

Implementation of the Professional Development Framework: Industry Active Part-time Lecturers Experience

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Abstract

The aim of this paper is to share the experience of one pilot group's experience of implementing the national Professional Development Framework (PDF) for all staff who teach in higher education, specifically a pilot group consisting of industry active part-time educators.

There were twenty-two pilot groups in total spanning the complete Higher Education (HE) sector. Groups were across institutions and profiles. Each pilot group had an expert mentor assigned to it. The mentors were members of the National Forum Professional Development Expert Group (NFPDEG), a group convened by the National Forum for the Enhancement of Teaching and Learning in Higher Education (National Forum) to guide and direct this pilot project under the management of Dr Roisín Donnelly, Project Manager. The author of this paper is one of the mentors on the NFPDEG. The paper was developed with the contribution of all thirteen participants who volunteered for this pilot group (see list of contributors in acknowledgements).

Since its conception, the National Forum has been working on development a PDF. The development phase included a sectoral consultation process. As part of this process, Griffith College advocated on behalf of a PDF that included the voice of industry active part time educators. The rationale for this recommendation emanated from part time educators who argued that although they are not always research active, this did not disadvantage their learner's in any way, because they more than compensated through being at the forefront of industry instead. They reasoned that they were bringing current real life examples and scenarios into the teaching and learning space. This was not to infer that industry experience is more valuable than discipline research. It is simply seeking acknowledgement that there is a need for both in order to provide a rich and authentic learning experience for learners.

The National Forum (NF) invited a group of industry active part time lecturers to form one of the pilot groups for the PDF study. This paper provides feedback from the focus group of this one pilot group offering insight about their experience of participating in the PDF pilot study. We are grateful for the inclusive ethos of the National Forum, which informs all their work including developing, and piloting the PDF.

Introduction

'The National Forum for the Enhancement of Teaching and Learning in Higher Education was announced by the Minister for Education and Skills in November 2012 and became fully operational in October 2013. The role of the Forum is to enhance the teaching and learning for all students in higher education' (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2017). A significant piece of the NF work project was to develop a national PDF for all staff who teaching in HE. The term 'teach' is used to embrace all activities and staff involved in teaching and facilitating learning (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016). Following a detailed and industrious consultation process the PDF was launched in August 2016. Subsequent to the launch a pilot study was initiated (January – May 2017). Participants of twenty-two pilot groups were invited to develop their own professional development portfolios using the PDF. Each group was supported with a mentor; the mentors were seconded for thirty days to the National Forum and formed the National Forum Professional Development Expert Group (NFPDEG). The objective of the pilot study was to gather key data to help with wider scale PDF roll out and implementation across the sector (Donnelly, 2017).

Using data collected at a focus group at the end of the pilot study, this paper provides insight into the experience of one of the twenty-two pilot groups working with one of the ten NFPDEG members.

Relevant Literature

Current national and international focus is very much on professional teacher development in the higher educational space. Primary and second level have long since required such professional development through accredited programmes. In 2011 the Department of Education and Skills commissioned a report to help inform Government policy on the development of higher education in Ireland up to 2030. One of the recommendations in this report was that 'All higher education institutions must ensure that all teaching staff are both qualified and competent in teaching and learning, and should support ongoing development and improvement of their skills' (National Strategy for Higher Education to 2030, 2011, p.62). By way of reporting on the progress of the objectives set out in the national strategy, the HEA published a report where they welcomed commitment of the institutions to the objective of 'Excellence in teaching and learning to underpin a high quality student experience' and state that this commitment, combined with other HEA national initiatives, will greatly facilitate

enhanced student performance (HEA, 2014, p.23). More recently, the National Forum for the Enhancement of Teaching and Learning in Higher Education (the National Forum) took up this call. Their work plan, identified in the recent consultation document, has a key aim in ‘creation of a professional development framework for those who teach in higher education’ (National Guidance for the Professional Development of Staff who Teach in Higher Education, 2016, p.3). The National Forum conducted research, both nationally and worldwide, to explore existing professional structures (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2015, p. 3). Through their research, the National Forum defined a professional development framework as ‘...a system that provides individuals with potential routes to their continuing professional development in specific domains and usually involves some form of professional recognition for an individual’s achievements’ (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2015, p. 5). Through the consultation process, it became clear that the National Forum were keen to find a PDF that was inclusive¹ to all who teach in HE. This was a welcome approach because it pointed towards a spectrum of educators in HE, and not only the profile we typically associate with universities i.e. the researcher who is teaching, or the teacher who is researching. Both of these identities are important. Nevertheless, there are a host of other profiles and the pilot groups involved in the study sought to be representative of the diverse groups of ‘teachers’ in higher education. Details of the pilot study and groups involved can be accessed on the NFPDF² webpage

In addition to the guiding values underpinning the national PDF there are two fundamental concepts that help interpret and apply of the framework. The first is that there are a typology of professional development opportunities and activities that can be considered and mapped to the PDF. The typology ranges from non-accredited activities that can be collaborative, unstructured or structured, in both formal and informal settings; or/and formal accredited activities such as accredited teaching and learning programmes. For more details see table 1 in the PDF (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016, p. 2). The second concept rests on the assumption that there are different types of learning that those who teach in HE might experience in each activity – new learning, consolidating the

¹ Values underpinning the PDF are inclusivity; authenticity; scholarship; learner-centredness; and collaboration (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016, p. 9)

²<https://www.teachingandlearning.ie/pilot-study-implementation-national-professional-development-framework/> accessed 17/10/17

learning, mentoring or leading – see figure 1 in the PDF (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016, p. 2).

The PDF itself offers teachers guidance in relation to what overarching domain or domains their activities can be mapped to – see figure 2 below from the PDF booklet (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016, p. 3):



Figure 2: The domains, underpinned by the framework's values.

Each domain has detailed elements to guide those working through implementation of the PDF. The key to mapping activities to domains is the reflective and evaluation piece, which informs ongoing teaching practice. This PDF became a central part of this pilot groups 'kit' for the duration of the study. Indeed, one participant carried it with her during her work travels and had it well-thumbed and annotated, and was disappointed to lose this annotated copy along the way.

Context and Pilot Group Profile

As discussed above, the National Forum invited Griffith College to become one of the pilot groups. At the same time, they also seconded this author to the NFPDEG for a total of thirty days over the period of the pilot study. This was to facilitate working with the pilot group and with the NFPDEG. The group pertaining to this paper are lecturers who are industry active part-time educators teaching across disciplines and faculties in Griffith College.

In December 2016, an invitation was extended to part time lecturers in Griffith College asking them to join the pilot group. Fifteen agreed to be part of the group but unfortunately two left

the group very early in the process due to excessive external work commitments. This is stark evidence of the challenges part time lecturers have in terms of juggling their work and teaching commitments. This theme was to emerge in the findings, as discussed below in the analysis.

The group first met collectively in January 2016 at a kick starter workshop hosted by Dr Roisín Donnelly, Project Manager with the National Forum for this study. They were provided with an information sheet and consent form at this meeting. From the get-go, this group were incredibly enthusiastic, motivated and open to being involved in the pilot project. Their enthusiasm and passion fuelled the project for the group.

Within four weeks of the kick-starter workshop, the mentor met each of the thirteen participants individually to discuss where and how each might start engaging in their PDF and developing a supporting professional portfolio. These one-to-one meetings provided an opportunity to negotiate best-fit individual plans. The open discussion for all was influenced by the mentor, and focused on the ‘self’ aspect of the PDF. Many participants had engaged in professional development in higher education through completing a postgraduate accredited programme on education, and thus were familiar with teaching philosophy statements. This was used as a starting point for discussion. Discussions regarding other domain(s) they might engage with and decisions about the type of portfolio they might develop ensued with each, but there were no firm conclusions reached. In the three subsequent group workshops/meetings ideas about how to proceed were explored in greater detail because at this stage all had begun to engage with the PDF.

At our first group meeting we spent a lot of time chatting about our professional identities. This was a very interesting discussion with this group particularly because they had a strong identity as industry/discipline experts, but also, they identified intensely with their teaching role. Learnings from these sessions informed separate information videos on two domains – professional identity, values, and development; and professional knowledge and skills. The subsequent two group meetings took the form of a facilitated work space. A room conducive to creative reflection and writing was chosen specifically and available to participants for the full day. Light refreshments were available all day, and perhaps of most value a supportive and collaborative environment was created. Participants supported each other, in addition to seeking advice or guidance from the mentor. These sessions were very productive and industrious. In addition to the sessions discussed here, the mentor invited participants to avail

of further one-to-one sessions if they wished. About half the group availed of this opportunity. The findings, discussed next, demonstrate that participants found the support sessions (meetings, workshops and discussions) most beneficial.

Analysis and Discussion

The data was collected using a focus group of ten out of the thirteen pilot group participants. Denscombe (2007, p.178) purports that focus groups allow for use of a particular type of group dynamic. The NF provided comprehensive guidelines for the format and structure of the focus group and group interview questions which were designed and agreed by the NFPDEG. There was a strong sense of group dynamic with this sample because they were, in part, homogenous. They were chosen because they were all industry active part time higher educators, and all working in the same institution i.e. Griffith College; and they were all part of the same pilot group for the PDF project. They differed in that they came from a variety of different disciplines with discrete and varied industry experience. The focus for the session was firmly in relation to their common experience working on the pilot PDF project. Descombe (2007, p.178) discusses how the focus of discussions in a focus group relate to the similar experience or knowledge of the group and calls this the stimulus for discussion. The interaction of the group assisted in providing a broader sense of their experiences and thoughts regarding implementation and trialling of the PDF and yield, what Cohen et al (2011, p.436) refer to as a collective view. This collective view emerges as much from the moderators influence as from the interaction between the group, thus forming the research data.

The focus group was conducted using a remote meeting room. The advantage of the remote meeting room was that it offered greater flexibility in terms of attendance given that time was a very valuable resource for this group (see findings discussed below, lack of time was one of the key themes to emerge). In addition, the technology used for the remote meeting was Zoom and this had a facility for recording audio. The audio file was used to transcribe the focus group contributions, and then the transcription was used for analysis. 'Focus group transcripts have multiple meanings and several different interpretations' (Blaxter et al, 2006, p. 209) and it is the job of the researcher to navigate their way through the data and try to analyse it in a way that fairly represents contributions. For this research the analysis involved what Blaxter et al (2006, p.211) refer to as 'clustering of units of meaning to form themes'. Cohen et al (2011, p.437) draw our attention to the drawback of using data yielded through focus groups, which is that it is not quantifiable data that can be scientifically analysed, and the fact that the number

in the group (ten in this case) is quite small thereby limiting the data yield. That being said, the advantage in this case outweighs the disadvantage in that the group dynamic of the group offered greater potential through focus group rather than individual interviews. In addition, part of the national project required each expert member conduct a focus group and so this data was being collected as part of the national project. The research received ethical approval from the National Forum to use the data collected from the focus group for this paper.

The researcher immersed themselves in the data and used colour coding to highlight the main themes to emerge. The data was then tabulated under the five main themes that emerged - (see appendix 1).

Interestingly views around the value of the PDF and recognition of professional development in HE exercised the group most strenuously i.e. the first theme. Most welcomed the introduction of a PDF and recognition of it with one (respondent G) going so far as to say “[It] ... is exciting actually getting involved”; and others (participant J) “welcoming” the initiative, and (respondent K) stating they thought “...it was a really good idea”, and a “positive thing” (respondent B). Others discussed how it prompted them to reflect and think about their practice as educators in HE (respondents B, C, F and K). Additionally, respondent B acknowledged the benefit of the PDF in its ability to “... show[ing] you where your strengths and weakness are” and one lauding the framework by saying it offered them a “complete rejuvenation...[and]... a brand-new energy” (Respondent H). However, an overwhelming majority are keen that the PDF evolve into some form of formal recognition that resides outside of the individual institutions.

The second most prevalent theme discussed was in relation to the process of implementing the PDF. There appeared to be consensus around duplication and cross over between domains with one participant wondering “where are the edges or boundaries” (respondent B) and another saying they “...found it somewhat confusing and a lot of it seemed to be duplicated...I didn’t know where things went”(respondents F). However, once participants began working on the different domains it became clearer – evident in the following excerpt “Then If I moved to one aspect of it, it made it a lot easier to interpret and digest” (respondent G). There was mixed feedback regarding the domain participants found easier to start on. It seemed to depend on the confidence of participants in particular areas/domains, although many did find ‘the self’ and teaching philosophy element a natural first fit with one participant humorously saying they

“could talk about themselves forever”(respondent G). Findings point towards participants being happy to work through the domains once they got a pointer to start. Confidence appeared to grow through engagement.

There was overwhelming agreement that effectively engaging with the PDF requires supports. This formed the third theme. The majority of respondents specified the benefit of workshops and one-to-one sessions to advance their work evidenced in the following sample excerpts:

The first meeting [the kick-starter workshop] was great, positive, and just a joy to deal with them [other participants]. (Respondent C)

If I did not attend the workshop with you [the mentor] explaining it to me, I just would not have got my head around it. (Respondent F)

I thought the collaborative day was good and help us to focus on it. (Respondent G)

... I found the one to ones with yourself [the mentor] set me straight (Respondent H)

I found it easiest to engage when we were in discussions the meetings when you hear other people (Respondent K)

They felt these sessions offered direction thus building confidence. With regard to the National Forum blog, some felt it was overwhelming because “there was so much information there” (respondent C). On participant (respondent H) commented on the benefit on the National Forum Seminar Series to help with her professional development.

The language of the PDF preoccupied some of the participants with those who have completed an accredited programme saying if they had not done so they would have struggled, for example:

I think if I had not done it (Professional Teaching Qualification) this year or recently I could have not related to the whole thing the language, I think it is in excess to be able if you haven't spent had a lot of time around the terminology like your teaching philosophy around the special award cert (Respondent A).

Others just felt overwhelmed with the language and struggled to work through some of it. See excerpts in appendix under theme 4. The findings here are interesting and perhaps leads to the need to use a detailed glossary, possibly simplify some of the elements associated with each domain, and most importantly continue with support workshops to help unpick the language.

Although the last theme did not seem to emerge as often as the earlier four themes, it is important to note there were no direct questions posed to the focus group regarding the issue of time. Findings in this theme were largely unsolicited unlike findings under the other themes. Examples of excerpts supporting the challenge of finding time include:

I found it hard just finding time for it (Respondent A).

...trying to find a dedicated amount of time to go back to read through these things and figure what they meant. I needed time (Respondent B).

I found it difficult with regards to the time, I completely underestimated the amount of time it took for it (Respondent C).

...time was really an issue but once you got into it was ok it wasn't that difficult (Respondent J).

This is something that needs to be addressed in the roll out of the PDF. There needs to be some way of supporting participants finding the time and space to engage in their professional development. This is a complex challenge. It will require a multi-pronged approach. The approach may require support from senior management, inclusion of PD development in criteria for programme development and review, and institutional review. In the context of this pilot group there may be an additional need to consider some type of consideration in their reward packages to recognise the additional external demands on their time.

Conclusion

The project was successful in that it did facilitate the pilot group engaging with the PDF in a real and collaborative way. The project also had the impact of building capacity for the PDF, both within and outside of the pilot group. There were inquiries from other lecturers across the college, both full and part time, on how they could get involved. They asked about what the next phase was and how could they get involved. If implementation of the PDF were to be rolled out across the College there would have to be a planned and resourced approach negotiated and agreed in advance. The research shows that a key enabler was the level of support participants enjoyed. This provision was both within the College, and externally within the NFPDEG. The most significant challenge for all involved (mentor and participants) was one of finding the time and space to engage in both professional development and development of professional portfolios.

The key challenge going forward is twofold. Firstly, how to sustain the pilot group and continue to support them; and secondly how to bring other educators in the College into the fold. There are many lecturers ready and willing to jump in. But, as mentioned earlier, this needs to be done in a planned and resourced manner otherwise it will be difficult to sustain. The pilot group are willing and interested to work with other pilot groups in the College so perhaps that could be an approach we pursue. In any event, to sustain PDF engagement and advancement nationally there needs to be a recognition piece. Recognition can be multi-faceted in drive and approach. In part, it will require a national driver to moderate and oversee the national recognition framework. Additionally, policy and influencing bodies could include PDF criteria in institutional and programmatic reviews and validations. This will help drive engagement internally.

However, the project generated a real sense of buzz that went beyond the participants involved in the pilot project. The PDF Celebration Day was a great success and all enjoyed the opportunity to network and learn about the other pilot projects. Internally, Griffith College celebrated participants involvement in the project at the September 2017 Lecturer Pre-Semester Day. The President of the College commended and congratulated all involved, and awarded them a gift to acknowledge and thank them for their involvement.

Appendix 1 – Data Analysis Emerging Themes

<i>Theme 1: Value</i> (752 words)	
Respondent A	I [still] see it as an opportunity it's just when you get a bit of space you know
Respondent B	<p>...my initial impression that it was a very positive thing, that it would be a very useful and beneficial generally in a picture level. Not only form lectures personally, in terms of looking at teaching as a profession in the same way that you know, there are other professions</p> <p>...it is very good in terms of showing you where you strengths and weakness are without a doubt.</p> <p>I hope by doing the domain will make my job easier or maybe better at it.</p> <p>I would say that it (recognition) would not be college specific in the same way that it is architecture or medicine, it's not.</p> <p>It is the profession itself as opposed to the institution that you are in. Kind of a formal recognition of it so no matter where you go you able to say I have this.</p> <p>I find that very useful sometimes you might find yourself in a difficult situation and you have to make a decision in order to make that decision you can go back and say for example, what is my teaching philosophy statement, what is the right thing to do here for example is it a grade or is it something else.</p>
Respondent C	<p>It [the PDF] is huge really really big..</p> <p>...the teaching philosophy statement putting that together it caused me to reflect, that's great but the other thing I've kind of come to conclusions is I can stand outside it and see possibilities for change in it. So I think it is not only reflection but now also the opportunity to change.</p>
Respondent D	I hope by doing the domain will make my job easier or maybe better at it.
Respondent F	It (the PDF pilot project) made me reflect more on my practice.
Respondent G	It is interesting and exciting actually getting involved.
Respondent H	<p>I think if there was a some sense of what it meant going on the journey of doing the reflection and the work involved, which has been pointed out but when you come through all of that what difference has it made.</p> <p>I know personally form myself that there has been a complete rejuvenation...[I]t has given me a brand new energy</p> <p>I did that (Professional Teaching Qualification) in 2012 and when I look back at what I did and what I'm doing now my whole philosophy is the same only that it's just gone on steroids</p> <p>I did some research with the students on the whole experience comparing normal group assessments with project based assessments. The surprise for me was that not only did they did get better grades which was recognised last week but also the</p>

	<p>other things the intangible things that I didn't think of for example, they were able to work better as groups but also they take it to employers to show that they have worked on real life things like problem</p> <p>...it [PDF pilot project] gave me confidence that it is relevant and that you can change things.</p>
Respondent J	<p>I absolutely welcomed the move towards it [a national PDF]</p> <p>I suppose what would be interesting is when we see clearly outputs of work we have done. Is there going to be a common theme out is it that we need a coherent set of cpd training events that we all as a group attend as industry active lecturers. Is there a common theme that comes out in terms of the time needed to do it?</p> <p>It will be interesting to see the themes that come out as a group from the output of work that we submit.</p> <p>I think recognition is important especially if the higher education landscape is moving in this direction we could be seen as a professional teacher as opposed to a professional who teaches.</p>
Respondent K	<p>In essence, I think it's [the PDF] a really good idea.</p> <p>[I]t makes you more self-conscious, more reflective you start to think of your teaching as not what my content but about why I'm teaching what I'm teaching and why I'm teaching it the way I teaching</p> <p>It is so important to me that it would give me that formal recognition that I have done all of this and it has brought me to this this point. The Badge or whatever would give it more of a formal setting.</p>
Theme 2: Process (443 words)	
Respondent B	<p>Where are the edges or boundaries? To answer any of the questions do you answer in all three or one of the three, it caused a bit of conflict in my mind but it also speaks of the conflict in life its representative of that too. I found that interesting but difficult at the same time.</p> <p>So you could do one thing to solve two problems.</p>
Respondent D	<p>...a lot of cross over [between domains]</p> <p>I think maybe do a sentence on each one, then go back and work up whatever.</p> <p>It is about the choice of what you will get most out of or what you will do easiest.</p>
Respondent E	<p>I chose the professional communication. The area was easiest for me I could write on that no problem. It was like a spider's web it start sending me out into in other directions with the other stuff so pieces of that I was able change around and implement them into the other parts. I started on the one that I found the easiest for sure.</p> <p>Instead of thinking of it as a philosophy, I changed it around. I was thinking, how do I actually teach and that was the best way for me to approach it.</p>
Respondent F	<p>..the five domains I found it somewhat confusing and a lot of it seemed to be duplicated.</p>

	I didn't know where things went.
Respondent G	Then If I moved to one aspect of it, it made it a lot easier to interpret and digest.
Respondent H	The crossover and domains was a little bit difficult. I could talk about myself forever lol.
Respondent J	I began working on domain 1 and I suppose because in the certificate award we had covered are teaching philosophy statement it seemed like a good idea to engage and start with that one. Then I took the communication one because in management development training & in psychotherapy communication is of paramount importance so that seemed to be the logical one for me to go too, because I'm writing a book on communications I was able to pull communication from that. The evidence I suppose was a bit trickier I was looking at end of the year feedback from student cohort, I was looking at assessments I carried on out which asked them what type of learning modes in which they felt the learnt best and easiest from.
Respondent K	The element that I would have found the easiest was the domain 2 about the teaching and applying your daily work to the third level application The teaching philosophy element of it how I suppose each of my sources informs the other. I would have found that the most appealing to begin with. I don't know what it's supposed to look like finally so you have that thing how long is the piece of string, what am working towards, how do I want it to look.
Theme 3: Supports (424 words)	
Respondent C	The first meeting [the kickstarter workshop] was great, positive, and just a joy to deal with them. If I go on their site [NF] and look I become overwhelmed because there was so much information there. The portfolios that we have created can be used as samples. You know the hand book the national forum gave you, I had scribbles all over that id brought it here and there and then eventually lost it. I had start all over again so would totally agree with everyone.
Respondent F	If I did not attend the workshop with you [the mentor] explaining it to me, I just would not have got my head around it. I felt when you come together as a group apart from anything else it does help a lot when you arrive and say I don't feel as bad now because I wasn't behind as I thought I was because everyone was at the same level. Also when you get chatting to each other you learn a lot from each other. The group sessions I think really work when you are in the workshop scenario when you have your laptop each of us are working away and each of us are getting to interacting with each other as well.
Respondent G	I thought the collaborative day was good and help us to focus on it.

	It needs to have an urgency for you to prioritise. I think that the workshops help with that.
Respondent H	<p>... I found the one to ones with yourself [the mentor] set me straight.</p> <p>I think the seminars [National Forum Seminar Series] were outstanding I went to the one in Maynooth - if it is on a topic for you it is just great and to meet other people.</p> <p>Maybe if there are new people getting on board that maybe it would be useful if some of us that have been involved talk to them about our experience.</p>
Respondent K	<p>I found it easiest to engage when we were in discussions the meetings when you hear other people and what there thinking and then you think well I can apply that to me in that way.</p> <p>I would have found it a little intimidating at the beginning when I was going through the documents myself at home. I was thinking what I would write about what I would say until I met with you [at the workshop] that morning I kind of thought this is all very personal all biographical. I think the face-to-face meetings and hearing others feedback I would have found very helpful.</p>
Theme 4: Language (223 words)	
Respondent A	I think if I had not done it (Professional Teaching Qualification) this year or recently I could have not related to the whole thing the language, I think it is in excess to be able if you haven't spent had a lot of time around the terminology like your teaching philosophy around the special award cert.
Respondent B	I found it difficult to make my way through the language of it.
Respondent C	<p>Just in terms of the language the comprehension of what this framework was for me, it took quite a while for me to get over that.</p> <p>When you look at the documents, each one is really detailed and I was trying to comprehend what does this actually mean in a nutshell. That was the biggest thing for me.</p> <p>...you find yourself overwhelmed. Instead of simplifying things or bringing it down there just seemed to be more.</p>
Respondent D	...the text [of the PDF document] I think it was a bit over-elaborated if it was simpler and brought down into points....not broken up into the five domains..
Respondent G	The language of it and knowing what exactly I was been asked to do or what is a PDF...kind of stifled me a little bit.
Respondent H	
Respondent J	It is difficult to understand and interpret the wording in each of the domains I found myself wondering what are they actually asking me here!
Theme 5: Time (186 words)	
Respondent A	<p>You are always preparing for your next class you do not think beyond promoting yourself or anything like that.</p> <p>I found it hard just finding time for it.</p>
Respondent B	..even with the time and just been able to engage with it for a long period

	...trying to find a dedicated amount of time to go back to read through these things and figure what they meant. I needed time.
Respondent C	I found it difficult with regards to the time, I completely underestimated the amount of time it took for it.
Respondent F	I think I carried notes for each domain to and from England they've probably been on 20 flights so far.
Respondent J	Like everybody I would agree time was really an issue but once you got into it was ok it wasn't that difficult. ...we are a busy trying to earn a living but we are also doing are best to be professional teachers and it causes conflict. ...the summer period is that period where I don't have classes a night, I don't have assessments to do so maybe the summer period is a better period for people to engage.