leadership cultures.

Primary Languages Curriculum 2019/2020

Title of Workshop/ Seminar	Descriptor and Rationale	Delivery Timeline
<p>Primary Language Curriculum Seminar (Infants – Sixth Class) (Approx. 1339 Seminars)</p>	<p>This seminar will explore the Primary Language Curriculum (Infants to Sixth Class) and outline its implications for language teaching in the context of a learning outcomes approach. Teachers will be enabled to envision teaching and learning according to the rationale, aims and learning outcomes of the Primary Language Curriculum. Practice will be explored through the lens of the various approaches espoused in the curriculum document. An emphasis will be placed where appropriate on PLC implementation in the senior classes. (Design of seminar still to be finalised)</p> <p>This seminar will be located as a springboard for follow up sustained school support over the next 3 years.</p> <p>*Cuirfear seimineáir trí Ghaeilge ar fáil do scoileanna lán-Ghaeilge.</p>	<p>Term 1 2019 & January 2020</p>
<p>Primary Language Curriculum Implementation Webinars</p>	<p>A communication webinar will issue in September on behalf of the PDST, NCCA and DES. This will be followed by two recorded webinars, which will be made available for primary teachers, one in January 2020 and one in April 2020, to support their engagement and continued implementation of the Primary Language Curriculum.</p> <p>Webinar 1 will be an introduction to PLC (Stages 1-4). (TBC)</p> <p>Webinar 2 will be designed in response to needs arising regarding implementation of the PLC following seminar delivery.</p> <p>*Cuirfear seimineáir ghréasáin trí Ghaeilge ar fáil do scoileanna lán-Ghaeilge.</p>	<p>Sept 2019 Jan 2020 April 2020 (Total: 3)</p>
<p>Sustained School Support</p>	<p>School based support for the PLC will adopt a sustained model and will involve deeper transformational modes of teacher professional learning aimed at building internal capacity and enabling schools to drive and embed change as independent communities of learners.</p> <p>By engaging in an iterative, collective process of professional inquiry, teachers and schools will begin to transform practice and improve student outcomes and learner experiences in line with rationale, aims and learning outcomes of the Primary Language Curriculum contextualised to individual schools' needs. This process will be facilitated over six advisor visits per year, to take place during the school day.</p>	<p>Phase 1: Jan - June 2020 (Approx 504 Schools) Phase 2: Sept 2020- June 2021</p>

	<p>Schools will be invited to apply for Primary Language Curriculum Sustained Support through the PDST school support application process.</p> <p>As this is an integrated language curriculum, practice will be interrogated and developed in to both English and Gaeilge concurrently.</p> <p>*Cuirfear tacaíocht leanúnach trí mheán na Gaeilge ar fáil do scoileanna lán-Ghaeilge. Mar a luadh cheana, is curaclam comhtháite é Curaclam Teanga na Bunscoile, agus dá bharr déanfar spíonadh ar chleachtas sa Ghaeilge agus sa Bhéarla ag an am céanna.</p>	<p>(Approx 714 Schools)</p> <p>Phase 3: Sept 2021 - June 2022</p> <p>(Approx 714 Schools)</p> <p>Approx Total: 1,932 (62% of schools)</p>
Ceardlann Gaeilge		
<p>Luath-lítearthacht (Scoileanna Lán-Ghaeilge)</p> <p>Ceardlann Tráthnóna</p> <p>Gaeilge only</p> <p>(12 Ceardlann as Gaeilge)</p>	<p>Beidh an cheardlann seo dírithe ar theagasc na luath-lítearthachta i gcomhthéacs an tumoideachais i nGaelscoileanna agus scoileanna Gaeltachta. Díreofar ar scileanna éiritheacha a fhorbairt le páistí trí páirt a ghlacadh i ngníomhaíochtaí foghlama spráíúla sa cheardlann seo. Beidh tábhacht ar leith ag baint leis an gceardlann seo de bharr chur i bhfeidhm an luath-thumoideachais iomláin i scoileanna Gaeltachta mar chuid den Pholasaí don Oideachas Gaeltachta i mbliana.</p>	<p>Samhain 2019</p>
<p>(Gaeilge only)</p>	<p>This workshop will be directed at the teaching of early literacy in the context of immersion in Gaelscoileanna and schools in the Gaeltacht. The workshop will focus on the development of children’s emergent skills through taking part in playful learning experiences. This workshop will place a great importance on the early total immersion which is happening in schools in the Gaeltacht as part of the Policy on Gaeltacht Education.</p>	<p>November 2019</p>
Primary Language Curriculum Summer Course		
<p>Primary Language Curriculum Summer Course</p>	<p>This summer course will explore the three strands of the Primary Language Curriculum: Oral Language, Reading and Writing. The aim of the course is to help teachers to become more familiar with the curriculum and in particular, with using the learning outcomes and the progression continua. A range of methodologies and ideas will be discussed throughout the week. This will be an interesting and interactive summer course which teachers will find highly beneficial as they continue with the implementation of the Primary Language Curriculum in the coming years.</p>	<p>July/August 2020</p> <p>(22 Summer Courses)</p>
Reading Recovery		
<p>Reading Recovery</p>	<p>Initial Professional Development Training (IPD)</p> <p>The accredited Reading Recovery Initial Professional Development programme (IPD) is offered in each of the seven Reading Recovery centres in Ireland. Taught by a PDST Reading</p>	<p>Sept 2019 - June 2020</p>

Recovery Teacher Leader, each centre under the RR licence has the capacity to train between 10 and 12 teachers per year. Teachers who successfully complete the course are awarded a certificate from the Institute of Education, University College London. Schools are invited to nominate a teacher to train as a reading recovery teacher in Spring 2019 towards commencing training with the PDST in Sept 2019

Reading Recovery teachers in training are required to:

- attend 22 non sub-covered training sessions in their designated Reading Recovery Centre
- work with four children at any one time on an individual basis for a half an hour every day (50% of normal teaching time)
- share responsibility with their Training group (between 10 and 12 teachers), for teaching live lessons behind a two-way screen which are observed, analysed and discussed by the group.
- receive further support, tailored to the particular needs of the individual teacher and school, in the form of six visits from the Reading Recovery Teacher Leader
- make observation visits to and accept observation visits from Reading Recovery colleagues
- Submit data

Continuing Professional Development Training (CPD)

All active Reading Recovery teachers (currently 500 nationally) receive further professional development training each year along with annual teacher leader and colleague visits for as long as they are teaching Reading Recovery. They are required to

- Attend non-sub covered CPD sessions six days per year
- Receive in school visits and support from the Teacher Leader
- Receive and make a colleague visit
- Gather and submit data
- Use the evidence from annual reports to inform further planning

Link Teacher Training

Reading Recovery Link Teachers who will support the Reading Recovery Teacher with assessments receive a one-day training session in their local Reading Recovery Training centre. This is a non-sub covered training day.

Primary STEM 2019/2020		
Title of Workshop/ Seminar	Descriptor and Rationale	Delivery Timeline
<p>Seminar:</p> <p>Team Teaching for Inclusion in Mathematics - The Next Step</p> <p>Delivery 62 seminars</p>	<p>SET and mainstream classroom teachers are invited to attend this full-day seminar to further deepen their understanding of inclusive teaching and learning practices. Through the lens of Mathematics, SEN and the sharing of successful practice, teachers will expand their repertoire of teaching and assessment strategies and make explicit links with a range of effective Team Teaching models to support the needs of all pupils.</p> <p>Seminar Objectives</p> <ul style="list-style-type: none"> to explore the rationale for team teaching as a means of including children with SEN in the mainstream class setting to explore different models of team teaching in the context of Maths to explore planning for team teaching in Maths. <p>These seminars will address Pillar 2 identified in the Literacy and Numeracy Strategy Interim Review 2011-2016; New Targets 2017-2020, p.56</p> <p>Circular 0013/2017 which states that the range of teaching supports provided under the Special Education Teaching Allocation should include team-teaching (p.18). The Circular 0013/2017 also states that ‘configurations of team-teaching have been shown to provide an appropriate model for engaging with individual needs in the collective setting of the classroom.’ (p.18)</p>	<p>October 2019</p>
<p>Seminar:</p> <p>Lesson Study Shared Learning Day 1 Event</p>	<p>Lesson study is concerned about improving teaching and learning. It is a model of sustained teacher professional development and is based upon supporting teacher learning through inquiry and collaboration. A Lesson Study cycle is made up of four stages. The study is framed with a research theme and learning goals. At each stage participating teachers work collaboratively to</p> <ul style="list-style-type: none"> Plan and write a lesson proposal Conduct a live research lesson Observe student learning Reflect on a research lesson collaboratively supported in some cases by a knowledgeable other <p>At each stage, participating teachers share their knowledge and experience. They have opportunities to collaboratively identify, trial and reflect on new practices. As they engage in the collaborative lesson study process, teachers assume the role of researcher in their own school context. Participation in lesson study has the potential to positively impact pupil learning, develop teacher knowledge and build teacher community (Lewis & Perry, 2017; Ni Shuilleabháin & Seery, 2017). In a model of collaborative inquiry into teaching and learning, teachers will be introduced to pedagogical approaches for teaching mathematics and adopting a skills-based approach to STEM, sharing these approaches through discussion and inquiry during this shared learning day.</p> <p>Domain 4: Teachers’ collective / collaborative practice (Looking at our schools: A quality framework for Primary Schools 2016, p.20-21). Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by</p>	<p>March 2020</p>

	<p>sharing their expertise Lesson Study with a STEM focus will also address the Actions in the STEM Implementation Plan 2017 – 2019 Pillar 2: Enhance Teacher and Early Years Practitioner Capacity Action 2.5: Promote collaboration on STEM education within and between school settings.</p>	
STEM Seminars		
<p>Seminar: Inquiry Based Approaches to Measures and STEM as Gaeilge</p> <p>School seminar for Irish medium schools</p> <p>Approx. 12 seminars</p>	<p>I rith na seimineár seo, bainfidh na múinteoirí úsáid as cur chuige fiosraithe chun scileanna Eolaíochta agus Mata a fhorbairt go háirithe tuiscint na ndaltaí i dTomhas. Trí ghníomhachtaí dearadh agus déanamh, beidh deis ag múinteoirí iniúchadh a dhéanamh ar na deiseanna sa saol mar atá ann chun na scileanna Mata agus Eolaíocht a nascadh le chéile.</p> <p>De réir an taighde, cuireann curaclam comhtháite taithí spreagúil ábhartha leanúnach ar fail do fhoghlaimtheoirí (Frykholm & Glasson, 2005; Koirala & Bowman, 2003; Jacobs, 1989). Tugann an Eolaíocht tábhacht don Mhata, ábhar a bhíonn go minic teibí agus bunaithe ar áirimh aonarach (Dennis and O’Hair, 2010). Beidh iniúchadh déanta ar úsáid theicneolaíocht dhigiteach tríd Adobe Spark chun féinmheasúnú na ndaltaí a scrúdú.</p> <p>Trí ghníomhachtaí Mata agus Eolaíocht a dhéanamh atá cur chuige fiosraithe iontu, beidh múinteoirí in ann míthuiscintí daltaí, inniúlachtaí agus cur chuige comhtháite do phleanáil agus measúnú a iniúchadh. Bainfidh na seimineáir leas as an mbaint nadúrtha atá ann idir Tomhas agus STEM chun fiosracht, breathnóireacht, fadhbréiteach agus tástáil a iniúchadh. Bíonn deiseanna ag teastáil ó dhaltáí iniúchadh a dhéanamh ar an mbaint atá ann idir coincheapa Mata agus Eolaíocht agus an saol mar atá. Cuirtear é seo ar fáil sna gníomhachtaí dearadh agus déanamh.</p> <p>Léiríonn an creatlach pleanála comhtháite don Mhata agus an Eolaíocht ról na Mata mar theanga na hEolaíochta.</p> <p>Déanfaidh na seimineáir seo freastal ar na rudaí thíosluaite ón “Ráiteas Polasaí um Oideachas STEM Plean Forfheidhmithe 2017-2019”</p> <p>2.1.1 Treoir agus tacaíocht a chur ar fáil do mhúinteoirí nuacháilithe leis an STEM a chur i bhfeidhm sa teagasc, foghlaim agus measúnú.</p> <p>2.3.3 Samplaí dearbhaithe cháilíochta a fhorbairt agus a chomhroinnt de thaithí foghlama STEM atá an-éifeachtach do gach foghlaiméir ó na luathbhlianta ar aghaidh</p> <p>2.4 Tacaíocht a chur ar fáil do mhúinteoirí maidir leis an athrú sa churclam ó thaobh oideachais STEM a chur i bhfeidhm.</p> <p>Déanfaidh na seimineáir seo freastal ar Colún 2: Feabhas a chur ar chleathas gairmiúil múinteoirí agus cleachtóirí I gcúram agus oideachas na luathóige (COLÓ) (Straitéis Litearthachta agus Uimhearthachta 2011-2020 Athbreithniú Eatramhach ar an Straitéis agus Spriocanna nua (2017-2020).</p> <p>During these Seminars, teachers will engage in inquiry based learning approaches to develop Science and Maths skills including pupils’ understanding of measures. Through Design and Make Challenges, teachers will explore real-life practical applications and opportunities to link science and mathematical skills. Research indicates that using an interdisciplinary or integrated curriculum provides opportunities for more relevant, less fragmented, and more stimulating experiences for learners (Frykholm & Glasson, 2005; Koirala & Bowman, 2003; Jacobs, 1989). Science is the application of math. Science helps provide relevance</p>	<p>Feb 2020 in selected centres</p>

	<p>to math that is all too often abstract and isolated calculation operations (Dennis and O’Hair, 2010). The use of Digital Technologies to explore pupil led approaches to assessment for learning will also be explored through the use of Adobe Spark. Through Science and Maths activities that embody an inquiry based learning approach, teachers will explore pupil misconceptions, proficiencies and integrated approaches to planning and assessment. This seminar capitalises on the natural opportunities for integration between Measures and the wider STEM objectives as inquiry approaches putting the emphasis on curiosity and observation, problem solving and experimentation are explored through practical tasks. Pupils need opportunities to explore and uncover concepts related to real life experiences of science and maths, which will be exemplified through Design and Make Challenges. Through carefully constructed practical tasks, real life linkage and integration across maths and science will be explored as well as opportunities for delving into pupils’ misconceptions of measurement.</p> <p>A framework for planning integrated Maths and Science lessons will highlight the role of Maths as the language of Science.</p> <p>These seminars will address the following from the STEM Implementation Plan: 2.1.2 Provide guidance and support to NQTs to embed STEM into teaching, learning and assessment. 2.3.3 Develop and share quality assured exemplars of highly effective STEM learning experiences for all learners. 2.4 Provide support to teachers in implementation of STEM curricular change These seminars will address Pillar 2: Improving teachers’ and Early childhood care and Education (ECCE) practitioners’ professional practice (Literacy and Numeracy Strategy Interim Review 2011-2016; New Targets 2017-2020, p.56) Design resources for teachers and schools to support a broad range of teaching and learning methodologies, including inquiry-based learning and problem solving.</p>	
Primary STEM Webinars		
<p>Number Sense Webinar</p>	<p>Number Sense Webinar</p> <p>The need for pupils to understand, not just recall, number facts—a key tenet of number sense, is reinforced in the Irish Primary School Mathematics Curriculum (1999, p.39) in which the understanding of number facts is emphasised, alongside that of recall, for 1st and 2nd classes, as is the need for pupils to “recognise and create mathematical patterns and relationships” (p.38). Similarly, instead of merely recalling number facts, pupils in Infant classes and 1st and 2nd classes are expected to “devise and use mental strategies and procedures for carrying out mathematical tasks” (p.18/39). The emphasis on memorisation at the expense of an understanding of, and flexibility with numbers, can inhibit pupils’ mathematical development. According to Boaler (2016) “the more we emphasize memorization to students the less willing they become to think about numbers and their relations and to use and develop number sense”. Therefore, when pupils develop number sense and number flexibly, they build the most important foundation for all higher levels of mathematics.</p> <p>This Number Sense Webinar will explore the development of these critical skill for pupils in the classroom to include:</p> <ul style="list-style-type: none"> ● emphasising rich and varied counting experiences 	<p>October 2019</p>

	<ul style="list-style-type: none"> ● learning experiences aligned with those in the Ready, Set, Go Maths programme for infant classes; ● PDST support material for developing a facility with, and understanding of number; ● using models and tools in representing numbers; and ● using ‘number talks’ as a classroom strategy 	
Play Based Approaches to Mathematics and Science Webinar	<p>Play based approaches to Mathematics & Science Webinar</p> <p>Play is recognised as so important to children’s well-being that the right to play is set down in the United Nations Convention on the Rights of the Child (1989), and is one of the fundamental principles in early childhood education. The importance of play as a context for young children’s learning and development is well acclaimed and documented. Strong research evidence suggests that play is central to a child’s physical, social, emotional, cognitive and language development (Froebel, 1826; Piaget, 1976; Vygotsky, 1962). Teachers are fundamental in establishing a safe, collaborative and productive classroom climate that values play. This approach also highlights the importance of play in fostering the development of a Mathematics and Science disposition to learning. It can also help learners to see that a disposition towards Science and Mathematics is useful, meaningful, and an area of learning in which they can experience challenge, investigation, curiosity and wonder.</p> <p>This webinar will support teachers in adopting a playful pedagogy for Science and Mathematics in the infant classes.</p> <p>The webinar will support teachers in teaching Science and Mathematics through teacher-led playful activities e.g. using a picture book, playful activities, games with rules. This webinar will also explore the learning process through a child-led play session, embedded in pretend, physical and creative play.</p>	January 2020
Maths Recovery		
	<p>The PDST in conjunction with Maths Recovery Ireland will continue to provide CPD to selected DEIS schools in the Maths Recovery Programme. The Service Level Agreement between the PDST and MR Ireland for 2019 2020 stipulates that this will include the following:</p> <ul style="list-style-type: none"> ● 8 days training for all Maths Recovery Associates ● One Maths Recovery Teacher to be trained in 120 selected schools (on application) ● One class teacher to be trained in each of the 120 selected schools and also in schools already in the programme to a total of 400 schools. 	September 2019 to June 2020
Primary STEM Sustained School Support		
Models of Sustained support for Primary STEM	<p>Sustained Support -The Primary STEM team will offer to primary schools contextualised sustained support this year. It will be school based support, during the school day and after the school hours and promote an integrated and Inquiry based approach to Science and Mathematics</p>	September 2019 to June 2020
Lesson Study	<p>Maths – the team offers ‘skills through content’ problem solving approach to school support. School visits are planned in advance and the support is customised to meet the identified areas of support. All areas of the mathematics curriculum area supported</p>	
Communities of Practice		

<p>Coaching and Mentoring</p>	<p>Central to the support is an emphasis on developing mathematical understanding through a constructivist approach. Schools are supported in developing teaching approaches to problem solving that are active, inclusive and child centred.</p> <p>Science – the PDST Primary STEM Team offers a skills based approach to the teaching of Science. Schools will be facilitated in developing a skills based approach to the teaching of science in the primary classroom. Teachers will be guided to build on pupils’ subject knowledge. Ways to challenge possible misconceptions are highlighted. In this way teachers may plan learning experiences that facilitate correct conceptual understanding and promote curiosity and investigation about the nature of science.</p>	
<p>Digital Portfolios Pilot Project</p>		
<p>Formative Assessment using Digital Portfolios Pilot Project</p>	<p>This pilot study aims to utilise a sustained support approach with 24 schools to explore how the usage of digital portfolios can support and enhance formative assessment practices in the primary school context. A collaborative cross-team approach will be employed here, building capacity, whereby 4 advisors from the Digital Technologies team will upskill 4 advisors from the STEM team in this area and then the 8 PDST advisors will together provide support to the 24 schools involved in this initiative (3 schools per advisor). PDST will draw from the success of the Post-Primary formative assessment through e-portfolio project.</p>	<p>Timeframe: November 2019 - April 2020</p>
<p>Primary STEM Summer Course</p>		
<p>Primary STEM Summer Course (NEW)</p>	<p>This new PDST Summer course will aim to promote a classroom culture of curiosity and investigation in STEM. This course is designed to give teachers inspiring practical STEM activities. Teachers will be facilitated to approach STEM in the primary classroom in an integrated manner. The range of relevant STEM curricular areas will be addressed by stimulating and rich inquiry based tasks. Making connections to the Arts curriculum, integrating and combining creativity with a STEM theme, this course presents an interdisciplinary approach to presenting STEM subjects. This course will aim to:</p> <ul style="list-style-type: none"> • Enhance teacher confidence across a range of STEM curricular areas using highly participative and accessible inquiry based approaches. • Plan for integrated design and make activities that connect with the Arts curriculum. • Skills through content approach in STEM. • Use an integrated cross-curricular approach to planning and delivery of STEM in the primary classroom. • To build upon assessment practices to include journaling and pupil self-assessment. • the course will include time for teachers’ to reflect on individual, group and school performance in the areas of STEM and the Arts, and devise creative ways to engage with the SSE process. 	<p>July/August 2020</p>

Primary Health and Wellbeing 2019/2020		
Title of Workshop/ Seminar	Descriptor	Delivery Timeline
SPHE Seminars		
Child Protection Seminar (Approx. 45 seminars)	This seminar is based on the Revised Child Protection Procedures for Primary and Post-Primary Schools in December 2017 underpinned by the revised guidelines 'Children First: National Guidance for the Protection and Welfare of Children 2017'. The seminar will specifically focus on the role and responsibilities of the DLP/DDLP including liaising with external agencies, supporting staff, reporting to Tulsa, communication with the Board of Management /parents and curriculum implementation. Places are strictly reserved for DLPs and DDLPs. Proposed roll out will involve 45 seminars nationally, two per education centre, with a small allowance for oversubscription, with sub cover.	September/ October 2019
RSE Seminar (Approx. 44 Seminars)	This seminar focuses on teaching the sex education elements of RSE from Infants to Sixth class, in the context of Social, Personal and Health Education. The course will be experiential and practical in its approach. The seminar includes; An overview of RSE as an aspect of SPHE; The role and function of an RSE policy; Methodologies for teaching RSE and Creating a safe classroom environment. Proposed roll out will involve 44 seminars nationally, two per education centre, with a small allowance for oversubscription, with sub cover.	November 2019
PE Physical Literacy Seminar 3 mop-ups - Manipulative Skills (Approx. 60 seminars)	These mop-up seminars follow from the full roll out in Spring 2019 and is the final round on the third series of seminars on using Fundamental Movement skills as a lens for developing Physical Literacy through the PE Curriculum. This seminar builds upon the Stability and Locomotor skills with a focus on Manipulative skills. Proposed roll out will involve 60 seminars nationally, including seminars 'as Gaeilge' and with sub cover.	October / November 2019
PE Physical Literacy Seminar 4- 'Developing the physically literate child through the lens of motivation and confidence' (Approx 84 Seminars)	This is the fourth in the series of full day seminars exploring how physical education (PE) can be used to support the development of children's physical literacy. This seminar will briefly revisit concepts and skills explored in Seminar 1 - 3 and explicitly explore motivation and confidence as a core pillar of physical literacy. Strategies and approaches which may support the development of pupils' motivation and confidence in PE and wider physical activity settings will be presented and considered. It is not necessary to have attended Seminar 1 -3 in order to attend. Proposed roll out will involve 84 seminars nationally, including seminars 'as Gaeilge' and with sub cover.	February / March 2020
SPHE workshops (Facilitated by SPHE Associates)		
Stay Safe Workshop	Supporting the mandatory nature of the Stay Safe programme, as per the Child Protection Procedures for Primary and Post Primary schools 2017, this workshop will familiarise teachers with the rationale, structure, key messages, and content of the revised Stay Safe Programme. It will be facilitated by the team of associates. It	November 2019

(Approx. 21 Workshops)	aims to support and enable teachers to implement the revised programme within the context of the SPHE curriculum and with a cross curricula approach. Proposed roll out will involve 21 workshops nationally.	
PE Workshops (Facilitated by PE Associates)		
PE workshop #1 - FMS through Creative Dance within primary physical education (Approx 25 Workshops)	Creative dance is an important element of wellbeing within the primary PE curriculum which will be explored in this two-hour workshop. Using pupils' own interests as a stimulus for dance, sample themes and activities appropriate to all class levels will be presented. A thematic approach which explores important dance ingredients such as space, relationships, actions and dynamics will also be introduced to participants. Participants will also identify how to embed fundamental movement skills into the Dance strand using the Move Well, Move Often resource. This practical workshop is suitable for all class levels. Proposed roll out will involve 25 workshops nationally, one per education centre and an allowance for oversubscription.	October / November 2019
PE workshop #2 - FMS through Playground Games (Approx 25 Workshops)	In this practical workshop participants will explore a diverse range of playground games suitable for all class levels. These games will include games suitable for a warm up, some that require minimal equipment and other traditional playground games. The Games strand unit of creating and playing games will also be explored. The PDST 'Move Well, Move Often' resource will be filtered through the workshop to afford participants an opportunity to embed fundamental movement skills into playground games. Proposed roll out will involve 25 workshops nationally, one per education centre and an allowance for oversubscription.	January / February 2020
PE workshop #3 - FMS through Using Digital Technologies to support pupils learning in PE (Approx 25 Workshops)	In this practical workshops participants will explore how Digital Technology can be used to enhance teaching and learning in primary physical education. Participants will explore how best to use a wide variety of apps to encourage pupils to be physically activity. Student led activity, assessment, motivation and gamification will be explored. Where possible participants are asked to bring a tablet/device to this two-hour workshop. Proposed roll out will involve 25 workshops nationally, one per education centre and an allowance for oversubscription.	April / May 2020
Restorative Practice (Cross-sectoral)		
Restorative Practice in Schools (Approx 50 schools)	The DES Action Plan for Education (2017) includes two actions for teachers introducing Restorative Practice (RP) in Primary and Post-Primary schools. Our ongoing collaboration with, and upskilling of our full time team by, the Childhood Development Initiative (CDI) as well as working with a core team of part-time associates, enables us to offer and deliver support in RP to both Primary and Post-Primary schools. This support can involve a specific focus on RP as per our sustained school support, or can be part of a broader whole school development which might include an element around the introduction of RP.	September 2019 to June 2020
Wellbeing Policy Framework and SSE		

<p>Wellbeing Policy Statement & Framework for Practice</p> <p>Proposed 10 schools</p>	<p>PDST cross-sectoral Health and Wellbeing teams will work collaboratively with our partners in education to support schools' engagement with the Wellbeing Policy Statement and Framework for Practice. Utilising the SSE process, a small selection of schools nationally will engage with a suite of supports which will guide schools through an introduction to the Framework document, setting up a Wellbeing team, aligning the Framework to the SSE 6 step process, in-school support visits supporting schools in gathering data, offering direction through the next steps and looking to the future.</p>	<p>September 2019 to June 2020</p>
<p>SPHE Webinar</p>		
<p>Planning in SPHE</p>	<p>This new Webinar aims to support teachers in planning for SPHE towards improved teaching and learning outcomes. Using the planning aid "Making the Links" teachers will be encouraged to consider how to plan and implement a balanced curriculum. Through the use of active methodologies, whole school atmosphere, integration and discrete teaching will be explored to support teachers to effectively address the strands and strand units of the curriculum.</p>	<p>September 2019</p>
<p>School Support for Health and Wellbeing</p>		
<p>School Support</p>	<p>The PDST Primary Health and Wellbeing team offers contextualised school support across the SPHE curriculum which is core to our Health and Wellbeing remit. This will include sustained support which will engage schools with deeper, transformational modes of teacher professional learning while building internal capacity and embedding change. Our CPD range includes SPHE planning and policy development, Child Protection webinars, Stay Safe programme workshops as well as RSE Curriculum, Anti-Bullying, Internet Safety and Teacher Wellbeing support. We offer support structures such as for whole school during Croke Park hours, focus groups, one-to-one, in-school and in-class support. The models on offer to schools include lesson study, in-school professional learning communities, action research, coaching and mentoring. Schools can apply for sustained support by detailing the rationale for this support application, identifying their needs and proposing plans for improvement.</p>	<p>September 2019 to June 2020</p>
<p>Health and Wellbeing Conference</p>		
<p>Health and Wellbeing in Educational Settings.</p> <p>Estimated Number of Teachers - 150</p>	<p>In light of the Wellbeing Policy Statement and Framework for Practice 2017, the question guiding the conference will be "How do you embark on creating a whole-school wellbeing strategy and what does that look like in your particular school?" With a lens on building contextual wellbeing, creating healthier cultures in schools and developing respectful, safe relationships in school communities, our conference will facilitate interactive engagements, discussions and experiential workshops which explore wellbeing, resilience, managing stress and overcoming adversity. Expect key note speakers, masterclasses, panels, and presentations!</p> <p>Update 19th March 2019 Keynote Speaker: To be confirmed We are aiming to incorporate our work as a team into an interactive and experiential format for participants on the day.</p>	<p>9th May 2020 proposed date</p> <p>Venue: Galway</p>

	<p>Workshops will include some of the following:</p> <ul style="list-style-type: none"> Wellbeing and PE through Dance Wellbeing and PE through Orienteering Wellbeing and Integration with the Visual Arts Wellbeing and Integration with Drama Wellbeing through Restorative Practice Wellbeing through Play Wellbeing and Diversity Wellbeing using Puppets Wellbeing using Picture Books 	
<p>PE & SPHE Summer Course</p>		
<p>Integrating PE and SPHE in the primary classroom (NEW)</p>	<p>Physical Literacy is the ability to move with confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole child. SPHE encompasses the development of emotional literacy which is the ability to understand emotions, listen to others and empathise. This new PDST summer course will be an integrative design by PDST PE and SPHE Advisors in collaboration with The ARK cultural centre to support teachers with developing physical literacy while nurturing children’s social and emotional growth. The week will be fun and practical in nature and will include workshops on gymnastics, dance, athletics, games, outdoor and adventure activities suitable for teachers of all classes from Infants - 6th. By participating in this course, teachers can support children in continuing to participate in physical activity throughout their lifespan, enhancing their overall social, emotional and physical wellbeing.</p>	<p>July/ August 2020</p>

Primary Digital Technologies 2019/2020		
Title of Workshop/ Seminar	Descriptor	Delivery Timeline
Digital Technology Seminars		
Digital Learning Framework Seminars (Mop ups approx. 42 events)	These 1 day seminars for school leaders and digital technology coordinating teachers will be held via the Education Centre network. It is proposed that approximately 42 Primary and 11 Post-primary seminars will be held. The seminars will focus on the use of the DLF and supporting resources to create an effective Digital Learning Plan so that digital technologies are embedded in teaching , learning and assessment through constructivist and pedagogical approaches in schools.	September to November 2019
School Excellence Fund Clusters: Digital & STEM	School Excellence Fund clusters comprise of an amalgamation of primary, post-primary, third level and/or business partners. Each cluster’s innovative project has been approved and granted funding by the ICT Policy Unit and is being supported by a PDST advisor from the Digital Technologies Team. This initiative will be in the second year of its three-year cycle in 2019-2020. Advisors assigned to each cluster provide support in the following key areas: Cluster meetings, CPD support, online facilitation and supporting the lead coordinator of the cluster in the area of project management. We support 32 Digital and 10 STEM clusters participating in this initiative. As each cluster is unique in terms of its focus and the stakeholders involved, the support provided by each advisor from the team is tailored to suit the individual cluster’s agenda and needs.	September 2019 - June 2020
Regional Digital Clusters (Approx. 70 Primary Clusters) 1 shared learning day	These regional digital clusters aim to support and promote effective communities of practice using a tailored blended learning CPD approach whereby 15 teachers per cluster will attend 1 full day (sub covered) CPD at the outset of the initiative and then share their learning/practice on an online platform afterwards with others in their cluster (monitored by an advisor). They will then come together for a final shared learning experience/ showcase event in May/June. It is envisaged that there will be approximately 70 primary clusters and 35 post-primary clusters, depending on demand.	November 2019 - May/June 2020
Pilot: Formative Assessment Using Digital Portfolios (Approx. 24 Schools)	This pilot study aims to utilise a sustained support approach with 24 schools to explore how the usage of digital portfolios can support and enhance formative assessment practices in the primary school context. A collaborative cross-team approach will be employed here, building capacity, whereby 4 advisors from the Digital Technologies team will upskill 4 advisors from the STEM team in this area and then the 8 PDST advisors will together provide support to the 24 schools involved in this initiative (3 schools per advisor).	November 2019 -April 2020

School Support for Digital Technology		
School Support and Sustained Support	<p>The PDST Primary Digital Technology team will continue to provide support for schools in embedding digital technologies in teaching, learning and assessment. A particular focus this year will centre on engagement with the sustained support model.</p> <p>Sustained support has constituted a key method by which the Digital Technologies team has effectively supported schools over the past number of years and so we have made the informed decision to engage in more instances of this form of support. Here, advisors will visit a school on a number of occasions throughout the duration of their support, allowing us to provide bespoke CPD in the areas required and consequently evaluate their implementation within the school context. As we have seen when engaged in this sustained support model in the past, this approach will provide a more meaningful and transformative CPD experience for the schools and teachers involved, aiding them to embed digital technologies into teaching, learning and assessment practices more effectively and longitudinally than perhaps a once-off visit to the school could facilitate.</p>	September 2019 to June 2020
Digital Technology Webinars		
The Digital Learning Framework: A Review	This online webinar for schools will provide a broad review of the Digital Learning Framework (DLF) and how a school can use this document to create a fit-for-purpose digital learning plan.	October 2019
School Excellence Fund: Digital Clusters	This online webinar for teachers will focus on a selection of schools involved in the School Excellence Fund: Digital clusters and how they are using digital technologies to enhance innovative teaching and learning practices in their classrooms and schools.	January 2020
School Excellence Fund: STEM Clusters	This online webinar for teachers will focus on a selection of schools involved in the School Excellence Fund: STEM clusters and how they are using digital technologies to enhance innovative teaching and learning practices in their classrooms and schools.	March 2020
Digital Technology Face to Face Summer Courses		
Digital Technology in the Junior Classroom	This course explores the use of digital tools in supporting a constructivist pedagogical orientation in the Junior Classroom. Participants explore how easily digital tools can be differentiated to include all learners in the junior classroom, and in particular those with special educational needs. Relevant classroom-based examples of collaborative and cooperative work in infant classrooms will also be explored during the week by all participants.	July /August 2020
Embedding ICT in the Primary Classroom	This course explores the use of digital tools in supporting a constructivist pedagogical orientation within the classroom context. Teachers are not only supported in creating a wide range of digital teaching, learning and assessment resources that can be subsequently used in their classrooms,	July /August 2020

	they also engage in a range of curricular-directed digital activities that can also be applied in their own settings to great effect.	
Using Tablets and Online Tools for Literacy and Numeracy	This course offers teachers a range of practical approaches to employ when utilising tablet technology to best effect in their classrooms. To this end, key content in this course will address how the effective use of tablets can enhance pupil engagement when undertaking literacy and numeracy lessons, as well as in a cross-curricular fashion. Importantly, this course also aims to provide teachers with insights relating to key educational and whole-school considerations in the deployment of tablet technologies through a range of participant-oriented tasks and activities.	July /August 2020
Scratch to develop Problem Solving	This summer course focuses on the uses of Scratch programming language to explore computational thinking and coding as part of the problem solving process. This is a very active course whereby participants engage in a range of practical group activities to explore how they might incorporate Scratch across a variety of curriculum areas.	July /August 2020
21st Century Problem Solving	This summer course introduces teachers to the concepts of offline and online computational thinking as a methodology to improve problem solving skills. The course will also introduce teachers to the use of STEM-focused manipulatives that can be incorporated into teaching and learning from the infant classroom up to sixth class. While primarily focusing on problem solving skills and coding for Mathematics, this course will also look at ways that 21st century problem solving methodologies can be used in a variety of other curricular areas.	July /August 2020
Creating and Using Digital Resources Across the Primary Curriculum	This summer course places emphasis on guiding participants to create their own digital teaching, learning and assessment resources, while also exploring useful online tools to support and enhance pupils' cross-curricular work. Each module refers to classroom-based examples of differentiation across the curriculum so as to cater for all pupils' levels of ability and the variety of needs that exist within every class.	July /August 2020
Digital Storytelling - Animation	This summer course will explore a range of digital tools that support the design process and creation of animated cross-curricular digital stories in the classroom. Throughout the week, key aspects in this regard such as those relating to the planning, set and character creation, shooting and editing stages will be explored through active participation in directed activities. At the end of the week, participants will have completed their own short animation. Content in this course also focuses on the Fís Film Project. Here useful resources, as well as examples of note for use in the classroom, will be discussed and explored.	July /August 2020
Digital Storytelling - Filmmaking	This summer course will explore a range of digital tools that support the design process and creation of cross-curricular digital stories in the classroom. Throughout the week, key aspects in this regard such as those relating to the planning, shooting and editing stages will be explored	July /August 2020

	through active participation in directed activities. At the end of the week, participants will have completed their own short film. Content in this course also focuses on the Fís Film Project. Here useful resources, as well as examples of note for use in the classroom, will be discussed and explored.	
Online Courses (through teachercpd.ie)		
Digital Technologies in the Primary Classroom	This engaging online course will show participants how to make the most of the technology in your classroom to support and enhance learning, in particular in the following areas: literacy; numeracy; STEM and SEN. Drawing on the objectives of the Digital Strategy for Schools 2015-2020 (DES, 2015), it contains practical ICT activities, methodologies and classroom management strategies which will help you to use ICT meaningfully in your own context.	Summer 2019
Digital Technologies for STEM in the Primary Classroom	This course aims to show how the use of technology in the classroom can enhance teaching, learning and assessment for STEM. Through good practice videos and practical lesson ideas, participants will gain an understanding of how to use digital technologies to support STEM, while also supporting literacy, numeracy and SEN. Participants will have the opportunity to share your own ideas and practices with other participants and will create an action plan for digital technologies and STEM in your own classroom based on the Digital Learning Framework.	Summer 2019
Developing a Digital Learning Plan for your School	This course will help participants to use the Digital Learning Framework to improve digital learning in their school regardless of their stage on this journey. It guides through the process of creating a plan that will support the effective use of digital technologies across all aspects of teaching and learning. Participants will engage in individual and school-based activities to help create a Digital Learning Plan.	Oct-Dec 2019 (Jan-June 2020 TBC)
Scratch for Learning	This highly interactive course covers how to use Scratch coding to support learning, in particular literacy and numeracy. It includes coding tasks, videos, tutorials, links and discussion forums for sharing ideas with fellow teachers. The course is based on Scratch 3.0, the latest version of Scratch. It also includes tutorials on Scratch 2.0 for teachers who are working with the older version. The course designed by PDST Technology in Education in collaboration with Lero and draws on materials from the former online summer course 'Scratch for Literacy and Numeracy'.	Oct-Dec 2019 and Jan-March 2020
Digital Images and Copyright in the Primary Classroom	This course will help participants to use digital images ethically to enhance teaching and learning in their classroom. Participants will explore ways to create digital images to improve their teaching of literacy, numeracy, STEM and SEN. Participants will be shown how to find rights-free images and how to apply copyright licences to their work.	Oct-Dec 2019 and Jan-June 2020
Using Online Tools in the Primary Classroom	In this course, participants will be introduced to digital tools that can be used to create classroom-focused resources. Participants will be shown websites that contain resources for teaching skills in literacy, numeracy, SEN and STEM education. They will also be shown how to use online tools to create a short instructional video and to promote different skills and activities in your classroom.	Oct-Dec 2019
Finding Information Online for the	In this course, participants will learn how to find reliable, age-appropriate information online and develop techniques for evaluating the credibility of online information. They will be introduced to tools, such as Scoilnet, Scoilnet Learning Paths and World Book Online, that will help to find and	Oct-Dec 2019 and Jan-June 2020

Primary Classroom	share useful information and resources. Search engines that have been developed to help children search online will be explored.	
Digital Storytelling in the Primary Classroom	In this course, participants will learn how to integrate digital storytelling into their classroom activities. They will look at several tools that you can use in class, as well as some activities that can be used to promote literacy, numeracy, STEM education and special educational needs. They will work with Adobe Spark to create a short video from a story.	Oct-Dec 2019 and Jan-June 2020
Digital Video in the Primary Classroom	This course will help participants to use digital video recording in their class to enhance teaching, learning, and assessment. It will highlight the benefits of integrating digital video technologies into their classroom. They will be introduced to some digital tools that can be used to create video content and some tips for watching online videos in class. Additionally, they will explore some activities where pupils record digital video and will see video exemplars of schools using video recording in different ways to support the teaching of the curriculum.	Oct-Dec 2019 and Jan-June 2020
Safer Internet Use in the Classroom	An essential course for all teachers in today's classrooms, this is a short course with expert information, practical tips and advice from other teachers on how best to use the internet - including social media - safely in the classroom. Having done the course, teachers will be better placed to enjoy teaching and learning using the internet with students, without fear of common pitfalls. The course was developed with the Webwise (internet safety) team by PDST Technology in Education.	Oct-Dec 2019
Social Media and Webwise Teachers	Any teacher or school using social media will find this short course beneficial as it covers the essentials on how to manage their professional reputation and that of their school when using social media. It also has valuable advice for those engaging in social media for personal as well as professional use. This course will be of interest to those who have already completed the course on Safer Internet Use in the Classroom. It was developed with the Webwise (internet safety) team by PDST Technology in Education.	Oct-Dec 2019 and Jan-June 2020

Primary Leadership (including SSE) 2019/2020		
Title of Workshop/ Seminar	Descriptor	Delivery Timeline
Misneach Group A and B: Group A commenced 2018/19, Group B commenced 2019/20	Misneach is a programme of induction for newly-appointed principals designed to support principals and acting principals in effectively leading their schools during the first two years in the position. It empowers principals to focus on the key role of leading learning in their schools under the domains of the Quality Framework.	Residential Events (x25)/ One Day Event (x1): July/ August 2019 October/ November 2019 April/May 2020
Forbairt	Forbairt is a capacity building programme for experienced school leaders. It focuses on identifying and developing the leadership skills and knowledge needed to respond to identified priorities. The dynamic of Principal, Deputy Principal and Teacher Leader working together as a team underpins the distributed leadership element of Goal 3 of the Action Plan for Education. The Action Learning Communities promote cluster building between schools; also a key element of Goal 3.	Residential Events (x9) / One day events (x6)/ Workshops (x 9)/ ALC Evening Clusters (x60): Ongoing throughout the year
Comhar	Comhar is a cross sectoral programme for Assistant Principals 1 & 2 whose schools have participated in Forbairt. The programme explores leadership themes of vision, culture, role, change, communication, conflict and wellbeing. It uses Looking at our School 2016 as a key reference point for these school leaders and builds skills, knowledge and attitudes through reflection on practice, dialogue and in school projects.	Workshops (x30): December 2019 January/ February/ March 2020
Meitheal	Meitheal is a participant-led leadership development programme that is responsive to the individual professional needs of experienced principals. It draws upon the skills and techniques associated with coaching. A skilled facilitator works collaboratively with small groups (4 – 6 participants) using a developmental model to enhance leadership skills and develop more critically reflective school leaders.	Workshops (x60): September/ November 2019 January/ April 2020
Leadership Seminars:	These seminars for principals will explore key current leadership and management issues. They are tailored to meet the requirements of the	Seminars (x30):

<p>Nationwide to include outreach venues</p>	<p>Action Plan for Education and the evolving needs of leadership in the Irish context.</p> <p>It is envisaged that these seminars will focus on curriculum leadership for the Primary Language Curriculum.</p>	<p>September/ October 2019</p>
<p>Leadership Webinar</p>	<p>Further development of online resources for principals linked to our 'Leading Learning' modules and School Self Evaluation.</p>	<p>Ongoing throughout the year</p>
<p>Primary Leadership Summer Course</p>		
<p>Summer Courses: Tánaiste</p>	<p>Tánaiste is a summer course that is designed to support deputy principals and acting deputy principals to effectively lead their schools. It examines factors which impact on the school's learning culture drawing upon Looking at our School 2016 and the SSE process.</p>	<p>July/ August 2020</p>
<p>Primary SSE</p>		
<p>SSE Taking Stock Seminars</p>	<p>These seminars are designed for principals seeking support on continuing engagement with SSE and the further development of the process in their schools. The seminars are designed to meet the requirements of the SSE Guidelines. Looking at Our School 2016 provides the lens through which these seminars are delivered.</p>	<p>Seminars (x32): February/ March 2020</p>
<p>SSE workshops</p>	<p>Further supports for elements of the school self-evaluation process may be announced during the school year.</p>	<p>From September 2019</p>
<p>School Support for Leadership</p>		
<p>Leadership School Support & Sustained Support</p>	<p>Schools are offered contextualised school support for Leadership. Schools will access such support via online application according to the school's identified needs and plans for improvement. Support is available for schools towards further engagement with the School Self Evaluation (SSE) process and to assist schools in finding their priority area of focus for SSE. Sustained Support involves various forms of deeper transformational models of professional learning aimed at building internal leadership capacity within schools and across communities of learners. For PDST Leadership, such models include our Forbairt Action Learning Communities, our Meitheal Programme and Comhar, our programme for Middle Leaders.</p>	<p>August 2019 to June 2020</p>