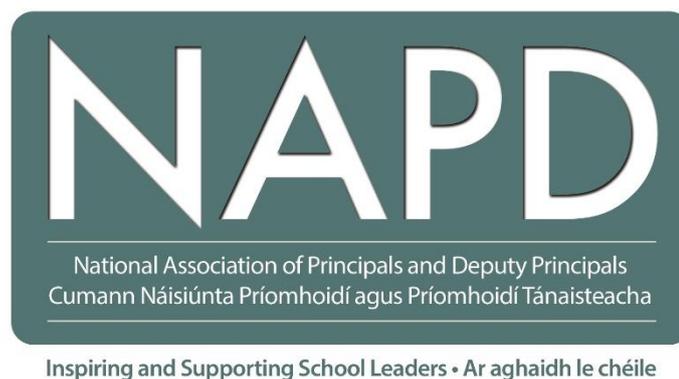


NAPD Overview and development discussion document 04/05/18

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NAPD Draft Strategic Plan

Rationale

The National Association of Principals and Deputy Principals is the professional association for second level and further education school leaders in Ireland. NAPD is unique in that it supports the senior leadership team across all sectors at post primary level.

It is important to continue to attract and retain a high calibre of professional school leaders and NAPD is working to ensure that the following issues are addressed so that school leadership is protected, nurtured and supported at post-primary level;

To allow principals and deputy principals to be effective leaders they must be enabled to concentrate on their role as leaders of learning.

The direct impact of educational legislation on the role of the school leader must be addressed through the provision of support, advice and Continuous Professional and Personal Development.

NAPD continues to support school leaders to lead learning and teaching, to lead school development, to manage organisations and to develop leadership capacity in our schools.

School leaders must be supported in the distribution and delegation of administrative tasks through the provision of enhanced senior and middle-leadership structures. Time must be given to whole-staff collaboration, school self-evaluation and planning, change management, team building, staff development, policy development and implementation in order to enhance the learning outcomes and opportunities for students.

NAPD advocates for good supports, terms and conditions for members which are vital if Ireland is to benefit from effective educational leadership into the future.

Recruiting and retaining school leaders supported by collaboration with the Centre for School Leadership must be a national priority.

NAPD is a respected education partner represented on relevant local, regional and national bodies both statutory and non-statutory.

NAPD is dynamic, pro-active and outward looking and is cognisant of European and International developments on Education. Members of NAPD are automatically members of the European School Heads Association (ESHA) and the International Confederation of Principals (ICP).

NAPD - Looking to the future

Since its inception in 1998, the multi-faceted role, profile and workload of NAPD has continued to broaden in the National context. In order to sustain the NAPD's current and future level of services, changes to both organisational structure and funding are vital. The DES action plan outlines the current year's priorities. The support provided to NAPD members in a unique cross sectoral context cannot be underestimated and is a key element in the successful rollout of the following school improvement priorities as outlined by the DES:

Work on promoting and supporting Wellbeing; tackling disadvantage and the launch of a new Action Plan for Educational Inclusion; setting targets and taking action on STEM; publication of the Interim Review of Literacy and Numeracy Strategy; introducing a new

Resource Teacher Allocation Model; using digital technologies to enhance teaching, learning and assessment; increasing competence in foreign languages; strengthening entrepreneurship and innovation and building leadership capacity; embedding a new model of inspections; focused engagement with enterprise; and enhancing apprenticeships.”(DES)

The Senior Leadership Team is the single most important element in ensuring the efficacy and wellbeing of our Post Primary schools.

Successful education systems are those that promote leadership at all levels, thereby encouraging teachers and principals, regardless of the formal positions they occupy, to lead innovation in the classroom, the school and the system as a whole. This report summarises evidence from the OECD Teaching and Learning International Survey and the OECD Programme for International Student Assessment that underpins the three themes of the 2015 International Summit on the Teaching Profession: school leadership, teachers' self-efficacy and innovation in education. It also offers examples from around the world of how some schools are introducing innovative ways of teaching and learning to better equip students with the skills they need to participate fully in 21st-century global economies. (Schleicher, Andreas. OECD Publishing)

It is the Senior Leadership Team in our schools that creates a context or climate that is receptive to / conducive to change & improvement in the Irish Post Primary system.

The DES Action Plan for Education 2016-2019 states that “Since the launch of the Action Plan for Education 2016-2019 and Statement of Strategy substantial and significant progress has been made towards achieving our goals and objectives. 82% of actions targeted for delivery by the end of 2016 have been achieved.

The Senior Leadership Team is the single most important conduit through which the department’s change and improvement agenda is mediated to school stakeholders, and department targets delivered.

What we stand for:

Objectives of NAPD

1. We promote and support the professional and personal development of principals and deputy principals from initial appointment and throughout their career.
2. We show leadership in the formulation and direction of education policy.
3. We provide a united voice nationally on issues of common concern and interests along with the wellbeing of Principals and Deputy Principals.
4. We encourage and promote meaningful working partnership between principals and deputy principals as the Senior Leadership Team in all second level schools.
5. We develop an effective partnership with our primary colleagues in IPPN, with the Centre for School Leadership and with the Department of Education and Skills as well as other educational partners.
6. We promote the development of internal school leadership structures to enable the successful implementation of school policies to support senior management in their leadership role.

7. We provide a support service and advice for principals and deputy principals directly and through our secretariat and administrative services.
8. We provide appropriate and relevant continuous professional development through our Professional Learning Network.
9. We adopt a pro-active and dynamic approach to developing the international and European dimensions in schools.
10. We promote cooperation and reciprocal visits between members of NAPD and principals and deputy principals within Ireland, Europe and the rest of the world.

NAPD Priorities

Priority one: Promotion of educational leadership

1. Ensure effective mentoring and coaching supports are in place for all school leaders.
2. Ensure appropriate CPD for school leaders throughout their careers.
3. Develop the existing network of CPD, development programmes and opportunities for aspiring school leaders.
4. Facilitate modes of distributed leadership
5. Support initiatives that guide and help the senior leadership team in their role as leaders of learning as well as supporting whole school wellbeing.
6. Showcase current and up to date thinking in Teaching and Learning, and new ideas in Educational Leadership through the organisation of our Annual Symposium, Annual Conference and various workshops throughout the regions as appropriate.

Priority two: Development of the organisation and structure of NAPD

1. Develop and enhance communication within the organisation and between members.
2. Enhance regional supports for members and develop networks on a regional basis.
3. Provide support, guidance and leadership, for school leaders by establishing relevant committees and working groups.
4. Manage and develop a sustainable financial structure for NAPD.
5. Continue to liaise with The Teacher Unions and The Management Bodies so that the voice of school leaders are kept to the forefront.
6. Develop and enhance the membership structures as well as investigating new membership models for aspiring school leaders.
7. Develop the head office administrative structure as an effective resource for members.

Priority three: Promotion of research.

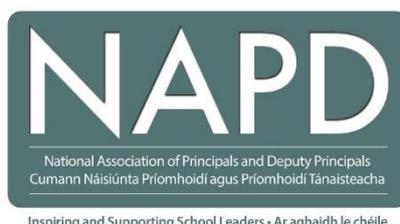
1. Support educational research relevant to the school leaders' role, health and wellbeing.
2. Commission research to highlight the needs of school leaders.
3. Commission research to support NAPD initiatives.

4. To continue initiatives which further enhance and disseminate the most informed, up to date developments in Teaching and Learning.
5. Use the Symposium and Conference to disseminate research to members.
6. Keep our members up-to-date with current thinking on educational matters through our own internal publications such as Leader.
7. Identify areas of post graduate research which might be undertaken by or on behalf of NAPD.

Priority four: Development of the local, national and international dimensions of NAPD

1. Promote educational initiatives to develop our schools as positive and affirming environments for our students.
2. Promote the interests of NAPD members through cooperation with other educational partners in primary, post primary, further education and training and third level.
3. Continue to lobby and cooperate for and behalf of members with the Department of Education and Skills, other state bodies, statutory agencies and other education partners.
4. Play an active role in ESHA and ICP to develop and share best practices that work well.
5. Promote the national profile of the association by the effective use of media.

Current NAPD Roles and Structures



Current Roles – Executive and other Committees	
Executive Committee	18 members made up of colleague Principals and Deputy Principals, with sectoral and regional role and gender representation who can serve for a maximum of five years.
President	Serves as President for one year having been Vice- President one year and serving as Past-President – Sectoral rotation
Presidents Committee	President, Past-President and Vice-President – sectoral rotation
Regional Committees and meetings	9 regions support and networking

Finance Committee	
Other Committees and Working Groups such as Welfare, NAPD-R, Further Education and Training, Arts Heritage and Culture, ICT, Middle Management, Gaeloideachas, Special Education Needs	