

**DRUMCONDRA EDUCATION CENTRE**

**DRUMCONDRA**

**DUBLIN 9**

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**DRUMCONDRA  
EDUCATION CENTRE**

**ANNUAL REPORT 2015**

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## MANAGEMENT COMMITTEE AND STAFF

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### Management Committee

Cora O'Farrell		St. Patrick's College of Education, Dublin 9.
Tim Hurley	<i>Chairperson</i>	Retired Secondary School Principal
Mary Friel		Margaret Aylward College, Dublin 9.
Cathal O'Connell		Holy Spirit, BNS
Gerry Clerkin		Retired Primary School Principal
Fiona Gallagher		Trinity Comprehensive School, Dublin 11.
Ann O'Reilly		Whitehall College of Further Education, Dublin 9.
Marian Farrelly		Retired Primary School Principal
Jerry Pierce	<i>Treasurer</i>	Central Remedial Clinic, Dublin 3.
Eithne Deeney		ACCS
Tony Healy	<i>Assistant Treasurer</i>	CPSMA
Mary King		National Parents' Council (Primary)
Karol Sadleir	<i>Deputy Chairperson</i>	Donahies Community School
Pat Furlong		St. Teresa's NS, Balbriggan
Shane Grennan		Ballymakenny College, c/o Aston Village ETNS, Dunlin Street, Aston Village, Drogheda, Co. Louth

### Centre Director

Ms. Catherine Shanahan

### Administration Staff

Dee Coogan	<i>Centre Administrator</i>
Rosemary Cadwell	<i>Centre Operations Coordinator / PA to Director</i>
Gráinne Haughney	<i>Project Maths Administrator</i>
Rachel Dunne	<i>Project Maths Admin. Assistant, ESAI (Part-time)</i>
Aoife Lewis	<i>Centre Reception, CRE Administrator, Summer Course Administrator, NIPT</i>
Valerie Norris	<i>ICT, PDST Literacy, Mata sa Rang Administrator (Part-time)</i>
Bridget Quigley	<i>Receptionist, Course &amp; Room Bookings</i>
Sarah Mulligan	<i>Secretarial Assistant – Centre IT, Reception</i>

Jacqueline Daly *PDST Numeracy Administrator (job sharing)*  
Jackie Delaney *PDST Numeracy Administrator (job sharing), SMEI*  
Bernie Howard *NIPT Lead Administrator, Centre Reception (Part-time)*

### **National Programme Coordinators**

Dr. Anne Brosnan *National Coordinator Project Maths*

### **Young Ballymun**

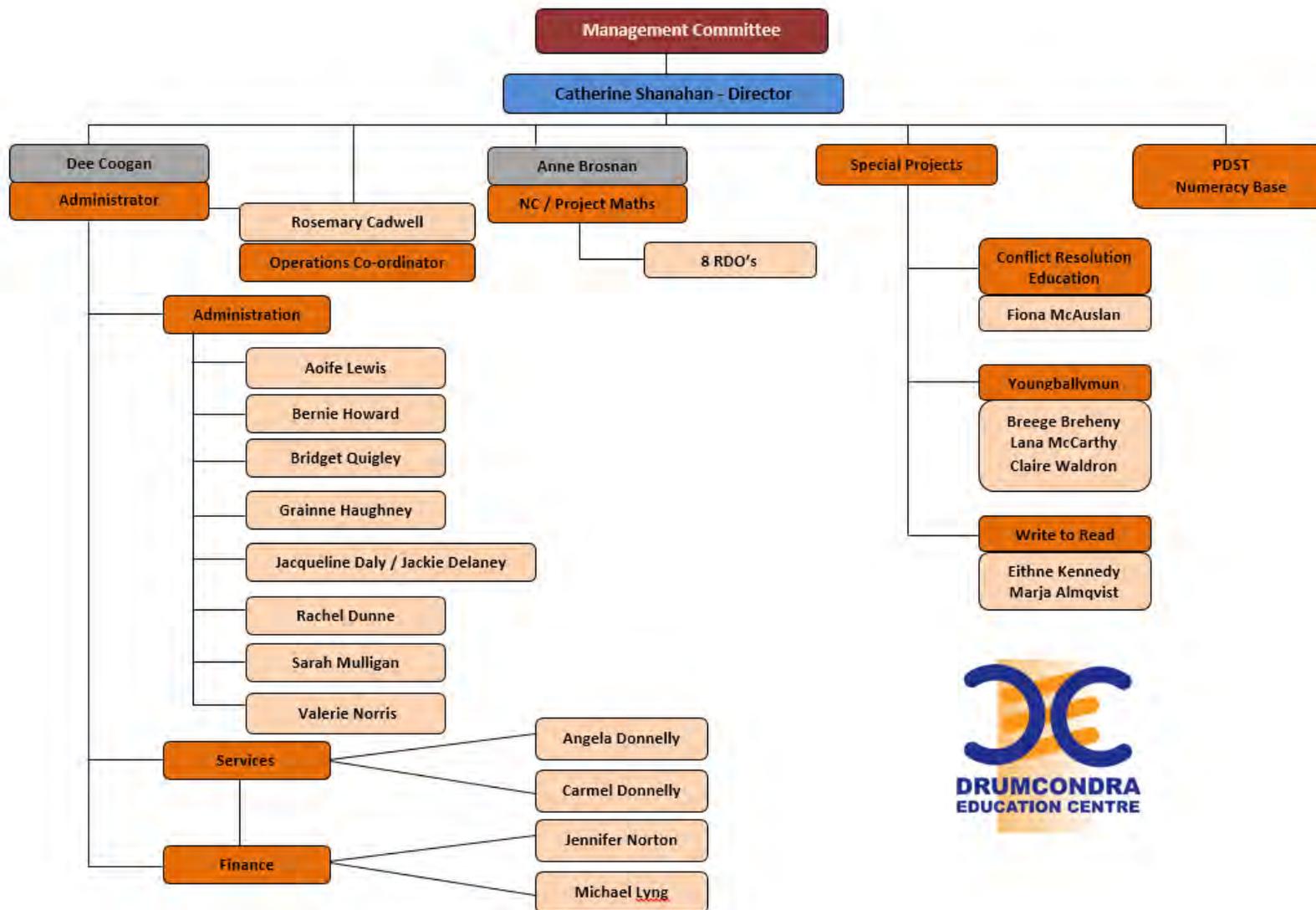
Breege Breheny *Incredible Years Coordinator*  
Lana McCarthy *Family and Community Literacy Coordinator*  
Claire Waldron *Schools Literacy Coordinator*

### **Accounts**

Jennifer Norton *Accounts Administrator*  
Michael Lyng *Accountant*

### **Housekeeping**

Angela Donnelly *Senior Housekeeper*  
Carmel Donnelly *Assistant Housekeeper (up until September 2015)*



## CHAIRPERSON'S ADDRESS 2015

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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; many of them have been and continue to present a major challenge to the work of this centre, and it can, at times, prove difficult to see the positive opportunity and challenge these changes present. You have however 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. 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”.

That this Education Centre has continued to make a most significantly positive contribution to the development and improvement of education service and delivery, and not just in our immediate catchment area but across this whole country and internationally, is a tribute to the energy and dedication of the community that comprises the staff and management of Drumcondra Education Centre.

The response of centre management and staff to the challenge of organizing and hosting the very successful 2015 ENIRDELM Conference in Malahide was nothing less than magnificent, and has set a very high standard indeed for future conferences. That this was achieved without the subvention or institutional support from either a University or the Department of Education and Skills makes the achievement all the more noteworthy and remarkable.

The role of Education Centres, and the relevant responsibilities of Management Committees and Directors have come under review, and our developing relationship with Association of Teacher Education Centres Ireland (ATECI), the Teacher Education Service (TES), the section of the Department of Education and Skills (DES) with direct responsibility for relations with Education Centres, and other external bodies has developed another demanding aspect to the responsibilities of Centre Management. The DCU/St. Pat's amalgamation adds yet another layer of complexity for our centre management to deal with.

Our financial subvention from the TES has remained at the same level as it was over a decade ago, when the maintenance, staffing, organizational and delivery demands on the Centre and its staff were so much less than they are today. I must therefore commend the adaptability and willingness to adapt practice of the staff of the centre who work so effectively with the centre management in maintaining services to our teachers and schools. We are addressing this financial issue through ATECI as well as directly with the TES. The current level of subvention is seriously inadequate and must be addressed as a matter of urgency.

Last year's AGM marked the appointment of Catherine Shanahan as our new Director and her first full year in Drumcondra has been a most challenging one, both internally and externally, as is obvious from her very comprehensive report, and it is a tribute both to Catherine herself and to the generous and professional response of the Administrative Staff of the Centre, that we face into another year confident that we can overcome the challenges ahead.

Finally, I must record my gratitude to each member of the Management Committee, who voluntarily take on the serious responsibilities of managing the Centre and its services in a manner that is generous, collegial and thoroughly professional, and who at all times strive to support the dedicated work of our Director and Administrative Staff.

It is your dedication and support that have made it both an honour and a privilege for me to serve as your Chairperson for the past year, and enable us all in Drumcondra Education Centre to look forward with confidence to the coming year.

Tim Hurley  
Chairperson  
Drumcondra Education Centre  
March 2016

### 1. Introduction

It is with great pleasure that I write my first annual report as Director of Drumcondra Education Centre (DEC). I am very proud of the work accomplished this year and I am happy to have this opportunity to provide an overview of how this was achieved and how we plan to improve the services we provide. The wonderful commitment of a voluntary Management Committee (MC) is vital to the work of the Centre and receives special recognition in Section 37 of the Education Act 1998. During 2015 the Management Committee and the Financial and Legal Sub-Committee (FLSC) of DEC met monthly except for the summer holiday period. Various members and subcommittees also met on other occasions and all of this work is done on a voluntary basis. These committees assume full responsibility for the staff and full accountability for the services DEC provides. They engage in good governance at every level from financial to HR management and do so willingly and professionally. Each and every one of them has made a positive difference to the work of the centre and they have guided, supported and advised me in my capacity as director. For this, I am extremely grateful.

I wish to publicly thank my Chairperson, Tim Hurley, for his tremendous commitment to the work of the Centre. He has generously shared his wisdom, knowledge, skills and understandings with me personally and with the MC. He has given his time and energy to work on subcommittees of both the MC and the Association of Teacher Education Centres Ireland (ATECI).

I wish to thank the school communities we serve. We appreciate the custom, kind comments, encouraging remarks and helpful suggestions of the principals, teachers, special needs assistants, NQTs and parents who have availed of the services of the Centre.

I would also like to thank my fellow Directors for their collegiality and assistance throughout the year. They have provided me with great support as I assumed the role of Director. In particular, I would like to thank Paul Fields for mentoring me and giving me his time and knowledge, advice and support.



I also wish to thank Mr. Eddie Ward, Principal Officer of TES and all those on his staff with whom I work closely. I would like to welcome Noel Farrell, Assistant Principal Officer (APO) as he takes over from David Walsh. I look forward to working closely with TES personnel in the future.

As accounting officer for the Centre I am responsible for the Centre's finances. The day-to-day recording, inputting and accounting is delegated to Jennifer Norton in our Centre. I wish to thank her for her continuing commitment and dedicated service to the Centre. Michael Lyng also works in accounts and provides an invaluable service. I also wish to record our thanks to our auditor Noel Ryan and Associates.

Most importantly I would like to thank the administration staff. DEC has earned its reputation for being a friendly, happy and productive centre due in no small way to the wonderful, professional staff. Their work ethic is second to none. They have given me a warm welcome and have been professional and understanding, for which I am extremely grateful.

I also want to pay special tribute to the Operations Coordinator Rosemary Cadwell who has been a wonderful support both professionally and personally.

Last but not least I wish to thank the **Centre Administrator, Dee Coogan**, who has shared her vast experience and knowledge so generously. Thank you both.

## 2. Overview

As outlined in our constitution the purpose of the Annual General Meeting (AGM) is to report on the work of the centre, to ratify the accounts for the past year, to amend policies as needed by the membership and to elect a committee to manage the centre for the forthcoming year.

It gives me great pleasure as Director of DEC to present an account of the outstanding work accomplished for the year 2015 to this AGM.

This report sets out to capture the diversity of course provision provided by DEC to meet the different needs of our various stakeholders. We organise and provide:

- national in-service for Project Maths, PDST, JCT and NIPT
- local CPD courses in Spring, Summer and Autumn
- meetings for TPN and TPC and principal support groups amongst many others
- mediation skills training

The facts and statistics are all documented further in the report. However this is only a portion of the work we do. The numbers cannot relate the qualitative nature and effects of the work of the centre.

During my first year at DEC I have endeavoured to meet as many stakeholders as possible from the education community we serve. I have visited many schools, both primary and post primary. I have conducted a survey as part of a strategic plan and I have met with participants before, during and after different courses to find out the needs of those we serve.

In meeting the people and in building strong relationships with them I work to promote DEC as a centre where the education community's needs are served. I listen to everyone and discuss ways in which DEC can support their needs.

### **3. Events hosted in 2015**

Many events were hosted by DEC during the year 2015.

- **ENIRDELM**

DEC hosted the international ENIRDELM Conference (see separate report).

- **Pathways to 1916**

DEC were asked by TES to design a summer course for teachers in 2015 in preparation for the forthcoming commemoration of the 1916 Easter Rising. Ann Murtagh was commissioned to write the course. Following input at a critical friends day the course was amended and submitted for review by the inspectorate. Training of trainers followed and all education centres were invited to provide tutors. DEC organised this training and 19 tutors altogether were trained. Three summer courses and five local courses based on the design were run in Drumcondra. All were well-attended and well-received. Our thanks to our tutors John Devine, Eimear Berry and Neil Shanahan.

- **Region 1 Project**

In 2014 the ATECI Region 1 representatives from PDST and the Directors of the three centres in Region 1 (Monaghan, Drumcondra and Navan) decided to pool their resources to initiate a pilot project on the views of pupils transferring and transitioning from feeder primary schools to their post primary school of choice and to ascertain the views of pupils in post-primary schools about the issues facing them following their transition.

A questionnaire was compiled and the first stage of the project commenced in 2015. A post-primary school in each centre was chosen as the pilot school. Firstly the views of the post primary pupils who had entered the school in September 2014 were ascertained following their first term at post-primary level. This data was then analysed and the findings informed the second stage of

the project.

The second stage involved ascertaining the views of primary pupils who were about to enter post primary school in September 2015. These results were also analysed and a comparative analysis was conducted. The findings from the joint project were collated, displayed and discussed at the PDST National Meeting on June 16<sup>th</sup>. A copy of the infographic highlighting the main findings of the research conducted by Region 1 which is on display in DEC is included in this report.

- **TL21**

DEC has joined with NUM to provide the CPD programme *Teaching and Learning for the Twenty-First Century* (TL21) [www.maynoothuniversity.ie/TL21](http://www.maynoothuniversity.ie/TL21) to a cluster of post-primary schools in our catchment area. In 2015 our co-ordinator for this new project Della Meade, held workshops for four participating schools. Features of the workshops in the TL21 project include.

- Active participation: The workshops are designed and convened by members of the TL21 project team, but from the start they are of an interactive nature, with lecture-style presentations being kept to the minimum. As mutual trust and openness grows among participants, participants themselves take a hand in the design of the workshops.
- Clearly defined tasks: These tasks arise from the specific workshop theme (or themes), and were of two kinds: (a) tasks to be carried out during the workshop; (b) tasks to be carried out by participants between one workshop and the next.
- Purposeful collaboration: Participants come to engage in frank exchanges on their ideas and practices, and in particular on the initiatives they are working on in their own schools. This strengthens a sense of mutual support and of a shared responsibility for promoting high-quality learning.
- Continuity: The workshops were planned as scheduled events within a developmental sequence. As distinct from being 'once-off' events carried out at periodic intervals, each workshop had particular contributions to make to the progressive development of specific capacities on the part of the participants.
- Feedback: This includes (a) feedback (evaluation) to the workshop convenor after each workshop and (b) feedback (progress reports) by participants to workshop colleagues *during* the workshop on the teaching and learning initiatives being undertaken by participants in their own schools.
- Emergent learning communities: Features such as the five above cultivated mutual trust

and openness among the workshop participants, leading to significant advances in participants' sense of professional identity; also to a new awareness of such groupings as learning communities in which practitioners had a decisive sense of ownership.

- **The HSA Building Safety Competition**

A new initiative of the education centre network working in collaboration with the HSA was undertaken in 2012 whereby primary pupils were invited to design a poster with a safety slogan for a calendar. In 2015 the theme was Building Safety. In our usual fashion we held an award ceremony and presented the winners with their certificates, prize money. The winners had the opportunity to participate in workshops around the country with artists and writers from Kids' Own Publishing Partnership, to collaborate on a children's book which was published later in the year by the HSA. This book is now available in all schools and libraries. The title of the publication was, *Grandad built our house*. We had a very good response to the competition and children responded well to being educated about the risks around them on building sites and farm buildings etc. Through these interesting competitions pupils are raising their own awareness of safety in all facets of life as well as bringing the safety message home to their parents and siblings.



- **The Yeats Centenary Project**

As 2015 was the 150<sup>th</sup> birthday of W.B. Yeats's birth the Education Centre Network were involved in a national poetry competition which was led by Sligo Education Centre in conjunction with other agencies in Sligo. A lovely awards ceremony was held in Sligo in June and later on in the year the Minister for Education and Skills Jan O'Sullivan held an official launch of the publication, *The Magic Within* in Government Buildings



- **Collaboration on a National Art Competition in conjunction with the 1916 commemorative celebrations and the National Art Gallery**

This partnership project between the DES, DENI, the National Gallery of Ireland and the Education Centre Network invited pupils in early years settings and in primary and post-primary schools across the island to create a picture based on *Imagining the Ireland of 2116* under the following categories

- a) Pre-school
- b) Primary-Infants to second class
- c) Primary- 3<sup>rd</sup> to 6 class
- d) Post-Primary 1<sup>st</sup> Year to 3<sup>rd</sup> Year
- e) Post-Primary 4<sup>th</sup> Year to 6<sup>th</sup> Year

Schools were restricted to no more than 3 entries for each section above. The competition was judged using the following criteria:

- Communication of a clear message which is clearly linked to the theme
- Imagination and personal response to the theme
- Creativity and thought of the piece
- Evidence of artistic technical abilities and skills
- Creative/competent use of media

Regional winners were chosen following the local event and finally an all-island judging panel will meet to decide on an overall winner in each category. Local centre winners will receive €75 while the overall national winner will receive €400 and will have his/her pictures hung in the National Gallery.

- **A primary debating project**

In 2015 DEC invited schools to participate in a primary debating project. While there was a low turnout for the information evening there is sufficient interest for sets of 'friendly' debates to take place. Following that a competitive process can commence in 2016 for those wishing to engage at this level.

- **Joseph Driessen**

In 2015 we invited the popular international speaker Joseph Driessen to work with teachers and parents. Joseph is also extremely popular with parents and teachers alike. His blend of practical strategies is grounded in research and his easy manner is conducive to an informative, entertaining, enjoyable and very worthwhile night. Parents and teachers often say they feel empowered after his sessions.

- **Jean McNiff**

Jean McNiff, the internationally renowned researcher, presented to teachers. She brought her vast knowledge on action research and engaged teachers in discussing and debating the merits of engaging in action research in their own classroom

- **REEL**

The centre was involved in the establishment of REEL Association (Research Empowering Education Leadership). (see separate report)

## 4. Core Business

In line with previous years the core business of DEC involved the design, organisation and delivery of CPD for teachers and school communities.

4.1	Local course provision
4.2	The National Induction Programme for Teachers (NIPT) – Local Provision with a national dimension
4.3	Local Provision of National Programmes
4.4	The administration of the PDST Technology in Education (TiE) programme for schools
4.5	Administration of TPN and TPC
4.6	Administration of local circus and fairground services (see separate report)
4.7	Administration for numeracy and literacy (see separate report)
4.8	Young Ballymun (see separate report)
4.9	Mediation Skills Training Programme

### 4.1 Local Course Provision

The statistics for our local course provision are provided in the charts and lists section of this report.

#### 4.1.1 Spring 2013

- *Aistear* is a very popular course that is in high demand with teachers.. DEC have 5 trained tutors but because of the popularity of the course we trained 3 more tutors so that we would have a bigger panel to draw from. Two of the new tutors will be running summer course in their schools for DEC in July 2016.
- *Mata sa Rang* is another very popular programme and though the resources are costly for schools we still have a high demand for places. To this end we have requested training for more tutors to meet the demand we have experienced.
- School principals and other specific groups continue to be facilitated through various support groups which are held regularly in the centre.
- At both primary and post primary levels courses on *Mindfulness* proved popular and were well attended.

- The compulsory courses for NQTs were replicated many times in different locations and on most evenings of the week to meet the demand for this provision. Both NQTs at Primary and Post-Primary levels attended induction courses, some of which were cross-sectoral and some of which were sector-specific.
- While many ICT courses were organised, few attracted sufficient numbers to warrant delivery during the spring term. This is an area we need to revisit.

#### **4.1.2 Summer 2015: Local Course Programme**

Once again we provided a comprehensive summer course programme during July and August. Judging from the evaluations, these courses were all very well received by our participants. Those courses that were evaluated by the inspectorate were highly praised for their educational value and benefit. Our onsite courses were placed in different venues in DEC, local schools, Trinity College and NCAD.

- In Literacy we offered a course on writing with Cathy Beck. This is a hugely popular course which has grown considerably over the years. Two of her course participants also ran a writing course, at the end of which they successfully applied for Teacher Professional Community (TPC) funding for teachers as writers. This has been hugely successful and we are hoping to build on it next year.
- Our Aistear summer courses in both July and August covered both literacy and numeracy for infants as well as the role of play in the infant classroom.
- In the Arts we offered courses in Music. In Visual Arts we offered a course on *Exploring Teacher/Artist partnership in Arts Education* in collaboration with the education centre network as part of our contribution to the Arts Strategy.
- In preparation for the centenary celebrations which will take place throughout the country in 2016. We trained tutors and offered summer courses on *History – Pathways to 1916* which, like so many other courses, was full to capacity.
- Our summer courses on *Wellbeing, Mindfulness* and *Conflict Resolution* proved to be very popular and were very well received.
- Our ICT provision during the Summer term included courses on *Using Scratch to Develop Numeracy, Creating and Using Digital Resources in Literacy and Numeracy. Using ICT for Literacy and Numeracy in Junior Classes.*

#### **4.1.3 - Autumn 2015: Local Course Programme**

For the Autumn programme teachers from the primary and post primary sectors were able to avail of the following courses;

- Our new History tutors delivered further courses on 1916, amending the summer course to

meet schools and individual teachers' needs.

- Teachers from various schools did *Leaving Certificate Irish* and *The Global School Room*.
- School principals met for regular support meetings.
- The Active Schools Flag award continued.
- The centre provided an Information Evening on Retirement Issues and the implications of the Haddington Road agreement for teachers.
- We still continued to support the work of pupils with the Health and Safety Authority's new schools' safety project – this time on building safety.
- Our International speaker Joseph Driessen worked with teachers and parents on different courses.
- Jean McNiff presented to teachers on the theme of Action Research.
- Once again courses for NQTs were replicated several times in different locations during the term to meet the demand for this provision.
- Once again while many courses were offered in ICT as part of our ICT provision during the Autumn term under the regulations from PDST (TiE)
- *Mata sa Rang* and *Aistear* courses continued

#### **4.1.4 Gratitude to All Our Tutors/Facilitators for their work in 2015**

None of the local courses described above would have been possible without the professional design and delivery of our facilitators who injected their huge enthusiasm and great energy into their courses. Thanks goes to all of the superb facilitators who gave of their expertise in a most committed, dedicated and professional manner

#### **4.2 The National Induction Programme for Teachers (NIPT) – Local Provision with a national dimension**

Every newly qualified teacher at both primary and post-primary level, has up until recently been required to attend 10 of the 12 courses offered by the NIPT, within a specific time period, to fulfil their registration requirements for the Teaching Council. This requirement (and the earlier requirement whereupon NQTs had to attend the full complement of 12 sessions) hugely increased the work of the education centres around the country, especially those on the east coast.

The expansion of the Droichead programme in 2015 to a wider number of both primary and post-primary schools has resulted in a more eclectic mix of provision recognised by the Teaching Council to meet the requirements on NQTs for registration. This had resulted in a decrease in the number of NQTs needing to attend the full range of ten onsite sessions in their local education centre and consequently a decrease in the number of sessions facilitated by centre tutors.

I would like to thank Mary Burke, former National Co-ordinator of the NIPT, who ensured that our local facilitators and school mentors are well trained and that the course provision is relevant and up to date. We were sad to hear that Mary Burke was retiring at the end of the academic year but we wish her health and happiness in her new stage of career and life. We were also delighted to hear that Mairín Ní Cheilleachair was appointed as National Co-ordinator of NIPT and was in a position to assume her role in early November.

### **4.3 Local Provision of National Programmes**

The local dimension of the work associated with the various national programmes continued during 2015 at centre level and nationally. DEC like all other fulltime centres played its full part in collaboration with the various support services in organising and delivering courses and support to local schools and teachers.

- The Special Education Support Service (SESS), Project Maths as well as the PDST continued to provide support throughout 2015.
- The Junior Cycle for Teachers Support Service (JCT) delivered several events in the centre. This level of activity was far lower than the first year of the service. We look forward to working closely with this service when work resumes at a later stage following the completion of negotiations between the DES and the teacher unions.

I would like to take this opportunity to offer sincere thanks to all personnel from the various national programmes who worked with the centre on the local dimension of their own national programme throughout the year.

### **4.4 The administration of the PDST Technology in Education (TiE) programme for schools**

Our programme of ICT support is ratified by the MC and is submitted to PDST TiE in Dublin City University (DCU) each year. The courses provided have been detailed in the outline of the Spring, Summer and Autumn programmes of work. Much credit is due to Valerie Norris for her work in this area.

### **4.5 Teacher Professional Networks (TPN) and Teacher professional Communities (TPC)**

The administration of the TPN has been undertaken by the centre since the inception of the network. The duties associated with this network have been the responsibility of Jennifer Norton. The network organises local courses nationwide and national conferences. Jennifer administers the logistics associated with this network on top of her other accounting duties which are dealt with so expertly by her.

This year we saw the initiation of the new writing TPC called Professional Community of Writing Teachers (PICWITS) by Gerry Hancock and Mary Finnegan two past participants of the Cathy Beck summer course on writing for teacher,. They have managed to maintain good attendance and the participants are busy writing. We hope they will allow us upload some of their writing on our website for all to read!

#### **4.6 The Administration of the local Circus and Fairground Service**

Along with other Education Centres we collaborated with Limerick Education Centre in the provision of teachers to the circus and fairground communities. The Circus and Fairground Support Service (CFSS) was established in 1997 and has grown significantly over the seventeen years of its existence. The service operated through the network of Education Centres. Teachers were nominated by the Education Centre to be available, after school hours, to go out to the site of a circus or fairground, which may be in the area. Primary pupils while 'on the move' and away from their base school were able to avail of tuition.

Unfortunately, in 2015 the DES decided to cease the operation of the CFSS service. This was a huge loss for all involved. Many thanks to Mary O' Connor, the National Co-ordinator of the project, of all her hard work.

#### **4.7 Administration for numeracy and literacy**

I would like to thank both Jackie Delaney and Jackie Daly for the work they do in administering the PDST numeracy workload and Valerie Norris who administers the PDST literacy seminars and workshops. Please see separate report.

#### **4.8 Young Ballymun**

It is with great regret that on December 20<sup>th</sup> 2015 DEC ceased to manage the accounts for Young Ballymun. The funding from Atlantic philanthropic is planned to end in June 2016. It was agreed that DEC would end its involvement on the last day of the financial year to ease transfer and closure. DEC and Young Ballymun have always enjoyed an excellent working relationship and we wish everyone involved all the best going forward. (Please see separate report)

#### **4.9 Mediation Skills Training**

This year I attended the mediation skills training course as a participant. It has been very beneficial for me both personally and professionally. The skills learned are skills that are transferable to all life situations. It is a very practical course with role play and experiential learning implemented as the

core methodologies. Altogether ten participants have engaged in the course and have developed the skills of mediation thanks to the expert tuition from Fiona McAuslan.

## 5. Other Facets of My Work as Director

- **Aistear Steering Committee**

I represent ATECI together with three other Directors on the Aistear Steering Committee with NCCA personnel. We continue to develop capacity throughout the education centre network by training new Aistear tutors when needed. We also design and update the suites of CPD courses for teachers and we continue to evaluate participant feedback following attendance at these courses.

- **NIPT Committee**

DEC has the one of largest number of registered NQTs. I am now a member of the NIPT subcommittee along with four other directors. We work closely with the national coordinator Mairín Ní Chéilleachair and her deputies to provide the best possible service to NQTs and their schools.

- **National Educational Psychological Service**

National Educational Psychological Service (NEPS) director Ann Tansey works closely with three other directors and myself to plan for the delivery of many of their programmes in Education Centres. At present DEC has not provided these services but plans are progressing and it is hoped that they will be run in the centre in 2016.

## 6. Report on strategic plan: internal and external

At the AGM last year I stated that I would work at constructing a strategic plan for the Centre. This involved examining the functioning of the centre from an internal perspective and from an external perspective.

### 6.1 Internal

Following staff meetings, management committee meetings and with reference to accounts from the last year it was decided to:

- **Restructure the computer room:** Following a review of the use of the computer room it was agreed to change the layout of the room. This allowed the room to be used for a variety of different purposes.
- **Reorganised staff duties to effect efficiency:** It was decided not to employ part time students and to examine work allocations in light of this decision. Employees were offered flexy time

to cover different work shifts in the centre. This has proven to be very successful and has increased our family-friendly work ethos.

- **Expand custom base:** We also sought to increase our custom base and contacted some organisations which had previously used the Centre. We were fortunate that our efforts proved successful.

## 6.2 External

In the autumn term we contacted our schools and asked principals and teachers to complete a questionnaire on Survey Monkey. Though the response rate was not what we had hoped we were able to gather valuable information. (68 principals and 121 teachers) It is noteworthy that there were more responses from the primary sector than from the post primary sector. (77 Primary, 38 Post Primary)

### Principals' replies

Altogether there were 68 responses from principals. Number of responses were small but we can view this as a good start with 51 primary principals replying and 8 post primary principals. They requested support in the areas of:

- School Self-Evaluation
- Individual support for themselves as principals
- IT and Gaeilge
- Special Education Needs

The type of support they preferred:

- 68% preferred once off evening events for CPD.

I believe that once off evening events reflect the specific needs of the teachers in the catchment area of DEC. We must take this into consideration as we plan in the future.

- 21% expressed an interest in blended courses (a mixture of some online and some face to face content.)

This is a very interesting statistic for DEC as the present Mediation Skills course we offer uses a blended module. It is also an area which we could develop further.

- 90% of participants would attend Leadership courses

Unfortunately, the Tóraíocht course we are presently offering in the Centre is not guaranteed to be continued beyond next year so there is an onus on DEC to source another type of leadership course to meet this very strong need.

- The Preferred time for any course meeting for principals is 11am-1pm

There is still support for afternoon and evening courses (47%).

- 79% of respondents are happy to pay for courses for auxiliary staff. There were a number of specific requests for manual handling.

- Accredited courses up to doctorate levels is desired by 80% of the respondents

This provides us with a clear mandate to source courses that can gain accreditation with HEA and or established Universities.

### **Teachers' questionnaires**

Similarly to the Principals' questionnaire there were significantly more replies from primary teachers (77) than post primary teachers (38)

Primary teachers' top requests were for:

- Mental maths
- Differentiation
- Special Education Needs

Whereas Post primary teachers top requested were more subject centred the highest number of requests were for:

- Business Studies
- CSPE
- History
- Biology

This could be indicative of the subject teachers who answered the questionnaire rather than a needs based demand.

Interestingly across the two sectors there was a demand for Conflict Resolution 39%. This is a course that we do offer to everyone.

Preferred times for attending specific need courses demonstrates that 62% preferred once off or one evening a week with 25% preferring afternoon time 4pm-6pm with evening time 6pm-8pm and 7pm-9pm also required.

Teachers proved to be less inclined to online learning than principals (14% teachers and 21% principals). However, onsite face to face courses were still the preferred options.

A significant 80% would like to be able to borrow equipment. This is very interesting data for DEC to have gathered. At present we have a limited stock of resources that we loan. The most popular resource is the History Bronze Age Handling Box. This is an areas we could certainly investigate and develop.

80% of respondents expressed an interest in acquiring accreditation for attending courses. This is similar to the data gained from the principals' questionnaire.

### 6.3 What have we learned from the strategic planning?

- The demand for accreditation for both principals and teachers at both levels is strong.
- There is a demand for CPD in general curricular areas and in leadership.
- Conflict resolution is an area that is of interest to both primary and post primary teachers.
- Schools are willing to pay for courses for secretaries and caretakers and ancillary staff.
- The time most preferred for attendance at courses for principals is 11am to 1pm whereas afternoon 4pm -6pm sessions suit teachers better.
- Face to face is the most popular CPD requested but respondents are willing to look at blended learning as an option.

### 6.4 Future proposed actions

- Investigating acquiring accreditation for further CRE courses from St. Patricks College DCU
- Exploring leadership / coaching and mentoring courses with accreditation with Kingstown College Dunlaoghaire
- Continuing to develop and expand the TL21project with Maynooth University
- Exploring possibilities to further develop CRE Mediations Certificate by offering short courses and support through Croke Park hours in schools.
- Considering running course from 4pm-6pm once the Droichead programme is on board and our rooms are more available
- Considering the possibility of running for further blended courses in curricular areas and in leadership.
- Building on the success of ENIRDELM Conference has given the staff in DEC experience in event organisation. I propose running a Research Conference in conjunction with Regions 1 and 2. We would then publish our papers online and provide a platform for teachers to display their research to a wider audience.

## 7. In conclusion

DEC looks forward to investigating and exploring ways in which we can improve our service to our educational communities. Please let us know through our website, or simply by popping in and talking to us about how we may be of assistance and of service throughout 2016 and beyond. This centre and its facilities and services are at your disposal to support your work. It has been a privilege to work with you in 2015 and we look forward to continuing this relationship throughout 2016.

Thank you all for your attention.

***Catherine Shanahan***

Director, March 2016.

## TREASURER'S REPORT 2015

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I am pleased to present the 2015 Financial Report for Drumcondra Education Centre. The statement of accounts as presented by Noel Ryan & Associates, Centre Auditor, is contained in the Annual Report. The Auditors are to be complimented on their meticulous attention to detail during their audit of the year end accounts. Transaction testing was conducted on a large sample of both income and expenditure entries on all projects resulting in a very comprehensive report with valuable recommendations. This level of testing and reporting enhances the provision and maintenance of Centre finances.

2015 was a very busy year for the Centre with a footfall exceeding 15,000. There was a large demand for Local Courses, 1916 preparatory courses and events, Summer Course administration, Enirdelm Conference, PDST cross sectoral courses and CRE (Conflict Resolution Education). The refurbishment of the Elm Room provided us with an additional room for rental income and has proved to be a prudent investment.

While the end of year deficit is very substantial, we have managed to sustain our staffing levels through income generated through CRE (Conflict Resolution Education), PDST, JCT and outside groups. There has been a steady reduction in activity in projects such as NCTE, Project Maths and NQT's and the Junior Cycle Programme is still under negotiation. The building costs in 2015 were exceptionally high and this reflects the age of our building and the wear and tear of an ever increasing footfall.

Looking ahead to 2016, we are making major efforts to keep our costs down and are looking at ways to generate income within the education sector while enhancing our services to our school community.

Finally, I would like to thank my colleagues on the Financial Sub Committee for their support over the past year. I would also like to thank the Centre finance team of Jennifer Norton and Michael Lyng.

Jerry Pierce  
Treasurer  
March 2016.

**NOEL RYAN and ASSOCIATES**

**Certified Public Accountants &  
Registered Auditors**

7 Cabinteely Close  
Cabinteely, Dublin 18

Telephone: 353-1-204 8864  
Fax: 353-1-204 8868  
E-mail: info@noelryanaccountants.ie  
Web: www.noelryanaccountants.ie

**Auditor Report for the accounts of Drumcondra Education Centre**

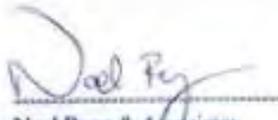
*Audit Report to the members of the Management Committee  
Of Drumcondra Education Centre*

We have audited the accounts set out on pages <sup>26 to 29</sup> in accordance with Auditing Standards and have obtained all the information and explanations we considered necessary.

In our opinion, proper books of account have been kept by the Management Committee and the accounts, which are in agreement therewith, give a true and fair view of the state of affairs of the centre at 31<sup>st</sup> December 2015 and of its results for the year then ended.

In our opinion, the accounts have been prepared in accordance with the Administrative and Financial Guidelines for Education Centres issued by the Department of Education.

Date: 24/02/2016



Noel Ryan & Associates  
Certified Public Accountants & Registered Auditors

## FINANCIAL ACCOUNTS 2015

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### DRUMCONDRA EDUCATION CENTRE

#### INCOME & EXPENDITURE FOR YEAR ENDED 31/12/2015

INCOME	2015	2014
<i>Department of Education &amp; Science</i>	€	€
General Grant	180,760	180,760
<i>Programme Related Income</i>		
Administration Pay	21,830	29,889
Administration Non Pay	2,579	1,706
Seminar Fees	364	1,815
E.C. Services	25,330	23,384
E.C. Room Hire	30,225	32,485
	80,328	89,279
<i>Other Source Income</i>		
E.C. Services DES Related Groups	272	
E.C. Room Hire DES Related Groups	375	125
E.C. Room Hire External Groups	6,105	5,155
E.C. Services External Groups	2,575	2,214
Education Centre Materials	20	
Consultancy Fees		
Course Fees	300	7,210
Enirdelm Conference	23,867	
Other Income	1,216	1,180
Broadband Grant		1,000
Laminating	1,075	1,784
Photocopying Service	32	
Centre Book Sales	1,085	1,176
Centre Courses	3,405	580
	40,327	20,424
Deposit Interest Earned	-	-
<b>TOTAL INCOME FOR YEAR</b>	<b>301,415</b>	<b>290,463</b>

**DRUMCONDRA EDUCATION CENTRE  
ACCOUNT FOR YEAR ENDED 31/12/2015**

<b>EXPENSES</b>	<b>2015</b>	<b>2014</b>
	<b>€</b>	<b>€</b>
<i>Administration Costs</i>		
Staff Payroll	201,028	188,935
Casual Staff	3,504	11,383
Consultancy Fees		400
Staff Training	802	405
Travel Director	3,889	2,190
Subsistence Director	1,095	1,213
Miscellaneous Directors Expenses	958	926
Staff Miscellaneous Expenses		
Conference Expenses	2,095	2,260
Committee Members Expenses	1,772	1,827
Miscellaneous Travel	126	692
Accommodation Costs		428
Travel Staff	12	465
Iriseain - Retired Inspectors Payments		
Audit & Accountancy	18,432	16,730
Telephone	3,293	3,348
Website & Internet Costs	(3,633)	(11,990)
Postage	5,104	1,432
Courier Costs	(923)	1,098
Office Supplies	1,308	378
Photocopying	(2,613)	(5,572)
Staff Canteen		155
Books, Papers & Magazines	912	1,309
Library Books Purchased		
Memberships & Subscriptions	5,855	5,480
Computer Software	1,392	2,112
Gifts & Donations	968	1,999
Lamination Costs	564	572
Miscellaneous Expenses	-	9
	<hr/>	<hr/>
	245,940	228,184
<i>Establishment Costs</i>		
Health & Safety	745	841
Light & Heat	19,972	13,536
Maintenance - Building	19,706	7,251
Maintenance - Grounds	3,000	33
Computer Contracts & Maintenance	12,689	17,156
Storage Costs	(43)	(384)
Security & Alarm System	3,884	1,743
Maths Project Costs	85	-
Insurance	5,740	6,048
Cleaning	3,717	3,592
Maintenance - Fixtures & Fittings		
Maintenance - Equipment	691	5,876
Depreciation	<hr/>	<hr/>
	14,514	17,127
	<hr/>	<hr/>
	84,700	72,819
Catering Contracts	<hr/>	<hr/>
	1,895	6,579

<i>Programme Related/Seminar Costs</i>		
Centre Seminar Costs	3,020	3,337
Enirdelm Expenses	30,601	
Bad debt write off	10,041	
<i>Finance Charges</i>		
Bank/Credit Charge Charges	2,533	2,699
TOTAL EXPENSES FOR YEAR		
<i>Administration Costs</i>		
	245,940	228,184
<i>Establishment Costs</i>		
	84,700	72,819
Bad debt write off	10,041	
<i>Catering Costs</i>		
	1,895	6,579
<i>Programme Related/Seminar Costs</i>		
	33,621	3,337
<i>Finance Charges</i>		
	2,533	2,699
	378,730	313,618
REPRESENTED BY :-		
RESERVES		
TOTAL INCOME FOR YEAR	301,415	290,463
TOTAL EXPENSES FOR YEAR	(378,730)	(313,618)
SURPLUS/(DEFICIT) FOR YEAR	(77,315)	(23,155)
OPENING BALANCE	251,639	274,794
CLOSING BALANCE AT YEAR END	174,324	251,639

## INFORMATION TECHNOLOGY / NCTE

### INCOME & EXPENDITURE FOR YEAR ENDED 31/12/2015

INCOME	2015 €	2014 €
<i>Department of Education &amp; Science</i>		
NCTE Administration Grant	16,000	15,872
<i>Programme Related Income</i>		
TSI Seminar Costs Reimbursed	12,293	17,804
NCTE Special Seminar Costs Reimbursed		
	12,293	17,804
<i>Other Source Income</i>		
ICT Advisor Travel & Subsistence	-	-
<i>Administration Fee Income</i>		
TSI Seminar Administration Fees	900	1,434
NCTE Teaching Materials Grant		
	900	1,434
	29,193	35,110
<b>EXPENSES</b>		
<i>Administration Costs</i>		
TSI Seminar Administration Fee	900	1,434
NCTE Special Courses Administration Fee		
NCTE Administration Salary	16,000	15,872
ICT Advisors Mobile Phone		
ICT Advisor Misc Expenses		
Telephone		
Postage		
Stationery		
Accountancy		
Miscellaneous Expenses		
Software expenditure & maintenance		
	16,900	17,306
<i>TSI Seminar Costs</i>		
TSI Course Lecture Fees	7,732	13,399
TSI Course Lecture Travel	1,173	1,321
TSI Course Lecture Subsistence		
TSI Course Lecture Venue Costs	1,260	3,005
TSI Course Catering	2,140	2,683
TSI Course Participants Travel		
Autumn Participant Travel		
TSI Miscellaneous Expenses		220
<i>TSI Special Seminar Costs</i>		
NCTE Special Lecture Fees		
NCTE Special Lecture Travel		
NCTE Special Lecturer Subsistence		
NCTE Special Courses Catering		
NCTE Special Courses Venue Costs		
NCTE Special Courses - Participants Travel		
Autumn Participant Subsistence		

NCTE Special Courses - Subsistence

12,305	20,628
--------	--------

REPRESENTED BY :-

RESERVES

TOTAL INCOME FOR YEAR	29,193	35,110
TOTAL EXPENSES FOR YEAR	29,205	37,934
SURPLUS/(DEFICIT) FOR YEAR	(12)	(2,824)
OPENING BALANCE	(1,955)	869
CLOSING BALANCE AT YEAR END	(1,967)	(1,955)

**PROJECT MATHS - (P.M.)****INCOME & EXPENDITURE FOR YEAR ENDED 31/12/2015**

<b>INCOME</b>	<b>2015</b> €	<b>2014</b> €
T.E.S. Grants	335,217	674,794
Project Maths Conference	21,575	30
	<u>356,792</u>	<u>674,824</u>
<b>EXPENSES</b>		
<i>Administration Costs</i>		
Staff - Secretarial	48,841	48,843
Staff - P/T Support	21,869	22,112
Staff - Accounts	1,951	1,951
Travel - EC Director & Staff	738	81
Telephone & Mobile	1,130	1,251
Couriers	143	895
Postage	3,882	9,856
Lamination	227	117
Stationery	6,061	7,190
Books purchase	1,672	1,223
Bank Charges	81	60
Insurance	1,000	1,000
Legal Fees	-	-
Audit/Accountancy	2,122	1,795
Translation	3,447	8,655
Equipment Purchases	4,791	904
IT Software Purchases	1,144	3,127
Storage	1,708	1,858
Project Maths Resources	21,722	54,724
Website Costs	601	18,043
Equipment Contracts & Maintenance	273	265
Office Furniture	-	-
Printing/Database Costs	14,912	5,781
Depreciation & P/L on disposal	3,878	4,188
	<u>142,192</u>	<u>193,919</u>
<i>Programme &amp; Team Costs</i>		
Travel Allowance	38,689	66,045
Subsistence	43,003	72,590
Telephone	3,013	3,770
Broadband	2,075	4,100
Equipment Purchased	50	70
Software	1,249	895
Stationery	215	494
Office Allowance	500	511
Home Allowance	5,651	11,682
Venue Costs	19,075	56,260
Catering Costs	23,454	95,577
Resources	4,994	1,592
Photocopying	6,724	11,117
Participants Travel & Subsistence	3,477	16,732
Lecturer Fees, Local Facilitators/Associates	44,035	50,101
Lecturer Travel	16,861	14,093
Lecturer Subsistence	14,911	14,491
Lecturer Misc Expenses	70	298
EC Administration Fee	475	2,183

Seminar Costs	1,725	2,226
Pilot School Grants		
Substitution Costs		
Project Maths Conference	<u>27,457</u>	<u>1,365</u>
	<u>257,703</u>	<u>426,192</u>
<b>TOTAL EXPENSES FOR YEAR</b>	<u>399,895</u>	<u>620,111</u>

**PROJECT MATHS - (P.M.)**

**BALANCE SHEET AS AT 31/12/2015**

	<b>2015</b>	<b>2014</b>
	€	€
<b>FIXED ASSETS</b>		
Computers	43,176	38,554
Accumulated Depreciation	<u>(34,127)</u>	<u>(30,249)</u>
	<u>9,049</u>	<u>8,305</u>
<b>CURRENT ASSETS</b>		
Debtors	194	90
Prepayments		1,000
Bank Current Account	<u>28,903</u>	<u>64,955</u>
	<u>29,097</u>	<u>66,045</u>
<b>CURRENT LIABILITIES</b>		
Creditors	20,824	20,602
Accruals	<u>9,097</u>	<u>2,419</u>
	<u>29,920</u>	<u>23,021</u>
<b>NET CURRENT ASSETS</b>	<u>(823)</u>	<u>43,024</u>
<b>TOTAL ASSETS</b>	<u>8,226</u>	<u>51,329</u>
<b>REPRESENTED BY:- RESERVES</b>		
<b>TOTAL INCOME FOR YEAR</b>	356,792	674,824
<b>TOTAL EXPENSES FOR YEAR</b>	<u>399,895</u>	<u>620,111</u>
<b>SURPLUS FOR YEAR</b>	(43,103)	54,713
<b>OPENING BALANCE</b>	<u>51,329</u>	<u>(3,384)</u>
<b>CLOSING BALANCE AT END OF YEAR</b>	<u>8,226</u>	<u>51,329</u>

**Project Maths, Fixed Assets at Cost 31/12/2015.**

**Computer Equipment**

		Cost	
		€	2015
<b>2008</b>			
31-Dec	Projectors		3,044
31-Dec	SLSS Equipment:		
	Laptop		800
	Data Projector		484
	Data Projector		798
	Data Projector		798
	Desktop Printer		193
31-Dec	Camcorder		2,965
	6 Printers		484
<b>2009</b>			
31-Dec	Camcorder		522
	Camcorder		522
	Digital Projector		634
	Digital Projector		635
	Digital Projector		635
31-Dec	PC		1,674
31-Dec	Hall Cameras		2,794
<b>2010</b>			
			0.00
Oct-14	Laser Printer		357
Nov-19	Data Projector		1,009
<b>2011</b>			
Dec-31	Laptop		593
	Laptop		593
Dec-31	rdo equipment		1,281
<b>2012</b>			
Jan-23	Micro Aid	Laptop	603
		Laptop	603
		Laptop	603
Jan-31	PC Peripherals	Laptop	621
Jun-20	Micro Aid	Laptop	1,077
		Laptop	1,077
Jun-20	Micro Aid	Projector	493
		Projector	493

Aug-27	Micro Aid	1 asus laptop	649
Nov-30	Centre	Komplete laptop	713
<b>2013</b>			
Nov-30	Micro Aid	Laptop	2,352
Nov-30	Micro Aid	Asus Laptop	622
		Asus Laptop	622
Dec-31	Centre		1,349
<b>2014</b>			
			0.00
Nov-25	Micro Aid	Toshiba laptop	474
		Toshiba laptop	474
<b>2015</b>			
Mar-18	Surface pro x 14		2,814
Mar-18	Surface pro		401
Apr-14	Surface pro		412
Jul-17	Surface pro		<u>1,001</u>
<b>Cost per accounts 2015</b>			<b><u>43,176.00</u></b>

**DRUMCONDRA EDUCATION CENTRE  
CONSOLIDATED - INCOME & EXPENDITURE ACCOUNT  
FOR YEAR ENDED 31/12/2015**

**2015**                      **2014**  
€                                      €

**INCOME**

Grants Received in Year

*Department of Education & Science*

Drumcondra Education Centre	180,760	180,760
Local Courses	96,690	94,309
Information Technology/N.C.T.E.	16,000	15,872
Write to Read	10,649	12,240
Project Maths	335,217	674,794

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639,316                      977,975

*Programme Related Income*

P.D.S.T. (CORE)	55,249	37,636
Drumcondra Education Centre	80,328	89,279
Information Technology/N.C.T.E.	12,293	17,804
Mediation training	11,875	11,370
Project Maths	21,575	30
P.P.P.D.	6,929	19,011
P.P.D.	-	9
Special Programme	77,670	118,676

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265,919                      293,815

*Other Source Income*

Drumcondra Education Centre	40,327	20,424
Local Courses	12,881	9,752
Information Technology/N.C.T.E.	-	-

---

53,208                      30,176

*Administration Fee Income*

Information Technology/N.C.T.E.	900	1,434
P.P.P.D.	79	90

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979                              1,524

Deposit Interest Earned

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-                                      -

**TOTAL CONSOLIDATED INCOME FOR YEAR**

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959,422                      1,303,490

**DRUMCONDRA EDUCATION CENTRE  
CONSOLIDATED - INCOME & EXPENDITURE ACCOUNT  
FOR YEAR ENDED 31/12/2015**

<b>EXPENSES</b>	<b>2015</b>	<b>2014</b>
	€	€
<i>Administration Costs</i>		
Drumcondra Education Centre	245,940	228,184
Information Technology/N.C.T.E.	16,900	17,306
Write to Read	15,475	15,249
P.P.P.D.	79	90
C.P.G.		(400)
Project Maths	142,192	193,919
	<u>420,586</u>	<u>454,348</u>
<i>Establishment Costs</i>		
Drumcondra Education Centre	84,700	72,819
<i>Mediation training</i>		
Drumcondra Education Centre	14,833	6,857
<i>Catering Costs</i>		
Drumcondra Education Centre	1,895	6,579
<i>Programme Related / Seminar Costs</i>		
P.D.S.T. (CORE)	50,191	36,151
Drumcondra Education Centre	3,020	3,337
Local Courses	96,686	89,640
Information Technology/N.C.T.E.	12,305	20,628
Enirdelm Expenses	30,601	-
P.P.P.D.	7,397	19,229
P.P.D.	-	9
Special Programmes	79,615	106,830
Bad debt write off	10,041	-
Project Maths	257,703	426,192
	<u>547,559</u>	<u>702,016</u>
<i>Finance Charges</i>		
Bank Charges	2,533	2,699
<i>Programme closure</i>		
PDST (transfer of balance funds)		-
CPG (transfer of balance funds)		3,775
RSE (transfer of balance funds)		10,534
<b>TOTAL CONSOLIDATED EXPENSES FOR YEAR</b>	<u><b>1,072,106</b></u>	<u><b>1,259,627</b></u>

**Bad debt note:**

The bad debts relates to (a) a deficit of €3614 due to the spend being more on local courses than the Centre received by DES and (b) a deficit of €6427 due to the spend being more on NCTE than the Centre received by DES.

**DRUMCONDRA EDUCATION CENTRE****CONSOLIDATED BALANCE SHEET AS AT 31/12/2015**

		<b>2015</b>	<b>2014</b>
		€	€
<i>FIXED ASSETS</i>	Schedules		
Proposed Extension		12,141	12,141
Office Equipment	1	55,485	63,337
Computer Equipment	2	14,420	17,493
		<hr/>	<hr/>
		82,046	92,971
		<hr/>	<hr/>
<i>CURRENT ASSETS</i>			
Bank	3	517,686	678,130
Debtors		25,532	38,992
Prepayments		10,025	16,759
		<hr/>	<hr/>
		553,242	733,881
		<hr/>	<hr/>
<i>CURRENT LIABILITIES</i>			
Creditors & Accruals	4	247,441	326,320
		<hr/>	<hr/>
<i>NET CURRENT ASSETS</i>		305,802	407,561
		<hr/>	<hr/>
<i>TOTAL ASSETS</i>		387,848	500,532
		<hr/>	<hr/>
CONSOLIDATED INCOME FOR YEAR		959,422	1,303,490
CONSOLIDATED EXPENSES FOR YEAR		(1,072,106)	(1,259,627)
		<hr/>	<hr/>
CONSOLIDATED SURPLUS/ (DEFICIT) FOR YEAR		(112,684)	43,863
OPENING CONSOLIDATED RESERVES		500,532	456,669
		<hr/>	<hr/>
CLOSING CONSOLIDATED RESERVES	5	387,848	500,532
		<hr/>	<hr/>

**DRUMCONDRA EDUCATION CENTRE  
CONSOLIDATED ACCOUNTS  
FOR YEAR ENDED 31/12/2015  
SCHEDULES TO THE CONSOLIDATED ACCOUNTS**

<b>Fixed Assets</b>	<b>D.E.C.</b>	<b>P.M.</b>	<b>TOTAL</b>
	<b>€</b>	<b>€</b>	<b>€</b>
<b>Office Equipment</b>			
Opening Balance	124,889	-	124,889
Additions in Year	<u>1,993</u>	<u>-</u>	<u>1,993</u>
	126,882	-	126,882
Disposals in Year	<u>-</u>	<u>-</u>	<u>-</u>
Closing Balance	<u>126,882</u>	<u>-</u>	<u>126,882</u>
<i>Accumulated Depreciation</i>			
Opening Balance	61,552	-	61,552
Charge for Year	<u>9,845</u>	<u>-</u>	<u>9,845</u>
	71,397	-	71,397
Adjustment on Disposals	<u>-</u>	<u>-</u>	<u>-</u>
Closing Balance	<u>71,397</u>	<u>-</u>	<u>71,397</u>
Net Book Value at 31/12/2014	<u>63,337</u>	<u>-</u>	<u>63,337</u>
Net Book Value at 31/12/2015	<u>55,485</u>	<u>-</u>	<u>55,485</u>

<b>Computer Equipment</b>	<b>D.E.C.</b>	<b>P.M.</b>	<b>TOTAL</b>
	<b>€</b>	<b>€</b>	<b>€</b>
Opening Balance	46,730	38,555	86,467
Additions in Year	<u>852</u>	<u>4,622</u>	<u>5,474</u>
	47,582	43,177	91,941
Disposals in Year	<u>18,011</u>	<u>-</u>	<u>18,011</u>
Closing Balance	<u>29,571</u>	<u>43,177</u>	<u>73,930</u>
<i>Accumulated Depreciation</i>			
Opening Balance	37,543	30,249	68,974
Charge for Year	<u>2,364</u>	<u>3,878</u>	<u>6,242</u>
	39,907	34,127	75,216
Adjustment on Disposals	<u>15,706</u>	<u>-</u>	<u>15,706</u>
Closing Balance	<u>24,201</u>	<u>34,127</u>	<u>59,510</u>
Net Book Value at 31/12/2014	<u>9,187</u>	<u>8,306</u>	<u>17,493</u>
Net Book Value at 31/12/2015	<u>5,370</u>	<u>9,050</u>	<u>14,420</u>

**DRUMCONDRA EDUCATION CENTRE**  
**SCHEDULES TO THE CONSOLIDATED ACCOUNTS - Continued**

	<b>2015</b>	<b>2014</b>
	€	€
<b>Bank Accounts</b>		
<i>Bank Accounts - General</i>		
D.E.C. Current Account	29,003	71,492
D.E.C. Deposit Interest Account	-	-
D.E.C. Contingency Fund	140,845	140,820
N.C.T.E. Current Account	23,321	23,964
Mediation Training Current Account	9,529	12,997
R.S.E. Current Account	-	-
C.P.G. Current Account	-	-
Project Maths Current Account	28,903	64,955
Petty Cash	76	-
<i>Grant Disbursement Bank Accounts:-</i>		
T.P.N. Current Account	32,915	70,672
Man Support Deposit 1 Account	151,569	192,075
BOM Deposit Account	101,525	101,155
	<hr/> 517,686	<hr/> 678,130
<b>Creditors &amp; Accruals</b>		
Creditors	28,611	31,051
Accruals	28,616	28,650
<i>Undistributed Grant Income</i>		
T.P.N.	32,688	70,463
T.P.C.	6,081	4,081
M.S.P.P.	-	-
M.S.P.	151,445	192,075
	<hr/> 247,441	<hr/> 326,320
<b>Reserves</b>		
Drumcondra Education Centre/PDST/Write to Read	179,654	256,737
CRE	10,039	12,997
Local Courses	64,571	51,686
Information Technology/N.C.T.E.	(1,967)	(1,955)
P.C.S.P./P.P.D.S.	51,474	51,474
P.P.P.D.	26,231	26,699
P.P.D.	25,375	25,375
Special Programme	24,245	26,190
Project Maths	8,226	51,329
	<hr/> 387,848	<hr/> 500,532

## FIXED ASSETS REGISTER 2015

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### Drumcondra Education Centre.

#### Fixed Asset listing at cost as at 31st. December 2015.

#### Fixtures & Fittings

Date	Detail	€	2015
<b>2006</b>			
Mar-10	Painting, Whichcraft		1,890
Jun-12	Electronic doors		8,349
Jun-15	Painting, Oisin Gallery		5,700
Jul-13	Carpet for stairs		2,426
<b>2007</b>			
Jan-22	Carpet for stairs		2,017
Jan-31	Display stand-Centre Logo		1,089
19-Dec	2 Seismology instruments		1,000
<b>2009</b>			
Dec-31	Barrier at entrance		9,874
<b>2011</b>			
Feb-28	New boiler		1,446
Sep-06	New clocking in system		2,333
<b>2011 New reception area</b>			
Dec-31	O`Shea design		665
	O`Shea technical report		908
	Design construction		1,634
	Castlerock Build		11,236
	Sliding doors, glass etc		12,201
	AM Refurbish reception		4,097
	Furniture reception		9,597
	Shelf, desk legs etc		1,060
	Swivel chairs		929
<b>2012</b>			
Jan-19	Dishwasher		2,275
Jan-31	Shelving reception		553
Feb-22	Fire Door		4,544
Apr-24	Office furniture Directors & Admin office		6,411
Apr-24	Office furniture Directors Office		588
Aug-20	Ramp re parking		2,045
<b>2013</b>			
Aug-08	Gas boiler Remeha Quinta 65		7,453
<b>2014</b>			
	9 Folding tables		1,793
	3 Tables		598
<b>2015</b>			
<b>Jul-31</b>	Chairs computer room		<u>1,993</u>

**Cost per accounts 2015****106,704.00****Office Equipment****2009**

€

Dec-30 Digital Printer/Copier Kopikat 9,477.00

**2014**Nov-30 Black/White Kopikat Copier 10,701**Cost per accounts 2015****20,178.00****Computer Equipment****2006**

€

04-Apr Interactive Whiteboard fusion 1,216

31-Oct Server, Remote access uptown 1,022

**2007**

22-May 21 Laptops, T4 Group dell 8,195

**2008**

29-Oct Data Projector epson, uptown 785

**2010**

Dec-31 Fujitsu Siemens PC, RSE Secretary valerie 760

Dec-31 Fujitsu Siemens PC, Administrator 712

**2011**

Apr-30 PC Bridget 689

Apr-30 Iomega Server definitive 702

Jun-13 Server definitive 4,985

Oct-26 PC Peter 571

Dec-02 2 Toshiba laptops centre 1,126

**2012**

Jan-31 PC Aoife 650

Mar-31 PC Rosemary 669

Sep-26 2 PCs bernie, jackie 1,803

Sep-26 Laptop fiona 614

Nov-30 Data Projector Maple Room epson, definitive 525

**2014**

Dec-31 Asus Laptop 540

Dec-31 Epson Data Printer 501

Dec-31 4 Laptops, nqts 1,720

Dec-31 2 PCs project maths office 934

**2015**

Mar-31 Laptop Definitive, Director 406

Mar-31 PC Definitive, Director 446**Cost per accounts 2015****29,571**



### **Mediation Skills Training Programme**

The Autumn 2014 Dublin Mediation Skills Training Group finished in March 2014 and the graduation was attended by all 9 participants.

The Mediation Skills Training Group for 2015/16 started in October 2015, with 10 participants and will finish end February 2016.

Aoife Lewis

Programme Administrator

### **Summary Report 2015-2016: Project Maths**

#### **Development Team Continuing Professional**

#### **Development**

Since 2008, the Project Maths Development Team (PMDT) has delivered 10 workshops for all teachers of mathematics, designed and delivered a series of evening modular courses, undertaken hundreds of school visits (without substitution) and provided two National Conferences: *Maths Counts* in 2013 and 2015.

In the school year 2015/16, support for teachers of Mathematics entered its second phase of professional development as follows:

- completed Phase 2 of half-day school visits with substitution provided (Term 1 of school year 2015-2016)
- commenced Phase 3 of half-day school visits with substitution provided (Term 2 of school year 2015-2016)
- will commence Phase 4 of half-day school visits with substitution provided (Term 3 of school year 2015-2016)
- commenced for a second time *Reflections on Practice* initiative nationally (school year 2015-2016)

**Details of each of these are outlined below. In addition progress to date for school year 2015-2016 is provided.**

#### **School visits (School year 2015-2016)**

##### **Phase 2: Half day school visits (Term 1 of school year 2015-2016)**

Phase 1 of half-day school visits with substitution commenced in Term 3 of the academic year 2014-2015. All post- primary & non-mainstream schools were invited to complete and submit a form to Drumcondra Education Centre to apply for a school visit. In advance of the school visit Drumcondra replied to each school with an allocated date and designated RDO for the visit. In advance of the school visit the RDO made contact with the Principal and head of the Maths Department to discuss the nature and focus of the visit based on algebraic reasoning which had been agreed by the Design Team in collaboration with PMDT. After the school visit RDOs email the maths coordinator to remind them of work that has been done and targets set for future practice. Algebraic reasoning was chosen as it is a problematic area for Irish students identified in PISA 2012 and State Examinations nationally. (See Appendix 1 for application form.).

The aim of these school visits focused and will continue throughout each phase on algebraic reasoning to help teachers:

- Recognise key mathematical ideas with which students are having difficulty with
- Gain insights into students' thinking
- Develop questioning that will help students deepen their mathematical understanding.
- Analyse tasks to discover the mathematics content students will learn from engagement with them
- Make more mathematical connections
- Reflect on current department practices (consistency of approaches in teaching algebra) and school-based initiatives arising from the Project Maths Development Teams 2014/15 Seminar
- Direct teachers to resources for Numeracy & Literacy that are available
- Deliver on any school need identified

Phase 2: Term 1 of School Year 2015-2016 Total Number of School Visits: 135 schools visited,  
Attendance: Total number of teachers attended = 787

### **Phase 3: Half day school visits (Term 2 of school year 2015-2016)**

Aim of school visits as outlined above.

Phase 3: A total of 100 half day school visits are scheduled. Duration of visit: 3 ½ hours

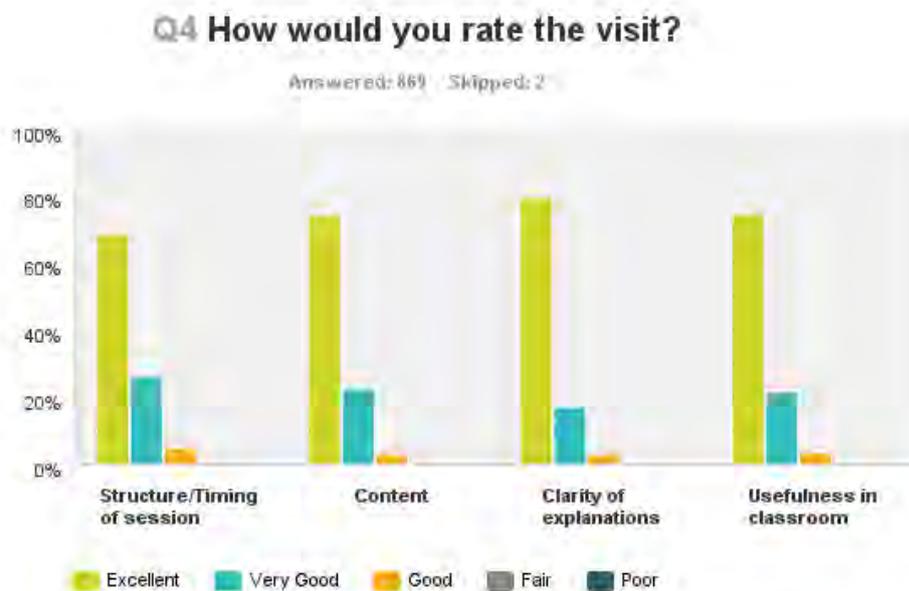
To date (17-2-2016) total number of school visits = 64 schools visited Attendance: Total number of teachers attended 406.

### **Phase 4: Half day school visits (Term 3 of school year 2015-2016)**

Many schools are requesting a second school visit and have been put on a waiting list.

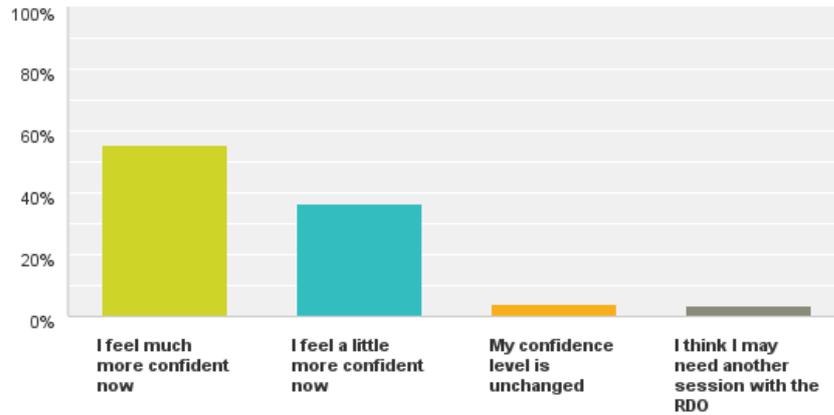
**Note: Duration of all school visits 3 ½ hours.**

**An analysis of the school visits based on data from questionnaires filled in by teachers via Survey Monkey is as follows:**



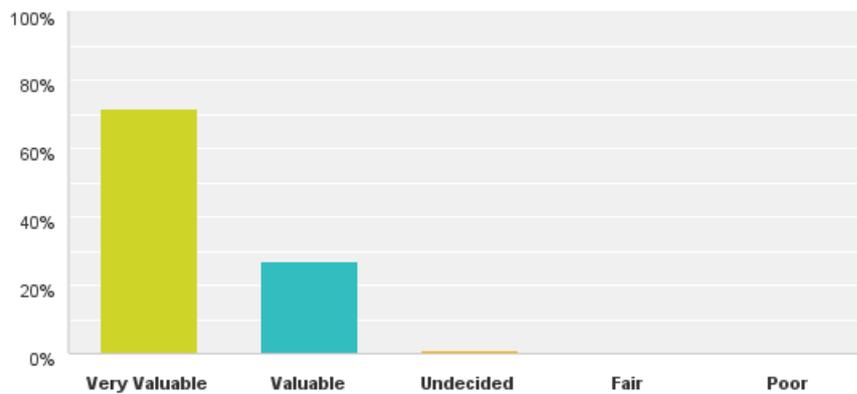
**Q5 Extent to which the session will give me greater confidence in teaching subject matter related to this content**

Answered: 864 Skipped: 7



**Q6 Overall, how valuable was the day?**

Answered: 859 Skipped: 12



Teachers by and large have reported they would like more support. The following areas in Figure 1 below have been identified as the main areas:

<i>Topic</i>	<i>Percentage of teachers who have identified this topic</i>
GeoGebra	11%
Geometry	12%
Statistics	13%
Financial Maths	7%
Algebra	9%
Calculus	5%

### **Figure 1: Areas teachers have identified as needing further support Resources developed 2015-2016**

- TES requested that for 2015-2016 for On-Line Tutorials should be developed for teachers: Currently many have been developed to include priority areas identified in reports (PISA 2012, Nfer2013) such as integrating problem-solving, connections across the strands and Geometry. As these are interactive in nature reference to mathematical literacy is reinforced throughout. If advised Statements of Learning could be dovetailed into this as a resource to prepare maths teachers for the Junior Cert reforms once the specifications for mathematics are made drawn up by the NCCA. Work on the on-line tutorials will be uploaded to website on a continuous basis over the next school year. Teachers are alerted of new developments by our newsletter and twitter is proving to be fruitful.
- The Design Team suggested that a Handbook to guide teachers for teaching and learning algebra through the lens of functions, if possible be developed by the team. This approach to developing understanding of algebra has been a key feature of the syllabus, which has been noted by the Maths inspectorate and SEC as proving problematic for teachers and students. This resource is a huge undertaking and is currently under development. Drafts of this resource are being commented and advised upon by Seamus Knox.

### **Reflections on Practice 2015-2016**

In 2014, Dr. Anne Brosnan, in consultation with the TES and Maths Inspectorate DES saw the need to address the CPD needs of teachers of mathematics in a sustainable and effective manner for the future. *Reflections on Practice* (based on Japanese Lesson Study) commenced in September 2014 and culminated in a national conference Maths Counts 2015, held in UCD, Dublin.

Due to the team being reduced in numbers for the academic year 2015-2016 *Reflections on Practice* was not sustainable if it was to be solely facilitated by RDOs. Secondly, if only RDOs were to continuously facilitate *Reflections on Practice*, the initiative would not be expanded in a sustainable and systemic way into school contexts, building communities of practice, and viewing teachers as reflective practitioners within their own schools. Therefore an application and interview process proceeded to recruit new PTAs to facilitate this initiative. A total of eleven possible candidates were interviewed and successful. The NCO proceeded with an intensive 3 days training for the PTAs (October 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>), using the expertise she had gained on her Immersion Programme in Tokyo University.

After promotion of the initiative through the Education Centres, communication with all post-primary school principals and Directors of the centres, *Reflections on Practice* commenced in November 2015. It is being facilitated by 10 PTAs, RDOs and NCO over 6 evenings (3 sessions prior to Christmas and 3 sessions after Christmas with a deadline of Easter break (17th March) for completion of the process, submission of Research Lesson Plans and PowerPoint's for those presenting at the Conference. Each Research Lesson Plan will be taught with structured Classroom Observation (includes participants from research group, designated PTA & RDO if available). As this is central to *Reflections on Practice/Lesson Study*, TES approved 2 hours substitution for classroom observation and post-lesson discussion. The only instance in this initiative where substitution costs are incurred:

1. All Principals, have approved time for this for all the teachers involved to include teaching of lesson with peer observation and a post-lesson discussion based on data collected during Peer Observation.
2. Substitution for PTAs to be present for Peer Observation (full day)

At these evening sessions teachers had to discuss and collaboratively plan a lesson, conduct peer observation of the students' working through the implementation of the lesson; reflect on the lesson leading to a revised lesson. The energy and vibrancy of what transpired cannot be captured in the capacity this built for these teachers to become reflective practitioners, and how it has initiated these teachers' confidence in leading their own CPD. All of the research lesson plans follow the same template (see Appendix 2) and are quite detailed.

All PTAs have been set up on an electronic BaseCamp where they have reported on each night's progress to the NCO. A BaseCamp Project is also set up for each individual PTA to communicate to their participants and vice versa. This is proving to be extremely productive.

*Reflections on Practice* is currently running in 15 Education Centres and 4 schools. From the initial introductory night there was some attrition in numbers who committed to the process. For some teachers *Reflections on Practice* was an extra workload, for others travelling to the Education Centre was not viable and many of these cited that they would have a preference to run it in their own school. However, the capacity of the team was not able to accommodate this. The attrition rate was not significant.

Final number of participants = 116

Final number of schools represented = 49

Final number of Research Groups who are completing the full six evenings, producing a research lesson plan = 28

Based on figures from last year's figures whilst the number of teachers involved has decreased slightly, the number of schools represented has increased significantly. Another important point to note is that all groups are producing research lesson plans which were not the case last year. Another remarkable point to note is that 25 of the 28 research groups are presenting at Maths Counts 2016 and producing a PowerPoint presentation for same. More details regarding Maths Counts 2016 will follow below.

NOTE: All PTAs are being mentored by PMDT.

## **National Conference: Maths Counts 2016**

The Conference will provide an opportunity to showcase the *Reflections on Practice* outcomes. It will be held on 22<sup>nd</sup> and 23<sup>rd</sup> April 2016 in the O'Brien Science Centre, UCD.

Over 200 teachers attended last year's conference so the expectation that there will be a similar if not increased figure this year as the focus and format of the Conference is very different to Maths Counts 2013 and 2015. As in previous years central to the conference, will be teachers making presentations based on *Reflections on Practice*. This year however, the focus of all the research lessons is on teaching through problem-solving. How to conduct a problem-solving lesson has proved problematic for teachers in Ireland since the introduction of the new curriculum. This is understandable as teaching through problem-solving has not been a feature of the traditional practices of mathematics teachers in Ireland or indeed internationally. However, one of TIMSS (1995) revelations was how different the cultural script of teaching in Japan was compared to international trends at the time. What was revealed through the video analysis of TIMSS was the expertise Japanese teachers had in teaching through problem-solving, a traditional practice for them with their craft developed through Lesson Study. After the NCO's participation in the Immersion in Lesson Study on the IMPULS programme in Japan she gained the experience of how to teach through problem-solving (after visiting 8 live classroom sessions) but also how to conduct Lesson Study. As already mentioned the 11 PTAs and the 4 RDOs were trained by the NCO in all aspects of teaching through problem-solving and facilitating Lesson Study correctly, at this point in time her opinion is that the work produced by teachers engaged in *Reflections on Practice* this year is of a much higher quality than last year.

The other significant development for the Conference this year, which is a departure from previous maths Counts conferences, is what the keynote speaker Professor Akihiko Takahashi will deliver. He is going to teach a series of three live problem-solving lessons at the Conference. The school involved is a DEIS school, Marian College, Ballsbridge. He will teach the first problem-solving lesson to this class in their own school on Friday 22nd April. This will be filmed and shown at the Conference on Friday evening. He will analyse their work after this lesson prior to teaching the second problem-solving lesson live with the same students at the Conference. On Saturday morning (after analysing their work from the Friday night) he will teach the third lesson of the series live to the same group of students. Professor Takahashi is a world renowned for his expertise in teaching teachers how to teach through problem-solving. His biography contained in the Conference Programme speaks for itself. (see attachment for Conference Programme). He will then deliver a keynote address giving a comprehensive overview of his experience of teaching students to be effective problem solvers.

Note all teachers involve in Reflections on Practice can if they wish submit their research lesson plans to NUI, Galway and may gain 10 credits towards a CPA. See <http://www.nuigalway.ie/education/cpd/pcacpds.html> for details.

## **Looking ahead:**

**1. On- Line Tutorials:** These will continue to be developed to include priority areas identified in reports (PISA 2012, Nfer2013) such as integrating problem-solving, connections across the strands and spatial reasoning. With the introduction of the Junior Cycle Reforms in mathematics nationally in 2018, and the forthcoming CPD for mathematics teachers Statements of Learning and subject specifications (when available) should be dovetailed into these and all resources produced by PMDT to date on to prepare maths teachers for the Junior Cert reforms. The rationale for integrating the existing website with JCT in the policy-making context is as follows:

- (i) Teachers of mathematics would not see the Junior Cycle reforms as a huge shift from where they currently are
- (ii) Teachers of mathematics would see that the impact, influence and philosophy of the teaching and learning approaches they are becoming familiar with at the moment are not dissolved or reversed as they might perceive the Junior Cycle reforms would do
- (iii) Teachers of mathematics would appreciate the full significance of the changes they have gone through are not diminished by the introduction of the Junior Cycle Reforms
- (iv) Teachers of mathematics would not see the Junior Cycle Reforms as another successive wave of reform

A central issue here for policy-makers – perhaps the most central one- is the investment to date in the new (project) mathematics syllabus. The misgivings aroused by the latter’s introduction in 2010 with the unfamiliar nature of the approaches, of new content and the design of the assessment has been alleviated.

The Junior Cycle reforms for mathematics should begin where (Project) maths left off. “Delivery” style CPD as distinct from a participatory format which mathematics teachers have now become familiar with from PMDT should be continued. The school visits designed and carried out by PMDT has proved highly successful with teachers. They engage teachers’ real needs and potentials.

The resources on [www.projectmaths.ie](http://www.projectmaths.ie) should in the future also be integrated with the Professional Diploma in Mathematics Teachers at UL.

## **2. Expansion of Reflections on Practice: After 2015-2016**

After 2015-2016 the teachers involved in the evening sessions will be encouraged to apply for the position of PTA. As there are 49 schools represented and 116 teachers involved it is possible for these schools to take ownership of *Reflections on Practice* (with mentoring from PMDT). Three intensive days training should be provided to new PTAs to give them an increased understanding of the process and to facilitate/embed *Reflections on Practice* further in their own school/network of schools locally in the evening time. Again substitution costs incurred would be: 3 days training and substitution for peer observation.

Running parallel to this at a local level the initial PTAs and PMDT will continue to offer the initiative nationally through the Education Centre Network. This will result in a new cohort of participants at the six evenings with the cycle as of 2015-2016 continuing regarding these participants being trained the following year to return their own school/network of schools to facilitate *Reflections on Practice* locally. All of these sessions should be closely monitored by PMDT, a reporting process set up as is on BaseCamp and a data-base created to monitor teachers' CPD. In this way it is hoped that *Reflections on Practice* will become part of mathematics teachers' culture at a minimum cost but maximum impact on students' learning and teachers' pedagogical content knowledge. This model for the further expansion of *Reflections on Practice* enables pedagogical ideas, experiences and content knowledge to be shared in an exploratory and cooperative professional learning environment. It gives teachers an active hand in advancing their professional capacities and not least it cultivates self confidence (as evidenced that 25 out of 28 research groups are presenting at Maths Counts 2016) and a sustained readiness in dealing with problem-solving, teachers as researchers and the challenges in the future of the Junior Cycle Reforms. There is a growing but small number of research papers that indicate *Reflections on Practice/Lesson Study* has a positive and significant impact on both teaching and learning mathematics. See Figure 2 for proposed model.

Note: NUI Galway is awarding 10 credits towards a PCA to all teachers participating in Reflections on Practice this year. They are also interested in collaborating with PMDT to design further modules to add to these credits. Further information about the PCA is available at <http://www.nuigalway.ie/education/cpd/pcacpds.html>

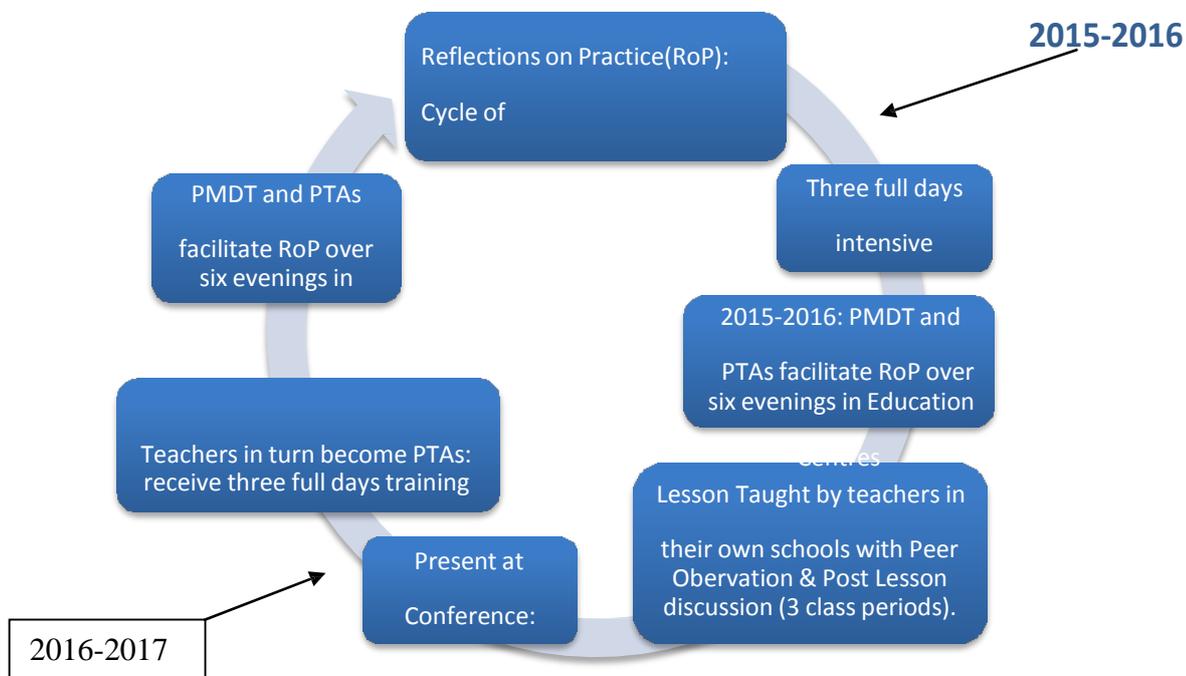


Figure 2: Proposed model for Reflections on Practice to expand and embed.

**Note:**

- a. All of the above will be evidence based: Production of Lesson Plan etc
- b. All sessions whether it be in Education Centre or schools must provide a report to NCO through PTA
- c. All sessions to be tracked by Drumcondra Education Centre and entered on a data- base to monitor teachers' CPD
- d. All Lesson Plans will contribute to a central bank of teacher developed research lessons on the website.

**3. Modular Courses:** To date PMDT have developed five modular courses on all strands of Project Maths. They were developed in a sequential manner and made connections as they were developed. Education Centres continue to promote these each year and 25 local facilitators have been trained to deliver these. Only 2 courses are running in term 1 of 2015-2016. However, based on figures in Figure 1 earlier there may be further need to advertise these courses again through ATECI.

<http://www.projectmaths.ie/for-teachers/modular-course/> for details.

## Summary of ICT Courses 2015

### Drumcondra Education Centre

	No. of courses	Total no. of participants	Cancellations
<b>Spring</b>	6	25	3
<b>Summer</b>	2	23	0
<b>Autumn</b>	2	28	2
<b>TOTALS</b>	<b>10</b>	<b>76</b>	<b>5</b>

### School Based Whole-School Training

	No. of courses	Total No. of	Cancellations
<b>Spring</b>	1	26	0
<b>Summer</b>	3	53	0
<b>Autumn</b>	5	94	1
<b>TOTALS</b>	<b>9</b>	<b>173</b>	<b>1</b>

### General Overview

On the whole ICT Courses were very quiet in 2015. The interest in **Spring** were:  
Active Learning Using Tablet Devices (iPads) for Literacy & Using ICT for Assessment

We ran 5 **Summer** courses:

2 in the Centre – Using Scratch to Develop Numeracy  
Creating & Using Digital Resources to Enhance Literacy

3 Whole School Training – ICT for Teaching, Learning & Assessment  
Creating & Using Digital Resources to Enhance Literacy  
The Reading & Writing Process Using ICT

We ran a mixture of course in the Autumn:

1. Problem Solving Using Maths & ICT
2. Active Learning Using Tablet devices

3. Using Tablets for Literacy & Numeracy
4. Finding & Selecting Information
5. Assessment Using ICT

A copy of the ICT Spring, Summer and Autumn poster is attached.

# ICT Spring Courses 2015

ICT Courses are offered to schools under the following categories:

- (a) Courses in (or organized via) the Education Centre - see below;
- (b) Principals are invited to apply for support for courses in their own schools;
- (c) Individuals and, particularly, Groups of Teachers (including Subject Associations) are invited to apply for support for courses;
- (d) Individual Teachers are invited to submit details of courses they would like to deliver.

The list of courses being offered is as follows (Venue is Drumcondra Education Centre, unless otherwise stated); P = Courses available to Primary Teachers only;

PP = Courses available to Post-Primary Teachers only, B = Courses available to all Teachers;

Day & Time	Start and End Dates	No. of Sessions	Course Title, Tutor & Code
Thursday, 4.00pm to 6.30pm	26 <sup>th</sup> Feb & 5 <sup>th</sup> Mar	2 Session @ 2.5 hrs	<b>P:</b> Using ICT for Assessment - Primary <b>Tutor: Patrick Minogue</b> Course no: 15DA601
Tuesday, 5.00pm to 7.30pm	24 <sup>th</sup> Feb & 3 <sup>rd</sup> Mar	2 Sessions @ 2.5 hrs	<b>PP:</b> Using ICT for Assessment – Post Primary <b>Tutor: Emma Gallagher</b> Course no: 15DA602
Wednesday, 4.00p to 6.30pm	25 <sup>th</sup> Feb & 4 <sup>th</sup> Mar	2 Session @ 2.5hrs	<b>P:</b> Active Learning Using ICT Resources <b>Tutor: Patrick Minogue</b> Course no: 15DA604
Monday, 4.30pm to 7.30pm	23 <sup>rd</sup> Feb, 2 <sup>nd</sup> & 9 <sup>th</sup> Mar	3 Sessions @ 3hrs	<b>P:</b> iPad training (Basic) <b>Tutor: Michelle Brady</b> Course no: 15DA605
Thursday, 5.00pm to 7.30pm	12 <sup>th</sup> & 19 <sup>th</sup> Mar	2 Sessions @ 2.5hrs	<b>PP:</b> Active Learning Methodologies <b>Tutor: Stephen Gallagher</b> Course no: 15DA607
<p>Would your school like Whole School Training? Please contact the Centre at 01 8576435 or email <a href="mailto:valerien@ecdumcondra.ie">valerien@ecdumcondra.ie</a> if you are interested in having WST.</p>			
<p>Please check <a href="http://www.pdsttechnologyineducation.ie">http://www.pdsttechnologyineducation.ie</a> and <a href="https://sites.google.com/a/pdst.ie/ictadmin-tie/">https://sites.google.com/a/pdst.ie/ictadmin-tie/</a> for all course descriptions and details.</p>			

*Promoting and Supporting the Integration of ICT in Education*

Booking Enquiries, Course Bookings and General Enquiries may be addressed to Drumcondra Education Centre, 01 8576435 or [valerien@ecdumcondra.ie](mailto:valerien@ecdumcondra.ie). Please quote Course Code. You will be asked to provide your Teaching Council number, School Roll number and other contact details. Courses may not proceed without a minimum of 10 Participants. Participants will be contacted if a course does not proceed (otherwise, assume that it will); ICT courses are funded through the 'ICT in Schools' programme of the D.E.S. as implemented by PDST Technology in Education. Postal Address: The ICT Course Administrator, Drumcondra Education Centre, Drumcondra 9. 4/5 Advance notice of these courses is available to schools in our email (cc). Please let us know if you are not in receipt of such emails. Where specific hardware or software is mentioned, Drumcondra Education Centre does not endorse the product but provide this course as an information service for teachers.



**DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL  
DEVELOPMENT**

**SUMMER 2015**

**Creating and Using Digital Resources to  
Enhance Literacy**

Emphasis will be placed on participants creating their own teaching and learning resources before exploring useful online resources for literacy, including (Web specific resources and tools). Each module includes opportunity for discussion centered on classroom application and includes specific reference to the use of ICT for literacy, numeracy, assessment and SEN. Finally, the development of safer internet practices and whole school planning for e-learning will be also be prioritised throughout the course.

Participants will be enabled to:

- Develop skills using ICT to enhance teaching and learning
- Create teaching and learning resources using ICT to enhance the teaching of literacy in the primary school classroom
- Be aware of ICT resources and technologies to enhance teaching and learning in literacy and numeracy
- Demonstrate how these skills can be extended to enhance cross-curricular teaching and learning
- Be aware of strategies for planning and sharing resources and ideas in participant's own school
- To evaluate e-learning in their school and to develop an e-learning Action Plan for literacy which supports school improvement in e-learning development

**Venue: Drumcondra Education Centre**

**Date: 17th to 21st August**

**Tutor: Patrick Minogue**

**This course is fully funded by PDST Technology in Education**

To book a place on any course please log onto: [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie) or call 01 8576435/00  
Please note that Teaching Council Number must be quoted when making a booking.

DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL  
DEVELOPMENT

## SUMMER 2015

### Using Scratch to develop Numeracy in Primary Classes (PDST TiE/Lero)

This revised summer course for 2015 from PDST TiE develops the use of Scratch 2.0 as a programming language in the primary classroom. The course includes a wide range of all short classroom practice focused videos demonstrating Scratch being integrated in daily teaching activities at a range of class levels. Each module includes discussion of practical classroom applications of Scratch programming and makes specific reference to the use of Scratch as a teaching tool in developing, supporting and extending children's application of key mathematical concepts and skills. By means of a range of tutor led group activities, participants will investigate how they might incorporate Scratch across other curricular areas. Finally, other key areas discussed over the duration of the course include the development of safe internet practices in the school environment, finding and selecting good quality teaching material online and planning for e-learning practices in my school.

**Module 1: Introduction to Scratch programming, websites and resources available**

This module covers the basic to basics of Scratch 2.0 programming and its uses in the primary classroom in particular to support the skills and content of the mathematics curriculum. Participants start to write their first Scratch programme as well as using sound and movement in the programme. Participants are guided through the first ICS 1 LERO classroom lesson plan activity which can be used to guide them through the key elements of the Scratch Programme. Finally participants discuss the potential use of Scratch in their own classrooms.

**Module 2: Scratch Concepts and classroom application**

Some of the mathematical Scratch concepts are introduced, including the use of instructions, variables and control with Scratch 2.0. Discussion of the use of Scratch programming to support number, place value, area & shape areas take. Participants receive a range of guided tasks with activities through the Scratch programme.

**Module 3: Putting Scratch Concepts Together**

In this module participants commence the development of primary based Scratch projects and lesson activities which incorporate maths and science. The use of Scratch across the curriculum is explored. Participants explore the use of Scratch as a means of problem solving through guided inquiry activities.

**Module 4: Scratch Concepts continued**

More on Scratch concepts, how they support the mathematics curriculum and how to demonstrate patterns and sequences in an innovative way using Scratch. Participants are guided through the key steps in creating and presenting and sharing a lesson plan based on Scratch 2.0 project. The use of Scratch across other curricular areas and how to get started with Scratch in the classroom is explored.

**Module 5: Planning for effective use of ICT**

Participants discuss and share the impact of ICT in the classroom with focus on primary development. Participants are introduced to the e-Learning Action plan as part of the wider accompanying projects for e-learning and create an e-learning action plan for primary development. Participants also receive a range of useful online PDST TiE resources for use in the classroom.

**Venue: Drumcondra Education Centre**

**Date: 1st to 7th July**

**Tutor: Mike Harrington**

**This course is fully funded by PDST Technology in Education**

To book a place on any course please log onto: [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie) or call 01 8576435/00  
Please note that Teaching Council Number must be quoted when making a booking.

## Autumn 2015 ICT Courses

### **'I still haven't found what I'm looking for' - Finding and selecting online information**

We have moved from an age of information scarcity to one of information abundance. This workshop explores how teachers and students can be more critical and discerning when it comes to finding and selecting information they require.

Post Primary Teachers
Course Code: 15DA701
Date: 5 <sup>th</sup> October 2015
Time: 4.30pm to 7.00pm
Venue: Drumcondra Education Centre
Tutor: Claire Farrelly

Primary Teachers
Course Code: 15DA702
Date: 13 <sup>th</sup> October 2015
Time: 3.30pm to 6.00pm
Venue: Drumcondra Education Centre
Tutor: Patrick Minogue

### **Tablets( iPads) - Basic**

Participants should have some experience of carrying out basic ICT tasks (opening, editing, saving, closing files). All participants must have their own/school activated tablet (iPad) for the duration of this course, an individual/school iTunes account and an individual email address.

Participants are required to bring with them:

- An activated iPad\* (see below for explanation)
- An individual/school iTunes account
- An individual email address

\*An activated iPad (i.e. has been set up and signed with an iTunes account) can be found at <http://www.apple.com/support/ipad/essential/>

**Module 1:** Getting to know the tablet (iPad) and some apps

This module provides an introduction to using a tablet for novice users, covering navigation and in-built tools such as multi-gesture controls and the integrated camera. Participants learn how to access and use both pre-loaded and new apps. As well as learning about their practical uses, the apps are critically analysed in the context of active learning methodologies.

**Module 2:** Generating content for literacy and numeracy

This module covers how to create your own teaching resources for literacy and numeracy. It includes maths trails and ways to use tablets/apps for open-ended investigation (problem solving).

Primary Teachers
Course Code: 15DA703
Date: 6 <sup>th</sup> & 20 <sup>th</sup> October 2015
Time: 3.30pm to 6.30pm
Venue: Drumcondra Education Centre
Tutor: Niamh Ward

## **An Introduction to Scratch in the Classroom (NCTE/Lero)**

Scratch is a free application, developed by the MIT Media Lab, which allows users to create and share their own interactive stories, animations and games. It is easier to use than traditional programming languages as it consists of graphical blocks which snap together. This course enables teachers to use Scratch to support teaching and learning, both at Primary and Post Primary Level.

The course is split into two days

**Day 1: Introduction to the basic skills and concepts of Scratch**

The first day will focus on introducing participants to Scratch, and enabling them to master the basic concepts and skills of Scratch programming. Participants will also discuss the use of Scratch as a support for teaching and learning. By the end of Day 1, participants should be able to create a basic Scratch project or game.

Participants will have at least one week between sessions, during which time they will be asked to create a Scratch project/game, appropriate for their own class level/subject area.

**Day 2: Using Scratch in the classroom, sharing projects, troubleshooting**

The second day will focus on using Scratch in the classroom, both at primary and post primary level.

Participants will share their own Scratch games, and will be introduced to other online resources to support them in their ongoing use of Scratch in the classroom. Participants will learn how to troubleshoot with Scratch

<b>Primary &amp; Post Primary Teachers</b>
Course Code: 15DA704
Date: 3 <sup>rd</sup> & 17 <sup>th</sup> October 2015
Time: 09.30pm to 3.30pm
Venue: Drumcondra Education Centre
Tutor: Michelle Brady

## **Problem Solving Using ICT in Maths for Primary Teachers**

Participants should have some experience of carrying out basic ICT tasks (opening, editing, saving, closing files). Much of the course content is web based with external links to appropriate websites. Some of these sites contain 'Flash-based' content and so a laptop is probably the best device for participants to have as many tablet devices will not play Flash content.

**Course Description:** This course, run over two workshops, will enable participants to investigate a range of online resources, interactive tools and applications designed to actively engage learners in problem solving activities. Participants will also explore, in a hands-on experiential manner, the role of ICT in capturing, discussing and extending problem solving activities in the classroom and wider local environment, as well as how ICT can be used for assessment, through portfolios and journals.

<b>Primary Teachers</b>
Course Code: 15DA705
Date: 10 <sup>th</sup> & 17 <sup>th</sup> November
Time: 3.30pm to 6.30pm
Venue: Drumcondra Education Centre
Tutor: Niamh Ward

All courses have no fees as they are fully funded by PDST Technology in Education, permitting schools supporting the integration of ICT in Education.

## MATA SA RANG 2015

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### January 2015 – December 2015

The overall aim of this project is to train teachers in the approaches drawn from the Maths Recovery Programme in order to support in-class approaches to numeracy. In 2015, there will be two modules available.

**Module 1:** The content of this module will be broadly aimed at *first* class (much of the content is applicable to Infants or second class: Number Words and Numerals; Structuring Number; Early Addition & Subtraction).

**Module 2:** The content of this module will be broadly aimed at *third* class (much of the content is applicable to second or fourth class: Conceptual Place Value; Addition & Subtraction to 100 and beyond; Multiplication & Division).

January to March	Module 1 x 3 courses	40 teachers
January to March	Module 2 x 1 course	16 teachers
April to June	Module 1 x 1 course	15 teachers
September to December	Module 1 x 1 course	20 teachers
September to December	Module 2 x 1 course	20 teachers

Total participants module 1 2015	75
Total participants module 2 2015	36

## PDST NUMERACY BASE 2015

### PDST NUMERACY BASE WORK IN DRUMCONDRA EDUCATION CENTRE 2015

The PDST Numeracy Base, located in Drumcondra Education Centre, has Administrative responsibility for all events countrywide pertaining to Numeracy In- Service/Training/Support for both Primary and Post Primary Teachers. During the year 2015 there were various types of training courses offered to all schools such as -

- Primary Infant Maths Workshops
- Mental Maths (multiplication and division)
- Primary Improving Numeracy through SSE Day 2 & Day 3
- Numbers Workshops
- Exploring Numbers & Measures in Early Maths
- Problem Solving

Please see synopsis below of events and breakdown of number of those attending.

PRIMARY EVENTS COUNTRY WIDE	Total No. of Events countrywide	Total No. of Contact Hours	Total No. of Participants
<b>JAN-JUN 2015</b>			
Primary Infant Maths Workshops	41	1392	696
Primary Mental Maths Strategies 2	1	30	15
Improving Numeracy through SSE (Primary) Day 2	79	8385	1677
Improving Numeracy through SSE (Primary) Day 2 Gaeilge	6	350	70
Improving Numeracy through SSE (Primary) Day 3	83	8135	1627
Improving Numeracy through SSE (Primary) Day 3 Gaeilge	3	165	33
<b>TOTAL PRIMARY EVENTS JAN-JUN 2015</b>	<b>213</b>	<b>4118</b>	<b>18457</b>
<b>SEPT-DEC 2015</b>			
Number Workshops (Primary)	46	964	482
Infant Maths Workshops (Primary)	58	2184	1092
Exploring Number & Measures in Early Maths	3	40	20
Mental Maths Strategies 2	1	10	5
Problem Solving	1	12	6
<b>TOTAL PRIMARY EVENTS SEPT-DEC 2015</b>	<b>109</b>	<b>3210</b>	<b>1605</b>

#### Problem Solving Workshops

These workshops run over 3 evenings and it is intended that the same teacher attends each workshop. These workshops focus on developing higher-order thinking skills such as reasoning, reflecting and communicating whilst also developing pupils' problem solving skills.

#### Mental Maths Workshops 2

The purpose of this workshop is to up skill classroom teachers in promoting and developing multiplication and division strategies. This is a follow-on workshop from Mental Maths 1 (addition/subtraction) which now focuses on eliciting, supporting and extending children’s multiplication and division mental maths strategies. This workshop also focuses on facilitating children to share and critically evaluate multiplication and division strategies, thus reducing their reliance on rote learning of number facts.

### Primary Infant Maths Workshops

The workshops are run over two sessions and are suitable for teachers of junior and senior infant classes. It may also be suitable for learning support teachers. The workshop support teachers in the exploration of:

- The development and acquisition of **mathematical skills** in the **Number** strand
- **Mathematical language** as central to instruction
- Use of appropriate **mathematical equipment** for infants
- **Problem-Solving** as a central methodology
- **Self-reflection** on existing practice

### Exploring Numbers & Measures in Early Maths

This infant maths workshop, incorporating Ready Set Go Maths, were run over two sessions and were suitable for teachers of junior and senior infant classes. It may also be suitable for **learning support teachers**.

### Number Workshops

These workshops aim to support teachers in teaching mathematics using a **child-centred approach** which focuses primarily on **conceptual understanding**. Workshop one explores Fractions using this approach from 1<sup>st</sup>-6<sup>th</sup> class. Workshop two transfers this approach to the strands of Place Value, Percentages and Decimals.

POST PRIMARY EVENTS COUNTRY WIDE	Total No. of Events countrywide	Total No. of Contact Hours	Total No. of Participants
Day 2 - Improving Numeracy through SSE (Post Primary)	19	1875	375
Day 2 - Improving Numeracy through SSE (Post Primary) Gaeilge	2	75	15
Cluster Meeting Improving Numeracy Post Primary	1	8	4
<b>TOTALS POST PRIMARY EVENTS JAN-JUNE 15</b>	<b>22</b>	<b>1958</b>	<b>394</b>
Cluster Meeting Improving Numeracy Post Primary	8	176	88
<b>TOTAL POST PRIMARY EVENTS SEP - DEC 15</b>	<b>8</b>	<b>176</b>	<b>88</b>

## **SEMINARS**

### **Numeracy Link Integrated SSE/Numeracy Seminar Day 2 (PRIMARY & POST PRIMARY)**

Day Two of this series was offered to school Principals and one other teacher to attend (ideally same people who attended Day One) The Day 2 aims were -

- facilitate reflection on individual school improvement experiences
- provide participants with an opportunity to share school improvement practice
- explore the school improvement process with an emphasis on implementing and monitoring

### **Numeracy Link Integrated SSE/Numeracy Seminar Day 3 (PRIMARY & POST PRIMARY)**

Day 3 of this series was offered to school Principals and one other teacher to attend (ideally same people who attended Day 2) The Day 3 aims were -

- to provide further opportunities for school reflection on the SSE process
- to explore Step 6 of the SSE process through the lens of shape and space
- to provide opportunities for consolidating the SSE process

### **Numeracy Clusters (PRIMARY & POST PRIMARY)**

Following attendance at SSE numeracy seminars these cluster meetings provide further support to teachers in their role as link teacher. The meetings are facilitated by a PDST advisor and will bring teachers into contact with other link teachers who attended the seminars. The purpose of the cluster meetings is to discuss and share activities/developments/concerns and to provide teachers with further professional development.

## PDST LITERACY 2015

Date	Seminar	Total number of Participants
27 <sup>th</sup> Jan	Improving Literacy Through SSE (Post Primary) Day 2	12
24 <sup>th</sup> Feb	Improving Literacy Through SSE (Primary) Day 2	24
25 <sup>th</sup> Feb	Improving Literacy Through SSE (Primary) Day 2	27
27 <sup>th</sup> Feb	Improving Literacy Through SSE (Primary) Day 2	19
24 <sup>th</sup> Feb	Improving Literacy Through SSE Gaeilge (Prim) Day 2	16
7 <sup>th</sup> May	Improving Literacy Through SSE (Primary) Day 3	26
11 <sup>th</sup> May	Improving Literacy Through SSE (Primary) Day 3	30
14 <sup>th</sup> May	Improving Literacy Through SSE (Primary) Day 3	25
11 <sup>th</sup> May	Improving Literacy Through SSE Gaeilge (Prim) Day 3	17
20 <sup>th</sup> Jan	Phonological Awareness	15
28 <sup>th</sup> Jan	Phonological Awareness	10
4 <sup>th</sup> Mar	Phonological Awareness	10
13 <sup>th</sup> Feb	Team Meeting Post Primary	8
9 <sup>th</sup> Mar	Leaving Cert English Writing Workshop	20
16 <sup>th</sup> Apr	Leaving Cert English Workshop	19
18 <sup>th</sup> May	Wellread Workshop – Post Primary	11
8 <sup>th</sup> Jan	Gaeilge Team Meeting	4
23 <sup>rd</sup> Jan	Gaeilge Team meeting	4
29 <sup>th</sup> Jan	Gaeilge Team Meeting	4
2 <sup>nd</sup> Feb	Gaeilge Post Primary Ceardlann	5
2 <sup>nd</sup> Mar	Gaeilge Pleanáil Topaice (post Primary)	7
17 <sup>th</sup> Apr	Gaeilge Team Meeting	2
20 <sup>th</sup> Apr	Gaeilge Team Meeting	4
9 <sup>th</sup> Mar	Word study workshops Primary	19
23 <sup>rd</sup> Mar	Word study workshops Primary	15
12 <sup>th</sup> Mar	Learning Support Seminar Primary	17
19 <sup>th</sup> Mar	Learning Support Seminar Primary	18
24 <sup>th</sup> Mar	Learning Support Seminar Primary	27
17 <sup>th</sup> Feb	iBook Meeting	2
13 <sup>th</sup> Apr	PP Literacy Team Meeting	2
16 <sup>th</sup> Apr	PP Literacy Team Meeting	2

<b>19<sup>th</sup> May</b>	Primary Cluster Meeting Literacy	5
<b>15<sup>th</sup> Sept</b>	Phonological Awareness Primary	26
<b>11<sup>th</sup> Nov</b>	Oral Language Primary	16
<b>16<sup>th</sup> Nov</b>	Oral Language Primary	14
<b>19<sup>th</sup> Nov</b>	Primary Cluster Meeting	4
<b>23<sup>rd</sup> &amp; 24<sup>th</sup> Nov</b>	Team Teaching for Literacy – Primary	57
<b>15<sup>th</sup> Sept</b>	Senior Cycle English Workshop – Post Primary	18
<b>13<sup>th</sup> Oct</b>	Wellread Workshop – Post primary	21
<b>4<sup>th</sup> Nov</b>	Post Primary Literacy Cluster	7
<b>15<sup>th</sup> Sept</b>	Post Primary Literacy Team Meeting	4
<b>30<sup>th</sup> Sept</b>	Data Gathering Workshops Prim & Post Prim	25
<b>20<sup>th</sup> Oct</b>	SSE Seminar for Newly Appointed Principals – Post P	23
<b>27<sup>th</sup> Nov</b>	SSE Seminar for Newly Appointed Principals – Primary	22
<b>22<sup>nd</sup> Oct</b>	SSE Day 3 PP	10
<b>9<sup>th</sup> Nov</b>	SSE Day 3 PP	25
<b>30<sup>th</sup> Nov &amp; 1<sup>st</sup> Dec</b>	Primary Language Curriculum Info Seminar for	81
<b>11<sup>th</sup> Dec</b>	Prim Language Curriculum Info Seminar Gaeilge	15
<b>12<sup>th</sup> Oct</b>	Gaeilge Ceapadoireacht PP	23
<b>5<sup>th</sup> Nov – 3<sup>rd</sup></b>	Gaeilge 5 week Primary Course Ciorcal Comhrá	12
<b>30<sup>th</sup> Nov</b>	SSE Gaeilge Primary	12
<b>7<sup>th</sup> Dec</b>	Gaeilge Ceistiuchan PP	0

## Write Minded and Incredible Years

### Report to Drumcondra Education Centre Annual Report 2015

This report provides an overview of the activities and outputs of the *youngballymun* Write Minded and Incredible Years services during 2015.

#### Write- Minded

There are in-school, family and community and policy to practice dimensions to the strategy. The continuing day to day work of the Write Minded school strand is determined by the needs of each individual school established through consultation and reflection between the school and the team. It includes:

- The identification and dissemination of evidence-based models of best practice for language and literacy development.
- Delivery of continuous professional development in a range of aspects of literacy instruction, following by in-class modeling and coaching.
- Promotion and support for Whole School Planning for Literacy Development based on a balanced literacy framework.
- Building capacity in the use of First Steps resources through training, coaching and tailoring of the resources
- Introduction of a range of evidence-informed initiatives in classrooms, after school or at home to increase engagement in literacy. Use of data decision support systems to help monitor pupil outcomes and inform future planning and practices.

#### Some School Initiatives

Literacy initiatives that Write Minded supports that are being implemented in Ballymun schools include:

- First Steps planning packs based on the Balanced Literacy Framework have been developed by Write Minded, in consultation with teachers, and disseminated to schools in the area.
- Homework Buddies – a supportive group session for parents co-delivered by the HSCL in schools
- Talk Time – a vocabulary development programme to support children in learning new vocabulary
- Story time for Junior & Senior infants and their parents who attend after school read-aloud sessions to encourage parent and child reading.
- Vocabulary games and a “Language towards literacy” programme which continues to support oral language development
- A comprehensive Transitions Programme is being implemented in all Ballymun schools.

## Professional Development:

- Training for NQTs and support for First Steps Tutors of Reading, Writing and Speaking & Listening continues. The Ballymun area has thirty trained First Steps tutors.
- After-school professional development is provided on an on-going basis to whole school staff.
- On-site support for different areas of professional development in literacy is on-going. Lessons are planned together with teachers and then modelled and/or team-taught in the classrooms.
- Tailored Whole School Plans for Literacy implementation in schools were revisited in May and June 2015 with revised plans put in place for school year 2015/2016.
- Analyses of community and individual school literacy data have been shared with primary schools to assist with school planning.

## Family & Community Strand

Families and communities are vital change agents in developing good literacy and learning practices. Language and literacy are the fundamental foundation to children's expression of themselves, their ability to communicate and central to building relationships with others. Quality family learning programmes are evidence-based, flexible and responsive to the needs and interests of the families who participate in them. *youngballymun* recognizes the critical role parents can play as change agents and have used a dynamic change strategy to engage with and catch the attention and imagination of parents with programmes such as Story sacks, Story time, Breakfast Buddies, Incredible Book Club and Big Dreams.

- Write Minded also works in partnership with community staff to increase the focus on literacy in local programmes and has worked with several community groups on integrating literacy into their existing after school and out of school programmes.
- One of the big issues in children's literacy learning is "Summer Slide" – a decline in learning that takes place during the school holidays. Write Minded designed and distributed 2000 (approx.) Summer Slide Literacy Activity booklets to Ballymun 2<sup>nd</sup> – 6<sup>th</sup> class pupils, parents and community groups. 600 Summer Slide Literacy Activity booklets were distributed to Junior Infants to 1<sup>st</sup> class pupils.
- On-going collaboration with HSCL continues through many literacy initiatives (Storytime, Storysacks, Homework Buddies, Vocabulary Games, Paired Reading, Jolly Phonics DVD, Spread the Word DVD)
- "Transition from Primary to Secondary" workshops are delivered to parents of 5<sup>th</sup> and 6<sup>th</sup> classes in all primary schools
- Community literacy data is shared with parents through leaflets distributed to the parents of all the schools in Ballymun.

## Incredible Years

Incredible Years is a set of three interlocking, comprehensive and developmentally based programmes targeting parents, teachers and children. The three programmes are designed to work jointly to promote emotional, social and academic competence and to prevent, reduce and treat behavioural and emotional problems in young children. These programmes are evidence-based and have been empirically validated over 30 years. The Incredible Years' service is designed in collaboration with schools and community organisations and is delivered in partnership with Drumcondra Education Centre and with Archways, the national promoter of Incredible Years in Ireland.

In order to ensure successful, enduring outcomes for children in the community, *youngballymun* views Incredible Years as a multi-component, multi-level, multi-year intervention, linked to the

goals and fabric of the school. Consequently, a key aim of the Incredible Years' service is to support a whole-school approach to social-emotional learning in general, and specifically to the implementation of Incredible Years whereby school policies, systems and structures are used to create an ethos and an environment that promotes the principles and values of Incredible Years. The aim is to embed a consistent, sustainable and connected approach to the emotional development and wellbeing of children. Incredible Years has grown incrementally in schools since 2008 and Programmes are now running in the 11 primary schools in Ballymun.

#### Overview of Incredible Years during 2015:

- Delivery of 21 Child Programmes and 9 Parent Programmes.
- Incredible Years, Seattle certified Dina Group Leaders in five of the eight Junior Schools delivering Child Programmes.
- 10 Ballymun teachers completed training in the delivery of Incredible Years: Dina Dinosaur's Social Skills and Problem-Solving Curriculum series by Carolyn Webster-Stratton Ph. D. A total of 93 Ballymun teachers/in class support staff trained since 2008.
- 12 Ballymun teachers completed a five day training programme in Teacher Classroom Management. A total of 76 Ballymun teachers/in class support staff trained since 2008.
- "Child Wellbeing Outcomes in Ballymun: 5 and 9 year-olds", based on an analysis of SDQs completed by parents and teachers on Ballymun 5 years old and 9 year olds, was presented to the network of schools with an individual school report circulated to the 11 primary schools.
- Delivery of the IY Parent Programmes has been incorporated into the school structure and systems in that during 2015 all the school age programmes were based in the schools and two programmes were co-delivered by Home School community Liaison Teachers and youngballymun staff.



The Postgraduate Diploma in Education Leadership (Tóraíocht)

### **PGD Educational Leadership (Toraiocht) at Drumcondra Education Centre.**

The Post-Graduate Diploma in Educational Leadership (**Tóraíocht**) is offered in partnership by Maynooth University and the Professional Development Service for Teachers (PDST). The course leads to a Level 9 qualification (60 credits).

The course aims to enhance the capabilities of teachers in their current work and to support their preparation for future senior leadership positions. It is open to fully qualified teachers with a minimum of four years full-time teaching. It encourages colleagues from both primary and post-primary sectors to engage in issues of school leadership together through learning and dialogue while seeking to achieve an overview of the current education system and to recognise the unique contributions that teachers and school leaders can make to the lives of the students in their schools.

The programme is delivered nationally in Education Centres and in the Department of Education at Maynooth University on an annual basis.

#### **Drumcondra Education Centre**

This year, 67 students are attending the course each Tuesday night and the course will be offered again for 2016/2017

An information session will be held on Monday 29<sup>th</sup> February from 7.30 – 8.30pm.

Course staff will be in attendance to answer all questions on the programme.

Sincere thanks are extended to Ms. Catherine Shanahan, Director and her team of excellent staff who accommodate students and staff of the course each week with warm hospitality and consummate professionalism.

## NEWLY QUALIFIED TEACHERS 2015

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No new graduates came through the system in 2015 however we had over 550 NQT's register to attend workshops in our centre.

The facilitation of this number of NQTs required the setting up of 7 Primary groups and 6 Post Primary groups. The scheduling of tutors and booking of rooms for approximately 156 separate events as each of the groups has to be facilitated in each the 12 programme modules, with a 2-week turn around for each module. There was also an extra workshop made available for primary in the area of Special Education Needs (IEP SEN) during the year.

Child Protection and Inclusion workshops were also offered on non-teaching days, as these are not part of the schedule but are run on a demand basis. These workshops were very well attended.

In addition to this we also ran a mop up session for each workshop on Saturdays throughout the year. This necessitated the setting up of 17 separate events.

We also facilitated the provision of workshops for NQTs coming from abroad. These were held on Saturdays throughout the year and required the setting up of 29 separate events.

During Sept -Dec, the Droichead programme began. During these months we facilitated the provision of 3 cluster meetings for Primary and Post Primary NQTs.

<b>2015</b>	
Post Primary	1101
Primary	1794
NIPT (team meetings)	131
Saturday Mop Ups	431
Working Abroad	211
Droichead	171
<b>Total</b>	<b>3839</b>

The complexity of the roll-out, coupled with the monitoring of the membership of groups and the overall attendance of NQTs cannot be underestimated.

The administration of this programme was handled by Bernie Howard, NIPT Administrator.

## ENIRDELM CONFERENCE 2015

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The 24th ENIRDELM Annual Conference was held in Dublin, Ireland, in 2015 from September 17th to September 19th, the second conference to be held in Ireland, following the Kilkenny conference of 2002 (for which Drumcondra Education Centre was one of the hosts).

The Conference Host was Drumcondra Education Centre, and the main conference venue was the Malahide Castle Hotel. The Conference Chairperson was Tim Hurley, Chair of Drumcondra Education Centre, and Chairperson of the ENIRDELM Board. The Conference was formally opened in the historic 12th Century Malahide Castle by Aodán Ó Riordain, Minister of State for Equality, and the Mayor of Fingal, David O'Connor.



The Conference was planned for Dublin from the end of the previous conference held in Vantaa, Helsinki in 2014.

In January 2015 Catherine Shanahan became the Director of Drumcondra. She immediately and enthusiastically supported the Drumcondra ENIRDELM Conference and facilitated Centre Staff in the planning and organization of the conference. This unity of approach and teamwork from Management Committee, Director and Centre Staff was of great importance in ensuring the success of ENIRDELM 2015

The Conference Theme, following on from our Vantaa theme, was “Leading Future-Focused Education and Learning For All. The Keynote Speakers were:

John West-Burnham, Professor of Educational Leadership, St.Mary’s University, Twickenham, England spoke on “Leading Future-Focused Education for all: issues, insights and implications”.

Professor Sharon Todd, Department of Education, Maynooth University, Ireland discussed “Socially Just and Ethically Responsible: Educational Leadership as a Relational Practice” and

Dr. Harold Hislop, Chief Inspector, Department of Education and Skills, Ireland, spoke on “Reflections on Leadership Challenges in Irish Schools”

This Conference reintroduced the introductory workshop for doctoral students. This was led by Professor Mike Bottery, University of Hull, on the theme “Creating a Defensible Structure for your Thesis: Learning How to Bombproof”. This was a popular and successful (re)introduction, with sixteen enthusiastic participants, all potential future ENIRDELM recruits!

Over 90 delegates from 14 countries participated in the conference, among them Christen Jordet, one of our founding fathers, who looked back to our origin and founding principles as we began to look forward to the celebration of our 25th Conference in Riga 2016. The traditional high standard of input, debate and discussion was honoured in the Dublin Conference, within a variety of formats and settings.

Among our later conference arrivals was Stephen Murgatroyd, who led an impromptu open workshop in the context of Harold Hislop’s keynote, in which Dr. Hislop and others enthusiastically participated. There were many “critical friends” in this engagement, and throughout the conference. My congratulations and thanks to all presenters and contributors.



The social and informal learning aspects of the conference were not neglected, with visits to Drumcondra Education Centre in St. Patrick’s Training College/DCU and Primary and Post-Primary schools, a tour of Historic Malahide Castle, its grounds and Botanic Gardens, and a walking tour of Malahide Village. The conference happily coincided with the free “Culture Night” in Dublin on the Friday evening, and many delegates took advantage of this event. This aspect of the conference was rounded off with a most enjoyable bus tour of the historic Boyne Valley which took place on the Sunday.

All in all, ENIRDELM 2015 was a very enjoyable occasion and a successful conference. Onwards to Riga and Jurmala ENIRDELM 2016!

Tim Hurley

## URBAN SCHOOLS GROUP

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The Urban Schools Group is a Community of Practice of PE professionals who have been working together since 2008. It is comprised of PE teachers (who work in DEIS Post-primary schools, where the PE facilities are limited and pupils with challenging behaviour) and two University of Limerick teacher educators from the PESS faculty. We have been facilitated by the Drumcondra Education since the academic year starting September 2013.

We had four meetings in 2015: 29 Jan, 23 April, Oct 16 and 10 Dec. The topics centered around literacy and numeracy in PE and we created resources suitable for use in the Junior cycle PE programme. We also had three personnel travel from Limerick University to help us develop innovative modules on health related fitness suitable for a 10 week programme in Junior Cycle. Four members of the USG travelled to UL to engage with and develop Senior Cycle PE programmes suitable for the new forthcoming syllabus. These are ongoing. We also are focusing on the PE for Leaving Cert Applied programme.

During the year, we had some successes: our group were awarded a special achievement award from SKY sports and the youth sports Trust in April. This was in recognition of our work in the Sky Sports Living for Sports project which we piloted for the republic; One of the group – Marie Clonan, won the teacher of the year award for the Republic of Ireland and was highly commended for the overall award; the project of Brendan O'Malley (O'Fiaich college in Dundalk) and member of the USG won best overall project for Ireland, England Scotland, Wales and Ireland and Northern Ireland. His pupils were all flown to London to receive their awards.

Other achievements of the group this year, were that Brendan O'Malley became the president of the Physical Association of Ireland. Marie Clonan had a stand at the Teaching Council's Féilte (festival of teaching) that was entitled "I even got to Spar with Katie Taylor". This included some of her work with the USG and SSLFS project (named above) and the Education Centre in Drumcondra was named as helping to make our group feasible.

We would like to thank the generosity of the Drumcondra Education Centre in facilitating this thriving Community of Practice. It has great importance for the teachers and university personnel to help deliver a meaningful and relevant curriculum to the marginalised pupils they serve.

The Society for Management in Education in Ireland (SMEI) which celebrated its twentieth year in 2012 was founded by Professor John Heywood in Trinity College Dublin. Its aims were:

- to provide a forum for the dissemination of information relating to management in education
- to promote research in the area
- to enable members to share expertise and experience
- to liaise with other interested national and international organisations
- to achieve these goals through the provision of meetings, conferences, seminars and publications
- to explore and discuss contemporary issues in education.

In 2015 the successor of SMEI entitled “Research to Empower Educational Leaders” (REEL) was formed. REEL is an organisation open to all people within the education sector, acknowledging that school leaders currently work with teachers, parents, students, ancillary staff and outside agencies. As an organisation REEL aims to:

- provide a forum for the dissemination of information and research relating to education and educational leadership
- explore and offer the opportunity for discussion, learning and development between likeminded people
- liaise with other interested national and international organisations

REEL will achieve this through both traditional and modern means including publication of an online blog, and meetings where research in the area of education will be presented. Some of the presentations will also be made available online.

REEL was officially launched in St. Patrick's University College, Drumcondra on November 5<sup>th</sup>. Tomás O’Ruairc, Director of the Teaching Council of Ireland, addressed the attendees, which included Heads of Education Departments, representatives of educational bodies, educational partner bodies and support service bodies, Principals and teachers from Primary, Post Primary and Post Leaving Certificate Education. The topic was ‘Pride in the Profession’.

REEL are honored to have the Irish innovative researcher and internationally acclaimed expert in Dyslexia, Dr. Pauline Cogan, present her fifteen years of research at their next event taking place on March 3<sup>rd</sup> at 7.00pm in the Drumcondra Education Centre.

## CIRCUS AND FAIRGROUND SUPPORT SERVICE

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Report on the CFSS 2015:

The Circus & Fairground Support Service was an educational support service for primary school pupils of circus and fairground families while they are on “tour” and away from their base schools. It was operated through the network of Education Centres - with Limerick Education Centre being the lead Centre. It was funded by the DES.

The CFSS was established in 1997 by a group including reps. of Limerick Education Centre, the Irish Showmen’s Guild & the Dept. of Education. It was a unique educational support service, established following a European directive. Over the years, it was studied by other countries and educational organisations. Similar schemes operate throughout Europe to provide tuition for children of Occupational Travellers.

The CFSS operated efficiently and effectively for 18 years at a minimal cost to the Dept. of Education. An invaluable support (tuition) service, which allowed the families travel together and the children not to be separated from their parents, was provided to the children over all these years.

The CFSS was very much appreciated by the circus and fairground families.

Unfortunately, the DES decided to cease the operation of the CFSS in 2015. The families- particularly those who were availing of the service up to its cessation- are devastated.

The first co-ordinator of the CFSS was Dr. David O’Grady and I have been in that position since 2000.

It has been my privilege to work with entirely dedicated teams of teachers, parents, directors and staffs of all the participating Education Centres, who always put the education and welfare of the children to the fore.

I wish to pay special tribute to Dr. Joe O’Connell, former Director of Limerick EC, whose commitment, support and advice were essential to the success of the CFSS.

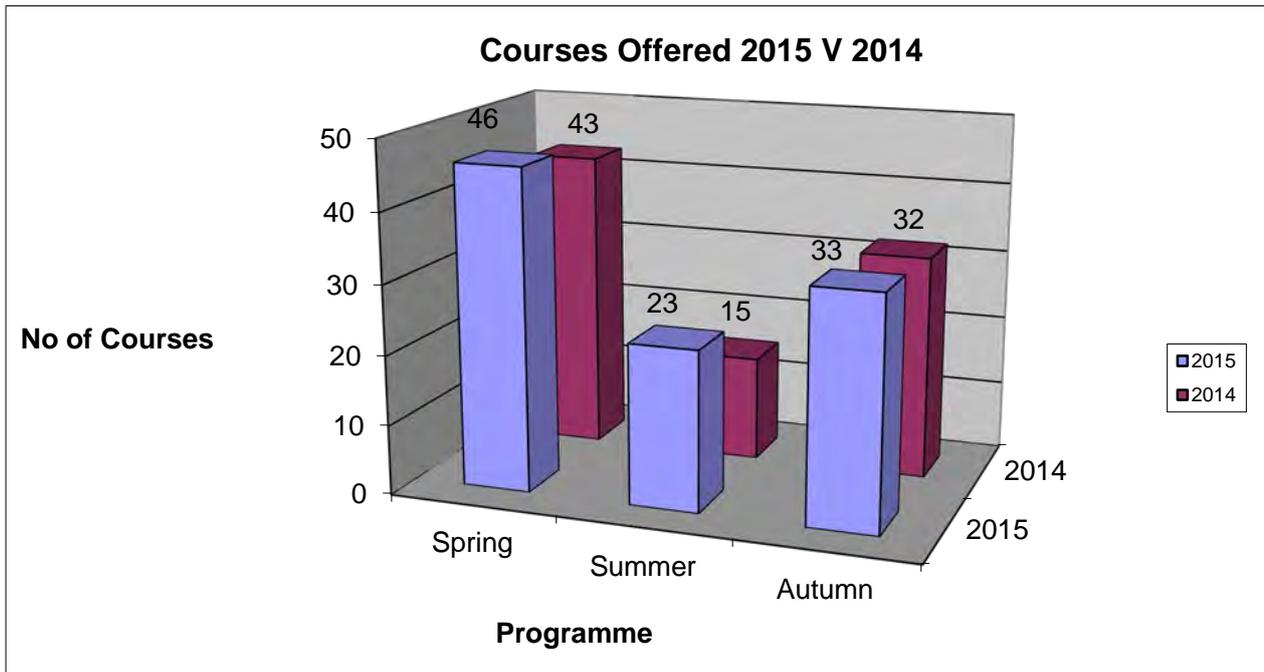
Many thanks to you all for your wonderful support, co-operation and interest over the past 18 years.

It has always been much appreciated by the C&F families, the Guild and myself.

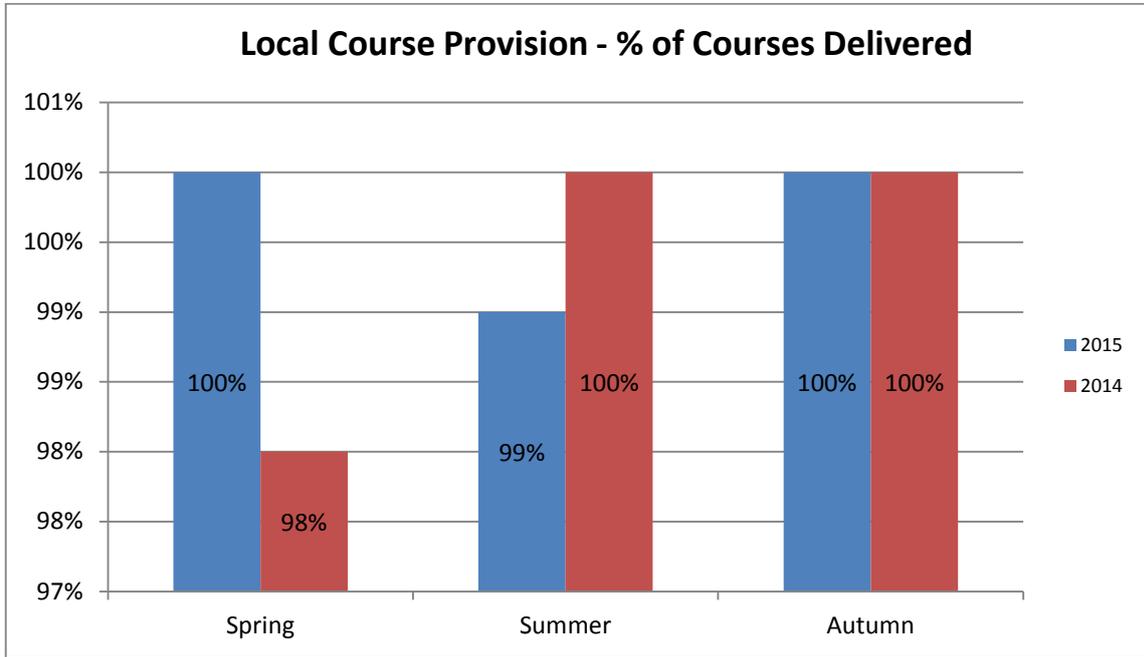
Very best wishes for the future,

Mary M. O’Connor,  
National Co-ordinator CFSS  
15th February 2016.

## LOCAL COURSE PROVISION COMPARISONS 2015



Description	No. of Courses Offered	
	2015	2014
Spring	46	43
Summer	23	15
Autumn	33	32
Total courses	102	96

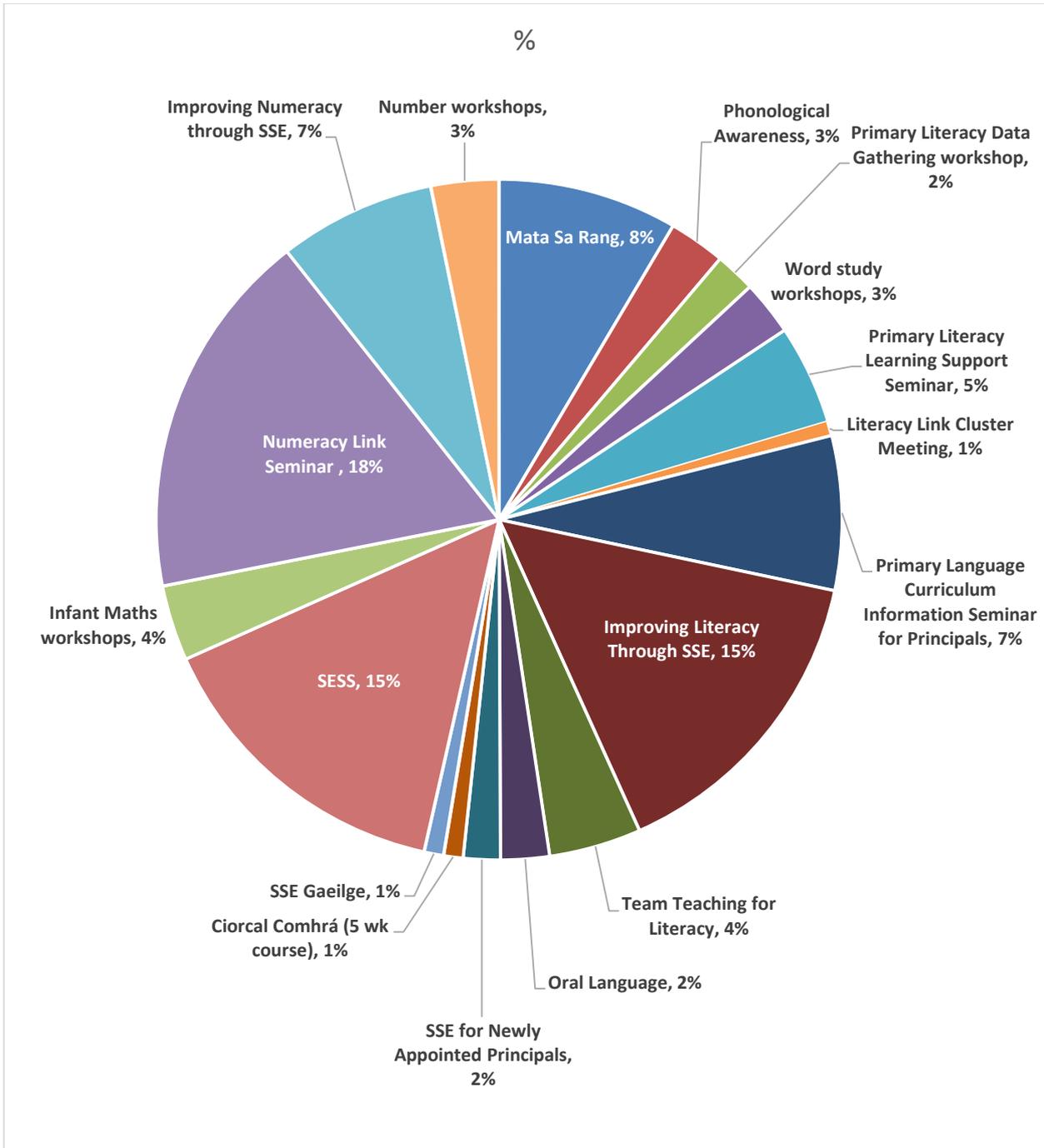


	2015	2014
Spring	100%	98%
Summer	99%	100%
Autumn	100%	100%

## PRIMARY IN-SERVICE 2015

Primary In-Service	No of Workshops/Sessions	Number Participated	%
Mata Sa Rang	35	111	8%
Phonological Awareness	3	35	3%
Primary Literacy Data Gathering workshop	1	25	2%
Word study workshops	2	34	3%
Primary Literacy Learning Support Seminar	3	62	5%
Literacy Link Cluster Meeting	2	9	1%
Primary Language Curriculum Information Seminar for Principals	3	96	7%
Improving Literacy Through SSE	9	196	15%
Team Teaching for Literacy	2	57	4%
Oral Language	2	30	2%
SSE for Newly Appointed Principals	1	23	2%
Ciorcal Comhrá (5 wk course)	5	12	1%
SSE Gaeilge	1	12	1%
SESS	8	194	15%
Infant Maths workshops	2	47	4%
Numeracy Link Seminar	12	230	18%
Improving Numeracy through SSE	6	97	7%
Number workshops	2	42	3%
<b>TOTALS</b>	<b>99</b>	<b>1,312</b>	<b>100%</b>

## PRIMARY IN-SERVICE 2015 (%)



POST PRIMARY IN-SERVICE 2015

POST-PRIMARY INVOLVEMENT WITH DRUMCONDRA EDUCATION CENTRE

Month	Toralocht	L.C.A.	Technology	Health & Wellbeing	Biology	T.L.21	Literacy / SSE	Numeracy / SSE	J.C.S.P.	Project Maths	C.P.G	Chemistry	Physics	Religion	Mental Health Promoter Training	Art	Junior Cycle	PE	TOTAL Participants	
January		28		38			12		4	60							21		163	
February				44						35		17					5		101	
March	66			15			20	45		53		18					8		225	
April							19										2		21	
May							11	13	4										28	
June				6													11		17	
July															140				140	
August														4	75	14			93	
September	193	154		20		5	22		28					8			28	13	471	
October	179	72		95		13	76		36			12	32					10	525	
November	278	10		38	23	22	33			22	18			30				92	566	
December	121		60	40						11								64	20	316
Total	837	264	60	296	23	40	193	58	72	181	18	30	49	30	12	215	255	33	2666	
%	31.40%	9.90%	2.25%	11.10%	0.86%	1.50%	7.24%	2.18%	2.70%	6.79%	0.68%	1.13%	1.84%	1.13%	0.45%	8.06%	9.56%	1.24%		

## POST PRIMARY IN-SERVICE 2015 (%)

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Subject	% of in-service per subject	Participant No's
Toraíocht	31.40%	837
L.C.A.	9.90%	264
Technology	2.25%	60
Health & Wellbeing	11.10%	296
Biology	0.86%	23
T.L.21	1.50%	40
Numeracy / SSE	7.24%	193
Literacy / SSE	2.18%	58
J.C.S.P.	2.70%	72
Project Maths	6.79%	181
C.P.G	0.68%	18
Chemistry	1.13%	30
Physics	1.84%	49
Religion	1.13%	30
Mental Health Promoter Training	0.45%	12
Art	8.06%	215
Junior Cycle	9.56%	255
PE	1.24%	33
<b>TOTAL</b>	<b>100.00%</b>	<b>2666</b>

### **Drumcondra Education Centre – Teacher Professional Networks (TPNs)**

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

### **Drumcondra Education Centre – Teacher Professional Communities (TPCs)**

- Amnesty International – Human Rights Education TPC
- The North Dublin TPC in Physical Education (Urban Schools Group)
- Modern Languages TPC
- Maths Recovery TPC
- PICWITS TPC (Professional Community of Writing Teachers)

## CENTRE OPENING 2015

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### Centre Opening Weekdays / Weekends 1st January 2015 and 31st December 2015:

	Weekdays	Friday Evening	Saturday	Sunday
January	20	0	2	0
February	20	0	1	0
March	22	0	0	0
April	22	0	3	0
May	21	0	3	0
June	22	0	2	0
July	23	0	0	0
August	21	0	1	0
September	22	0	2	0
October	22	0	4	0
November	22	0	4	0
December	23	0	2	0
<b>Totals</b>	<b>260</b>	<b>0</b>	<b>24</b>	<b>0</b>
<b>Opening Hours:</b>				
<b>Monday</b>	<i>8.30am – 9.30pm</i>			
<b>Tuesday</b>	<i>8.30am – 9.30pm</i>			
<b>Wednesday</b>	<i>8.30am – 9.30pm</i>			
<b>Thursday</b>	<i>8.30am – 9.30pm</i>			
<b>Friday</b>	<i>8.30am – 5.00pm</i>			
<b>Saturday</b>	<i>By Appointment</i>			

## CENTRE EVENTS (NUMBER OF EVENTS BY TIME PERIOD) 2015

Centre Events – Number of Events by Time Period 1st January 2015 and 31st December 2015:				
	Mornings	Afternoons	Evenings	Full Days
<b>January</b>	5	18	25	27
<b>February</b>	13	14	44	29
<b>March</b>	6	24	50	35
<b>April</b>	6	9	24	21
<b>May</b>	5	8	20	24
<b>June</b>	7	3	10	12
<b>July</b>	70	6	0	0
<b>August</b>	34	0	1	2
<b>September</b>	6	9	58	35
<b>October</b>	4	16	52	31
<b>November</b>	8	14	74	34
<b>December</b>	4	4	34	18
<b>Totals</b>	<b>168</b>	<b>125</b>	<b>392</b>	<b>290</b>
<b>Total number of Events</b>	<b>953</b>			
<b>Mornings</b>	18%			
<b>Afternoons</b>	13%			
<b>Evenings</b>	41%			
<b>Full Days</b>	28%			

## ATTENDANCE AT EVENTS 2015

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### Attendance at Events at Drumcondra Education Centre, January – December 2015:

<i>Month</i>	<i>People in Attendance</i>
January	1,096
February	1,579
March	1,623
April	1,276
May	867
June	481
July	1,267
August	477
September	2,008
October	1,891
November	2,129
December	1,321

<b>Total</b>	<b>16,015</b>
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## GROUPS ASSOCIATED WITH THE CENTRE

### The following groups availed of the Education Centre Services

<b>A</b>	❖ An Taisce
<b>B</b>	❖ Business Studies Teachers' Association ❖ Belong to Youth Group
<b>C</b>	❖ Cambridge Occupational Analysts ❖ Citizen Information ❖ City of Dublin Education Board (CDEB) ❖ Chinese Teachers Association ❖ Corfheile ❖ Conflict Resolution Education (CRE) ❖ Seamus Cannon Appeals Meetings
<b>E</b>	❖ Educational Research Centre ❖ E.L.S.T.A ❖ Eurodesk, Leargas ❖ E-Pathways ❖ Educate Together ❖ Energy in Education ❖ Enirdelm
<b>F</b>	❖ Focus ❖ French Embassy ❖ Further Education Support Service (FESS) ❖ Food Dudes
<b>G</b>	❖ Geography Teacher Association ❖ Global Action Plan
<b>H</b>	❖ Health and Safety Authorities ❖ Hibernia College ❖ History Teacher Association ❖ Hibernia
<b>G</b>	❖ Geography Teacher Association ❖ Global Action Plan
<b>I</b>	❖ Institute of Guidance Counsellors ❖ Irish Mathematics Teachers' Association ❖ I.N.T.O

<b>K</b>	❖ KEDA Publications (Toe by Toe)
<b>L</b>	❖ Leargas ❖ Leaving Cert Applied
<b>M</b>	❖ Maths Teacher Association ❖ Mental Health Awareness Initiative ❖ Modern Languages ❖ Music Teachers Association
<b>O</b>	❖ Office of the Inspectorate
<b>P</b>	❖ Professional Development Service for Teachers ❖ Post Primary Music Teachers Association
<b>R</b>	❖ Road Safety Authority ❖ Roselawn Health Centre HSE ❖ Tóraíocht
<b>S</b>	❖ St. Angela's College ❖ St Patrick's College
<b>T</b>	❖ Teaching Council ❖ T4- Technology Teachers
<b>U</b>	❖ Urban School Group PE
<b>W</b>	❖ Wriggle

The Centre assists the following with Conference Planning and facilities:

- ❑ SMEI
- ❑ CESI
- ❑ BSTAI
- ❑ ESAI
- ❑ MTA
- ❑ SESS
- ❑ ELSTA
- ❑ Chinese Teachers Association

# WEBSITE STATISTICS



http://www.educumcondra.com - http://www.educumcondra.ie [Go to this report](#)

## Location

Jan 1, 2015 - Dec 31, 2015

All Users  
100.00% Sessions

Map Overlay

Summary



Country	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	54,557 % of Total: 100.00% (54,557)	60.17% Avg for View: 60.11% (0.00%)	32,825 % of Total: 100.00% (32,796)	52.29% Avg for View: 52.29% (0.00%)	2.57 Avg for View: 2.57 (0.00%)	00:02:31 Avg for View: 00:02:31 (0.00%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. Ireland	48,139 (88.23%)	55.06%	25,404 (77.39%)	46.51%	2.77	00:02:48	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. Philippines	3,128 (5.73%)	92.23%	2,885 (8.79%)	91.82%	1.13	00:00:37	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. United Kingdom	732 (1.34%)	65.30%	478 (1.46%)	48.36%	3.29	00:03:19	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. United States	708 (1.29%)	90.83%	644 (1.96%)	83.36%	1.30	00:00:36	0.00%	0 (0.00%)	\$0.00 (0.00%)
5. India	370 (0.68%)	92.70%	343 (1.04%)	89.46%	1.18	00:00:32	0.00%	0 (0.00%)	\$0.00 (0.00%)
6. Brazil	337 (0.62%)	100.00%	337 (1.03%)	98.81%	1.02	00:00:03	0.00%	0 (0.00%)	\$0.00 (0.00%)
7. Pakistan	270 (0.49%)	92.59%	250 (0.76%)	88.52%	1.19	00:01:01	0.00%	0 (0.00%)	\$0.00 (0.00%)
8. Kenya	218 (0.40%)	89.50%	195 (0.60%)	90.41%	1.11	00:00:23	0.00%	0 (0.00%)	\$0.00 (0.00%)
9. (not set)	178 (0.33%)	96.09%	172 (0.52%)	89.94%	1.10	00:00:07	0.00%	0 (0.00%)	\$0.00 (0.00%)
10. Russia	148 (0.27%)	54.73%	81 (0.25%)	93.24%	1.13	00:00:29	0.00%	0 (0.00%)	\$0.00 (0.00%)

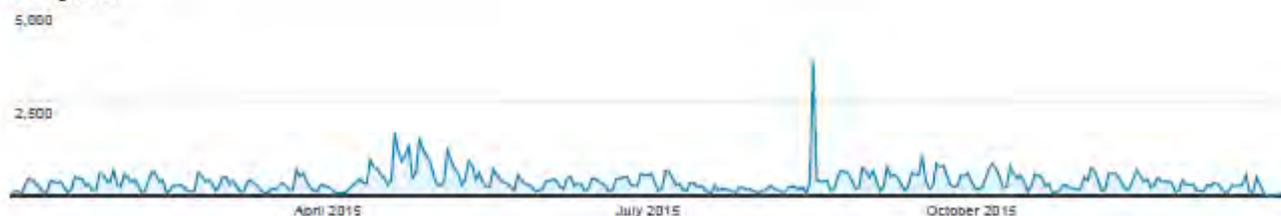
## Pages

Jan 1, 2015 - Dec 31, 2015

All Users  
100.00% Pageviews

### Explorer

#### Pageviews



Page Title	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	<b>140,125</b> % of Total: 100.00% (140,125)	<b>100,826</b> % of Total: 100.00% (100,826)	<b>00:01:36</b> Avg for View: 00:01:36 (0.00%)	<b>54,500</b> % of Total: 100.00% (54,500)	<b>52.29%</b> Avg for View: 52.29% (0.00%)	<b>38.89%</b> Avg for View: 38.89% (0.00%)	<b>\$0.00</b> % of Total: 0.00% (\$0.00)
1. Home	<b>37,190</b> (26.64%)	<b>23,979</b> (23.78%)	00:01:09	<b>21,032</b> (38.69%)	29.98%	29.23%	<b>\$0.00</b> (0.00%)
2. DES Summer Courses	<b>22,157</b> (16.81%)	<b>15,032</b> (14.91%)	00:02:32	<b>11,358</b> (20.84%)	60.85%	55.21%	<b>\$0.00</b> (0.00%)
3. Courses/CPD Overview	<b>9,804</b> (7.00%)	<b>7,894</b> (7.83%)	00:02:10	<b>2,853</b> (4.87%)	57.41%	46.44%	<b>\$0.00</b> (0.00%)
4. Newly Qualified Teachers (NQT)	<b>8,049</b> (6.74%)	<b>4,423</b> (4.39%)	00:01:31	<b>1,517</b> (2.78%)	42.58%	22.30%	<b>\$0.00</b> (0.00%)
5. List of Theses	<b>5,958</b> (4.26%)	<b>5,482</b> (5.45%)	00:04:57	<b>5,335</b> (9.79%)	91.83%	89.16%	<b>\$0.00</b> (0.00%)
6. EC Drumcondra	<b>3,611</b> (2.68%)	<b>2,733</b> (2.71%)	00:01:49	<b>1,431</b> (2.63%)	55.63%	49.04%	<b>\$0.00</b> (0.00%)
7. Search	<b>2,801</b> (2.00%)	<b>2,369</b> (2.35%)	00:00:42	<b>77</b> (0.14%)	48.05%	17.24%	<b>\$0.00</b> (0.00%)
8. Contact Us	<b>1,958</b> (1.40%)	<b>1,752</b> (1.74%)	00:02:20	<b>742</b> (1.36%)	73.99%	64.86%	<b>\$0.00</b> (0.00%)
9. NQT Saturday Workshops	<b>1,721</b> (1.23%)	<b>1,107</b> (1.10%)	00:01:38	<b>494</b> (0.91%)	56.88%	30.97%	<b>\$0.00</b> (0.00%)
10. National Induction Programme for NQT's	<b>1,611</b> (1.16%)	<b>1,158</b> (1.15%)	00:02:02	<b>25</b> (0.05%)	60.00%	37.43%	<b>\$0.00</b> (0.00%)

**Please note that the Project Maths Development Team has no role in relation to syllabus, examinations, sample papers, or marking schemes. Queries in relation to the examinations should be directed to the State Examinations Commission, using the contact form on the SEC website. Syllabus queries should be directed to the NCCA at projectmaths@ncca.ie. School visits are for the purposes of providing support based on teaching and learning.**

**SCHOOL VISIT REQUEST FORM**

**PLEASE INDICATE IN TABLE BELOW IF YOU WISH TO AVAIL OF A SCHOOL VISIT AND YOUR PREFERRED OPTION**

<b><u>Term 3 (2014/15)</u></b>	<b><u>Academic year 2015-16</u></b>
YES <input type="checkbox"/>	YES <input type="checkbox"/>
NO <input type="checkbox"/>	NO <input type="checkbox"/>

School Roll No.: \_\_\_\_\_

School Name: \_\_\_\_\_

Principal: \_\_\_\_\_

Contact Teacher Name: \_\_\_\_\_

Contact Phone/Mobile: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Number of teachers in mathematics department: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CLOSING DATE FOR RETURN OF REQUEST FORM: Friday, 6<sup>th</sup> March 2015**

## **Appendix 2: Lesson Plan Template for Reflections on Practice**

For the lesson on [date]

At [name of the school], [teacher's name] class

Teacher: [name]

Lesson plan developed by: [names]

*We offer this template as a tool to support your thinking during Reflections on Practice. Italicized text briefly describes what the sections are for; it should be deleted during preparation of the actual lesson plan.*

**Title of the Lesson:** <a descriptive title>

**Brief description of the lesson** Just a sentence or two

**Aims of the Lesson:** From the teacher's perspective: *Include long-range or thematic goals as well as short-term ones.*

**Examples of long-range/thematic goals:**

I'd like my students to appreciate that mathematics can be used to solve real world problems

I'd like my students to appreciate that mathematics can be used to communicate thinking effectively

I'd like my students to appreciate that algebra is a tool for making sense of certain situations

I'd like to foster my students to become independent learners

I'd like my students to become more creative when devising approaches and methods to solve problems

I'd like to emphasise to students that a problem can have several equally valid solutions

I'd like my students to experience meaningful mathematics i.e. that they see a need for what they are studying

I'd like to build my students' enthusiasm for the subject by engaging them with stimulating activities

I'd like my students to connect and review the concepts that we have studied already

**Examples of short-term goals** .....(content goals specific to the lesson)

- **For students to understand** The relationship between the circumference of a circle, its diameter and  $\pi$

...(content goals specific to the lesson)

**Learning Outcomes:** From the students' perspective: Include what the student should be able to do at the end of the lesson.

As a result of studying this topic students will be able to:

### **Background and Rationale**

*This section typically discusses:*

(a) *What the students need to learn according to the syllabus;*

(b) *Difficulties students have had in the past with the subject matter*

(c) *The thematic focus of this lesson study, i.e. larger (see above in number 3 for ideas) goals the team will try to address, and why.*

### **Research**

*This section describes the resources used by the planning team, including findings from the syllabus and alternative materials, and consideration of these that might be used to facilitate learning.*

### **About the Unit and the Lesson**

*This section typically describes how the unit and lesson are designed to help students meet the learning outcomes, and how the unit and lesson address the learning outcomes in the syllabus (insert page numbers of syllabus, handbooks etc)*

value of 3.14.

**Flow of the Unit:**

Handbooks would be useful here

*Shows how the research lesson fits into a larger unit. Briefly describes what students learn before and after the research lesson.*

Lesson		# of lesson periods
	•	
	•	
3	•	2 x 30 min. <b>(#1 = research lesson)</b>
4	•	3 x 30 min.
5	•	1 x 30 min.
	•	

**Flow of the Lesson**

*The sections of this lesson plan are just a guide. “Anticipated student responses,” however, should always be included.*

Teaching Activity	Points of Consideration
<i>This column shows the major events and flow of the lesson.</i>	<i>This column shows additional moves, questions, or statements that the teacher may need to make to help students. This column identifies what the teacher should look for to determine whether to proceed, and what observers should look for to determine the effectiveness of the lesson.</i>
<b>1. Introduction</b> <i>This section may review ideas from a prior lesson or discuss a simple problem designed to prepare students for work on the main problem.</i>	
<b>2. Posing the Task</b> <i>This section describes a problem or task as it will be presented to students.</i>	<i>How do we know if students understand the task?</i>
<b>3. Anticipated Student Responses</b> <i>This section describes how students might respond to the task, including incorrect solutions and places where students might get stuck. It can be helpful to tag different responses in some way, e.g. “R1” for Response 1 etc.</i>	<i>Here the plan might describe how the teacher will handle the different student responses, especially incorrect solutions, students who get stuck, or students who finish early.</i>
<b>4. Comparing and Discussing</b> <i>This section may identify which student solution methods should be shared and in what order, or generally how to handle the discussion.</i>	<i>What are the ideas to focus on during the discussion? What will indicate that students are benefiting from the discussion?</i>

<i>(If needed, repeat 2, 3, &amp; 4 above for additional tasks.)</i>	
<b>5. Summing up</b> <i>This section may describe how the teacher will summarize the main ideas of the lesson. It may also include an assessment activity.</i>	

### **Evaluation**

This section often includes questions that the planning team hopes to explore through this lesson and the post-lesson discussion. Examples

- What is your plan for observing students?
- Discuss logistical issues such as who will observe, what will be observed, how to record data, etc.
- What observational strategies will you use (e.g., notes related to lesson plan, questions they ask,)?
- What types of student thinking and behaviour will observers focus on?
- What additional kinds of evidence will be collected (e.g., student work and performance related to the learning goal)?

### **Board Plan**

*This section contains a diagram showing how work on the blackboard will be organized.*

### **Post-lesson reflection**

*To be filled out later.*

- What are the major patterns and tendencies in the evidence? Discuss
- What are the key observations or representative examples of student learning and thinking?
- What does the evidence suggest about student thinking such as their misconceptions, difficulties, confusion, insights, surprising ideas, etc.?
- In what ways did students achieve or not achieve the learning goals?
- Based on your analysis, how would you change or revise the lesson?
- What are the implications for teaching in your field?

# Managing Challenging Behaviours in Early Childhood Education



By Joseph Driessen

BSc TTC MEdAdmin

## An In-depth Workshop on Managing Challenging Child Behaviours in Early Childhood Education

*Best Practices Based on Research*

***Please Note : Places are limited***

1. Understanding **behaviour disorders**
2. Genetic and family **influences**
3. The importance of **early intervention**
4. Effective **team practices**
5. **Working with parents**
6. **Attachment principles** to build trust

7. **Changing the stressors** for the child
8. Coaching **self regulation skills**
9. Setting in place **prevention strategies**
10. Teaching **replacement skills**
11. The 5 key **skilled teacher responses**
12. Ensuring **long term effectiveness**

### Joseph Driessen

BSc TTC MEdAdmin (Massey University)

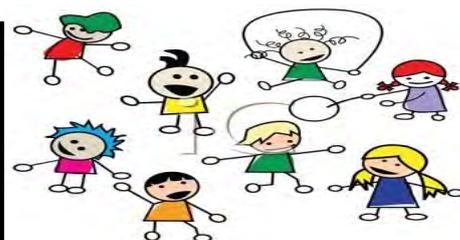
- Leading New Zealand and International Educationalist
- Extensive involvement with post graduate ECE teacher training
- Highly regarded for his practical courses based on sound theory
- Much sought after as a professional development facilitator, both nationally and internationally
- Presents seminars in New Zealand, Australia, UK, Germany, USA and Ireland
- Keynote Speaker for Teacher and Principal Conferences, and other organisations
- Engaged by Massey University for Teacher Professional Development
- Past President of his Toastmasters Club
- Appeared on TVNZ “ Assignment”, “Good Morning”, “Breakfast Show”

*” Joseph’s seminar was incredible. Practical yet research based, the techniques and strategies have proven to be invaluable to our Team.”*

*Heather Masters, Head Teacher*

*“For the first time I feel there is a way forward with the problem child I am trying to manage. Thank you so much.”*

*Jessica Smithfield, Teacher*



**VENUE : Drumcondra  
Education Centre,  
DATE : MONDAY  
October 19th  
TIME : 3.00—5.30 p.m.  
Fee : €25.00  
REFRESHMENTS ON  
ARRIVAL**

**FREE :**

Action Plans Staff Notes  
Check Lists Case Studies

**TO BOOK YOUR PLACE PLEASE PHONE THE CENTRE AT  
8576400 WITH YOUR CREDIT CARD DETAILS**

# AUTUMN 2015



The following 6 workshops for Infant Teachers will take place in :

HOLYWELL ETNS, HOLYWELL, SWORDS, CO DUBLIN

TUESDAY OCTOBER 6TH Workshop 1 'INFORMATION FOR TEACHERS'

TUESDAY OCTOBER 13TH Workshop 2 'ORGANISING/PLANNING'

TUESDAY OCTOBER 20TH Workshop 3 'LITERACY'

TUESDAY NOVEMBER 3RD Workshop 4 'NUMERACY'

TUESDAY NOVEMBER 10TH Workshop 5 'ROLE OF THE TEACHER'

TUESDAY NOVEMBER 17TH Workshop 6 'PICTURE BOOKS'

TIMES : 3.30 – 5.30p.m.

FACILITATORS : Carmel Smyth, Imelda Whelan & Kerry McArdle

*Please bring your school copy of 'Aistear' with you to the workshop*





DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

# SPRING 2015

## An Introduction to *AISTEAR* for Primary School Infant Teachers

The following 6 workshops for Infant Teachers will take place in :

**ST. CRONAN'S JNS, SWORDS, CO DUBLIN**

**Thursday February 26th Workshop 1 'INFORMATION FOR TEACHERS'**

**Thursday March 5th Workshop 2 'ORGANISING/PLANNING'**

**Thursday March 12th Workshop 3 'LITERACY'**

**Thursday March 19th Workshop 4 'NUMERACY'**

**Thursday March 26th Workshop 5 'ROLE OF THE TEACHER'**

**Thursday April 16th Workshop 6 'PICTURE BOOKS'**

**TIMES : 3.30 – 5.30p.m.**

**FACILITATORS : Carmel Smyth, Imelda Whelan & Kerry McArdle**

***Please bring your school copy of 'Aistear' with you to the workshop***



To book a place on any course please call 01 8576400  
Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**AUTUMN 2015**



**WORKSHOPS FOR GAEILGE**  
**POST PRIMARY TEACHERS**

- 1. Gaeilge na hArdteiste Ardleibheal**  
**Focas ar mhuineadh chun na criteir sa sceim mharcala a bhaint amach.**
- 2. Aiste na hArdteiste**  
**Ag muineadh chun an sprioc a bhaint amach.**

**Dates: Thursday September 10th & 17th 2015**

**Time : 7.30-9.30 p.m.**

**Venue : Drumcondra Education Centre**

**Facilitator : Tomas Sharkey**

**Fee : €20.00**



www.clipartof.com · 439842

**To book a place on any course please call 01 8576400**  
**Please note that Teaching Council Number must be quoted when making a booking.**



## **AUTUMN COURSES 2015**

### **DRUMCONDRA EDUCATION CENTRE**

- AISTEAR COURSES - PRIMARY TEACHERS
- MATA SA RANG-PRIMARY TEACHERS
- NEWLY APPOINTED PRINCIPALS -  
PRIMARY
- INTRODUCTORY MINDFULNESS COURSE  
FOR PRIMARY & POST PRIMARY
- KNITTING & CROCHET THE NEW  
MEDITATION
- MENTAL HEALTH AWARENESS  
INITIATIVE - POST PRIMARY
- ART COURSES IN NCAD PRIMARY &  
POST PRIMARY
- SPECIAL EDUCATION SESSIONS ON:
  - ADHD
  - ASPERGER SYNDROME
  - DYSPRAXIA
  - DYSLEXIA
- GAEILGE-STRATEGIES FOR SSE - PRIMARY
- GAEILGE PP - EXAM PAPER REVIEWS

Further details will be available late August on our  
website [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie)



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

# SPRING 2015



## *3D CROCHET IN THE CLASSROOM*

In this hands-on 4 week course you will learn the basics of crochet, and move on to make fabulous creations, limited only by your imagination.

Working in free-form crochet you will learn how to make 3D textile shapes. These techniques are not only fun but also a practical and creative way to approach teaching mathematics and geometry.



We will then move on to creating a hyperbolic coral reef. This looks difficult, but the technique is easy and many hands make light work, making this an exciting project for introducing a class to the basics of algorithms and also the wonders of nature.

During the course you will be introduced to internet resources that will provide you with continued inspiration and guidance for the imaginative crochet work of you and your students.

**Dates:** Monday's February 23rd, March 2nd, 9th and 16th  
**Venue:** Drumcondra Education Centre  
**Fee:** € 25.00 to include materials  
**Facilitator :** Marja Almqvist, The Yarn School

To book a place on any course please call 01 8576400 with credit card details  
Please note that Teaching Council Number must be quoted when making a booking.

## KNITTING / CROCHET NEW MEDITATION

"They say that knitting is the new meditation! So why not take some time out for yourself this autumn and join the DEC/The Yarn School knitting and crochet group? We will be meeting for creativity and conversation every Monday night for 6 weeks. Whether you are an experienced knitter/crocheter or absolute beginner you will learn new skills and build your confidence in introducing yarn work into your classroom. The content of our sessions will be tailored to the needs and wishes of the group. You will be introduced to a variety of inspirational resources and techniques, or, you may simply spend your time enjoying woolly time in the company of your peers."

Sample below of undersea scene created by participants on our spring course.

Dates : Mondays September 14, 21,28 Oct 5,12,19.

Time : 7.30-9.30 p.m. Fee: €20.00 Phone : 8576400 to book your place.



Back by  
Popular Demand



By Joseph Driessen

BSc TTC MEdAdmin

**An in-depth workshop covering  
Leadership for Learning  
and  
Management Skills  
for School Leaders and Managers**

**Principals, Vice Principals, School  
Heads of Departments, Project/Team Leaders**

**(or those aspiring to these leadership positions)**

1. Make student learning your focus
2. Dare to inspire and lead your staff
3. Accept and embrace your mission
4. Reflect on your ideals and act on them
5. Be an authoritative leader - always
6. Create and communicate vision
7. Manage by walking around
8. Manage all the staff, good - or not
9. Delegate and supervise, and stay sane
11. Appraise the staff and yourself
10. Involve the parents in the learning
12. Celebrate your Learning Community

**Joseph Driessen  
BSc TTC MEdAdmin  
(Massey University)**

- Leading New Zealand and International Educationalist
- 25 years experience in senior management in New Zealand schools
- Highly regarded for his practical courses based on sound theory
- Much sought after as a professional development facilitator, both nationally and internationally
- Presents seminars in New Zealand, Australia, UK, Germany, USA and Ireland
- Keynote Speaker for Teacher and Principal Conferences, and other organisations
- Engaged by Massey University for Teacher Professional Development

*In this seminar Joseph combines his formal management training with his extensive experience as an innovative and effective senior educational manager.*

*He shares his insights gained as an education consultant to many educational institutions, both within New Zealand and internationally.*

**FREE :**  
Action Plans  
Research Updates  
Case Studies  
Goals Diary

**Venue:** Drumcondra Education Centre

**Date:** Tuesday October 20th

**Time:** 9.30-3.30 p.m.

**Light Lunch Provided**

**Cost :** €50.00

To be guaranteed a place on this leadership seminar please **phone 01-8576400** and book with your credit card details.

**Places are limited.**



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

# AUTUMN 2015

## An Introduction to Mindfulness & Mindfulness Based Stress Reduction (MBSR)

### *Mindfulness Tools for Self Care & For the Classroom*

This short Introduction will provide you with an experiential introduction to the practice of Mindfulness & aspects of the MBSR programme, understand its applications in the classroom and school environment & explore the scientific benefits of Mindfulness in creating greater peace, happiness, health and well being.

#### **Learning Outcome:**

Participants will understand how to begin to cultivate their own practice of Mindfulness and how to bring this into their daily personal and professional lives.

#### **Facilitator:**

*Clodagh Martin (McCarthy)*  
*Bright Sparks Coaching*  
[www.brightsparkscoaching.ie](http://www.brightsparkscoaching.ie)

**Fee : €20.00**

#### **DATES /TIMES:**

**PRIMARY TEACHERS –MONDAY SEPT. 21ST 4.30-6.30 p.m.**

**POST PRIMARY TEACHERS –MONDAY SEPT 21ST 7.30-9.30 p.m.**

**Venue : Drumcondra Education Centre**



*To book a place on any of our Autumn Course please call 01 8576400 with your credit card details.*

Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SPRING 2015**

**An Introduction to Mindfulness & Mindfulness Based  
Stress Reduction (MBSR)**

***Mindfulness Tools for Self Care & For the Classroom***

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[www.brightsparkscoaching.ie](http://www.brightsparkscoaching.ie)

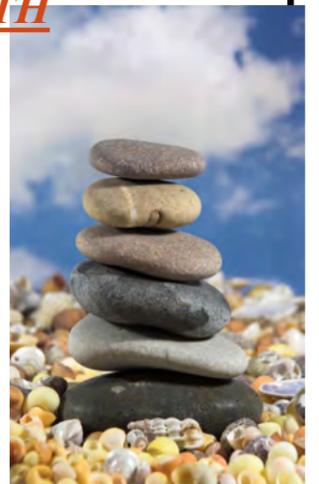
**Fee : €20.00**

**DATES : PRIMARY TEACHERS -TUESDAY FEBRUARY 24TH**

**POST PRIMARY TEACHERS -TUESDAY MARCH 3RD**

**Times : 7.15 – 9.30 p.m.**

**Venue : Drumcondra Education Centre**



***To book a place on any of our Autumn Course please call 01 8576400 with your credit card details.***

**Please note that Teaching Council Number must be quoted when making a booking.**



## NEWLY APPOINTED PRINCIPALS 2015/16 - SUPPORT GROUP

The monthly meetings in Drumcondra Education Centre provide a safe, secure space for learning , sharing and developing skills to enable newly appointed Principals to come to terms with their new reality and to work towards developing effective learning environment. All matters affecting the transfer from teacher to Principal may be discussed as the agenda is set by the participants.

Last year many practical planning and organisational matters were dealt such as Staff Meetings, School Policy organization and review, delegation of duties, interviews, prep for WSE etc .

The meetings usually take place 7.30 – 9.30 p.m. on the second Monday of the month with the agenda decided by the participants. The first part of each session may consist of input with the latter part set aside for current issues .

The meetings are facilitated by Eamonn O Dúlainn( Príomh Oide Retired.) (Group limited to 8 participants.)



Schedule of meetings (to be confirmed by group members)

**2015**

**Mondays**

Sept 28

October 12

Nov 9

Dec 14

**2016**

**Mondays**

Jan 11

Feb 8

Mar 7(1<sup>st</sup> Mon)

Apr 11

May 9 & June 12



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

## AUTUMN 2015

### *3 SPECIAL EDUCATION WORKSHOPS FOR PRIMARY TEACHERS*

*1. Introductory Dyspraxia & ADHD Workshops -  
October 1st.*

*Facilitators ; Harry Conway (Dyspraxia) & Patricia  
O'Connell (ADHD)*

*2. Introductory Dyslexia Workshop- October 8th  
Facilitator : Donal Ewing, Dyslexia Assoc.*

*3. Introductory Aspergers Workshop - October 15th  
Facilitator : Aileen Cruise*

*Times : 7.30—9.30 p.m.*



To book a place on any of our Autumn Courses please call 01 8576400

Please note that Teaching Council Number must be quoted when making a booking.

# COMING Spring 2015



## LOCAL COURSES for Primary & Post Primary Teachers

For full details of all courses listed below and more check our website early January [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie)

- AISTEAR for Primary Teachers  
Venue : St. Cronan's Junior School, Swords, Co Dublin

- Supporting Students in a Crisis Pregnancy  
A two hour session aimed at SPHE teachers, Guidance Counsellors and Care Team Personnel.  
Wednesday January 14<sup>th</sup> 7.30-9.30 p.m.  
Facilitator : Kathleen Roger, Education Officer, Life Pregnancy Care Ireland

- Newly Appointed Principals Primary Group continues with Facilitator: Eamonn O'Dulainn  
One Monday evening per month 7.30-9.30 p.m. For all recently appointed Primary Principals.

### Crochet Course for Teachers

Four sessions beginning Monday February 23<sup>rd</sup> with Marja Almquist, The Yarn School  
€25 booking fee (includes materials)

- SALF—Self Assessment and Learning Folders in the Primary School Classroom  
Thursday February 25<sup>th</sup> 7.30-9.30 p.m.

### Mata sa Rang

Module 1 (2 courses)

Module 2. (1 course)

All courses filled from waiting list

- An Introduction to Mindfulness & Mindfulness Based Stress Reduction (MBSR)

Mindfulness Tools for Self Care & for the Classroom.

Session for primary teachers : Tuesday February 24<sup>th</sup> 7.30-9.30 p.m. - €20 booking fee

Session for post primary teachers : Tuesday March 3<sup>rd</sup> 7.30-9.30 p.m. - €20 booking fee

- MHAI—(Mental Health Awareness Initiative)  
The Centre will be running workshops again this term for Post Primary teachers.

**ART COURSES FOR PRIMARY & POST PRIMARY TEACHERS  
IN ASSOCIATION WITH NCAD.**

**FURTHER DETAILS RE ALL THE ABOVE AND MORE WILL BE ON  
WEBSITE [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie) early in the New Year.**





DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

# Pathways to 1916: Teaching the Rising

*National and Local History Resources for the Classroom*

*The spotlight will be on 1916 this coming school year.*

*This Summer course will :*

- Explore the theme of the Rising and the presiding years using primary sources.*
- Focus on events and personalities, to songs and everyday life*
- Provide a variety of practical ideas, activities and materials for the busy teacher.*

**Venue:** Drumcondra Education Centre

**Dates:** July 1st—7th, 8th-14th & August 17th-21st

**Facilitators:** *Eimear Berry, Neil Shanahan, John Devine*

**Booking Fee:** €30



To book a place on any course please call 01 8576400 with credit card details.

Please note that Teaching Council Number must be quoted when making a booking.

# **SUMMER 2015**

## *Addressing Special Educational Needs in a Mainstream Class*

This course has been designed to provide an overview of teaching pupils with special educational needs in the mainstream primary setting.

Participants will :

- Appraise concepts of teaching and learning
- Engage in hands on activities
- Engage in Role Play and Active Discussion
- Advance their knowledge of differentiation and planning for better outcomes



**Venue: School of Education, Trinity College, Dublin**

**Dates: July 8th—15th 2015**

**Facilitators: Carol Ann O'Siorain & Sinead Burke**

**Booking Fee: €30.00**



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

# **Aistear - Play, Literacy and Numeracy (infants)**

Using Play as an active learning methodology to enable pupils to:

- Be an active agent in their own learning
- Learn through language
- Clarify and interpret experience
- Learn through guided activity and discover

Actively engage with their immediate environment - this first-hand experience provides a reference framework for the understanding of more abstract concepts

English - learning through language:

- Emphasis will be placed on the interaction of language and experience enabling the child to clarify and interpret experience, to acquire new concepts and to add depth to concepts already grasped.

In Mathematics, pupils will be enabled to develop the following skills:

- Applying and problem solving
- Communication and expressing
- Integrating and connecting
- Reasoning
- Implementing
- Understanding and recalling



Venue: Holywell ETNS, Swords, Co. Dublin

Dates: July 1st—7th 2015

Facilitator: Imelda Whelan

Booking Fee: €30

To book a place on any course please call 01 8576400 with credit card details  
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DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

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- Reasoning
- Implementing
- Understanding and recalling

Venue: St. Cronin's JNS Swords

Dates: July 1st—7th 2015

Facilitator: Carmel O'Mahoney

Booking Fee: €30

To book a place on any course please call 01 8576400 with credit card details  
Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

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- Applying and problem solving
- Communication and expressing
- Integrating and connecting
- Reasoning
- Implementing
- Understanding and recalling

Venue: Holy Child Pre School, Lower Sean McDermott St.

Dates: July 1st—7th 2015

Facilitator: Judy Evans & Sorcha Brennan

Booking Fee: €30



To book a place on any course please call 01 8576400 with credit card details  
Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

## SUMMER 2015

### **Ceramics for the Art class:** Exploring Literacy & Numeracy in the process in the NCAD.

This course will enable participants to:

- Enhance Literacy and Numeracy skills in pupils through the medium of clay
- Understand and apply the underlying principles of *pinch*, *coil* and *slab* clay building techniques
- Explore Literacy and Numeracy in a expressive manner using clay
- Explore literacy and numeracy in the decoration of ceramics using *incising* and *glazing* decorative techniques
- Develop numeracy skills through the exploration of line, shape, form, texture and pattern in clay using a variety of ceramic techniques and tools
- Use literacy and/or numeracy themes as the basis for the design and decoration of ceramic work

**Venue:** The National College of Art and Design

**Dates:** July 6th-10<sup>th</sup>

**Facilitator:** Sinead Glynn

**Booking Fee:** €50



To Book your place please phone 01 8576400 with credit card details

Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

# Conflict Resolution & Anti-Bullying Skills Development

During this course participants will learn:

- The dynamic and theory of conflict
- How the awareness and prevention of bullying fits in the conflict resolution framework
- How conflict impacts on behaviour
- Successful interventions
- How to develop a better way to handle conflict and bullying
- How to manage themselves successfully in conflict
- Organisational conflict and how to recognize it
- Conflict resolution processes in organisations
- Policies that help create “positive conflict schools”
- Mediation as a conflict resolution process
- About the S.A.L.T. Programme
- How to use mediation skills in the classroom
- To explore anger management strategies and will gain confidence in managing conflict successfully.

Venue: Drumcondra Education Centre

Dates: August 17th – 21st 2015

Facilitator: Aine Sotscheck

Booking Fee: €30



To book a place on any course please call 01 8576400 with credit card details.

Please note that Teaching Council Number must be quoted when making a booking.



**DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL  
DEVELOPMENT  
SUMMER 2015**

**Creating and Using Digital Resources to  
Enhance Literacy**

Emphasis will be placed on participants creating their own teaching and learning resources before exploring useful online resources for literacy, including IWB specific resources and tools. Each module includes opportunity for discussion centered on classroom application and includes specific reference to the use of ICT for literacy, numeracy, assessment and SEN. Finally, the development of safer internet practices and whole school planning for e-learning will be also be prioritised throughout the course.

**Participants will be enabled to:**

- Develop Skills using ICT to enhance teaching and learning
- Create teaching and learning resources using ICT to enhance the teaching of literacy in the primary school classroom
- Be aware of ICT resources and technologies to enhance teaching and learning in literacy and numeracy
- Demonstrate how these skills can be extended to enhance cross curricular teaching and learning
- Be aware of strategies for planning and sharing resources and ideas in participant's own school
- To evaluate e-Learning in their school and to develop an e-Learning Action Plan for literacy which supports school improvement in e-Learning development

**Venue: Drumcondra Education Centre  
Date: 17th to 21st August  
Tutor: Patrick Minogue**

**This course is fully funded by PDST Technology in Education**

**To book a place on any course please log onto: [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie) or call 01 8576435/00  
Please note that Teaching Council Number must be quoted when making a booking.**



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

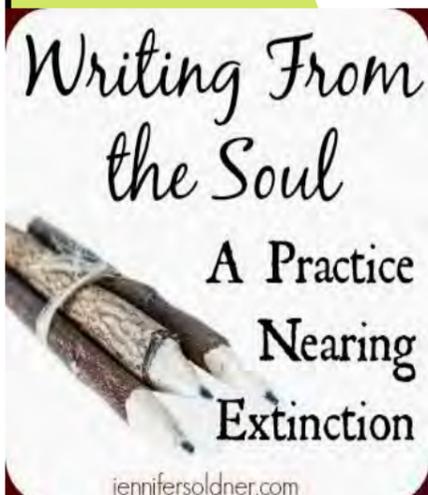
## Every Corner of Life: Writing Nonfiction with Heart



This course is designed for teachers and especially suited for teachers who have already completed a “Writing for Teachers” Summer Course with Cathy Beck. *Please see [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie) for the wonderful and inspiring comments from teachers who attended Cathy Beck’s courses.*

### During this course teachers will:

- Explore methods that help students write to express and reflect, inform and explain, evaluate and judge, enquire and explore, analyze and interpret, and take a stand and propose a solution.
- Acquire strategies to move writers along a continuum from beginning writers to confident writers
- Examine methods of deepening student revision processes
- Gain a deeper understanding of assessing student writing through collaborative enquiry
- Practice giving powerful and specific feedback to writers
- Design writer prompts that enable students success
- Use ICT to support writing process and to publish writing.



**Venue: Drumcondra Education Centre**

**Dates: July 1st– 7th 2015**

**Facilitator: Cathy Beck, Gateway Writing Project Consultant**

**Booking Fee: €30.00**

*To book a place on any course please call 01 8576400 with credit card details*

*Please note that Teaching Council Number must be quoted when making a booking.*



**DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT**

# **SUMMER 2015**

## **Gaelic Games-enhancing the delivery of PE, and integration with the curriculum**

Course content:

- Introducing GAA to primary schools
- Early Childhood- Nursery & Fundamental Stages
- Games Specific Hurling Skills Teaching
- 'Begin with the end in mind' Programme planning, designing and implementation
- Introduction to FUNDO learning resource material: 'Class room to Playing field'
- Specialised equipment, usage and safety
- 'Raising the tempo' – Warm up activities
- Introduction to GAA Céim ar Aghaidh Step a head resource pack
- Introduction to GO Games
- GO Games: Small sided games/Conditions
- Maximising space: Hurling wall, hall & yard games
- Introduction to Ladies football.

**Venue: Trinity College, Dublin**

**Dates: July 1st—7th 2015**

**Facilitator: Conor Laverty**

**Booking Fee: €30.00**



*To book a place on any of our Summer Course call 01 8576400 with credit card details.*

Please note that Teaching Council Number must be quoted when making a booking.



**DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT**

**SUMMER 2014**

## **Literacy & Numeracy Through Visual Arts.**

**This course will enable participants to:**

- **Enhance Literacy and Numeracy skills in pupils through the medium of drawing, ceramics and fabric and fibre.**
- **Explore Literacy and Numeracy in a expressive manner through the use of drawing, ceramics and fabric and fibre.**
- **Develop numeracy skills through the exploration of patterns and tessellations.**
- **Be able to explore mark-making through the use of variety of media to show shape, form, texture and pattern.**
- **Be enabled to experiment with and develop line, shape, form, texture and pattern in clay using a variety of techniques and tools.**
- **Be enabled to explore and experiment with the properties and characteristics of a variety of materials in the creation of three-dimensional artwork.**

**Venue: The National College of Art and Design**

**Dates: July 1st-7th & August 17th-21st 2015**

**Facilitator: Aoife Gilligan (July) David Cotter (August)**

**Booking Fee: €50**



**To book a place on any course please call 01 8576400 with credit card details**  
Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

# SUMMER 2015

## Music in the Junior School

● This course will offer participants the following:

- . Practical advice as to how to implement the music curriculum in the Junior school
- . A structured rhythm and pitch programme
- . An interesting and suitable bank of songs
- . A Listening to Music programme
- . The skills necessary to use percussion instruments
- . Useful strategies for Musical Performances throughout the school year
- . Basic grounding in playing and teaching recorder

**Venue: Our Lady Immaculate JNS, Darndale**

**Dates: July 1st—7th 2015**

**Facilitator: Breda Murray**

**Booking Fee: €30**



***TO BOOK YOUR PLACE PLEASE CALL 01-8576400 WITH YOUR CREDIT CARD DETAILS. TEACHING COUNCIL NUMBER MUST BE QUOTED WHEN MAKING A BOOKING***



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

**Genre and Grammar: An  
Integrated Approach  
towards Literacy  
Expansion and Assessment**

**AIMS AND CONTENT :**

Teachers will review current definitions of genre and grammar, before exploring approaches to both that can help all pupils / students expand their meaning potential in the classroom in highly practical ways.

**Areas of specific focus include:**

- Genre across the school curriculum
- Grammar for thinking about, talking about and expanding meaning through the subject areas
- Assessment through genre and grammar

Use of approach on ICT will be part of the course



**Venue:** The School Of Education, Arts Building,  
Trinity College Dublin

**Dates:** August 17<sup>th</sup> – 21<sup>st</sup> 2015

**Facilitator:** Brian Donovan

**Booking Fee:** €30

*To book a place on any of our Summer Course call 01 8576400 with credit card details*

Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

***PROMOTING POSITIVE BEHAVIOUR.***

*This course will include the following:*

- Introduction/Overview/Aims & Objectives
- Relevance of Course to School Self-Evaluation and Code of Behaviour/Discipline
- Challenging Behaviour
- Emotional Health & Wellbeing of Pupil & Teacher
- SPHE Strand – Myself
- Role of Teacher
- Stress Management & Emotional Intelligence
- Links to SPHE Strands-Myself and Myself and Others
- Mediation with Children
- Mediation and the Learning Environment
- Mediation & Art
- Link to Myself, Myself and others and Myself & the Wider World
- Communication
- Self Awareness
- Emotional Well Being and Mental Health
- Resources for Mediation with children
- Sharing of Experiences

***Venue: Drumcondra Education Centre***

***Dates: July 8<sup>th</sup> - 14<sup>th</sup> 2015***

***Facilitators: Stephen Gregory, Breda Murray, Nikki Roberts***

***Booking Fee: €30***

**To book your place please call 01 8576400 with credit card details.**

**Please note that Teaching Council Number must be quoted when making a booking.**





DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT



## SUMMER 2015

### *Tánaiste Summer Programme 2015 for Deputy Principals and Acting Deputy Principals*

This Programme of professional development has been designed specifically for you as deputy principal and it will enable you to develop the knowledge, skills and confidence to more effectively carry out your role as a school leader.

*Content is based on the Leadership Planning framework for school leadership*

1. The person and self-development e.g. emotional intelligence (self-awareness), motivation and care, developing the role of the Deputy Principal
2. Leading People and the organisation e.g. communication skills, managing conflict, understanding school culture and using a team approach,
3. Leading Learning e.g. challenges of leading learning, in particular school self-evaluation in school with particular emphasis on context and teamwork.

*This programme provides an opportunity to become a networked school leader, building professional relationships through the sharing of practice.*

*It is delivered by PDST Associates who are experienced school leaders and takes place over five days. It qualifies for 3 EPV days on completion.*

**Venue: Drumcondra Education Centre**  
**Dates: July 1st—7th 2015**  
**Tánaiste Trained Facilitator**



To book a place on any course please call 01 8576400

Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

**TEACHING & LEARNING  
FOR PUPILS WITH  
AUTISM**

This course is aimed at primary school teachers from ASD classrooms and mainstream.

Dr. Michael Shevlin will open this course with an exploration of inclusion in Ireland and experts in the field will engage with participants in the key areas of best practice for pupils on the autism spectrum.

Areas in particular focus are :

- Early intervention
- Supporting minimally verbal pupils through play, and social and emotional development
- Designing literacy & numeracy tasks to advance skills
- Drama and it's role in developing confidence in communicating.



**Venue:** School of Education, Trinity College, Dublin

**Dates:** August 17th—21<sup>st</sup> 2015

**Facilitators:** Dr. Carmel O'Sullivan, Dr. Michael Shevlin,  
Carol Ann O'Siorain, Colin McElroy, Dr. Miriam Twomey

**Booking Fee:** €30.00

To book a place on any course please call 01 8576400  
Please note that Teaching Council Number must be quoted when making a booking.



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT  
**SUMMER 2015**

**TEACHING MATHEMATICS  
IN A FUN WAY**

This face to face course will provide participants with an opportunity to test out their knowledge and advance skills and competencies in the teaching of mathematics at primary level. In particular participants will engage with materials and resources to problem solve and explore exciting ways to motivate our pupils and to bring a heightened sense of enjoyment to teaching and learning mathematically.

**AIMS AND CONTENT :**

Teachers will be enabled to explore pupil skills for development within the mathematics curriculum by:

- Communicating mathematically-language of mathematics Encouraging and promoting voice , number and pattern recognition up to 6th class
- Operation and mental calculations  
Activities to promote mental maths and recall of number facts strategies for counting—the empty number line
- Problem solving  
Fun and Games! Measure
- Data and Chance  
Assessment practice and outcome across the school.

**Venue:** School of Education, Trinity College

**Dates:** July 1<sup>ST</sup> - 7th 2015

**Facilitator:** Carol Ann O'Siorain

**Booking Fee:** €30



*To book a place on any of our Summer Course call 01 8576400 with credit card details*

*Please note that Teaching Council Number must be quoted when making a booking.*



**DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL  
DEVELOPMENT**

**SUMMER 2015**

**Using Scratch to develop Numeracy in Primary  
Classes (PDST TiE/Lero)**

This revised summer course for 2015 from PDST TiE develops the use of Scratch 2.0 as a programming language in the primary classroom. The course includes a wide range of short classroom practice focused videos demonstrating Scratch being integrated in daily teaching activities at a range of class levels. Each module includes discussion of practical classroom applications of Scratch programming and makes specific reference to the use of Scratch as a teaching tool in developing, supporting and extending children's application of key mathematical concepts and skills. By means of a range of tutor led group activities, participants will investigate how they might incorporate Scratch across other curricular areas. Finally, other key areas discussed over the duration of the course include the development of safe internet practices in the school environment, finding and selecting good quality teaching material online and planning for e-learning practices in my school.

**Module 1: Introduction to Scratch programming, websites and resources available**

This module covers the basic concepts of Scratch 2.0 programming and its uses in the primary classroom in particular to support the skills and content of the mathematics curriculum. Participants start to write their first Scratch programme as well as using sound and movement in the programme. Participants are guided through the initial ICS / LERO classroom lesson plan activities which can be used to guide pupils through the key elements of the Scratch Programme. Finally participants discuss the potential use of Scratch in their own classrooms.

**Module 2: Scratch Concepts and classroom application**

Some of the mathematical Scratch concepts are introduced, including the use of broadcasts, variables and drawing within Scratch 2.0. Discussion on the use of Scratch programming to support number, place value, shape & space takes place. Participants complete a range of guided tasks and activities through the Scratch programme.

**Module 3: Putting Scratch Concepts Together**

In this module participants commence the development of numeracy focussed Scratch projects and lesson activities which incorporate images and sounds. The use of Scratch across the curriculum is explored. Participants explore the use of Scratch as a means of problem solving through guided lesson activities.

**Module 4: Scratch Concepts continued**

More on Scratch concepts, how they support the mathematics curriculum and how to demonstrate patterns and sequences in an innovative way using Scratch. Participants are guided through the key steps in creating and presenting and sharing a classroom focused Scratch 2.0 project. The application of Scratch across other curricular areas and how to get started with Scratch in the classroom is discussed.

**Module 5: Planning for effective use of ICT**

Participants finalise and share their project and lesson activities for use in the classroom which focus on numeracy development. Participants are introduced to the e-Learning Action plan as part of the whole school planning process for e-Learning and create an e-Learning action plan for numeracy development. Participants also explore a range of valuable online PDST TiE resources for use in the classroom.

**Venue: Drumcondra Education Centre**

**Date: 1st to 7th July**

**Tutor: Mike Harrington**

**This course is fully funded by PDST Technology in Education**

**To book a place on any course please log onto: [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie) or call 01 8576435/00  
Please note that Teaching Council Number must be quoted when making a booking.**



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SUMMER 2015**

# Writing for Teachers

*During this course teachers will:*

- Experience the writing process as writers as well as teachers
- Examine their own literacy teaching practices through the lens of a writer
- Acquire a common language to engage in professional conversations about literacy learning
- Explore teaching strategies that improve student writing
- Explore the use of the internet to access resources for Quick writes to be used as a teaching resource within the classroom
- Learn how to use ICT to construct and organize a writing portfolio
- Work in a writer's workshop environment for the duration of the week-long course.

**Venue: Drumcondra Education Centre**

**Dates: July 1st—7th 2014**

**Facilitator: Gerry Hancock, Mary Finnegan**

**Booking Fee: €30**



**To book a place on any course please call 01 8576400 with credit card details.**

**Please note that Teaching Council Number must be quoted when making a booking.**



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

# SPRING 2015

## An Introduction to *AISTEAR* for Primary School Infant Teachers

The following 6 workshops for Infant Teachers will take place in :

**ST. CRONAN'S JNS, SWORDS, CO DUBLIN**

**Thursday February 26th Workshop 1 'INFORMATION FOR TEACHERS'**

**Thursday March 5th Workshop 2 'ORGANISING/PLANNING'**

**Thursday March 12th Workshop 3 'LITERACY'**

**Thursday March 19th Workshop 4 'NUMERACY'**

**Thursday March 26th Workshop 5 'ROLE OF THE TEACHER'**

**Thursday April 16th Workshop 6 'PICTURE BOOKS'**

**TIMES : 3.30 – 5.30p.m.**

**FACILITATORS : Carmel Smyth, Imelda Whelan & Kerry McArdle**

***Please bring your school copy of 'Aistear' with you to the workshop***



To book a place on any course please call 01 8576400  
Please note that Teaching Council Number must be quoted when making a booking.



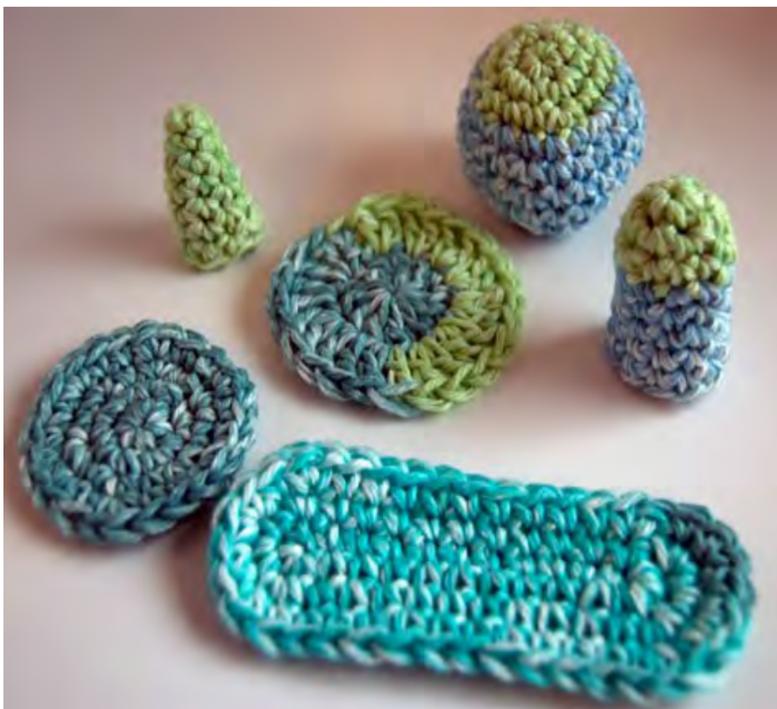
DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT  
**SPRING 2015**



***3D CROCHET IN THE CLASSROOM***

In this hands-on 4 week course you will learn the basics of crochet, and move on to make fabulous creations, limited only by your imagination.

Working in free-form crochet you will learn how to make 3D textile shapes. These techniques are not only fun but also a practical and creative way to approach teaching mathematics and geometry.



We will then move on to creating a hyperbolic coral reef. This looks difficult, but the technique is easy and many hands make light work, making this an exciting project for introducing a class to the basics of algorithms and also the wonders of nature.

During the course you will be introduced to internet resources that will provide you with continued inspiration and guidance for the imaginative crochet work of you and your students.

**Dates:** Monday's February 23rd, March 2nd, 9th and 16th  
**Venue:** Drumcondra Education Centre  
**Fee:** € 25.00 to include materials  
**Facilitator :** Marja Almqvist, The Yarn School

**To book a place on any course please call 01 8576400 with credit card details  
Please note that Teaching Council Number must be quoted when making a booking.**



DRUMCONDRA EDUCATION CENTRE  
CONTINUING PROFESSIONAL DEVELOPMENT

**SPRING 2015**

**An Introduction to Mindfulness & Mindfulness Based  
Stress Reduction (MBSR)**

***Mindfulness Tools for Self Care & For the Classroom***

This short Introduction will provide you with an experiential introduction to the practice of Mindfulness & aspects of the MBSR programme, understand its applications in the classroom and school environment & explore the scientific benefits of Mindfulness in creating greater peace, happiness, health and well being.

**Learning Outcome:**

Participants will understand how to begin to cultivate their own practice of Mindfulness and how to bring this into their daily personal and professional lives.

**Facilitator:**

*Clodagh Martin (McCarthy)*  
*Bright Sparks Coaching*  
[www.brightsparkscoaching.ie](http://www.brightsparkscoaching.ie)

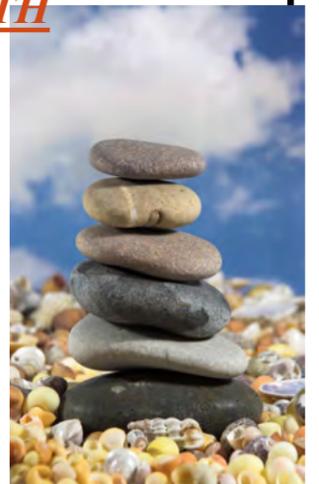
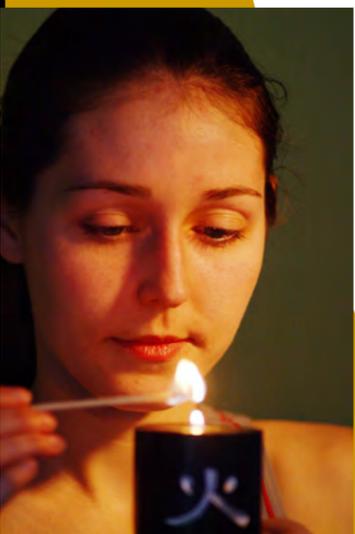
**Fee : €20.00**

**DATES : PRIMARY TEACHERS -TUESDAY FEBRUARY 24TH**

**POST PRIMARY TEACHERS -TUESDAY MARCH 3RD**

**Times : 7.15 – 9.30 p.m.**

**Venue : Drumcondra Education Centre**



***To book a place on any of our Autumn Course please call 01 8576400 with your credit card details.***

**Please note that Teaching Council Number must be quoted when making a booking.**