



# **ANNUAL REPORT**

**2009**

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# MANAGEMENT COMMITTEE AND STAFF

## Director - Eileen O'Connor

### Management Committee

Cora O'Farrell	<i>Chairperson</i>	St. Patrick's College of Education, Dublin 9.
Mary Friel	<i>Treasurer</i>	Margaret Aylward College, Dublin 9
Brendan Culligan	<i>Assistant Treasurer</i>	Marino College, Dublin 3
Gerry Clerkin		St. Patrick's Senior BNS, Drumcondra
Fiona Gallagher		Trinity Comprehensive School, Dublin 11.
Marian Hackett		Holy Spirit GNS, Dublin 11
Denis McCarthy		St. Malachy's BNS, Dublin 5
David Martin		Mount Temple Comprehensive School, Dublin 3
Ann O'Reilly		Whitehall College of Further Education, Dublin 9
Joe Whoriskey		St. Mary's Secondary School, Dublin 13
Marian Farrelly		St. Joseph's GNS, Dublin 11
Vacancy		
Ms. Eithne Deeney		ACCS
Mr. Tony Healy		CPSMA
Ms. Mary King		National Parents Council Primary

### Administration Staff

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

### Professional Development Officer

Pat Furlong (January to August 2009)

### Project Maths Programme

Dr. Anne Brosnan National Co-ordinator

### Relationships & Sexuality Education Programme

Frances Shearer National Co-ordinator

### Accounts

Jennifer Norton Book-keeper  
Michael Lyng Accountant

### Housekeepers

Angela Donnelly Senior Housekeeper  
Carmel Donnelly Assistant Housekeeper

### Caretaker

Brendan Richardson Caretaker

## Chairperson's Address 2009

On behalf of the Management Committee of Drumcondra Education Centre, I am delighted to welcome you to our AGM.

The past year has been a trying one in terms of the effects of a diminished budget on the work of the Centre. Thanks to the good financial practices of the finance sub-committee and the Centre finance team, the situation, although grim, is not as bad as it may otherwise have been. One significant casualty of the economic climate however was the position of Professional Development Officer (PDO), which was withdrawn.

In spite of the economic recession, the Centre continues unabatedly to deliver on its core work of supporting the continuous professional development of whole-school communities to enable them to achieve their potential. Our Director's Report details the many initiatives and achievements of the Centre during 2009 but in my report here I would like to refer to some of that significant work -

- The Summer, Autumn and Spring programme of courses were successfully delivered to teachers, parents and SNAs. We express our gratitude to the many presenters and facilitators who delivered on these programmes.
- Although only in its infancy, Project Maths under the stewardship of its National Coordinator, Anne Brosnan has achieved a great deal. The team of regional development officers (RDOs) have been working closely with post-primary schools nationwide since September 2009. The approach of placing curriculum development and innovation *in* schools, is at the heart of Project Maths and ensures that schools will no longer be passive participants in such a process.

The Centre continues to provide services to teachers through its book sales, Resource Library, CD/DVD-copying, lamination, photocopying and binding. Although at first glance these services may appear innocuous, they are very important, as they provide an open invitation to teachers to become acquainted with the other work of the Centre. I can remember my own first contact with Drumcondra Education Centre back in the late 80's as a young teacher and it was the Video Library which initially attracted me in. Through dropping in for this service, I became familiar with the work of the Centre and much of my professional development was subsequently facilitated through the Centre. DEC is always progressive and responsive in its delivery of services and sadly the Video Library has reached its end and is currently being disbanded. The Centre continues to update its services in line with the needs of teachers and the advances in modern technology and the recent upgrade of the website is an excellent example of this.

Our Director, Eileen continues to exude energy, enthusiasm and dedication in all that she does - she is not just one step ahead of everybody, but a whole furlong! Her role can be a difficult and lonely one at times but she is always good-humoured and optimistic. As she attends to both the professional and pastoral dimensions of her commitments, her leadership is exemplary. She is a fine ambassador for the Centre at both national and international level.

None of the initiatives detailed in the Director's report or mentioned above, could take place without the dedicated team who work in the Centre. They are a hardworking, busy team and yet always when one walks into the Centre, the air of hospitality, efficiency and helpfulness is palpable. To Dee, Jocelyn, Gráinne, Bridget, Valerie, Jackie, Jennifer, Angela, Carmel, Brendan, Piotr and Karina, we express our sincere gratitude.

The departure of Pat Furlong from the Centre this year was a significant loss. He carried out the role of PDO in an impressive a manner and he was a respected colleague. We wish him every success in his new role as a primary school Principal in Balbriggan.

Since last year's AGM we have seen the departure from Management Committee of our esteemed chairman, Tim Hurley. Tim first joined Committee in 2004 and had served as chairman since 2005. Tim retired from his position as Principal of St Vincent's CBS Glasnevin in June. He recognised that the Centre's Constitution made no specific provision for membership of retired teachers and as such, he tendered his resignation as Chairman as well as a member of the Management Committee. It was with much regret that the Committee accepted his resignation. Throughout his time on Committee, Tim's leadership was characterised by his unfailing commitment, outstanding foresight and enormous expertise in all things educational. As we bid Tim farewell, we wish him health and happiness in his retirement.

Finally I would like to turn to the Centre Management Committee. Two new members joined Committee this year – Mary King (representing parents) and Marian Farrelly (representing primary schools) and we extend a warm welcome to them both. It has been an extremely busy year for Management Committee. The development and review of policies has been conducted in a systematic manner. Difficult decisions have been thrust upon the Committee too and at times the business has been very tough. Thanks to both the Financial and Legal Sub-committee and the full Management Committee who in their voluntary capacity give so generously of their time and expertise in service of the Centre in particular and education in general.

I view it as a privilege to have served as Chairperson for much of the past year and I wish the Centre continued success as it moves forward into a new and challenging year ahead.

***Cora O'Farrell***

***Chairperson***

24.02.2010

# Director's Report

## 1. Introduction

Dear Colleagues, I am delighted to welcome you all to the 2009 Annual General Meeting. 2009 was a challenging year for the Centre. We have had to adjust to the reality of budget cuts and to much uncertainty with regard to the national provision for teacher continuing personal and professional development (CPPD). We now know that the TES proposes a rationalisation of the current range of national programmes and the roll-out in Autumn 2010 of a much slimmed-down national and regional structure of CPPD provision. This will see the amalgamation of some national programmes and the return to school of a number of seconded personnel. However, I am happy to report that national programmes and projects currently based in Drumcondra – Project Maths, Post-Primary RSE/CPG, The Summer Course Programme and Board of Management Training are to remain separate and be independently funded for the coming year.

A further challenge in 2009 and which will continue into 2010 is the confined parking space around the Centre. Due to the new St. Patrick's College clamping policy, all of our clients must now park within the Centre boundary. On very busy days this can lead to double parking and also to parking on our front lawn. However, that said, we are happy to manage this issue for the moment and to continue to welcome 'busy' days!

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

The list below highlights some of the new initiatives in which the Centre was involved during 2009:

- The hosting of ***A Conference on Literacy*** in collaboration with '***Write Minded' youngballymun with*** guest speaker Dr. Timothy Shanahan, Director of the Centre for Literacy at the University of Illinois.
- Collaboration with ***The Hugh Lane Gallery*** and also ***NCAD*** in the provision of a Drawing and Art Appreciation Programme for primary and post-primary teachers.
- Hosting the ***Toraiocht Diploma in Leadership Programme*** in collaboration with LDS and NUIM.
- Hosting of ***LDS Spreagadh*** Programme.

- Hosting the Centre Education Conference - ***Exploring Positive Initiatives to Resolving Conflict in Schools***. This was officially opened by Ms. Emily Logan, Ombudsman for Children
- The successful launch and delivery of an online summer course on ***Mediation Skills*** in collaboration with Kilkenny and Cork Education Centres.
- Hosting a 2-day visit of ***Swedish Principals*** to local schools.
- Organising a conference in collaboration with ***SESS*** on Asperger's Syndrome and Autistic Spectrum Disorders in the Croke Park Conference Centre.
- Roll-out of DEC and PPDS pilot ***Blended Learning Curriculum*** Programme

## 2. Centre Management and Administration

### 2.1 Management Committee

The success of the Centre over the past year is a testimony to the vision, work and commitment of its Management Committee. I am indebted to its members for their wisdom and their generosity of time in attending meetings. Committee had a change of Chairman during 2009. ***Mr. Tim Hurley*** retired from school principalship and his role of Chairman during the Summer. We are indebted to Tim for his many years of service as a committee member and also as Chairman since 2005. I benefitted greatly from his management and leadership experience, his personal support and his positive approach to dealing with challenges. We wish him happiness and fulfillment in his new found freedom! I welcome ***Cora O'Farrell*** to the position of Chairperson and wish her success in the role. I am grateful to Cora for her encouragement and her invaluable support and assistance since September. We are delighted to welcome ***Marian Farrelly***, Principal, St. Joseph's, Finglas West and ***Mary King, NPC (Primary)*** both of whom joined Committee during 2009. I extend our sincere appreciation to ***Evelyn O'Brien, Principal, St. Bridget's Holy Faith Primary School, Glasnevin***, who retired from Committee during 2009, for her work on behalf of and her commitment to the Centre.

The work of the ***Financial and Legal Subcommittee*** is invaluable in terms of its ongoing advice and support. I particularly want to mention the Centre treasurer, ***Mary Friel*** and the assistant treasurer, ***Brendan Culligan***. Keeping track of the finances for this busy Centre is an onerous task and I thank Mary and Brendan for their painstaking attention to detail, their generosity of time and especially their patience in signing cheques!

### 2.2 Centre Staff

Any organisation is only as good as the people who work in it and the service it provides. I am indebted to the professionalism and commitment of all Centre staff and to the overall spirit of collaboration and teamwork that infuses all aspects of their work. I know that I speak for all

associated with the Centre when I thank **Dee Coogan, Centre Administrator**, and the Centre team: **Jackie Delaney, Angela Donnelly, Carmel Donnelly, Grainne Haughney, Jocelyn Kelly, Valerie Norris, Jennifer Norton, Bridget Quigley, Brendan Richardson** and **Peter Malinowski** for their commitment to excellence and the high standard of courtesy and service they afford to all who visit the Centre. Staff professional development is of critical importance to the ongoing competitiveness and future development of the Centre and is an area of priority for Centre Management. In 2009 there has been staff up-skilling in areas such as finances, website/database development, staff management issues and health & safety.

A sincere thank you to **Michael Lyng**, our accountant, and **Jennifer Norton**, the Centre bookkeeper, who oversee the increasingly expanding and complex financial business of the Centre. Their professionalism and commitment to excellence ensure a detailed high standard of financial reporting to myself and to Management Committee.

The Centre continues to develop its IT communication system via the website and the online database. To ensure best practice in the area of Centre data storage and protection, we have recently reviewed and updated the Centre Data Protection and Communication Policies. The new website is based on a Joomla platform and all administration staff have received training on it. In facilitating expressed client needs, the database will be expanded in the coming year to incorporate SMS messaging and an online payments system. It is also our intention to expand the use of the online moodle platform in 2010 through the introduction of short focussed modules for teachers and schools leaders in the areas of management and administration. My thanks to **Jocelyn Kelly** for her work and support to me in this critical area of Centre management and development.

I wish to express my thanks to **Bridget Quigley** who, in her role as receptionist and 'front of house', oversees the booking, organisation and smooth delivery of the daily programme of events. Bridget's efficiency and unstinting courtesy and helpfulness are truly appreciated by all who come through our doors. A special word is due also to **Angela Donnelly**, the Centre housekeeper, who provides us all with much needed refreshments and who in conjunction with **Carmel Donnelly** ensures that the Centre maintains a high welcoming standard of orderliness and cleanliness for all staff and visitors. I also want to mention **Brendan Richardson**, the Centre caretaker. His early morning presence has greatly assisted the smooth opening of the Centre particularly in the setting up of rooms. He has taken some of the start-of-the-day pressure from Bridget Quigley who used to, and without complaint, carry much of this work on her own. We were delighted to have **Piotr Malinowski**, a FÁS placement, join the Team in the Autumn. Piotr brings enthusiasm and a standard of excellence to all his work. His pleasant obliging manner is a great asset to the Centre. Our evening Administrative assistant, **Karina Kocotkevica**, is also a valued member of the Centre team. Karina makes a significant contribution to the smooth running of the Centre evening programme.

I wish to pay tribute to the work of professional staff, **Dr. Anne Brosnan (National Co-ordinator Project Maths)** and her team of RDOs and **Frances Shearer (National Coordinator, RSE)**. I thank them for their professionalism and their willingness to be of support and assistance at all times both to me and Centre staff. Indeed, the evidence of strong teamwork between all members of the staff, both professional and administrative is a testimony to the positive and harmonious

culture of mutual respect and professional support which we foster and of which we are very proud. **Aoife Ruane** retired as National Coordinator of European Studies, (ROI) during 2009 and left the Centre. We wish Aoife every success in her new endeavors.

The impact of the national financial crises impacted on us during the Summer of 2009 when the secondment of our Professional Development Officer, **Mr. Pat Furlong**, was not renewed by the TES. Pat's commitment and professionalism is a great loss to the Centre and the education community which we serve. He provided invaluable support in the organisation of elective programmes for local schools and teachers. He was pivotal in the effective delivery of the Centre 2009 online summer course programme and in the design and development of our new website. We wish Pat every success in his new role as Principal of St. Teresa's Primary School, Balbriggan.

### 3. Professional Development

The promotion and facilitation of life-long teacher professional learning is a core function of the work of the Centre. The development of new initiatives, as outlined in my introduction, together with the provision of a broad range of local 'elective' courses signals our ongoing commitment in 2009 to this aspect of our role. However, the local course statistics (Appendix A page 60) indicate that we had more course cancellations in 2009 than in 2008. This highlights the difficulty of encouraging teachers to engage in CPPD after a tiring day in school. The lack of uptake is probably not surprising in the current climate where teachers feel aggrieved due to pay cuts and an ever increasing workload in school. However, that said it is remarkable to note that a total of 12,526 people availed of the Centre's services in 2009 (Appendix F page 68). It will be interesting to see how the proposed new national CPPD structure mentioned earlier, to be rolled-out in Autumn 2010, and which will necessitate more afternoon /evening provision, will impact on teacher 'after-school' participation.

#### 3.1 Local Courses and Initiatives

The 2009 local course brochures (Appendix H page 70) highlight the range of elective courses available to teachers, SNAs, Principals, Boards of Management, Parents and ancillary school staffs in the Centre. I wish to thank the many tutors who supported us in the design and delivery of our elective programme in 2009. One of the highlights at the start of 2009 was the roll-out via the Centre VLE of the PPDS /Centre pilot **Blended Learning Curriculum Project** (Geography, Music and SPHE) for teachers from outside the jurisdiction. I am indebted to **Pat Furlong (Centre PDO) and Fiona Rushe (PPDS)** and her team for their work on this project.

The Post-Primary **TL21 Transfer Initiative** in collaboration with NUIM continued in 2009. Again the difficulty is in gaining a commitment to 5 sessions over the academic year. While schools and teachers start off with great enthusiasm, the business of the school year and the demand on teachers' energy and time takes its toll as the year progresses. While the project is extremely valuable to the development of teaching and learning in the classroom, I am not sure

that the Centre's continued input into the project can be sustained in 2010 in light of the small return in terms of sustained school and teacher participation. I am indebted to **Greg Smith (NUIM) and Anne Brosnan (PMDT)** who coordinated the project until June 2009 and to **Alec McAllister (SLSS)** who has worked as the project coordinator and facilitator since September 2009.

The role of **Teacher Professional Networks (TPNs)** at post-primary level, of which the Centre currently hosts 7, and **Teacher Professional Communities (TPCs)** at primary is important in capacity building at local and national level. The Centre Administrator, myself and Centre Book-keeper meet twice annually with representatives of Centre based TPNs where we endeavour to assist with their confusion and frustration regarding the new TPN funding and accountability structures.

The Centre continues to work closely with **Fiona McAuslan** in the design and delivery of courses addressing the issues of **conflict resolution and mediation** in schools (see page 58). The face to face and online programmes dealing with these issues have been well received by the teaching community. It is intended to expand this work in 2010 to incorporate a programme on **peer mediation** in school and to commence research on developing an age-appropriate programme on conflict resolution skills for post-primary students. We are delighted to host the launch of a range of new books - **The Resolving Book Series** - by Fiona here in the Centre in April 2010 in collaboration with Veritas.

2009 saw our ongoing collaboration with the primary and post-primary professional development services, in particular PPDS, SLSS, SDPI(post-primary), SESS, T4 and LDS, in the delivery of courses and workshops which are vital to ensuring the continued up-skilling of local teachers and school communities. I thank all the members of these national teams for their engagement with us during 2009 and for their support and courtesy to Centre staff. We look forward to continued co-operation with the proposed new national CPPD structures in Autumn 2010. (Primary details Appendix B page 63; Post Primary details Appendix C page 65)

## 3.2 National Programmes

### Project Maths

We are delighted to host this significant national project under the leadership of **Dr. Anne Brosnan** and her team of eighteen RDOs. The work of the project is outlined in Anne's report (see page 33). I wish to thank **Grainne Haughney, Project Maths Administrator** for her work in ensuring the efficient and smooth administration of the Project Maths initiative.

### ICT

The administration of our ICT course programme is administered by **Valerie Norris**. Valerie works in close co-operation with NCTE, T4 and our ICT tutors to organise and oversee the delivery of a broad range of courses to meet the needs of our teachers and schools. I want to thank her for her professionalism and efficient administration of all aspects of this programme in the Centre (Appendix H page 72).

### RSE/CPG

As indicated in Frances Shearer’s report (see page 51) the support and work of the RSE programme continues to be in great demand at both primary and post-primary level and provides a very worthwhile service to schools. The responsibility and administration of the training on the Child Protection Guidelines at post-primary level is being co-ordinated by the RSE support service. This has increased Frances’ work and also the administrative support provided by the Centre. All of the RSE /CPG administrative work is currently managed by **Jackie Delaney**. I want to thank her for her commitment and efficiency in overseeing the various and complex organisational aspects of the programme administration.

### Board of Management Training

Working in collaboration with the Management Bodies, the ongoing training of all Primary and Post-Primary BOMs is a high priority of the DES. The administration of meetings between the TES and Management Bodies and of the DES funding is overseen by Centre staff. I am indebted to **Dee Coogan, Centre Administrator** and to **Jennifer Norton, Centre Accounts**, who liaise with the TES to ensure the smooth running of this project.

### Cursáí Samhraidh

The Centre continues to administer the national roll-out of the Summer Courses Programme for primary school teachers. The Centre team, **Dee Coogan and Valerie Norris** supported by other staff, work closely with TES personnel to oversee this complex process. The national statistics with regard to Summer Courses highlight the changing trends with regard to uptake with a now close to 50-50 split between those engaging in face to face and online courses.

<b>National Summer Courses Programme 2009</b>
<b>Final No. of Delivered Courses: 638</b>
<b>The 638 completed courses include both on-line and face-to-face courses, of these, 511 were regular face to face course and 127 were online courses</b>
<b>Course Participants:</b>
<b>On-line courses</b>

Males:	1818
Females:	11880
Total:	13698
<b>Regular courses:</b>	
Males:	1258
Females:	9226
Total:	10,484
<b>Overall totals:</b>	
Males:	3076
Females:	21,106
Total:	24,182

In light of this Centre's successful online summer course provision of two courses in Summer 2009, we hope to run these two online courses again in Summer 2010.

#### 4. Centre Links

The wide range of groups with whom we work and interact in different ways is highlighted in (Appendix G page 69). These include Teacher Professional Networks, Teacher Professional Communities, subject associations, management bodies, subject support groups and national bodies. All of these interactions and connections are invaluable to the Centre in ensuring a broad based clientele, in generating an income and more importantly in ensuring that we have an input into how we might collaborate in addressing the needs of our school communities.

The Centre is delighted to work in collaboration with *youngballymun* in the delivery of its *Write-Minded Literacy Strategy* (see page 53) and *Incredible Years Programme* (see page 55). My thanks to *Eleanor McClory* (Chief Executive, youngballymun), and *Paddy White*, (Finance and Admin. Manager) for their ongoing support. I also wish to congratulate *Breege Brehony*, Incredible Years Coordinator and *Martina Gannon*, Write Minded Literacy Coordinator, who are employed through the Centre, for their work on behalf of the youngballymun project.

The Centre is also the *administrative base* for:

- *The Society for Management Education Ireland (SMEI)* for which we also manage accounts. The Centre hosts the Society's seminars and committee meetings and I am extremely grateful to *Jackie Delaney* for administering this.
- *The Education Studies Association of Ireland (ESAI)*. I am indebted to Valerie Norris for her efficient administration on behalf of the Association.

The Centre is also a member of and in ongoing contact with a number of international agencies. These include *The British Education Leadership, Management and Administration Society (BELMAS)*, *The European Network for International Research and Development in Education Management (ENIRDELM)*, *The European Forum for Education and Administration (EFEA)*, *The Standing Conference on Teacher Education North and South (SCoTENS)* and *The Zurich University of Teacher Education*.

We also host and make presentations to visiting European groups on behalf of **Léargas and St. Patrick's College, Drumcondra and the DES.**

## **Conclusion**

2010 will be another challenging year as we strive to mitigate the impact of a reduced budget and to engage with the proposed new national CPPD national and regional structures. As yet the details of both remain unknown to us. However, the key focus for us is to continue to develop as an organisation, to engage with our education community and to facilitate the continuous improvement of the teaching and learning in classrooms.

I look forward to the year ahead and to working with the Management Committee and staff as we continue to work to enable the Centre to develop and grow as a central 'hub' for the continuing professional learning of the local education community that we serve.

A sincere thank you to **Dee Coogan**, Centre Administrator, for her continued support. Dee's wealth of experience is an invaluable resource both to the Centre and the TES. Her attention to detail and her calm approach to issues and events ensures that we all work in a progressive and positive environment.

Finally, I wish to express my gratitude to the staff of the Teacher Education Section (TES) and in particular to the Principal Officer, **Dr. Alan Wall**, for their continued advice, support, and encouragement during 2009.

**Dr. Eileen O'Connor**  
**Director, February 2010.**

## **Treasurer's Report – AGM 2010**

I am pleased to present the 2009 Financial Report for Drumcondra Education Centre. The statement of accounts, as presented by Centre Auditor, is contained in the Annual Report. As with many other organisations this year, the Centre had to look at major economising measures as our income was reduced. But thanks to the good financial practices of the finance sub-committee and the Centre finance team, I am happy to report that the 2009 income is marginally above the 2009 expenditure. While Centre income dropped 30% from the previous year, expenditure dropped 48%. Thus the overall figures for the year are positive. However, the very narrow range of difference between income and expenditure gives rise to the increasing risk of a deficit and allows for limited flexibility. Additionally this puts limitations on the funding for investment, development and training thus effecting Centre future sustainability. Currently over 92% of Centre expenditure is on salaries.

It has been another very busy year for the Centre providing professional development to many in our education community. In spite of the continuing reductions and restrictions imposed by the DES and the changes in provision by many of the National in-service teams, the Centre continues to respond to the needs of many.

We await the 2010 budget and this may have a significant bearing on the organisation of the Centre with respect to staffing and work practices in 2010. The proposed major reconfiguration by the TES of teacher CPPD will determine the future direction of expenditure in the Centre. We will, however, continue to aspire to give an excellent service to our clients and to be optimistic for our future.

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

Mary Friel, Treasurer.  
February, 2010.

# **APPENDIX 1**

## **Reports from Programmes hosted by the Centre**

# **Project Maths National Roll Out:**

## **October - December 2009**

**National Coordinator**

**This report has 6 main sections:**

**It is a specific report for the Month of December 2009 but also includes in the various contexts a summary report of Workshop 1 Strand 1 Probability & Statistics for the period October - December 2009.**

### **A. Personnel Matters**

This section outlines the number of Local Facilitators (LFs) who have completed self nomination forms and an explanation of the 2 types of LFs being employed by PMDT. A fuller account of various aspects of the Programmes of CPD involved, Resources Development and Inter-agency work will be dealt with in sections C, D and F respectively.

#### 1) Local Facilitators

##### i. Pool A PMDT/UL Content 30

These LFs will deal with delivering courses based on the content of Strand 1: Probability & Statistics to teachers on a local basis through Education Centres.

##### ii. Pool B PMDT/NCTE 30

These LFs will deal with delivering ICT modules on Strand 1 & 2 to teachers on a local basis through Education Centres.

#### 2) Any issues arising:

-Geographical Spread re Education Centres is very good

### **2: Team training and development**

This section deals with team meetings held in December 2009 and an outline of the training and format of these days

1) Training was held on **December 1st** for Team 1 & Team 2. The training consisted of the following:

-Input from

Ciara O'Donnell (PPDS): Methodologies in 5<sup>th</sup> & 6<sup>th</sup> Class with a particular focus on Strand 2. This was important to both teams but especially Team 2 who will be focusing on The Common Introductory Course and Strand 2(Geometry & Trigonometry) in the workshops scheduled for January – March 2010.

Seamus Knox (Post-Primary Maths Inspectorate: Methodologies to prioritise at workshops

This was important for both teams to understand from the Maths Inspectorate's point of view what methodologies would enhance teaching and learning of mathematics at second level and to understand the broader context of teaching & learning within the context of a Maths Dept.

Pádraic Kavanagh (PMDT): Google documents

This was important so that both teams can share resources that are either developed or being developed. As the previous 2 sessions overran their time this item will have to be revisited it is intended to do so at Team 2 meeting in February.

**December 2<sup>nd</sup>**: Team 2 met (had previously had input from the Design Team in November) to present work that has been assigned to them from November for Workshop 2. Lynda O'Toole (senior Inspector TES) was present for this meeting. It contained the following presentations:

- Rationale for strand 2 Noel Donnelly
- Van Hiele Theory Anne Brosnan
- T&L 8 Pádraic Kavanagh & Tony Knox
- The Common Introductory Course (Strand 2) Tom O'Connell
- Theorem 8: A Student Activity Jillian Brennan & Fiona Lennon
- A New T&L on Co-ordinate Geometry based on a T & L from a Project School – Patricia Mc Donagh & Bernie Ni Dhonnchu
- GeoGebra + Student CD – Gary Ryan

- Planning for September Maria Kelly
- Survey Monkey- Tony Knox

## 2) Emerging as a need

Team 2 will need to be acquainted with the content of the Syllabus for Strand 1 & 2 as questions which will inevitably come up on the ground in next round of workshops. To this end a document has been produced for the team by Team 1 to understand the content of Strand 1 & 2.

## **B. Programme of Professional Development**

This section deals with:

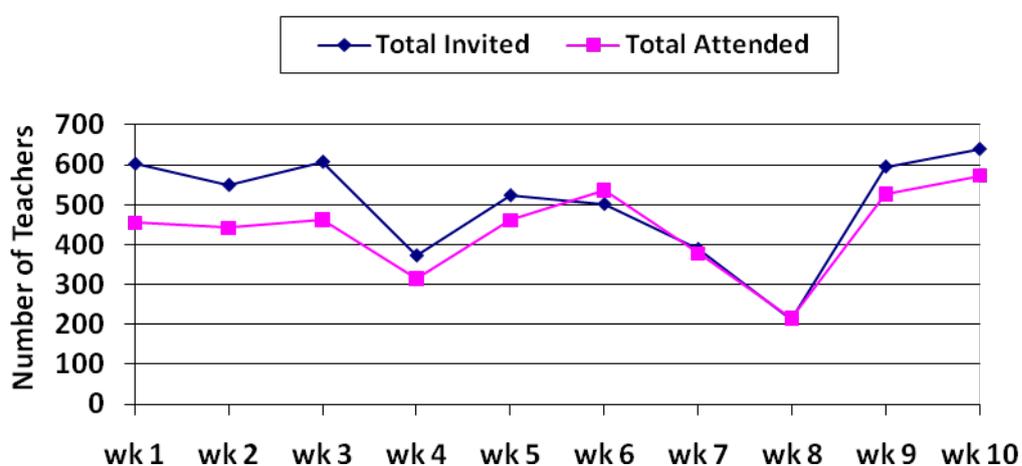
- i. Statistics for Workshop 1 Strand 1 which commenced 5<sup>th</sup> October 2009. The statistics include the number of teachers invited each week, the numbers that actually attended and the % attendance each week. A cumulative total for each of the latter is also included. The statistics are then presented in Figures 1 and 2 to on a weekly and cumulative basis respectively.
- ii. The total number of workshops delivered from 5<sup>th</sup> October – 18<sup>th</sup> December 2009 and the number planned for Workshop 2 January 18<sup>th</sup> – March 25<sup>th</sup> 2010.
- iii. The statistics for the 11 Irish Workshops conducted from 7<sup>th</sup> – 18<sup>th</sup> December
- iv. The programme provided at each workshop and statistics on the programme for December and 5<sup>th</sup> October – 18<sup>th</sup> December for Workshop 1

i. **Statistics Workshop 1 Strand 1:**

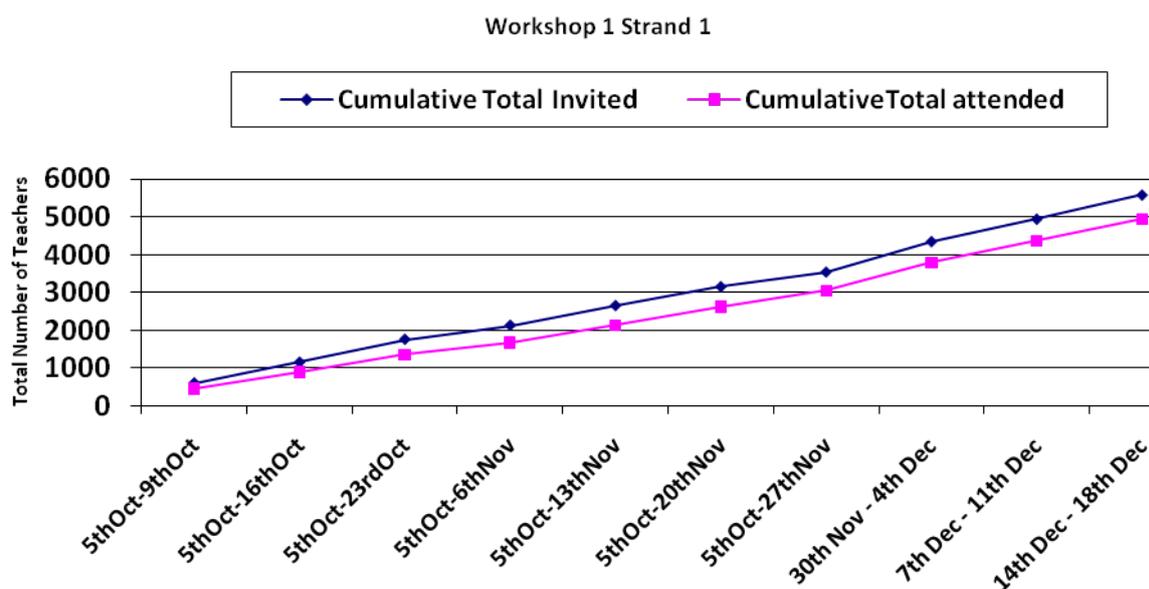
Week	Number Invited to Attend	Number Attended	Attendance For Week in Percentages	Cumulative Total invited to Attend	Cumulative Total Attended	Cumulative Attendance in Percentages
5 <sup>th</sup> – 9 <sup>th</sup>	602	455	76%	602	455	76%
12 <sup>th</sup> – 16 <sup>th</sup>	549	442	81%	1151	897	78.5%
19 <sup>th</sup> – 23 <sup>rd</sup>	607	462	76%	1758	1359	78%
<b>MID - TERM</b>						
2 <sup>nd</sup> – 6 <sup>th</sup>	372	315	85%	2130	1674	80%
9 <sup>th</sup> – 13	523	461	88%	2653	2135	81%
16 <sup>th</sup> – 20 <sup>th</sup>	501	536	107%	3154	2671	86%
23 <sup>rd</sup> – 27 <sup>th</sup>	388	378	97%	3542	3049	87%
30 <sup>th</sup> – 4 <sup>th</sup>	213	216	101%	4350	3791	89%
7 <sup>th</sup> – 11 <sup>th</sup>	595	526	88%	4945	4317	89%
14 <sup>th</sup> – 18 <sup>th</sup>	639	573	90%	5584	4944	89%

Figure 1 : Weekly Workshop Attendance Oct - Dec 2009

**Workshop 1 Strand 1**



**Figure 2: Cumulative Attendance Oct – Dec 2009**



**ii. Total Number of Workshops**

The total Number of Workshops delivered for Strand 1 from 5<sup>th</sup> October – 18<sup>th</sup> December 2009 was 267 (including 11 Irish Workshops). A breakdown of this figure of 267 is as follows:

October 5<sup>th</sup> – October 23<sup>rd</sup> 2009 = 92 workshops delivered

Nov 2<sup>nd</sup> – 27<sup>th</sup> November 2009 = 98 workshops delivered

November 30<sup>th</sup> – December 18<sup>th</sup> 2009 = 77 workshops delivered (including the Dec 18<sup>th</sup> re-scheduled w/shops for Strike day from November 24<sup>th</sup>)

The total number of Workshops planned for Strand 2 (Geometry & Trigonometry) are as follows:

January 18<sup>th</sup> – January 29<sup>th</sup> 2010 = 71 workshops

February 1<sup>st</sup> – February 26<sup>th</sup> = 91 workshops (Mid-term break)

March 1<sup>st</sup> – March 25<sup>th</sup> = 117 workshops

This is a total of 279 workshops and includes 9 Irish Workshops.

### iii. Statistics/Irish Workshops

All Irish schools were offered the opportunity to attend an Irish workshop. A total of 11 Irish workshops were conducted from 7<sup>th</sup> December – 18<sup>th</sup> December. The attendance at these workshops is summarised below:

Date	Centre	Number	Number	%
7th	Cork	19	10	53%
7th	Galway	13	7	54%
10th	Tallaght	17	15	88%
11th	Tallaght	16	11	69%
14t	Cork	19	13	68%
15th	Galway	15	13	87%
16th	Waterford	15	6	40%
16th	Galway	14	14	100%
17th	Galway	14	13	93%
17th	Tallaght	16	17	106%
18th	Cork	18	11	61%
Total		176	130	74%

**Issues arising:** 41 Irish Schools accepted the offer for Workshop 1 in Irish. For Workshop 2 37 Irish schools have accepted the offer.

### iv. Programme Provided:

The main structure of the workshop is provided here followed by a specific report and chart on each session for the month of December and also in the context of the overall picture for Workshop 1 from October 5<sup>th</sup> – December 18<sup>th</sup> 2010.

## Structure of Workshop 1 Strand 1 (Probability & Statistics)

Session 1: Context, Structure Time Frame Support

Session 2: Modelling a Teaching & Learning Plan ( T & L) Introduction to Geometry

Session 3: Modelling a T & L Plan: Probability & Relative Frequency

Session 4: Introducing a New Approach to Teaching & Learning Statistics: The Data Handling Cycle

Session 5: Conducting a Teacher Survey to Model the new approach in Session 4 above

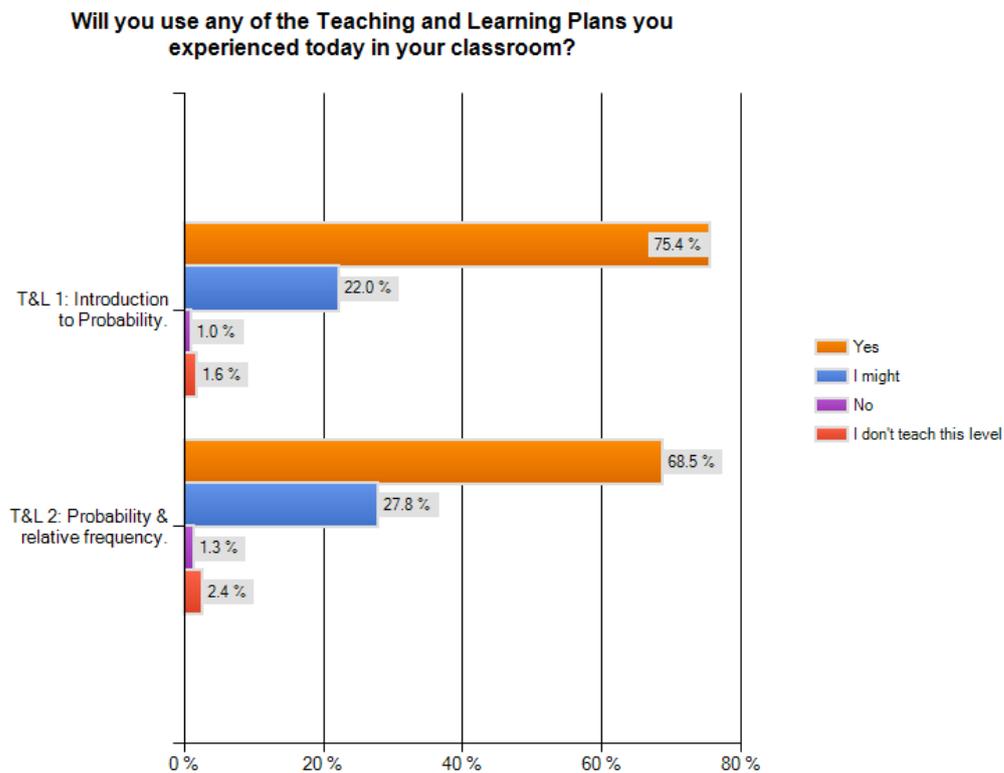
Session 6: Student's Interactive Disc

Session 7: Website and Teacher Handbooks

**Session 1:** Most teachers found this information predominantly interesting.

**Session 2 & 3:** The ideas and practices in the T & Ls are acknowledged by the teachers at the workshops as the key to advancing the innovative cultures of Project Maths. The ideas and practices in the T & Ls are of importance to a range of teachers of mathematics from the First Year teacher to the Higher Level Leaving Cert teacher. They are also of importance to the NQT, the CPD of teachers to daily classroom planning and methodologies. The influence of these T & Ls are not to be underestimated as it has already been seen at workshops that they are bringing about a change of heart and minds at workshops. Below can be seen the number of teachers who said they would use them in their classroom for the period October – 18<sup>th</sup> December (Figure 3)

**Figure 3: Percentage of teachers who would use T & L Plans in their classroom, Oct - Dec 2009**

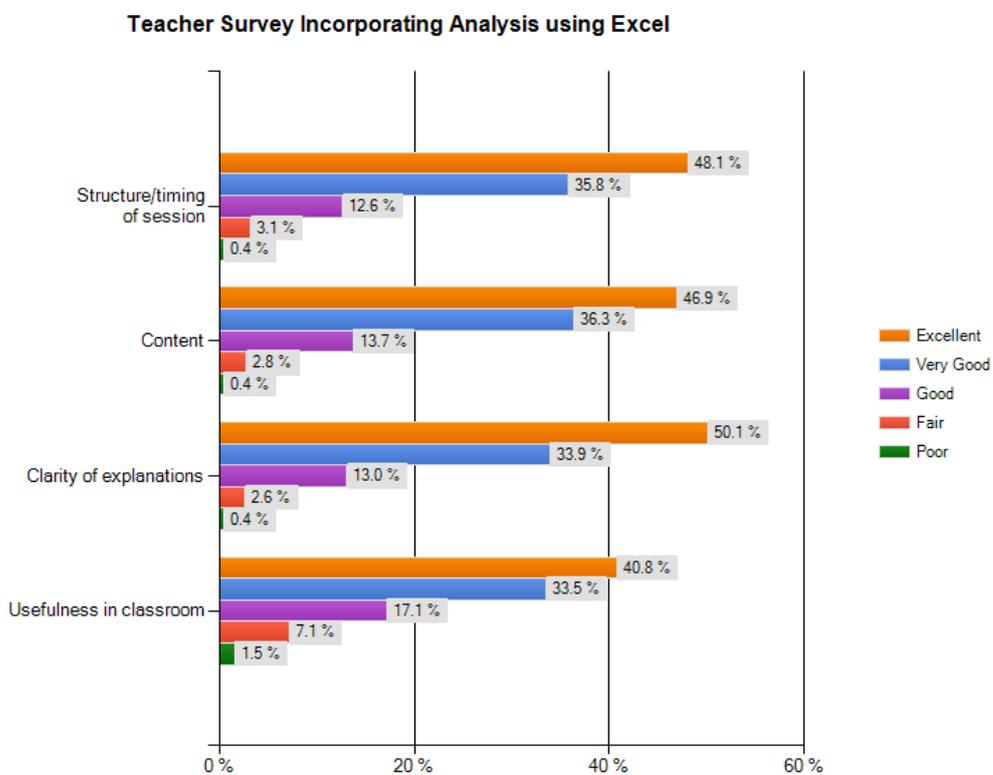


**Session 4:** Introducing a New Approach to Teaching & Learning Statistics: The Data Handling Cycle & **Session 5:** Conducting a Teacher Survey to Model the new approach in Session 4 above

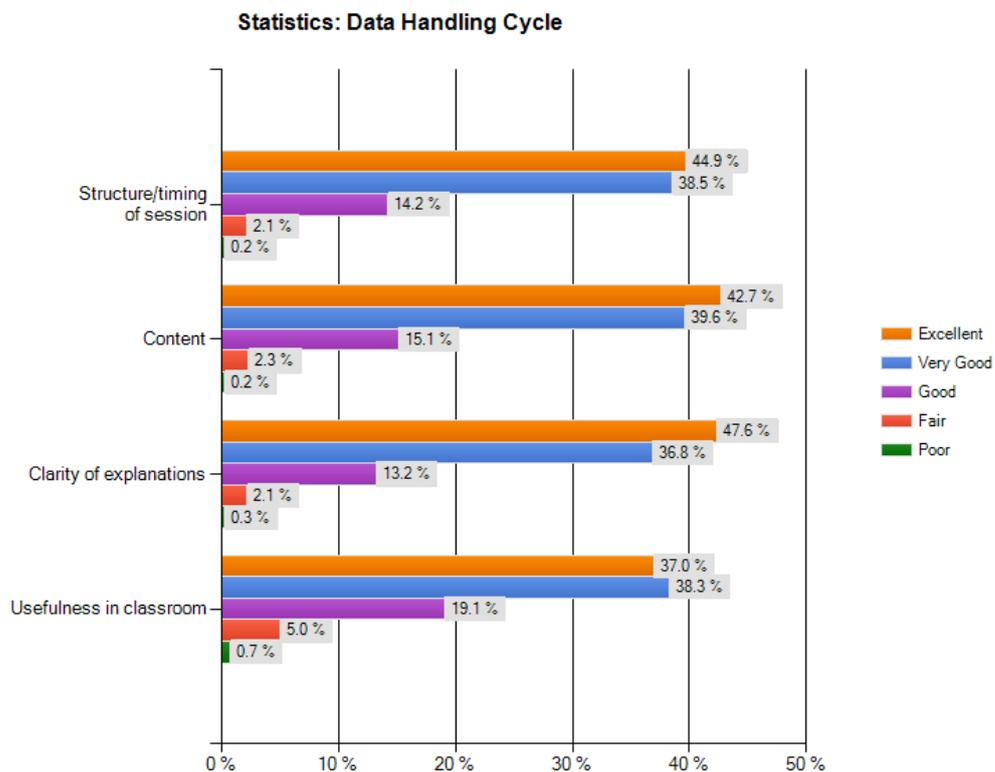
These 2 sessions are equally important as they engaged teachers with the challenges and opportunities provided by the new approach to Teaching & Learning Statistics. The opportunity that the Data Handling cycle offers is that the students are actively involved in the experience and given a real life experience of what it is to collect and analyse raw data and teachers acknowledge that the new approach is welcome. However the challenge of the Data Handling Cycle for teachers is that it clearly highlights the new approach to Statistics in Project Maths involves more work and time on their behalf.

The survey modelled at the Workshop was based on an idea from the UL Summer Course. The challenges are that while the data handling cycle can be carried out with students actively involved and manually producing data the use of ICT of It in the classroom can greatly enhance both the teaching and learning experience and not all teachers have access to or the know how to use ICT in the classroom. Figure 4 1 and 4.2 below is important from the point of view how useful teachers thought this section would be in the classroom. The results point to a worrying concern that teachers may not realise how important the approach modelled at the workshop is. Perhaps the examination papers will alert them to its importance.

**Figure 4.1 Survey using Excel 1 October – December 2009**

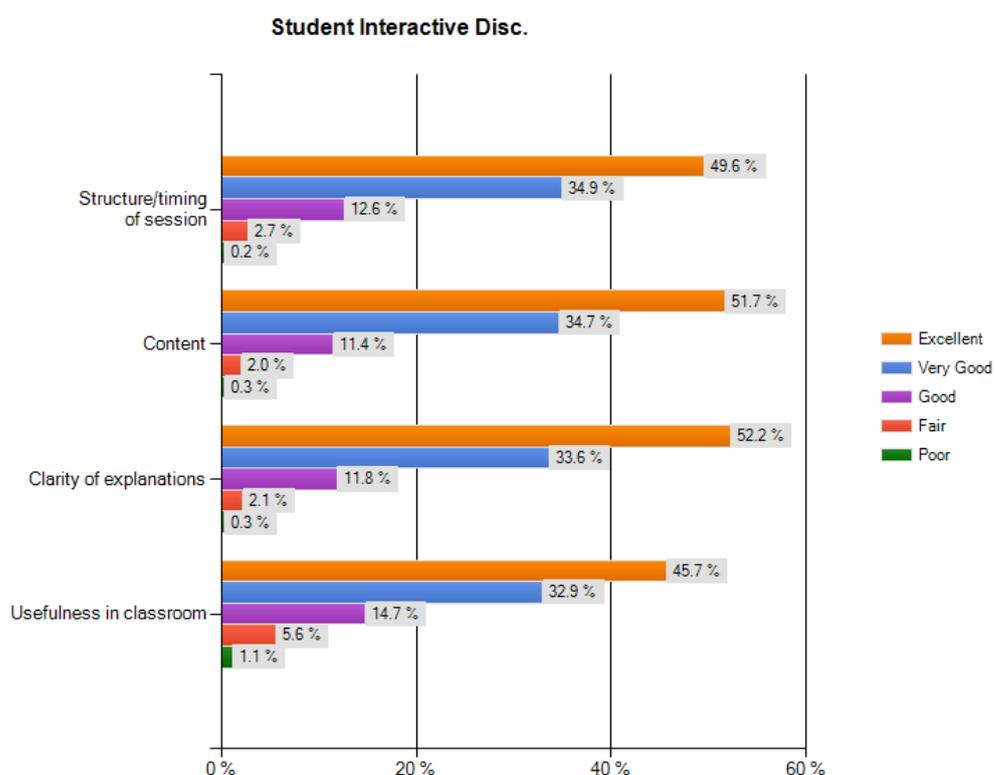


**Figure 4.2: Data Handling Cycle, October – December 2009**



**Session 6** consists of teachers actively engaged in using the Student’s CD which contains interactive modules and Student Activities written to match the I.T. interactive modules on the CD. The Interactive Activity Sheets included aim to enhance students’ understanding of mathematical concepts. Simple and clear guidelines are provided to facilitate learning. Interesting questions are provided to lead students to explore, construct and consolidate their learning. Again Figure 5 below illustrates tellingly of the usefulness of the Student’s CD. In a nutshell the issue arising from the student’s CD is that teachers acknowledge that with the help of these activities, students’ knowledge and understanding of mathematics will grow but are concerned about resources specifically photocopying, laptops & data projectors.

**Figure 5: Student's CD October – December 2009**



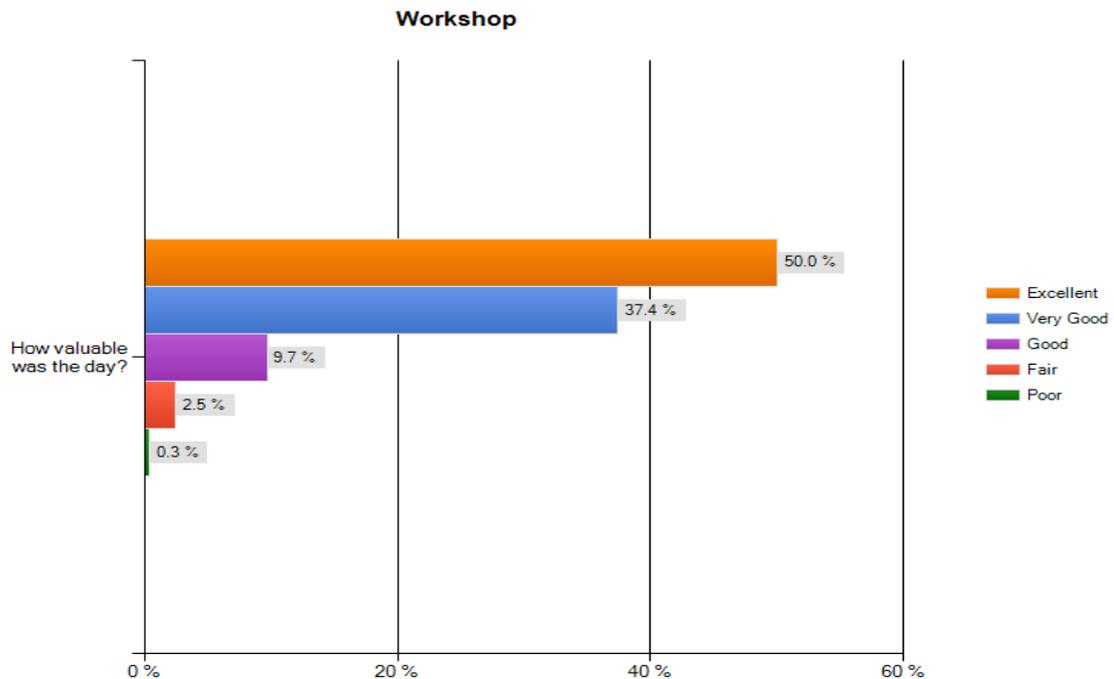
**Session 7:** In an attempt to address the absence of a textbook and the phasing in of different strands in the Pilot schools the PMDT developed a practical Teacher Handbook for the various strands to help teachers plan on a daily basis, introduce imaginative innovations, place the learner at the centre of the mathematics classroom and consolidate the resources developed i.e. T & Ls and the Student's CD.

Putting together information gathered to date i.e. October – December 2009 the table below summarises how useful teachers felt Workshop 1 to have been and Figure 6 gives details from October - December 2009:

Week	Number who felt the day was valuable	Cumulative Number who felt the day was valuable
5 <sup>th</sup> – 9 <sup>th</sup> Oct	83.3%	83.3%
12 <sup>th</sup> – 16 <sup>th</sup> Oct	86.8	85.1%
19 <sup>th</sup> – 23 <sup>rd</sup> Oct	90.3	87%

MID - TERM		
2 <sup>nd</sup> – 6 <sup>th</sup> Nov	85.9	86.6%
9 <sup>th</sup> – 13 Nov	88.2	86.7%
16 <sup>th</sup> – 20 <sup>th</sup> Nov	89.7	87.4
23 <sup>rd</sup> – 27 <sup>th</sup> Nov	88.4%	88%
30 <sup>th</sup> – 4 <sup>th</sup> Dec	92.4	88%
7 <sup>th</sup> – 11 <sup>th</sup> Dec	88	88%
14 <sup>th</sup> – 18 <sup>th</sup> Dec	82.3	87.5%

**Figure 6: Usefulness of day Oct-Dec 2009 1**



While workshop 1 illuminates the crucial aspects of the context of Project Maths in terms of both pedagogy and the greater professional development opportunity than was ever previously offered before teachers are enmeshed in the practical demands of its implementation namely Time, Textbooks, Resources, Syllabus Contents, Ins & Outs. Teachers fall as they so often do into 4 main categories: enthusiastic, favourably disposed in principle, reserved yet reluctant & resistant.

## **Workshops for particular groups –**

This section falls into 2 main categories: (i) Workshops for Irish teachers and (ii) Workshops for Schools outside of the Post-Primary Sector

- i. Irish Workshops has already been dealt with above in Section B iii.
  
- ii. Some teachers from schools outside of the Post-Primary Sector have already attended Workshop 1. Altogether there are 4 categories of schools and the breakdown is as follows:
  - A. 26 Special Schools
  - B. 5 Youth Encounter Projects
  - C. 15 Youthreach/Senior Traveller Training Centres by VEC
  - D. 14 Prisons

Information to date supplied by the TES indicates that there are 49 teachers in Category A, An unknown number in Category B, 29 teachers in Category C and 17 teachers in Category D.

**Issues Arising:** Team 2 are currently at full capacity from January - March. Depending on how many clusters can be arranged by DEC Team 1 may have to present these Workshops if and when their schedule allows.

## **C. Other aspects of the Programme of CPD**

As mention in Section A above 2 distinct Pools of Local Facilitators have been identified. Pool A will deliver content for Strand 1 and Pool B will deliver IT for Strand 1 and 2. Each Pool in terms of training and proposed courses is outlined below:

### **Pool A:**

Pool A have received 2 Days Training on 14<sup>th</sup> and 15<sup>th</sup> January in UL. Those LFs who attended the Summer Course were required to attend for one day only. The schedule for the 2 days is included in Appendix A.

UL are in the process of producing a DVD of the Summer Course they ran in August 2009. This may be ready by February.

**Issues Arising:** There are many issues to be considered in relation top this Pool of LFs:

- i. Training Materials will have to be developed to complement and mediate the DVD to teachers at course. This work will have to be done by PMDT

- ii. LFs will require additional training by PMDT
- iii. A Timeline to produce these materials will have to be established this depends on what the content of the DVD is
- iv. Education Centres will have to be notified that these course are in the pipeline
- v. Education Centres will have to be booked
- vi. Courses will have to be promoted
- vii. The number of courses, duration and when will have to be considered. A proposal at the moment is to run 5 x 2 ½ hour courses. Of these 5 courses 2 would serve for Junior Cert and Leaving Cert Ordinary Level. The next 3 would progress to deal with Leaving Cert Higher Level.
- viii. Courses would be run after Easter and if demand is sufficient again at the end of August and in the first term of the school year 2010.

#### **Pool B**

Pool B is to receive 2 days training on 11<sup>th</sup> and 12<sup>th</sup> of February. In collaboration with the NCTE, PMDT have:

- i. produced training materials for courses,
- ii. Produced promotional Material
- iii. Education Centres have been notified.
- iv. The ICT courses will be run in March and April 2010,

For both Pools of LFs an Induction Day is proposed for 26<sup>th</sup> February

### **D Resources and Resource Development**

Resources and Resource development come under XXX headings (1) Teaching & Resources, (2) Course materials for LFs, (3) Workshop development

1. **Teaching & Learning Resources** have 3 key resources:
  - a. **Teacher's Handbook**: In an attempt to cultivate teachers as the authors of their own work in the classroom and to address the over dependency on the textbook in mathematics classrooms the

PMDT have developed a practical Teacher Handbook to help teachers plan on a daily basis, introduce imaginative innovations, place the learner at the centre of the mathematics classroom and consolidate the resources developed i.e. T & Ls and the Student's CD.

- b. **Teaching & Learning Plans ( T & Ls):** These contain innovative approaches and ideas for improving mathematics learning and teaching.

**Proposal** : In the long term it is proposed that LFs will set up and facilitate "Learning & Teaching" communities where teachers will collaborate and produce T & Ls. This is seen by the PMDT as a way to support and sustain project Maths in the long term.

### **Student's CD**

Advancements in technology has changed the way we can learn mathematics. Therefore we have developed a number of interactive modules on our "Student's CD" to match this new development. With the help of these interactive modules, students can not only enhance their understanding in mathematics, but they can also enjoy learning it. In order to help our students use the I.T. tools more effectively, Interactive I.T. Student Activity Sheets are on the disc and also produced in On-line booklets. A student activity sheet is designed for the majority of the interactive modules on the CD. All student activity sheets provide simple and clear guidelines. These Student Activity Sheets, which include many interesting questions, will lead students to explore, construct, and consolidate their knowledge of mathematics on their own with ease. We believe that with the help of these activities, students' knowledge and understanding of mathematics will grow.

**2. Course Materials** for LFs already discussed in Section C above

### **3. Workshop Development**

Workshops are apace on 2 levels one for Project schools dealing with Strand 4 and at another level for National Roll Out for Strand 2. Both workshops have now been developed. Project School workshops commenced on 14<sup>th</sup> January and National Roll Out commences on 18<sup>th</sup> January.

**Translation:**

All materials for translation have been tendered for in accordance with tendering guidelines. COGG are collaborating with PMDT on editing and proofing work. A meeting is planned with COGG for 18<sup>th</sup> January to discuss translations.

- All materials used at Workshop 1 have been translated.
- The T & Ls are being translated.
- Proposal to produce T & L Folders as Gaeilge
- Student's CD in translation
- Front page of website translated
- Similar arrangements are being made for Workshop

**F. Inter-agency work**

The PMDT have ongoing collaboration with a number of agencies namely the Maths Inspectorate in the DES, The NCCA, NCTE, UL and the IMTA.

**DES**

Tom O'Connor advises on Resources that are developed for Project School

Seamus Knox advises on Resources for the National Roll Out

**NCCA**

Ongoing contact, liaison and advice with and from Bill Lynch, the Education Officers on a number of issues

- a. Syllabus and Project Schools' concerns
- b. Workshops for Project Schools and National Roll Out
- c. Drafting a bank of questions for the NCCA
- d. Participation in North/South Conference on 23<sup>rd</sup> February

**NCTE**

Outlined above already

## **IMTA**

Last year the PMDT held many information nights on Project Maths in various locations across the country on behalf of the IMTA. This continued last term. Ongoing communication was held with the chair Dominic Guinan with regard to courses that the system is putting in place. Many members of the IMTA have submitted self-nomination form to become LFs including Dominic. Two branches notably the Dublin and Cork branch have already put on courses for teachers covering such areas as Strand 1 Content and Geogebra.

## **2009 Annual Report - Relationships and Sexuality Education**

### **Post Primary RSE**

The TRUST resource for Senior Cycle RSE was published at the beginning of 2009. It consists of a 40 minute DVD and 20 accompanying lessons for students from Transition Year upwards. Given the complexity of the issues covered at Senior Cycle the resource is not being sent to schools but is being made available to teachers who attend a two day training course. In late 2008 and 2009 just under 400 teachers attended courses. The response from the teachers to both the training and the resource has been excellent.

In Autumn 2009 the RSE and SPHE Support Services began work on a new resource in conjunction with the HSE and GLEN – the Gay and Lesbian Equality Network - and Belong To - the organisation which supports lesbian, gay, bisexual and transgendered young people. The aim of the resource is to promote greater understanding of sexual orientation and to reduce levels of homophobic bullying.

### **Primary RSE**

In 2009 the Support Service was able to offer training courses to primary teachers during school time rather than in the evening. The response was excellent. Courses were offered in all 21 Education Centres in the Spring and Autumn terms. 948 teachers attended courses and many Education Centres had waiting lists. The training was aimed at teachers of 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class and took place over two consecutive weeks from 12pm – 3pm. The focus was on practical strategies for teaching RSE.

### **Child Protection**

2009 was a very busy year for anyone involved in child protection. During 2008 the RSE and SPHE Support Services worked in collaboration with the three post primary management organisations – JMB, IVEA and ACCS – to develop information evenings for members of Boards of Management. 12 information evenings took place between January and March 2009, attended by 388 Board of Management members. The collaboration was a very positive one and it is anticipated that the same number of evenings will be offered to Boards in 2010.

In addition to the evenings for Boards we continued to run training courses for newly appointed principals and deputy principals to support them in their role as Designated (or Deputy) Liaison Persons. These were attended by 348 people.

I am indebted to Jackie Delaney who took over the administration for RSE and Child Protection at a very busy time and would like to thank her for her help and support.

Frances Shearer

National Co-ordinator for RSE, February 2010.

## Write Minded Report to Drumcondra Education Centre AGM March 2010

This report provides an overview of the activities and outputs of the *youngballymun* Write-Minded programme.

*youngballymun* is an organisation jointly funded by Atlantic Philanthropies (AP) and the Office of the Minister for Children and Youth Affairs (OMCYA) The mission of *youngballymun* is to deliver measurably improved well-being and learning outcomes for children and young people in Ballymun.

Write- Minded is the literacy support service of *youngballymun*. It is one of six integrated services. Supports to language and literacy are woven into each service. Write-Minded is aimed at all children aged 4+ and their parents and is provided across schools, community settings and education centres in Ballymun.

**Martina Gannon**, Literacy Co-Ordinator and **Duana Quigley**, Oral Language Development Officer, drive the implementation of Write-Minded.

There are both in-school and community wide dimensions to the strategy. The school strand includes;

- Oral language and literacy development
- Supporting the transition between primary and secondary school
- Teacher training and capacity building to support teachers to provide time, focus, and expert practice in the development of children's literacy skills
- Promotion of improved punctuality, school attendance and participation in learning.

Write-Minded is informed and supported by the research work of Dr Timothy Shanahan, University of Illinois, Chicago. *youngballymun*, as part of a week-long series of events in May 2009 , hosted a presentation by Dr Shanahan, in Drumcondra Education Centre, on his hugely successful framework to improve literacy. This framework approach has dramatically improved literacy levels across Chicago's school system.

The Family and Community Strand of Write-Minded includes;

- Creating opportunities to include parents in activities within the school that support and enhance children's literacy and learning

- Providing opportunities across the community for parents to participate in their children's literacy and learning
- Promoting the vital role that adult and community education plays in family learning
- Raising the awareness across the community of the role the community, family and school can play in promoting children's learning; children's attendance in school; making the transition to secondary school easier for young people to manage..

**Some initiatives to date:**

- In collaboration with the Primary Professional Development Service (PPDS), training has been delivered to primary school teachers in the First Steps approach to teaching reading and writing. The Dept. of Education and Science (DES) has nominated the First Steps approach to literacy development as the recommended approach for pupils and teachers in designated educationally disadvantaged schools. We are currently offering the First Steps approach to Speaking and Listening.
- Workshops have been delivered to all primary schools on vocabulary development supported by a range of appropriate resource materials
- Parents have supported the vocabulary development of their children in a classroom based initiative delivered in association with the Home School Community Liaison personnel. These 'games for fun' sessions are ongoing.
- Storytime sessions to promote reading for pleasure have been enjoyed by many parents and young children in schools in the area in collaboration with Home School Community Liaison personnel.
- A comprehensive transition resource pack has been compiled in consultation with teachers, principals and school support services. This aims to prepare and support our 6<sup>th</sup> class pupils as they transfer to post-primary settings. This term the National Parents' Council will deliver a parent module to further support these transitions.
- As a follow-up to youngballymun's mental health and well-being awareness week: "It's good to talk", Write-Minded in conjunction with Jigsaw service, will be supporting communication and vocabulary development with SPHE teachers in the local post-primary school.
- Write-Minded have met and consulted with a wide range of local services (e.g. Aisling Project, St. Margaret's LTI, Fás CTC, Drop-in Well, and Ballymun Library) and helped to identify best practice in literacy development.

18/02/2010

## **Incredible Years Report 2008**

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

### **1. Contracting with service partners**

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

### **2. Establishing the Implementation Team**

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

### **3. Training and Capacity Building**

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

### **4. Networking and Integration**

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

### **5. Incredible Years Programme Delivery**

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

### **6. Whole School Ownership**

The whole school ownership approach is being actively supported across the schools by principals, teachers, BEST staff, HSCL Co-ordinators, the IY Schools Co-ordinator and CAFTA. The process of incorporating IY principles into the Code of Discipline has been

in initiated, promotional materials to build the identity of IY across the schools has been produced and presentations are scheduled with the Board of Management of Schools.

## **7. Engagement of Parents**

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

## **8. Incredible Years Mentoring and Peer Support**

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

## **9. Evaluation**

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

Breege Breheny  
IY Coordinator, *youngballymun*  
January 2009

## **Creative Solutions to Conflict/DEC Joint Initiative** **2006 - 2010**

### **Introduction**

This initiative was undertaken as a response to the growing need in the Irish Education System for conflict resolution education. The initial phase, started in 2006, has seen the establishment of a summer course, now in its third year, two on-line summer courses, co-piloted by Kilkenny and Cork Education Centres and the publication of the S.A.L.T. Programme in spring of 2008.

### **Strategy**

The international 'best practice' indicates that, for any initiative to be successful, a systemic view be taken with a number of different strategies running concurrently. The mix of summer courses (face-to-face and On-line), resource development (S.A.L.T. Programme) and in-service delivery has created a comprehensive model that can deliver in this way.

The first full day seminar was held in October 2009, opened by the Ombudsman for Children.

### **Conceptual Development**

A significant question in this area of work is how to successfully transfer skills into practice. The literature would identify significant difficulties in many programmes in achieving this. The project in Drumcondra has been developing performance methodology as a more effective delivery strategy. To date, this has been proving very effective.

### **Research**

Future plans include creating research projects to inform further development in the area of Conflict Resolution Education. There has been considerable interest from one third level institution and a leading international researcher in the field.

### **Related Project**

Fiona has developed a new series of children's books, published by Veritas and soon to be launched. The series has a conceptual connection to the work being done in Drumcondra and will raise the profile of this work.

***Fiona McAuslan, February 2010.***

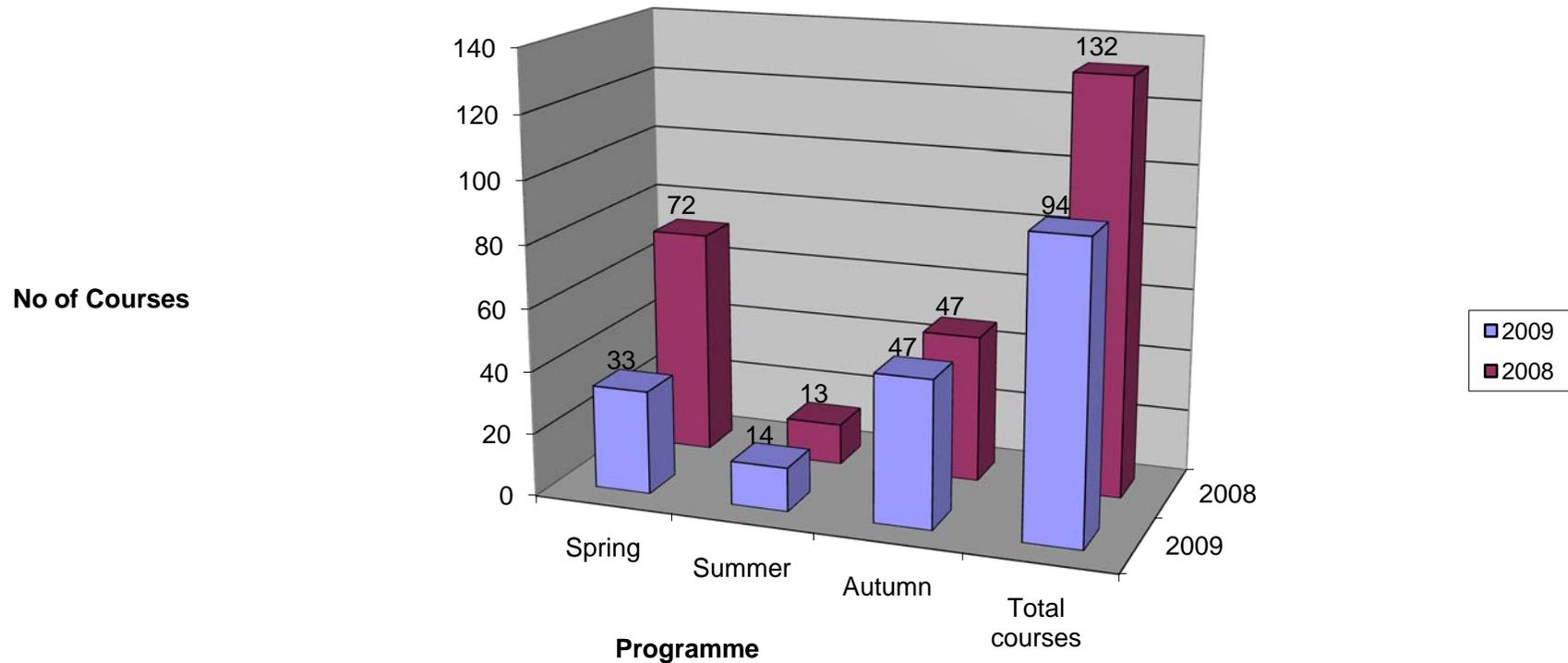
# **APPENDIX 2**

## **CHARTS AND LISTS**

## LOCAL COURSE PROVISION COMPARISON 2008 V 2007

Description	No. of Courses Offered		No. of Courses Cancelled		% Courses Cancelled		Actual No. of Courses		Participant Numbers	
	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008
Spring Courses	33	72	12	25	36%	35%	21	47	277	630
Summer Courses	14	13	1	2	7%	15%	13	11	142	183
Autumn Courses	47	47	17	7	17%	15%	30	40	485	559
<b>Total courses</b>	94	132	30	34	36%	25%	64	98	904	1372

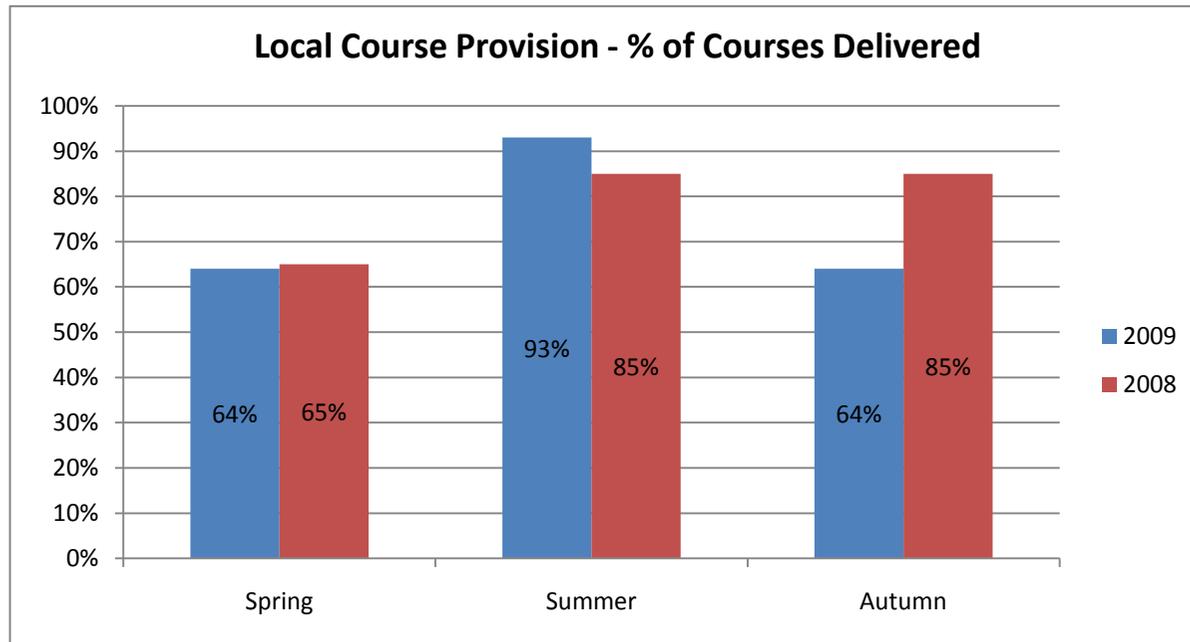
**Courses Offered 2009 V 2008**



Description	No. of Courses Offered	
	2009	2008
Spring	33	72
Summer	14	13
Autumn	47	47
Total courses	94	132

Local course Provision- % of Course Delivered

	2009	2008
Spring	64%	65%
Summer	93%	85%
Autumn	64%	85%



## Primary Professional Development Service (PPDS)

### Primary In-Service in Drumcondra Education Centre

January – December 2009 (Participant Numbers)

<b>In-Service</b>	<b>For</b>	<b>No of Seminars</b>	<b>No of Schools attended</b>	<b>Number Participated</b>
<b>English as an Additional Language</b>	Day 2 of a 2 day in-service designed for teachers who were currently employed as language support teachers. Seminars took place in February/March 2009	6	59	111
<b>English as an Additional Language Principal Seminars</b>	A one day Seminar for Principals on EAL for their school, delivered in November 2009	3	44	44
<b>Child Protection Guidelines</b>	A one day Seminar for Deputy Designated Liaison Person with specific responsibility for child protection. We received school requests from newly appointed principals and principals who were unable to attend previously and they were also accommodated. Seminars took place in November/December 2009.	4	55	77
Totals		13	158	232

## Special Education Support Service

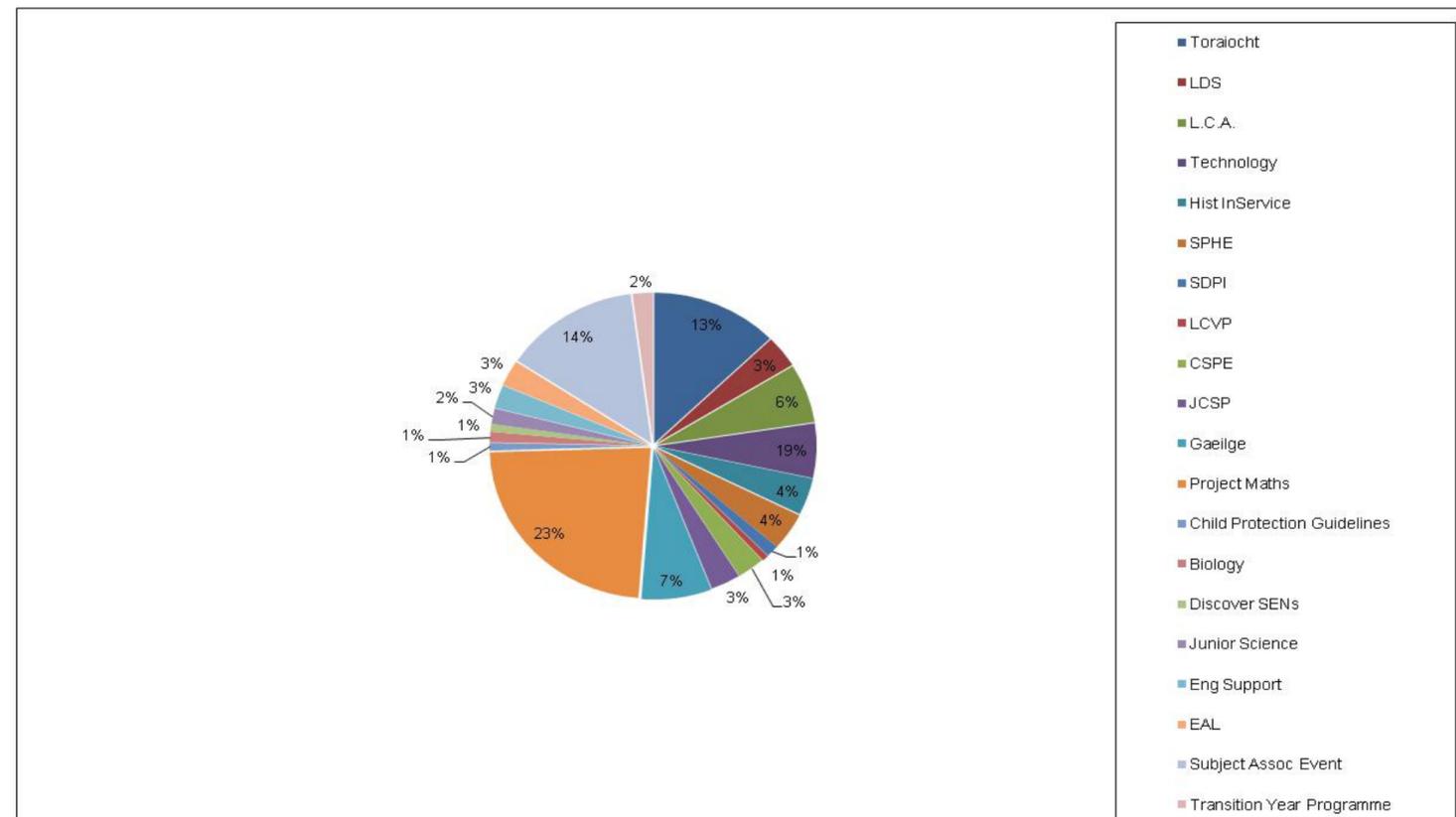
### Primary In-Service in Drumcondra Education Centre

#### January – December 2009 (Participant Numbers)

In-Service	For	No of Seminars	No of schools attended	Number Participated
<b>Individualised Educational Planning (IEP)</b>	May/June 2009. A 1 day seminar for clusters of school staff. Recommended attendance of Principal and two members of SEN teaching staff	15	127	270
<b>Individualised Educational Planning (IEP)</b>	November 2009. A 1 day seminar for clusters of school staff. Recommended attendance of Principal and two members of SEN teaching staff.  Priority given to schools who were unable to attend the May/June roll-out. Schools who had new personnel were also accommodated.	8	91	187
Totals		23	218	457

**POST-PRIMARY INVOLVEMENT WITH DRUMCONDRA EDUCATION CENTRE  
JANUARY - DECEMBER 2009 (Participant Numbers)**

Month	Toraíocht	LDS	L.C.A.	Technology	History In-Service	S.P.H.E.	S.D.P.I.	L.C.V.P.	C.S.P.E	J.C.S.P.	Gaeilge	Project Maths	C.P.G	Biology	Discover Sens	Jnr Science	Eng Supp	EAL	Subject Assoc Eve	Transition Year	TOTAL Participants
January		33	10			7					15	34						16	18	10	143
February		20	14	35	31		20		11		53			10			15		20		229
March				33		30			8	52		42			30	24	20	14	104		357
April		8						10				9	30						41		98
May		27												31				30	83		171
June		18										7							45		70
July																					0
August																					0
September	165	6	197	69	27	8	27		10		31	235				32				17	824
October	136			76	25	54			49	33	52	143				5	36	22	99	38	768
November	162	13	10		22	46		14	24	24	105	167						19	50		656
December												209					20		36	10	275
																					0
<b>Total</b>	<b>463</b>	<b>125</b>	<b>231</b>	<b>213</b>	<b>105</b>	<b>145</b>	<b>47</b>	<b>24</b>	<b>102</b>	<b>109</b>	<b>256</b>	<b>846</b>	<b>30</b>	<b>41</b>	<b>30</b>	<b>61</b>	<b>91</b>	<b>101</b>	<b>496</b>	<b>75</b>	<b>3591</b>
<b>%</b>	<b>13%</b>	<b>3%</b>	<b>6%</b>	<b>6%</b>	<b>3%</b>	<b>4%</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>3%</b>	<b>7%</b>	<b>24%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>14%</b>	<b>2%</b>	<b>100%</b>



**Centre Opening Weekdays / Weekends between 1st January 2009 and 31st December 2009**

	Weekdays	Friday Evening	Saturday	Sunday
January	20		1	
February	20		2	
March	21		3	
April	14		1	
May	20		1	1
June	21		2	
July	8			
August	16			
September	22		3	
October	21		3	
November	21		4	
December	17			
<b>Totals</b>	221		10	1

**Opening Hours:**

Mon & Wed 8.30am-9.30pm

Tue & Thurs 8.30am-6.00pm & 7.00pm-9.30pm

Fri 8.30am-5.00pm

Sat - by appointment

## ATTENDANCE AT EVENTS AT DRUMCONDRA EDUCATION CENTRE JAN - DEC 2009

Month	People in Attendance
January	831
February	1,096
March	1,766
April	708
May	1,022
June	405
July	834
August	469
September	1,637
October	1,593
November	1,462
December	703

Total 12,526

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

### **A**

- ACCS (Association of Community & Comprehensive Schools)
- Aiseanna Teagasc Gaeilge
- AMCSS (Association of Management of Catholic Secondary Schools)
- Art Teachers' Association
- ASTI

### **B**

- Blossom Development
- Business Studies Teachers' Association

### **C**

- Child & Adolescent Psychotherapy
- Christian Brothers Education Development Office
- City of Dublin VEC
- Civic Theatre Transition Year Students
- Corfheile

### **D**

- Discover Primary Science Forfas
- Down Syndrome Ireland

### **E**

- Edmund Rice Schools Trust
- Educate Together Schools
- Educational Research Centre
- E.L.S.T.A
- English Teachers' Association
- Euro Languages
- Eurodesk, Leargas

### **F**

- Failte Ireland
- Financial Regulator & MABS
- Folens Publishers
- Foras Patrunachta
- French Teachers' Association

## **H**

- Health Promotion Services

## **I**

- Institute of Guidance Counsellors
- INTO
- Irish Mathematics Teachers' Association

## **J**

- Joint Managerial Body for Secondary Schools

## **L**

- Leadership Development for Schools
- Largas

## **M**

- Middletown Centre for Autism
- MABS

## **N**

- National Council for the Blind
- National Parents Council (Primary)
- National Pilot Project on Teacher Induction (N.P.P.T.I.)
- NEPS

## **P**

- Parentsplace Ltd
- Psychological Society of Ireland
- PPDS – Primary Professional Development Service

## **R**

- Real Event Solutions Food Dudes

## **S**

- St. Helen's Education Office
- St Patrick's College
- School Chaplains Association
- School Development & Planning (Post-Primary)
- Second Level Support Service
- Solid Solutions
- Safety Ireland
- Show Racism the Red Card

## T

- T4
- Technology Subjects (ISTPN)
- Temple Street Hospital
- TL21 Transfer Initiative

## W

- William Glasser Institute

## Y

- Young Social Innovators Ltd

The Centre assists the following with Conference Planning and facilities:

- SMEI
- CESI
- LDS
- BSTA
- ESAI
- MTA
- SESS
- ELSTA



### Drumcondra Education Centre - Teacher Professional Networks (TPNs)

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

### Drumcondra Education Centre – Teachers Professional Communities (TPCs)

- Amnesty International – Human Rights Education TPC
- The North Dublin TPC in Physical Education
- Modern Languages TPC
- Maths Recovery TPC