

Talking about teaching: tearing down the walls

9.00-10.00am Registration. Attendees welcome to visit teachers' showcases in Halls 3 and 6. Showing of World's Teachers' Day video messages

MORNING SESSIONS (Concert Hall)

10.00-11.45am Welcome by Teaching Council Chairman, Micheál Ó Gríofa
Performance by National Children's Choir
Introduction from Teaching Council Director, Tomás Ó Ruairc
Keynote address by Ryan Tubridy, journalist and broadcaster,
Talking about teaching – tearing down the walls

LUNCH

12.00-2.00pm Rolling Lunch available at a cost of €10 in Hall 3

SHOWCASES (Halls 3 and 6)

12.00-2.45pm Attendees welcome to visit teachers' showcases

WORKSHOPS

12.00-2.45pm See separate timetable

AFTERNOON SESSIONS (Concert Hall)

12.00-1.00pm **Panel Discussion 1: Newly Qualified Teachers**
Shane Ruane and Kevin McGeeney, recently qualified teachers;
Catherine Carragher, Regional Development Officer, [NIPT](#)

1.05-1.40pm **Teaching: Just How Complex?**
Address by Barrie Bennett, Professor Emeritus,
Ontario Institute for Studies in Education at the University of Toronto

1.45-2.45pm **Panel Discussion 2: Keeping the fires alive**
Beth Cooney, Marie-Thérèse Kilmartin, Anne White, experienced teachers

3.00-3.10pm **Minister for Education and Skills, Jan O'Sullivan T.D.**

3.10-4.10pm **Panel Discussion 3: Well-being**
Bressie *Musician and Voice of Ireland judge*
Conor Cusack *Former Cork hurler and currently raising awareness of mental health issues*
Eoghan McDermott *Presenter and ambassador for the [Pieta House](#) [Darkness Into Light](#) campaign*
Dr. Claire Hayes *Educational Psychologist, Clinical Psychologist and Clinical Director of [AWARE](#)*
AnnMarie Ireland *Teacher and facilitator with [ChilloutIreland.ie](#)*
Panels will be chaired by Matt Cooper, journalist and broadcaster.

CLOSING SESSIONS (Concert Hall)

4.25-5.00pm Close by Teaching Council Director, Tomás Ó Ruairc
Performance by the Teachers' Musical Society

* subject to change

WORKSHOP ROOM A

12.00-12.45pm Eliciting, supporting and extending mathematical thinking in Irish primary classrooms

1.00-1.45pm Embedding restorative practices in Donegal schools and centres

2.00-2.45pm Teaching literacy using an integrated approach

WORKSHOP ROOM B

12.00-12.45pm Mol Feasa – Research Alive!

1.00-1.45pm School self-evaluation to enhance teaching and learning

2.00-2.45pm Instructional Leadership Programme

WORKSHOP ROOM C

12.00-12.45pm CPD – Building capacity in learning support

1.00-1.45pm A model relationship in further education training

2.00-2.45pm The collaborative learning classroom

WORKSHOP ROOM D

12.00-12.45pm Assessment for learning – turning the theory into practice

1.00-1.45pm Becoming reflection facilitators: conducting effective learning conversations

2.00-2.45pm Bí Media Cliste

WORKSHOP ROOM E

12.00-12.45pm Mentoring community of practice: what's in it for the teachers?

1.00-1.45pm Movement programmes for primary school children experiencing difficulties with literacy

2.00-2.45pm The Irish Abroad: A look at some of the action research projects in a Swiss International School and how they changed our practice

LEINSTER ROOM (ALL DAY)

Irish Primary Physical Education Association



9-10 REGISTRATION

TEACHERS' SHOWCASES

Time	Concert Hall	Exhibition Hall 3	Exhibition Hall 6
9.00-10.00am	World Teachers' Day messages	Open	Open
10.00am	Welcome address		
10.10am	National Childrens' Choir		
10.30am	Introduction		
10.50am	Ryan Tubridy		
12.00pm-2.45pm		Open	Open
12.00-2.00pm		Rolling Lunch	
12.00-1.00pm	Panel discussion: Newly Qualified Teachers	Open	Open
1.05-1.40pm	Prof. Barrie Bennett Teaching: Just How Complex?	Open	Open
1.45-2.45pm	Panel discussion: Keeping the Fires Alive	Open	Open
3.00-3.10pm	Minister for Education and Skills, Jan O'Sullivan T.D.		
3.10-4.10pm	Panel discussion: Well-being		
4.25-5.00pm	Close Teachers' Musical Society		

Workshops

Workshop Times	Workshop Room A	Workshop Room B	Workshop Room C	Workshop Room D	Workshop Room E	Leinster Room
<p>Workshops are on a first come, first served basis.</p> <p>From 12.00 to 2.45pm attendees may also visit the teachers' showcases in Halls 3 and 6, attend a panel discussion or Prof. Barrie Bennett's address in the Concert Hall.</p>						
12.00-12.45pm	Eliciting, supporting and extending mathematical thinking in Irish Primary classrooms	Mol Feasa – Research Alive!	CPD – Building capacity in learning support	Assessment for learning – turning the theory into practice	Mentoring community of practice: what's in it for the teachers?	Irish Primary Physical Education Association
1.00-1.45pm	Embedding restorative practices in Donegal schools and centres	School self-evaluation to enhance teaching and learning	A model relationship in further education training	Becoming reflection facilitators: conducting effective learning conversations	Movement programmes for primary school children experiencing difficulties with literacy	
2.00-2.45pm	Teaching literacy using an integrated approach	Instructional Leadership Programme	The collaborative learning classroom	Bí Media Cliste	The Irish Abroad: A look at some of the action research projects in a Swiss International School and how they changed our practice	

* subject to change



- 10 easy ways to use technology in the primary classroom
- A model relationship in further education teaching
- Architects in Schools - a successful innovation in inner city Dublin
- Assessment for Learning - turning the theory into practice
- Assessment for Learning: what about the teachers?
- Balla Archaeological Remote Sensing Project
- Becoming reflection facilitators: conducting effective learning conversations
- BEO – Gnó s’ giota / Business with a bang
- Bf Media Cliste. A world of possibilities. Take the first step!
- Bridge 21
- ChillOut Ireland
- Collaborative learning classroom
- Community media education – using radio in the classroom
- Connecting our classrooms
- Continuous professional development: building capacity in learning support
- Crazy ideas: student involvement in negotiating and implementing the physical education curriculum in the Irish senior cycle
- Creative Schools Award
- Developing oral communication skills
- Education for All
- Eliciting, supporting and extending mathematical thinking in Irish primary classrooms
- Embedding restorative practices in Donegal schools and centres: How all schools/centres can be restorative
- Encountering the Arts Ireland: supporting teacher / artist partnerships in schools
- Experience of using movement programmes with primary school children experiencing difficulties with literacy
- First steps to learning
- Further Education Network – a community of practice
- Global Schoolroom - sharing educational experience worldwide
- Good practice guidelines for ASD education in special classes in mainstream primary schools
- Holocaust Memorial Exhibition: a whole school initiative
- Instructional Leadership Programme (w)
- Irish Abroad: a look at some of the action research projects in a Swiss International School
- Irish Primary Physical Education Association: bringing activity, fun and enjoyment to PE in primary schools
- Is fearr rith maith ná drochsheasamh; Cork City Marathon Youth Challenge - learning through physical activity for senior cycle female students
- Joint primary and secondary international celebration day initiative
- Kilkenny City Vocational School Retention Strategy Group - communities working together towards school completion
- Leading learning through the lens of peer observation
- Learning School Project, ATECI Region Four
- Limerick Education Centre (LEC) Junior Scientist

- Marrog - integrated arts workshop
- Mentoring Community of Practice: what’s in it for the teachers?
- Mol Feasa – Research Alive! (w)
- NanoWow: an introduction to Nano science for senior primary children
- National Children’s Choir
- Our school literacy improvement plan: a collaborative approach
- Next STEP transfer programme
- National Induction Programme for Teachers (NIPT)
- Nurture Rooms and Sensory Rooms in a mainstream setting
- Relationships and sexuality education in boys schools-primary and post-primary
- School self-evaluation to enhance teaching and learning
- SciFest
- Teaching literacy using an integrated approach (w)
- Technology in teaching and learning (CESI)
- To raise awareness of the importance of healthy eating and regular exercise amongst first year students in Carndonagh Community School, Co. Donegal
- “Voices of the Sea”- a post primary multilateral project
- Youth Media Team

(w) – workshop only

10 easy ways to use technology in the primary classroom

Simon Lewis and Rozz Lewis

Anseo.net is run by two experienced primary school teachers and has been blogging about primary education for over seven years. “We have always been ahead of the curve in relation to educational technology and continue to share our thoughts on the latest ways of using technology effectively in education. We love sharing our practice with teachers around the country and beyond”.

A Model Relationship in Further Education Teaching

Alice Bennett, Anthony Matthews and Michael Kenny, NUI Maynooth

Members of the 2013/2014 Higher Diploma of Further Education, NUI Maynooth, will give a first-hand account of their experience in Life Long Learning. “The changing face of Adult and Further Education shows evidence of innovative approaches, improved learning experiences, diversity, divergence and integration of previously excluded groups. We want to inspire teachers in compulsory and non-compulsory education to consider reworking their approach to teaching adults in further education settings”.

Anti Bullying Training for Parents

National Parents Council

National Parents Council Primary and National Parents Council Post Primary have developed an Anti-Bullying Programme for parents of primary and post primary children. The Anti Bullying training sessions will enable you to support your child regarding issues of bullying and will also inform you about the new Anti Bullying Procedures for Primary and Post Primary Schools. Each session runs for two hours and is provided free of charge.

Showcases

Please note these sessions have been developed specifically for a parent audience and they are therefore not suitable for children. This Training Programme is a joint initiative between National Parents Council Primary and National Parents Council Post Primary. The training is funded by the Department of Education and Skills under the Anti Bullying Action Plan. If you would like further information on booking an Anti-Bullying Training Session in your local school please contact training@npc.ie or telephone: 01 8874475.

Architects in Schools - A successful innovation in Inner City Dublin

Maedhbh Daltun and Conor Hayes, St. Joseph's Secondary School, Stanhope Street, Dublin 7

TY students built models with architect Evelyn Darcy to use school spaces in an innovative way. They looked at exciting ways to brighten existing spaces within the school. Their models will be showcased, along with a digital presentation and Irish Times article outlining their work.

Assessment for Learning - turning the theory into practice

Mark Dowling and Clare Garrihy, Coláiste Pobail Setanta, Pibblestown, Clonee, Dublin 15

“This presentation charts our AfL journey from 2008 to date. It explores how the principles of AfL have informed every aspect of teaching and learning in our college. It focuses on the practical aspects of using AfL in the classroom and documents the success of the project over the past 6 years using video footage, recorded interviews with teachers/parents/students and members of the BOM”.

Assessment for Learning: What about the Teachers? (A Participatory Action Research Study)

Marie Clonan, St MacDara's Community College, and Jason Carey, Margaret Aylward Community College, Dublin

This study demonstrates a form of continuous professional development, which was on-going, situated and personalised. Teachers, as co-researchers, were supported by an external researcher alongside other co-researchers. Whilst the strategy was participatory action research, ‘assessment for learning’ was at the centre of it. ‘Self-study’ is the most powerful development in CPD development (Zeichner, 1999). It has challenged the traditional view of who the expert is. Mixed with the principles of assessment for learning, this is an excellent model for teacher education, which situates personalised learning in their contextual practice. It is a strategy which, as yet, has not been maximised, as many are unfamiliar with how to develop it. This showcase will raise awareness of the benefits, provide strategies and offer support and guidance.

Balla Archaeological Remote Sensing Project

Anna Finlay, Miriam Cooney & Teresa Walsh, Balla Secondary School, Co. Mayo

A transition year (TY) project, the Balla Archaeological Remote Sensing Project (BARS) involved some 30 TY students. In school, a number of subjects were involved, including geography, history and science, so that students understood the reasoning and the technology behind remote sensing.

Showcases

On site and in the No Name Club, students were divided into small groups so that each could gain hands-on experience using the equipment and entering the data related to the chosen site. The teams investigated a possible moated site in the town, but it turned out not to be as archaeological as expected, which of course is quite often the reality of archaeological work. In any case, the experience of conducting a geophysical survey was considered more important. This project is an example of cross curricular, cross community and European experts working together to provide unique and exciting learning opportunities for students.

Becoming reflection facilitators - conducting effective learning conversations

Garrett Coyle, Ashbourne Community College, Co. Meath; AnneMarie McEvoy, St MacCarthan's College, Co. Monaghan; Eimear Holland, Dublin City University

“We have engaged in a participatory action research study which is developing a mentoring community of practice of cooperating teachers. We come together to share our successes, challenges and we support one another with alternatives and solutions by re-contextualising what we know for other school environments and with other pre-service teachers. We negotiate what knowledge and skills need to be focused on in workshops and based on this learning, we return to school with tools to complete to self-reflect and we select from a menu of developmental activities, depending on where we are in our development of that mentoring skill.

We aim to demonstrate how this approach can be adopted to help professionals to become less fearful of peer evaluation and as a result, support the de-privatisation of practice, increasing collegiality and collaboration in schools”.

BEO – Gnó s'giota / Business with a bang *Seosamh Mac Ceallabhuí*

Thosaigh BEO mar scéim idirbhliana sa bhliain 2009. BEO was founded by transition year students from Coláiste Ailigh, St. Eunan's College, Loreto Convent and Errigal College, all schools located in Letterkenny. BEO aims to get young people interested in music by encouraging them to organise a series of concerts in their local area. Students are in charge of every aspect of the organisational process – booking the acts, promotion of events, filming of concerts, etc. This encourages an interest in live music, while helping students develop a wide range of organisational and communication skills. This project also puts a firm emphasis on the Irish language and seeks to encompass it in the organisational process – “Is fearr Gaeilge bhriste, ná Béarla cliste”. It is the aim of all those involved in BEO that this project will continue to grow nationwide.

Bí Media Cliste - A world of possibilities, Take the first step!

Shane Egan and Róisín Egan

This will be a guided presentation through short radio shows, multimedia projects and short films produced by students in both primary and secondary schools. “Through a series of activities, we will show educators what they can do in their own classrooms and how this will invigorate and stimulate their students.

Showcases

One multimedia experience per year at a minimum will have a huge positive effect on their classes, and their own enthusiasm! In essence, multimedia projects are short projects with long term goals of inclusion, cross curricular involvement and skill development in students and educators. Más féidir é a shamhlú, is féidir é a dhéanamh! Bí Media Cliste!”.

Bridge21

Bridge21 is an education programme based in Trinity College Dublin. We offer a new model of learning that can be adapted for use in Irish secondary schools. Nothing excites us more than the power of learning. The needs of twenty first century society are radically changing, but our education system has not caught up. We want to change that. We see the need to overhaul the way we educate so that our young people can meet the demands of a knowledge-based society. We think that developing how students learn will fuel new innovation, opportunities, and help all students fulfil their potential. Bridge21 is for the way we learn now. Designed to support an innovative 21st Century learning environment within schools, we have developed a learning model for second level education that is team-based, technology mediated, project based and cross- curricular. Bridge21 is supported by a wide team of passionate and engaged volunteer mentors and teachers who in turn support young people to realise their own capacities and potential. This is win-win territory where students, mentors and teachers learn and grow together. It too is powerful.

ChilloutIreland

Gayle Byrne, Terry Moore and Charlotte Mooney

At ChillOut Ireland our main aim is to offer each person a safe space in which they can learn new life skills that, if used regularly, can most definitely reduce stress levels, increase confidence and promote well-being. We believe that mental health now needs to be addressed in a practical and compassionate manner so that each person who chooses to learn these skills can take them and use them as part of their daily life ... no matter what their journey. We do especially consider the mental health of children and teenagers to be of particular interest in terms of education in this area. If we can educate our children and young people in understanding their own mental health from a young age, then we are giving them a set of life skills that will give them strength through their teenage years and ultimately, into adulthood. We also specialise in the area of training teachers in these skills (both primary and post-primary) and our course for primary teachers is Department of Education approved.

Collaborative Learning Classroom

Joe Flynn and Anthony Doogan

Simple, but powerful structures to prepare students for a career in the real world. This is an introduction to establish the background of participants, and familiarity with the concept of Collaborative Learning as student, parent, teacher or other. Participants will engage in using simple tactics and strategies such as Think/Pair/Share, Three Step Interview, Graphic Organizers (Venn Diagram, Fish Bone..),

Showcases

Placemat, Plus Minus Interesting (PMI), Examine Both Sides (EBS), Consider All Factors (CAF), and others, all of which assist with organizing one's thinking, thus facilitating far more effective learning. The methodologies on show will have been developed through more than 30 years of practice in both Ireland and Australia. “My most recent involvements were Barrie Bennett's three-year CPD Programme on Instructional Intelligence awarded by the IVEA, and the Graduate Diploma in Leading Learning at NUIG”.

Community Media Education – Using radio in the classroom

Ciaran Murray and Dorothee Meyer-Holtkamp

NearFM have been running a practical radio-making workshop for teachers and youth workers. Its aim was to give teachers/ youth trainers the skills to produce interviews and programs inside and outside the classroom, community centre or youth club. We aim as part of this showcase to give teachers an understanding of some of the different ways radio production can be used in the classroom. Radio is a very useful tool in engaging young and old. It can be useful for people with confidence issues, literacy issues or simply as a way to maintain interest in a topic in the classroom. The use of radio as a practical training tool in the classroom has never been easier with the availability of free software and recording devices on mobile phones. We aim to encourage media literacy in the classroom and give tips and ideas to teachers about how they might integrate it into their work.

The Near Media Co-op is just one of 20 Community Radio stations around the country and we will have information for people on their local station.

Connecting Our Classrooms [Towards Critical Thinking]

Lorraine O'Loughlin, Máire O'Brien and Norma O'Brien, Coláiste Mhuire, Askeaton

In 2011/12 our school participated in the Learning Schools Project 3 [LSP3] under the auspices of the Limerick Education Centre. Our project was entitled 'Effective Group Work'. In 2012/13 we participated in LSP4 with a case study entitled 'Towards Critical Thinking'. For both of these projects, we produced a range of resources that were trialled successfully by various subject departments within our school. [Both these projects are available via a link from the Learning Schools Website www.thelearningschoolproject.com] In 2013/14 we are participating in LSP once more. For LSP5 we are combining both of the previous projects, in a longitudinal study, under the title 'Connecting Our Classrooms' with a view to taking them forward and embedding them in the teaching pedagogies of our school.

We are hoping to impart the relevant skills of Critical Thinking by employing some of the methodologies used in effective group work. To that end we have refined some of the resources developed previously and devised some new ones. We have also devised a guide, including lesson plans, to assist colleagues participating in our study. Six subject departments, English, Science, Maths, Geography, Home Economics and Physics, have just completed a four week pilot of our resources.

Showcases

Continuous Professional Development - Building Capacity in Learning Support

Within the context of special educational needs (SEN) there is an increasing emphasis on inclusion, and on meeting the needs of learners in an inclusive setting. The Learning Support Guidelines (LSG)(2000) advocate placing a high priority on enhancing classroom-based learning through alternative groupings and providing “shared teaching approaches, involving the class teacher and the learning support teacher in the pupil’s regular classroom. In light of the emphasis on shared teaching approaches in the pupil’s classroom the Professional Development Service for Teachers (PDST) designed professional development seminars for ‘Team Teaching’ in the context of literacy. These have been delivered in the various Education Centres.

A key feature of this project was the training and the development of local teachers as facilitators of this CPD in order to build capacity for learning support at local level. To date over 1,000 teachers have attended these seminars. This project will aim to show the effectiveness of capacity building models of CPD which enable and empower teachers to lead innovative teaching and learning in their own schools and which provide a pool of trained CPD providers at local level.

Crazy ideas - student involvement in negotiating and implementing the physical education curriculum in the Irish senior cycle

Donal Howley and Dr. Deborah Tannehill, University of Limerick

“ ‘Crazy Ideas’ was a research project I undertook as part of my final year project while I was an undergraduate in University of Limerick. After a year of reviewing and editing the paper it is set to be published in The Physical Educator journal this Autumn. The aim of this study was to examine senior cycle students’ views on their involvement in a process of curriculum negotiation and implementation, and how the methodologies they experienced affected their investment in and ownership of the physical education curriculum”.

“The study was conducted in an urban co-educational comprehensive school. Participants composed a class of 24 students, (12 male/12 female), ranging from 15 to 16 years of age, the physical education teacher and the teacher-researcher. Throughout the study, participants engaged in negotiation and discussion pertaining to their physical education experiences as well as selecting, implementing and participating in a variety of activities and a student designed curriculum unit. At this FÉILTE, I will showcase how the idea of eliciting student voice and involving students in negotiating and implementing their curriculum came about and the processes that led to its realisation. Furthermore I will showcase the potential for such an approach to teaching and learning for teachers across a variety of subjects as a means to evoking investment and ownership within pupils”.

Showcases

Creative Schools Award

Ger Ó Sé, Mary Manley, Gwen Oates, the Association for Creativity and Arts in Education

This presentation/workshop charts our AfL journey from 2008 to date. It explores how the principles of AfL have been informed every aspect of teaching and learning in our College. It focuses on the practical aspects of using AfL in the classroom and documents the success of the project over the past 6 years using video footage, recorded interviews with teachers/parents/students and members of the BOM.

Developing Oral Communication Skills - Learning by Doing

Anne Gormely and Mary O’Riardon

In 2013/2014, one TY group researched material for Leaving Certificate students that could be used as background information on essay work. These were delivered in the form of Oral Talks together with Power Point Presentations. These Presentations were given to all Senior Students. In addition a book corner was created to develop literacy skills. Another TY Group presented a display comprised of music, song and dance, all through the medium of Irish (5 minutes in length).

Education for All

Moira Leyden, Sally Maguire, ASTI; Lizzy Noone, Concern

Education for All is a project promoted by the Irish teacher unions and development NGOs. It is a member of the global campaign for education – www.campaignforeducation.org – which is supported by UNESCO.

Education for All is a global movement to promote the Millennium Development Goals in Education. These goals were adopted in 2000 and bind the Developed World to providing support to national education plans in developing countries to achieve the six Education for All goals:

- Goal 1: Expand early childhood care and education
- Goal 2: Provide free and compulsory primary education for all
- Goal 3: Promote learning and life skills for young people and adults
- Goal 4: Increase adult literacy
- Goal 5: Achieve gender parity
- Goal 6: Improve the quality of education

Each year, UNESCO produces a Global Monitoring Report on the progress – or lack of - in achieving these goals. The Irish Coalition for the Global Campaign for Education is a network of the teacher unions - ASTI, IFUT, INTO and TUI - and development NGOs which aims to promote the Education for All goals. It does so by advocacy work at governmental level; engagement with academic research, and contributing to public discourse on global education issues.

Eliciting, Supporting and Extending Mathematical Thinking in Irish Primary Classrooms

Annette Cregan, MJ Malone, Anne Treacy

PDST has developed mathematics resources to provide guidance to primary school teachers in using an instructional framework for enhancing mathematical thinking.

Showcases

This instructional framework advocates methods of eliciting, supporting and extending higher-order mathematics skills such as reasoning; communicating and expressing; integrating and connecting; and applying and problem solving. To date over 1,000 teachers have received two days of training from PDST in the use of the resources. The intention of this showcase is to illustrate the background and theory of the approach (PDST team), alongside the practical application of the approach in the classroom (classroom teacher).

Embedding restorative practices in Donegal schools and centres - How all schools/centres can be restorative

Anne McHugh, Fiona Temple, Liam Galbraith, Donegal ETB

Restorative Practice (RP), based on the philosophy and principles of restorative justice, provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. A school/centre which operates with this philosophy at the core will be a school where academic achievement is high because the optimum conditions for high quality teaching and learning are in place. All Codes of Behaviour in our schools are based on RP principles. Conflict is addressed and dealt with in a way that protects the dignity of all concerned. Participants will be taken through a variety of restorative interventions.

Encountering the Arts Ireland: supporting teacher / artist partnerships in schools

Jane O'Hanlon, Helen O'Donoghue, Camille Lynch, Encountering the Arts Ireland (ETAI)

A showcase of the work of Encountering the Arts Ireland (ETAI) around the development and support of arts education and arts-in-education in primary and post-primary schools, with particular reference to the Arts-in-Education Charter (Dublin, 2013) and the Artists Schools Guidelines (Dublin, 2006). We will demonstrate and explore the role of arts education within the curriculum and also explore give examples of successful teacher/artist partnering and partnerships. The showcase will give teachers the opportunity to ask questions of a practising teacher and artist and to explore how this initiative might be relevant to their own teaching situation. Information will also be provided on relevant organisations, support structures and funding possibilities. The session will be presented by a teacher and an artist and will be facilitated by a representative of ETAI.

Experience of using movement programmes with primary school children experiencing difficulties with literacy, and using the diagnostic testing of the movement programmes to help us understand the challenges and strengths of the children in our classrooms.

Máire Nunan, Aoife Caulfield, Judy Breen, Mol an Óige Steiner NS

This was an action research project, which received funding from the Teaching Council.

Showcases

The research was carried out over the course of 3.5 school years, with a particular focus on the implementation of two intervention programmes during that time period:

(a) INPP (Institute for Neuro-Physiological Psychology) neurodevelopmental movements programme - if primitive reflexes are not fully integrated during infancy, control of voluntary, skilled and complex movements can be affected. These uninhibited reflexes can interfere with subsequent motor development, visual functioning, hand-eye coordination and perceptual skills. If the physical nature of these difficulties is not identified, it can lead to frustration, hyperactivity, stress, hypersensitivity, and emotional problems later on. It can also interfere with concentration and short term memory.

(b) The Extra Lesson: a programme of exercises developed by a visiting lecturer (Gordon Woollard) on the subject of dyslexia and its relationship to the development of the senses in children. His work has its foundation in the Extra Lesson, "an assessment and intervention programme originally developed by Audrey McAllen in the UK. This programme is based on the holistic developmental perspective of Rudolf Steiner's philosophy of education, recognising a link between learning difficulties and child development in the first seven year period."

First steps to Learning

Mark Shinnick, Rutland National School, Dublin 1

Rutland Street Project (Roll Number 19361N) was set up in 1969 as an early years' intervention programme for children aged 3-5 years from Dublin's North Inner city. Its founding principle was to develop strategies to prevent school failure. The school today, 45 years since its foundation, strives to promote quality early years education and learning to the children and parents of our pre-school.

"First steps to learning" project will include the show case of the implementation of

- AISTEAR Curriculum Framework and
- Transitions Programme from Pre-school to Primary School.

All programmes stated above have a Parental Involvement component; from parents workshops to parental involvement policy.

Further Education Network – a community of practice

Bernadette Brady and Ronan Callanan, Whitehall College, Dublin

The Further Education Network (FEN) aims to provide a forum for those involved in FE to discuss matters that concern them and to share ideas, resources and research both online and through events. FEN is an independent, informal, voluntary community of practice type group. Two Further Education Network (FEN) events were held earlier this year at the Centre for Research and Innovation in Learning and Teaching (CRILT), NCI. At the events, a number of FE practitioners made short presentations (5-10 mins each).

Showcases

Although some of the topics were not exclusively FE topics, they were linked to FE practice e.g. Systems Thinking, Transversal Skills, LGBT issues. Some of the presentations related to research carried out for Masters and PhD degrees. The aim of the events is to provide a space where practitioners can present their ideas etc. followed by informal discussion. Special Interest Groups can be formed within the network. Four groups were formed at our last event (IT, Learning Support, Business, and Student Retention). The idea is that these groups can meet separately within the umbrella of the network at face-to-face events, or using the FEN online platform (in development).

Global Schoolroom - Sharing Educational Experience Worldwide

Gwen Brennan and Tony O' Rourke, Presentation Secondary School Warrenmount; Garret Campbell, a co-founder and Director of Global Schoolroom

Education helps eradicate poverty, promote economic development and build sustainable communities. Global Schoolroom brings teachers from Ireland together with their global counterparts to build each partners capacity through the sharing of educational experience, expertise and good practice. Global Schoolroom is dedicated to sharing educational experience between communities worldwide to help eradicate poverty, promote economic development and build sustainable communities. Since 2006, Global Schoolroom has brought almost 150 teachers (serving and retired) from Ireland together with over 400 of their colleagues in India.

Between 2008 and 2013, the Irish teachers have worked in India as volunteer tutors during their summer holidays and mid-term breaks on a University College Dublin (UCD) accredited programme for unqualified Indian teachers. In November 2013, this programme was officially recognised by Assam Don Bosco University (ADBU), Guwahati, India, as an established teacher education programme fulfilling the demands of teacher training under the Right to Education Act (RTE), India 2009. Throughout this time, the Irish teachers have contributed to their own personal and professional development through this engagement.

Good Practice Guidelines for ASD education in special classes in mainstream primary schools

Tralee Education Centre

Tralee Education Centre has facilitated Network for teachers who teach pupils with a diagnosis of Autistic Spectrum Disorder (ASD) in special classes in mainstream schools.

We will share ideas and resources to enable teachers to:

- engage practical approaches for the teaching, learning and effective behaviour management of students with ASD.
- provide an inclusive education for all.
- recognise the individuality of the pupils.
- provide opportunities for active learning, as outlined in the Primary School Curriculum, in the classroom through:
- providing a suitable environment for teaching and learning.

Showcases

- integrating ICT in teaching and learning.
- acknowledging the importance of communication with parents in providing appropriate education for pupils with ASD.
- showcasing how a group of teachers have worked collaboratively together providing support for each other.
- providing a forum of support for each other in a safe, secure environment of trust and respect for each other.

Holocaust Memorial Exhibition - a whole school initiative

Grainne Mulcahy and Ger Doran, Gorey Community School

The Holocaust Memorial Day was marked in our school by bringing together History, English, Art, and Chaplaincy Departments to create an exhibition that was informative and empowering. It is visual and emotive, it engages students on many levels, as creators of the exhibition and as audience. The exhibition becomes a teaching tool for teachers across the school to teach CSPE, History, English, Religion, a whole range of justice and peace issues. A 10 minute video of the event was produced by Kairos Communications. It is a powerful methodology drawing many disciplines together to create an learning experience that can be used as a template for any subject area.

Instructional Leadership Programme

Tadhg Long, St. Fanahan's College, Mitchelstown; Carmel Kelly, Castleisland Community College

"A Professional Development Programme to enhance learning and teaching repertoires in our Schools" www.instructionalleadership.ie
The 'Instructional Leadership Programme' is offered through the Irish Vocational Education Association (IVEA) to educational partners in all sectors and facilitated by Professor Barrie Bennett, author of 'Graphic Intelligence', 'Classroom Management' and 'Beyond Monet'. As a Model of Professional Development, it provides for engagement & submersion, modelling & practice and the development of collegial networks as a means of support and encouragement. The programme endeavours to initiate and facilitate systemic change, across all levels of education, by specifically aiming to:

- Encourage teachers to consciously modify their instructional actions so as to maximise student learning
- Facilitate the conscious and deliberate utilisation of teacher actions – skills, tactics & strategies
- Foster an awareness of how a teacher's actions can impact on student learning – motivation, novelty, authenticity, accountability safety
- Re/Acquaint teachers with the extent to which learning is affected by; diverse learning styles, multiple intelligences, 'at risk environment' etc.
- Enhance classroom management Encourage / support review – individual / subject dept / school

Showcases

Instructional Leadership/Peer Observation

Margaret O'Donovan, Lorraine Chadwick, Paul Finn, Regina Mundi College, Cork

This NAPD-led Instructional Leadership Project is contextual to each individual school. The first phase of the project was enacted in Regina Mundi College during the 2013/2104 school year. In the context of the debate on instructional leadership, there is a need to give voice to the silences around the traditionally pervasive isolationist culture, whereby the teacher had virtual autonomy in his/her classroom. To this end, in Regina Mundi College, the stance is taken (i) that Deep Learning comes through the co-construction of knowledge and (ii) that it is essential to make explicit the relationship between instruction and leadership and to address how school leadership practice connects with the core of schooling, i.e. teaching and learning. In addressing the how of instructional leadership practice, the Regina Mundi College configuration proposes the following key components to enable the enactment of an "open-door" model of instructional leadership practice.

Irish Abroad - A look at some of the action research projects in a Swiss International School and how they changed our practice

Liam Printer and Ronan Lynch, Leysin American School, Switzerland

The workshop will look at the various action research projects that we as Irish teachers abroad are currently involved in in a Swiss International School.

The aim of this workshop is to showcase what some registered teachers are doing abroad and the impact that action research can have on your practice and professional development. The workshop will take the following format:

1. Overview of the school and the culture of action research to develop one's practice.
2. Description of the professional development projects in the school and how these impact our practice.
- 2A. Overview of 'Program A' which involves teachers researching a topic of interest to them, then being observed by their peers and finally videoing themselves before making a short clip to show to their minigroup.
- 2B. Overview of 'Program B and C' which involves teachers being observed over a specific period of time where their interactions in the classroom are monitored in five minute blocks. This data is then fed into a system which allows the teacher to see how long they are spending doing different things in class (e.g. Teacher talking vs students working in groups). The teacher can then choose to try to change certain parts of their practice.
3. Description of the action research and feedback cycles that we have conducted in our classroom and how they have impacted and changed our practice.

The workshop would be highly interactive and participative, giving all of the teachers present an opportunity to engage with some of the action research in small group settings allowing them to put some of the ideas directly into practice.

Showcases

Irish Primary Physical Education Association - bringing activity, fun and enjoyment to PE in primary schools

Caitriona Cosgrave, Grace Crowley, Ciara Elliott, Catriona Casey, Nicola Cosgrave, IPPEA

Following on from our participation in Féilte 2013, the IPPEA seeks to build on the positive physical activity experiences and discussion from last year and to showcase the recent work of the association. Practical 'mini' workshops will be showcased to provide a taster of the work of the association. Minimal equipment will be used to show how lessons can be simply undertaken. These sessions reflect the type of professional development workshops which the IPPEA (in conjunction with the PDST) provide at regional levels through local education centres.

Our work in the area of advocacy and policy will also be highlighted through an information session. Current issues such as fitness testing in primary schools will be explored. We will also showcase our website-related developments in the past year, which seek to support teachers, parents and the wider community in the development of healthy, active children. We will demonstrate how our website can be a useful teaching and learning tool for teachers to share ideas and read and review relevant materials suitable for the teaching e.g. monthly warm-ups, reviews of websites and books in PE.

"Is fearr rith maith ná drochsheasamh". Cork City Marathon Youth Challenge - Learning through Physical Activity for Senior Cycle Female Students

Michael Carey, Glanmire Community College; Maria Keane, Cork Education and Training Board; Ashley Fitzgibbons, Cork City Council, Cork Sports Partnership

A description of the unique relationship between Physical Education Association of Ireland (Cork), Cork Education and Training Board, Cork City Council and Cork Sports Partnership which led to the development of the Cork City Marathon Youth Challenge in 2013. The challenge allows an opportunity for relay teams of five Senior Cycle students to participate in the Cork City Marathon, which means that many students set physical education goal, participate in tailored training programmes, and engage in the largest annual mass-participation event in Munster on June Bank Holiday Monday each year. The showcase will look at the major successes of the project to date, the experiences of two participating schools, and the thoughts of participating student athletes.

Joint Primary and Secondary International Celebration Day Initiative

Angela Bowe and Olivia Ridgeway, Mullingar Community College; Sorcha Fenton, Mullingar Educate Together NS

International Celebration Day was a joint effort between Mullingar Community College and Mullingar Educate Together NS. As our schools have a diverse school community, we had both been working on intercultural events separately each year.

Showcases

We collaborated and decided that we should come together to celebrate and recognise the multicultural talent in our schools and showcase it in the community. We organised an event that would expand the ideas that already existed in our schools and would involve as many people in our local community as possible. We involved all schools in the local area and invited them to take part in order to strengthen school bonds and community partnership. We collaborated with many stakeholders including the arts officer, the Cathaoirleach of the County Council, the manager of the local arts centre, the Gardaí, embassy staff, local and national media, local religious and political leaders. Parents, students, family members showed their support through preparation of food for the food hall, coordination of ethnic costumes and by attending the event. We organised a variety show in the Mullingar Arts Centre and guests were treated to an exciting, educational morning.

They were greeted to the Arts Centre by fire breathers, who were parents of children in our schools, a choir and traditional Irish music and dance, then they took a tour around multilingual projects about many different countries, this was followed by a trip through the intercultural food hall where guests got a chance to sample homemade treats from all around the world. The guests then took their seats to watch the exciting show which had been organised. The children from two local primary schools joined together to open the show with the 'Ode to Joy' on their newly acquired trumpet skills. The show was a multimedia extravaganza which showcased talents with an international flavour.

Kilkenny City Vocational School Retention Strategy Group - Communities Working Together Towards School Completion

John Cullinane, Aoife Duffy and Cathy McSorley, Kilkenny City Vocational School

The KCVS Retention Strategy Group is a collaboration group comprised of teachers, the school Principal, local youth workers, the School Completion Programme, NEWB (National Education Welfare Board), parents, students and various other stakeholders and volunteers involved in the local community with our mission being to get all organisations, agencies and individuals in the community working together to help more of our students complete their post-primary education. The strategy group, only in existence since January 2014, has already implemented a Family Support Programme which helps parents and students to manage conflict and other issues, especially anger management.

We also have implemented a counselling service for students in the school. This group has strengthened the links between all the agencies that work with the students in the school and with the local community. The students are actively learning through project groups that are run by local volunteers, such as the John Paul II awards. The students get to work in the local community, for the benefit of the community and they learn the value of commitment, dedication and leadership through this project. This retention group also organises people from local youth centres to come in to the school and work on a one to one basis with certain students, with an emphasis on improving their numeracy and literacy skills and abilities.

Showcases

"We will showcase how this community based project, in conjunction with the school, has already started to benefit our students greatly since its creation in January 2014. The students have become aware that all the different organisations/agencies are working together and this has had a positive effect on their willingness to get involved in these programmes and different projects".

Learning School Project ATECI Region Four

Mary O'Donovan, West Cork Education Centre

The Education Centres in Region Four, Cork, West Cork, Kerry and Limerick, together with Clare Education Centre, have over the past five years worked with approx. 25 post-primary schools per annum to develop communities of practice in their schools where the commitment to the process of review and self-evaluation is valued and the outcome of this process leads to the development of school-based projects to support innovation in learning. The project profile differs between schools and the focus to date has included curricular development in addition to supporting leadership of learning. It is proposed that teacher representatives from participating schools or from schools who have participated in the past would be available to share their experience and knowledge of this project. On completion of each project, schools document their experiences in a report. Reports will be made available for viewing as part of this showcasing event.

Limerick Education Centre (LEC) Junior Scientist

Michael Browne, Joe O Connell and Maria Sheehan, Limerick Education Centre and Professional Development Service for Teachers

LEC Junior Scientist is stage two of a project "To enhance scientific literacy at senior primary level through inquiry based learning". This project is part of a joint initiative with LEC and the PDST involving four primary schools in county Limerick. Schools involved were selected after participation in a primary Science Sumer course which was aimed at increasing the scientific literacy of primary school teachers.

LEC Junior Scientist involved four two-hour workshops from September to February focusing on the different strands in primary Science. The aims of this initiative were to:

- Promote teaching and learning of Science at primary level
- Develop an inquiry approach in the teaching and learning of Science at primary level
- Develop scientific communication
- Help the transition from primary Science to Junior Cycle Science
- Offer science support to primary teachers

This stage of the initiative culminated in a Science Fair in Limerick Institute of Technology where 200 pupils shared their science investigations with the public. Pupils were required to communicate their experiment using probing questions and correct scientific language.

Showcases

Marrog - integrated arts workshop

Helen Hallissey, Fiona Angland and Sinead Twomey, Macroom Arts Circle - a teacher professional community

Members of Macroom Arts Circle (primary teachers) will lead this integrated arts showcase based on the poem 'The Marrog'. The activities were devised by the six teacher members and were featured in an article in InTouch magazine in September 2013. The article was entitled 'The Marrog'.

Macroom Arts Circle is a TPC – a teacher professional community. This teacher-led model of continuing professional development is hosted by Dublin West Education Centre. The TPC is then facilitated by the local education centre – in this case, Macroom Arts Circle is facilitated by West Cork Education Centre. The monthly meeting which is called the Meitheal is a practical workshop where the group shares ideas and solutions to issues arising from the arts in the classroom.

Macroom Arts Circle is a community of six primary teachers. The Meitheal includes sharing of displays of children's work samples, short demonstrations by some of the teachers, reflections and planning of classroom work for the next Meitheal.

The group seeks to nurture their own creativity with a view to better understanding how they can nurture their students' creativity. They bring evidence of our pupils' learning on the appointed topic to the Meitheal. This evidence often comes in the form of photographs as well as samples of students writing and displays. Evidence can also be anecdotal.

At the end of each Meitheal, they decide on the topic for the next month. Most topics are curriculum-based. One recent topic was the various uses of the mobile phone as a resource for the teacher.

Mentoring Community of Practice - What's In It for The Teachers?

Kate O'Mahony, St Declan's College, Cabra and Marie Cloonan, Margaret Aylward Community College

This study has attempted to develop a mentoring community of practice, as recommended by the Teaching Council (2010), the DES (2000) and the EU Commission (2007). This will showcase that the benefits, which have been realised and reported in international research is possible within the current educational culture in Ireland. Whilst the cooperating teachers involved have engaged in their development of mentoring in varied ways and focused on varied targets, they will present the wider professional development benefits accrued from engaging in a mentoring community of practice, other than the development of their knowledge and skills as a mentor. Participants will explain the activities they engaged in and with, which supported the realisation of the benefits. In order to accrue these benefits, participants will have been faced with challenges and barriers and as such they will allow for some round table discussions to draw out some solutions for overcoming challenges, which delegates potentially face.

Showcases

Mol Feasa - Research Alive!

Centre for Effective Services, NCCA and the Teaching Council

Teachers will have a great opportunity at FÉILTE to shape how research can support them in enhancing learning. At this workshop, the Teaching Council, NCCA and CES (Centre for Effective Services) will be listening to the views of FÉILTE attendees as to what they would like to see in an online forum about teaching, learning and research. The three organisations are planning to develop a new website – molfeasa.ie (from the Irish for hub of learning and wisdom) – that will support and facilitate connections between teachers and researchers. The primary goal is to make it easier for teachers to access research and to reflect on it so that they can review and update their practice. This builds on the very successful conference, called Research Alive!, which was held in May 2013. It was clear from this event that the profession are thirsting for more critical engagement with research. FÉILTE offers teachers a great chance to fully inform how that engagement can happen.

NanoWoW: An Introduction to Nanoscience for Senior Primary Children

Siobhán Ni Threasaigh, Bayside S.N.S.; Cliona Murphy, St. Patrick's College, Drumcondra; Éilis McGrath, Amber, Trinity, College

Nanoscience is a relatively new field of science. Ireland is 6th in the world at nanoscience research and 8th in the world at materials science research. CRANN have bridged links between industry and research.

They are now constructing links with Irish secondary and primary schools. This is an opportunity for Irish Primary Schools to introduce the children to up-to-date scientific research (as recently as 2010, two nanoscientists won the Nobel prize for their discovery of a new super material on the nano-scale!). After an article on nanoscience was published in InTouch magazine (www.into.ie/ROI/Publications/InTouch/2013/November2013/), teachers from all over Ireland emailed CRANN for a pack of nano lessons.

A core aim of these nano lessons is to introduce the children to the basic, fundamental concepts of nanoscience. The lessons are also designed to teach the children about the Nature of Science. The lessons promote science as a developmental, tentative subject while showing the children that science is a human endeavour and how we can learn from the history of science. Through research and investigations nanoscientists are actively trying to solve global issues, this teaches the children that science and society are linked.

Nanoscience is an 'interdisciplinary science'. It could be addressed under SESE, Science, under the strands of 'Materials' and 'Environmental awareness and care'. Nanoscience addresses the Nature of Science and a wide variety of scientific skills. The lessons make explicit links with literacy, numeracy, history and art.

A pack of lessons called 'Nano in my Life' has been developed for secondary schools and nanoscience is taught from undergraduate to postgraduate levels in our top universities.

Products, incorporating nano-materials, are being introduced, at an increasing pace, into the global market.

Showcases

Next STEP transfer programme

Milo Walsh, Patricia Purcell and Vanessa Bolger, Next STEP programme

The next STEP programme (Second level Transfer Educational Programme) is a unique transfer programme for sixth class pupils as they prepare for Secondary school. It is an in-school programme delivered by trained personnel from outside the school but yet from the school community. This programme has been developed over a five year period by three HSCL teachers in the South East and has proven to be very successful on a number of levels.

The programme is professionally presented in folder and CD format and is available free to all schools and was officially launched this school year.

National Induction Programme for Teachers (NIPT)

The National Induction Programme for Teachers (NIPT) supports the induction of newly qualified teachers (NQTs), both primary and post-primary, into the teaching profession in Ireland. The main objective of induction is towards promoting the professional development of NQTs by way of systematic support in their first year of teaching, thus laying the foundations for subsequent professional growth and development. The NIPT provide five pillars of support, the NQT workshop programme, website support, school-based support, school visits and professional support groups. A key characteristic of the programme is the support for NQTs by trained mentors at school level.

These mentors, nominated by their schools, are fully probated, experienced teachers who will have completed an initial mentor training course designed by the NIPT. NQTs value and acknowledge the importance of having 'someone there for them' in their first year of teaching. The mentor is someone the NQT can turn to for personal, professional and pedagogical support throughout that crucial first year. It is widely acknowledged that building strong professional learning communities through programmes such as the Induction Programme will benefit schools as learning organisations in the long-term.

Nurture Rooms and Sensory Rooms in a mainstream setting

Susan Gibney, Karen Browne, Susan Durrad and Tamara Rusk, Queen of Angels Primary School, Dublin 16

Nurture Groups are a form of provision for children with social, emotional, behavioural and learning difficulties, and are research proven to help these children, in addition to helping in the development of a nurturing school. We researched the Nurture Room concept in response to a need to address the increasing social, emotional, behavioural and learning needs of the children in our school. All other standard interventions were proving to be inadequate for many of our children, and we set about thinking 'outside the box' and finding an intervention that would not only help individual children, but would enhance the climate, relationships, behaviour and learning in our school.

Children attending our Nurture Room are looked after by one teacher and one Special Needs Assistant.

Showcases

It is set up like a small apartment. It has a fully equipped kitchen, dining area, quiet/relaxation area, sitting room area, language area, playing area and learning area. Children who attend our Nurture Room spend up to one third of the school day there, engaging in varied educational and nurturing activities, in groups of two to five. Through these activities the children's social skills, anger management skills, behaviour management skills, emotional regulation skills, and relationship building, are enhanced and developed. The above activities also contribute to greatly enhancing their social skills, self-confidence and self-esteem.

Our Sensory Room, which we use to complement the activities engaged in in our Nurture Room, also contributes to our management of special needs in our school by helping children to manage emotions, communicate appropriately, tap into their senses, learn to be quiet and calm, and nurture their relationships.

Our School Literacy Improvement Plan - A Collaborative Approach

Kerry Lynn Martin, Oonagh Prendergast, Rita Donnellan, Ratoath College, Co. Meath

We at Ratoath College would like to showcase our Literacy Programme and show how we drew up our literacy Improvement Plan. We are a second level Community College who made literacy our focus for this academic year both in terms of school planning and school self-evaluation. We involved teachers, parents, students, subject teams, management and, of course, our literacy core team in our drive to improve literacy in our school.

We focused on a number of initiatives that we envisage embedding into our teaching and learning strategies from now on.

Relationships and Sexuality Education in Boys Schools-Primary and Post-Primary

Brigid Cannon, Aidan Burke and Martha Sweeney

The overall aim of this work is to support the sexual health and well-being of Irish male students incorporating a whole school approach to Relationship and Sexuality Education (RSE). Two schools; an all-boys primary school and an all-boys post-primary school engaged with the Professional Development Support Service for Teachers to review current practice in relation to the teaching of the RSE component of SPHE. This work will showcase the approach taken by both schools to review their RSE practice in the school. The schools involved will present an overview of the process involved, the findings and its implications for the teaching of RSE both in the school and beyond. The work will also be an opportunity to showcase Resources developed at the Primary and most especially Post Primary sector to support the implementation of RSE in Second level schools. The resources include: B4UDecide, Trust Pack, Growing Up Lesbian, GAY, Bisexual and Transgender, Bodywhys. The more that RSE happens both in the school and home, the less need boys will have to get their information from unreliable sources.

Showcases

School self-evaluation to enhance teaching and learning

PDST

The Forbairt programme for school Leaders operated by the PDST blends two of the more transformative models of CPD; communities of practice and action research. Over the past two years the programme has supported over 100 schools in engaging with the school self-evaluation process. The learning focused project has helped schools become research engaged as schools have, explored key issues in teaching and learning, gathered data for evidence based decision making and have implemented, monitored and evaluated interventions. In this way the Forbairt program helps to grow teachers as participants, observers and reflective practitioners. It also supports teacher professional development by clustering schools as communities of practice, "Action Learning Networks" to share, consult and advise one another. Similarly, the PDST has provided sustained, modular support to a number of schools to integrate national priorities through the school self-evaluation process. This showcase will highlight the work of these schools in some of the early successes of schools' self-evaluating their teaching and learning practice using the school self-evaluation guidelines.

SciFest

Lisa Darley, Áine Woods and Sheila Porter

SciFest, www.scifest.ie, is a series of one-day science fairs for second-level students hosted at local level in schools (SciFest@School) and at regional level in the Institutes of Technology (SciFest@College), culminating in a national competition for the overall winners from the institutes. To date in the current school year some 27 schools have hosted SciFest@School science fairs, with almost 2600 students exhibiting over 1100 projects; with a number of schools still to hold their SciFest@School fair this compares with 2322 students exhibiting 941 projects in all of last year. In total in SciFest 2013 more than 5300 students exhibited over 2260 projects.

Student participation in the programme has increased by approximately 25% each year since the programme was first launched nationwide in 2008. A number of teachers (over 400 teachers in 2013) are using SciFest to promote a 'science by inquiry' approach to the teaching and learning of science in their schools by hosting SciFest@School science fairs involving first year and second year students. Teachers are also using the SciFest programme to structure a research module with Transition Year students. A SciFest@School science fair provides a platform for the students to display and present the results of their findings. The SciFest website provides support in the form of a SciFest Science Exhibition Toolkit, resources and BKMs.

Showcases

Teaching Literacy Using an Integrated Approach

Patrick Dolan and Siobhán Kelleher, Killeeneen N.S., Co. Galway

This is a unique approach that uses the class reader to combine all the different elements of literacy into one lesson: questioning; predicting; oral language development; vocabulary development; reading; phonics; spelling; writing and; comprehension. The beauty of the programme is that it can be adapted to the needs of any school or class profile and it lends itself perfectly to in-class support. Stories are introduced using literal questions focusing on the title of the story and the visual cues progressing to inferential and predictive questions. During each lesson the direct speech in the story is highlighted, which allows the children to see a visual difference between direct speech and narrative text.

Choral reading is the predominant method employed by the Integrated Approach, where children read in groups. Individual children are assigned the role of a particular character and will read the direct speech for the assigned character. The vocabulary chosen is the language the teacher would like the children to use in their oral & written expression. The integrated approach both implicitly & explicitly teaches comprehension strategies to the children and compliments the Building Bridges programme. I also have a recording of myself and another class teacher teaching a number of English lessons to a 4th class using this approach which I will incorporate into my workshop.

Technology in teaching and learning (CESI)

Adrienne Webb, Declan Whelan and Marie Collins

CESI stands for the Computers in Education Society of Ireland. It was founded in 1973 and has continued to adapt and move forward in a speedily changing landscape. Technology has enabled the society overcome the twin barriers to participation (distance and time) and facilitated the development of a strong community online. CESI is for anyone with an interest in the potential of technology to enhance the teaching and learning experience for all involved in education. CESI maintains and active presence in a number of ways including posting insights through it mailing list, holding an annual conference and TeachMeets in various locations. Check out www.cesi.ie for more information.

To raise awareness of the importance of healthy eating and regular exercise amongst first year students in Carndonagh Community School, Co. Donegal

Niall Mc Gee, Carndonagh Community School, Co. Donegal

The showcase will describe my action research project that I am presently completing as part of my studies for the Postgraduate Diploma in Educational Leadership (Toraiocht) with NUI Maynooth. The project will describe why I chose this educational concern with the help of my colleagues or 'critical friends'. We will describe my cycles of action research. The steps to address the issue and the outcomes will also be outlined. The conclusions of my study plus suggestions for future improvements will be included.

Showcases

Voices of the Sea - a post primary multilateral project

Brendan Collieran, Castletroy College, Limerick

The “Voices of the Sea” is a multilateral Comenius project that is being co-ordinated by Ireland; the other countries include Estonia, Portugal, France, Germany, Turkey and Italy. The project is in its final stages and will conclude in June this year. The project has already been showcased at a number of Leargas events and was selected to be featured in the Leargas Video Live, Share, Inspire.

The project focused on the immense and far reaching impact the sea has on the lives of all of the participants due to their geographical location. On a concrete level, influences range from structures to diet, from occupations to dialect and historical origins, at an abstract level they range from artistic interpretation to attitudes and from core values to ideologies. Migration influences due the sea is something that has an impact on the social structures of all the participant regions, this is something that is constantly evolving and adapting. What the project partners tried to do through the forum of an active Google docs application and at the preparatory meeting was devise actions and activities that would lead the students to a path of discovery that would enable them to discover these influences in their own right.

The project was also registered on the eTwinning platform which provided access to the active project web site.

The project has resulted in an increased multilingual capacity and an enhanced motivation towards language learning amongst staff, pupils and the wider school community. All of the participant schools have demonstrated a common ethos with regard to an understanding and appreciation for their geographical location with regard to the sea. This has had a profound effect on areas that were initially identified as language and literature, food and diet, and the arts and architecture.

Youth Media Team

The Youth Media Team is a group of teenagers who attend and report on various educational conferences up and down the country. They first came together in May 2013 to add a young student voice to the annual ICT in Education conference in Tipperary. Since then, collectively and individually, the ‘red shirts’ have brought their unique blend of interviewing, blogging and tweeting to a number of events up and down the country. Check them out here on YMT.fm and on twitter at [@YMTfm](https://twitter.com/YMTfm)