



NAPD

Statement of Strategy 2022-2027

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Foreword by our Director

I'm delighted to introduce this Statement of Strategy for the National Association of Principals and Deputies, NAPD. This document emanates from extensive consultation involving surveys, meetings, focus groups, discussions and dialogue whereby stakeholders within and outside the association examined and debated the priorities for the NAPD. I am confident it will inspire all connected with our vibrant association to promote its growth, development and further enhancement.

Our challenges lie ahead and I look forward to embracing each and every one to build our association to be the way that we want it.

NAPD has a long tradition as a key stakeholder in Irish education and has earned the trust of key policy makers. This position as a key influencer of Irish educational policy has placed NAPD strategically at the centre of all educational discussions. NAPD has remained largely unchanged since its foundation in 1998 and the process of engaging with our mission and vision has been perfectly timed as Irish education embraces significant changes. The Strategic goals coupled with the objectives and outcomes will give the association the autonomy to adapt to the changing landscape of Irish education, thereby cementing the place of our association as a key education partner for the 21st century.

Undertaking this strategic review has given me the opportunity to connect with the membership of NAPD, to hear their views and to feel their frustrations. This has been significant for me as the new Director to ensure that the association remains topical, relevant and operates in the best interest of the members. I have thoroughly enjoyed engaging in



discourse and debate with fellow school leaders, I welcome all views and I openly invite innovative and creative thinking. Enhancing this open and transparent culture, connecting with the members and listening to their views will be vitally important for NAPD going forward.

I believe that this Strategy Statement is the roadmap for our association and I look forward to working with the implementation group to achieve the objectives contained herewith. I would like to thank our current President, Ms Rachel O'Connor for her guidance and support during this process and previous President Mr Alan Mongey for his vision and commitment to this strategic review. I would also like to thank the volunteers on the strategic review steering group who are named below, their hard work, commitment to honest feedback and belief in NAPD are very much appreciated. The executive committee have been really supportive to me during this whole process and I express my gratitude to them for that. Finally I thank the membership of NAPD for engaging with the survey and focus groups and the external stakeholders who contributed in the focus groups, your input and feedback have ensured the efficacy of our strategy.

Our challenges lie ahead and I look forward to embracing each and every one to build our association to be the way that we want it.

Ar Aghaidh Le Chéile

Paul Crone
Director

Comment from our President

Change is inevitable. Growth is optional –

John C. Maxwell

All organisations need to self-reflect from time to time and this Statement of Strategy is a welcome and timely review. As President of NAPD I am delighted and honoured to be involved.

I joined NAPD back in 2011 and I remember asking back then – what is the 'bang I get for my buck' as a member of NAPD? I used to ask, what is the connection between Head Office, Executive and the member sitting in regional meetings (or not sitting at regional meetings!). The 'bang for your buck' that this Statement of Strategy will give you is your voice. Your voice as a school leader on the frontline. Your voice has been heard in the formation of this document. Your voice has been articulated through the four strategic goals and your voice will be represented as a key stakeholder in education in Ireland.

“
It is a very exciting time to be part of education in Ireland. It is also a very exciting time to be part of an Association that is evolving very quickly in such a member-centred way.
 ”

School Leaders have been through the mill over the last number of years, we have kept the ship afloat during the pandemic, however, our workload continues to increase. NAPD will continue to represent you tirelessly 'at the table'. This representation is, and will be, based on your feedback, either directly or through the regional structure that is in place.



Connecting with each other is a priority for NAPD. Current membership in NAPD is at its' highest that is has been for many years. We must take this opportunity to enhance the collaborative nature of our school leader networks. As an Association we must also continue to deliver to our members, based on their needs.

It is a very exciting time to be part of education in Ireland. It is also a very exciting time to be part of an Association that is evolving very quickly in such a member-centred way.

I would like to thank Paul Crone for his fearless leadership at this time, also to Alan Mongey who got the ball rolling' on this review.

I look forward to the implementation of this Statement of Strategy over the next number of years.

Ar Aghaidh Le Chéile,

Rachel O'Connor
NAPD President

Context and Background

In 1997, there were six associations trying to look after the interests of Principals and Vice-Principals and a growing feeling that as long as the post-primary sectors were served by separate organisations there was little hope of them making real headway in representing the voice of school leaders. A process of tentative contacts, diplomatic negotiations, meetings took place over the period of a year as the consensus grew among school leaders about the need for a united organisation

NAPD has become a major partner in Irish education, enjoying a cordial and constructive relationship with the DES, consultative status with the NCCA, representation on a wide range of educational, social and cultural organisations and contacts with educationalists across the globe.

It is a testimony to the power of an idea which, once it took root, grew with astonishing strength and rapidity.

There were key moments in the gestation of one of the most significant bodies in Irish post-primary education:

- On 12th May 1997, representatives of the newly-christened NAPD met the Minister, Micheál Martin, at Leinster House. His response was warm, positive and encouraging. He enthusiastically accepted an invitation to launch the new association and he said “the establishment of one association helped to recognise the role and status of Principals and Deputy Principals as partners in education”.



- Collins Barracks was selected as the venue for the inauguration of the Association. On the 22nd of September, 1998 over 150 distinguished guests from across the educational spectrum heard the first President of NAPD, Shay Bannon, emphasise the sense of unity and trust that had evolved among those engaged in negotiating and planning the process. In February 1999, Mary McGlynn, Principal of Mount Anville, a founder member of the NAPD Executive, was appointed Director of NAPD.
- In the intervening years, through its 21-strong Executive Committee, a network of nine regional branches, a range of sub-committees working on specific areas of education and its annual conferences, NAPD has become a major partner in Irish education, enjoying a cordial and constructive relationship with the DES, consultative status with the NCCA, representation on a wide range of educational, social and cultural organisations and contacts with educationalists across the globe.

NAPD Regional Structure

NAPD currently operates 9 Regions throughout the country. The operation of the regions facilitates local collaboration between neighboring schools and cuts down on the travel requirement to attend the Regional meetings.

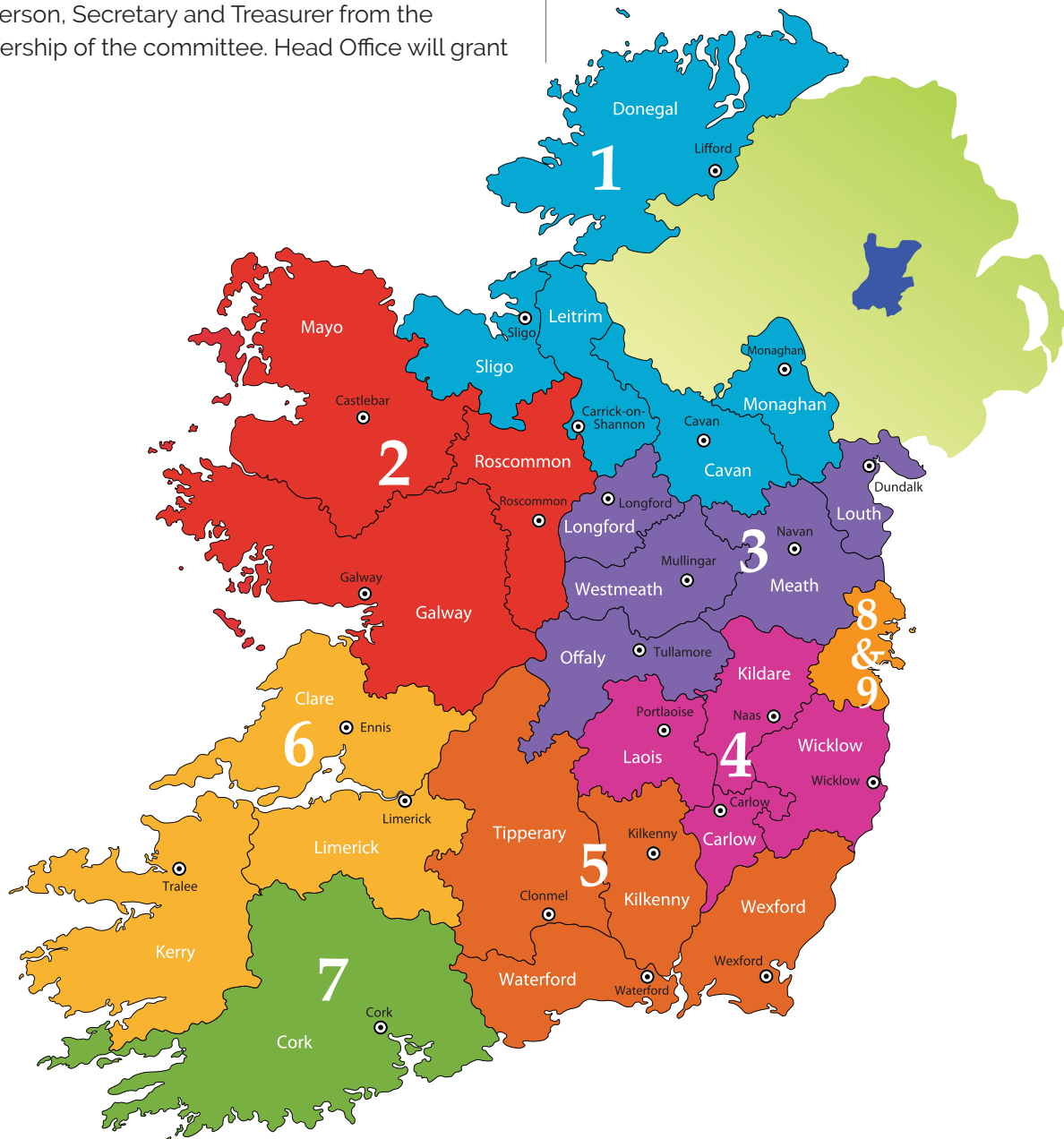
Each Region has a local organising committee comprised of up to 8 members of that region,

- A Principal and Deputy from each sector (6)
- Two co-options

The regional organising committee will elect a Chairperson, Secretary and Treasurer from the membership of the committee. Head Office will grant

fund the operation of the Region who will organise up to 3 professional development sessions for school leaders. It is usual that one of the sessions will involve a Meitheal event that may extend over two days.

In addition to the annual general meeting in line with the Articles of Association, each Region has autonomy to deliver professional development that is contextually topical, relevant and innovative. This is further enhanced through professional collaboration and idea sharing through the Region.



NAPD Working Committees

- National Executive Committee
- Welfare Committee
- Arts Committee
- Senior Cycle Review Working Group
- Presidents Steering Group
- Finance Sub-Committee of the Executive
- Conference Committee
- Digital Learning Committee



NAPD Executive Committee

The NAPD National Executive Committee, as outlined in the Articles of Association, consists of:

- Three Presidents, the President, the Past-President and the Vice-President. The Presidents rotate between the three sectors and, in turn, each sector elects their President
- One Regional Representative from each of the 9 Regions, this representative is elected annually by the members of the Region
- One Principal and one Deputy Principal from each of the three sectors, these representatives are elected annually at the sectoral meetings

- Three co-options agreed by the Executive Committee to give, Gender/ Role/ Sectoral balance on the Executive and to bring specific expertise
- A FET Nominee and a Nominee from NAPD Retired

Total Executive committee is 21 plus 2 Members.

The President is the chair.



Rachel O'Connor
President



Shane Foley
Vice-President



Michel Cregan
Past-President



Paul Crone
Director



Paul Byrne
Deputy Director



Anton O'Mahony



Brian Doran



Ceola McGowan



Deirdre Hickey



Ger O'Sullivan



John O'Donovan



Judi O'Boyle



Lorraine Sherlock



Michael Weafer



Maria Barry



Regina Butler



Rory O'Sullivan



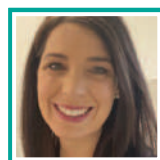
Sarah Gibbons



Sean Crowley



Sorcha Nic Donnacha



Susan McGann



James Collins



Siobhan Landers



David McEvoy



Frances Neary

Planning Process

The National Association of Principals and Deputies, NAPD, recognises that planning is integral in successful strategic planning. The National Executive Committee want to develop a plan that is clear and concise with attainable, yet wholly beneficial targets that are grounded within the membership and deliver of the strategic mission for NAPD.

The National Executive Committee empowered the new Director, Mr Paul Crone, to conduct a strategic Review for NAPD and to draft, following a full collaborative consultation process the Strategic Plan for the Association for the next 5 years. This plan will provide clear direction for Association as to agreed priorities for the development of NAPD over the period 2021-2026

The steering group was established in September 2021 and the group met on several occasions to brainstorm and discuss a vision and strategic priorities for NAPD for the next five years.

The group, under the direction of Paul Crone, Director, consisted of:

- Rachel O'Connor, President and Principal in Ramsgrange Community School,
- Paul Byrne, Deputy Director of NAPD,
- Anton O'Mahony, Treasurer and Principal in Skibbereen Community School,
- Caroline Garrett, Principal in Oatlands College,
- Rory O'Sullivan, Principal, Killester and Marino College of Further Education,
- Alan Mongey, Past-President and Principal in Claregalway Community College,
- John McGuinness, Principal in Carndonagh Community School

The committee were then joined by new executive members:

- Maria Barry, Principal in St. Wolstons Community School
- Shane Foley, Vice-President and Principal in Enfield Community College
- Ceola McGowan, Deputy Principal in St. Clare's Comprehensive

The steering group are representative of all sectors in Irish education and within NAPD. All members of the steering group were members of the National Executive Committee at the time the Strategic Review was launched. The brief given to this group, by the National Executive, was to collect relevant information from all stakeholders to inform decisions regarding the development of strategic goals for NAPD for the coming 5 years.

The steering group in consultation with the National Executive, discussed pillars for the Statement of Strategy to focus consultation and collaboration around the drafting of the Statement.

Following discussion and brainstorming the surveys was drafted, consulted upon and piloted among the steering group and national Executive. This took place during the second half of September and during October 2021. The survey fell under broad headings which were identified as areas for improvement by the steering group.

Member survey – this survey was sent out to all school leaders regardless of whether they were currently paid-up members, lapsed members, newly appointed school leaders and school leaders who were never members. There were 438 responses, 245 from Principals and 193 from Deputy Principals. This was conducted anonymously and gave excellent feedback in the responses that is reflective of the position of school leaders in the current climate.

Following analysis of the questionnaire responses the focus for the Statement of Strategy steering group was directed to 4 clear and distinct pillars for development:

1. **People** – the members that NAPD represents
2. **Profile** – to include media, relationships, identity and communication
3. **Processes** – to include Support Systems and Regional structures
4. **Pedagogy** –Teaching, Learning, Assessment and leading learning to include professional development

Focus groups

50 members of NAPD were selected randomly to participate in 6 scheduled focus groups. 2 additional focus groups were conducted with external stakeholder groups while an additional focus group was conducted with the Department of Education and the Inspectorate. The focus groups were conducted in the manner of a “focused conversation” to obtain more in-depth information that is needed to draft the Statement of Strategy. The format of the focus groups used the 4-stage feedback outlined below,

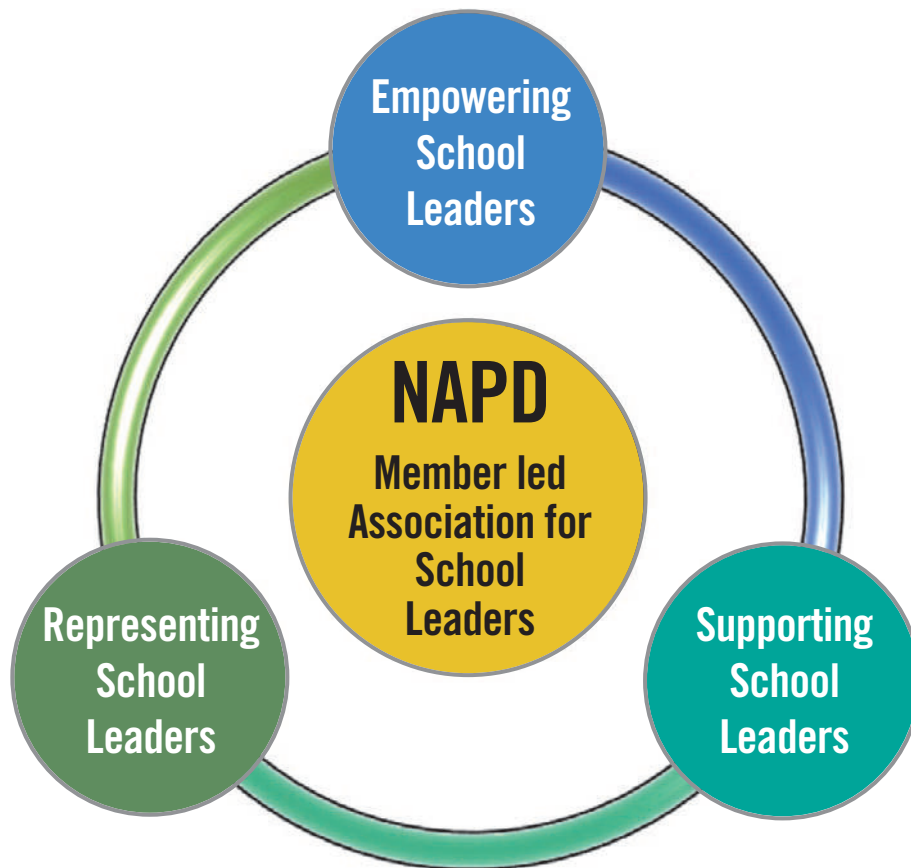
1. The Objective – What it is now?
2. The reflective – How I feel about that?
3. The Interpretive – So what does that mean?
4. The Decisional – Now what do we do?

To supplement the information received from the focus groups a number of one-to-one discussions were had with school leaders throughout the country. The focus groups and discussions yielded a wealth of information, with many exciting and visionary ideas coming to the fore. Following the feedback from these groups and upon in-depth analysis from the steering group the Strategic direction of NAPD for the next 5 years was trashed out.

The steering group analysed the discussions and survey results, from that the steering group deduced a number of targets, in line with the feedback received. These targets were then presented to the National Executive Committee in January 2021 for consultation. Upon edits and National Executive Committee approved the Statement of Strategy and it was published on 10 May 2022.



NAPD – Professional Learning Community



People

- SLT* support/voice /advice
- Support culture
- SLT* wellbeing
- Representative voice
- Community of practical support and collaboration

Profile

- National/ International/ Regional
- Communications, Paid/ Owned/ Earned
- Print media
- Other media
- Member voice

Processes

- Regional Ambassadors
- Collective voice
- Communication
- Partnerships
- Organisational Structure
- Relationships
- Good governance

Pedagogy

- Leading Teaching, Learning and Assessment
- Professional Development
- Innovation and Creativity
- Collaborative practice

*Senior Leadership Team

Organisational Structure

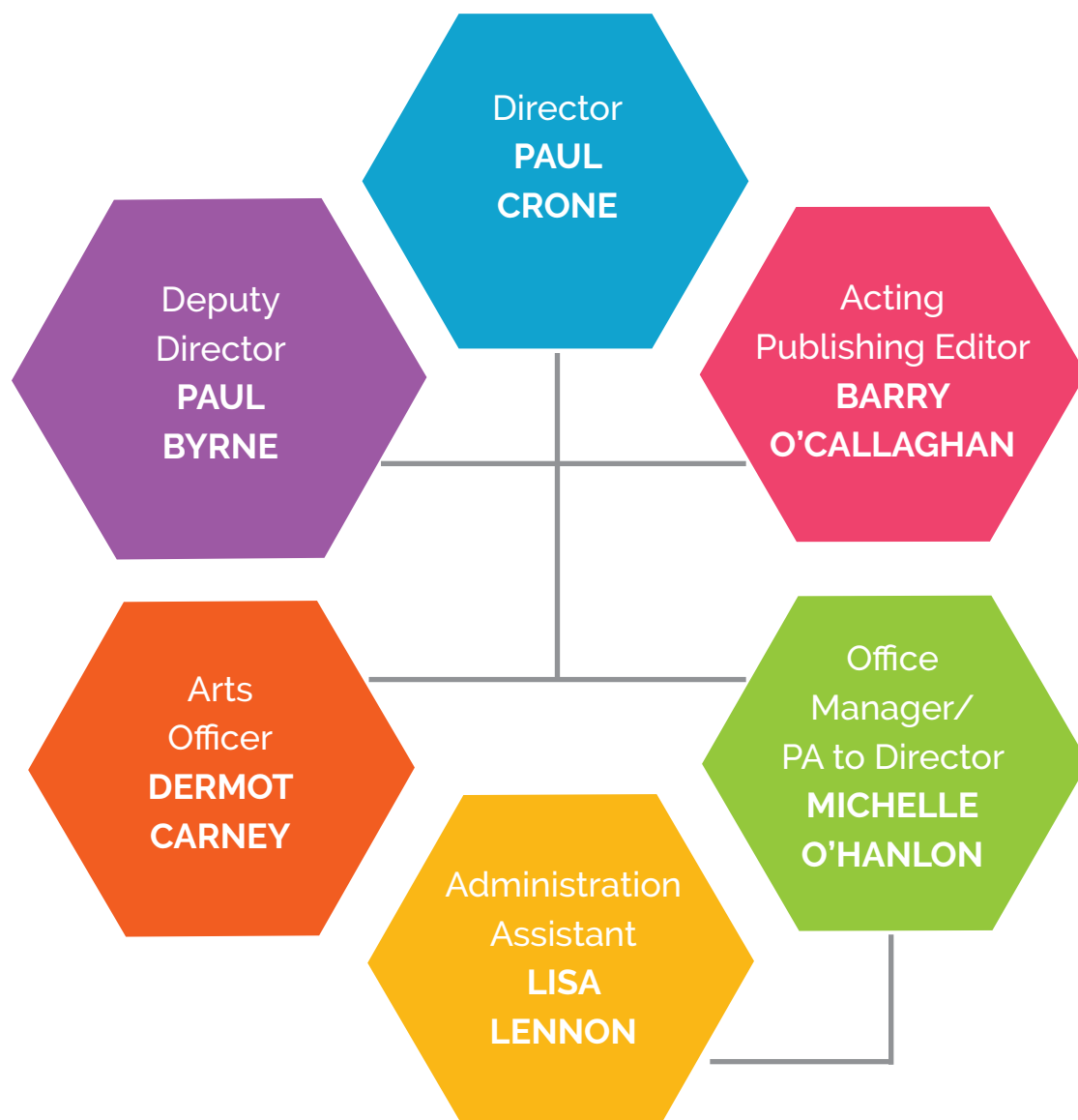
NAPD Executive

NAPD is governed by its Constitution, Articles of Management and by the decision of its members at the annual conference.

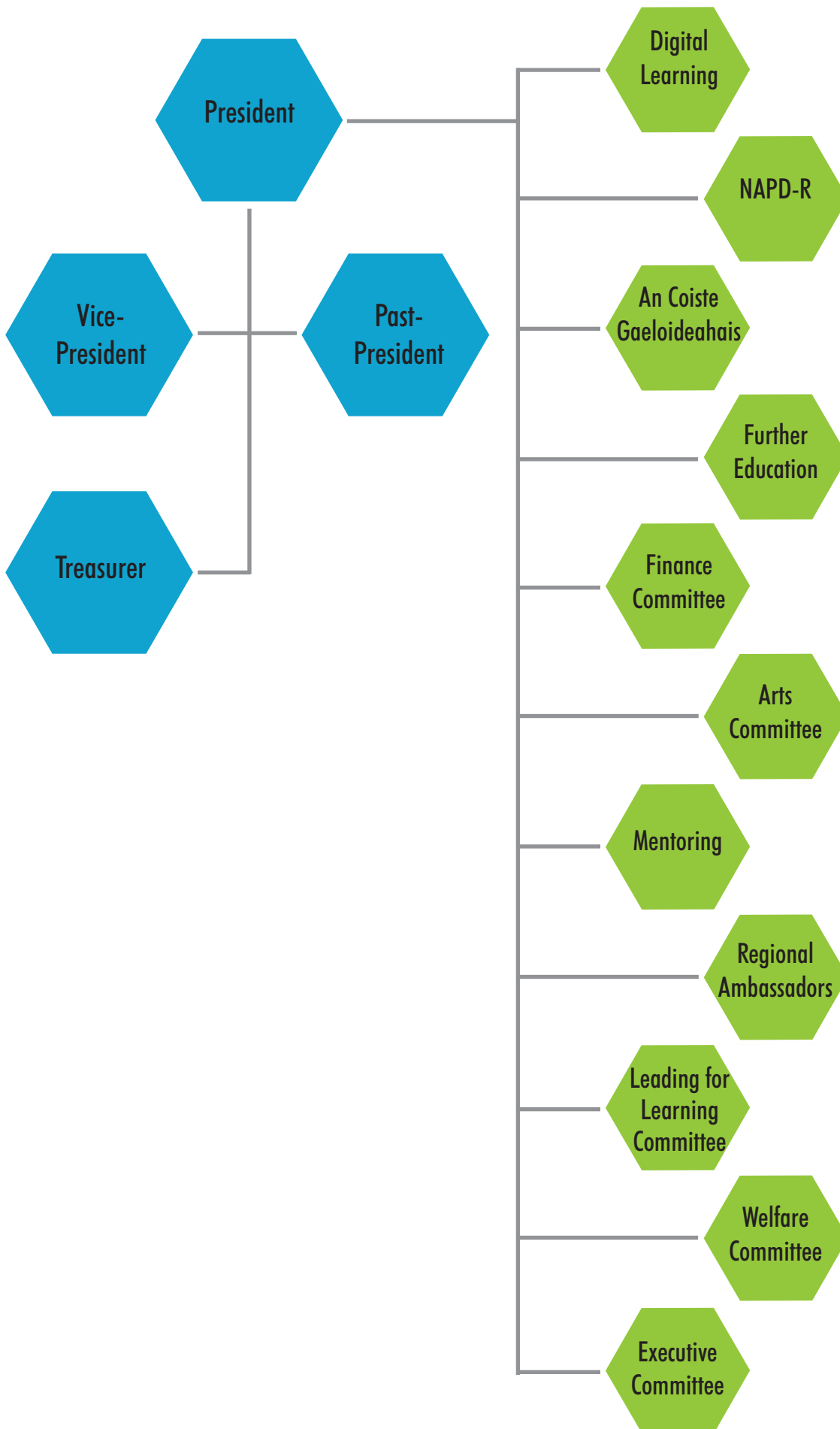
The President is elected at the AGM at the annual conference. The office of President rotates each year between the three post-primary sectors, Community and Comprehensive, ETB and Voluntary Secondary Sector.

The National Executive meets monthly. It consists of the three Presidents, nine regional representatives, a principal and deputy principal from each of the three-second level sectors, a FET representative, a retired members representative and up to three co-options to ensure gender and sectoral balance and an equal balance between representations of principals and deputy principals.

Head Office Structure

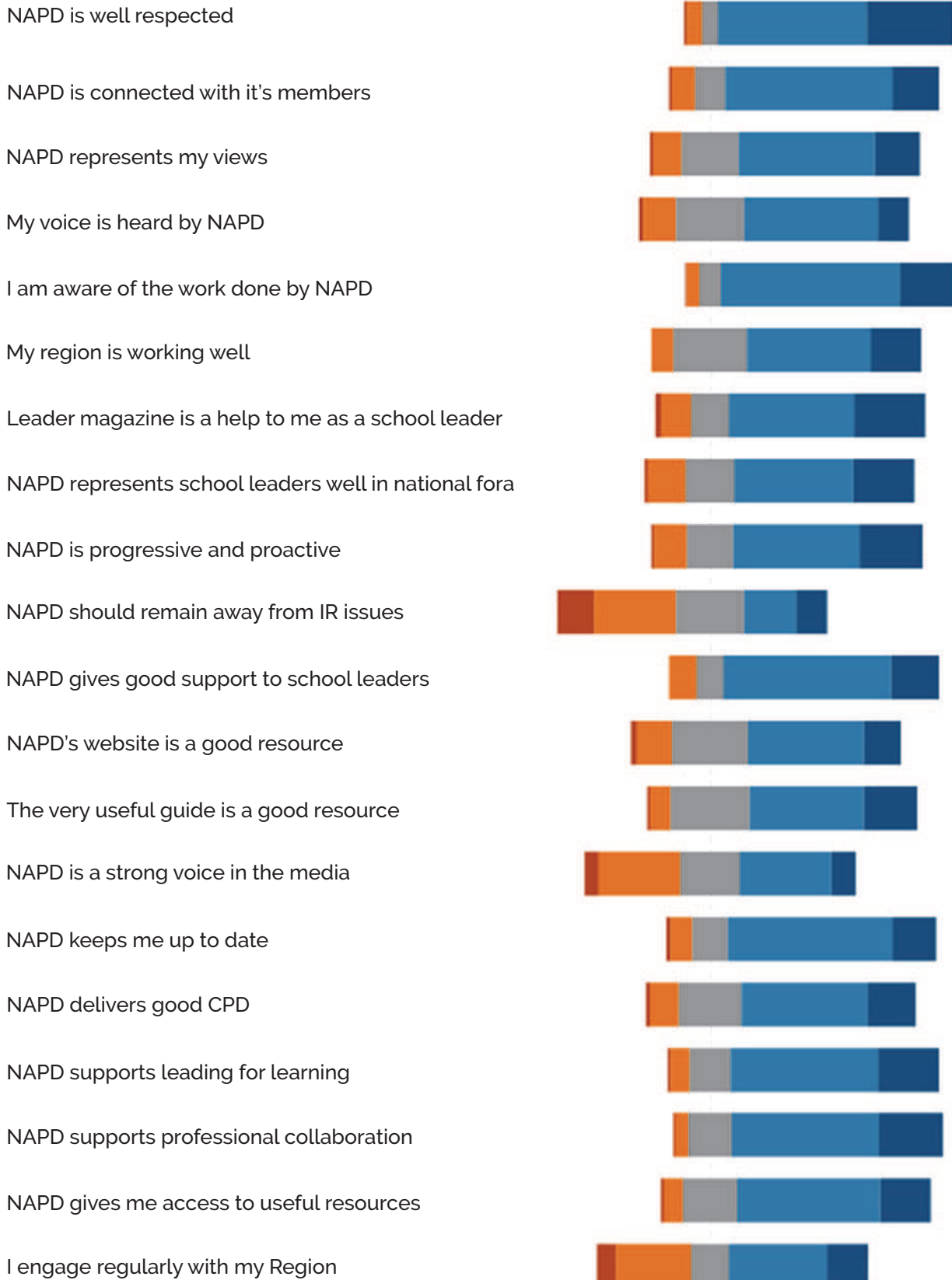


Committee Structures

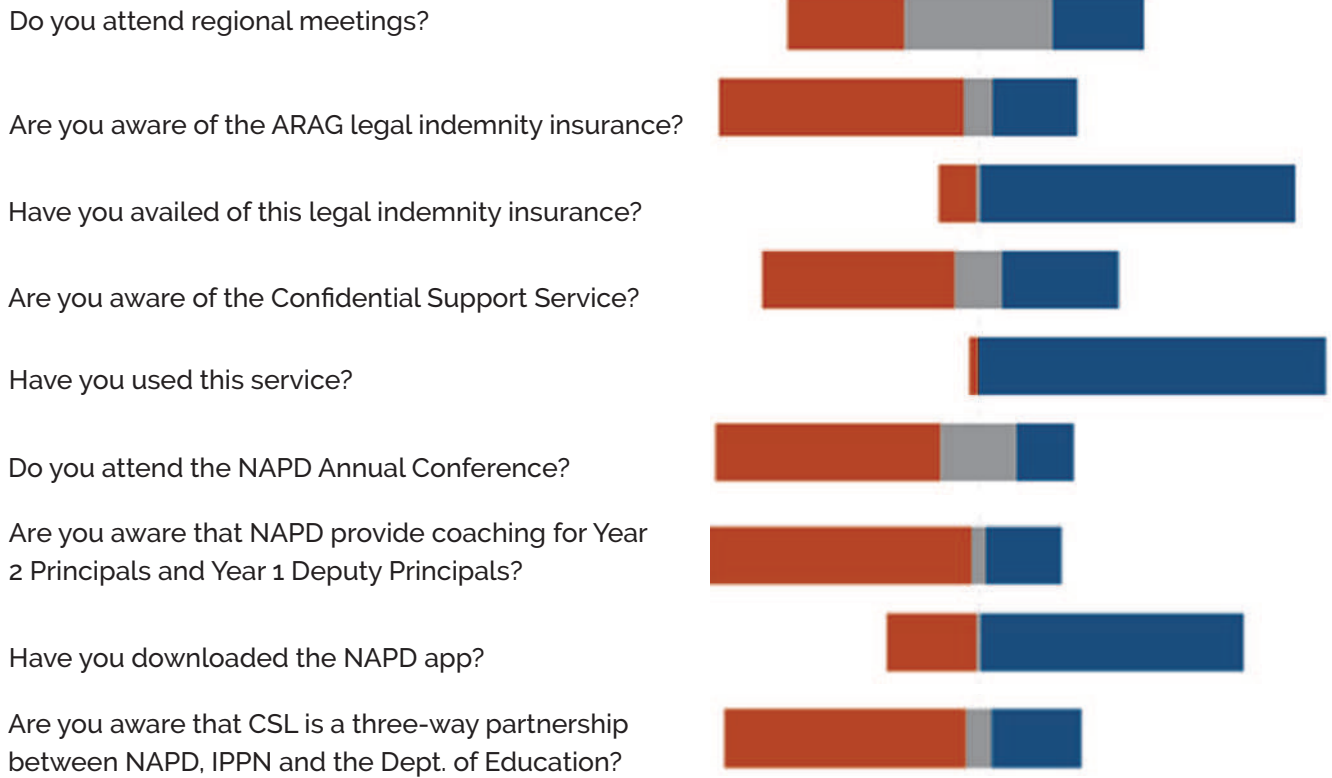


What our members said about NAPD

■ Strongly Disagree
 ■ Disagree
 ■ No Opinion
 ■ Agree
 ■ Strongly Agree

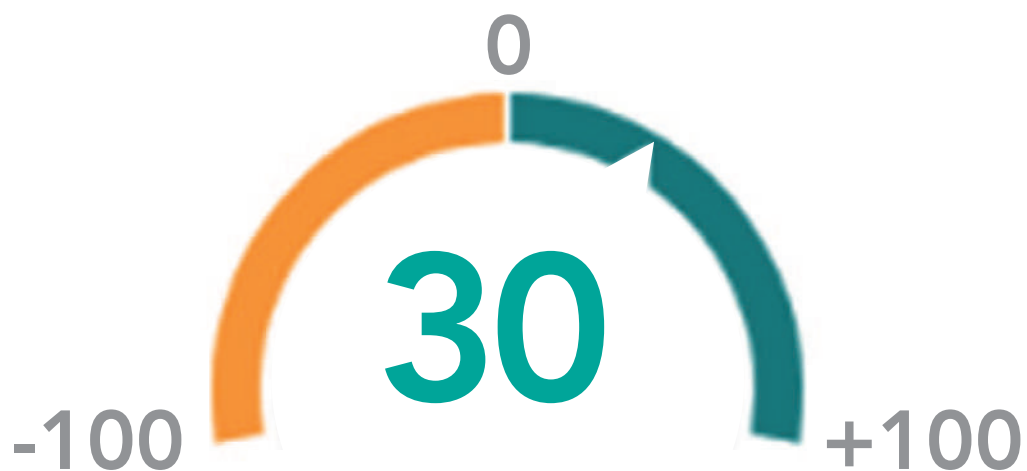


■ Yes ■ Somewhat/Sometimes ■ No



Net Promoter Score

(Would you recommend NAPD to a newly-appointed school leader)



Members own words

1. A network opportunity to meet other principals and a place to connect with innovation and creative ideas while also updating on curricular and systemic changes.
2. NAPD means a listening ear, a sharing of common experiences, an advice bank, unlimited experience, a united voice to represent those who look out for all students.
3. NAPD needs to be seen in a more public manner in challenging the DES on the constant roll out of circulars & requires change.
4. NAPD must support the concerns of members, we have no voice in unions and therefore our views are rarely taken into consideration.
5. I love being involved in NAPD, I just wish it had more clout, and brought our views out more on the media and with the DES.
6. The NAPD is a very positive organisation and I am optimistic that now it the right time to re-focus our organisational priorities.
7. Regions are too vast. More regions? Listen to school leaders re concerns with constant curriculum change.
8. I need NAPD to be proactive in the areas of Teaching, Learning & Assessment – research, supporting progressive schools/ initiatives.
9. I think surveys such as this are helpful. Feedback from regional meetings is also helpful. Providing that feedback to the Department is very important also.
10. A lot of people feel that the job is not sustainable given the current workload. I would love to see the NAPD work on our behalf to get recognition for the workload we carry.
11. NAPD is not a strong enough lobby for principals. NAPD know the issues o the ground and are not doing enough to make them known.
12. There should be better communication around what NAPD actually does and achieves on behalf of principals and Deputies.
13. A significant issue is that principals and deputies are overburdened daily and this impedes their capacity to engage with NAPD.
14. NAPD is invaluable in the Irish education system. Strategic, sensible and influential with huge integrity.
15. I feel that the NAPD gives excellent support on a personal level through regional activities. At the national level it often feels that Principals and Deputies are ignored or 'taken for granted' in the implementation of new policies and procedures by the Department.
16. As a new DP I am delighted to be able to avail of the mentoring programme. Having had all training online this has injected a really practical and real person element to things for me. I'm very happy with it so far.



Some quotes from our Stakeholders

"I want more from NAPD than just Legal Indemnity Insurance"

"How can NAPD help me and make my job easier and more manageable?"

"Together we learn better and NAPD needs to give us those opportunities"

"NAPD needs to be my voice in Irish Education, an association I trust to represent me"

Quotes from internal Stakeholder engagement

"Everybody wants a piece of me, the management bodies, my paron & PDST. Why should I engage with NAPD?"

"I am flat out, I want to connect more with NAPD but am having difficulty finding the time"

"I am newly appointed and have not yet seen the benefits of NAPD"

"NAPD need to challenge the system to be better"

"What is the involvement of the Deputy compared to the Principal?"

"NAPD are perceived to have a massive influence"

"NAPD are a reputable Association that are a pleasure to work with"

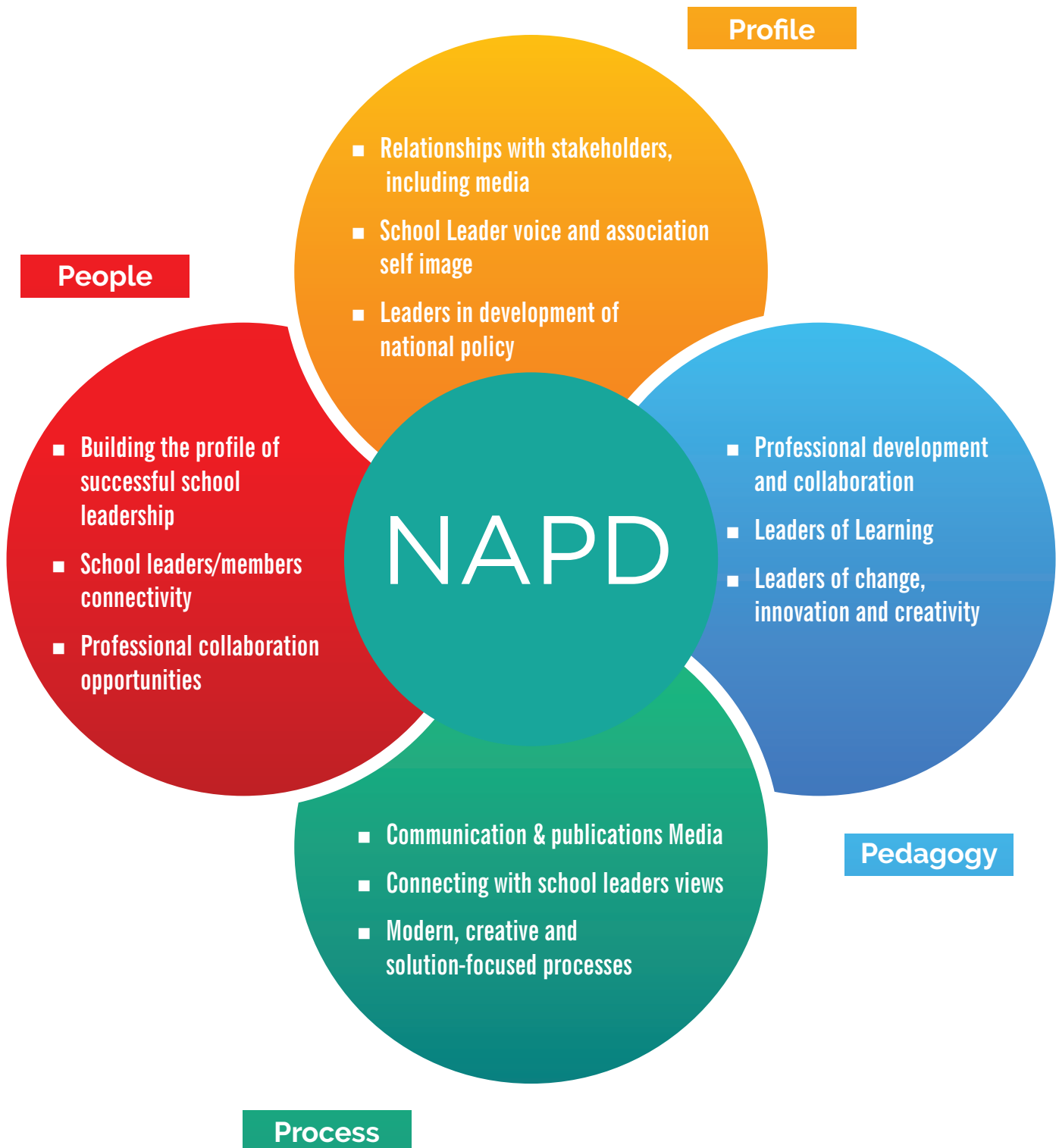
Quotes from External Stakeholder engagement

"Some NAPD Regions have greater strength than others"

"NAPD are the only ones we see the loneliness of the school leader"

"NAPD give a voice to school leaders"

Building our Strategy on the four pillars from what we have heard



OUR VALUES

Our core belief is that School Leadership is at the centre of all that is positive and successful in Irish Education.

The Principal and Deputy lead the team that builds the positive culture that operates locally in each school and is in line with National policy.

OUR VISION

To connect and unite the voice of Principals and Deputy Principals. To create an association that is member led and responsive to the current and emerging needs of school leaders.

OUR MISSION

NAPD is committed to the development of sustainable school leadership that is based upon philosophical and moral principles as well as professional skills and knowledge. To unite school leaders and provide a strong voice for Principals and Deputy Principals on issues of common concern,

**Empowering,
Supporting,
Representing,
*School Leaders.***

Commitment to Inclusion and Diversity

Introduction

NAPD is committed to being an organisation that recognises the value of diversity among its members, where all members feel included and valued irrespective and indeed because of their differences. We endeavour to ensure that this commitment to diversity and inclusion is reflected in what NAPD does and in how it does it.

This is something that the NAPD is committed to because we see the huge benefits that diversity and inclusion bring. We also have an obligation to do what is right and uphold the highest standards of ethics and integrity.

Purpose

In order to perform our mission optimally, we need to hear from members with diverse experiences and backgrounds who bring different knowledge and thinking styles. We are privileged to have fantastic members who are male, female, LGBTQi+, have disabilities, are from different ethnic groups, have different religious beliefs, are in different life stages, are from different socio economic backgrounds, are from different countries, are parents and/or carers and are different in many other ways.

Under this new strategic plan NAPD strives to create a diverse and inclusive forum for our members. Good progress has been made, particularly

regarding gender diversity. Our National Executive is 50% female and 50% male. However, we recognise that much more remains to be done.

We are continuing to enhance our strategic focus on Diversity and Inclusion, as reflected in this strategy Statement.

Outcomes

Inclusion is about helping people feel involved and valued regardless of their difference and making the best use of diverse talent. At NAPD under this 5 year plan we aim to:

- Establish an LGBTQi+ support group for senior school leaders,
- Encourage more females into senior leadership roles,
- Make conscious decisions about how to harness difference to benefit all,
- Ensure that our workplace policies, practices and behaviours will foster a fair, open and inclusive culture,
- Listen to our members to continually strive to improve inclusion and diversity practices within NAPD.



The Strategy

The Strategic goals contained within the Statement of Strategy are based on the four pillars identified on page 17.



The Strategic Goals are be linked to the mission statement of NAPD and be further broken down into SMART objectives and targets by the implementation group which will operate as a sub-committee of the National Executive. An Annual Report to the national executive committee will monitor and track the implementation of the strategic goals over the five year time period of the Strategy Statement.



Goal 1	Objective	Outcomes
<p>Prioritise sustainable school leadership</p>	<p>PEOPLE</p>	<p>Undertake and support research and development initiatives to support sustainable School Leadership. Delivery of additional leadership supports for schools to support the role of Principal and Deputy that will reduce the administrative burden.</p> <p>Provide professional support with enhanced confidential support service, coaching and mentoring. Enhance structures to nurture the building of succession for School Leadership in our schools.</p>
	<p>Promote and develop the culture of personal and professional development and sustainable leadership among School Leaders.</p>	
	<p>Promote and support the personal and professional growth and wellbeing of School Leaders to promote sustainable leadership.</p>	
	<p>PROFILE</p>	<p>Outline the NAPD position on the strategic development of Irish education and the definition of the roles and responsibilities within this aspirational system. To Engage with Department of Education to deliver administrative supports for school leaders.</p>
<p>Engage positively with education partners, stakeholders, policy makers and the media to address issues of concern to school leaders in Ireland.</p>		
<p>PROCESSES</p>	<p>Enhanced effectiveness and operation of regions in a co-ordinated manner as supported by the executive. Improve accountability and responsibility at all levels within the Association.</p>	
<p>Enhance, develop and maintain systems to deliver services to protect and support NAPD members.</p>		
<p>PEDAGOGY</p>	<p>Articulate and support the role of the school leader within Irish Education as leader of learning.</p>	
<p>Pursue additional supports and resources for schools to facilitate School Leaders in prioritising the Leadership of Learning, Teaching and Assessment.</p>		

Goal 2	Objective	Outcomes
<p>Foster a culture of collaboration and enhance the professional community of practice.</p>	<p>PEOPLE</p> <p>Promote and facilitate professional development and professional collaboration opportunities for School Leaders.</p>	<p>Provide and deliver creative and innovative professional development to inspire and empower School Leaders that are responsive to current and emerging needs in schools.</p>
	<p>PROFILE</p> <p>Promote and support active and responsive strategic networks and partnerships among the NAPD membership and among key education stakeholders to raise awareness of the continually developing demands of school leadership.</p>	<p>Nurture professional collaboration structures with unions, DoE, Management bodies, NEPS, NCSE, TESS and other stakeholders. Provide mechanism to disseminate updates and information to members.</p>
	<p>PROCESSES</p> <p>Develop, produce and deliver a suite of professional development opportunities and publications that inform, support and empower School Leaders in their role.</p>	<p>Enhance regional structures to support the professional development of School Leaders and to provide professional collaboration opportunities including delivery of annual PD and publications.</p>
	<p>PEDAGOGY</p> <p>Deliver high quality professional development for School Leaders to build confidence and competence to lead Learning, Teaching and Assessment.</p> <p>Support the delivery and sharing of best practice in Teaching, Learning and Assessment practices in our schools.</p>	<p>Design and deliver PD opportunities to promote T, L & A. Nurture strategic partnerships to access additional expertise to support school leaders in this area.</p> <p>Nurture a forum, for sharing best practice, to contribute to enhancing the professional competence of school leaders.</p>

Goal 3	Objective	Outcomes
<p>Nurture the community of school leaders which connects NAPD members regionally, nationally and internationally.</p>	<p>PEOPLE</p>	<p>Enhance the operation of the regions. Review of articles of association to enhance structures to ensure that they are meeting the needs of members as outlined by members.</p>
	<p>PROFILE</p>	<p>Nurture positive relationships with national and regional media and proactively pursue opportunities to obtain positive publicity for school leaders. Enhance and implement structures to communicate with members.</p>
	<p>PROCESSES</p>	<p>Enhance means of communication with members through digital means, including website, and on social media.</p>
	<p>PEDAGOGY</p>	<p>Nurture, through regions, communities of professional practice that meets the needs of school leaders. Deliver coaching and mentoring to support school leaders.</p> <p>Maintain and enhance relationships through ESHA and ICP. Harness the learning and enhance structures to disseminate the learning and expertise from international partnerships.</p>

Goal 4	Objective	Outcomes
<p>Harness and articulate the voice of the NAPD members as a key influencer in Irish education.</p>	<p>PEOPLE</p> <p>Harness and embrace the School Leader voice to inform the strategic direction and leadership of NAPD.</p>	<p>Develop NAPD positions reflective of the collective views of the NAPD members.</p>
	<p>PROFILE</p> <p>Pursue opportunities to enhance the reputation of NAPD as a key influencer of national educational policy.</p>	<p>Use strategically the collective voice of school leaders to engage with policy makers and media to influence national policy.</p>
	<p>PROCESSES</p> <p>Develop, through the national executive, a network of working groups, as decided by the executive, to research, inform and deliver on the strategic objectives of NAPD on issues of common concern to School Leaders.</p>	<p>Enhance and operate communication structures, the national executive, regional chairs and secretaries and regional meetings to collect opinions and disseminate information to members.</p>
	<p>PEDAGOGY</p> <p>Promote creativity, innovation and diversity of approach in Leading Learning.</p>	<p>Deliver through PD and publications best practice from our schools. Deliver topical and relevant PD from national and international experts in educational and business fields.</p>

Implementation



The six-step process for School Self Evaluation has been followed in this process. The Strategic goals contained in this document represent the aspirational aims of the association.

The Executive Committee of NAPD will form an implementation group as a sub-committee of the executive to track progress and prepare an annual report for the executive and for the membership to be delivered at the Annual General Meeting in October of each year for the duration of this strategy 2022-2027.

Appendix 1

Abbreviations

ACCS	Association of Community and Comprehensive Schools
C&AG	Comptroller and Auditor General
CPD	Continuing Professional Development
CSPE	Civic Social Political Education
DCYA	Department of Children and Youth Affairs
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
EAL	English as an Additional Language
EPSEN	(Act) Education for Persons with Special Educational Needs (Act)
ESOL	English for Speakers of Other Languages
ET	Educate Together
ETB	Education and Training Board
FET	Further Education and Training
GAM	General Allocation Model
HE	Higher Education
HEA	Higher Education Authority
HEI	Higher Education Institution
HSCL	Home School Community Liaison Scheme
HSE	Health Service Executive
ICT	Information and Communications Technology
IEP	Individual Education Plan
IGC	Institute of Guidance Counsellors
IOT	Institute of Technology
IT	Information Technology
ITE	Initial Teacher Education
JC	Junior Cycle
JCSP	Junior Cycle Schools Programme

JCT	Junior Cycle for Teachers
JMB	Joint Managerial Body
LC	Leaving Certificate
LCA	Leaving Certificate Applied
LCVP	Leaving Certificate Vocational Programme
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
OLCS	On-Line Claims System
PE	Physical Education
PLC	Post Leaving Certificate
PLSS	Programme Learner Support System
PPP	Personal Pupil Plan
PTR	Pupil Teacher Ratio
RASE	Reasonable Accommodation in State Examinations
SEC	State Examinations Commission
SEN	Special Education Needs
SENO	Special Education Needs Organiser
SET	Special Education Teaching
SLT	Speech and Language Therapy
SNA	Special Needs Assistant
SNE	Special Needs Education
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SPHE	Social, Personal and Health Education
STEM	Science, Technology, Engineering and Maths
STEAM	Science, Technology, Engineering, Art and Maths
SUSI	Student Universal Support Ireland
TC	Teaching Council
TCC	Teacher Conciliatory Council
TEL	Technology Enhanced Learning
TU	Technological University
TY	Transition Year
TYO	Transition Year Option
Youthreach	Programme for early school leavers aged 15-20 years of age

Appendix 2

NAPD National Executive Members

- President:** Rachel O'Connor (C&C)
- Vice-President:** Shane Foley (ETB)
- Past-President:** Michael Cregan (Voluntary Secondary)
- Treasurer:** Anton O'Mahony (C&C)

Regional Representatives

- Region 1:** David McEvoy
- Region 2:** Susan McGann
- Region 3:** Sorcha Nic Dhonnacha
- Region 4:** Maria Barry
- Region 5:** Siobhan Landers
- Region 6:** Ger O'Sullivan
- Region 7:** Regina Butler
- Region 8:** Judi O'Boyle
- Region 9:** Deirdre Hickey

Sectoral Representatives

Community and Comprehensive

- Anton O'Mahony
- Sarah Gibbons

ETBI

- Brian Doran
- James Collins

Voluntary Secondary

- John O'Donovan
- Lorraine Sherlock

NAPD-R

- Sean Crowley

NAPD Further Education & Training

- Rory O'Sullivan

Co-opted Members

- Michael Weafer
- Ceola McGowan
- Frances Neary

Appendix 3

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Appendix 4

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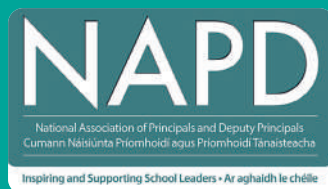
The continuous belief, commitment and trust in NAPD of the Executive Committee, the Regional Chairs and Secretaries, the Regional Ambassadors, the NAPD Associates and the NAPD Members.

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