



**Strangford
Integrated
College**

In hoc signo vinces

Teaching for Learning Policy

Summary:

Our aim as teachers in Strangford Integrated College is to ensure that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. The quality of our school is directly related to the quality of our teaching, and the learning that takes place

Policy Number: 2023/10

Revision: 4

Previous Revision: 2021/10,
2020/17, 2019/16

Board of Governors

Submission for Ratification:
September 2023

Chairperson:

Principal:

This policy replaces any previous policies and is valid from:
1st September 2023

To be reviewed & updated by:
Mrs McBride

By September 2024



Our Aim

Our aim as teachers in Strangford Integrated College is to ensure that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. The quality of our school is directly related to the quality of our teaching, and the learning that takes place because of it. The purpose of this policy is to:

- ✓ promote **EXCELLENCE** in terms of the quality of learning and teaching we provide to all of our students;
- ✓ facilitate **OUTSTANDING** levels of achievement for all of our students.

This policy should be read alongside other policies of the school, particularly our:

- ✓ Curriculum Policy
- ✓ Pastoral Policies
- ✓ Homework policies per year group
- ✓ Literacy Policy
- ✓ Numeracy Policy
- ✓ I Pad and Acceptable Use Policy
- ✓ Special Educational Needs Policy

This policy should also be reflected in departmental policies including:

- ✓ Homework Policy

RESPONSIBILITIES

Teachers

It is the responsibility of **ALL TEACHERS** to provide the highest quality teaching for our students. This includes:

- Providing a stimulating and dynamic learning environment, including the display of recent students' work in order to recognise achievement, reward effort and promote learning.
- Using the Teacher's Planner/iDoceo to plan lessons and clearly record intended learning outcomes;
- Drawing up of schemes / units of work and Curriculum Maps according to the format agreed for the whole school
- Taking account of the range of ability, learning styles, individual and special educational needs and cultural diversity of the students when planning and delivering lessons;
- Developing appropriate resources which meet the needs of all students;
- Marking students' work regularly according to the whole school policy on marking and assessment and taking account of the school's commitment to assessment for learning strategies.
- Recording outcomes clearly and systematically according to statutory requirements, whole school policy and college's development in the use of assessment data on SIMS to track student progress.

HEAD OF DEPARTMENT

It is the responsibility of the **HEAD OF DEPARTMENT** to monitor and evaluate the quality of the learning and teaching within their department. This will include ensuring that:

- Schemes / units of work for their subject are reviewed and updated regularly so that they take account of new initiatives for improvement and ensure progression throughout and between each key stage;
- All teachers of their subject have access to appropriate and sufficient resources, which take account of the ability of the students, their interests, learning needs and cultural diversity;
- All teachers of their subject are planning and delivering lessons that are appropriate to the age and aptitude of the students, according to the agreed syllabus, scheme and / or unit of work;
- All teachers of their subject take account of the range of ability and learning styles when planning lessons;
- All teachers of their subject are marking and assessing students' work according to agreed departmental policy;
- All teachers of their subject are recording outcomes clearly and systematically;
- All teachers of their subject have access to support if it is needed;
- Use data to monitor and evaluate the quality of student learning in their subject;
- Draw up and lead the implementation of plans which effectively address areas for improvement.

Pastoral Team

- Form Tutors and Heads of Year are responsible for contributing to, and monitoring the progression and well being of individual students in their tutor group, and for providing support and advice for students both socially and academically.
- Monitor academic progress and attitudes of individual students through academic tracking, Attitude to Learning grids and Parental Consultations.
- Monitoring of behaviour, homework, use of planners, rewards, sanctions, uniform and attendance.

CORE LEADERSHIP TEAM

The **CORE LEADERSHIP TEAM** is responsible for monitoring the quality of learning and teaching across the school and to identify where development is needed. This will include ensuring that:

- The curriculum is broad, balanced, meets the needs of all students and is cost-effective;
- Accommodation and resources are effectively and efficiently used;
- Adequate teaching time is given to each subject area;
- Teachers / Heads of Department / Co-ordinators are supported in their planning, implementation, monitoring and evaluation of students' learning;
- Staff are deployed efficiently and effectively in order to meet the needs of the students and the curriculum entitlement;
- All staff have access to appropriate arrangements for professional development which meet their professional needs and the needs of the school;
- All staff development is focused on enabling **ALL STAFF** to effectively meet the needs of **ALL STUDENTS**.

Board of Governors

The **BOARD of GOVERNORS** have a statutory duty to monitor the processes that are in place and ensure that the school is addressing students' needs.

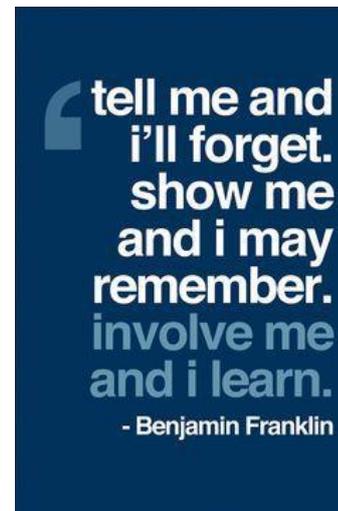
OUR VISION - EVERY PUPIL LEARNS EFFECTIVELY IN EVERY LESSON

How do we make this vision a reality?

LEARNING

We believe that effective learning takes place when students know:

- what they are going to learn;
- how to make progress;
- how to learn, including thinking and questioning skills;
- how they will be assessed;
- the attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge;
- how to work collaboratively and without close supervision;
- the skills they need to develop, including enquiry, research, analysis, reflection;
- how to use different methods and resources.



TEACHING

We know that good teaching involves:

- clear planning
- assessment for learning
- different teaching styles
- opportunities for pupils to develop literacy, numeracy, ICT and thinking skills
- pace and challenge
- organised classroom management
- effective use of resources
- differentiation
- effective partnership with Teaching Assistants
- good classroom relationships
- relevant homework
- monitored progress
- a stimulating environment
- regular evaluation and review

We aim to make learning multi-sensory so that students have opportunities to learn from seeing, hearing and doing. (kinaesthetic, visual, auditory)

LEARNING & TEACHING STRATEGIES

In order to provide ample opportunities for students to learn and demonstrate their understanding, the range of learning and teaching strategies we use in Strangford Integrated College is extensive.

These include teachers and students involved in:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening

- Making judgements
- Oral Feedback
- Role play
- Research
- Brainstorming
- Sharing
- Games and puzzles
- Simulations
- Revision
- Self-assessment
- Feedback through marking
- Puzzles and games

DEVELOPING STUDENTS' KNOWLEDGE, UNDERSTANDING and SKILLS

In addition to ensuring a high level of subject knowledge and understanding, good lessons also take account of the need to develop students' literacy, numeracy, ICT and thinking skills. The above strategies provide ample opportunities for skills development, which is systematically planned and made explicit in schemes / units of work and lesson plans. Reference should also be made to the college's Literacy, Numeracy and ICT policies.

Preparation, Planning and Delivering Good Lessons

- Good lessons will usually comprise of three parts, unless the teacher decides that another approach is more effective in particular instances.
- In a good lesson the teacher has clearly identified students who face barriers to learning which means that they will need extra support or intervention. These students are identified in the Teacher's Planner/ iDoceo using an SEN Colour Code, and are also indicated on SIMS via linked documents. The lesson has been planned and resources prepared to ensure that such students are able to achieve the intended learning outcome(s). As such, due regard will have been taken of the generic guidance outlined in the Dashboard (IEP) for that student.
- The teacher will work in partnership with Teaching Assistants or any additional teaching support available where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of students.

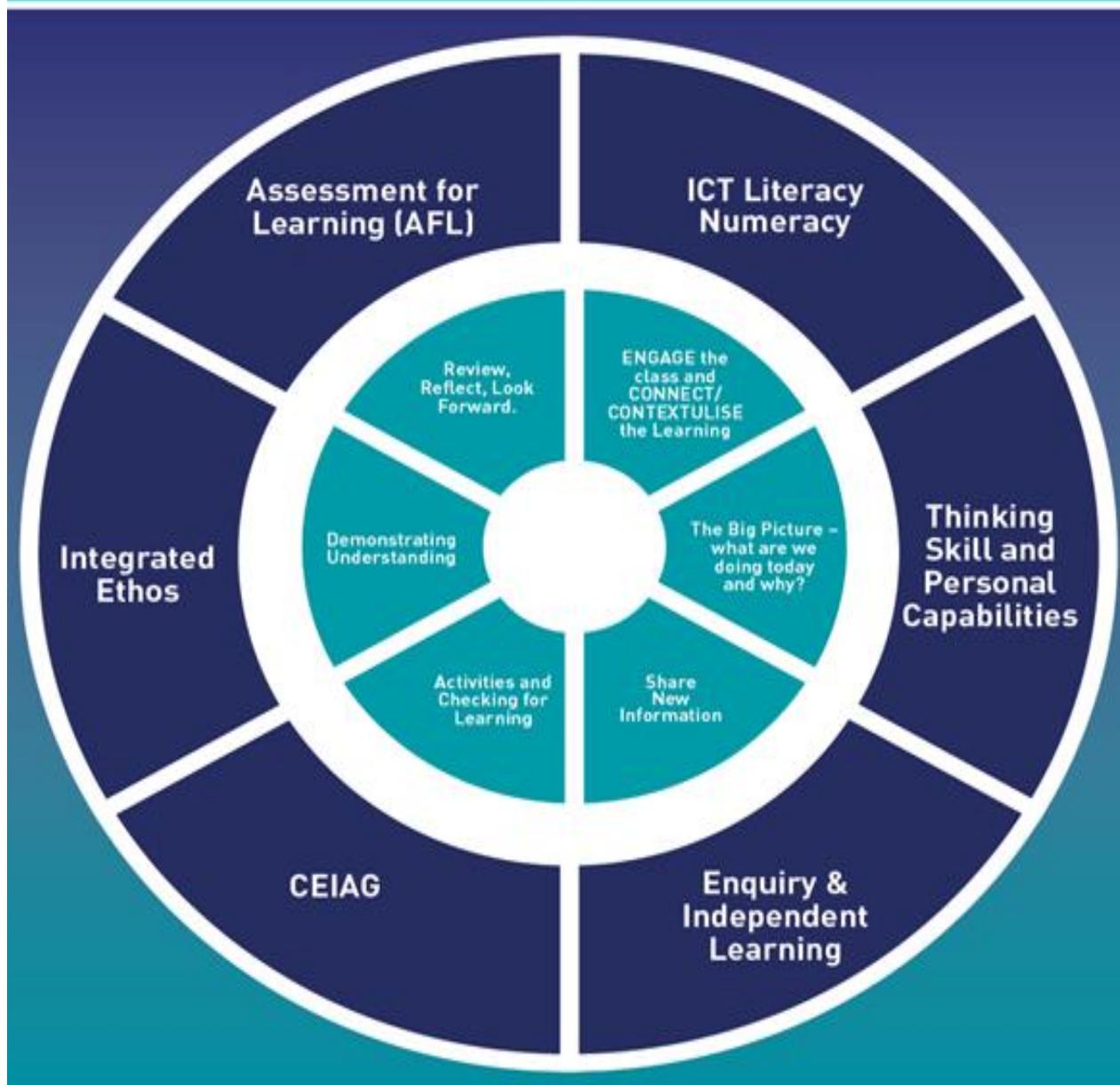
The Strangford Learning Cycle

Central to improving the quality of the learning, has been to establish a clear understanding of what good teaching looked like. To achieve this, we created the Strangford Learning Cycle, this was based on the work of Alistair Smith and the Accelerated Learning model. The model was adopted within the college and staff have received regular training on the thinking behind the model and how it can be used within the classroom. The models' structure is also used for classroom observations. The model and its details are explained on the following pages:

NB

. Teachers are not expected to follow the model verbatim, but rather use the principals behind it and adapt and manipulate it to suit.

The Strangford Learning Cycle



Engage the class and CONNECT/CONTEXTULISE the Learning

<u>Teacher</u>	<u>Students</u>
<ul style="list-style-type: none">○ Contextualise the learning through the Big Picture.○ Connect new learning with prior learning and existing knowledge.○ Make connections with the world outside the classroom.○ Stimulate learning about new thinking.	<ul style="list-style-type: none">○ Engage the learning as soon as they walk through the door.○ Are challenged, intrigued and can see how the new learning links to prior lessons, or world outside classroom.

The Big Picture – what are we doing today and why?

<u>Teacher</u>	<u>Students</u>
<ul style="list-style-type: none">○ Create a clear sense of purpose and direction by setting appropriate learning intentions.○ Use a variety of learning intentions covering:<ul style="list-style-type: none">a) Knowledgeb) Understandingc) Skills	<ul style="list-style-type: none">○ See the relevance of the learning and understand the purpose of it.○ Where appropriate they are involved in discussing learning intentions.

Share New Information

<u>Teacher</u>	<u>Students</u>
<ul style="list-style-type: none"> ○ Demonstrate the Art of Teaching by engaging students in new learning, using a variety of methods that engage all students. ○ Hand over learning to students by creating activities that promote: <ul style="list-style-type: none"> a) Problem solving b) Independent thinking c) Decision making 	<ul style="list-style-type: none"> ○ Are actively listening and engaged. This is evidence through perceptive questions. ○ Work individually, in pairs and in groups. They are active in learning; think about information given; make decisions; research additional information and negotiate ideas.

Activities and checking for learning/Demonstrate Understanding

<u>Teacher</u>	<u>Student</u>
<ul style="list-style-type: none"> ○ Create opportunities for students to demonstrate progression in their learning. ○ Create a range of ways that students can share their new knowledge, understanding and skills. 	<ul style="list-style-type: none"> ○ Present what they have learnt to the teacher, or to each other. ○ Show progression in their learning. ○ Share their knowledge and understanding to others in a variety of ways.

Review, Reflect and Look Forward

<u>Teacher</u>	<u>Student</u>
<ul style="list-style-type: none"> ○ Consolidate learning from the lesson. ○ Review learning intentions. ○ Encourage students to apply new understanding to different contexts and situations. ○ Encourage metacognition. 	<ul style="list-style-type: none"> ○ Share their learning from the lesson and consider how it could be applied to different situations. ○ Provide feedback on the lesson to the teacher and consider next steps.

SUCCESSFUL LESSONS

All successful lessons will have:

1. An introduction and starter activity

- The lesson is introduced clearly, sharing the intended **learning objectives and success criteria** with students. Take the attendance register and promote the benefits of good attendance.
 - These are usually displayed at the start, or near the start, of the lesson.
 - Students are encouraged to engage/interact with the objectives for the lesson.
 - In most subjects a starter activity will take place in the first 5 – 10 minutes of the lesson.
 - The starter will relate to at least one of the success criteria.
 - Related homework may be set.

Learning objectives will be specific and will outline the learning expected to take place in that lesson.

They should be in student friendly language, visible throughout the lesson and referred to at the beginning of the lesson, during the lesson and during the review phase. Learning objectives could begin:

- We are learning to understand
- We will be able to evaluate/identify/describe/justify/explain/apply
- We are learning to use confidently
- We are developing our ability
- We will know how to
- We will think about
- We will be aware of
- We will confidently use
- We will understand
- We will be able to explain / justify

Success criteria describe to students what the teacher is looking for and how they will know they are being successful in their learning. Success criteria need to be specific and related to the learning objectives and the tasks set by the teacher.

How to write success criteria:

- Take the 1 or 2 learning objectives for the lesson
- Decide how the students are going to demonstrate their learning of the objective to you (the tasks)
- Write 2 or 3 success criteria for the lesson. At least one must be achievable by all students. A second one might be achievable by most of the students. The third might be achievable only by a small number of students in the class.
- Decide how you are going to assess the intended learning outcomes and / or success criteria during the lesson.
- Plan the plenary to review all of the intended learning outcomes and / or success criteria.

Examples of Success Criteria:

You can / I can

- Give 2 advantages of using renewable energy resources
- Draw an accurate pie chart by using the correct angles
- Write a poem containing 2 verses
- Use the 5 key words when writing the introduction
- Demonstrate a forward and backward roll
- Peer assess your partner's work by giving a point for improvement
- Label a graph with the correct axis
- Describe 2 key features of a Monet painting
- Give 2 ways in which you could improve your work
- Work independently to produce an alternative final scene for the play
- Use the verb ____?__ to describe my daily routine
- Read quietly to create an image of a character in a novel
- Cut out your wood template using the saw safely
- Use teacher's comments to improve my work
- Use a pencil and a ruler to draw the science equipment
- Use a level ladder to self assess your work
- Search a database to find 5 pieces of information
- Share your opinion in a group of 4
- Celebrate your form's achievement by creating a display

2. Receiving New Information This is the teaching phase. Although we want all pupils to understand the information as they encounter it, the emphasis during phase two is on providing the new information.

New information is delivered in many ways:

- Expositions
- Audio-visual
- Diagrams, pictures etc
- ICT
- Demonstration
- Modelling
- Books

3. The Main Activity The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be made in partnership with Teaching Assistants.

Tasks set will:

- be matched to students needs and abilities
- build on knowledge and skills acquired previously
- relate to key questions, enquiry, investigation and problem solving
- develop a range of students' skills
- use different teaching strategies
- enable students to evaluate their own work
- encourage students to apply what they have learned in other situations
- relate to one or more of the intended learning outcomes and / or success criteria and bring rewards and/or praise on completion

The teacher will:

- give clear instructions
- link work clearly to intended learning outcomes and / or success criteria
- have high expectations
- demand high quality in terms of work and effort
- not talk for too long (remember to chunk exposition into 10-15 minute slots)
- use target and technical language
- display key words and/or write them on the board
- facilitate learning

- maintain a presence in the classroom
- enable mini-plenaries to take place, where appropriate, so that students remain focused and evaluate their progress
- Use open ended questions

The students will:

- listen and respond positively to the teacher and each other
- be kept on task
- be stretched and challenged
- be motivated
- want to achieve well and achieve the intended outcomes and / or success criteria

4. The Plenary The emphasis on this phase is on reviewing what has been learned and reflecting on how it has been learned. Review is a key to memory and certainly not confined to the end of the lesson. Lessons should weave review throughout the entire lesson and are constantly referring students back to the success criteria of the lesson, and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Students' achievement of learning outcomes and / or success criteria should inform planning for the next lesson.
- Bridge a skill learnt in the lesson and link it to another subject, including TS&PC.
- Review the homework task set at the start of the lesson and students may be told about work to be covered next lesson.
- Students work can be rewarded through Achievement Points and behaviour recorded for Form Tutor, Head of Year and parents to monitor through the SIMS Parent App. Students also have access to SIMS Student App to review their own progress.

Microsoft Teams

Microsoft Teams is a free web service, developed by Microsoft for schools and workplaces , that aims to simplify creating, distributing and grading work in a paperless way. Teams helps to streamline the process of sharing files between teacher and student. All year groups use Teams and each class should have a Team for their subject. This allows students to access their resources online and submit work to teachers for feedback. Students are trained in the use of Teams in Year 8 and through regular information sessions delivered during Form Time. A help sheet for students and parents is made available in September of the academic year.

STRETCH & CHALLENGE

“There are two ways to interpret the phrase “stretch and challenge”.

1. On the one hand, it relates to whole-class teaching and the importance of stretching and challenging every pupil’s thinking.
2. On the other, it relates to individuals and the importance of pushing the thinking of the most able pupils.

Both interpretations are equally valid and essential components of great teaching.”

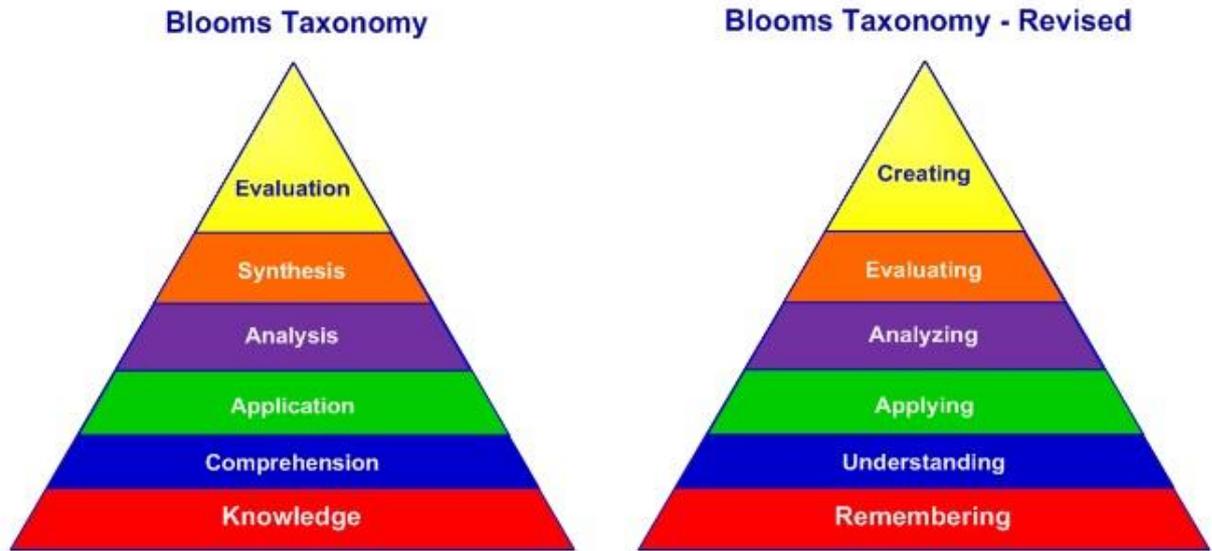
Mike Gershon

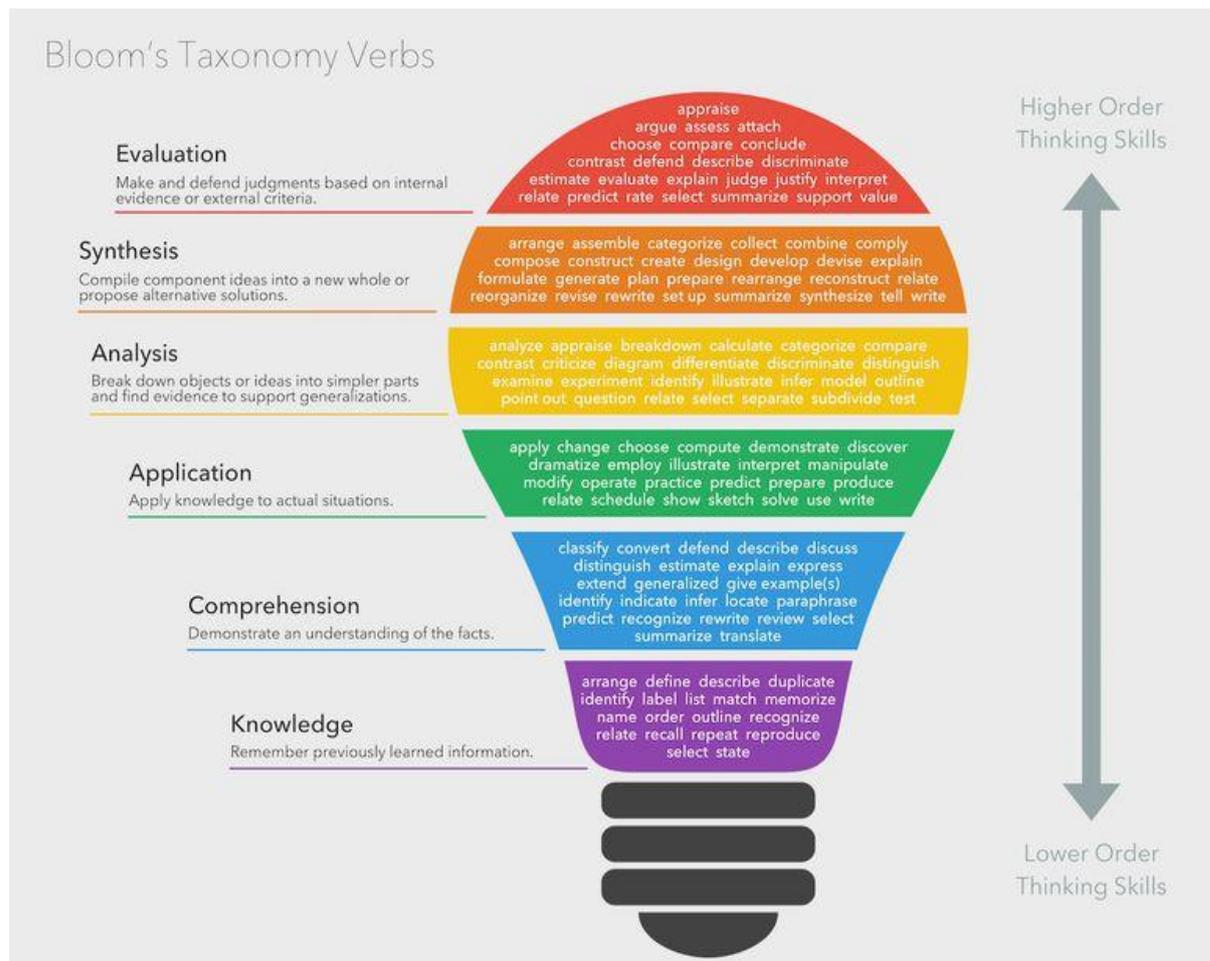
Stretch and Challenge at Strangford Integrated College

To have *high expectations of all students all of the time*,
by *encouraging and supporting the learning of all students*.

Strategies for stretch and challenge

Effective questioning – pre-planned questions that move students on from simply remembering facts to evaluating and analysing.





<http://learningnetwork.setbc.org/pblworkshop/files/2016/10/blooms-taxonomy-chart-2c8v5zh.jpg>

Thunks to generate a creative response

Questions to stimulate deeper level/ creative thinking and get the brain going!

- There are **NO right or wrong answers** to these questions – simply YOUR thoughts/ideas.
- You do, however, need to be able **to justify** your answers.
- Available from www.thunks.co.uk by Ian Gilbert

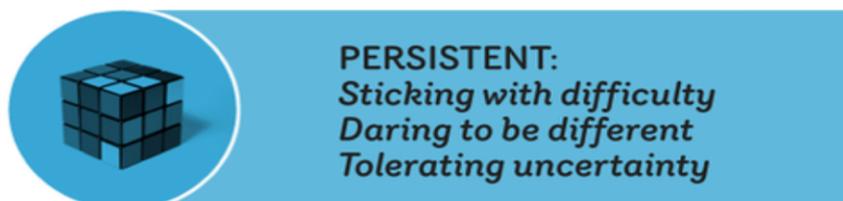
The power of language

- The power of “yet”:
“I can’t do it yet!”
- A great mantra:
“It’s not excellent, it’s not finished.”

- Struggle is good and not a sign of weakness:
“If you’re not struggling, you’re not learning.”
“This is hard but in time I believe you will get there.”

Growth Mindset (Carol Dweck)

<u>Fixed Mindset</u>	<u>Growth Mindset</u>
Intelligence is fixed	Intelligence is expandable
Emphasis on ability and competition	Emphasis on achievement and growth
Avoids challenges	Embraces challenges
Learning is finite: I can...	Learning is a continuum: I am learning to:
Likely to plateau early	Reaches higher levels of achievement



“You may not be able to do it yet, but you can improve with time and effort”

During Learning	If you hear yourself thinking...	Tell your self...	Ask your self...
Approaching challenges	I can't do this. If I don't try, I can make sure I don't look stupid.	This may take some time and effort. I can't do this yet.	What strategies can I use? What can I do to improve?
Hitting setbacks	I'm no good at this. It's not too late to back out, make excuses, and avoid looking stupid. What grade will I get?	I can become better. I'll use some of the strategies I've learned.	What do I know already? What am I missing? What do I need to know more about?
Facing criticism	I'm a failure. I haven't done it right. You are really disappointed in me.	Mistakes help me improve. I can learn from this feedback. I can always improve, I'll keep trying.	What can I do to improve? Can I learn from someone else's success with this?

Competitions

<u>Event</u>
Mock Magistrates Court Competition (National Competition)
Mock Bar Court Competition
Model United Nations
Sporting achievements
'Voice of the Future' Public Speaking Competition
Queen's Literific Society Debating Competition
British Education Awards
Musical achievements
Introduction to Mathematical Thinking
NI Soroptomist Public Speaking Competition
The World Schools Debating Championship (WSDC)

Factors that inhibit Stretch and Challenge

- Excessive pace.
- Overloading of activities/content.
- Inflexible planning.
- Limited time for independent work.
- Concentrating too long or too early on a narrow range of information,
- Focusing on just one skill set.
- Focusing on just one subject area.
- Feeding lots of facts to students.
- Only praising success.

Personalised Learning

Personalised learning can be defined as 'the tailoring of pedagogy, curriculum and learning environments for learners in order to meet their different learning needs and aspirations.' (A Smith 2011). In Strangford Integrated College this is an important focus and priority, as a school we are proud of our bilateral and truly all ability approach to education. We believe passionately about students 'Learning Together,' regardless of ability or specific learning need, we seek to tailor our teaching to suit the needs of the individual.

How does this work in practice?

In Strangford Integrated College, we have agreed on the following:

- Assessment for Learning – at the heart of our AfL policy is personalised learning. Effective AfL is about enabling individual students to understand where they are currently at, what they need to do to improve and exactly how to do this.
- Learning focused IEP's (Dashboards) and IBP's (Individual Behaviour Plans) – the college has a track record of high quality IEP's and IBP's, this will continue to be learning focused.

Monitoring & Evaluating Learning

Classroom Observation, Student Shadowing, Work Sampling and Whole School Self Evaluation

Classroom observation, student shadowing, sharing good practice, work sampling, analysis of assessment outcomes and student focus groups are all used regularly by Heads of Department and the Core Leadership Team throughout the year to monitor and evaluate the effectiveness and quality of teaching and learning at Strangford Integrated College. They also form an important part of the process of reviewing the performance of the school through PRSD and Departmental Self Evaluation. The outcomes of PRSD and Departmental Self Evaluation inform school development planning and future staff development.

Classroom observation and Trusted Colleague Network is used to support continued professional development, departmental review and performance management in the school. The process of classroom observation contributes to:

- the continued success of the school
- raising achievement and school improvement
- improved classroom teaching
- curriculum development
- teachers determining their own development needs
- identifying the future development needs of the school

Every teacher will be observed teaching twice a year as part of the school's **PRSD process**. Observations of the Core Leadership Team are carried out by the Principal. Observations of Heads of Department are carried out by the Core Leadership Team who also work in partnership for the purpose of Departmental Self Evaluation. Where possible, Heads of Department will be responsible for observing a member of

their departmental team. In the case of larger departments, more experienced team members will act as observers of less experienced colleagues.

In the spirit of sharing good practice and in keeping with the 'open door' policy of Strangford Integrated College, all departments are encouraged to facilitate informal observation of colleagues over and above the requirements of PRSD. Teachers are also encouraged to show case examples of good practice to their colleagues when appropriate.

Characteristics of an Effective Lesson

	Teaching and Assessment for Learning	Behaviour for Learning
Arrival	<ul style="list-style-type: none"> ✓ Arrival activity which starts students thinking and working straight away 	
Bell Activity	<ul style="list-style-type: none"> ✓ Bell activity which is short and engaging and, if appropriate, linked to the main learning in the lesson 	<ul style="list-style-type: none"> ✓ Students are supervised at all times in the classroom. ✓ Marking the register and promoting good attendance. ✓ Coats are taken off and bags stored safely. ✓ Students take out all necessary equipment at the start of the lesson. ✓ There is a seating plan which encourages students to work rather than socialise ✓ The lesson is set at an appropriate pace ✓ Routines and expectations are taught and followed each lesson ✓ Staff arrive on time in order to set up, meet and greet students as they enter the classroom ✓ There is a calm and orderly entrance and exit ✓ Name and praise is used to promote and reward positive behaviour ✓ Teachers and TA's work in partnership to promote positive behaviour for learning ✓ Departments have a reward system for behaviour and achievement ✓ Postcards/calls are sent home to inform parents of achievement where appropriate. ✓ Where behaviour falls below the acceptable standard, a firm verbal warning may be sufficient. If behaviour is persistent, this is followed by effective use of stages of referral (HoD, Form Tutor, Head of Year) ✓ In normal circumstances, if a pupil is removed from the class for poor behaviour, a buddy system is in operation in departments. ✓ Where a students' removal from class for the whole lesson is deemed appropriate, this must be arranged with the HoY and Form Tutor.
Differentiation	<ul style="list-style-type: none"> ✓ Needs of ALL students taken into account ✓ Teachers and TA's work in partnership to support student learning ✓ Students set their own targets 	
Intended Learning Outcomes	<ul style="list-style-type: none"> ✓ Intended learning outcomes shared with students in student friendly language ✓ Clear success criteria shared with students ✓ Intended learning outcomes are referred to regularly throughout the lesson 	
Success Criteria	<ul style="list-style-type: none"> ✓ Work is modelled to show students the expectations ✓ Level / Grade descriptors, where appropriate, are used regularly in student friendly language 	
Learning Activities	<ul style="list-style-type: none"> ✓ Key words used and explained during the lesson ✓ Varied, active and engaging teaching and learning styles, where students are involved and given opportunities to learn independently ✓ Learning is divided into manageable steps for students ✓ Students are encouraged to share their thinking and ways of working with others ✓ Homework is given at an appropriate time in the lesson (not in a rush at the end) and could build on what students have learnt in the lesson, or could help prepare students for the following lesson ✓ Student conversations are about learning and progress 	
Student Progress	<ul style="list-style-type: none"> ✓ Assessment opportunities built into the lesson ✓ Students are given opportunities to apply what they have learnt in their own work ✓ 'Two Stars and a Wish' comments are used each time a piece of work is marked, and these comments are part of student / teacher conversation ✓ Visual prompts are used – thumbs up or traffic lights or stickers etc ✓ Mini plenaries take place throughout the lesson, not just at the end ✓ Plenary is related to the learning objectives, involves ALL students and encourages them to reflect on or apply what they have learnt ✓ Plenary is used effectively to gauge individual student progress ✓ Plenary influences next lesson ✓ Plenary allows reflection time 	
Plenary		



Strangford Integrated College Training and Development Programme

<u>Programme</u>	<u>Outline</u>
Peer Observation Programme (Trusted Colleague Network)	A programme that enables staff to observe colleagues, give feedback and reflect upon their own practice.
BT & EPD Programme	A programme that supports BT and EPD staff in the completion of Department of Education Teaching competencies.
Strangford Integrated College Ethos Programme	A programme that explore the Strangford approach to learning and the integrated ethos of the College. Designed for new staff to Strangford.
Middle Manager Coaching	Led by the Principal and Deputy Principal, this programme provides an opportunity for Middle Leaders to reflect, explore and input into their role as leaders.
EA Middle Manager Training Programmes	A programme run by EA that aims to develop the skills required for successful middle management and leadership.
Research and Development Team	A group that creates and delivers community enquiry learning days and researches learning techniques.
School Visits	For those that have not been involved in any training groups, the school recommends that you aim to visit another school during third term with a specific learning focus.
External courses	Where possible the College will support staff seeking courses that provide Continual Professional Development, particularly courses which impact whole school issues. Staff must complete an evaluation sheet for every course they attend.
Action Based Research	A programme of Action Based Research has been established for our Teaching Assistants. The College also collaborated in Action Based Research projects with Dublin City University.