

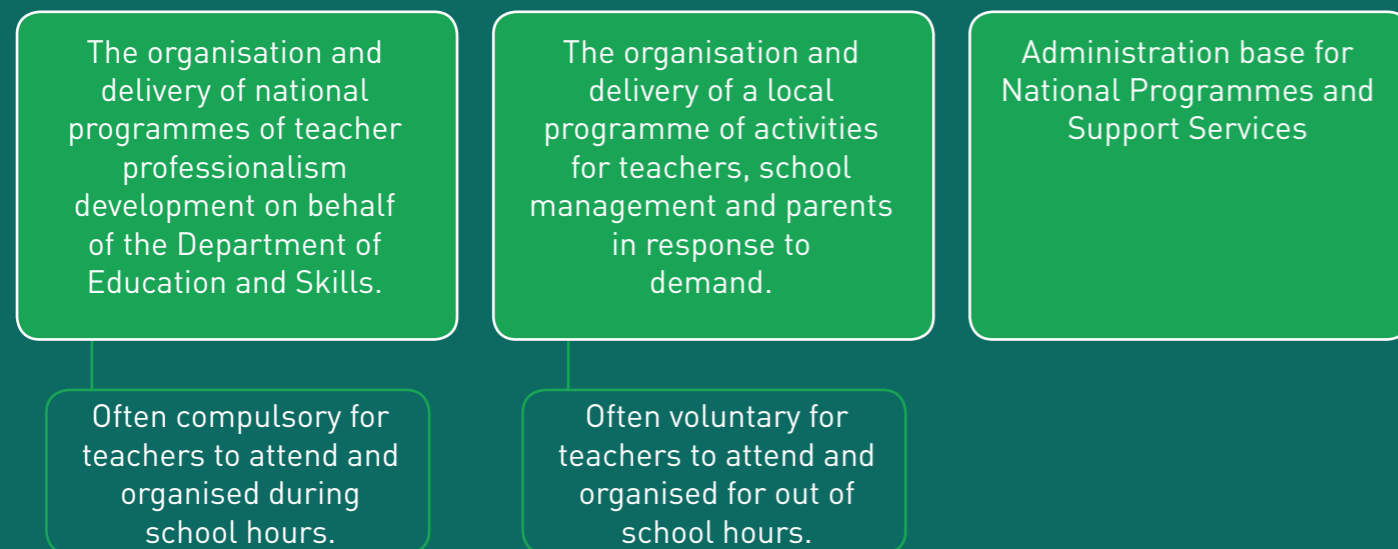


# ESCI

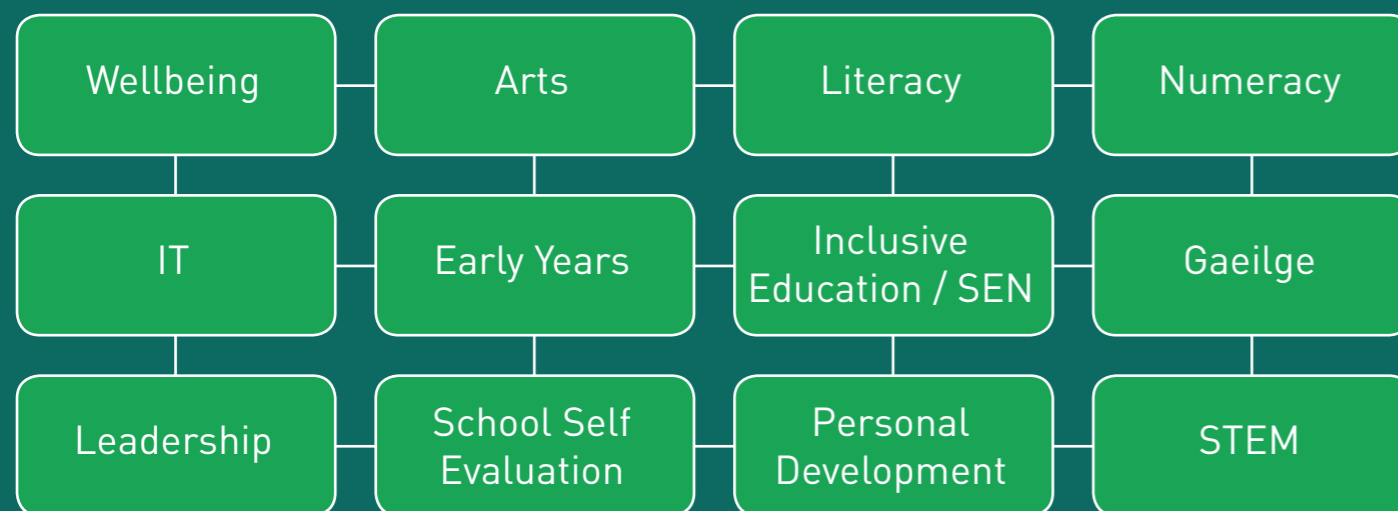
## Statement of Strategy

### 2020-2023

# Role of Education Support Centres



# Course Categories



# Supporting Schools



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# Foreword

On behalf of the executive of Education Support Centres Ireland (ESCI), I welcome the formulation of this key document in the development of the Education Centre network as a whole. Strategic planning is essential for any organisation and this plan will play a significant role in facilitating ESCI to plot the direction that will lead our network towards achieving its greatest potential. It provides a framework within which we can set targets, select specific strategies and implement changes that will improve our policies and practice. Efficiency in our structures and operations in conjunction with improved communication strategies will enhance the effectiveness of our network in representing all partners within the ESCI network and this document provides the blueprint for achieving these objectives. I wish to acknowledge the commitment and dedication of the strategic planning group and to thank them for the significant work done in developing this document. I also wish to thank the other Education Centre Directors, Centre Management committees and the regional ESCI representatives for their cooperation in the process of progressing this initiative.

*Celia Walsh*

Celia Walsh  
ESCI Chairperson



# Acknowledgements

We would like to thank all educational partners and stakeholders for their engagement and collaboration with us throughout this consultative process. This collaborative engagement ensures that desired outcomes continue to support quality teaching and learning in our school communities. This Strategic Plan is in alignment with Department of Education and Skills requirements with an emphasis on strategically assisting the Department to achieve stated goals, while also embedding structures to enhance governance and operations across the Education Support Centre network.

# 1. Vision Statement

**“ESCI will be a significant partner in enabling education communities to meet the contextual needs of evolving educational policy and practice; providing quality professional and personal development for educators at local, regional and national level”.**

In the early 1970's, the establishment of regional Education Centres was witnessed as an evolving contemporary movement in the Irish education system of that time. Centres were founded in order to offer professional guidance and support to schools through direct engagement which focused on learning and improvement in context. Centres were forged as organisations which were uniquely placed to offer support and encourage educational development, through the provision of professional learning opportunities for schools at local level. From their inception, Education Centres were progressive, supporting innovation and growth. The growth of the Education Centre network is testament to the need for local education service provision in support of school communities. Centres continue to engage directly with schools and school personnel in order to respond to the priority needs of their school communities. A learning centred culture within a school is the essential ingredient in school improvement programmes, and such a learning culture is engineered by quality professional learning. In schools where adult learning is valued, student learning will follow (Barth, 2001; Bubb & Earley, 2009). It is essential that schools are awarded every opportunity to develop the skills of their staff. Education Support Centres recognise the impetus for developing human capacity in schools and acknowledge that human capital is the most valuable vehicle for school improvement.

Regional Education Support Centres are advocates of school autonomy and have built strong relationships with the schools in their area. Research confirms that educational improvement needs to remain sensitive to contextual factors for authentic change and improvement to embed in schools (Reynolds, 2007). Presently the Education Support Centre network is working hard at building strategic clarity and coherence in the delivery of support for professional learning outcomes for schools. Strategic partnerships continue to play a key role in facilitating a shared system-level vision for school improvement based on the government Action Plan in Education. The work of Education Support Centres involves directed focus on space and place by identifying and highlighting the priority educational needs from region to region. Education Support Centres recognise the central importance of local autonomy and school-based learning in education. The strategic planning process for ESCs acknowledges that differences in emphasis and priority will exist depending on the regional context in which schools operate. It is well documented in the wider literature in education that traditional one size fits all models of educational reform are no longer relevant, as learning in context is placed to the fore in terms of school level changes.

Researchers acknowledge that a considerable degree of coordination between system level and school level initiatives is essential if meaningful engagement with school learning is to be achieved (Moos & Huber, 2007). A programme of restructuring has been instigated in the Irish system in recent years, which has sought to redistribute key functions to external networks at regional levels, allowing a deliberative focus at government level on policy formulation and education planning for the future (Drudy, 2006; Gleeson, 2010). Education Support Centres are uniquely positioned as intermediaries between school level and central authorities in the Irish education system. At the heart of the work carried out in Education Support Centres is the central moral purpose mirrored in schools; student learning.

Education will not take care of itself. In order to remain relevant in an enduring climate of continuous change and reform educational organizations need innovative, high calibre training to address contemporary challenges and needs, at practice level, at regional level and at system level.



## 2. Overview

### An Educational Support Centre is:

'a place in which services are provided for schools, teachers, parents, boards and other relevant persons which support them in carrying out their functions in respect of the provision of education which is recognised for that purpose by the Minister' (*Education Act, 1998*).

This Strategy Statement 2020-2023 expresses a clear ambition that Education Support Centres (ESCI) are celebrated as Centres of Excellence, meeting the personal and professional development needs of all those working in our primary and post-primary schools. The network will respond to learner, school and system requirements through the provision of high-quality learning opportunities. This strategy document is presented as a realistic guide to enable the accomplishment of this ambition.

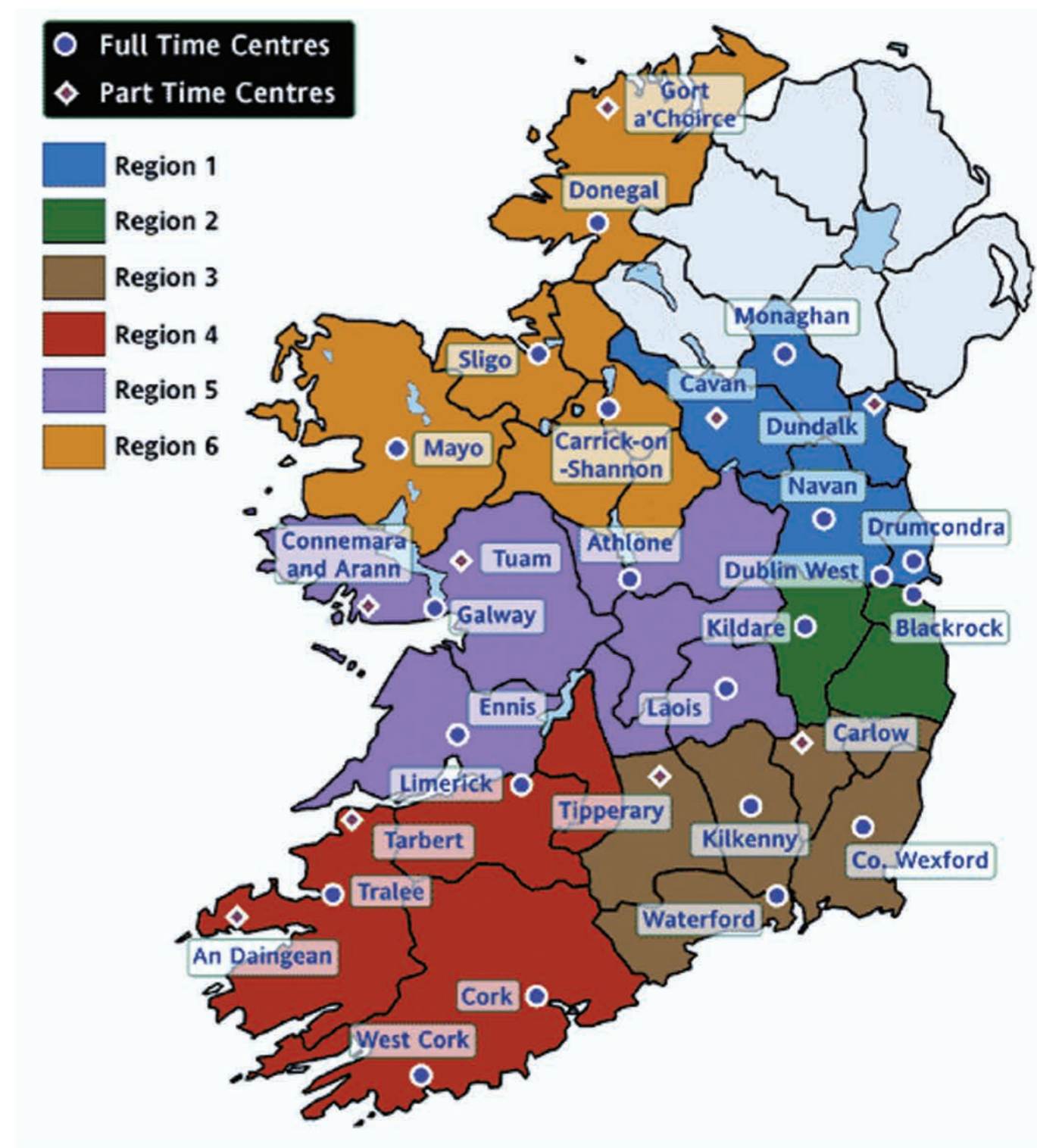
The principal activities of Education Support Centres include the delivery of a varied local programme of support, training and professional development for teachers, school management, parents and school community members in response to demand. Activities also include the organisation and local delivery of national programmes for teacher professional and personal development on behalf of the Department of Education and Skills. Education Support Centres also work in collaboration with various local partners to advance innovative initiatives for the benefit of school communities. Some Education Support Centres also administer specific programmes and support services for the Department of Education and Skills.

Education Support Centres are independent statutory bodies and are managed by voluntary Management Committees elected annually. Each Education Centre has a defined geographical area of responsibility. There are 21 Education Support Centres with full-time status and 9 part-time centres located regionally. Education Support Centres are modern purpose-built facilities, providing a comfortable and welcoming atmosphere for personal and professional development for primary and post-primary school communities.



## 3. Education Support Centre Network

ESCI is the umbrella organisation of the 21 full-time and 9 part-time Education Centres throughout Ireland. It represents the interest of the network as a whole. This planning document provides the framework for a cohesive approach to professional and personal development.



## 4. Our Role in Education

Education Support Centres organise a varied local programme of high-quality activities for teachers, special needs assistants, ancillary staff, school management and parents to meet identified needs. The local programme includes the provision of courses, communities of practice, workshops, seminars and support groups. A significant feature of the local programme is that participants engage in these activities in a voluntary capacity outside of school hours.

On behalf of the national support services in education and the Department of Education and Skills (DES), Education Support Centres organise and facilitate the delivery of programmes for teacher professional development. Support services offer professional learning opportunities to teachers in a range of pedagogical, curricular and educational areas. Education Support Centres provide a unique learning space, fostering collaboration which allows schools at a local level to mediate national change.

Teachers in Ireland have a long tradition of investing in their personal and professional learning. This tradition of lifelong learning has its foundations in the local programmes of activities and opportunities provided by Education Support Centres. As places of welcome and of learning, Education Support Centres foster and stimulate professional conversations, promote collaborative learning and provide opportunities for reflection on practice. Ultimately, teaching and learning is positively influenced by the cross fertilisation of innovation from classroom to classroom and school to school.

Relationships with local school communities are a key attribute of Education Support Centres. Through these relationships, opportunities emerge to motivate, encourage, stimulate and promote teacher and school engagement in local and national programmes that reflect national priorities. To this end, Education Support Centres work collaboratively with a range of local, regional and national bodies, offering opportunities for school communities that they may not otherwise engage with. In addition, the training of course tutors and support group facilitators contributes to the building of personal and system capacity.

Through the work of Education Support Centres, collaborations are facilitated between schools and local and national agencies leading to a synergy which is reflected in innovative projects. Partnerships are enabled which allow schools to engage in initiatives which would otherwise be beyond their compass.

### Overview of Education Centres Supporting Schools



## 5. Strategic Plan Development

In a period of significant reform in the Irish Education sector, ESCI recognises the necessity for a cohesive approach to the work of Education Support Centres. This strategic planning process seeks to provide a guiding framework for supporting contemporary, local and national educational needs.

The development of the ESCI Strategy Statement 2020-2023 commenced in December 2018. A review of the procedures and practices of Education Support Centres was conducted as a starting point for developing key strategic goals. The review began with an analysis of the requirements of stakeholders and included critical consideration of the political, economic, social and technological environments of the time.

A steering group was appointed to develop a draft strategic planning document. A consultative process was undertaken with Education Support Centres Ireland, the Teacher Education Section and regional education partners. Through this process, strategic themes were delineated into three focus areas:

1. Education priorities
2. Governance & Compliance requirements
3. Operational practices and procedures

Following the consultative process, and the draft reviews, a timeline was set out for the development and presentation of the Strategic Planning Document:



# 6. Mission, Vision and Goals

The consultative process which facilitated the development of Strategic Plan was instrumental in clarifying the mission, vision and goals of the Education Support Centre network.

## Mission

- Education Support Centres deliver the highest quality of support for professional learning, to foster continued development and improvement for school communities.

## Vision

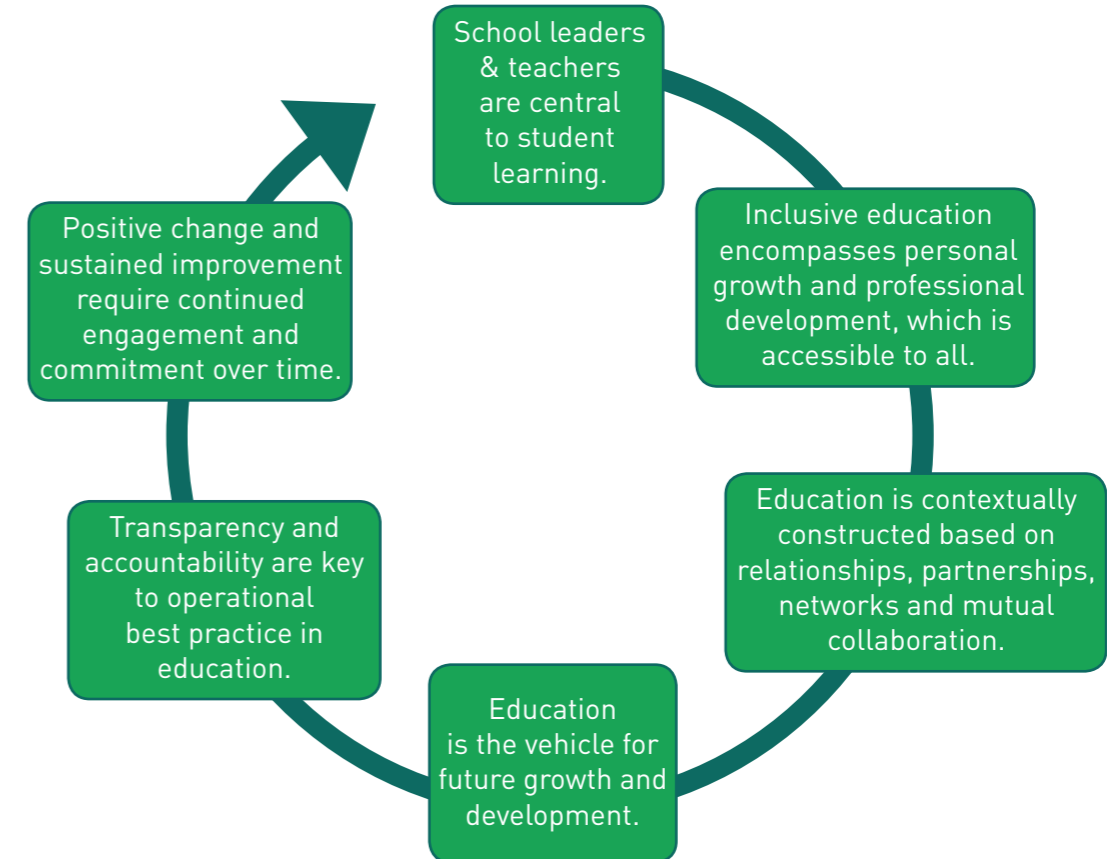
- ESCI will be a significant partner in enabling education communities to meet the contextual needs of evolving educational policy and practice; providing quality professional and personal development for educators at local, regional and national level.

## Strategic Goals:

- Education • Governance • Operations

- Education Support Centres are centrally aligned partners in facilitating and supporting high quality professional development and learning, to meet national and local needs.
- Education Support Centres govern their affairs to the highest standards.
- Centres work collaboratively to achieve greater consistency, clarity and efficiency of operations across the Education Support Centres of Ireland Network.

# Our Values

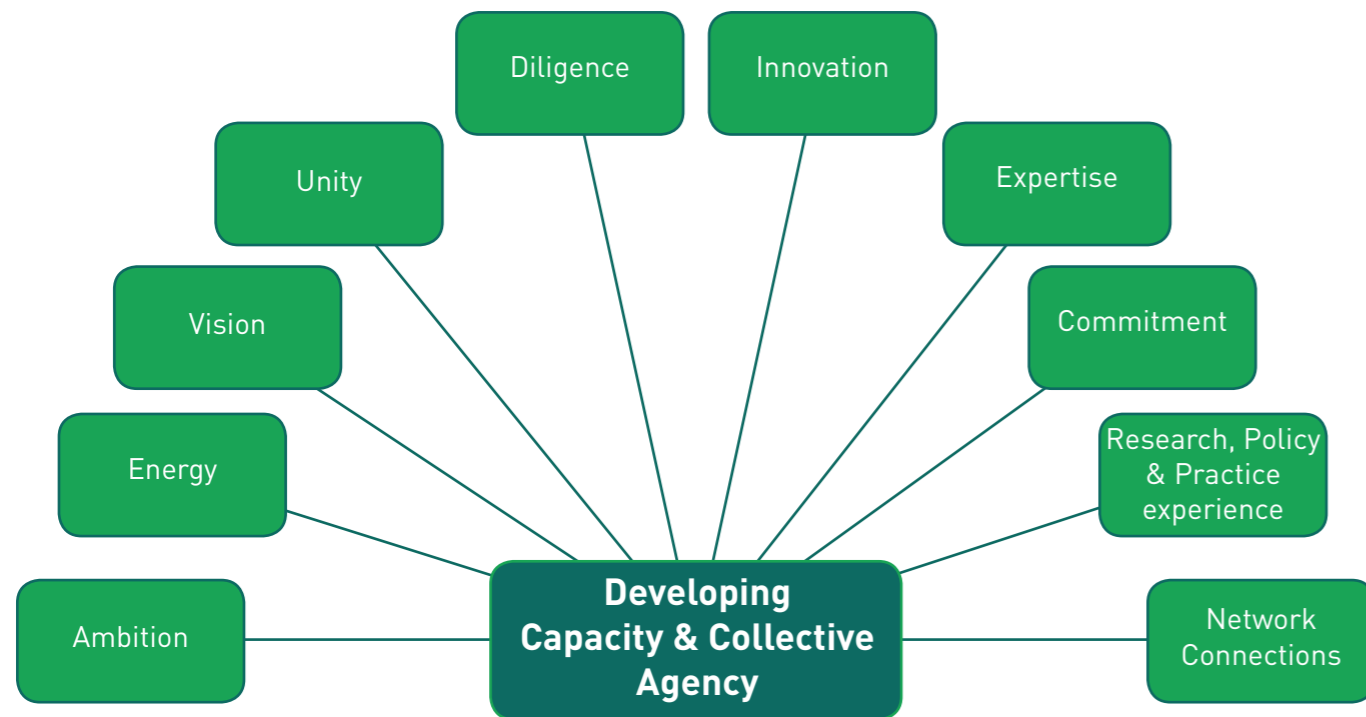


# Our Practices

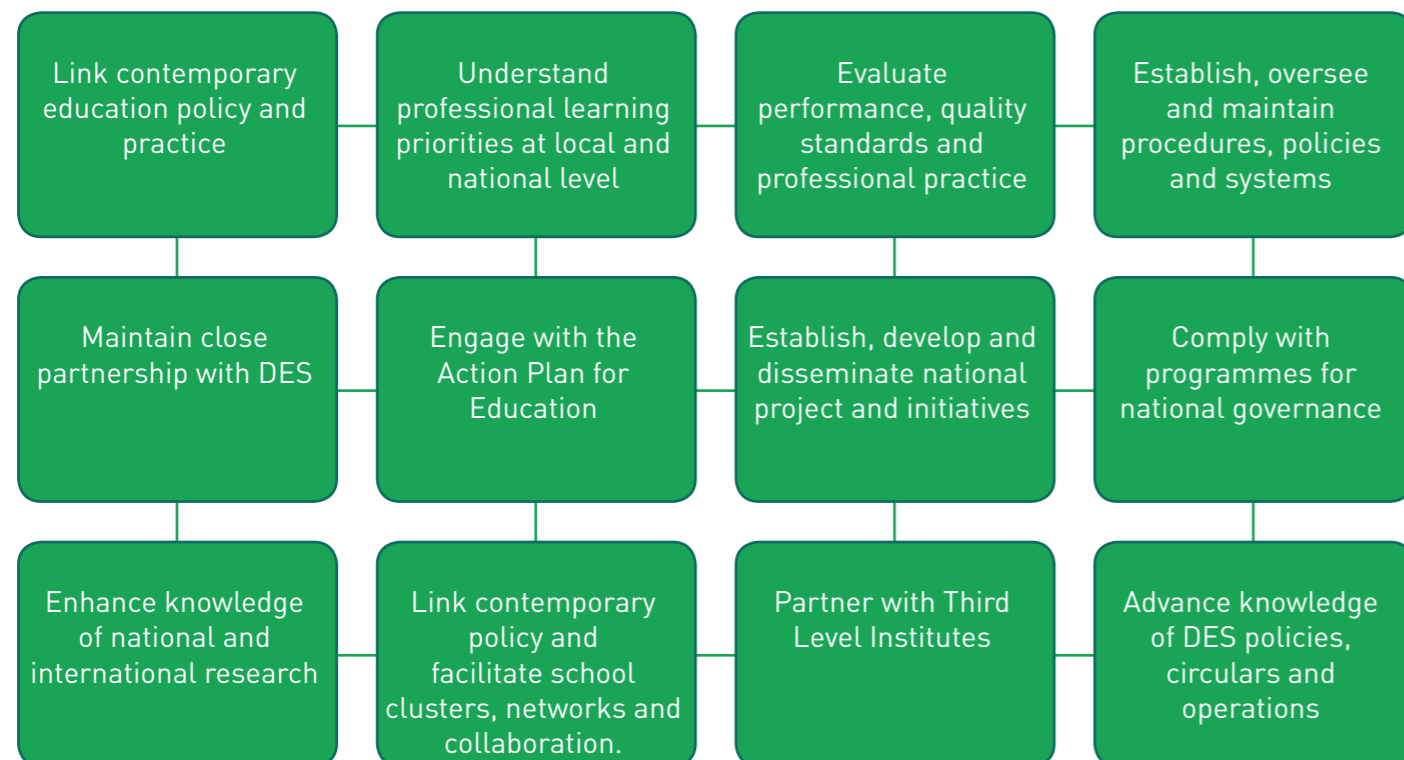




# Our Strengths

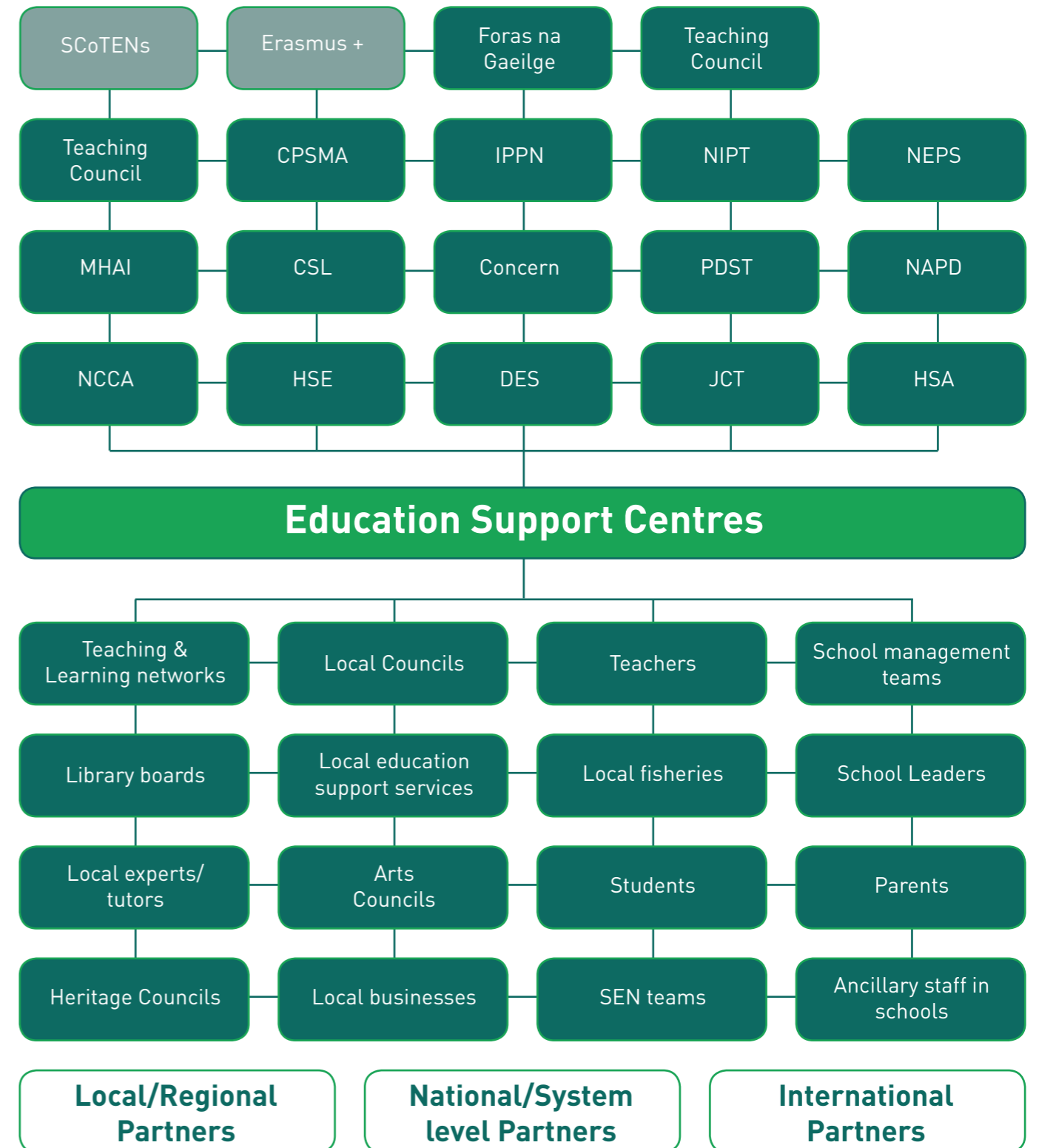


# Our Capacity



# 7. ESCI Partnership Model

In Irish education the representational partnership model has been exceptional, according to Gleeson (2010). The enculturation of the partnership approach to education has created a spring of networks at school, level, community level and macro levels (See Figure 7.1 below). Education Support Centres engage with numerous education partners and across different levels of practice. To be sustainable in the long-term local systems must look for opportunities beyond their own local area also. This might mean identifying neighbouring local systems with similar challenges, finding opportunities to share practice, or establishing where particular local organisations have areas of expertise to share.



# 8. Strategic Priorities

The Education Centre Network aims to support the development, transfer and implementation of innovative practices, through the strengthening of the collaborative culture nationally. This will see the promotion of best practice and key learnings across the network with the effects being felt in all aspects of Centres' work, programme delivery and DES requirements.

The Strategy Statement 2020-2023 sets out three priority strands outlining goals to be achieved over a three-year period: • Education • Governance and Compliance • Operations

## Strand 1 Education

Education Support Centres are centrally aligned and valued partners, facilitating and supporting high quality professional development to meet national and local needs

Education Support Centres are a central link between policy and practice, recognising and promoting the value of professional learning. As stated in the Action Plan for Education 2019, the shared vision across the sector is to promote "a responsive education and training system that meets the needs and raises the aspirations of all learners". (Cumasú; 2019, p.15). Education Support Centres are strategically located regionally, to give maximum reach to the national agenda. Through this goal we seek to support school communities in the complex and dynamic environment in which our education system exists. Through strategic alignment and collaborative relationships with key partners in teacher professional learning, we connect national priorities with change processes at local level. Education Support Centres provide teachers, school leaders and the wider education community with a context to engage in collaborative discourse. This leads to greater teacher empowerment, in order to remain focused on the central moral purpose of the profession; student learning.

## Education

### Providing for High Quality Professional Learning and Personal Development

Education Centres are centrally aligned partners in facilitating and supporting high quality professional development and learning, to meet national and local needs.

OBJECTIVES	ACTIONS	INDICATORS OF PROGRESS
<p>1.1 To collaborate with national education partners to enhance, support and compliment personal and professional learning and growth for teachers and school communities.</p>	<ul style="list-style-type: none"> <li>• Create an established network with key education partners and the Inspectorate.</li> <li>• Establish key shared objectives for annual meetings with partners informed by national educational objectives, the Action Plan for Education and contemporary research and practice.</li> <li>• Provide opportunities for teachers to embed curricular change and reform meaningfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual planning schedule in place. Memoranda of Understanding in place with education partners by 2022.</li> <li>• Programmes of work set out based on the key objectives and review of same.</li> <li>• Additional programmes and initiatives organised linked with key curricular priorities..</li> </ul>
<p>1.2 To develop Education Support Centres as Centres of Excellence; facilitating learning, growth, development and innovation in response to local education needs.</p>	<ul style="list-style-type: none"> <li>• Strengthen communication between Education Support Centres and schools by continuing to develop an online and social media presence.</li> <li>• Liaise directly with school communities to establish priority learning needs through a variety of formal and informal engagement methods.</li> <li>• Further develop strategic partnerships with the Inspectorate, education institutions, local agencies, government bodies, enterprise and other relevant organisations to broaden the scope of professional learning and innovation.</li> <li>• Promote and encourage high quality local professional development and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of social media and other media fora for improved communication with schools and education partners.</li> <li>• Information gathering tools designed and implemented to encourage school communities to communicate with Centres to ascertain priority professional learning and personal development needs.</li> <li>• Baseline data of local needs established and recorded for comparative purposes by 2020. This will be reviewed annually for increased engagement.</li> <li>• Shared database of current partnerships and projects implemented to share exemplars of best practice by 2020.</li> <li>• A variety of programmes employed to promote quality professional development to include; themed symposia, facilitated communities of professional practice, action learning networks etc.</li> </ul>



OBJECTIVES	ACTIONS	INDICATORS OF PROGRESS
	<ul style="list-style-type: none"> <li>Identify and offer tailored professional and personal learning opportunities, through our connectedness with local context.</li> <li>Promote, encourage and guide teachers and schools to participate in innovative and collaborative projects connecting educators both nationally and internationally.</li> <li>Promote, encourage and guide teachers and schools to participate in innovative and collaborative projects in identified curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>Online forum set up for sharing experiences and expertise and partnering of Education Support Centres to enable wider participation across the ESCI network.</li> <li>Increased participation in self-directed elective learning. Maintaining records and set goals annually.</li> <li>Regional fora held for the presentation and celebration of innovative projects and initiatives with the wider education community.</li> </ul>
<p>1.3 To identify and develop capacity locally to meet the professional learning needs of each region.</p>	<ul style="list-style-type: none"> <li>Provide initial and ongoing training in presentation and facilitation skills for locally identified facilitators and presenters.</li> <li>Facilitate and strengthen education networks in our locality linking; school communities with other schools in the region, local business and enterprise, community partners, third level bodies and government agencies</li> <li>Develop, support and sustain professional learning support groups to include Communities of Practice, Teacher Professional Networks and Special Interest Groups.</li> <li>Liaise with schools in our area in order to facilitate in-school professional learning based on their specific learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>GDPR compliant shared national database of trained facilitators and tutors is set up and shared with ESCI</li> <li>A network directory is established documenting partnership programmes to be reviewed and updated continually.</li> <li>Increased participation of teachers in professional learning support groups.</li> <li>Engage with schools to meet inschool learning needs. Surveys conducted with course participants periodically to ascertain priority learning needs.</li> </ul>
<p>1.4 To engage with contemporary educational research in the area of teacher professional learning.</p>	<ul style="list-style-type: none"> <li>Access and disseminate relevant educational research in order to inform, support and further the work of ESCI.</li> <li>Organise a research event on professional learning in conjunction with the ESCI AGM.</li> <li>Commission a research report into the work of Education Support Centres to guide future practice.</li> </ul>	<ul style="list-style-type: none"> <li>A common repository of research for ESCI is set up.</li> <li>Showcase on professional learning across the network held annually.</li> <li>A study commissioned on the work of Education Support Centres and recommendations reviewed and applied (2023)</li> </ul>

## Strand 2 Governance & Compliance

Education Support Centres govern their affairs to the highest standards

The Education Support Centres of Ireland recognise that excellent corporate governance is a key element for ensuring responsibility for efficiency and accountability in managing public funding. This goal seeks to honour the government’s programme for public service reform. The delivery of this goal will develop the capacity and the governance and compliance culture of the network. This leads to transparency in all aspects of our work, including; informed risk management, purposeful engagement with stakeholders and public accountability.

### Governance & Compliance Education Support Centres govern their affairs to the highest standards

OBJECTIVES	ACTIONS	INDICATORS OF PROGRESS
<p>2.1 To develop transparent financial and operational practices and procedures.</p>	<ul style="list-style-type: none"> <li>Develop and enhance operational financial practices and procedures compliant with DES and statutory financial and audit requirements in managing public money.</li> <li>Liaise with DES to agree commonality of approach between auditors’ requirements and Education Centre Management financial reporting requirements</li> </ul>	<ul style="list-style-type: none"> <li>Education Centre staff engaged in training to improve and enhance financial accountability and efficiency in accordance with best modern financial practices.</li> <li>Issues and concerns relating to audit reports in Education Centres reported systematically.</li> </ul>
<p>2.2 To comply with all relevant public financial procedures and legislation.</p>	<ul style="list-style-type: none"> <li>Identify and comply with relevant public financial management obligations and procedures relating to Education Support Centres.</li> <li>Maintain systems of policy development and ratification and review to ensure that Education Support Centres, comply with best policy and practice in managing their affairs.</li> <li>Target prioritised aspects of financial compliance for development and review.</li> <li>Engage professional expertise to assist with ensuring compliance where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>An ESCI Governance subcommittee will be elected (2021) to monitor, advise and guide the network on termly compliance obligations. This group has remit to meet with TES.</li> <li>A timeline devised to maintain, record and review targeted policies and procedures pertaining to governance and compliance (2021).</li> <li>Procedures are recorded and implemented to address priorities within the financial year of identification.</li> <li>Governance procedures requiring professional expertise are identified and practice guidance is accessed and shared.</li> </ul>

OBJECTIVES	ACTIONS	INDICATORS OF PROGRESS
2.3 To collaborate with the Department of Education and Skills to review and implement current financial guidelines, procedures and practices.	<ul style="list-style-type: none"> <li>Provide training to Directors, Education Centre Staff and Management Committees on budget preparation and budget monitoring.</li> <li>Develop the capacity of Education Centre Management and Staff to identify, mitigate and manage potential risk in Education Support Centres.</li> </ul>	<ul style="list-style-type: none"> <li>Information sessions accessed and focused training carried out where necessary.</li> <li>Audit and Risk Committees elected in Education Support Centres with explicit terms of reference (2020).</li> </ul>
2.4 To ensure that adequate procedures are in place for policy development across the Education Support Centre Network.	<ul style="list-style-type: none"> <li>ESCI will engage in the formulation of key policies and access professional advice where necessary to develop policy templates.</li> <li>Follow due process for policy design, ratification, implementation and review.</li> </ul>	<ul style="list-style-type: none"> <li>A database of key policy templates established and shared (2020).</li> <li>Management Committees engaged in the on-going process of policy development, ratification and review.</li> </ul>
2.5 To engage in ongoing collaboration with the DES for implementing a Performance Delivery Agreement for Education Support Centres.	<ul style="list-style-type: none"> <li>ESCI will engage with the TES to coordinate the implementation of Performance Delivery Agreements for Education Support Centres.</li> <li>Key Progress Indicators will be developed focusing on educational support, governance and operations in Education Centres.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Delivery Agreements implemented in a timely manner as agreed with the TES.</li> <li>Individual Education Centres will utilise Strategic Plans to inform delivery of annual work plans (2021)</li> </ul>

## Strand 3 Operations

Education Support Centres work collaboratively to achieve greater consistency, clarity and efficiency of operations across the Education Centre Network

The Education Support Centre network will aim to support the development of best practice and key learnings across the network with the effects being felt in all aspects of Centres' work, programme delivery and DES obligations. The network will aim to enhance operations in the following areas:

- Administration of professional learning
- Communication systems
- ICT provisions
- Service Standards
- Resource & Facility Management

### Operations

Education Centres work collaboratively to achieve greater consistency, clarity and efficiency of their operations across the Education Centre Network

OBJECTIVES	ACTIONS	INDICATORS OF PROGRESS
3.1 To develop consistency within the network for administering and organising Education Support Centre Programmes.	<ul style="list-style-type: none"> <li>Review procedures and standardised practices for the administration of professional learning across the network.</li> <li>Consult with the DES and education partners to develop and introduce additional models for evaluating professional learning programmes organised by Education Support Centres</li> </ul>	<ul style="list-style-type: none"> <li>A standardised model for administration of programmes implemented.</li> <li>Guidelines provided by ESCI on standardised practices for the administration of professional learning (2022).</li> <li>Updated evaluation systems employing a variety of evaluation methods (2023)</li> </ul>
3.2 To enhance internal and external communication mechanisms	<ul style="list-style-type: none"> <li>Identify and implement strategies for regular reporting and communication across the network from sub-committees, working groups and other representative groups.</li> <li>Enhance and develop effective communication with school communities and education partners.</li> </ul>	<ul style="list-style-type: none"> <li>Protocols established for reporting and sharing information at ESCI meetings (2020).</li> <li>Protocols established for disseminating information at local, regional and national levels (2021).</li> <li>Communication procedures and practices audited and recommendations for improved communication developed. (2021).</li> <li>An Action Plan for improved communication with school community partners devised (2022).</li> <li>An appropriate social media presence across the network is developed.</li> </ul>

OBJECTIVES	ACTIONS	INDICATORS OF PROGRESS
	<ul style="list-style-type: none"> <li>Create greater understanding of the work of Education Support Centres, and access public relations expertise when deemed necessary.</li> </ul>	<ul style="list-style-type: none"> <li>ESCI is appropriately represented at national educational fora (2021).</li> <li>An annual publication documenting the key initiatives developed across the Centre network.</li> </ul>
3.3 To provide training and professional development for Education Centre Directors, Staff and Management Committee members.	<ul style="list-style-type: none"> <li>Identify priority professional learning and training needs to meet local demands.</li> </ul>	<ul style="list-style-type: none"> <li>A phased timeline of training implemented, as agreed by ESCI and the DES (2021).</li> </ul>
3.4 To ensure the provision of contemporary ICT facilities and operations.	<ul style="list-style-type: none"> <li>Formulate policies allowing for the modernisation of ICT infrastructure and software in Education Support Centres.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous upgrade of ICT services through policy implementation.</li> </ul>
3.5 To maintain standards in Education Support Centres that create a climate and atmosphere that is conducive to learning.	<ul style="list-style-type: none"> <li>Identify factors which contribute to the creation of a positive and stimulating professional learning environment in Education Support Centres.</li> <li>Employ high quality presentation and facilitation to meet identified contemporary professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li>Participant evaluation reports used to enhance standards in individual Education Support Centres.</li> <li>Periodic reviews of services and facilities aimed at showing continued growth in participant engagement in professional learning programmes.</li> <li>Implementation of a standard criterion model for selection and appointment of presenters/facilitators.</li> </ul>
3.6 To ensure optimum use of resources and facilities in Education Support Centres.	<ul style="list-style-type: none"> <li>Develop a resource management plan that identifies resources, potential users, usage protocols and replacement schedule.</li> <li>Develop a facility management plan which outlines the maintenance and upkeep schedule, and usage protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Resource Management Plan in place by 2021.</li> <li>Facility Management Plan in place by 2022</li> </ul>

# APPENDICES

## Appendix 1: Acronyms

<b>CPL</b>	Continued Professional Learning
<b>CPSMA</b>	Catholic Primary School Management Association
<b>CSL</b>	Centre for School Leadership
<b>DCHG</b>	Department of Culture, Heritage and the Gaeltacht
<b>DES</b>	Department of Education and Skills
<b>DPER</b>	Department of Public Expenditure and Reform
<b>ETB</b>	Education and Training Board
<b>ESCI</b>	Education Support Centres of Ireland
<b>HEA</b>	Higher Education Authority
<b>ICT</b>	Information and Communications Technology
<b>ITE</b>	Initial Teacher Education
<b>JCT</b>	Junior Cycle Teachers Support Service
<b>MHAI</b>	Mental Health Association of Ireland
<b>NCCA</b>	National Council for Curriculum and Assessment
<b>NCSE</b>	National Council for Special Education
<b>NEPS</b>	National Educational Psychological Service
<b>NIPT</b>	National Induction Programme for Teachers
<b>NQTs</b>	Newly Qualified Teachers
<b>NUI</b>	National University of Ireland
<b>PDST</b>	Professional Development Service for Teachers
<b>PDST-TiE</b>	PDST- Technology in Education
<b>PLC</b>	Post Leaving Certificate
<b>SEN</b>	Special Educational Needs
<b>SNA</b>	Special Needs Assistant
<b>SSE</b>	School Self-Evaluation
<b>STEM</b>	Science, Technology, Engineering and Maths
<b>TES</b>	Teacher Education Section (DES)
<b>TPN</b>	Teacher Professional Network



## Appendix 2: Education Support Centres

### Full Time Education Centres

<b>Athlone Education Centre</b>	Moydrum Road, Athlone, Co. Westmeath.
<b>Blackrock Education Centre</b>	Kill Avenue, Dún Laoghaire
<b>Carrick-on-Shannon Education Centre</b>	Marymount, Carrick on Shannon, Co Leitrim.
<b>Clare Education Centre</b>	Government Buildings, Kilrush Rd., Ennis, Co. Clare
<b>Co Wexford Education Centre</b>	Milehouse Road, Enniscorthy, Co. Wexford.
<b>Cork Education Centre Cork</b>	Education Support Centre, The Rectory, Western Road, Cork.
<b>Donegal Education Centre</b>	Floor 2/3, Pier 1, Quay Street, Donegal Town, Co. Donegal.
<b>Drumcondra Education Centre</b>	Drumcondra, Dublin 9, Co. Dublin.
<b>Dublin West Education Centre</b>	Old Blessington Road, Tallaght, Dublin 24.
<b>Tralee Education Centre</b>	Dromtacker, Tralee, Co. Kerry.
<b>Galway Education Centre</b>	Cluain Mhuire, Wellpark, Galway.
<b>Kildare Education Centre</b>	Friary Road, Kildare, Co. Kildare
<b>Kilkenny Education Centre</b>	Seville Lodge, Callan Road, Kilkenny.
<b>Limerick Education Centre</b>	1st Floor, Marshall House, Dooradoyle, Limerick.
<b>Laois Education Centre</b>	Block Road, Portlaoise, Co Laois
<b>Mayo Education Centre</b>	Westport Road, Castlebar, Co. Mayo.
<b>Monaghan Education Centre</b>	Knockaconny, Armagh Road, Monaghan, Co. Monaghan.
<b>Navan Education Centre</b>	Athlumney, Navan, Co. Meath.
<b>Sligo Education Centre</b>	Ballinode, Co Sligo.
<b>Waterford Teachers' Centre</b>	Newtown Road, Waterford, Co. Waterford.
<b>West Cork Education Centre</b>	The Square, Dunmanway, Co. Cork.

### Part Time Education Centres

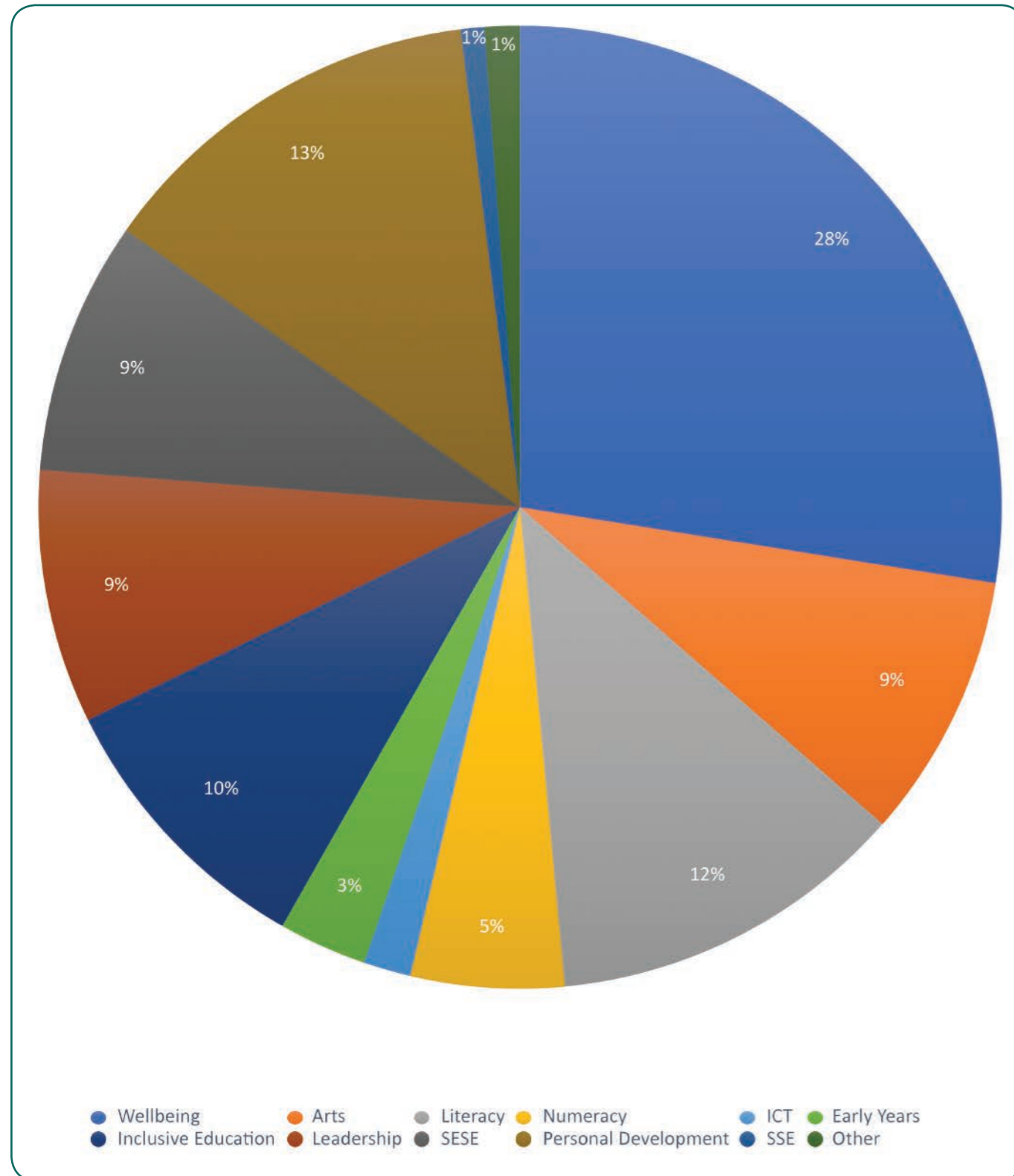
<b>Carlow Education Centre</b>	Kilkenny Road, Carlow.
<b>Cavan Education Centre</b>	The Conaty Centre, Cullies, Cavan Town.
<b>Dundalk Education Centre</b>	1, Brickfield Gardens, Newry Road, Dundalk, Co. Louth.
<b>Ionad Múinteoirí Chonamara</b>	Aird Thiar, Cárna, Conamara, Co. na Gaillimhe.
<b>Ionad na Múinteoirí Ionad Oideachais Ghort a' Choirce</b>	Gort a' Choirce, Tír Chonaill, Contae Dún na nGall.
<b>Ionad Oideachas An Daingean</b>	An Chúilín, An Daingean, Co. Chiarraí
<b>Tarbert Education Support Centre</b>	Comprehensive School, Tarbert, Co. Kerry.
<b>Tipperary Education Centre</b>	St. Patrick's College, Thurles, Co. Tipperary.
<b>Tuam Education Centre</b>	St Patrick's Primary School, Dublin Road, Tuam, Co. Galway.

## Appendix 3: Summary Statistics of Local Courses - ESCI Autumn 2019

Total number of course/programmes/training initiatives= 517

LOCAL COURSE CATEGORIES	NUMBER OF COURSES
Wellbeing	139
Arts	45
Literacy/Languages	61
Numeracy	26
ICT	8
Early Years	15
Inclusive Education/SEN	48
Leadership	43
SESE	43
Personal Development	67
School Self Evaluation & Planning	4
Other	6
<b>Total number of local courses</b>	<b>517</b>

**Breakdown of courses/programmes/training initiatives**



**Appendix 4: National Programmes- ESCI Autumn 2019**

**Different Programmes offered by National Support Services in Education Support Centres.**

National Support Services	Programmes
JCT	71
PDST	39
PDST-TíE	7
CSL	4
NCSE	15
TPNs	5
NIPT	5
<b>TOTAL:</b>	<b>146</b>







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