

Drumcondra Education Centre



Annual General Report 2008

(This report is a synopsis of the full report published March 2008 - For a complete copy please contact the Centre directly)

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MANAGEMENT COMMITTEE AND STAFF

Director - Eileen O'Connor

Management Committee

Tim Hurley	<i>Chairperson</i>	St Vincent's CBS, Glasnevin
Cora O'Farrell	<i>Vice Chairperson</i>	St. Patrick's College of Education, Dublin 9.
Mary Friel	<i>Treasurer</i>	Margaret Aylward College, Dublin 9
Brendan Culligan	<i>Assistant Treasurer</i>	Marino College, Dublin 3

Gerry Clerkin		St. Patrick's Senior BNS, Drumcondra
Fiona Gallagher		Trinity Comprehensive School, Dublin 11.
Marian Hackett		Holy Spirit GNS, Dublin 11
Denis McCarthy		St. Malachy's BNS, Dublin 5
David Martin		Mount Temple Comprehensive School, Dublin 3
Ann O'Reilly		Killester College of Further Education, Dublin 5
Joe Whoriskey		St. Mary's Secondary School, Dublin 13

Ms. Eithne Deeney	ACCS
Mr. Tony Healy	CPSMA

Administration Staff

Dee Coogan	Administrator
Jocelyn Kelly	PPDS/Website/Interactive Database/Centre
Project Maths/Centre/Summer Courses	
Valerie Norris	Part-time ICT/Centre
Bridget Quigley	Receptionist/ Course & Room Bookings
Jackie Delaney	Part-time Centre/ RSE/CPG
Carmel Curran	Part-time Centre/ESAI

Professional Development Officer

Pat Furlong	PDO
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Project Maths Programme

Dr. Anne Brosnan	National Co-ordinator
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Relationships & Sexuality Education Programme

Frances Shearer	National Co-ordinator
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Accounts

Jennifer Norton	Book-keeper
Michael Lyng	Accountant

Housekeepers

Angela Donnelly	Senior Housekeeper
Carmel Donnelly	Assistant Housekeeper

Caretaker

Brendan Richardson	Caretaker
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Chairperson's Report 2008

"Progress consists of change."

Miguel de Unamuno

On behalf of the Management Committee of Drumcondra Education Centre, it gives me great pleasure to welcome you all to our Annual General Meeting.

We live in *interesting times*. We have seen many changes in the course of the past year; some of which have and continue to present a major challenge to the work of the Centre. Indeed, it can at times prove difficult to see the positive opportunity and challenge these changes present. However, one has but to skim the very comprehensive report presented by our Director to be reminded of the positive response to challenge that is at the core of this Centre's philosophy and work. It is worth remembering the timely reminder of Darwin, that "*it is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change*".

From our Director's Report you will get a flavour of the many initiatives and achievements of the Centre Team during 2008. I trust I will be permitted to highlight just one aspect of the Centre's work. This is the essential and complementary work of each of the three legs of our particular three-legged stool, the Administrative Staff of the Centre, the Management Committee and our Director, Eileen O'Connor, to improve our service to teachers in a way that is accessible, innovative and challenging. Over the past year all have worked as a visionary and energetic team to further our services to the development of and progress in Irish Education. It has been both a privilege and a pleasure for me to work with all of the team.

In the course of the year we lost talented and dedicated members of our professional staff, Eileen Flynn, David Kearney and Angela McGarvey. I would like to thank each of them for their contribution to the Centre and wish them well for the future. Such loss cannot easily be compensated.

The work of our PDO Pat Furlong has built on and developed the achievements of Angela McGarvey in an impressive manner and has brought a new impetus and direction to our delivery of appropriate and relevant services to teachers. We appreciate that teachers are very busy people who rarely have the opportunity to access professional development programmes at their leisure, which makes the focused delivery provided to them from and through this Centre all the more valuable.

The ongoing development of the Centre's Interactive Database has not been without its difficulties and challenges in the past year. I would like to thank the Centre staff for their dedicated and positive approach to these challenges. Their readiness to take on new programmes and collaborations is heartening. There are many other achievements of the Centre Team I could highlight. Suffice it to say that Management Committee are very aware of the commitment of the staff who contribute in the most positive way to dealing with the challenges of ongoing change.

I would also like to record our appreciation of the positive and supportive interest of the Teacher Education Section of the Department of Education and Science in our efforts.

It can at times be a challenge for Management Committee to keep up with the flow of new angles and ideas from our inspirational Director, who constantly strives to enthuse and energise all in the Centre. I must also record my gratitude to each member of the Financial and Legal Sub-Committee and the full Management Committee who give so generously of their time and experience, and with whom I have again found it both a privilege and pleasure to work.

It has been an honour and privilege to serve you as Chairman for the past year. I would like to conclude by thanking our Director and each and every member of staff and Management Committee for their dedicated, co-operative work on behalf of the Centre and our service to Irish education throughout the past year.

Tim Hurley
Chairman
23.02.09

Director's Report

1. Introduction

I am delighted to welcome you all to the Centre's 2009 Annual General Meeting. In the current fiscal climate of recession, I think it is essential that we, as a Centre Community, take time out to reflect on what has been achieved in the past year, to celebrate our successes and to look to the future with confidence and purpose.

As Director, I am deeply grateful for the work of all those associated with the Centre and for their contribution to the wide range of events, projects and programmes that made up its day-to-day business during 2008. The complex and varied work successfully undertaken by the organisation - educational, administrative and financial - is due in no small way to the professionalism and the commitment to excellence of all the Centre Community – Management Committee, Staff, Course Tutors and the many colleagues in outside agencies with whom we collaborate.

2008 was particularly challenging for the Centre with significant changes in terms of staffing and Programmes. The decision to close SDPS (primary) and amalgamate it with PCSP under the banner of the PPDS and also to abandon the ICT advisor service signalled the beginning of what is now recognised as a national education funding crisis which currently touches all areas of the education service. For us in Drumcondra, the ensuing loss of key talented and experienced professional staff at the start of the 2008/09 school year - *Eileen Flynn* and her SDPS team, *David Kearney*, the Centre ICT Advisor – was significant both in terms of their in-house expertise and team work but also to our school community who constantly looked to them for their excellent expertise, support and advice.

Other staff changes during 2008 included the retirement of *Carmel Curran* who was associated with us over many years and *Christine Halloran* who moved to full-time employment in All Hallows. I also wish to mention *Linda Gorman*, the SDPS administrator for over 10 years. I thank them all for their work on our behalf and wish them well. We also welcome *Ms. Jackie Delany* to the Centre as a new member of the administrative team. We are very pleased to welcome *Mr Pat Furlong* as Centre Professional Development Officer. Pat replaces *Angela McGarvey* who resigned in August 2008 to take up a school principalship in the midlands. We are also delighted to have been invited to host the new *Project Maths* Initiative, co-ordinated by *Dr. Anne Brosnan*.

Notwithstanding the many challenges presented during 2008, the Centre has continued to source and support local, national and international initiatives which enhance our work with the education community which we serve and which enable us to facilitate the embedding of new practices in the teaching and learning process in schools. The list below highlights some of the key new initiatives and the areas of interest in which the Centre was involved during the past year:

- The successful launch in March of the *S.A.L.T. Programme Resource Pack* - 'Creative Solutions to Conflict' Author *Fiona McAuslan*, published by Learning Horizons in association with Outside the Box Learning and Drumcondra Education Centre

- Collaboration with *youngballymun* in the appointment of an *Incredible Years Coordinator, Breege Breheny*, September 2008, and a *Literacy Coordinator, Martina Gannon, December 2008*, for the Ballymun primary schools
- The involvement of the Centre Director with the work of the **IYyoungballymun Implementation Team**
- The successful *collaboration with Kilkenny and Cork Education Centres* in the development and delivery of two *online Summer Courses* via the Drumcondra VLE, one on the use of Whiteboards in the classroom and the second based on the S.A.L.T. programme
- The Centre's *collaboration with NUI Maynooth* in the *TL21 Transfer Initiative* for our local post-primary schools leading to a Master's qualification for interested participating teachers
- Our *collaboration with PPDS* in the development and delivery of an online/face-to-face - *Blended Learning* - initiative on the core primary curriculum for teachers from outside the jurisdiction
- Successful *collaboration with The Regional Training Unit (RTU), Belfast, and The Ballymun Partnership* in hosting a 1-day workshop in DEC by Professor Alan Dyson on the topic of 'The Extended School' in February
- The hosting of a 2-day visit of *Swedish Principals* to local schools both in March and September
- A talk by *Professor Peter Ribbins* on '*Tales of Headship: What is Leadership in Education really like?*' in the Centre in collaboration with the Society for Management in Education (SMEI) and the School of Education, DCU, in February
- The Director's invitation to deliver the opening keynote address at the *ENIRDELM Conference* in Bergen, September 2008.

These and the remainder of this report demonstrate the vision and 'cutting edge' of the work of the Centre in attempting to meet the needs of its ever expanding and changing education community.

2. Centre Management

2.1 Management Committee

The success of the Centre over the past year is a testimony to the vision, work and commitment of its Management Committee, under the able chairmanship of *Tim Hurley*. I am indebted to Committee members for their wisdom and their generosity of time in attending meetings and in particular to Tim for his experience, his personal support and his ability to see the positive side of all challenges! I am also deeply grateful to *Cora O'Farrell*, deputy chairperson, for her

support and assistance and for filling in for Tim when necessary. We are delighted to welcome, **Ms. Fiona Gallagher**, Deputy Principal, Trinity Comprehensive, Ballymun onto the Management Committee.

The work of the **Financial and Legal Subcommittee** is invaluable in terms of ongoing advice and support. I particularly want to mention the Centre treasurer, **Mary Friel** and the assistant treasurer, **Brendan Culligan**. Keeping track of the finances for this busy Centre is an onerous task and I want to thank Mary and Brendan for their painstaking attention to detail, their generosity of time and especially their patience in signing cheques! The gradual decline in the frequency of the work of all DES teacher in-service programmes particularly in the Autumn term has had implications for the Centre in terms of room hire and administration income.

Management Committee are encouraged and assisted in their professional development through attendance at national and international conferences relevant to the vision and work of the Centre. This is essential in assisting in capacity building within the management team, in keeping the Centre abreast of current thinking in relation to education issues and in building important links and in the sharing of ideas both nationally and internationally. 2008 was no exception. Two Committee members attended the European Network for International Research and Development in Educational Leadership and Management (ENIRDELM) Conference in Bergen, Norway in September. The Director and Chairperson also represented the Centre at the EFEA Inter-visitation programme '**School Quality through Partnership among Teachers, Parents and Students –The Challenge for School Leadership**' in Slovenia in April 2008.

2.2 Centre Staff

As Director, I am indebted to the positive and caring approach of the administrative staff and to the overall spirit of collaboration and teamwork that infuses all aspects of their work. I know that I speak for all associated with the Centre when I thank **Dee Coogan, Centre Administrator**, and the Centre team: **Jackie Delaney, Angela Donnelly, Carmel Donnelly, Grainne Haughney, Jocelyn Kelly, Valerie Norris, Jennifer Norton, Bridget Quigley and Brendan Richardson** for their commitment to excellence and the high standard of courtesy and service they afford to all who visit the Centre.

During the past year, staff has ensured the successful introduction and implementation of a range of new initiatives. I salute them for their readiness to take on board new developments. Some of this work includes the administration of the **Project Maths Team Initiative**, the **National Summer Courses Programme** and the national initiative for **Board of Management Training** of all school boards both primary and post-primary. I am grateful to **Jocelyn Kelly** for her continued work on the development of the Centre Database and to both herself and **Pat Furlong** for their work in the design and development of a new Centre Website which we hope to launch early in 2009. Staff professional development is of critical importance to the ongoing competitiveness and future development of the Centre and is an area of priority for Centre Management. In 2008 there has been staff up-skilling in areas such as finances, website/database development, staff management issues and health & safety.

A sincere thank you to **Michael Lyng**, our accountant, who with **Jennifer Norton**, the Centre bookkeeper, looks after the increasingly complex financial business of the Centre. We are also indebted to our auditor **Brian Coveney** for his ongoing advice and support particularly in the weeks prior to the AGM.

I also wish to pay tribute to the work of **Frances Shearer (National Coordinator, RSE) and Aoife Ruane (European Studies Coordinator (ROI))**. They bring great credit to the Centre by their professionalism and their commitment to high standards and their willingness to be of support and assistance at all times both to me and Centre staff. The evidence of strong teamwork between all members of the staff, both professional and administrative is a testimony to the positive and harmonious culture of mutual respect and professional support which we foster and of which we are very proud.

I wish to express my thanks to **Bridget Quigley**. As the 'front of house' face for the Centre, Bridget oversees the booking, organisation and smooth delivery of the daily business of the Centre. Her efficiency and her unstinting courtesy and helpfulness to everyone are truly appreciated by all who come through our doors. A special word also for **Angela Donnelly**, the Centre housekeeper, who provides us all with much needed refreshments and who in conjunction with **Carmel Donnelly** ensures that the Centre maintains a high welcoming standard of orderliness and cleanliness for all staff and visitors. I also want to mention **Brendan Richardson**, the Centre caretaker. His early morning presence has greatly assisted the smooth opening of the Centre particularly in the setting up of rooms. He has taken some of the start-of-the-day pressure from Bridget Quigley who used to, and without complaint, carry much of this work on her own.

3. Professional Development

The core business of the Centre is the continuing professional development (CPD) of the education community it serves. This is a complex task given the broad range of school communities, their diverse needs and the expanse of the geographical area which the Centre serves. It is further complicated by how we, as education professionals, view and define CPD - whether it is seen simply in terms of curricular/teaching skills or in a more holistic way. I believe that the definition of CPD needs to move beyond the acquisition of subject or content knowledge and teaching skills. The economic, cultural and educational context in which we work heralds a need to emphasise the role of the teacher not only as master of his/her subject but also as a 'lead learner' in the classroom, with a professional and moral obligation to be a continuous learner throughout his/her professional career. It is this vision which challenges and underpins the work of Drumcondra Education Centre. I believe that the results in Spring 2009 of the national needs analysis survey carried out by the Education Centre Network in collaboration with the TES will be critical in informing how teacher CPD is structured and delivered into the future at a local and national level.

The work of the Centre in 2008 in terms of local CPD provision was managed by **Angela McGarvey** until September and by **Pat Furlong** since then. I am indebted to Angela and more recently to Pat for their professional support and endeavours during the past year. They have succeeded in developing and cementing the Centre's links and relationship with local schools and national agencies. In assessing local needs, they have initiated a wide range of new programmes for teachers, parents and school support staff over the year (**Appendix 1a**). However, I signal a note of concern that the TES are not willing to extend the PDO position after August 2009 when the 3 year pilot is complete. I see this as a retrograde step in that we are losing a professional who is in touch with and delivers for the broad education community of a large Centre. Furthermore, this seconded position was very cost effective in that it served a local

need and did not incur the range of T&S costs usually associated with many of the national programmes. Indeed it was a model that the TES might well have examined in relation to serving CPD in schools across the Education Centre Network as opposed to the high cost T&S national services that currently exist.

The support by the TES for *Teacher Professional Networks* at post-primary level, of which the Centre currently hosts 7, and *Teacher Professional Communities* at primary signals a positive development with regard to teacher pro-activity in relation to their learning. However, while the infrastructure for teacher professional learning in Ireland has improved significantly, with the ongoing development of Education Centres, TPNs etc. and while funding has increased exponentially, it is more difficult to point to particular policy documents which demonstrate that progress has been made in the vital area of providing a more comprehensive, coherent and sophisticated approach to life-long teacher education. I believe that the Teaching Council, in collaboration with the DES and all other education partners, needs to engender a debate on what we mean by teacher education today. There is a need to embrace a holistic approach to teacher education so that it is relevant not only to the needs of teachers today but that it also provides teachers with the skills and attributes needed to successfully negotiate the challenges they face into the future.

The way forward for the Centre is through an integrated and co-ordinated CPD service with clear objectives, agreed specific targets and a commitment to excellence. I wish to record here the importance of working closely with the other providers, PPDS, SLSS and SDPI (Post-primary), SESS, LDS and others in seeking to address common issues of concern in the service of schools. As is outlined later in this report, the Centre has collaborated in some very successful CPD projects with these and other professional development providers in 2008.

3.1 National Programmes

Project Maths

This exciting new project got off to a very successful start in the Autumn term 2008 under the direction of National Coordinator *Dr. Anne Brosnan* working with her National Team. The Programme has been very well received in the 24 pilot schools. I am indebted to Centre staff *Dee Coogan* and *Grainne Haughney* for setting up the necessary administrative structures in the Centre for this year and for the proposed expansion of the programme to all post-primary schools in September 2009.

ICT

Now that we are bereft of the ICT advisory service and an ICT Advisor, I want to thank *Valerie Norris*, for her professionalism and efficient administration of all aspects of the ICT programme in the Centre.

RSE

As indicated in Frances Shearer's report (*Appendix 1d*) the support and work of the RSE programme, under the umbrella of SPHE, continues to be in great demand at both primary and post-primary level and provides a very worthwhile service to schools. The responsibility and administration of the training on the Child Protection Guidelines at post-primary level is being co-ordinated by the RSE support service. This has increased Frances' work and also the administrative support provided by the Centre. All of the RSE /CPG administrative work is currently undertaken by **Jackie Delaney**. I want to thank her for her commitment and efficiency in overseeing the various and complex organisational aspects of the programme administration.

SLSS

The Centre has worked very closely and positively with SLSS in 2008. I am encouraged that the work of SLSS, both locally and nationally, has greatly assisted in underpinning the importance of ongoing teacher learning and professional development in the post-primary sector.

PPDS

In Autumn 2008 we collaborated with PPDs in the design, development and delivery of a 'blended learning' programme on the Primary curriculum for teachers from outside the jurisdiction. I am delighted to see the Centre VLE becoming more central to our CPD provision for local teachers. I am deeply grateful to **Fiona Rushe** (PPDS) and **Pat Furlong**, our PDO, for their work in driving this initiative and overseeing its delivery in a timely and professional way. The Centre continues also to work with PPDS in the delivery of their cuiditheoir programme. This is administered in the Centre by **Jocelyn Kelly**. I am very appreciative of her work in this area.

3.2 Local Courses

The Spring, Summer and Autumn brochures (*Appendix 2g*) demonstrates the provision of successful courses to address the needs of the broader education community to include: middle leaders, principals, parents and special needs assistants. What is emerging is the need to target specific issues for specific groups or clusters as opposed to the broad sweep/catch all type course. Finally, I wish to thank the many tutors who supported us in the delivery of our in-house programme in 2008

In his report, Pat Furlong outlines the breadth of local courses on offer in the Centre in 2008 and the areas of interest for teachers which included in particular: First Aid, Health & Safety

Training, English as a second language and Special Needs. The growth in numbers of non-national children in many of our schools has demanded that we attempt to meet the needs of teachers in the areas of language and inter-cultural issues. Due to the continued expansion of schools in north county Dublin we continue to outsource a needs-focussed programme for schools in this area. We are also pleased to find that there is now a very positive response to courses provided between 3.00pm and 6.00pm before teachers go home at the end of a long day.

The national statistics with regard to Summer Courses highlight the changing trends with regard to uptake:

National Summer Courses Programme 2008	
Final No. of Applications Approved: 723 Courses	
No. Courses Cancelled:	211 Courses
The 512 completed courses include both on-line and face-to-face courses, of these, 437 were regular face to face course and 75 were online courses	
Course Participants:	
■ On-line courses	
	■ Males: 1564
	■ Females: 10842
	■ Total: 12406
■ Regular courses:	
	■ Males: 1115
	■ Females: 8159
	■ Total: 9274
■ Overall totals:	
	■ Males: 2679
	■ Females: 19001
	■ Total: 21680

In light of this Centre's successful online Summer course provision in Summer 2008, we hope to run 2 online courses for local teachers in Summer 2009.

4. Centre Links

The wide range of groups with whom we work and interact in different ways is highlighted in *Appendix 2e*. These include Teacher Professional Networks, Teacher Professional Communities, subject associations, management bodies, unions, subject support groups and

national bodies. All of these interactions and connections are invaluable to the Centre in ensuring a broad based clientele, in generating an income and more importantly in ensuring that we have an input into how we might collaborate in addressing the needs of our school communities.

I wish to record here a number of important links with professional development organisations. The Centre is the *administrative base* for:

- *The Society for Management Education Ireland (SMEI)* for which we also manage accounts. The Centre hosts the Society's seminars and committee meetings. Seminars for 2008 included: As current Chairperson of the Society, I am extremely grateful to *Christine Halloran* and more recently *Jackie Delaney* for the administration of the Society and to *Conor O'Brien*, treasurer.
- *The Education Studies Association of Ireland (ESAI)*. I am indebted to *Carmel Curran* and more recently to *Valerie Norris* in their efficient administration for the Association.

We are also members of and in ongoing contact with a number of international agencies. These include *The Regional Training Unit (RTU)* in Belfast, *The British Education Leadership, Management and Administration Society (BELMAS)* and *The European Network for International Research and Development in Education Management (ENIRDEM)* of which I am currently a board member.

5. Seminars /Conferences

The Centre has a strong tradition in hosting Conferences and Seminars and in initiating and facilitating discussions on pertinent education issues and 2008 was no exception. I have already referred to these events earlier in this report. I particularly wish to acknowledge the contributions of Centre Professional staff: Eileen Flynn, David Kearney, Angela McGarvey, Aoife Ruane and Pat Furlong who gave generously of their time to present to different visiting groups during the year.

6. Looking to the future

2009 promises to be a challenging and busy year as we strive to build and develop on what has been achieved to date. Critical to the Centre's ongoing development will be our budget allocation from the TES. While we expect a reduction, we have been assured by TES personnel that the work of Centres and the National Centre Education Network has been prioritised with regard to funding for 2009. We can only wait and hope!

The challenge for us is to continue to facilitate school communities in the continuous improvement of the teaching and learning in classrooms. To achieve this we need the national curricular initiatives coupled with the ongoing self-improvement of schools. The Centre's vision is to assist in the ongoing development of active, reflective, collaborative, learning-oriented

school communities and we look forward to continuing to address this challenge in the coming year.

Our plans for 2009 include developing our North-South links. Building on our links with the RTU in Belfast, we hope to work in collaboration with the *University of Ulster* in offering a face to face module in TESOL in the Centre in Spring 2009 as part of a blended learning Master's in Education at the University. We are also hoping to draw down SCOTENS funding for a proposed North – South Conference on '*Conflict Resolution in Schools*' to be hosted in the Centre in Autumn 2009. This will be organised in collaboration with the Mediators Institute of Ireland (MII) - Fiona McAuslan (ROI) and Janni Knox (NI). I am indebted to them both for their enthusiasm and commitment to this project. We also look forward to collaborating with NUIMaynooth and LDS in hosting the Toraíocht programme in this Centre in Autumn 2009.

Conclusion

I am privileged to be entrusted with the work of leading Drumcondra Education Centre. I look forward to the challenges ahead secure in the knowledge that the spirit and commitment of the Management Committee and the staff will assist me in enabling the Centre to develop and grow and to continue to improve its service to the local education community. A sincere thank you to *Dee Coogan*, Centre Administrator, for her support and commitment. Dee's attention to detail, her calm approach to issues and events ensures that we all work in a progressive and positive work environment. Finally, I wish to express my gratitude to the Principal Officer, *Alan Wall*, and the staff of the Teacher Education Section of the DES for their continued advice, support, and encouragement during 2008.

Dr. Eileen O'Connor
Director, February 2009.

Treasurer's Report – 2008

I am pleased to present the 2008 Financial Report for Drumcondra Education Centre. The statement of accounts as presented by Mr. Brian Coveney, Centre Auditor, is contained in the Annual Report. As with many other organisations this year, the Centre has ended on a very different note to the one we started with, but thanks to the good financial practices of the finance sub-committee and the Centre finance team we remain optimistic for the future.

It has been another very busy year for the Centre providing professional development to many in our education community. In spite of the reductions and restrictions imposed by the DES e.g. termination of the services of the ICT Advisory Service and the amalgamation of the PCSP and the SDPS (forming PPDS), the Centre continues to respond to the needs of many. Programme income is down 60% as a result of reduced in-service but other sources of income are up 20%. We welcomed the new Teacher Education Centre room rate of €150 per day from the €144.40 rate of 2007.

On the expenditure side the Centre managed to make an overall saving of 9% on 2007 costs. This included a 9.2% reduction on payroll due to reduced hours and increased reimbursements. The Centre has led in relation to 'green' savings e.g. a 19.18% and a 67.5% reduction respectively on telephone and postage costs due to an increase in the use of email and texting. Similarly there has been a reduction in heat and light costs, although bills will show an increase for January 2009 due to under-billing from previous years. That said the continuing deficit situation (over the past two years) is being monitored and will need to be addressed.

We await the 2009 budget and this will have a significant bearing on the organisation of the Centre with respect to staffing and work practices. While we aspire to continue to give the best of services our road map for 2009 will be dictated by our financial situation.

Finally, I would like to thank my colleagues on the financial sub-committee for their support over the past year. And I wish to make special tribute to the Centre finance team of Jennifer Norton and Michael Lyng.

Mary Friel
February, 2008.

**REPORTS FROM
CENTRE BASED NATIONAL
PROGRAMMES**

Professional Development Officer Report 2008

On taking up the position of Professional Development Officer (PDO) in the Centre in September 2008, the role was defined as addressing the continuous professional development needs of those in education served by the Centre. Further to that role was the promotion of Drumcondra Education Centre as a focal point in developing and supporting teaching and learning in the Centre's catchment area. Establishing networks of learning communities was also central to the position.

Assessment of Needs

As my background was predominately in Primary Education, my immediate goal was to familiarise myself with the needs of post primary schools in order to have an overview of both levels. To this end, I initiated a number of meetings in early September with principals of post primary schools as a method of needs analysis. These meetings proved to be worthwhile and gave direction and focus for courses which were provided as part of the Centre's CPD Schedule, Spring 2009. It also provided a context for forging connections with this sector from the Centre. Areas of concern which were identified through these meetings included Dealing with Changing Roles for Subject Teachers in a Differentiated Classroom and also Classroom Management Skills for Less Experienced Teachers.

North Dublin Start-Up Schools

A number of Start-up Primary Schools were identified in North Dublin as being in need of support from the Centre as they emerged in their 'green field' state. Contact was made with each of these schools in September 2008 and visits were arranged with each of the principals, to ascertain how best to support them. Following on from those meetings a support network for these principals was established and facilitated through the Centre. The first meeting was held in the Centre in early December 2008 and a wide range of issues was discussed and suggestions were made for future collaboration between the principals. At the meeting a convenor was elected and the next meeting was scheduled for early March 2009.

Assistant Teacher Placements Programme

In pursuance of establishing networks with a variety of groups, liaison with Padagogische Hochschule Zurich (University) for the placement of teachers from Switzerland in Irish schools as part of the Assistant Teacher Programme was further developed. Placements were organised for four visiting teachers to three primary schools in our catchment area. Personnel from the University will meet with the Director and the PDO in the Centre in February 2009 to discuss the programme and to thank the Centre for its contribution with the project.

Collaboration with National Programmes

Collaboration with the newly established support service for primary schools, Primary Professional Development Service (PPDS) was developed as part of the Spring 2009 Schedule of CPD Courses. The Centre has offered a blended learning course relating to an Overview of the

Primary Curriculum for teachers who were trained outside the jurisdiction or to teachers who were unable to attend in-service on the Revised Curriculum. This method of course delivery uses a combination of face-to-face and online methods using the Centre's Virtual Learning Environment (VLE), Moodle.

Collaboration with Local Programmes

Ongoing collaboration with the '*Incredible Years*' coordinator in Ballymun has taken place since her appointment to this position in September 2008. Regular meetings between the Centres PDO and the coordinator were scheduled with a view to sharing good practice and assessing possible means of transferring this to other schools in the catchment area.

Meetings have taken place and there is ongoing contact between the Centre's PDO and the newly appointed Literacy Coordinator for '*youngballymun*'. This will allow the Centre to facilitate CPD support in literacy for teachers in the selected schools in Ballymun.

Online Courses Evaluation

An in-depth evaluation of the On-line courses offered in Summer 2008 was undertaken in October 2008 as this was the Centre's first experience of this type of course delivery. Overall the experience was a successful one and following on from this, the Centre's VLE is being further developed as a method of hosting online Summer courses with a view to expansion of the number of courses made available. It is proposed to make two courses available in Summer 2009 in the areas of Conflict Resolution and Mediation Skills. The Centre is currently in collaboration with both Kilkenny and Cork Education Centres in the development of this course delivery with the potential to expand into other areas through a shared VLE.

Centre Website

In order to further promote and develop the Centre, a full conceptualisation, redesign and construction of the website has been undertaken. The aim of this project is to maximise the usefulness of the website for clients and to create a greater focus on the Centre's Continuous Professional Development courses, Services and Facilities and thus increase usage of the Centre.

Local Courses

The Autumn Programme of CPD courses offered targeted primary and post-primary teachers, special needs assistants and parents. Areas presented for teachers included Interculturalism, Learning Support, Communication, Health and Safety. As was the case last year, Health and Safety courses were in high demand and a number of courses were repeated. Special Needs Assistants proved to be an enthusiastic group in their demand for courses in such areas as Autism, Dyslexia, Down Syndrome and Difficult Behaviour. Many of these courses were repeated due to requests made. Response from parents was good to courses offered in areas such as Parenting Skills, Helping with Maths, Conversational Irish and the CAO Application Process. Statistics on local courses may be viewed in the attached tables and graphs.

Teacher Professional Networks (TPNs) and Teacher Professional Communities (TPCs)

The Centre continues to foster and support both TPNs for post-primary teachers and TPCs for primary teachers. Support was provided for the establishment of a new local branch of the English TPC through the Centre in October 2008.

The previously established P.E. TPC has received some funding, as administered by Dublin West Education Centre, for its activities. Discussions took place with Centre's PDO in December 2008 on the disbursement of those funds. Following discussions it was decided to use the funding to hold a series of workshops for teachers in the catchment area and also to purchase reference books for P.E. to be located in the Centre's Resource Library.

Finally, I would like to thank the Director, the Management Committee and the Centre's Professional and Administrative staff for their support and guidance in my role as Professional Development Officer in the Centre.

Pat Furlong
Professional Development Officer

Project Maths Report 2008

Project Maths Development Team established September 2008

- National Coordinator Anne Brosnan
- 6 RDOs: Annie Patton, Audrey Byrne, Cammie Gallagher, John McKeon, Owen McConway & Sheelagh Clowry

Phased syllabus change at Junior Cycle and Senior Cycle

5 Strands over 3 years:

1. Statistics & Probability
2. Geometry & Trigonometry
3. Number
4. Algebra
5. Functions

Phase	Strands	Pilot Schools Commence	Pilot Schools Changed Exams	All Schools Commence	All Schools Changed Exams
1	1 and 2	September 2008	JC 2011 LC 2010	Sept 2010	JC 2013 LC 2012
2	3 and 4	September 2009	JC 2012 LC 2011	Sept 2011	JC 2014 LC 2013
3	5	September 2010	JC 2013 LC 2012	Sept 2012	JC 2015 LC 2014

Schools starting in 2010 will have the benefit of a trialled sample paper and two actual exam papers (with marking schemes) to draw from by 2012

Collaboration between:

- Project Maths Development Team
- Teachers in 24 Pilot Schools

- NCCA
- DES
- SEC
- TES: Administer the project & funding

Project Maths Development Team: Engineering Change: The Difference

	TRAINING	LEARNING
Location	Education Centres	On demand-anywhere Education Centres and schools
Content	Upgrade mathematics skills	Build core classroom teaching and learning competencies
Methodology	Lecture	Action Learning
Audience	Individual teachers	Teams of teachers
Faculty	External	Consortium of External & Internal
Frequency	Once –Off	Continuous learning process
Goal	Build teachers’ inventory of skills	Solve real education issues and improve classroom teaching and learning

Vision: to enhance the teaching and learning of mathematics in post-primary schools

- Key Idea: Teacher- Led/Student focused
- Participating mathematics teachers will develop existing good practice in the classroom through “[Teaching and Learning Plans](#)” and lead change in the teaching and learning of mathematics for understanding.

- Professional learning processes
- Teams of teachers
- Examine teaching methods, content and curriculum, as well as student learning and understanding
- T & L Plans are recognized by the Project Maths Development Team as one of the most powerful designs for building professional learning communities both within and among schools.
- The Team have developed T & L Plans for Strand 1 www.projectmaths.ie
- Appropriate T & L Plans produced by teams of teachers will be published on the Project Maths website
-

Programme Schedule

- '08-'09 three suites of Workshops for Strand 1(Probability and Statistics) and Strand 2(Geometry and Trigonometry)
- School visits that complement work done at workshops are provided
- Project Maths Development team engage with teams of mathematics teachers at workshops and school visits
- Focus: to build core classroom teaching and learning competencies

Workshop 1: September 2008 (offered to XXXXX attended)

- Students' experience of mathematics at Primary school;
- Research on "Learning" (VARK);
- Research on Teaching and Learning Probability and Statistics;
- Interactive Student Disc Strand 1;
- Teaching and Learning Plan 1 (Probability);
- Teaching and Learning Plan 2 (Statistics).

Workshop 2 January 2009

- Research in The Teaching and Learning of Geometry: The Van Hiele Theory.
- Junior and Senior Cycle Teaching and Learning Plans – Strand 2
- Student Interactive Disc: Strand 2
- Primary Approaches to Teaching and Learning Geometry
- Teaching and Learning Leaving Certificate Geometry for Understanding

Workshop 3 March 2009

- Presentation at workshops by schools of Teaching and Learning Plans
- Feedback on Draft questions and Syllabus

School Support: Strand 1 & 2 (September –December 2008 80 school visits 400+ teachers)

- Planning Teaching and Learning Plans;
- The Art of Mathematical Thinking: Strategies for Problem Solving;
- New Content Areas;
- Innovative Products for Teaching and Learning;
- Primary School Curriculum and Approaches;
- Dynamic Software for the Mathematics Classroom: Autograph & Excel Geogebra
- [Census at School](#) : Central Statistics Office

The Participating Schools are:

Abbey Community College, Wicklow
Abbey Vocational School, Donegal
Árdscoil na mBráithre, Tipperary
Castleknock College, Dublin
Coláiste Choilm, Offaly
Coláiste Íosagáin, Laois
Coláiste na Sceilge, Kerry
Coláiste Phobail Ros Cré, Tipperary
Loreto Abbey Secondary School, Dublin
Meán Scoil an Chlochair, Westmeath
Moate Community School, Westmeath
Our Lady's College, Louth

Pobalscoil Chorca Dhuibhne, Kerry
Presentation Secondary School, Dublin
Presentation Secondary School, Kerry
Ratoath College, Meath
Sacred Heart School, Mayo
Scoil Chonglais, Wicklow
Scoil Mhuire, Cork
St. Columba's Comprehensive Sch, Donegal
St. Mark's Community School, Dublin
St. Patrick's College, Cork
Wesley College, Dublin
Wexford Vocational College, Wexford

2008 Annual Report on Relationships and Sexuality Education (RSE)

Post Primary RSE

The main focus of the work carried out at post primary level was the development of a new teaching resource for RSE at Senior Cycle. Funding was provided for this by the Department of Education and Science, the HSE and the Crisis Pregnancy Agency. A working group with representatives from the three organisations co-ordinated and directed the project. The resource is called the Talking Relationships, Understanding Sexuality Teaching (TRUST) Resource; it consists of a dvd and twenty accompanying lessons.

The resource will only be made available through in-service training. In November and December 2008, 190 teachers attended the two day training course; their response to the resource was very positive. A further round of in-service is scheduled for Spring 2009.

A two-day Junior Cycle RSE course and a one day training course on sexual orientation continued to be delivered by the SPHE Support Service in all regions in 2008 as well as support for RSE policy development and programme planning.

The DES circular issued to post-primary schools in 2008 reminding them of their obligation to teach RSE at all levels, including Senior Cycle, along with the provision of additional inspectors with a remit for SPHE and RSE, has helped the implementation of RSE.

Primary RSE

Since 2004 the RSE Associate Trainers have delivered teacher training courses, policy development and parent information sessions in the evenings. In the Summer of 2008 the Support Service was given sanction to deliver teacher training courses during school time from 12pm – 3pm. The courses will be aimed at teachers of 4th, 5th and 6th class and each school will be invited to send a maximum of two teachers. By late December 2008 large numbers of teachers had applied to attend. The training is due to begin in early January 2009.

Child Protection Training

In January 2008 the co-ordination and administration of child protection training at post primary level moved to the RSE Support Service. The training will continue to be delivered by the SPHE Regional Development Officer team and myself. The child protection work is directed by a steering group made up of Department of Education and Science and HSE representatives.

The inservice training is directed at newly appointed Designated Liaison Persons (DLPs) and those DLPs who have not yet attended the two day training. A significant development this year has been the collaboration with the three post primary Management Bodies - JMB, ACCS and

IVEA - to develop information evenings on child protection for Boards of Management. The information evenings will be delivered in all areas of the country in early 2009

Administrative Changes

Grainne Haughney has been the administrator for RSE since 2002 but in September 2008 she moved to the administration of Project Maths. I would like to thank Grainne on behalf of myself, the trainers and the many teachers who have availed of her services over the years for all her hard work and efficiency. While I was sorry to lose Grainne, I am delighted to welcome Jackie Delaney who has taken over the administration of child protection and RSE. I would like to thank her for her help at a very busy time.

Frances Shearer (National Co-Ordinator for Relationships and Sexuality Education)
January 2009.

European Studies Programme

2008-2009 Programme Overview (more focus given to ROI specific activities)

Aoife Ruane, ESP Coordinator, Drumcondra Education Centre

Background

The European Studies Programme has been in existence since 1986. The aim of the project is to promote European Studies in post-primary school using information and communications technology (ICT) as an effective learning tool. The overall aims of the project are envisaged to promote collaborative learning and partnerships between schools aimed at promoting tolerance and mutual understanding.

Although the initial pilot project only had a very small number of schools involved, it was agreed that the concepts and aims of the project were visionary for that time. Indeed, as the European Union and its relevance to our everyday lives continues to grow and become more evident in our lives, the need for curricula to reflect a European and global dimension has never been so necessary. The Irish education system has reacted on a number of levels to this need. Policies and practices continue to reflect a European dimension and the specific development of curriculum strands in CSPE, for example, and even more recently the proposed Social and Political curriculum subject for senior level further highlight the need for a programme which deals specifically with European and indeed a wider global focus.

The project continues to grow year after year. At present there are over three hundred post-primary schools across Europe directly involved in the project. These schools are organised into cluster groups. Each cluster group has between 6-8 schools in the group. Together, these schools develop strong partnership links and collectively undertake three project activities each year. Involved schools designate a school coordinator with responsibility for attending conference. Conference is held annually at rotating venues European-wide and opportunities are given to the teachers to meet in their clusters and agree in a collaborative manner the projects they will work on together during the coming academic year.

Funding

The programme is funded by the Department of Education and Science (ROI) and the Department of Education (NI). Additional funding for joint ventures are arranged as per project with various agencies e.g. European Parliament, European Commission and Leargas.

Staff

At present, there are five full-time staff working on the programme- three programme staff and two administrative staff.

In 2008, there was one staff change i.e. the Office Manager changed from Anne McCracken to Maria Graham. All the other staff positions have remained unchanged: Project Manager: Maxine Judge;

NI Project Coordinator: Dolores Stinson; ROI Project Coordinator: Aoife Ruane; Administrative Staff: Shauna McCann.

4 northern staff are based out of the Armagh headquarter office and Aoife Ruane is based regionally in the Drumcondra education Centre.

Programme Activities

The main programme activities for 2008 included the following:

Annual Planning Conferences:

Organisation of three international planning conferences, which were all held in the Stillorgan Park Hotel Dublin.

Senior Conference 1: Friday-Sunday, 22nd- 24th Feb 2008

Senior Conference 2: Friday- Sunday, 29th Feb - 2nd March 2008

Junior Conference 1: Friday- Sunday, 11th- 13th April 2008

In total, over 320 teachers and principals from over 17 European countries attended the weekend conferences. The theme reflected the 2008 European Year for Intercultural Dialogue.

The 2009 Conferences will all be held in the Slieve Donard Spa and Resort, Newcastle, Co. Down

Senior Conference 1: Friday-Sunday, 6-8 March 2009

Senior Conference 2: Friday- Sunday, 20-22 March 2009

Junior Conference 1: Friday- Sunday, 24-26 April 2009

The theme will reflect the 2009 European Year for Creativity and Innovation

International Residential Conferences

Each year, there are various opportunities for principals and particularly enthusiastic and motivated teachers to attend European conferences which aim to build on and draw best practice from their motivation and enthusiastic ideas for promoting the European dimension within their schools.

In September 2008, the European Studies Programme organised and hosted an ELOS International Seminar in Ireland for 22 Basque and Dutch delegates as well as additional Irish teachers (north and south). During the study trip the European delegation had various opportunities to visit schools both north and south and engaged in various workshop and seminar discussions as well as cultural events.

School Support

Each year, all schools in Ireland are offered a variety of support options- individual school visits and/or cluster group meetings. Regular contact with newly sourced classroom idea tips and other information are also circulated via email and phone-call contact. The agenda for the school visits and cluster meetings vary according to the specific needs of the schools and/or other regional factors. The newest teaching resources and updates are generally high on the discussion list as well as opportunities for further professional development and accreditation. Each school receives written update from the respective coordinators on the progress and range of activities undertaken by the school as well as a formal thank you for their continuing involvement and contributions to the programme.

Regional Training Days

Two regional training days were held this year.

Northern Ireland: Antrim 2nd February 2009

Republic of Ireland: Athlone 5th February 2009

The regional training is specifically tailored to the needs of teachers regionally and in the respective jurisdictions. They are also aimed at personal capacity building and dissemination of 'good teaching practices and ideas. Although not compulsory, the days were well-attended and the evaluations were very positive.

Recruitment of new schools

Schools are recruited in a variety of ways- by attendance at international contact seminars, study visits, representation at various ELOS conferences, informal meeting opportunities with European teachers or more direct and targeted contact to schools in locations that are geographically under-represented in the programme. In ROI, there was a massive drive in January-February 2009 to recruit more schools. A total of six new schools in the midlands region (traditionally under-represented in the programme) and a number of other schools who were previously involved but whom had lapsed participation, were (re)-initiated to the programme. Direct contact with the Principals and follow-up visits to meet staff are part of the reason for this successful recruitment. Impressively, the attendance at the Regional Training Day in Athlone (Feb 2009) had new coordinators in majority attendance. These new schools will be invited to attend one of the 2009 conferences.

Developing and extending School Partnerships and Exchanges

Within each cluster group there is a north-south link as well as links with various schools across mainland Europe. Placing 6-8 schools in a cluster maximises correspondence opportunities. In many cases, very strong bi-lateral and multi-lateral links have catalysed into the organisation of face-to-face student exchanges, organised primarily by the schools. The European Studies Programme also promotes Comenius exchange programmes to schools to assist them with such visits and also as a source of funding for the visits.

Curriculum Development

The European Studies Programme and European Commission officially launched the jointly developed Transition Year Resource: 'Europack' in March 2008. The resource is available to download free to all teachers from the programme website (www.european-studies.org). In addition, each school involved in the programme received their own personal hardcopy.

The CSPE resource will be available for dissemination in Spring 2009. There is also on-going curriculum and resource development with the European Association of Teachers (currently three levels of this international exam are available) and Northern Ireland CCEA Stage 3 European Citizenship staff.

Accreditation

The European Studies Programme is strongly involved in gaining accreditation for schools undertaking work in this area. Very strong links exist between the programme and the European Association of Teachers network which offers opportunities for schools to gain external validation for their work and increased European knowledge and related skills (ICT, problem solving, basic communication and comprehension of European timetables, menus etc).

The most current drive in ROI regarding accreditation involves the promotion of the ASDAN COPE Level 3 Qualification which grants students 70 points towards UCAS applications. A series of meetings have taken place in the centre with various relevant bodies/support agencies etc e.g. TY Coordinator, ASDAN representatives, UCAS experts etc and work in this area is progressing well. Meetings with FETAC, NCCA and relevant DES staff are expected to be held in the coming months.

Considerable time has been spent exploring various university syllabi e.g. the Cambridge Pre-U Syllabi, as an added option for teachers to introduce and gain accreditation for students for the knowledge they have developed by their involvement in the programme.

All ROI schools are encouraged to apply for the International Award. Support meetings for interested schools are arranged as interest is expressed around the country to support their applications.

Website

www.european-studies.org

This new website was launched in late 2007. It contains a wealth of current and up-to-date information and resources and is regularly checked by ESP staff.

Newsletters

The European Studies Programme develops and disseminates year-quarterly newsletters with all the latest news and updates.

Student Trips to the European Parliament

The European Studies Programme in collaboration with the European Parliament Representation Offices in Dublin and the UK offer funded trips to the European Parliament Building in Strasbourg. However, in 2007-2008 there was limited availability options offered by the Parliament and the trips were unable to go ahead. In February 2009, a group of 60 visited Strasbourg comprising of 3 northern Irish schools and one ROI school (Christ The King Girls' School, Cork). The students were accompanied by the two programme coordinators, north and south as well as additional Education and Library Board staff and teachers from the various schools.

During the fun-packed and educational trip, the students have the opportunity to act as MEP's in the Parliament building and discuss all the topical issues at that time. The Euroscola competition has grown in popularity each year and this year saw one of the biggest number of entries in recent years.

Promotion of the European Studies Programme

A lot of time and effort is spent trying to promote awareness of the programme and its outcomes for the involved school. Although a small team, the ESP staff believe that awareness-building is necessary, even if only a limited capacity of schools are involved (appropriate to the available support personnel and financial resources). In 2008, articles about the European Studies Programme were placed in the Irish Times TY Supplement, CSPE newsletter, TY website and newsletter and RTE Pobal Production broadcasted a 7-minute documentary from one of the involved schools (Garbally College, Ballinasloe). The students and teachers were interviewed about the programme and the range of activities that they were undertaken and the footage was broadcasted on RTE1. (It is also available to watch on www.european-studies.org)

Networking

ESP staff have a huge coordinating role to play in ensuring that schools are aware of the various projects and agencies that exist to promote similar aims of the European Studies Programme. A huge amount of time is spent networking with various agencies about the latest projects, initiatives, resources and funding opportunities for schools. We then disseminate this information to the schools involved in the project.

The following list summarises a number of the key agencies and networks we liaise with. This list is not representative of the complete list of networks and regular contacts we have, but should serve to give an overview of the main ones.

- European Commission
- European Parliament
- Léargas

- British Council
- NCCA
- CCEA
- Second Level Support Services (CSPE, TY, LCA)
- Citizenship Education Network
- United Kingdom for European and International Education in Schools (UKAIES)
- ELOS Network

Aoife Ruane has recently raised the idea with the ESP Manager of establishing a European Information Network in ROI (as no such network has been established to date). Whilst ESP has a non-biased impartial opinion to the EU, a main role is to promote education of relevant European and International matters. With the 'No' result of the recent referendum on the Treaty of Lisbon and that lack of information was cited as a reason, such a network would be very valuable. If the network becomes established, there may be opportunities for the Drumcondra Education Centre to be the host venue.

For any further information on the European Studies Programme or the contents of this document (as compiled by Aoife Ruane), please feel free to contact me on (086) 0888786/ (01) 8576428 or alternatively you may email me at aoifer@ecdumcondra.ie.

For the most recent and updated information about the programme, please check out the ESP designated website www.european-studies.org

Incredible Years Report 2008

This report provides an overview of nine strategic development of the Incredible Years(IY) programme in Ballymun for the period September 2008 to February 2009.

1. Contracting with service partners

Drumcondra Education Centre is one of the three contracted service partners to develop the youngballymun Incredible Years service. The other partners are: CAFTA and Archways.

2. Establishing the Implementation Team

The first meeting of the IY Implementation Team took place on 27th November 2008. Meetings will be held quarterly having a practice dimension, a learning/reflective dimension and an evaluation dimension.

3. Training and Capacity Building

Training and capacity building is an ongoing feature of the IY programme. For the purposes of this report, training and capacity building refers to: direct training of facilitators and training of teachers and other school staff in the principles of the IY programme.

4. Networking and Integration

Building the profile of IY in Ballymun through networking across agencies is a key strategy for encouraging parental engagement and for expanding and embedding IY in Ballymun. The IY programme requires integrated service delivery across the school, community and family spheres. This is achieved through: scheduled meetings with partners, presentations on the IY service and the establishment of working links with local education/ community service providers e.g. Ballymun Read and Write Scheme, Adult Education Co-ordinator, Childcare Providers Network, Community Training Centre and the Education Working Group.

5. Incredible Years Programme Delivery

The IY programme delivery comprises the school based programmes and the Basic Parent Programme. Significant work has been done across Virgin Mary Boys and Girls Schools and St. Joseph's Junior School, to implement the universal classroom dinosaur school programme, which is delivered twice a week to whole classes of children throughout their early years in school.

6. Whole School Ownership

The whole school ownership approach is being actively supported across the schools by principals, teachers, BEST staff, HSCL Co-ordinators, the IY Schools Co-ordinator and CAFTA. The process of incorporating IY principles into the Code of Discipline has been initiated, promotional materials to build the identity of IY across the schools has been produced and presentations are scheduled with the Board of Management of Schools.

7. Engagement of Parents

An agreed procedure/structure to engage parents on the Parent Programme has been established. This paper identified an integrated approach between the schools, HSCL Co-ordinators, BEST, IY Schools Co-ordinator and CAFTA and this approach has resulted in increased number of referrals onto the programme. The Incredible Years Parent Support Network has been established with parents who have completed the IY Basic Parent Programme. The Network is facilitated by CAFTA.

8. Incredible Years Mentoring and Peer Support

Ongoing support and mentoring for IY staff is an essential aspect of the training and capacity building strand. Ongoing peer support is provided by the IY Schools Co-ordinator through visits to the schools, phone calls, provision of information and resources. In addition peer support and mentoring is provided by Archways. These sessions ensure best training practice, fidelity to the model and supervision of the accreditation process.

9. Evaluation

The overall IY evaluation will be developed in close consultation with the Implementation Team, Archways and other key partners. In the interim, ongoing data gathering is supporting the quality of practice and ensuring that valuable information to inform the evaluation is gathered.

Breege Breheny
IY Coordinator, *youngballymun*
January 2009

CHARTS AND LISTS

PCSP/PPDS

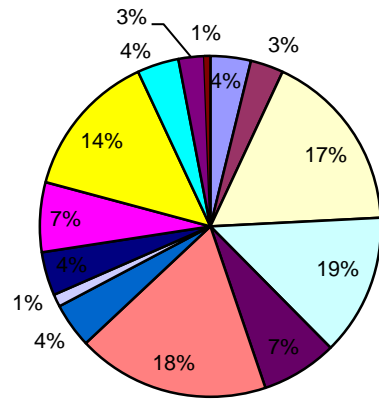
Primary In-Service in Drumcondra Education Centre January – December 2008 (Participant Numbers)

In-Service	For	Seminar Length	No of Seminars	Number Participated
Standardised Testing	Teachers who will be administering the tests in the relevant classes in the coming year (i.e. end of first class or beginning of second class, and end of fourth class or beginning of fifth class).	1 day	5	156
Ready Steady Go Maths	Junior infant teachers -DEIS Band 1 and Band 2 schools	2 X Half-day	4	125
Child Protection Guidelines	Designated Liaison Person who has specific responsibility for child protection.	1 day	6	141
English as an Additional Language	Teachers teaching for teachers who are currently employed as language support teachers.	2 day *	5	149
Child Protection Guidelines	Deputy Designated Liaison Person who has specific responsibility for child protection.	1 day	5	102
Totals			25	543

*The second day for the English as an Additional Language Seminars will take place in 2009.

POST-PRIMARY IN-SERVICE STATS

Subject	% of inservice per subject	Participant No's
Geog InService	3.83%	65
Junior Cert PE	3.13%	53
L.C.A.	17.23%	292
Technology	13.39%	227
Hist InService	7.20%	122
SPHE	18.23%	309
SDPI	4.25%	72
LCVP	1.18%	20
CSPE	4.13%	70
JCSP	6.61%	112
Gaeilge	13.86%	235
Maths	3.95%	67
Child Protection Guidelines	2.42%	41
Chemistry	0.59%	10
TOTAL	100.00%	1695



- Geog InService
- Junior Cert PE
- L.C.A.
- Technology
- Hist InService
- SPHE
- SDPI
- LCVP
- CSPE
- JCSP
- Gaeilge
- Maths
- Child Protection Guidelines
- Chemistry

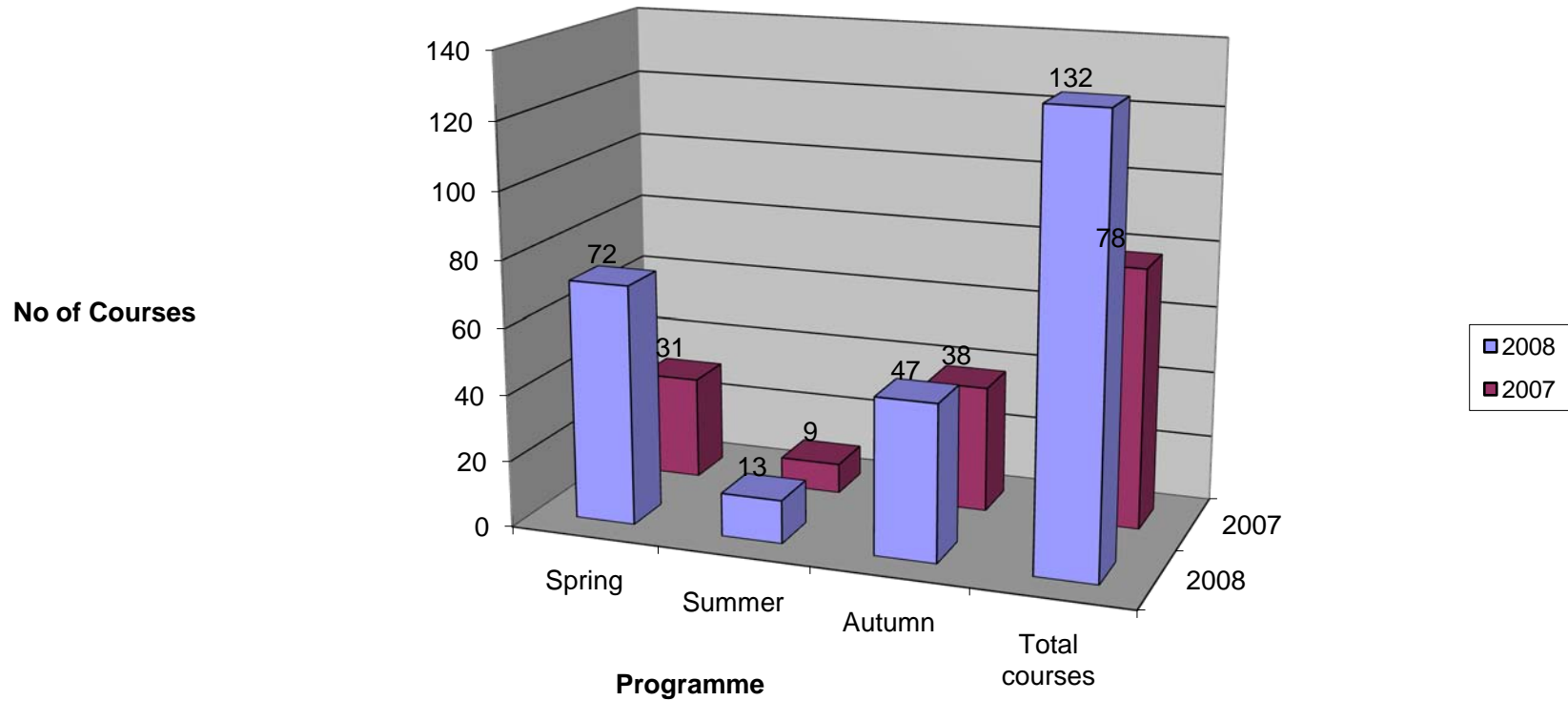
LOCAL COURSE PROVISION COMPARISON 2008 V 2007

Description	No. of Courses Offered		No. of Courses Cancelled		% Courses Cancelled		Actual No. of Courses		Participant Numbers	
	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007
Spring Programme	72	31	25	7	35%	23%	47	24	630	456
Summer Courses	13	9	2 * 1		15%	11%	11	8	183	88
Autumn Courses	47	38	7	8	15%	21%	40	30	559	623
Total courses	132	78	34	16	25.00%	20.50%	98	62	1372	1167

Notes

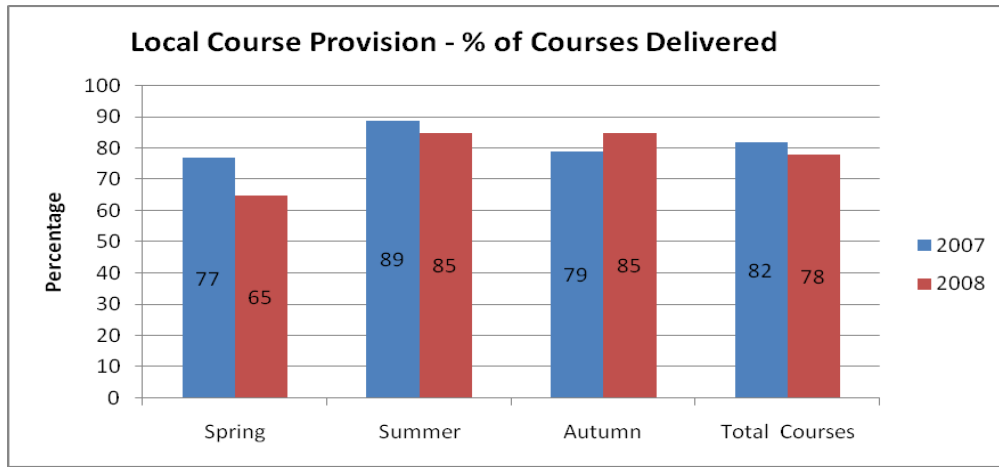
* Summer Course provision for the first time was effected by on-line course provision and this can be seen in the cancellation of a course.

Courses Offered 2008 V 2007

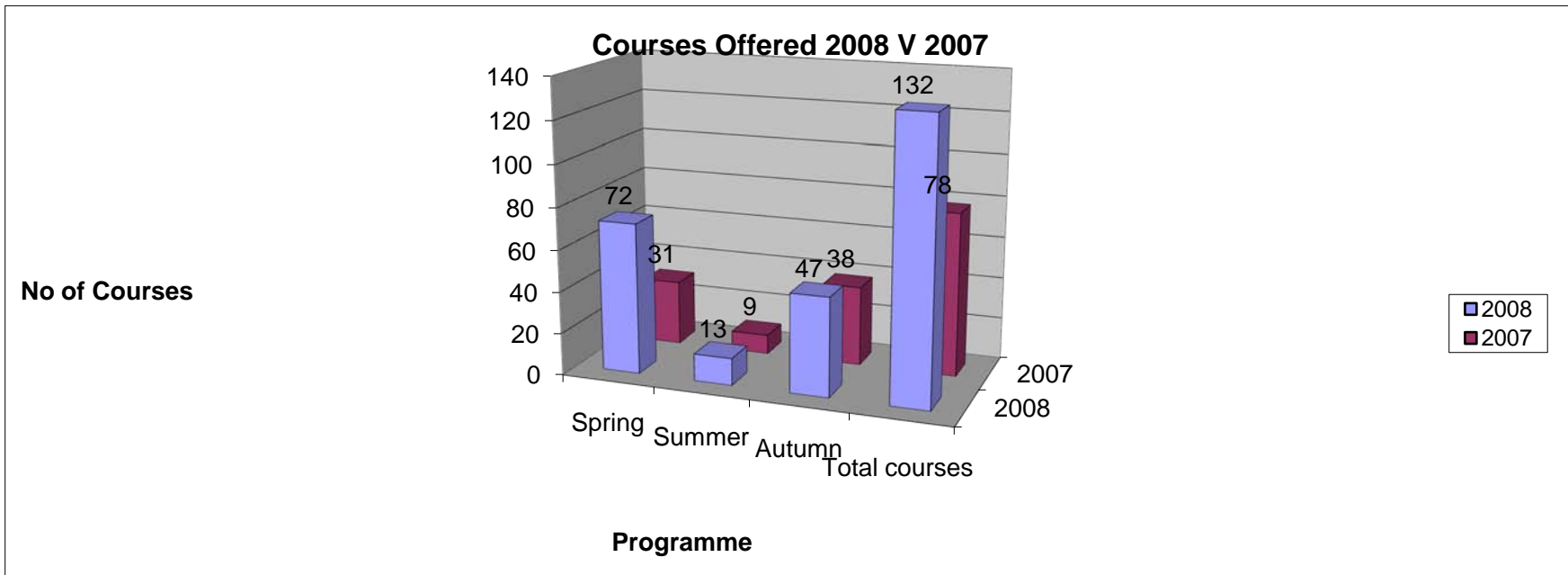


Description	No. of Courses Offered	
	2008	2007
Spring	72	31
Summer	13	9
Autumn	47	38
Total courses	132	78

Local course Provision- % of Course Delivered



	2008	2007
Spring	65	77
Summer	85	89
Autumn	85	79
Total Courses	78	82
	2008	2007





Drumcondra Education Centre - Teacher Professional Networks – (TPNs)

- ATAI Art Teachers' Association Ireland
- ATR Association of Teachers of Russian
- ATS Association of Teachers of Spanish
- CESI Computer Education Society of Ireland
- ELSTA English Language Support Teachers Association
- ILSA Irish Learning Support Association
- RAI Reading Association of Ireland

Drumcondra Education Centre - Teacher Professional Communities – (TPCs)

- The North Dublin TPC in Physical Education

Centre Opening Weekdays / Weekends between 1st January 2008 and 31st December 2008				
	Weekdays	Friday Evening	Saturday	Sunday
January	19		2	
February	21		2	
March	15		1	
April	23		1	
May	21		1	1
June	20		1	
July	10			
August	19			
September	22		2	
October	22		1	
November	20		3	
December	17			
Totals	229		14	1
Opening Hours:				
Mon-Thurs 8.30am-6.00pm & 7.00pm-10.00pm				
Fri 8.00am-5.00pm				
			Appendix D	