

SITPDR

Process evaluation (2024-26) of
two STELIR training cycles.

Research background

This research was a process evaluation (2024-26) of two STELIR training cycles. It looked at how WT and TWD accessed and engaged with this at scale TPD programme, particularly the school-based component. As part of the larger Empowering Teachers Initiative, the research considered issues around working at scale, the extent and nature of reach and efficiency, and their relationship to quality of learning and equity.

Research questions



The first set of research questions sought to **evaluate the impact of improving equity through adaptations on access for WT and TWD**, and the benefits and challenges of the learning.



The second set sought to **evaluate the wider impact of improving equity of TPD on any knowledge sharing amongst staff**, and the roles and responsibilities of key stakeholders in supporting a whole school model of CPD to ensure quality, sustainability and cost-efficiency.

The three components of STELIR

1.



Face to face interactive training

1 or 2 weeks

Residential in a Teacher Training College

2.



Online self-study Units from REB Moodle site

20 weeks & synchronous weekend meetings of 1.5 hours

3.



School-based training in Wednesday afternoon CPD slots

5 months

Adaptations:

Creche, travel allowances for nannies, food and sleeping appropriate for babies; inclusive pedagogies; assistive technology, guides for TWD.

Adaptations:

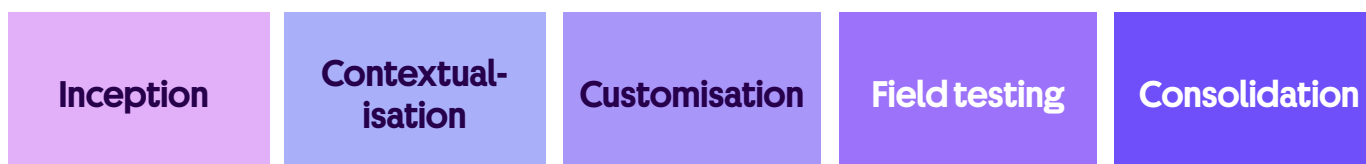
Tablets, headphones, internet bundles loaned for duration; Women-only WhatsApp support groups.

Adaptations:

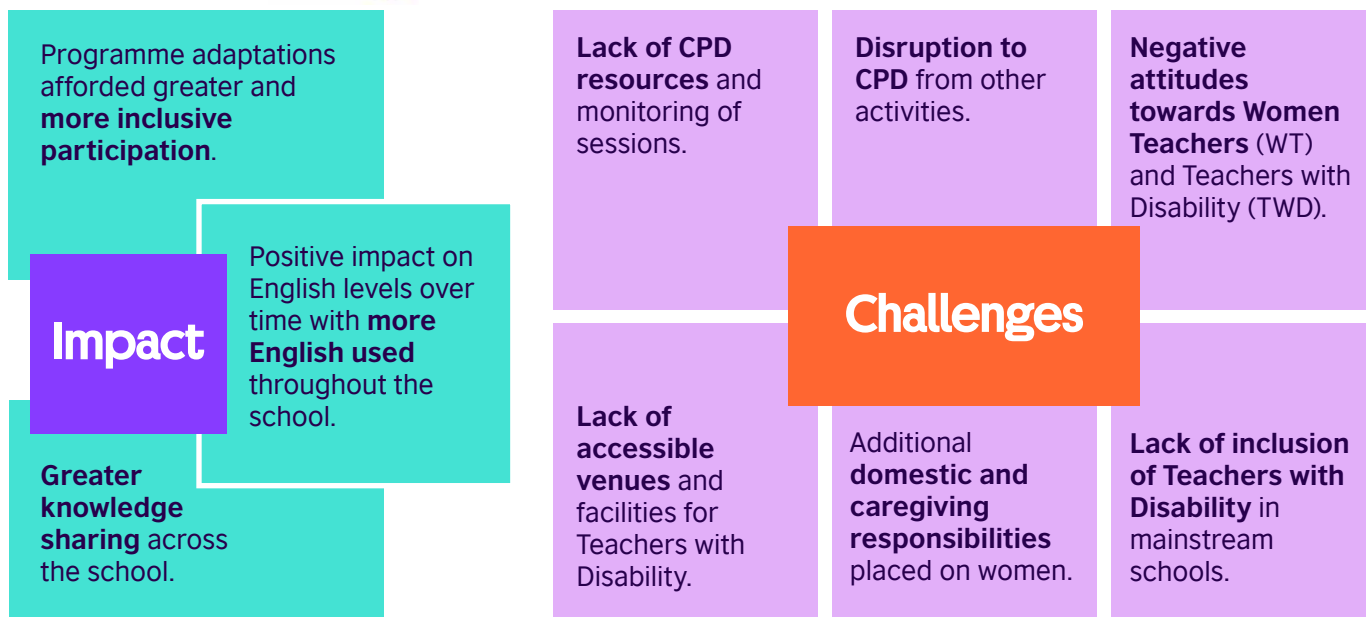
School-based mentor trained by STELIR delivers STELIR training manual to all staff.

All trainers, tutors and e-moderators underwent gender and disability responsive training.

Research phases



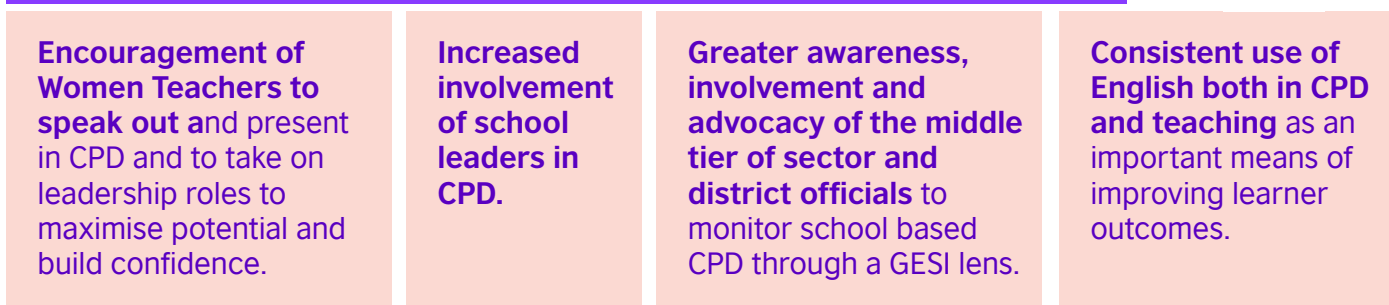
Findings



Recommendations



High impact and low cost



High impact with relatively higher cost

